

# Duluth Public Schools Family Engagement Framework

## Family Engagement Definition

- *A full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development, from birth through college and career.*

## Vision

- *Families are engaged in their child's education and feel empowered to support learning at home through strong partnerships with schools. Our relationships with families are at the center of success for every child at school.*

## Introduction

When schools engage with families in a meaningful way, research has shown that students do better. Family and Community Engagement is a process and a practice rooted in relational-trust which creates opportunities for equitable partnerships between families and school and district staff. These partnerships, from birth to graduation, nurture shared responsibility for students' academic and social success and honor the lived experiences, expertise and cultural knowledge of all stakeholders — students, teachers, staff, families and communities.

A long-term study of the Chicago Parent Centers found programs that provide child education and intensive resources for parent engagement at a younger age yielded greater and longer-lasting benefits. The longer parents took part in extensive family engagement, the more parents were involved at school, the more likely their children were to complete high school and were less likely to repeat a grade, be arrested or require special education. ([\*Everybody Wins! The Evidence for Family-School Partnerships and Implications for Practice\* Karen L. Mapp, Anne T. Henderson, Stephany Cuevas, Martha C. Franco, and Suzanna Ewert, 2022, Pg. 148](#))

At the secondary level, research has shown that parents are more likely to engage in education when they feel they are welcomed and desired to do so. It can be hard for parents of middle and high school students to know the best way to be engaged with their student's school and learning. A literature review found that higher rates of family engagement in high school benefit students by increasing academic achievement and graduation rates, and decreasing rates of anxiety, depression, and aggression. ([\*Engaging Families at the Secondary Level: An Underused Resource for Student Success\* Krista L. Jensen and Kathleen M. Minke, 2017](#))

At the secondary level it is best for parents to shift from helping students with homework to an advisor and coaching role, emphasizing the importance of education and goal-settings. The more educators keep parents informed about what their children are studying, how well they are doing, what is required for them to graduate and how to play for post-secondary education or career

readiness, the more effectively parents can guide their children. ([\*Beating the Odds, How Thirteen NYC Schools Bring Low-Performing Ninth-Graders to Timely Graduation and College Enrollment, Carol Ascher and Cindy Maguire, 2007\*](#)) Research shows that engaging families through high school is critical to students' staying in school, taking more challenging classes, graduating on time and being successful after graduation. It is crucial that family engagement doesn't end when students leave elementary school.

## The Purpose

The Family Engagement Framework is our commitment to working in partnership with families. It is the foundation for how we can develop quality family engagement strategies. Our commitment applies to the whole district and includes district, school-based, and support staff. It gives us a shared understanding of what effective family engagement practices look like. Through this understanding, we can build on our existing work and develop strategies that will allow us to achieve our vision.

## We all have a role to play

Role or Group	Responsibilities
District Leadership Teams	Provide evidence-based partnership planning to improve family engagement.
Principals	Lead whole-of-school approaches to quality family engagement. Ensure family involvement is a core part of governance and decision-making processes.
Educators	Create and maintain authentic and respectful relationships with families about their child's learning and wellbeing. Share ideas with families about how they can support their child's learning at home.
Families	Work with educators to help their child succeed at school. Find ways to bring school learning into the home. Encourage and support their child's learning.
Students	Talk with their parents/guardians about what they're learning at school. Explore how their learning connects to their family, community and life.

## The Challenges

Educators and families within our district have noted challenges with engaging each other. According to the Duluth Leadership Team Self-Evaluation of MnMTSS Implementation (SEMI), we feel internally that we are failing at family engagement as a whole system. The SEMI has shown that educators have not been exposed to strong examples of family engagement and have received minimal training on strong family engagement. It is clear professional learning opportunities are needed to enhance the capacity of educators to build relational trust and engage with all families.

Educators gave feedback during our strategic planning process that they want the buildings to feel safe and welcoming to all families and to find a way to get their families more involved at the building level and at home with your student's education. Educators need professional development to help them break down barriers to serve families better. With better training, staff can reverse their deficit mindset and see a partnership with families as an essential practice to high achievement for all students.

During the strategic planning process we created family desired daily experiences based on feedback from families at all levels of the district. The process showed that families did not feel invited to contribute to their children's education and their voices were either disrespected, unheard or undervalued. Families want their children to feel safe at school, but the family climate survey shows parents feel their students don't feel safe at the secondary level. This contributes to having negative experiences with schools and educators. Our hope is that 100% of students feel safe at school from threats and bullying.

In Duluth, we have a large alumni population, who are now sending their students to the same school district as they attended. If a parent feels they were unfairly treated as a student, they may be more likely to come into the district with a deficit mindset about what to expect from school staff. As a district we need to work on building back relational trust with these families to help their students succeed.

## Early Childhood and Elementary Family Engagement

Core Values	Goal	Purpose	Measurable Outcome	Examples of Practices
Belonging	Provide a welcoming and accessible environment where everyone feels safe, seen and heard.	Every student has at least one adult in the school he, she or they can go to or count on.	The student response in the climate survey for "I like school" increases 3% each survey in each school.	
Collaboration	Welcome, involve and inform parents through clear and respectful communication. Families can expect a regular, two-way flow of information to help build respectful and trusting relationships with families.	No student will fall through the cracks	As of Feb. 1, 2024, 46.8% percent of staff members are registered on ParentSquare. By June 2025, we would like that number to increase to 80%.	<ul style="list-style-type: none"> <li>• Sending Direct messages to parents in ParentSquare.</li> <li>• Posting class updates to parents in ParentSquare at least once a week</li> <li>• Creating Newsletters, either using Smore or ParentSquare templates</li> </ul>
Equity	Students enjoy school and receive positive reinforcement.	To challenge biases that negatively impact family engagement.	The student responses on the climate survey for "I feel like I do well in school" and "Good behavior is noticed at my school" are both 90% at each school.	
Excellence	Staff and schools honor every family by acknowledging them as equal partners.	Families have a sense of belonging with the school community where they feel welcomed by school staff.	District Leadership Team scores "Family engagement is connected to learning and development, engages families as co-creators and honors families' funds of knowledge" as a 2 on the DLT-SEMI.	
Learning	Parents/Guardians are given resources that help engage with their students at home with activities that support their children's literacy.	Read at grade level.	Increase children literacy by 8 percent each year.	

## Secondary Family Engagement

Core Values	Goal	Purpose	Measurable Outcome	Examples of Practices
Belonging	Providing a welcoming and accessible environment where everyone feels safe, seen and heard.	Every student has at least one adult in the school he, she or they can go or count on.	The student response in the climate survey for “All students are treated fairly but adults at school” is 80% for each school.	
Collaboration	Families can expect a regular, two-way flow of information to help build respectful and trusting relationships with families.	No student will fall through the cracks	As of Feb. 1, 2024, 46.8% percent of staff members are registered on ParentSquare. By June 2025, we would like that number to increase to 80%.	<ul style="list-style-type: none"> <li>• Sending Direct messages to parents in ParentSquare.</li> <li>• Posting class updates to parents in ParentSquare at least once a week</li> <li>• Creating Newsletters, either using Smore or ParentSquare templates</li> </ul>
Equity	Every student is provided the opportunity to be successful and graduate on time.	To challenge biases that negatively impact student success.	The student response in the climate survey for “Teachers treat all students fairly” is 80% at each school.	
Excellence	Staff and schools honor every family by acknowledging them as equal partners.	Families are informed so they can more effectively guide their children successfully through middle and high school to graduation.	The four-year graduation rate of all student groups will increase to 90%. No student group will have a four-year graduation rate below 85%.	
Learning	Students and families know all available options post graduation.	Students are provided relevant and engaging academic learning experiences that support multiple pathways.	All students take more than 2 courses in one career field.	

## Measure your family engagement plans

Use the rubric below to determine the strength of your stakeholder engagement and communications plan listing in your school improvement plan.

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Researching and Understanding Parent/Family Needs, Expectations, opinions, Attitude, Knowledge Levels		
<input type="checkbox"/> Limited opportunities for parents/families to provide input; largely passive, leaving responsibility on parents to initiate, e.g.: online comment opportunities or suggestion boxes; complaint guidelines; calls or emails. <input type="checkbox"/> Understanding and assessing parent/family needs, expectations, opinions, attitudes and knowledge levels limited to anecdotal input. <input type="checkbox"/> Sporadic and random parent/family surveys assessing parent/family needs, expectations, opinions, attitudes and knowledge levels; largely reactive when issues surface.	<input type="checkbox"/> Series of formal and informal assessments to listen and gain insights into parent/family needs, expectations, opinions, attitudes and knowledge levels, e.g.: <ul style="list-style-type: none"> <li>• Written and electronic surveys</li> <li>• Focus groups</li> <li>• Representation on key district and school committees, advisory councils, task forces</li> <li>• Forums, town hall meetings, parent conferences, etc.</li> <li>• Opportunities for small-group interaction with parents/families such as coffee with the superintendent, grade-level parent meetings with the principal, etc.</li> <li>• Designated times at school board and faculty/staff meetings</li> <li>• Access to communications director, principal, supervisor(s) and senior leaders</li> <li>• One-to-one interactions, open door policy</li> <li>• Written and online avenues including forums, social media, etc.</li> <li>• Feedback through PTA/PTO and other organized parent/family groups</li> <li>• Exit interviews with parents/families transferring students out of district</li> <li>• Exit polls following bond/finance referenda</li> </ul> <input type="checkbox"/> Parents/families informed of opportunities to provide input during new family orientation and/or registration process <input type="checkbox"/> Annual parent/family survey assessing communication effectiveness	<input type="checkbox"/> Integration of research and assessments of parent/family needs, expectations, opinions, attitudes and knowledge levels into parent/ family communications plan; findings systematically analyzed to improve parent/family communications <input type="checkbox"/> Comprehensive system of formal and informal listening posts and assessments for parents/families at all locations throughout district <input type="checkbox"/> Listening mechanisms and assessments differentiated for parent/family segments as needed, e.g.: language, access to technology, schedules, etc. <input type="checkbox"/> Assessments span life of relationship with parent/families from entry-level of students in preschool/kindergarten through graduation/alumnus status <input type="checkbox"/> School board members, administrators, principals, department chairs, managers and teachers trained in critical listening <input type="checkbox"/> Systematic approach for responding to and integrating parent/family input <input type="checkbox"/> Assessment findings systematically shared and analyzed by district and building-level leaders to inform and improve services to students and families <input type="checkbox"/> Resources are made available to parents as a result of research and assessments. (For example: parent training, access to computers; web-based resources, etc.)

	<input type="checkbox"/> Some tracking on effectiveness of assessments	
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Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity		
<input type="checkbox"/> Communication strategies largely one-size-fits-all with little or no differentiation for varied segments of parents/families. <input type="checkbox"/> Communications limited to more traditional media, e.g., memos, print/electronic newsletters, announcements at meetings, news releases, websites, emails, etc. <input type="checkbox"/> Communications are random and inconsistent across schools and classrooms.	<input type="checkbox"/> Series of communication strategies to address varied parent/family segments, e.g.: <ul style="list-style-type: none"> <li>• Written correspondence including memos, printed newsletters, letters, fliers, brochures, etc.</li> <li>• Electronic correspondence including email, e-newsletters, websites, etc.</li> <li>• Automated messaging including voice and text messaging</li> <li>• Face-to-face and interpersonal correspondence including meetings, presentations, forums, office hours, etc.</li> <li>• Social media including Facebook, Twitter, blogs, forums, chats, etc.</li> <li>• Articulated policy on minimal reply timelines for electronic and voice messaging</li> </ul> <input type="checkbox"/> Some accommodations for parent/family segments, e.g.: school/grade levels, geographic location. <input type="checkbox"/> Some accommodations for language and cultural diversity; Programs to build cultural Awareness. <input type="checkbox"/> Some accommodations for varied family structures. <input type="checkbox"/> Some tracking of effectiveness of communications for diverse audiences.	<input type="checkbox"/> Communications tailored for key parent/family segments based on assessments of parent/family needs, expectations, opinions, attitudes and knowledge levels. <input type="checkbox"/> Communications tailored for key parent/family segments based on assessed preferences for media, messaging and scheduling. <input type="checkbox"/> Accommodations for language and cultural diversity for all parent/family segments represented in district; e.g. translators. <input type="checkbox"/> Sharing of best practices for diverse parent/family communications internally and benchmarking the same externally to drive improvement. <input type="checkbox"/> Ongoing feedback and evaluation of effectiveness of communication with diverse audiences.



Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Communicating with Parents/Families on Student Progress/Success		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Report cards and progress reports that meet minimum state requirements</li> <li><input type="checkbox"/> Little or no proactive outreach from teachers to parents/families</li> <li><input type="checkbox"/> Parental/familial access to teachers limited, e.g.: bi-annual or annual parent-teacher conferences; teacher email addresses and voicemail extensions not easily available; delayed teacher response time to parent/family email and voicemail</li> <li><input type="checkbox"/> Little or no involvement from parents/families on preferred teacher communications</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In addition to meeting minimum state requirements for report cards and progress reports, series of approaches to further inform parents/families, e.g.:               <ul style="list-style-type: none"> <li>• Online grade book portal</li> <li>• Online parent/teacher log</li> <li>• Parent/family visitation days to classrooms</li> <li>• Ongoing access or regularly scheduled opportunities for parents/families to meet with teachers</li> <li>• Focused parent/family involvement program for students at risk</li> <li>• Homework hotlines available online or by phone</li> </ul> </li> <li><input type="checkbox"/> Teacher response time to email and voicemail varies with individual teacher practice</li> <li><input type="checkbox"/> Expectations of updating online grade book with assignments and grades left to individual teachers and building</li> <li><input type="checkbox"/> Some involvement from parents/families on preferred teacher communications</li> <li><input type="checkbox"/> Some professional development in parent/family communications strategies for teachers and building-level staff</li> <li><input type="checkbox"/> Some parent/family communications resources provided to teachers and building-level staff</li> <li><input type="checkbox"/> Some tracking of effectiveness of communications student progress</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Systematic approach to keeping parents/families informed of student progress in school based on researched parent/family preferences</li> <li><input type="checkbox"/> Ongoing involvement from parents/families on preferred teacher communications, e.g.: calendar of regular inputs and evaluations of teacher communications</li> <li><input type="checkbox"/> District/school policy re: minimum response time for teacher email and voicemail supported by adequate technology and resources</li> <li><input type="checkbox"/> District/school policy for updating online grade book with assignments and grades across all schools/teachers</li> <li><input type="checkbox"/> Comprehensive, integrated and aligned plan for communication with all parents/families on student progress/success</li> <li><input type="checkbox"/> Comprehensive and ongoing professional development in parent/family communications strategies for teachers and building-level staff</li> <li><input type="checkbox"/> Comprehensive and ongoing development and provision of parent/family communications resources to teachers and building-level staff</li> <li><input type="checkbox"/> Sharing of best practices of parent/family communications of student progress internally and benchmarking the same externally to drive improvement</li> <li><input type="checkbox"/> Ongoing feedback and evaluation of parent/family communications of student progress to improve parent/family engagement and foster student success</li> </ul>



Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Communicating Academic Programs and Expectations with Parents/Families		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal proactive outreach on academic programs and expectations largely limited to annual listings with little or unclear detail</li> <li><input type="checkbox"/> Specifics regarding academic programs and expectations largely articulated on reactive basis only with onus on parents/families for inquiry</li> <li><input type="checkbox"/> Inconsistent and random communications regarding academic programs and expectations with parents/families</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Series of approaches to outline academic programs and expectations with parents/families, e.g.:               <ul style="list-style-type: none"> <li>• Details by class/teacher outlined at the beginning of each school year during Back-to-School/Meet-the-Teacher events</li> <li>• Printed and online access to class requirements (classroom/teacher web pages), grading structures, homework assignments, project schedules, etc., by class/teacher</li> <li>• Ongoing opportunity for clarification and information from teacher via email/voicemail/face-to-face</li> <li>• Presentations/meetings with principals, teachers and curricular staff to educate and inform parents/families on academic expectations, new curricula, etc.</li> <li>• Announcements and coverage of new programs or program changes through local news media</li> <li>• Reinforcement of academic expectations through coverage of student success in local news media</li> </ul> </li> <li><input type="checkbox"/> Communications vary by building based on principal practice</li> <li><input type="checkbox"/> Some professional development in parent/family communications strategies for teachers and building level staff</li> <li><input type="checkbox"/> Some parent/family communications resources provided to teachers and building-level staff</li> <li><input type="checkbox"/> Some tracking of effectiveness of communications on academic programs and expectations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Systematic approach to keeping parents/families informed of academic programs and expectations based on researched parent/family preferences</li> <li><input type="checkbox"/> Ongoing involvement from parents/families on preferred communications about academic programs and expectations</li> <li><input type="checkbox"/> District/school policy re: minimum academic program and expectations communications including schedule and media supported by adequate technology and resources</li> <li><input type="checkbox"/> Comprehensive, integrated and aligned plan for communication with all parents/families on academic programs and expectations</li> <li><input type="checkbox"/> Comprehensive and ongoing professional development in parent/family communications strategies for teachers and building-level staff</li> <li><input type="checkbox"/> Comprehensive and ongoing development and provision of parent/family communications resources to teachers and building-level staff</li> <li><input type="checkbox"/> Sharing of best practices of communications about academic programs and expectations internally and benchmarking the same externally to drive improvement</li> <li><input type="checkbox"/> Ongoing feedback and evaluation of communications about academic programs and expectations to improve parent/family engagement and foster student success</li> </ul>

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Supporting Parent-Teacher and Parent-Building Communications		
<input type="checkbox"/> Minimal proactive support to building-level administrators and teachers on effective communications with parents/families largely limited to responding to requests for assistance and materials <input type="checkbox"/> Inconsistent and random support for parent-teacher and parent-building communications	<input type="checkbox"/> Series of approaches to support effective parent/family-teacher and parent/family-building communications, e.g.: <ul style="list-style-type: none"> <li>• Prepared memo, letter, newsletter and other printed correspondence templates for principals and teachers to support effective parent communications and facilitate consistency in messaging</li> <li>• Prepared electronic text and templates for principals and teachers to support effective parent communications and facilitate consistency in messaging</li> <li>• Prepared talking points and presentations for principals and teachers to use in parent presentations and meetings</li> <li>• Prepared talking points for principals and teachers to use regarding building/classroom issues and incidents</li> </ul> <input type="checkbox"/> Some professional development for principals and teachers on effective parent/family communication strategies <input type="checkbox"/> Some tracking of parent-teacher and parent-building communications effectiveness	<input type="checkbox"/> Comprehensive parent/family communication plans for each building based on researched preferences of parents/families <input type="checkbox"/> Ongoing involvement from parents/families on preferred communications from the school building and the classroom teacher <input type="checkbox"/> District/school policy about parent-teacher and parent-building communications that is supported by adequate technology and resources <input type="checkbox"/> Comprehensive and ongoing professional development for principals and teachers on effective parent/family communication strategies <input type="checkbox"/> Comprehensive and ongoing development and provision of resources to support effective parent-teacher and parent-building communications <input type="checkbox"/> Sharing of best practices in parent-teacher and parent-building communications internally and benchmarking the same externally to drive improvement <input type="checkbox"/> Ongoing feedback and evaluation of parent-teacher and parent-building communications to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Fostering Parent/Family Involvement and Engagement to Support Student Learning		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal proactive support for parent/family involvement and engagement to support student's learning with onus left largely to parents/families to initiate and navigate</li> <li><input type="checkbox"/> Limited opportunities for parent/family engagement to support student learning with most at early stages of involvement and less opportunity for engagement</li> <li><input type="checkbox"/> Random approaches to fostering parent/family involvement and engagement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Series of approaches to cultivate an inviting environment that fosters parent/family engagement to support student learning, e.g.:               <ul style="list-style-type: none"> <li>• Printed and online articulation of parent/ family and school expectations and how parents/families can become involved and collaborate with district and school personnel to consistently support student learning</li> <li>• Printed and online resources about curriculum, instructional strategies, student expectations, etc. to strengthen parent/family understanding and capacity to support student success</li> <li>• Online access to current and future homework and classroom assignments to engage parent/family support in on-time and satisfactory completion by students</li> <li>• Communications between school personnel and parents/families on student's progress and how parents/families can advocate for and support learning at home and in the classroom to ensure achievement</li> <li>• Programs to increase parent/family understanding and skills in support of student learning, e.g. family resource center, workshops and seminars on parenting skills, student learning styles, time management, etc.</li> <li>• Scheduled events and opportunities for parents/families to visit school and classroom and gain insight into teaching and learning processes, e.g., Open Houses, Back-to-School/Meet-the-Teacher Nights, Visitation Days, Family Reading/Math/Science Nights at school</li> <li>• Opportunities for parents/families to provide input into and collaborate with teachers and school staff about student's progress</li> <li>• Opportunities for parents/families to advocate on behalf of district/school to better support delivery of programs and services</li> <li>• Teacher/home visit program to improve trust and relationships between teachers and parents/families</li> <li>• Programs for heightened parent/family involvement for at-risk students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Regular and ongoing input from parents/families on preferred opportunities to be engaged with the district and school in support of student learning</li> <li><input type="checkbox"/> District/school policy and plans about parent/family engagement in student learning that are supported by adequate technology and resources</li> <li><input type="checkbox"/> Comprehensive, integrated and aligned plan for engaging all parents/families to support student learning</li> <li><input type="checkbox"/> Professional development programs for faculty and staff on effective parent/family engagement strategies in support of student learning</li> <li><input type="checkbox"/> Comprehensive and ongoing development and provision of resources to support parent/family engagement in student learning</li> <li><input type="checkbox"/> Sharing of best practices in parent/family engagement internally and benchmarking the same externally to drive improvement</li> <li><input type="checkbox"/> Ongoing feedback and evaluation of parent/family engagement in student learning to foster student success</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent liaison program to facilitate parent/family communication and involvement</li> </ul> <input type="checkbox"/> Some tracking of parent/family engagement effectiveness	
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Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Fostering Problem Solving and Resolving Complaints		
<input type="checkbox"/> Minimal proactive communication with parents/families regarding how and where to direct complaints with onus left largely to parents/families to navigate <input type="checkbox"/> Problem-solving and complaint-resolution inconsistent across district and buildings, and varies with individual handling issue <input type="checkbox"/> Little or no support provided to faculty and staff on effective customer service strategies	<input type="checkbox"/> Series of approaches to foster problem solving and resolve complaints, e.g.: <ul style="list-style-type: none"> <li>• Articulation of where and how parents/families should direct concerns and complaints</li> <li>• Articulation of successive channels for problems and complaints not resolved</li> <li>• Some involvement of parents/families in development of problem solving and complaint resolution approaches</li> <li>• Some tracking of complaints to determine key causes and support corrective actions to improve service</li> <li>• Some follow-up with parents/families following complaint resolution to track and ensure satisfaction</li> </ul> <input type="checkbox"/> Some professional development for faculty and staff on effective customer service strategies, problem solving and complaint resolution <input type="checkbox"/> Some evaluation of problem solving and complaint resolution effectiveness	<input type="checkbox"/> Comprehensive complaint resolution and problem-solving processes standardized across district and each building based on researched preferences of parents/families <input type="checkbox"/> Ongoing involvement from parents/families on preferred problem solving and complaint resolution processes <input type="checkbox"/> District/school policy about problem solving and complaint resolution supported by adequate technology and resources <input type="checkbox"/> Comprehensive and ongoing professional development for faculty and staff on effective customer service strategies, problem solving and complaint resolution <input type="checkbox"/> Comprehensive and ongoing development and provision of resources to support effective customer service strategies, problem solving and complaint resolution <input type="checkbox"/> Ongoing feedback and evaluation of customer service strategies, problem solving and complaint resolution to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Evaluating Communication Effectiveness to Inform Strategy		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal approaches for evaluating communication effectiveness largely reactive in response to problems/issues</li> <li><input type="checkbox"/> Reliance on anecdotal examples or limited sampling, e.g., talking only to friends or those you know, specific constituent group</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Series of approaches to evaluate communication effectiveness to inform strategy, e.g.:               <ul style="list-style-type: none"> <li>• Annual or periodic surveys of parents/families on communication effectiveness</li> <li>• Focus groups with parents/families on communication effectiveness and opportunities for improvement</li> <li>• Online forums and suggestion boxes for parents/families to provide input regarding communication effectiveness</li> <li>• Involvement of parents/families on task forces and advisory committees where focus is on communication</li> <li>• Monitoring and tracking of parent/family complaints and concerns regarding communication</li> <li>• Exit interviews with parents/families departing from district on communication effectiveness</li> <li>• Exit polls on finance and bond referenda on communication sources and effectiveness</li> <li>• Periodic communications audits performed by external evaluators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehensive plan for regular and ongoing evaluation of communication effectiveness</li> <li><input type="checkbox"/> Regular review and analysis of communication evaluation results to inform changes and improvements in communication plan and strategies</li> <li><input type="checkbox"/> Tracking of communication effectiveness results with improvement targets and timelines</li> <li><input type="checkbox"/> Regular communication audits performed by external evaluators</li> <li><input type="checkbox"/> Benchmarking with best-in-class performers on parent/family communication effectiveness to improve results</li> </ul>

## RATE YOUR... PARENT/FAMILY COMMUNICATIONS

1. Enter your “my points” score for each program component in the chart at right. As a reminder, each individual component should get either 1 point (emerging), 2 points (established) or 3 points (exemplary) based on where the majority of your checked boxes fell in the previous charts.
2. Total your points for all program components.
3. Compare your total points to the “overall rating” score range below to assess the current status of your school district’s communication program in this critical function area.

### Overall Rating in Critical Function Area

Emerging = 0 - 10 total points  
Established = 11 - 19 total points  
Exemplary = 20 - 24 total points

## Rubric Component

Points  
(1, 2 or 3)

Researching and Understanding Parent/Family Needs, Expectations, Opinions, Attitudes, Knowledge Levels	
Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity	
Communicating with Parents/Families on Student Progress/Success	
Communicating Academic Programs and Expectations with Parents/Families	
Supporting Parent-Teacher and Parent-Building Communications	
Fostering Parent/Family Involvement and Engagement to Support Student Learning	
Fostering Problem-Solving and Resolving Complaints	
Evaluating Communication Effectiveness to Inform Strategy	
<b>MAX POINTS OF 24</b>	