



## MINNEAPOLIS PUBLIC SCHOOLS FAMILY ENGAGEMENT STANDARDS

### PURPOSE

The Minneapolis Public Schools Family Engagement Standards were developed to:

- Create a common vision of what needs to be in place for there to be quality family engagement across the district;
- Set expectations for everyone in the district concerning the level of family engagement necessary for student success;
- Increase and improve the engagement of family members in their children's education;
- Specify what needs to happen at the district, school, classroom, and home levels.

### USE

The format of the Minneapolis Public Schools Family Engagement Standards is primarily intended for discussion and information.

The document is also available in an audit/assessment format that can be used to:

- Conduct a family engagement audit of any or all four levels;
- Develop family engagement programs;
- Set goals and priorities related to family engagement.



**DISTRICT LEVEL STANDARDS**

Q: Who is responsible for making it happen?

A: The district leadership defined as the Board of Education, Superintendency, Executive Directors, and central administration staff.

	<b>THE STANDARDS</b>
<b>D1</b>	<b>There is a district policy adopted by the Minneapolis Board of Education that identifies clear and measurable goals for family engagement.</b>
<b>D2</b>	<b>The district leadership actively supports staff and promotes efforts that increase the level and quality of family engagement.</b>
<b>D3</b>	<b>The district helps schools understand and implement school and classroom level family engagement standards.</b>
<b>D4</b>	<b>The district leadership actively raises the community’s awareness of how important family engagement is to students’ success and academic achievement</b>
<b>D5</b>	<b>Schools’ efforts to increase the level and quality of family engagement are documented, monitored and evaluated, and best examples of what works are shared.</b>
<b>D6</b>	<b>Everyone who works for the district is expected to be friendly and respectful and treat families as partners in their children’s education.</b>
<b>D7</b>	<b>The district has a regular process for involving a wide range of families in district-level efforts such as setting policy and planning.</b>
<b>D8</b>	<b>The district has two-way communications with families that is regular, timely, and meaningful.</b>

**Standards are measured against the indicators.**

<b>Standard</b>	<b>D1</b>	<b>There is a district policy adopted by the Minneapolis Board of Education that identifies clear and measurable goals for family engagement.</b>
<b>Indicator</b>	<b>D1-1</b>	There is a written document that is made public through intentional, strategic, thorough, and frequent notifications.
	<b>D1-2</b>	The district’s family engagement policy document is clear and understandable by all families, community members, and staff.
	<b>D1-3</b>	The district’s family engagement policy is written and disseminated in English and other languages.



<b>Standard</b>	<b>D2</b>	<b>The district leadership actively supports staff and promotes efforts that increase the level and quality of family engagement.</b>
<b>Indicator</b>	<b>D2-1</b>	Measurable goals for increasing the level and quality of family engagement are required as part of every School Improvement Plan.
	<b>D2-2</b>	All district-level departments, offices, and staff are expected to be friendly, knowledgeable, and open points of contact for all families.
	<b>D2-3</b>	The district has adequate staff and resources to implement the family engagement standards
	<b>D2-4</b>	Funding is provided to schools to increase the level and quality of family engagement.
	<b>D2-5</b>	Schools that make significant progress in increasing the level and quality of family engagement are recognized.
	<b>D2-6</b>	Staff development is provided for teachers, families, administrators, staff and others on how to increase the level and quality of family engagement.
	<b>D2-7</b>	There is a clearinghouse to gather best practices, ideas, materials, new approaches, research, and other program information in order to help schools improve their family engagement programs.
<b>Standard</b>	<b>D3</b>	<b>The district helps schools understand and implement school and classroom level family engagement standards.</b>
<b>Indicator</b>	<b>D3-1</b>	The district has established processes for schools to access training, technical assistance, and information.
	<b>D3-2</b>	The Office of Family Engagement, with help from other district staff, provides information to schools to help them become familiar with and understand the school, classroom, and home level standards for family engagement.
	<b>D3-3</b>	Schools are satisfied with the level of support they receive from the district for their efforts to implement the school level family engagement standards.
<b>Standard</b>	<b>D4</b>	<b>The district leadership actively raises the community's awareness of how important family engagement is to students' success and academic achievement</b>
<b>Indicator</b>	<b>D4-1</b>	The Office of Family Engagement organizes and holds a family engagement public information campaign.
	<b>D4-2</b>	There are district-level communications (speeches, newsletters, workshops, etc.) that stress the importance of family engagement in education.



<b>Indicator</b>	<b>D4-3</b>	The district works in collaboration with community agencies to express and encourage the importance of family engagement.
<b>Standard</b>	<b>D5</b>	<b>Schools’ efforts to increase the level and quality of family engagement are documented, monitored and evaluated, and best examples of what works are shared.</b>
<b>Indicator</b>	<b>D5-1</b>	The staff of Research Evaluation and Assessment, School and Site Services, and the office of Family Engagement work collaboratively with schools to document, monitor, and evaluate family engagement initiatives.
	<b>D5-2</b>	Technical assistance is provided to schools by the Office of Family engagement and other service unites a appropriate to monitor and evaluate family engagement strategies that produce specific results for students, parents, teachers, school staff, and others.
	<b>D5-3</b>	Annual conferences or events are held to allow parents, teachers, administrators, students, community members, and others to share ideas and progress that is made each year, solve problems, share best practices, and plan for the future.
<b>Standard</b>	<b>D6</b>	<b>Everyone who works for the district is expected to be friendly and respectful and treat families as partners in their children’s education.</b>
<b>Indicator</b>	<b>D6-1</b>	People working for the school district are friendly towards, respectful of, and helpful to all families.
	<b>D6-2</b>	All families receive quality customer service from people working for the school district.
<b>Standard</b>	<b>D7</b>	<b>The district has a regular process for involving a wide range of families in district-level efforts such as setting policy and planning.</b>
<b>Indicator</b>	<b>D7-1</b>	The district has district-level, decision-making and advisory committees dealing with district concerns such as budget, curriculum, and assessment, and each committee includes parents/guardians.
	<b>D7-2</b>	The district provides different ways for individual families to voice concerns, raise issues and resolve problems.
	<b>D7-3</b>	The district has “beyond-the-building” general interest groups where families representing schools can receive information, discuss issues, and make policy recommendations.



<b>Standard</b>	<b>D8</b>	<b>The district has two-way communications with families that is regular, timely, and meaningful.</b>
<b>Indicator</b>	<b>D8-1</b>	Families are well-informed and up-to-date on important district issues and understand the major goals of the district.
	<b>D8-2</b>	The district has a variety of publications and other regular communications with families.
	<b>D8-3</b>	Written communications are clear, understandable, and available in languages other than English as appropriate.
	<b>D8-4</b>	The district has several ways of listening to parents and engaging them in two-way communication (for example, giving time to families at Board meetings, holding open forums.)

### SCHOOL LEVEL STANDARDS

**Q: Who is responsible for making it happen?**

**A:** Members of the school community including the principal, teachers, clerical and support staff, educational assistants, social worker(s), family/community liaison, family members, students and community representatives.

THE STANDARDS	
<b>S1</b>	<b>Family Engagement is incorporated as a strategy to achieve any goal in the School Improvement Plan.</b>
<b>S2</b>	<b>Everyone who works at the school strongly believes that family engagement is important to students' success and academic achievement.</b>
<b>S3</b>	<b>School staff use creative ways of reaching out to families who have not been involved in their children's education.</b>
<b>S4</b>	<b>There is a strong partnership among school staff, students, families, and community members that increases students' success and academic achievement.</b>
<b>S5</b>	<b>The principal and site council provide active leadership in increasing the level and quality of family engagement in children's education.</b>
<b>S6</b>	<b>The school is responsive to the needs of its families.</b>
<b>S7</b>	<b>School staff, families, and community members work together to plan, put into action, and evaluate family engagement efforts.</b>
<b>S8</b>	<b>Everyone who works at the school draws upon the knowledge and expertise of all families to support the school as a whole.</b>



**Standards are measured against the indicators.**

<b>Standard</b>	<b>S1</b>	<b>Family Engagement is incorporated as a strategy to achieve any goal in the School Improvement Plan.</b>
<b>Indicator</b>	<b>S1-1</b>	Goals in the School Improvement Plan have action items and desired outcomes related to family engagement that are measurable.
	<b>S1-2</b>	The School Improvement Plan is developed with input from school staff, teachers, families and community members.
<b>Standard</b>	<b>S2</b>	<b>Everyone who works at the school strongly believes that family engagement is important to students' success and academic achievement.</b>
<b>Indicator</b>	<b>S2-1</b>	The school has formal, written policies or vision statements describing its commitment to increase the level and quality of family engagement in appropriate language(s).
	<b>S-2-2</b>	The school has a family liaison responsible for promoting family engagement and school-family-community partnerships.
	<b>S-2-3</b>	Funding is allocated to family engagement initiatives.
	<b>S-2-4</b>	There is staff allotment to work on increasing the level and quality of family engagement.
	<b>S2-5</b>	The school provides and clearly defines multiple opportunities for all families to be involved in their children's education at home and at school.
	<b>S2-6</b>	Home visits are made as appropriate.
<b>Standard</b>	<b>S3</b>	<b>School staff use creative ways of reaching out to families who have not been involved in their children's education.</b>
<b>Indicator</b>	<b>S3-1</b>	There is a family liaison to make contact and develop relationships with families.
	<b>S3-2</b>	Resources are committed to boost engagement such as childcare, transportation, weekend and evening meetings at school and in the community and stipends.
	<b>S3-3</b>	Resources are committed to pursue the engagement of families from diverse cultures.
	<b>S3-4</b>	There is a comprehensive family education program to meet the changing needs of families.
	<b>S3-5</b>	Parent education is made available for family members in parenting roles.
	<b>S3-6</b>	The school actively experiments with off-site neighborhood-based activities that meet families' needs.



<b>Standard</b>	<b>S4</b>	<b>There is a strong partnership among school staff, students, families, and community members that increases students' success and academic achievement.</b>
<b>Indicator</b>	<b>S4-1</b>	Everyone who works at the school is expected to be knowledgeable and friendly towards all families.
	<b>S4-2</b>	There is a group of people – teachers, administrators, school staff, family members, students (as appropriate), and others – who work together on increasing the level and quality of family engagement (for example, site council sub-committee, family engagement action team)
	<b>S4-3</b>	Family members are included as trainers, presenters, and participants in staff development activities as appropriate.
	<b>S4-4</b>	Resources and services from the broader community (e.g., parks, agencies, churches, etc.) are identified and drawn upon to strengthen student learning and development.
	<b>S4-5</b>	Activities are held at varied times to accommodate families' needs.
	<b>S4-6</b>	Everyone who works at the school is expected to understand, value, and encourage the many ways that families support their children's learning.
<b>Standard</b>	<b>S5</b>	<b>The principal and site council provide active leadership in increasing the level and quality of family engagement in children's education.</b>
<b>Indicator</b>	<b>S5-1</b>	The principal and site council direct adequate resources (financial, time, human) toward family engagement initiatives.
	<b>S5-2</b>	The principal and site council set high expectations of staff and families to work together to increase student success and academic achievement.
	<b>S5-3</b>	The principal and site council monitor the results of the school's initiatives to increase the level and quality of family engagement.
	<b>S5-4</b>	The principal and site council are approachable and provide opportunities for dialogue with families (for example, monthly breakfasts with the principal)



<b>Standard</b>	<b>S6</b>	<b>The school is responsive to the needs of its families.</b>
<b>Indicator</b>	<b>S6-1</b>	Handbooks, newsletters, report cards and other communications are easy to understand and translated as appropriate.
	<b>S6-2</b>	Information is provided to families on how to meet their basic obligations such as providing shelter, proper nutrition, clothing, and creating a home environment that supports academic success.
	<b>S6-3</b>	Guidance and information is provided to families on how to help students at home with homework and other curriculum-related activities, decisions and planning.
	<b>S6-4</b>	School staff are familiar with options and resources available through the district (e.g., parent education, adult literacy, work skills enhancement) and actively connect families with these resources.
<b>Standard</b>	<b>S7</b>	<b>School staff, families, and community members work together to plan, put into action, and evaluate family engagement efforts.</b>
<b>Indicator</b>	<b>S7-1</b>	The school has a plan and process in place to identify and implement those family engagement standards that are given highest priority and communicates this plan to the larger school community.
	<b>S7-2</b>	In-service education and staff development opportunities related to working effectively with families are provided for school staff, family and community members (for example, making school).
	<b>S7-3</b>	Family engagement initiatives are based on identified needs and desired outcomes.
	<b>S7-4</b>	There is a group of people – teachers, administrators, school staff, family members, students (as appropriate), and others – who work together on increasing the level and quality of family engagement (for example, site council sub-committee, family engagement action team)
<b>Standard</b>	<b>S8</b>	<b>Everyone who works at the school draws upon the knowledge and expertise of all families to support the school as a whole.</b>
<b>Indicator</b>	<b>S8-1</b>	Everyone who works for the school is expected to be knowledgeable and friendly towards all families and treat them with respect.
	<b>S8-2</b>	Parents or other family members serve on school committees and have meaningful decision-making roles.





	<b>S8-3</b>	The school provides a variety of well-planned and well-communicated volunteer opportunities for family and community members.
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**CLASSROOM LEVEL STANDARDS**

**Q: Who is responsible for making it happen?**

**A:** Classroom teachers, educational assistants and other staff who directly engage in instruction.

<b>THE STANDARDS</b>	
<b>C1</b>	<b>Families are seen and treated as partners in their children’s education by teachers and other instructional staff.</b>
<b>C2</b>	<b>Each family’s experience, knowledge, and culture are respected and valued by teachers and other instructional staff.</b>

**Standards are measured against the indicators.**

<b>Standard</b>	<b>C1</b>	<b>Families are seen and treated as partners in their children’s education by teachers and other instructional staff.</b>
<b>Indicator</b>	<b>C1-1</b>	Teachers and instructional staff provide families with clear information on the school curriculum content standards, class syllabi, class schedules, programs policies and procedures.
	<b>C1-2</b>	Family members are welcome in the classroom and volunteer opportunities. Responsibilities and expectations are made clear and agreed upon by the teacher and family member.
	<b>C1-3</b>	Families are encouraged to support their children’s learning at home and given specific suggestions on how they can best do this in order to complement and reinforce what is being taught at school.
	<b>C1-4</b>	There is communication between the family and teacher that is regular, two-way, and focuses on building trust and creating a relationship.



	<b>C1-5</b>	Families are kept up-to-date on their children’s progress through regular communication such as notes sent home, phone calls, newsletters, report cards, newsletters, and conferences.
	<b>C1-6</b>	Teachers are open to feedback from families.
	<b>C1-7</b>	Feedback given to families on their child’s progress balances the positive and negative.
<b>Standard</b>	<b>C-2</b>	<b>Each family’s experience, knowledge, and culture are respected and valued by teachers and other instructional staff.</b>
<b>Indicator</b>	<b>C2-1</b>	Interpreters are provided as necessary.
	<b>C2-2</b>	Teachers and other instructional staff are knowledgeable about families’ culture, background, and experience.
	<b>C2-3</b>	Families are invited to share their experience, knowledge, and culture with school staff, teachers, and students.
	<b>C2-4</b>	Teachers and instructional staff work to develop partnerships with all families, not just those who volunteer, attend meetings or are similar in culture, race, or socioeconomic background.
	<b>C2-5</b>	Teachers and instructional Staff are trained in multi-cultural, gender-fair, and disability-aware practices and use them in working with families.

**HOME LEVEL STANDARDS**

**Q: Who is responsible for making it happen?**

**A:** Parents, guardians, family members, and others who are in parenting roles and the child’s primary caregivers.

	<b>THE STANDARDS</b>
<b>H1</b>	<b>The family supports lifelong learning for its members, particularly children.</b>
<b>H2</b>	<b>The family has high but reasonable expectations of each child’s educational achievement and makes these expectations clear.</b>
<b>H3</b>	<b>Parents and family members understand what is expected of them in supporting their child’s success in school.</b>
<b>H4</b>	<b>Parents and family members actively support the school and district’s efforts to provide quality education to all students.</b>



Standards are measured against the indicators

<b>Standard</b>	<b>H1</b>	<b>The family supports lifelong learning for its members, particularly children.</b>
<b>Indicator</b>	<b>H1-1</b>	The home environment actively supports learning through reading, writing, conversations and discussion among family members.
	<b>H1-2</b>	There is a family routine that supports learning such as a set time for studying, watching television and going to bed.
	<b>H1-3</b>	There is positive communication between family members and children
	<b>H1-4</b>	Parents and family members encourage children by asking about schoolwork and providing an appropriate atmosphere for doing homework.
	<b>H1-5</b>	Parents and family members encourage learning and the love of learning.
	<b>H1-6</b>	Reading is encouraged.
	<b>H1-7</b>	Parents and family members meet their basic obligations such as providing shelter, proper nutrition, and clothing for children to the best of their ability.
	<b>H1-8</b>	Parents and family members know what community resources exist and utilize them to meet their family and children's needs.
<b>Standard</b>	<b>H2</b>	<b>The family has high but reasonable expectations of each child's educational achievement and makes these expectations clear.</b>
<b>Indicator</b>	<b>H2-1</b>	Children's development and progress in school are encouraged through family discussions, positive reinforcement, and modeling appropriate behavior such as love of learning, and discipline
	<b>H2-2</b>	There is a genuine interest in the child's growth and positive development.
	<b>H2-3</b>	The family has clear rules and consequences.
	<b>H2-4</b>	Parents and family members make sure their children get to school on time and attend school regularly.
<b>Standard</b>	<b>H3</b>	<b>Parents and family members understand what is expected of them in supporting their child's success in school.</b>
<b>Indicator</b>	<b>H3-1</b>	Parents and family members are friendly towards and respectful of school staff and treat them as partners in their children's education.



	<b>H3-2</b>	Parents and family members respond to communication sent home in a timely manner by sending notes back, returning phone calls, and responding to other requests.
	<b>H3-3</b>	Parents and family members regularly attend parent/teacher conferences in a timely manner and ask questions related to their child's academic progress.
	<b>H3-4</b>	Parents and family members communicate to school staff what they expect of the school in an appropriate and respectful manner.
<b>Standard</b>	<b>H4</b>	<b>Parents and family members actively support the school and district's efforts to provide quality education to all students.</b>
<b>Indicator</b>	<b>H4-1</b>	Parents and family members are actively involved at the school. (For example, volunteering in the classroom, serving on committees, attending parent/teacher conferences regularly, organizing events and helping school staff in other ways.)
	<b>H4-2</b>	Parents and family members are actively involved in district initiatives (for example, serving on the District Parent Advisory Council or attending its meetings, serving on other district level advisory councils and committees.)