

Massachusetts Family, School, and Community Partnership Fundamentals

Version 2.0

A COMPANION DOCUMENT TO MASSACHUSETTS FAMILY ENGAGEMENT
FRAMEWORK FOR PRACTITIONERS AND EDUCATORS



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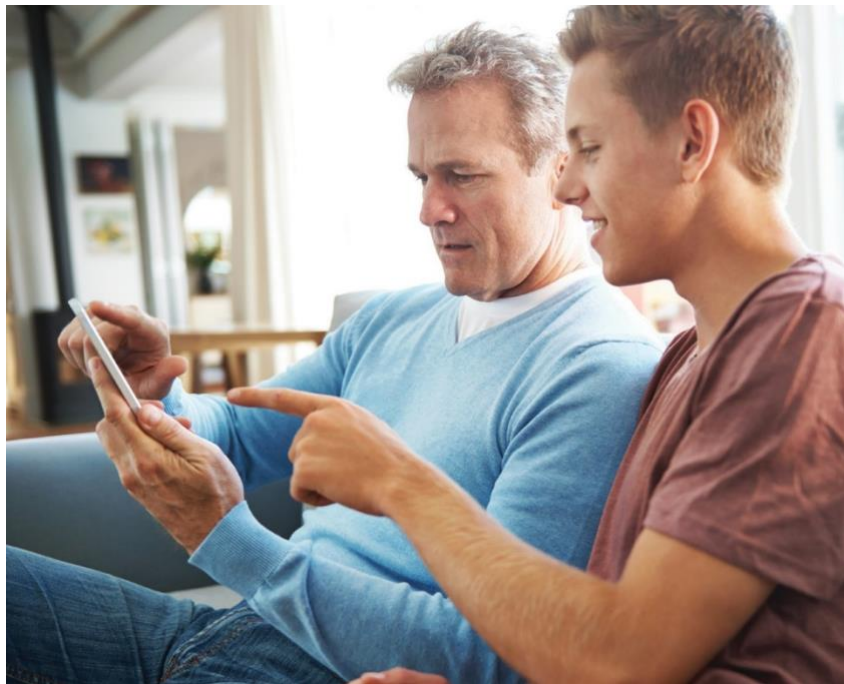
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Introduction

The *Massachusetts Family, School, and Community Partnership Fundamentals (Fundamentals)* are the result of a multi-year collaborative process in defining guidelines and research-based practices for the engagement of families, schools, and communities in supporting equitable learning opportunities for students¹. This initiative was coordinated by the [Parent and Community Education and Involvement \(PCEI\) Advisory Council](#) of the Massachusetts Board of Elementary and Secondary Education Board (Board). It incorporates the voices, passion, shared purpose, and collaboration of students, families, educators, administrators, researchers, additional Board advisory councils, and community organization representatives. Practitioners have used the *Fundamentals* in a variety of ways such as for self-assessment, to support educator growth and evaluation, and to develop school and district action plans around family engagement. Upon the June 2020 release of the [Strengthening Partnerships: A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts \(Family Engagement Framework\)](#), the Department

¹ For the purpose of this document, we define family in alignment with the broad definition used by the Family Engagement Framework. The constellation of family structures includes but is not limited to: 2 parent families, which includes 2 mothers or 2 fathers; single parent families; blended families; multi-generational families; grandparents raising grandchildren; gay, lesbian bisexual, and transgender families; extended families; siblings, adoptive families; foster families; emancipated youth; family by choice/felt families; kinship/neighbors. <http://www.doe.mass.edu/sfs/family-engagement-framework.pdf>

² The framework was developed collaboratively with 11 state agencies representing both the Education Secretariat and the Health and Human Services Secretariat. The framework is the culmination of

worked with the PCEI Advisory Council to update and align the original version of the fundamentals with the framework.²

Massachusetts is a leader in setting and supporting high expectations for students, educators, and schools. These revised Fundamentals provide Massachusetts with a new research-based tool to support high expectations for family, school, and community partnerships with the goal that coordinated, comprehensive, and systemic supports create opportunities for all students to achieve academic proficiency and beyond. The Fundamentals acknowledge the essential and valuable role played by each student's family, community, and school in preparing students for success in the 21st century. Families, educators, and community members share the responsibilities and the opportunities to promote learning and skill-building, varied educational experiences, relationship-building, and enhancement of the health and well-being of all children and youth within each community.

What Is Family Engagement?

The federal Elementary and Secondary Education Act defines family engagement³ as: [T]he participation of parents [family] in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

many meetings of both the state and regional family engagement coalitions, input from hundreds of state agency staff, practitioners and families who cross the health, human services and education sectors, focus groups with families and youth as well as feedback from our national technical assistance partners, including the Council of Chief State School Officers (CCSSO), the National Association for Family, School and Community Engagement (NAFSCE) and the Mid-Atlantic Equity Consortium.

³ Federal law uses the term "parent involvement." In keeping with current terminology and trends, "family engagement" is used throughout this document.



- Parents [family] play an integral role in assisting their child's learning.
- Parents [family] are encouraged to be actively involved in their child's education at school; and Parents [family] are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child [Section 8101(39), ESEA as amended under ESSA.]⁴

The National Family, School, and Community Engagement Working Group (2010; 2010 now the NAFSCE Policy Council) defines family engagement as:

- A shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development;
- continuous across a child's life and entails enduring commitment but changing parent (family) roles as children mature into young adulthood; and
- effective (when it) cuts across and reinforces learning in the multiple settings where children learn- at home, in prekindergarten programs, in school, in after school programs, in faith-based institutions, and in the community.⁵

The Fundamentals recognize that family engagement involves everything families do in their own unique ways to support their children's learning at home, out of school, and in the community. The Fundamentals support the creation of pathways to partnerships with families that honor the dynamic, multiple, and complementary ways children learn and grow. They apply to all stages of a child's educational career, from early childhood into young adulthood, because family support at every age significantly impacts a child's educational outcomes.

The Fundamentals also recognize that family engagement needs to be intentional and systemic and is a responsibility of all staff at all levels. Additionally, equitable family engagement seeks to dismantle privilege, oppression, disparities, and disadvantages.⁶

There are many ways that families and communities support their children's learning and development. Yet some families may need additional support to fully realize this potential. When schools and communities build on family strengths and knowledge and when family members, educators, cultural brokers⁷, and school and community leaders participate together in a child's growth and development, children achieve at higher levels, they do better in school, and schools improve.⁸

⁴ Department of Education, "Parent Involvement Title I, Part A, Non-regulatory Guidance," (Washington, DC, 2004).

⁵ "National Family, School, and Community Engagement Working Group: Recommendations for Federal Policy June 2009," accessed 2/23/11, <http://www.hfrp.org/publications-resources/browse-our-publications/national-family-school-and-community-engagement-working-group-recommendations-for-federal-policy>.

⁶ Please refer to the Family Engagement Framework for more information on equitable family engagement

⁷ Cultural brokering is the act of bridging, linking or mediating between groups or persons of different cultural backgrounds for the purpose of reducing conflict or producing change (Jezewski, 1990). Cultural brokers are individuals who act as bridges between schools and diverse families and collaborate with families to support the school's goals to improve student achievement (E.g. McMahon, 2017 <https://www.virgilstuckerandassociates.com/post/2017/09/22/lost-in-translation-does-your-healthcare-provider-listen-to-you>)

⁸ Lewis, Anne.; Henderson, Anne T. "Urgent message: Families Crucial to School Reform," 1998.



Components of the Fundamentals

These revised Fundamentals are aligned with and grounded in the following guiding principles described in the Family Engagement Framework:

- Each family is unique and all families represent diverse structures;
- Acknowledging and accepting the need to engage all families is essential for successful engagement of diverse families and includes recognizing the strengths that come from their diverse backgrounds;
- Building a respectful, trusting, and reciprocal relationship is a shared responsibility of families, practitioners, organizations, and systems;
- Families are their child's first and best advocate; and
- Family engagement must be equitable.

The indicators in the Fundamentals have been reorganized to align with the four foundational elements in the Family Engagement Framework. Before stakeholders engage in the work of partnering with families around their children's growth, learning, and well-being (Element 4 of the Framework), partnerships must:

- Be built on trusting relationship (Element 1 of the Framework);
- Acknowledge and support family health and well-being (Element 2 of the framework); and
- Be nested in diverse opportunities for families to engage that are responsive to their definition of engagement (Element 3 of the Framework).

The last section of the Fundamentals includes a section on capacity building for both educators and families as highlighted in the Dual Capacity Building Framework.

The Dual Capacity Building Framework provides organizations and communities a roadmap for creating family engagement policies, programs, and practices that builds the capacity of both families and practitioners around meaningful partnerships that contribute to child/youth success.

Each indicator is organized along a continuum of levels of development and implementation which reflects the responsibilities, opportunities, and expectations of families, schools, school districts, and communities in partnering together to support student performance and academic achievement. Practitioners should note that each of these indicators should be read with the sentence starter "In partnership with families and responsive to their stated needs and preferences." Further, for each element, the term child refers to children as well as youth. The Fundamentals serve as an invitation and expectation for active participation and collaboration of all stakeholders in self-reflection and action- planning on behalf of all students and their families.

The Fundamentals are inclusive of all families and the vast range of skills, talents, dynamics, resources, and stories they contribute to this partnership, in coordination with community, cultural brokers, and school and district partners.

We invite all stakeholders to use the Fundamentals along with the Family Engagement Framework to supplement and enhance their work with families. We hope that these documents provide a solid theoretical framework for family engagement concepts and suggestions to agencies and stakeholders for putting those concepts into practice.





Building Positive Relationships (BPR)

Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice
Indicator from original Fundamentals document: Creating a respectful atmosphere for stakeholders		
New suggested indicator language: Intentionally create a respectful, welcoming, inclusive, safe environment for all stakeholders		
<p>The school⁹ maintains clear signage that is welcoming to families and visitors in the main languages used by families in the district. Families are greeted in their home language.</p>	<p>Strategies to engage families are tailored to meet individual family needs and are reflective of student and family voice. Engagement opportunities include flexibility in selecting meeting times and preferred means of contact and ensuring availability of interpreters and translated materials (at group meetings as well).</p>	<p>The school prioritizes hiring staff who are bilingual, from varied cultural backgrounds, and embraces diversity in order to create inclusive language and cultural connections with families across the school community</p>
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		
Indicator from original Fundamentals document: Developing personal relationships		
New suggested indicator language: Intentionally build and sustain trusting relationships with all families		
<p>The school offers opportunities for families to connect with school staff, faculty, and other families.</p> <p>The staff and leadership begin learning about their own biases, judgments, and negative assumptions and the importance of recognizing the strengths, values, assets, and diversity of families</p>	<p>The school collaborates with family and community members and offers them a varied range of opportunities that welcome visitors and provide information and support to families and students.</p> <p>The school engages with families to understand their values, goals, needs, and experiences</p>	<p>Family volunteers from diverse neighborhoods and backgrounds are trained to serve as mentors or cultural brokers to help other families become more engaged in the school.</p> <p>The school offers opportunities to foster multi-generational relationships with families.</p>
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		



⁹ For the purpose of this document we define “school” as the agency including its staff, administrators, and leadership and any other personnel that interacts with students and families.



Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice
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Indicator from original *Fundamentals* document: Using multiple communication paths

New suggested indicator language: Use multiple, reciprocal, and balanced communication paths

<p>The school conducts a needs assessment with families, asking about their preferred ways of communication and how/where they go to access information, including regular print and electronic notices, social media, person-to-person, phone messages, etc., in the primary languages used by families and the community</p>	<p>The school collaborates with all families, the school council, organized family groups¹⁰, and family engagement staff/team to develop connections with families through multiple two-way communication tools in multiple languages. The school uses results of the needs assessment, creates multiple channels of two-way communication for families and practitioners to share information, express concerns/ needs, and provide feedback (e.g., blogs, social media, and face to face opportunities in various community locations).</p> <p>The school partners with faith-based, community and cultural organizations to ensure that all communication to families is available in majority languages spoken in the community.</p> <p>The principal meets regularly with the school council, families, and student government/ leadership groups, and engages with them around concerns and solutions related to school matters including academic achievement and family well-being</p>	<p>Families, students, communities, and the school communicate in interactive ways, both formally and informally, in family-friendly language that the families and students understand, using a range of interpersonal and community strategies, technology, and media.</p> <p>The school surveys families, at least annually, to determine their preferred modes of communication.</p> <p>The school uses cultural brokers to reach and engage families from various cultures. The school reaches out to these families, meets families where they already gather, going into communities through various activities such as but not limited to home visiting, holding meetings in cultural and faith-based organizations, and conducting meetings in housing developments.</p>
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Current status for this indicator: Not here yet Level 1: Initiating Level 2: Progressing Level 3: Mastering

Indicator from original *Fundamentals*document: Surveying families, students and community members to identify issues and concerns

New suggested indicator language: Survey families, students and community members to identify issues and concerns

<p>The school conducts a family and student school climate survey that is translated into multiple languages and is implemented in multiple ways. The survey has a high return rate and the school engages families and students in a discussion of the survey results</p>	<p>School climate survey data are collected annually and results are compared from year to year to assess progress. These data assist in setting goals and measuring progress annually.</p> <p>In addition to one-on-one communication with the families, the school offers other venues (e.g. family focus groups) to engage families in discussion of survey results</p>	<p>School climate survey results are reflected in the School Improvement Plan and are used to guide the development of the student engagement plan, family engagement programs, and other school activities.</p> <p>Results from the annual surveys inform the development of family and student engagement programs and activities</p>
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Current status for this indicator: Not here yet Level 1: Initiating Level 2: Progressing Level 3: Mastering

New indicator: The school identifies possible cultural brokers from diverse communities, school or district employees, or existing family or community leaders.

<p>The school identifies possible cultural brokers from diverse communities, school or district employees, or existing family or community leaders.</p>	<p>The school supports the cultural brokers in their role to communicate with families and their children in the context of their language, culture, traditions, and personal experiences.</p> <p>The school trains interested family members to serve as cultural brokers.</p>	<p>The school collaborates with the cultural brokers to encourage families to continue to participate in and engage with school-based activities in their own unique ways.</p>
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Current status for this indicator: Not here yet Level 1: Initiating Level 2: Progressing Level 3: Mastering

¹⁰ An organized family group is any group such as PTA or PTO which dedicates its work to the engagement of families.





Promoting Family Well-Being (PFWB)

Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice
Indicator from original <i>Fundamentals</i> document: Partnering with community groups to strengthen family well-being and support student success		
New suggested indicator language: Partner with community groups in ways meaningful to families to strengthen family well-being and support student success		
<p>The school, organized family groups and/or school council are aware of local community agencies and post notices of their events and services in the school</p>	<p>The school, organized family groups and/or the school council reach out to community organizations and build relationships with them to explore service provision to the school's children and families.</p>	<p>The school, organized family groups, and/or the school council collaborate with community and business representatives to assess the school community's academic and other well-being needs. Partnerships and programs are developed to support student success and align with school and district priorities. Together, the school, families, and community partners find solutions to funding and staffing needs. These relationships are formalized with memoranda of understanding.</p>

Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		
Indicator from original <i>Fundamentals</i> document: Linking to community resources		
New suggested indicator language: Employ multiple strategies to connect families with resources to enhance family well-being		
<p>The school recognizes the broad and diverse definition of community that is not limited to a geographic boundary but includes other types of community such as cultural, linguistic, faith-based communities. The school, organized family groups, and/or school council learn about how families define their community and map out resources related to family well-being within their defined community.</p>	<p>The school collaborates with families and cultural brokers to identify their needs and community resources to match those needs, including engaging diverse speakers at community activities and resource fairs.</p> <p>The school begins building relationships with the various community agencies and connecting families with those agencies using varied outreach modalities responsive to their expressed preferences for receiving information.</p>	<p>The school maintains current information and data on resources available and adds new resources as needed through community agencies.</p> <p>The school lends support to families while accessing community resources (e.g., warm hand off, going to an appointment, following up, and addressing barriers to engagement, including access to and familiarity with technology).</p>

Current status for this indicator: Not here yet Level 1: Initiating Level 2: Progressing Level 3: Mastering



Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice
Indicator from original <i>Fundamentals</i> document: Turning the school into a hub of community life		
New suggested indicator language: Turn the school into a hub of community life or leverage an existing centralized location for that purpose ¹¹		
<p>The school is available for use by students, families, and other outside groups in the evenings and weekends.</p> <p>Additionally, if appropriate, the school identifies an already existing centralized community life hub that can be used a resource center.</p>	<p>School facilities, such as the computer lab, library/ media center, classrooms, and gym are open year- round for broad community use. School families and surrounding community members participate in the programming offered by outside agencies.</p> <p>If available, the school informs families of the centralized community hub and its offerings.</p>	<p>The school offers resources and activities for the whole community, drawing on community agencies, organizations, and other educational institutions. The offerings are informed by family, student, and community voices.</p> <p>The school and/or the community hub are open extended hours for use by outside groups to provide services and educational opportunities to the school's families and the community.</p>
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		
Indicator from original <i>Fundamentals</i> document: Ensuring accessible programming by removing economic obstacles to participation		
New suggested indicator language: Ensure accessible programming by identifying and addressing barriers families experience in participation, including access to technology		
<p>The school, cultural brokers, and families collaboratively identify barriers faced by families to access programming, including scheduling, lack of transportation, or lack of childcare, economic/financial constraints as well as access to and familiarity with technology.</p>	<p>All stakeholders collaborate to identify external resources, including contributions from community businesses and organizations, to support families in overcoming barriers to participation (e.g., covering costs through the school budget and organized family group fundraising, training on different technology programs for families).</p>	<p>The school collaborates with cultural brokers and families to implement strategies based on the identified external resources to assist in overcoming the barriers to participation.</p>
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		



¹¹ The Adult Literacy Hotline provides referrals to over 300 adult education programs that offer one-on-one tutoring, small-group and/or classroom instruction to adult learners. Callers can get information about basic reading, math and adult basic education, English language training, family literacy, high school equivalency test preparation and testing sites. Toll Free: 800-447-88844 Website: www.mass.gov/edu/literacyhotline.





Promoting Pathways for Partnerships with Families (PPPF)

Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice
Indicator from original <i>Fundamentals</i> document: Helping families understand how the school and district operates, as well as the rights and responsibilities of families under federal and state laws		
New suggested indicator language: Engage with families to enhance their understanding of how the school and district operates, as well as the rights and responsibilities of families under federal and state laws		
The school engages with cultural brokers and families to disseminate information about their children’s educational rights and how the school and district operate, including its mission, goals, and organizational structure.	The school, organized family groups, cultural brokers, families, and community collaboratively develop and engage in a dialogue in the language spoken by each family about the school’s policies and procedures as well as children’s educational rights, family engagement opportunities, and required mandates in state and federal programs. ¹² The dialogue takes place through various interpersonal strategies, media and venues identified by the families themselves. ¹³	The school, organized family groups, cultural brokers, families, and community collaborate as families exercise their rights under state and federal education laws. Adequate resources for this process are made available to the families and the school ensures that families are aware of these resources
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		
Indicator from original <i>Fundamentals</i> document: Developing families’ capacity to be effective advocates for their children and to engage in civic advocacy for student achievement		
New suggested indicator language: Share power and decision making while providing families opportunities to be effective advocates for their children and to engage in civic advocacy for student achievement		
The school, in collaboration with cultural brokers, engages with families in a dialogue about procedures for how families can get questions answered and concerns addressed regarding their children’s education and well-being. These procedures are informed by family, student, and community voices.	The school, organized family groups, families, and community engage in a dialogue in the language spoken by each family regarding advocacy strategies and techniques for supporting their child’s learning including educational rights and services. The dialogue is conducted through interpersonal strategies, media, and multiple venues identified by the families themselves	The school, organized family groups, cultural brokers, organized family groups, families, and community collaborate and ensure the implementation of school policies and procedures that support and promote families as advocates and active partners in decision- making at the school and district levels. The school and district ensure that families know that such support is available to them.
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		

¹² At the time of development of this document, examples of state and federal regulation related to family engagement include but are not limited to the Every Student Succeeds Act/Title 1, Special Education and Special Education Advisory Councils (SEPAcs), and English Language Parent Advisory Councils (ELPACs).

¹³ Professionals can draw on the Massachusetts Department of Elementary and Secondary Education’s Problem Resolution System Office. The Problem Resolution System (PRS) Office ensures that students, families, school districts, and other community members have easy access to information regarding learners’ rights and educational options and to a forum for the resolution of disputes that is prompt, accurate and fair.



Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice
Indicator from original <i>Fundamentals</i> document:	Learning about resources to support student achievement leading to college and career readiness	
New suggested indicator language:	Engage with families to enhance their understanding about resources to support student achievement leading to college and career readiness	
The school, in collaboration with cultural brokers, engages with families in a dialogue about academic, vocational, college and career readiness programs available in the school, such as tutoring programs, after school enrichment classes, Advanced Placement courses, summer programs, etc.	The school, organized family groups, cultural brokers, families and community partners engage in a dialogue in the language spoken by the family about available programs and resources, both in the school and in the community, for academic, vocational, college and career readiness support and enrichment. The dialogue is conducted through interpersonal strategies, media, and multiple venues identified by the families themselves.	The school, organized family groups, cultural brokers, families, and community lend support (e.g., warm hand off, going to an appointment, following up, and addressing barriers to engagement, including access to technology) to families in accessing academic, vocational, college and career readiness programs. Additionally, they help plan family, school, and community events and informational programs.
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		
Indicator from original <i>Fundamentals</i> document:	Helping students and families make smooth transitions and ensure that students are college and career ready	
New suggested indicator language:	Partner with families in identifying and planning engagement activities to ensure smooth transitions for families and students, including transitions into post-secondary education and employment opportunities	
The school, in collaboration with cultural brokers, engages with families in a dialogue about transitions from one grade to the next and about educational options and post-secondary opportunities available in the school and community.	The school, families, cultural brokers, and organized family groups collaborate on creating opportunities to help students and families prepare for the next grade level or school and identifying strategies to help students and families make informed decisions that connect college and career interests with academic programs. These collaborations are informed by family, student, and community voices.	The school, organized family groups, cultural brokers, families, and community collaborate to design a comprehensive program to help families stay connected and remain involved as their children progress through school. Partnerships are created between the school, local colleges and universities, and community businesses to expand opportunities for career exploration and preparation.
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		
Indicator from original <i>Fundamentals</i> document:	Developing family leadership	
New suggested indicator language:	Offer families multiple opportunities for practicing leadership roles based on families' own definitions of engagement and leadership	
The school recognizes the need for and initiates efforts to include the voice of families in decision-making and in identifying and articulating values of their program	The school continues to deepen their understanding of how to include the voices of families in decision-making while simultaneously identifying varied and substantive leadership opportunities for families.	The school, organized family groups, cultural brokers, families, and community collaborate to design a comprehensive program to help families stay connected and remain involved as their children progress through school. Partnerships are created between the school, local colleges and universities, and community businesses to expand opportunities for career exploration and preparation.
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		
Indicator from original <i>Fundamentals</i> document:	Connecting families and schools to local officials	
New suggested indicator language:	Support families' civic engagement efforts	
The school, families, and community groups recognize the importance of and initiate efforts to develop close ties with local elected officials.	The school collaborates with families to enhance their understanding of local, state, and national education, health and human services systems and processes for accessing services.	The school partners with elected and appointed officials and engages in a continued dialogue with families and students to learn about their views. The school and elected officials work with families to respond to concerns generated by families and community groups regarding improved school performance.
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		





Supporting Child and Youth Development, Learning, Health, and Well-being (DLHW)

Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice
Indicator from original <i>Fundamentals</i> document: Linking student work to learning standards which lead to college and career readiness for all students		
New suggested indicator language: Link student work to learning standards which lead to college and career readiness for all students		
Student work is displayed throughout the school and online in a way that shows how academic and vocational standards are being met.	Using cultural brokers as needed, the school engages in regular dialogue with families about what students are learning in the classroom throughout the year, and what proficient work looks like.	Families, school, cultural brokers, and community representatives collaborate to align school events and community resources to learning standards and collaborate on how to connect the standards to their students' learning.
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		
Indicator from original <i>Fundamentals</i> document: Using standardized test results and other data to inform decision-making about increasing student achievement		
New suggested indicator language: Use standardized test results and other data to inform decision-making about increasing student achievement		
The school recognizes the importance of analyzing student performance data to identify achievement gaps amongst and between groups of students. Using cultural brokers as needed, the school informs families in family- friendly terms about different types of assessments and their purposes, and students' performance on these assessments.	The school analyzes student performance data with constituent groups. With cultural brokers, the school, organized family groups, and the community engage with families in dialogue, in the language spoken by the family, regarding how to interpret test data, how to help each child based on the child's performance scores, and what the test results indicate about the school. This dialogue is conducted using various media and multiple venues to reach all families.	The school analyzes student performance data with constituent groups and jointly develops strategies to identify and reduce achievement gaps amongst and between groups of students. The school, families, cultural brokers, and community representatives participate in academic and curriculum committees to set goals for raising expectations and achievement for every student.
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		
Indicator from original <i>Fundamentals</i> document: Helping families support learning at home and at school		
New suggested indicator language: Identify collaborative development and learning opportunities among families, schools and community organizations, including out-of-school time learning		
The school establishes a clear home- school partnership and homework policy. Using the cultural brokers, the school collaborates with families to support their children's learning at home and outside of school and provides resources for children to complete homework and other assignments.	The school, organized family groups, and cultural brokers design and implement opportunities through various media and multiple venues and languages for families to support their children's learning at home, at school, and in the community.	The school, organized family groups, cultural brokers, and community partners, in collaboration with families, develop and implement ongoing, systemic strategies for learning both in and out of school for all children from early childhood to young adulthood.
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		



Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice
Indicator from original <i>Fundamentals</i> document: Ensuring that all stakeholders have a voice in all decisions that affect children		
New suggested indicator language: Ensure that all stakeholders have a voice in all decisions that affect the learning and well-being of children and youth		
<p>The school establishes and maintains an active school council, consisting of family members who are representative of diverse families, school staff, representatives from community groups, cultural brokers, if needed, and, in middle/high schools, students, to share in decision making about school improvement plans and budgetary, curricular, and policy issues.</p>	<p>The school council regularly conducts a needs assessment of families, school staff, community representatives, and, in middle/high schools, students to inform its decision-making.</p>	<p>The school council regularly uses and monitors the responses from the needs assessment of families, school staff, community representatives, and, in middle/high schools, students to inform school improvement plans and budgetary, curricular, and policy decisions.</p> <p>The school council collaborates with the district's school committee to expand its inclusion of families in district/school level practices, such as hiring diverse staff, educator evaluations, dismantling of bias, etc.</p> <p>The school and families have an intentional process for data collection from families that reflects high standards of the school district.</p>
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		





Building Capacity of the Staff (BCS)

Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice
New suggested indicator: Encourage and establish a culture that promotes the importance of all staff in building trusting relationships with all families		
<p>The school recognizes the importance of trusting relationships with all families. Families receive information and resources linked to their children’s learning on a regular basis in the main languages spoken in the community. Staff reflect on their relationships with families and set goals for deepening them.</p>	<p>The school dedicates resources to support the development of deep and trusting relationships with families (e.g., providing PD, working with community partners to address family needs and goals).</p> <p>Teachers consider family engagement an essential practice and leverage multiple communication channels including technology (e.g., WhatsApp, Remind) to learn about families and their needs and goals. This information informs the development of activities/programming</p>	<p>School expectations for relationships with families are clear and in place for all staff (e.g., support staff, bus drivers, custodians, nurses) at all levels. Multiple ways of assessing the effectiveness of these relationships (e.g., one on one conversations, focus groups, surveys) are used to drive continuous improvement.</p> <p>Priority is placed on hiring staff that reflects the cultures in the community.</p> <p>Schools use the Dual Capacity Building Framework to guide their continued efforts for building and enhancing their capacity in terms of capabilities (i.e., skills and knowledge), connections (i.e., networks), cognition (i.e., beliefs, values), and confidence (i.e., self-efficacy) of staff and families</p>
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		
New suggested indicator: Prioritize family engagement as a part of school professional development (PD) and align coaching plans for all staff with culturally responsive family engagement practices		
<p>The school is aware of family engagement resources such as the Dual Capacity Building Framework and individual staff use them for family engagement learning aligned with their personal professional goals.</p> <p>Staff are aware of the need for culturally responsive and sustaining family engagement practices.</p> <p>Participants in PD are given opportunities to test out and apply new skills.</p>	<p>The school dedicates resources to staff, school, and/ or district family engagement PD informed by input from families.</p> <p>Staff use asset-based approaches, including the cultural broker model, in their communications and interactions with families and invite families to present at and/or participate in PD events.</p> <p>Cultural responsiveness is embedded in key documents used in the school (e.g., look fors, job descriptions) and PD on culturally responsive and sustaining family engagement is embedded in PD for all staff at all levels.</p>	<p>Family engagement PD for staff and families is aligned with school and district goals for</p> <p>student achievement and connects families to teaching and learning goals for their children. Learning may be conducted in groups versus individual settings, bring staff and families together in joint trainings, and focus on building networks and learning communities.</p> <p>PD for staff and families, which is planned for annually, builds the intellectual, social, and human capital of all stakeholders at all levels.</p> <p>Staff are knowledgeable about the cultures and values of families in the community.</p> <p>Culturally responsive and sustaining family engagement is highly valued.¹⁴</p>
Current status for this indicator: <input type="checkbox"/> Not here yet <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Mastering		

¹⁴ 1Cultural responsiveness is a way to use culture to build trust and relationships with students as well as develop the cognitive scaffolding that builds on the broader knowledge students already have so that they can become competent, independent learners. For more information <http://www.doe.mass.edu/instruction/crdw/>



Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice
New suggested indicator: Establish partnerships and on-going communications with community and cultural organizations, including health and human services		
The school is aware of the locations of community and cultural organizations in the community, including health and human services, and is familiar with the work they do. Information about and contact information for these organizations is distributed to families in multiple venues (e.g., faith based organizations, locally owned stores) in multiple ways (e.g., in print, electronically) on multiple occasions during the year (e.g., back to school, before summer break) and in multiple languages.	The school actively assists families in learning about community and cultural organizations, including health and human services, in the community. Such assistance includes participating in home visits, engaging community partners in family resource fairs, or assistance helping families access services (e.g., phone calls on behalf of the families, introductions to staff at these organizations). Cultural brokers are available to facilitate family access to community resources. The school establishes structures for ongoing partnerships between families and community organizations, thus building capacity in both directions.	The school has robust partnerships with community organizations, formalized through processes such as cross-training and formal memoranda of understanding. Families access services provided by community partners based on the individual needs of both the children and the adults in the family. Families co-create activities and programming with school staff and community partners with, as needed, leadership support and training.

Current status for this indicator: Not here yet Level 1: Initiating Level 2: Progressing Level 3: Mastering

New suggested indicator: Collect information, data and feedback from all families in an on-going way, share this information with staff and families and use it to collaboratively plan diverse opportunities for capacity building		
The school invites families to assess their satisfaction with family engagement capacity building offerings in the language families prefer. Evaluations are aggregated and shared with staff and families to help inform future capacity building offerings. Staff is aware of and takes into consideration barriers to participation in capacity building opportunities that families face.	The school deepens its understanding of family and educator needs and assets to generate plans for capacity building offerings, reduce participation barriers, and increase access. The school involves families in planning and working committees focused on developing capacity building opportunities that are responsive to the data collected from families.	Data and feedback collected from families is used to drive continuous improvement of family engagement capacity building work. These data also inform and guide formulation of annual school improvement plans..

Current status for this indicator: Not here yet Level 1: Initiating Level 2: Progressing Level 3: Mastering

