

APPENDIX VII – 7

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.

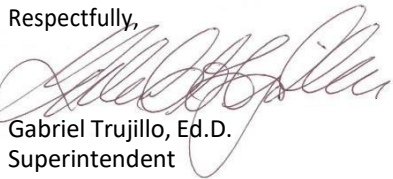
Research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are prepared to be productive, globally-competitive citizens. If we are to achieve our goal 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

Morrow Center ▪ 1010 E. Tenth Street ▪ Tucson, AZ 85719 ▪ Phone: (520)225-6060 ▪ Fax: (520)225-6174

Governing Board

Mark Stegeman; President, Kristel Ann Foster; Clerk, Adelita S. Grijalva, Rachael Sedgwick, Michael Hicks

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 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. Title I resources and other departments will share resources, seek advice from, and collaborate with the community for development of educational opportunities for our families and students.

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 and learning needs, school policies, practices, and community initiatives.

Build a team and assess your school's current practices

Build an 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 you choose to include in your Action Plan.

A Family-School Partnerships 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

MONTHLY	<i>Due Date</i>	<i>Task</i>	<i>Level of Engagement</i>	<i>Date Completed</i>
	August 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	
	September 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	
	October 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	
	November 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	
	December 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	
	January 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	
	February 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	
	March 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	
	April 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	
	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	

QUARTERLY	Due Date	Task	Level of Engagement	Date Completed
	Q 1	School Site Council Election and Meeting	Empower	
	End of Q 1	Magnet Report Completed and Submitted	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 (Year Two and Beyond) 3. Review "Suggestion Box" and Respond Accordingly 4. Assign Tasks to Complete Family Engagement Plan 5. Create plan for participation by students, staff (100%), and parents/guardians (>75%) in family engagement survey 	Empower	
	Q 1 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented)	Professional Development	
	Q 2	School Site Council Meeting	Empower	
	End of Q 2	Magnet Report Completed and Submitted	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 4. Review "Suggestion Box" and Respond Accordingly 	Empower	
	Q 2 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented)	Professional Development	
	Q 3	School Site Council Meeting	Empower	
	End of Q 3	Magnet Report Completed and Submitted	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 4. Review "Suggestion Box" and Respond Accordingly 	Empower	
	Q 3 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented)	Professional Development	
	Q 4	School Site Council Meeting	Empower	
	End of Q 4	Magnet Report Completed and Submitted	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 2. Review "Suggestion Box" and Respond Accordingly 	Empower	
	Q 4 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented)	Professional Development	

ONCE PER SEMESTER	Due Date	Task	Level of Engagement	Date Completed
	September	Fall Parent-Teacher Conferences (Goal: 100% Parent/Guardian Participation) <ol style="list-style-type: none"> Includes Data/Student Work Samples Encourages Two-Way Conversation Between Staff and Parent/Guardian Participants Complete Feedback Survey School Parent Involvement Policy, Compact, Right to Know Letter 	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"> Includes Data/Student Work Samples Encourages Two-Way Conversation Between Staff and Parent/Guardian 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)	Empower	
	End of Fall Semester	FAFSA Event for Students and Families (High School Only)	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)	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	

ANNUALLY	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 Pedigogy and Instruction for ALL Certified Staff	Professional Development	
	Aug 31	Create a Family Engagement Team and Report Team Members and Roles to Family & Community Outreach Department. Team Members Include: 1. Site Administrator 2. Certified Staff (2-4)* 3. Classified Staff (1-3)* 4. Parent/Guardian (2-3) 5. Students (2-4) 6. Community Members (year two on) *Teams must include School Community Liaison or Site Family Engagement Contact	Empower	
	August	Conferencing PD for ALL Teachers	Professional Development	
	August-September	Annual Title I Parent/Guardian Meeting	Inform	
	Fall Break	Submit Meeting Notification and Agenda to Title I	Reporting	
	October 1	Provide ParentVue Access and Training Information to Parents/Guardians	Engage	
	November 1	Family Engagement Survey to All Stakeholders (Given after Fall Break) 1. 100% Response from Staff 2. 100 % Response from Students (Grades 4-12) 3. 75% or more Response from Parents/Guardians	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	

ON-GOING	Task	Level of Engagement
	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

TUSD Family Engagement School Site Rubric and Examples of Promising Practices

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
PARENTING <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>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
LEARNING AT HOME <i>Inform families with children in learning activities at home, including homework and other curriculum-related activities and decisions.</i>	<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
DECISION MAKING <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>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 PTA/PTO or 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.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
COLLABORATING WITH THE COMMUNITY <i>Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups.</i>	<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.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
VOLUNTEERING <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>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
COMMUNICATION <i>Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</i>	<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.</p> <p>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.</p> <p>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. 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.</p> <p>Families meet multiple times to with their teacher, with additional contact made throughout the year.</p> <p>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 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. The school ensures that there are multiple methods of ongoing (year round) listening to families. The school values the feedback and ideas from parents and caregivers and integrates this information into planning and implementation.</p> <p>Family engagement survey results 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.</p> <p>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"> • Conduct Parent-Teacher-Student-Conferences that help students take leadership roles in sharing their accomplishments and the areas for improvement. • System in place to facilitate ongoing two-way communication between home and school so parents know at what level their children are performing. • Provide information about programs and learning opportunities • Provide interpreters to assist families as needed at meetings, conferences, and school events. • Provide all written and oral communications in multiple languages • Conduct survey for families to share information and concerns about the needs of their students and themselves. • Provide campus signage in multiple languages. • Provide professional development about effective conferencing for certified staff. • Provide workshops for parents about effective conferencing. • Provide pre-conference feedback opportunities to students and 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, Conferencing
C	Communication, Learning at Home, Conferencing
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, Conferencing
D	Communication, Learning at Home, Conferencing

District Contacts for Family Engagement

<i>Department</i>	<i>Contact Person</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
	Tanisha Tatum	Community Outreach Coordinator	584-7455
	Anna Read	Administrative Assistant, Family & Community Outreach	225-3800
	Myrla Rodriguez	Administrative Assistant, 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
	Nicole DaSilva	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
	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
	Charlotte Patterson	Director	225-6400
	Angie Mendoza	Student Services Associate, Smart Choice Specialist	225-6400
SCHOOL COMMUNITY SERVICES	Maritza Mercado	Student Services Associate, Guardianship Liaison	225-6400
	Patty O'Hagin-Felix	Office manager-Flyer Review	225-6400
	Erin Van Riper	Student Services Associate, Enrollment Bus	225-6400
	Elaine Vickerman	Enrollment Liaison, Administrative Assistant	225-6400
	Maria Warwick	Information, staff assistant	225-6400
	Belen Gamez	Administrative Assistant, McKinney-Vento	225-6408
	Jimmy Hart	Director of: African American Student Services Department and Asian Pacific American Student Services Department & Refugee Services	584-7500 232-8614
	María Federico Brummer	Director of: Mexican American Student Services Department	232-8566
STUDENT EQUITY	Roxanne Begay-James	Director of: Native American Student Services Department	908-3905