**Reflection: Authentic Partnership with Families and Caregivers**

Adapted from the [Boston Public Schools Parent Engagement Toolkit for Educators](https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/112/Pages%20from%20ParentEngagement%20ToolkitForEducatorsPart2FINALpdf.pdf)

This tool is meant to spark reflection and discussion among school leadership teams about areas for growth for creating a more welcoming and participatory school environment for students’ families and caregivers. Read each statement and consider whether this is something that your school already does well or if it’s an area for improvement. Work with the families and caregivers in your school community to identify your best next steps for authentic partnership.

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| **In what ways are we authentically partnering with families and caregivers?**  YES | | **If yes, how do we know?**  **What action will we take next?** |
| **Communication** | We include families in setting a vision and goals for our school community. | |  | | --- | |  | | | | | | | |
| Families know how to get in touch with teachers and school leaders. |
| We survey families/students about their needs, ideas, and perceptions of school, and make improvements based on their responses. |
| We have established systems and schedules for positive communication with families,  re: projects, student successes, other topics not related to discipline |
| We are doing everything we can to reduce barriers to participation and welcome the  widest array of families and caregivers. |
| We promote informal activities that facilitate interaction and relationship-building between  families and staff. |
| We provide guidance and resources, vetted by families and caregivers, to all staff about  effective communication w/ families. |
| **Environment** | Families are welcome and invited to visit our classrooms at any time. | |  | | --- | |  | | | | | |
| School staff members know and use family members’ names. |
| We provide guided tours of the school for new families and work with current students and  their family members to co-lead tours. |
| A school welcoming committee (including parents and staff) connects with new families  and checks in with them during the year. |
| Parent-Teacher conferences are scheduled at times that are convenient to attend  and translators and childcare are provided. |
| The main office greets visitors in a friendly way and staff acknowledge their presence  and offer support (e.g., directions) |
| **Partnership & Leadership** | Families participate with teachers in helping students set academic and SEL goals. | |  | | --- | |  | | | | | |
| Teachers regularly assign interactive homework that prompts students to demonstrate  or discuss with families what they are learning. |
| We have a clear and inclusive process for families to influence decisions, raise issues  or concerns, and resolve problems that is accessible in multiple languages. |
| All decision-making and advisory committees at the school include family members. |
| Family members are active members of our school SEL committee. |