

## Multi-Tiered Family, School, and Community Partnering Supports Checklist\*

Date: \_\_\_\_\_ School/District: \_\_\_\_\_ Name/Team/Organization: \_\_\_\_\_

INSTRUCTIONS: Please check those you implement or are present in your site or situation. Use the data in action planning for professional development, activities, and effective practices.

### Universal Tier – All Families/Staff

#### **SCHOOL: Our school administrators and all school staff members are...**

- 1. Creating a welcoming, culturally and linguistically responsive environment with multiple visiting and volunteering opportunities (home and school).
- 2. Providing a shared understanding of the evidence and legal base for partnering.
- 3. Communicating partnering beliefs: *(a) Education is a shared responsibility between home and school; (b) Families are active partners; (c) Student success is always the focus.*
- 4. Integrating partnering practices and language into all documents, procedures, and team processes.
- 5. Ensuring every family uses the school technology - parent portal, email, website.
- 6. Ensuring all family members know the importance of their actions in supporting learning at home: *(a) Frequent and systematic discussions about school; (2) Encouraging their children regarding schoolwork; and (3) Providing or working with resources to provide supervision, support for homework and after-school time.*
- 7. Sharing the school's tiered MTSS (RtI) framework with all staff and families.
- 8. Providing family education on learning-related topics, based on identified needs.
- 9. Including families in school decision-making and on leadership teams (SACs, DACs).
- 10. Using data systematically to improve and expand family partnering practices.
- 11. Allocating time for a staff person to support personnel and families in partnering.
- 12. Collaborating with community resources.
- 13. Implementing federal and state legislated partnership responsibilities, such as cited in ESEA, IDEA, SB 09-163, SB 09-256, SB 10-191, SB 13-193, ECEA, and READ Act.

#### **CLASSROOM: Our teachers and specialists are...**

- 1. Contacting every family personally to create ongoing, two-way communication.
- 2. Ensuring each family, including students, understands class and homework success expectations, and how everyone will partner if a student struggles in learning.
- 3. Providing information on current learning content, with specific out-of-school coordination strategies and follow-up.
- 4. Asking families what they need to support learning at home and following up.
- 5. Sending progress data regularly to families, with opportunities for discussion.
- 6. Telling students that school and home are working together for their success.

### Upper Tiers – Some Families/Staff; A Few Families/Staff (Includes All Universal)

#### **Our specialists/intervention teams, with teachers and administrators, are...**

- 1. Designating people and processes to reach out and individually encourage families and staff who may be hesitant or uncomfortable.
- 2. Including families as active partners throughout the individual MTSS or RtI problem-solving process, providing information and participation in decision-making.
- 3. Supporting teachers and families in mutually developing and implementing individual student plans such as IEP, RtI, READ, Truancy, and Advanced Learning.
- 4. Ensuring families understand and participate in the implementation of small group (standard protocol) instructional academic and behavioral interventions.

#### **Our specialists/intervention teams, with teachers and administrators, are...**

- 1. Individualizing family-school partnering plans and support when needed.
- 2. Providing school, family and community wraparound when needed.
- 3. Accessing conflict resolution support and process when needed.

\* Aligned with the *National Standards for Family-School Partnerships* (PTA, 2008) and the research which relates specific, intentional family-school partnering to increased student success (Christenson and Reschly, 2010).