

APPENDIX VII-32

TUCSON UNIFIED
SCHOOL DISTRICT

**Guidelines for Family and
Community Engagement
at School Sites**



**Family & Community
Outreach**

Strengthening Families

Strengthening Students

Strengthening Communities

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TUCSON UNIFIED SCHOOL DISTRICT

Office of the Superintendent

May 21, 2018

Dear Principals of Tucson Unified School District,

A principal's strong leadership is vital to school and student success. So too is family and community engagement. More and more, principals are engaging their families and communities. As a result, they see positive changes in student academic achievement and other key aspects of development. It is our goal for all of our TUSD schools to develop true family and community partnerships in order to achieve these positive results for all of our students.


Research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are prepared to be productive, globally-competitive citizens. If we are to achieve our goal of graduating every Tucson Unified student from high school prepared for college and a career, we must stop viewing schools as the only responsible source of student success. Young people have so many influences in their lives— at home, in school, and in their communities.

To support you in your efforts, the District has developed a tool to help schools engage families and the community as full partners in the education decision-making process. Grounded in research on family and community involvement, this Guideline for Family Engagement at School Sites was created to inform Tucson Unified's school site leaders on best practices with regard to the engagement of families and communities to support and improve student achievement and to ensure all families have access to quality engagement opportunities no matter the school their child attends. Use this resource as your guide to strengthen family and community engagement efforts to boost student achievement at your school.

As site leaders, it is ultimately your responsibility to guide your school toward the goal of creating family and community partnerships. The District will provide training and support in how to make use of this document. Please be assured that I remain committed to supporting you in your journey of connecting staff, families, and the community in support of our students as they continue on their journey to college and career readiness.

Thank you for all you do to help all Tucson Unified students!

Respectfully,



Gabriel Trujillo, Ed.D.
Superintendent

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Governing Board

Mark Stegeman; President, Rachael Sedgwick; Clerk, Leila Counts, Kristel Ann Foster, Adelita S. Grijalva

Introduction

Research has proven that family engagement leads to increased student achievement, reduced drop-out rates, and a host of other positive outcome for students. However, family engagement can mean very different things to different people—from volunteering or chaperoning field trips to fundraising, organizing class events, or attending parent-teacher conferences. Tucson Unified School District believes that the employees within each of our schools play a crucial role in the types of family engagement that lead to improved student achievement. Research shows that teachers/staff who reach out to parents/guardians through initiating face-to-face meetings, phone calls, and sending information home about how to support student learning had higher student test scores, better attendance, and improved other indicators of success in school than did those who did not conduct this outreach.

Tucson Unified School District has taken steps to ensure that high quality two-way communication and family engagement opportunities are available to all families across the District. Utilizing the research of Joyce Epstein, we have created a rubric for each school to follow. The rubric is intended to guide the work of Epstein's Six Types of Family Involvement model. The framework recognizes that students' education is a shared responsibility of educators, parents and family members, and the community. The rubric provides our district, administrators, teachers, and support staff with a clear picture of what is expected for family engagement and two-way communication in our schools. A concrete description of examples is broken down in the timeline provided.

Below is an explanation of each section in the rubric as well as instructions to building your family engagement team.

Fostering safe and welcoming environments

A safe and welcoming environment means that all visitors to a school are recognized, greeted, treated respectfully and provided the best information possible about their schools. TUSD recognizes that a welcoming environment is a balance between open schools and the protection of our students. All visitors will be welcome in our schools; however, proper identification of visitors will still be required per TUSD board policy.

Strengthening relationships and capacity with families, teachers, school and district administrators, and community partners

Tucson Unified School District recognizes the importance of families as educators in their students' lives. TUSD respects and honors the insights, knowledge and skills that families contribute to the success of their students and schools. TUSD believes that working together with families and the community is the best way to increase student success. FACE, Title I and other departments will share resources, seek advice from, and collaborate with, families and the community for development of educational opportunities for our families and students.

Learning from families using effective two-way communication

Two-way communication includes providing information to families and, equally important, receiving information from families. In valuing the importance of families and schools working together to maximize student success, TUSD recognizes that effective two-way communication is critical in achieving true partnerships. Families can provide valuable insights about their children, their family dynamics, background, culture, beliefs, values, interests, strengths, struggles, fears, goals, and dreams. Maintaining a structure for effective two-way communication facilitates opportunities to strengthen relationships and learn from families. Communication acts as a bridge to engagement and, ultimately, strong parent partnerships. When schools make efforts not only provide to information to families, but to learn from families, they are telling families, "We value your insights." When families feel that their input is valued, they are motivated to work as true partners with the school to help students reach their full potential. While most schools do a great job of providing information, the challenge is to find ways encourage families to provide information as well. Creating an atmosphere where families understand that their input is valuable, and providing meaningful opportunities for families to share, requires mindful planning, effective structures, multiple opportunities, and continuous encouragement from schools. Specific information to help teachers and school staff understand how to facilitate two-way communication is provided in the required professional development included in this document. Other required activities provide families with multiple opportunities to share information with schools.

Epstein's Framework of Six Types of Family Involvement

Joyce Epstein's Family Engagement best practice, classifies activities into six key types of family involvement. Her framework provides the basic structure of the rubric tool. The outcome statements provide schools with guidance about the types of practices and behaviors the school could achieve. The outcomes can be measured or evaluated through a collection of data or observation.

Parenting: Families, as first and continuing educators of their children, assist and encourage their children's learning in and out of school and support goals and directions.

Outcome: School policies, practices and programs acknowledge families as partners in their children's education. School recognizes and builds on the capacity of families to assist and encourage their children's learning in and out of school.

Learning at Home: Connections between families and school that promote student learning and high expectations from both teachers and family contribute to students' success at school.

Outcome: Families and schools share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop a shared understanding of how children learn and learning programs to build on families' capacity to support learning at home.

Decision Making: Families play meaningful roles in the school decision-making process through parent representative bodies, committees and other forums.

Outcome: Families and community members are active contributors to school decision making and planning processes. They engage in relevant decisions about supporting student learning, school policy and practice and community building initiatives.

Collaborating with the Community: Developing relationships with government and non-government agencies, community groups, businesses and other education providers strengthens the ability of schools and families to support their children's learning and development.

Outcome: School has strategically developed on-going relationships with community agencies to enhance learning opportunities and outcomes for students and families.

Volunteering: Families are provided multiple ways they can help and support the school.

Outcome: Families are given the opportunity to support their student's school regardless of their personal schedule. They will have opportunities to become a part of the community even if they are a full time working guardian.

Communication: Effective communication is a two-way exchange between families and schools that involves information sharing opportunities for schools and families to learn about each other.

Outcome: Effective two-way communication between families and school using a range of strategies to regularly seek and share information about students' achievements, learning needs, personal, social, and emotional growth, school policies, practices, and community initiatives, facilitates opportunities for families and schools to learn from each other about the student and work together to increase student growth and achievement.

Build a team and assess your school's current practices

Build a Family Engagement Action Team to review the current **Arizona Department of Education Comprehensive Assessment** and school plan and then plan for the **Staff, Student, and Family Surveys** as you begin to assess your strengths and needs around family, school, and community partnerships and current practices for school improvement. As you go through the steps, you will identify specific areas of focus as well as resources, useful tips, and materials for each of the goals that your team chooses to include in your Action Plan.

A Family Engagement Action Team, working through the framework, should include a school administrator, teachers, school community liaison or family engagement point of contact, other classified staff, parents or family members that represent the socioeconomic, linguistic, and cultural diversity within the school, and a community member.

In order to consistently maximize the impact of family engagement on student achievement, schools will use Arizona Department of Education Comprehensive Needs Assessment Rubric, Principle 6 Family and Community Engagement assessment tool to reflect on what they have achieved and what they will need to improve upon. A crosswalk of Epstein's Model and the Arizona Department of Education's Needs Assessment Rubric is included on page 18 of this Guideline.

To ensure all school sites provide high quality opportunities for family engagement, a schedule of all required family engagement activities is included on pages 8-11 of this Guideline. All sites are required to complete, at minimum, the activities included in the schedule, and encouraged to go above and beyond these minimum requirements.

Family Engagement Roles and Responsibilities

| | <i>Role/Responsibility</i> |
|---|--|
| SITE ADMINISTRATOR | <ul style="list-style-type: none"> • Sets tone and expectations for family engagement efforts at the site • Ensures quality family engagement opportunities exist at the site • Provides training on “Guidelines for Family Engagement at School Sites” for teachers and other certified staff • Ensures site staff participate in family engagement efforts at the site • Shares family engagement information provided to administrators by the District with site staff • Provides professional development opportunities for site staff • Ensures site staff participates in professional development provided by the District on the topic of family engagement • Ensures all family engagement requirements set forth in this document are met and accurately reported |
| SCHOOL SITE STAFF | <ul style="list-style-type: none"> • Participates in family engagement efforts at the school site • Participates in professional development offered by site administrators and by the District on the topic of family engagement • Reports family engagement activities to, and as directed by, site administrator |
| REGIONAL ASSISTANT SUPER-INTENDENT | <ul style="list-style-type: none"> • Sets tone and expectations for family engagement efforts for site administrators • Ensure site administrators meet and accurately report family engagements requirements set forth in this document • Provide support and resources for site administrators to ensure they can succeed in meeting the expectations set forth in this document |
| FAMILY AND COMMUNITY OUTREACH DEPARTMENT | <ul style="list-style-type: none"> • Provides professional development opportunities for District administrators and school site staff • Collects family engagement reports from school sites • Compiles and reports school site family engagement data • Provides support to school sites as needed and appropriate • Communicates with District and site administrators as needed to ensure the requirements set forth in this document are met • Provides assistance and information for District and community resources as needed and appropriate • Provides additional services to families through Family Resource Centers |
| GRANTS AND FEDERAL PROGRAMS DEPARTMENT | <ul style="list-style-type: none"> • Provides professional development opportunities for District administrators and school site staff • Collects Title I and 21st Century family engagement reports from school sites • Compiles and reports school site family engagement data • Provides support to school sites as needed and appropriate • Provides funding to support family engagement at school sites |

Family Engagement Activity Requirements for all School Sites

| <i>Due Date</i> | <i>Task</i> | <i>Level of Engagement</i> | <i>Date Completed</i> |
|-----------------|---|----------------------------|-----------------------|
| Aug 10 | USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |
| August | Parent/Guardian Newsletter available to families in hard copy, via email, online | Inform | |
| August | Four Week Letter to Parents/Guardians (as needed) | Inform | |
| August | All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar | Inform | |
| August | All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website. | Inform | |
| Sep 10 | USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |
| September | Parent/Guardian Newsletter available to families in hard copy, via email, online | Inform | |
| September | Four Week Letter to Parents/Guardians (as needed) | Inform | |
| September | All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar | Inform | |
| September | All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website. | Inform | |
| Oct 10 | USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |
| October | Parent/Guardian Newsletter available to families in hard copy, via email, online | Inform | |
| October | Four Week Letter to Parents/Guardians (as needed) | Inform | |
| October | All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar | Inform | |
| October | All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website. | Inform | |

| <i>Due Date</i> | <i>Task</i> | <i>Level of Engagement</i> | <i>Date Completed</i> |
|-----------------|---|----------------------------|-----------------------|
| Nov 10 | USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |
| November | Parent/Guardian Newsletter available to families in hard copy, via email, online | Inform | |
| November | Four Week Letter to Parents/Guardians (as needed) | Inform | |
| November | All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar | Inform | |
| November | All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website. | Inform | |
| Dec 10 | USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |
| December | Parent/Guardian Newsletter available to families in hard copy, via email, online | Inform | |
| December | Four Week Letter to Parents/Guardians (as needed) | Inform | |
| December | All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar | Inform | |
| December | All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website. | Inform | |
| Jan 10 | USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |
| January | Parent/Guardian Newsletter available to families in hard copy, via email, online | Inform | |
| January | Four Week Letter to Parents/Guardians (as needed) | Inform | |
| January | All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar | Inform | |
| January | All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website. | Inform | |

MONTHLY (CONTINUED)

| <i>Due Date</i> | <i>Task</i> | <i>Level of Engagement</i> | <i>Date Completed</i> |
|-----------------|---|----------------------------|-----------------------|
| Feb 10 | USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |
| February | Parent/Guardian Newsletter available to families in hard copy, via email, online | Inform | |
| February | Four Week Letter to Parents/Guardians (as needed) | Inform | |
| February | All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar | Inform | |
| February | All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website. | Inform | |
| Mar 10 | USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |
| March | Parent/Guardian Newsletter available to families in hard copy, via email, online | Inform | |
| March | Four Week Letter to Parents/Guardians (as needed) | Inform | |
| March | All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar | Inform | |
| March | All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website. | Inform | |
| Apr 10 | USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |
| April | Parent/Guardian Newsletter available to families in hard copy, via email, online | Inform | |
| April | Four Week Letter to Parents/Guardians (as needed) | Inform | |
| April | All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar | Inform | |
| April | All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website. | Inform | |
| May 10 | USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |
| May | Parent/Guardian Newsletter available to families in hard copy, via email, online | Inform | |
| May | Four Week Letter to Parents/Guardians (as needed) | Inform | |
| May | All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar | Inform | |
| May | All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website. | Inform | |

MONTHLY (CONTINUED)

| <i>Due Date</i> | <i>Task</i> | <i>Level of Engagement</i> | <i>Date Completed</i> |
|----------------------------|---|----------------------------|-----------------------|
| Q 1 | School Site Council Election and Meeting | Empower | |
| Q 1 | Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting. | Inform | |
| End of Q 1 | Magnet Report Completed and Submitted (Magnet Schools Only) | Reporting | |
| End of Q 1 | Family Engagement Team Meeting: <ol style="list-style-type: none"> 1. Review District Family Engagement Guideline Documents 2. Review Family Engagement Team Plan 3. Assign Tasks to Complete Family Engagement Plan 4. Create plan for participation by students, staff (100%), and parents/guardians (>75%) in family engagement survey | Empower | |
| Q 1 | Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting. | Inform | |
| Q 1 (Date/Location TBD) | ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication. | Professional Development | |
| Q 1 | All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website | Inform | |
| Q 2 | School Site Council Meeting | Empower | |
| Q 2 | Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting. | Inform | |
| End of Q 2 | Magnet Report Completed and Submitted (Magnet Schools Only) | Reporting | |
| End of Q 2 | Family Engagement Team Meeting <ol style="list-style-type: none"> 1. Analyze Family Engagement Survey and Conference Feedback Survey Results 2. Create Critical Questions for Focus Groups based on Survey Information 3. Schedule Focus Groups | Empower | |
| Q 2 | Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting. | Inform | |
| Q 2 (Date/Location TBD) | ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication. | Professional Development | |
| Q 2 | All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website | Inform | |

| Due Date | Task | Level of Engagement | Date Completed |
|----------------------------|---|----------------------------|-----------------------|
| Q 3 | School Site Council Meeting | Empower | |
| Q 3 | Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting. | Inform | |
| End of Q 3 | Magnet Report Completed and Submitted (Magnet Schools Only) | Reporting | |
| End of Q 3 | Family Engagement Team Meeting <ol style="list-style-type: none"> 1. Analyze Family Engagement Focus Group Data 2. Complete ADE Comprehensive Needs Assessment for Principal 6: Family Engagement, and Submit to Family & Community Outreach Department to Determine Focus Areas for Improvement 3. Begin Family Engagement Plan for Implementation During Following School Year | Empower | |
| Q 3 | Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting. | Inform | |
| Q 3 (Date/Location TBD) | ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication. | Professional Development | |
| Q 3 | All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website | Inform | |
| Q 4 | School Site Council Meeting | Empower | |
| Q4 | Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting. | Inform | |
| End of Q 4 | Magnet Report Completed and Submitted (Magnet Schools Only) | Reporting | |
| End of Q 4 | Family Engagement Team Meeting: <ol style="list-style-type: none"> 1. Complete Family Engagement Section (Section 6) of IAP and Submit to Family & Community Outreach Department | Empower | |
| Q 4 | Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting. | Inform | |
| Q 4 (Date/Location TBD) | ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication. | Professional Development | |
| Q 4 | All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website | Inform | |

QUARTERLY (CONTINUED)

| <i>Due Date</i> | <i>Task</i> | <i>Level of Engagement</i> | <i>Date Completed</i> |
|------------------------|---|----------------------------|-----------------------|
| September | Fall Parent-Teacher Conferences (Goal: 100% Parent/Guardian Participation) <ol style="list-style-type: none"> Follows Protocol Described in Mandatory Conferencing PD to Plan for and Facilitate Two-Way Conversation Between Staff and Parent/Guardian, so parents understand their input is valuable and they are encouraged to share. Participants Complete Feedback Survey | Empower | |
| End of Fall Semester | Curriculum Focused Event with Strategies and Tools for Parents/Guardians to Use at Home (1 or more events required each semester). Event should include opportunities for parents to provide information about what they would like to learn, and parents should play a meaningful role in planning and facilitating events. | Empower | |
| End of Fall Semester | FAFSA Event for Students and Families (High School Only) | Empower | |
| January | School Community Liaison Title I Monthly Reports for Semester 1 Submitted to Title I Department (only schools with liaisons) | Reporting | |
| February | Spring Parent Teacher Conferences (Goal: 100% Parent/Guardian of Underperforming Students Participation) <ol style="list-style-type: none"> Follows Protocol Described in Mandatory Conferencing PD to Plan for and Facilitate Two-Way Conversation Between Staff and Parent/Guardian, so parents understand their input is valuable and they are encouraged to share. Participants Complete Feedback Survey | Empower | |
| End of Spring Semester | Curriculum Focused Event with Strategies and Tools for Parents/Guardians to Use at Home (1 or more events required each semester). Event should include opportunities for parents to provide information about what they would like to learn, and parents should play a meaningful role in planning and facilitating events. | Empower | |
| Spring Semester | Ongoing FAFSA Supports Advertised and Available to Students and Families (High School Only) | Empower | |
| May | School Community Liaison Title I Monthly Reports for Semester 2 Submitted to Title I Department (only schools with liaisons) | Reporting | |

| Due Date | Task | Level of Engagement | Date Completed |
|-----------------|---|----------------------------|-----------------------|
| Week 1 | Welcome Letter for Families | Inform | |
| July/August | GSRR Overview/Acknowledgement for Families | Inform | |
| July/August | McKinney-Vento Training on TNL Completed by ALL Staff | Professional Development | |
| July/August | Six Types of Family Engagement Training on TNL Completed by All Administrators, Certified, Paraprofessional, and Administrative Support Staff | Professional Development | |
| July/August | "Guidelines for Family Engagement at School Sites" training, provided by site administrator, for ALL certified staff | Professional Development | |
| TBD | Cultural Responsive Pedagogy and Instruction for ALL Certified Staff | Professional Development | |
| August 31 | Post Schedule, Including Specific Dates, Times, and Locations, of All School Site Council Meetings for the Current School Year on School's Website | Inform | |
| August 31 | Post Schedule, Including Specific Dates, Times, and Locations, of All Family Engagement Team Meetings for the Current School Year on School's Website | Inform | |
| August 31 | Create a Family Engagement Team and Report Team Members and Roles to Family & Community Outreach Department. Team Members Include: Site Administrator, 2-4 Certified Staff*, 1-3 Classified Staff*, 2-3 Parents/Guardians, 2-4 Students, Community Members *Teams must include School Community Liaison or Site Family Engagement Contact | Empower | |
| August 31 | Conferencing PD on TNL Completed by ALL Teachers, Administrators, and Certified Staff | Professional Development | |
| September 5 | List of All Parent-Led Groups with Brief Description and Purpose of Each Group Posted on the School Website | Inform | |
| September 5 | List of Staff Sponsor Contact Information for All Parent-Led Groups Posted on the School Website | Inform | |
| September 5 | Post Family Engagement Team Members' Names and Contact Information on Webpage Within Five Days of Selection. Obtain Parent Members' Permission Prior to Posting Information. Do Not Post Student Information. | Inform | |
| Aug-Sept | Annual Title I Parent/Guardian Meeting | Inform | |
| Aug-Sept | School Community Liaison or School Family Engagement Contact Attends Webmaster Training for Family Engagement Postings. | Professional Development | |
| October 1 | Provide ParentVue Access and Training Information to Parents/Guardians | Engage | |
| Fall Break | Post School Site Council Members' Names and Contact Information on Webpage Within Five Days of Selection. Obtain Parent/Guardian Members' Permission Prior to Posting Information. Do Not Post Student Information. | Inform | |
| Fall Break | Submit Meeting Notification and Agenda to Title I (Title I Schools Only) | Reporting | |
| October 31 | FACE Staff Meets With Principal or Family Engagement Team to Discuss Family Engagement Guidelines, School Teams, and to answers questions and provide support, OR FACE Staff presents at Wednesday PD. | Professional Development | |
| November 15 | Family Engagement Survey to All Parents/Guardians (Given after Fall Break). Goal: 75% Or More Response | Engage | |
| February 25 | Conduct Focus Group(s) to Address Critical Questions Based on Survey Data | Empower | |
| Q 3 (Date TBD) | Kinder Round-Up (Elementary Only) | Engage | |
| May 25 | Final USP Site Family Engagement Report Submitted to Family & Community Outreach Department | Reporting | |

ANNUALLY

| | <i>Task</i> | <i>Level of Engagement</i> |
|------------------|--|----------------------------|
| ON- GOING | Suggestion Box in Office | Engage |
| | Family Computer Stations Available and Ready for Use | Engage |
| | Provide Information to Families via ParentLink, Facebook or other Social Media Platforms, and on the School's Web Page | Inform |
| | School Websites Up-To-Date | Inform |

TUSD Family Engagement School Site Rubric and Examples of Promising Practices

| Key Area | Proficiency Level: Exploration | Proficiency Level: Expansion | Proficiency Level: Integration | Promising Practices |
|--|--|--|--|---|
| <p>PARENTING</p> <p><i>Assist families with parenting and child-rearing skills; understand child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.</i></p> | <p>There are efforts made K-12 to share positive parenting information with families. The school informs families of the behavioral and academic expectations at school. Families are encouraged to talk to their child about following school expectations.</p> | <p>The Family Engagement teams and teachers at each school provide resources to families about learning at home and positive parenting. Information is provided in several formats (e.g., videos, apps, website, and meetings) and all major languages. Families and teachers are on the same page regarding student achievement. Each values the contribution of the other and are supportive of each other. Behavioral supports at school are related to and support home expectations and practices. The school creates opportunities to celebrate the families of all students. Families are viewed as the experts and most enduring teachers of their children.</p> | <p>The school uses strategies to ensure every student has a caring adult in the school who knows the student well and is familiar with the student’s family.</p> <p>The PBIS team supports positive parenting at home by empowering families with information and opportunities to learn and experience positive parenting skills.</p> <p>Teachers and support staff receive professional development for understanding positive parenting, cultural competence and how to build trusting relationships with families.</p> | <ul style="list-style-type: none"> ● Parenting classes to understand ages and stages of child/adolescent development, including managing behavior, positive discipline, and family meetings. ● Programs to assist families with health, nutrition, and other social services. ● Home visits at transition points (preschool, elementary, middle, and high school) ● Courses or training to learn English, earn a GED, college credit. |

| Key Area | Proficiency Level: Exploration | Proficiency Level: Expansion | Proficiency Level: Integration | Promising Practices |
|--|---|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEARNING AT HOME Inform families with children in learning activities at home, including homework and other curriculum-related activities and decisions.</p> | <p>The school offers families a minimum of 4 designated days for parent teacher conferences per year. Families are provided information regarding homework via newsletter, ParentVue or other outlet.</p> <p>Families can contact teachers in person or through e-mail, notes, or phone and receive a timely response</p> | <p>Teachers and support staff at each school (elementary, middle, high) provide resources to families about learning at home. Information is provided in several formats (e.g., videos, apps, website, and meetings). Families and teachers are on the same page regarding student achievement. Each values the contribution of the other and are supportive of each other. Behavioral supports at school are related to and support home expectations and practices. Two curriculum events are available for families to attend in addition to parent teacher conferences with strategies provided for families to use at home.</p> | <p>Families are provided with support for creating tools for supporting positive behavior and academic achievement at home (e.g., home matrices, homework materials). The students know they can approach teachers, coaches, parents and mentors for support. Families feel supported by the school and are treated as partners. Supports for families continue Pre K – 12 and change with the developing role of the family at each grade level. Multiple curricular focus events are offered to families in addition to parent teacher conferences.</p> | <ul style="list-style-type: none"> ● Provide information and training on skills students need to be successful in all subjects and at each grade level, and how parents can support students. ● Implement home reading programs with books to target grade levels. ● Provide strategies and resources for families to help their student at home. ● Reduce barriers to participate at trainings by providing childcare, transportation, and materials in different languages. |

| Key Area | Proficiency Level: Exploration | Proficiency Level: Expansion | Proficiency Level: Integration | Promising Practices |
|--|---|--|---|--|
| <p>DECISION MAKING</p> <p><i>Include families as participants in school decisions, governance, and advocacy through PTO/PTA, school councils, committees, action teams, and other parent organizations.</i></p> | <p>Families participate in PTA/PTO, Site Council meetings and other family leadership meetings. There is a family representative on the family engagement team. The Family survey is conducted on a regular schedule.</p> | <p>Families participate in PTA/PYO, Site Council meetings, or other formats. Families provide input (i.e. surveys, focus groups) to measure school climate. Family members on the Family Engagement team are present at 50% or less of meetings.</p> | <p>All family participation includes families as equal, valued partners in the design and implementation of activities that affect students.</p> <p>Family members who are representative of the community population are members of the Family Engagement team. Family members attend and actively participate in over 50% of meetings. Surveys (or other measurements) are conducted each year at least twice to gather feedback from families. Data from surveys of families and other informal data collection activities inform school plans and activities.</p> | <ul style="list-style-type: none"> ● Establish School Site Council, Family Engagement Team, PTA/PTO, and other parent groups to increase parent leadership participation. ● Invite guardians to review school programs and environment by inviting them in for a walk-through for suggestions on how to create a family friendly atmosphere. ● Encourage parent Involvement in school site and District decision-making groups. ● Provide parent leadership training |

| Key Area | Proficiency Level: Exploration | Proficiency Level: Expansion | Proficiency Level: Integration | Promising Practices |
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| <p>COLLABORATING WITH THE COMMUNITY <i>Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups.</i></p> | <p>The school provides families with information about community resources. These resources include academic, social-emotional, and physical health. Families know what community resources are available to them and how to access these resources. The Family Engagement team includes community members.</p> | <p>The school conducts a needs assessment of students, staff and families and develops partnerships with community organizations based on identified needs impacting student behavior and learning. Based on student data, partnerships are established with agencies and organizations to provide supports and services for students and families. The school staff seek out community resources for supporting families in the school</p> | <p>Family Engagement Team evaluates community partnerships regularly to ensure that student behavior and learning outcomes are met. Community programs implemented in schools that do not produce significant positive impacts for students are improved or eliminated. The school reaches out to build relationships with families through community partners and to improve educational offerings in the community. The school organizes students, families and staff to provide support to the community.</p> | <ul style="list-style-type: none"> ● Distribute information for students and families on community, health, cultural, recreational, and other programs and services. ● Provide information on community activities that link learning to skills and talents, including summer programs for students, and tutoring during school. ● Include community partners as members in school decision-making groups. ● Encourage local civic and service groups to be involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fundraising events. ● Encourage staff and students to participate in youth service-learning opportunities. ● Open school buildings for use by the community beyond regular school hours. ● Work with local businesses or community organizations and public libraries to promote adult literacy. |

| Key Area | Proficiency Level: Exploration | Proficiency Level: Expansion | Proficiency Level: Integration | Promising Practices |
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| <p>VOLUNTEERING</p> <p><i>Improve recruitment, training, work, and schedules to Inform families as volunteers and audiences at the school or in other locations to support students and school programs.</i></p> | <p>There are opportunities in the school for family representatives to volunteer to assist with activities. There is a formal recognition of families for their contributions.</p> | <p>There are various opportunities and a variety of roles for families to support the school, at home and in the community. All participants are recognized annually and are valued for their contributions.</p> | <p>Families of all children, regardless of their background, attend and are active participants in activities (such as kick off, boosters, recognition programs, celebrations). Family members of students Pre K – 12 are in leadership or support roles for these activities. Families who do not come to the school are still considered partners with the school for the important role they have at home.</p> | <ul style="list-style-type: none"> • Set up a system for school or classroom volunteers, with volunteer training, and end of year recognition of volunteer hours donated to school. • Provide a welcoming parent room for volunteer work, meetings, and resources for families. • Provide multiple ways for families to volunteer if they cannot come during school hours. |

| Key Area | Proficiency Level: Exploration | Proficiency Level: Expansion | Proficiency Level: Integration | Promising Practices |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMMUNICATION</p> <p><i>Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</i></p> | <p>The school informs families of the school expectations for academics and student behavior.</p> <p>Communication is sent through newsletters or meetings at the school, in languages spoken in their school community.</p> <p>Families are invited to recognitions and celebrations. School administers a family engagement survey. The results guide the development of family engagement goals. Teachers make personal contact with families at the beginning of the year to establish positive relationships.</p> <p>Families are scheduled at least once to meet with their teacher.</p> <p>Families are provided with multiple times to meet.</p> <p>Teachers provide data, samples of work, and examples of class expectations.</p> <p>80% or fewer families attend parent-teacher conferences.</p> | <p>Communication is reciprocal. There are several universal methods of providing and receiving information to and from families. Specific strategies are in place for communicating with families who speak other languages, do not have electronics, or who do not visit the school.</p> <p>Communication happens several times throughout the year.</p> <p>The family engagement survey is available to all families, in major languages, and communicated in several ways including in person, online, in print and by phone. Families meet multiple times with their teacher, with additional contact made throughout the year. Teachers provide data, samples of work, and examples of class expectations. Information is explained in a language families understand.</p> <p>80-90% of families attend parent- teacher conferences.</p> | <p>The school values, and actively seeks feedback and ideas from families, provides meaningful opportunities for feedback, and integrates this information into planning and implementation. The school ensures that there are multiple methods of ongoing listening to families. The school provides opportunities for family feedback in a manner that allows families to feel comfortable in sharing their ideas, and confident that their input will not create negative consequences for their students. The school informs families of school activities in a variety of ways to maximize the number of parents and caregivers who understand what they can do to support their child’s learning at home, Pre K – grade 12. Family engagement survey results, focus group data, and other family input are reflected in the school plan.</p> <p>Teachers create times where families are welcome to meet with them. Contact is consistent between family and teacher. Families have access to class expectations and their child’s progress at all times.</p> <p>90-100% of families attend parent-teacher conferences.</p> | <ul style="list-style-type: none"> ● System in place to facilitate ongoing two-way communication between home and school includes multiple methods for families to provide information. ● Parent-Teacher-Student- Conferences help students and parents take leadership roles in sharing accomplishments and areas for improvement. ● Families provide input about preferred methods of communication. ● Provide information about programs and learning opportunities. ● Provide interpreters to assist families as needed at meetings, conferences, and school events. ● Provide communications, written and oral, in multiple languages. ● Conduct surveys for families to share information their students and themselves. ● Conduct focus groups for families to share information ● Provide campus signage in multiple languages. ● Provide training for both staff and families to help them conduct effective conferences that focus on two-way communication. ● Provide pre-conference feedback opportunities to families to facilitate preparation for two-way conversation. |

Crosswalk: Arizona Department of Education Comprehensive Needs Assessment Rubric for Principle 6 and TUSD Family and Community Engagement School Site Rubric

| AZ DOE Rubric: Indicator 6.1: | |
|---|---|
| Our staff has high expectations for learning for all students. | |
| <i>AZ DOE Element</i> | <i>TUSD FACE School Site Rubric</i> |
| A | Volunteering, Welcoming Environment |
| B | Collaborating with the Community, Welcoming Environment, Volunteering |
| C | Welcoming Environment, Collaborating with the Community |
| D | Parenting, Learning at Home, Collaborating with the Community |
| E | Volunteering, Collaborating with the Community |
| F | Welcoming Environment |

| AZ DOE Rubric: Indicator 6.2: | |
|---|--|
| Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school. | |
| <i>AZ DOE Element</i> | <i>TUSD FACE School Site Rubric</i> |
| A | Communication |
| B | Communication |
| C | Communication, Learning at Home |
| D | Communication, Parenting, Conferencing |
| E | Communication, Welcoming Environment |

| AZ DOE Rubric: Indicator 6.3: | |
|--|---|
| Our school engages families in critical data-informed decisions that impact student learning. | |
| <i>AZ DOE Element</i> | <i>TUSD FACE School Site Rubric</i> |
| A | Decision Making, Collaborating with the Community |
| B | Decision Making, Communication |
| C | Communication |
| D | Communication, Learning at Home |

District Contacts for Family Engagement

| <i>Department</i> | <i>Contact</i> | <i>Position</i> | <i>Phone Number</i> |
|--|--|---|--|
| FAMILY & COMMUNITY OUTREACH | Alma Iniguez | Director | 225-3800 |
| | Lacey Grijalva | Family Engagement Coordinator | 908-3980 |
| | Terri Howard | Family Resource Centers Coordinator | 232-8684 |
| | Lisa Gonzales | Community Outreach Coordinator | 584-7455 |
| | Anna Read | Administrative Assistant, Family & Community Outreach | 225-3800 |
| | Jennifer Crawl | School Community Liaison, HEART Program, McKinney-Vento | 232-7058 |
| | Jenny Hurley | Administrative Assistant, HEART Program, McKinney-Vento | 232-7058 |
| GRANTS & FEDERAL PROGRAMS | Tina Stevens | Director | 225-6290 |
| | Tanya Speagle | Administrative Assistant | 225-6290 |
| | Vivian Baca | Project Technical Specialist - Grants | 225-6235 |
| | Francisco Sanchez | Title I Schools Program Coordinator | 225-6295 |
| | Teresa Guerrero | Title I Schools Program Coordinator | 225-6288 |
| | Nina Rojas | Title I Schools Program Coordinator | 225-6517 |
| | Karen Schneider | Title I Schools Program Coordinator | 225-6290 |
| | Connie Ross | Title I Schools Program Coordinator | 225-6579 |
| | Lynn Strizich | Private School Program Coordinator | 225-6190 |
| | Nellie Lopez | Administrative Assistant | 225-6290 |
| | Eric Lybeck | ESEA Grants Management Coordinator | 225-6485 |
| | Michelle Mendivil | Project Technical Specialist | 225-6247 |
| | Jennifer Silva | Project Technical Specialist | 225-6247 |
| | Marcea Hunter | 21 st CCLC Coordinator | 225-6432 |
| | SCHOOL COMMUNITY SERVICES | Charlotte Patterson | Director |
| Angie Mendoza | | Student Services Associate, Smart Choice Specialist, Flyer Review | 225-6400 |
| Maritza Mercado | | Student Services Associate, Guardianship Liaison | 225-6400 |
| Maria Warwick | | Information, staff assistant | 225-6400 |
| Belen Gamez | | Student Services Associate, Enrollment Bus | 225-6408 |
| STUDENT EQUITY | | Jimmy Hart | Director of: African American Student Services Department and Asian Pacific American Student Services Department & Refugee Services |
| | María Federico Brummer | Director of: Mexican American Student Services Department | 232-8566 |
| | Roxanne Begay-James | Director of: Native American Student Services Department | 908-3905 |