

FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIP FUNDAMENTALS

March 2015

The *Massachusetts Family, School, and Community Partnership Fundamentals (Fundamentals)* are the result of a multi-year collaborative process in defining guidelines and research-based practices for the engagement of families, schools, and communities in supporting equitable learning opportunities for students. This initiative was coordinated by the Parent and Community Education and Involvement (PCEI) Advisory Council of the Massachusetts Board of Elementary and Secondary Education Board (Board). It incorporates the voices, passion, shared purpose and collaboration of students, parents, families, educators, administrators, researchers, additional Board advisory councils, and community organization representatives.

Massachusetts is a leader in setting and supporting high expectations for students, educators, and schools. With the development of these *Fundamentals*, Massachusetts has a new tool to support high expectations for family, school, and community partnerships with the goal that coordinated, comprehensive, and systemic supports create opportunities for all students to achieve academic proficiency and beyond.

The *Fundamentals* acknowledge the important, necessary, and valuable role played by each student's family, community, and school in preparing students for success in the 21st century. Families, educators, and community members share responsibilities and opportunities to promote learning and skill-building, varied educational experience, relationship-building, and enhancement of the health and well-being of all children and youth within each community.

The federal Elementary and Secondary Education Act defines family engagement¹ as: [T]he participation of parents [family] in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

- Parents [family] play an integral role in assisting their child's learning;
- Parents [family] are encouraged to be actively involved in their child's education at school; and
- Parents [family] are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child [*Title 1, Section 9101(32), ESEA.*]²

According to The Dual Capacity Building Framework for Family-School Partnerships released by US Department of Education, April 2014, schools and district across the US are building upon this foundation of Title I parent participation and are now realizing the impact of enhanced effective family and community engagement practice not only on children's academic outcomes but also on improved school performance and educational reform.³

The *Fundamentals* recognize that family and community engagement involves everything parents and families do to support their children's learning at home, in school and in the community. The *Fundamentals* support the creation of pathways to partnerships that honor the

¹ Federal law uses the term "parent involvement." In keeping with current terminology and trends, "family engagement" is used throughout this document.

² Department of Education, "Parent Involvement Title I, Part A, Non-regulatory Guidance," (Washington, DC, 2004).

³ Mapp, Karen L., & Kuttner, Paul J. (2014) *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships* Austin, TX: SEDL Available at: <http://www.sedl.org/pubs/framework/FE-Cap-Building.pdf>

dynamic, multiple, and complementary ways children learn and grow. They apply to all stages of a child's educational career because parent and family support at every age significantly impacts a child's educational outcomes.

There are many ways that parents and families support their children's learning and development. To name a few, they provide home environments conducive to learning, guide children through complex school systems, advocate when problems arise, and collaborate with educators and community groups to achieve equitable learning opportunities for all students. Yet some families may need additional support to fully realize this potential. The *Fundamentals* are inclusive of all families and the vast range of skills, talents, dynamics, resources, and stories they contribute to this partnership, in coordination with community and school-based contributions. When schools and communities build on family strengths and knowledge and when parents participate in school activities and decision-making about their children's education, children achieve at higher levels⁴.

Each Fundamental is organized along a continuum of Levels of Development and Implementation for specific Indicators which reflect the responsibilities, opportunities, and expectations of families, schools, school districts, and communities in partnering together to support student performance and academic achievement. The *Fundamentals* serve as an invitation and expectation for active participation and collaboration of all stakeholders in self-assessment and action-planning on behalf of all students. The *Fundamentals* also serve as a guide for school personnel in meeting their family and community performance standards under the Massachusetts Model of Educator Evaluation.

The *Massachusetts Family, School, and Community Partnership Fundamentals* are:

Fundamental 1: Welcoming All Stakeholders

Fundamental 2: Communicating Effectively

Fundamental 3: Supporting the Success of Children and Youth

Fundamental 4: Advocating for Each Child and Youth

Fundamental 5: Sharing Power and Responsibility

Fundamental 6: Partnering with the Community

4

Henderson, A.T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family and community connections on student learning*. Austin, TX: Southwest Education Development Laboratory

Massachusetts Family, School, and Community Partnership Fundamentals

Levels of Implementation build on each other. Practices at **Initiating** and **Progressing** continue at **Mastering**.

Fundamental 1: Welcoming All Stakeholders^{† ††}

Schools create and ensure a welcoming culture and environment for all families, children and youth, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
A. Creating a respectful atmosphere for stakeholders	School maintains clear signage that is welcoming to parents and visitors in the main languages used by families in the district.	School is a welcoming place with a designated space such as a family resource center where families can connect with each other and staff to address issues, share information, and plan family engagement activities.	School and district share responsibility with stakeholders from all neighborhoods and backgrounds to identify and break down barriers to family engagement related to race, ethnicity, family structure, religion, physical and mental abilities, educational background, and socioeconomic status.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Developing personal relationships	School offers opportunities for families to connect with school staff and visit classrooms.	Parents and community members volunteer to work in the school office to welcome visitors and provide information and support to families and students. Families are greeted in their home language by front office staff and others.	Family volunteers from diverse neighborhoods and backgrounds are trained to serve as mentors to help other families become more engaged in the school.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Providing opportunities for volunteering	School invites families to volunteer in field trips, fundraising activities, and varied learning opportunities.	School has a family engagement action team that organizes a formal volunteer program. Parent group members, other parents, and community members are welcome to volunteer their services in the school or individual classrooms.	School volunteer program reaches out to families and community members across all neighborhoods and backgrounds, acknowledging unique experiences and skills, and offering varied volunteer opportunities at home, at school, and in the community.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
D. Ensuring accessible programming by removing economic obstacles to participation	School identifies external resources and after-school/enrichment programs that are free or low cost, and refers families to them.	Family and student activities and events are free. All stakeholders collaborate to cover costs through school budget, parent group fundraising, and contributions from community businesses and organizations.	School and district share responsibility with stakeholders to plan and implement high quality family programs to be held at school and in community locations (i.e., libraries, community centers, faith-based centers, homes in different neighborhoods, work sites, etc.).	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

[†] Parents/guardians of English language learners (ELLs) have the right to be notified, in a language they can understand, that their child has been identified as having limited English proficiency, and to receive information about the program the school will provide and their right to apply for a waiver or to decline the ELL program. For more information about parent/guardian rights and involvement in ELL programs under state and federal law, see http://www.doe.mass.edu/ell/guidance_laws.html and <http://www2.ed.gov/programs/sfgp/nrgcomp.html#parent>.

^{††} Involving parents/guardians in the education of their children to improve student academic achievement is a cornerstone of Title I of the federal No Child Left Behind Act. Detailed information about parent/guardian involvement and required policies in Title I districts and schools is available at <http://www.doe.mass.edu/titlei/parents.html>.

Massachusetts Family, School, and Community Partnership Fundamentals

Fundamental 2: Communicating Effectively

Families and school staff engage in regular, meaningful dialogue about learning, high academic expectations, achievement, and healthy development of students. Schools systematically share information and solicit input about school goals and initiatives with the broader community.

Levels of Implementation build on each other. Practices at **Initiating** and **Progressing** continue at **Mastering**.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
A. Using multiple communication paths [†]	School staff informs students and families of upcoming events using a variety of media and communication pathways, (i.e., print, electronic notices, person-to-person contact, phone messages, social media, etc.) in the languages used by families and the community. As issues arise, a team of administrators, teachers, families, community members, and students, when appropriate, strategically look at developing trends, assessing the need for a school-wide, community supported response/solution.	School staff collaborates with all families, school council, parent groups, and family engagement staff/team to develop connections with families through multiple two-way communication tools in multiple languages. School has a process for outreach to all families and students, keeping them informed, when appropriate, of any pertinent changes, developing concerns and/or possible solutions in the school community.	Families, students, communities, and school staff communicate in interactive ways, both formally and informally, in language that families and students can understand, using a range of interpersonal and community strategies, technology and media. The principal meets regularly with the school council, parent, and student government/ leadership groups, and keeps them informed of current school issues, concerns, and solutions.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Surveying families, students and community members to identify issues and concerns	School conducts a family and student school climate survey that is translated into multiple languages and is implemented in multiple ways. It has a high return rate and results are shared and discussed with parents and students, posted at the school, and on the school and district websites.	Survey data are collected annually and results are compared from year to year to assess progress. Results inform the development of family and student engagement programs and activities.	Survey results are reflected in the School Improvement Plan and are used to guide the development of the student engagement plan, family engagement programs, and other school activities.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Providing access to school administration	Principal and other school administrators are welcoming and available for conversations regarding issues and concerns, and to meet with the school council or families by appointment at times that are convenient for families.	Principal and other school administrators have an open-door policy for families and share information about school-wide issues at school council meetings, with opportunities for individual follow-up discussion by appointment.	Principal and other school administrators' open-door policy extends equitably across the school community. They meet regularly with families in small groups, or one-on-one as needed, in school, and in different neighborhoods.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
D. Facilitating connections among families and students and community	School and school council/parent groups provide opportunities for parents to get to know each other (i.e., social events for families, curriculum nights, student performances, community events, etc.).	School and school council/parent groups jointly develop programs honoring the diversity that families bring and encourage cross-cultural understanding.	School and school council/parent groups take intentional steps to help parents build relationships and achieve greater cross-cultural understanding with those beyond their own neighborhood and culture.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

[†] Special education state regulation at 603 CMR 28.07(8) requires districts to ensure communications and meetings with parents and students are in simple and commonly understood words in both English and the primary language of the home, if the primary language is not English. Where parents or students are unable to read in any language or are blind or deaf, communications shall be made orally in English or with the use of a foreign language interpreter, in Braille, in sign language, via TDD, or in writing.

Massachusetts Family, School, and Community Partnership Fundamentals

Fundamental 3: Supporting the Success of Children and Youth

Families, schools, and community organizations focus their collaboration on supporting student learning and healthy development in all settings (including home, school, and community) and provide regular, meaningful opportunities for children and youth to strengthen the knowledge and skills needed to be effective 21st century citizens.

Levels of Implementation build on each other. Practices at **Initiating** and **Progressing** continue at **Mastering**.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
A. Linking student work to learning standards which lead to college and career readiness for all students	Student work is displayed throughout the school in a way that shows how academic and vocational standards are being met.	School explains to families through multiple means (i.e., curriculum nights, Parent Guides to Curriculum, web-based resources, etc.) what students are learning in the classroom throughout the year and what proficient work looks like.	Families, school, and community representatives collaborate to align school events and community resources to learning standards, and to ensure that families and students understand how to connect the standards to their learning.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Using standardized test results and other data to inform decision-making about increasing student achievement	School and district analyze student performance data to identify achievement gaps amongst and between groups of students. The school informs families, in a language they understand, about the results of standardized tests, and how their children performed on the tests. [†]	School and district jointly analyze student performance data with constituent groups. The school, parent groups, and community collaborate to disseminate information through various media and multiple venues to all families regarding how to interpret test data, how to help each child based on the child's performance scores, and what the test results indicate about the school.	School and district jointly analyze student performance data with constituent groups and jointly develop strategies to identify and reduce achievement gaps amongst and between groups of students. Families, school personnel and community representatives participate in academic and curriculum committees to discuss how to raise expectations and achievement for every student on academic and vocational paths.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Helping families support learning at home and at school	To help families understand how to reinforce learning at home, school has a clear home-school partnership and homework policy. School helps families support their children's learning at home and provides resources for children to complete homework and other learning assignments.	School, parent groups, and community collaborate to offer opportunities through various media and multiple venues for families (i.e., parent workshops, home visits, web-based resources, etc.) to learn how they can support their children's learning at home, at school and in the community.	School, parent groups and community collaborate to develop and implement ongoing, systemic strategies based on academic performance data and needs identified by families, to assist families in supporting their children's learning both at home and in school.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
D. Promoting out-of-school-time learning	School informs all families and students, in a language they understand, of home, school, and community learning opportunities that are available outside school hours.	School, parent group, and community offer learning opportunities that focus on improving student achievement.	School actively collaborates with diverse community organizations, local businesses, and families to develop and provide learning opportunities. These programs are aligned with learning standards and contribute to measurable student achievement.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

[†] The Parent and Student Participation principle of the Individuals with Disabilities Education Act (IDEA) reinforces the belief that the education of children with disabilities is made more effective by strengthening the role of parents in the special education process. IDEA requires that parents and legal guardians of children with disabilities and students, as appropriate, participate in every step of the process. Parent involvement includes but is not limited to: equal partnership in the decision-making process; the right to participate in all special education planning and decision-making activities about their child's special education (e.g., the development of an individual education plan or IEP); the right to give consent for activities such as evaluations, placement, and changes in placement; the right to receive prior written notice each time the school proposes to take (or refuses to take) certain actions; and the release of information to others. Detailed information is available at www.doe.mass.edu/sped/parents.html and <http://idea.ed.gov/explore/home>.

Massachusetts Family, School, and Community Partnership Fundamentals

Levels of Implementation build on each other. Practices at **Initiating** and **Progressing** continue at **Mastering**.

Fundamental 4: Advocating for Each Child and Youth

Families, schools, and community respect and value the uniqueness of each child and youth and are empowered to advocate for all students to ensure that they are treated equitably and have access to high quality learning opportunities.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice	Current Status Date
A. Helping families understand how the school and district operates, as well as the rights and responsibilities of parents under federal and state laws [†]	School distributes information to all families, in a language they understand, about their children's educational rights and how the school and district operates, including its mission, goals and organizational structure.	School, parent groups, and community jointly develop and disseminate information through various interpersonal strategies, media and multiple venues, to all families about the school, its policies and procedures as well as children's educational rights, parent involvement opportunities, and required mandates in state and federal programs.	School, parent groups, and community work together to organize parents to help other parents understand how the school operates and how to exercise their rights under state and federal education laws in order to ensure student learning and achievement.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Developing families' capacity to be effective advocates for their children and to engage in civic advocacy for student achievement	School distributes information to all families, in a language they understand, about how they can get questions answered and concerns addressed regarding their children's education.	School, parent groups, and community collaborate to collect and disseminate information through interpersonal strategies, various media and multiple venues, to all families regarding advocacy strategies and techniques, political issues and local community concerns affecting education.	School, parent groups, and community work together to establish school policies and procedures that support and promote parents as advocates and active partners in decision-making at school.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Learning about resources to support student achievement leading to college and career readiness	School distributes information to all families and students, in a language they understand, about academic, vocational, college and career readiness programs available in the school, (i.e., tutoring programs, after school enrichment classes, Advanced Placement courses, summer programs, etc.)	School, parent groups, and community collaborate to develop and disseminate information through interpersonal strategies, various media and multiple venues, to all families about available programs and resources, both in the school and in the community, for academic, vocational, college and career readiness support and enrichment.	School, parent groups, and community collaborate to create a family resource center that is accessible to all families and provides information about services that support achievement, makes referrals to academic, vocational, college and career readiness programs, and helps plan family, school, and community events and informational programs.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
D. Helping students and families make smooth transitions and ensure that students are college and career ready ^{††}	School offers information and resources to all families and students, in a language they understand, about transitions from one grade to the next and about educational options and post-secondary opportunities available in the school and community.	School and parent groups provide orientation programs to help students and families prepare for the next grade level or school. School and parent groups provide programs to help students and families make informed decisions that connect college and career interests with academic programs.	A comprehensive program is developed jointly by school and parent groups to help families stay connected and remain involved as their children progress through school. Partnerships are created between the school, local colleges and universities, and community businesses to expand opportunities for career exploration and preparation.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

[†] G.L. c. 71, s. 1C and special education state regulation 603 CMR 28.03(1)(a)(4) require districts to conduct, in cooperation with the special education parent advisory council, at least one workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws.

^{††} Federal special education regulations at 34 CFR sections 300.43 and 300.320(b) and state statute G.L. chapter 71B, section 2, require districts to provide transition planning and services to assist the student with disabilities to transition to community living, employment, and/or postsecondary education. Such planning in Massachusetts begins at age 14 or younger, if appropriate.

Massachusetts Family, School, and Community Partnership Fundamentals

Levels of Implementation build on each other. Practices at **Initiating** and **Progressing** continue at **Mastering**.

Fundamental 5: Sharing Power and Responsibility

Families, school staff, and community partners have equal access, voice and value in informing, influencing, and creating policies, practices, and programs affecting children, youth and families.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
A. Developing effective parent engagement groups that represent all families [†]	Existing parent groups and/or organizations identify the current status of parent engagement and identify under-represented, under-served, and/or isolated or disconnected students or families.	Under-represented, under-served, and/or isolated or disconnected families are encouraged and trained to become partners in the improvement of school performance.	Under-represented, under-served, and/or isolated or disconnected students and families are active participants in the improvement of school performance.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Developing parent leadership	School and district recognize and utilize knowledge and skills of parents and parent leaders.	School and district provide leadership opportunities and train parents to become effective leaders.	Members of under-represented and under-served families are actively solicited, trained and supported to become effective parent leaders.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Ensuring that all stakeholders have a voice in all decisions that affect children	Principal establishes and maintains an active school council, consisting of parents who are representative of all families, school staff, representatives from community groups, and, in high schools, students, to share in decision making about school improvement plans and budgetary, curricular, and policy issues.	School council conducts a needs assessment with families, school staff, community representatives, and, in high schools, students and uses results to inform school improvement plans and budgetary, curricular, and policy decisions.	School council continues to use and monitor the responses of the needs assessments conducted with families, school staff, community representatives, and in high schools, students to inform its decision-making. School council collaborates with the district's school committee to expand its responsibilities to include additional functions, (i.e., hiring staff, educator evaluations, etc.)	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
D. Connecting families and schools to local officials	Parent and community groups identify local elected officials and make connections with them	School administrators are encouraged to respond to concerns generated by parent and community groups regarding improved school performance.	Elected and appointed officials are personally invited to share their views and respond to concerns generated by parent and community groups regarding improved school performance.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

[†] G.L. c. 71B, s. 3, and special education state regulation 603 CMR 28.07(4), require districts to create a district-wide special education parent advisory council offering membership to all parents of eligible students and other interested parties.

Massachusetts Family, School, and Community Partnership Fundamentals

Levels of Implementation build on each other. Practices at **Initiating** and **Progressing** continue at **Mastering**.

Fundamental 6: Partnering with the Community

Families and school staff collaborate with community partners to connect students and families to expanded learning opportunities and community services in order to support achievement and civic participation.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
A. Linking to community resources	School staff, parent groups and/or school council collect and make available information for families about community resources.	School staff partner with families to identify appropriate community resources. School staff share information with families.	School staff and school volunteers (and a paid parent liaison, if one is in place) use the school's family resource center as a place to inform families about services, make referrals to programs, and help with follow-up.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Partnering with community groups to strengthen families and support student success	Parent groups and/or school council are aware of local community agencies and post notices of events and services in the school.	School staff, parent groups and/or school council reach out to community organizations to explore service provision to children and families. School staff also reaches out to businesses to solicit donations (of services or human resources) and/or sponsorship of events.	Community and business representatives work with school and parent leaders to assess the school community's needs. Partnerships and programs are developed to support student success and align with school and district priorities. Together, school and its partners find creative solutions to funding and staffing needs. These relationships are formalized with memoranda of understanding.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Turning the school into a hub of community life	School and district make buildings open and available for use by outside groups in the evenings and weekends.	School facilities (i.e., computer lab, library/media center, classrooms, gym, etc.) are open year-round for broad community use. Families and the surrounding community members participate in the programming offered by outside agencies.	School and district offer resources and activities for whole community, drawing on community agencies, organizations, and other educational institutions. School is open extended hours for use by outside groups to provide services and educational opportunities to families and the community.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

Massachusetts Family, School, and Community Partnership Fundamentals

Appendix A: Glossary of Terms used in Fundamentals, Indicators and Levels of Implementation

Families and **parents** are used interchangeably to refer to adult caregivers who are responsible for a student.

Families from diverse neighborhoods and backgrounds and **diverse families** include families from all races, ethnicities, family structures, religions, and socioeconomic status, as well as families with varying physical and mental abilities and families without permanent homes.

Parent group refers to an organization which represents families and parents of students who attend the school, such as Parent Teacher Association or Parent Teacher Organizations, Title I Parent Advisory Council, Special Education Parent Advisory Council, English Language Learners Parent Advisory Council, etc.

School council is the advisory group at every public school required by Massachusetts education law, consisting of parents, school, staff, representatives from community groups, and, in high schools, students. School councils led by the principal as co-chair and its functions is to develop school improvement plans and participate in budgetary, curricular and policy decision making.

School staff is inclusive of all adults employed in a school, including educators, administrators, counselors, school nurses, administrative support personnel, cafeteria workers, custodial staff, etc.

Stakeholders refers to groups of people interested in education, including but not limited to students, families, educators, school administrators, elected officials, community leaders, faith-based organizations, health care providers, businesses, and other community service providers.

Supporting children's learning at home and school refers to the ways families and educators can partner together to reinforce and enhance what children are learning. Multiple ways of learning and use of universal design for learning (environments, activities and products accessible to all) are included in the strategies used by families and educators.