

Proposed NH Standards for Family-School-Community Partnerships

Standard 1: Welcoming All Families into the School Community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Goal 1: Creating a Welcoming Climate: When families walk into the building, do they feel the school is inviting and is a place where they belong?

Indicator 1: Developing personal relationships

Indicator 2: Creating a family-friendly atmosphere

Indicator 3: Providing opportunities for volunteering

Goal 2: Building a Respectful, Inclusive School Community: Do the school's policies and programs reflect, respect, and value the diversity of the families in the community?

Indicator 4: Respecting all families

Indicator 5: Removing economic obstacles to participation

Indicator 6: Ensuring accessible programming

Standard 2: Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Goal 1: Sharing Information Between School and Families: Does the school keep all families informed about important issues and events and make it easy for families to communicate with teachers?

Indicator 1: Using multiple communication paths

Indicator 2: Surveying families to identify issues, interests, and concerns

Indicator 3: Having access to the principal

Indicator 4: Providing information on current issues

Indicator 5: Facilitating connections among families

Standard 3: Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Goal 1: Sharing Information About Student Progress: Do families know and understand how well their children are succeeding in school and how well the entire school is progressing?

Indicator 1: Ensuring parent-teacher communication about student progress

Indicator 2: Linking student work to academic standards

Indicator 3: Using standardized test results to increase achievement

Indicator 4: Sharing school progress

Goal 2: Supporting Learning by Engaging Families: Are families active participants in their children's learning at home and at school?

Indicator 5: Engaging families in classroom learning

Indicator 6: Developing family ability to strengthen learning at home

Indicator 7: Promoting after-school learning

Standard 4: Speaking Up for Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Goal 1: Understanding How the School System Works: Do parents know how the local school and district operate and how to raise questions or concerns about school and district programs, policies, and activities? Do they understand their rights and responsibilities under federal and state law as well as local ordinances and policies?

Indicator 1: Understanding how the school and district operate

Indicator 2: Understanding rights and responsibilities under federal and state laws

Indicator 3: Learning about resources

Indicator 4: Resolving problems and conflicts

Goal 2: Empowering Families to Support Their Own and Other Children's Success in School: Are parents prepared to monitor students' progress and guide them toward their goals through high school graduation, post-secondary education, and a career?

Indicator 5: Developing families' capacity to be effective advocates

Indicator 6: Planning for the future

Indicator 7: Smoothing transitions

Indicator 8: Engaging in civic advocacy for student achievement

Standard 5: Sharing Decision-Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Goal 1: Strengthening the Family's Voice in Shared Decision Making: Are all families full partners in making decisions that affect their children at school and in the community?

Indicator 1: Having a voice in decisions that affect children

Indicator 2: Addressing equity issues

Indicator 3: Developing parent leadership

Goal 2: Building Families' Social and Political Connections: Do families have a strong, broad-based organization that offers regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders?

Indicator 4: Connecting families to local officials

Indicator 5: Developing an effective parent involvement organization that represents all families

Standard 6: Collaborating as a Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Goal 1: Connecting the School with Community Resources: Do parent and school leaders work closely with community organizations, businesses, and institutions of higher education to strengthen the school, make resources available to students, school staff, and families, and build a family-friendly community?

Indicator 1: Linking to community resources

Indicator 2: Organizing support from community partners

Indicator 3: Turning the school into a hub of community life

Indicator 4: Partnering with community groups to strengthen families and support student success

Based on the PTA National Standards for Family-School Partnerships (2009)

http://www.pta.org/national_standards.asp