

# Foundational Structure Reflection Rubric



## FAMILY, BUSINESS AND COMMUNITY PARTNERSHIPS

- Asset-based relationships built on mutual trust.
- Linked to learning and development (student-led conference, IPS, personalized learning etc.).
- Culturally responsive and equitable.
- Collaborative opportunities for families at both school and home embedded throughout the system.
- Supportive leadership that embraces family, business and community partnerships.

### Definition

Family, business and community partners are individuals and groups who reflect the demographics of the system and whose interests align with the system goals. This may include, but is not limited to, students, families, certified and classified staff, community members and leaders, postsecondary, business and industry partners, and local/county/state agencies and leaders.

Systems demonstrate value and respect for community stakeholders by providing transparency and two-way communication. Community voice is encouraged, and the district considers all recommendations from stakeholder groups.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
<b>Welcoming all families.</b>	There is no evidence of welcoming all families as active partners in their students learning. Families do not feel welcomed by staff members.	There is limited evidence families are welcomed as active partners in their students learning or welcomed by school staff members.	There is evidence families are welcomed as active partners in their student's learning and are welcomed by school staff members.	The system utilizes data to enhance the "welcoming environment." Families are welcomed as active partners in their students learning. They feel welcomed by school staff, and are informed of student learning
<b>Effective communication.</b>	There is no evidence families and staff members engaged in consistent (ongoing) and meaningful two-way communication about student learning.	There is limited evidence families and staff members are engaged in consistent (ongoing) and meaningful two-way communication about student learning.	There is evidence families and staff members are engaged in consistent (ongoing) and meaningful two-way communication about student learning.	The system utilizes data to enhance "effective communication." Families and staff members are engaged in consistent (ongoing) and meaningful two-way communication about student learning.
<b>Collaborative advocacy for the success of all students.</b>	There is no evidence that families, community partners and staff members are working together to support and improve the learning development and health of all students.	There is limited evidence that families, community partners and staff members are working together to support and improve the learning development and health of all students.	There is evidence that families, community partners and staff members are working together to support and improve the learning development and health of all students.	The system, in collaboration with partners, uses data to impact student success. Families, community partners and staff members work together to support and improve the learning, development, and health of all students.
<b>Families-school-community collaboration.</b>	There is no evidence families-school-community agencies and organizations collaborate in meaningful and culturally appropriate ways to actively support student civic development and learning.	There is limited evidence families-school-community agencies and organizations collaborate in meaningful and culturally appropriate ways to actively support student civic development and learning.	There is evidence families-school-community agencies and organizations collaborate in meaningful and culturally appropriate ways to actively support student civic development and learning.	The system uses data to enhance families-school-community collaboration. There is evidence families, school, community agencies and organizations collaborate in meaningful and culturally appropriate ways to actively support student civic development and learning.