COMMUNICATION ESSENTIAL

When stakeholders engage in effective, on-going two-way communication that values and includes all voices in decision making, then everyone can work together to ensure success of the whole child.

<table>
<thead>
<tr>
<th>Students</th>
<th>Families</th>
<th>Community members</th>
<th>Schools/Programs</th>
<th>School Districts</th>
<th>State Education Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicate needs with family, teachers, staff, classmates, community members, etc. in order to be successful in school/life.</td>
<td>communicate needs by collaborating with district and school staff as well as community members to make needs known.</td>
<td>and state stakeholders provide resources and volunteer time and efforts to ensure diverse communication opportunities are available and valued.</td>
<td>use district, family, and community supports and resources as well as local data to develop and implement a communication plan that meets the needs of students and families.</td>
<td>use school, family, and community supports and resources, local data, best practices, and policy to develop a communication plan that reduces barriers and best serves families, students, and community members.</td>
<td>collects and analyzes data, researches best practices and provides supports to districts, schools, families, and community members that encourages a culture of open communication and collaboration.</td>
</tr>
</tbody>
</table>

COMMUNICATION KEY ELEMENTS

A. Increase communication across all languages.

B. Use open, respectful, and honest two-way communication.

C. Offer and use a variety of communication tools.

D. Engage in opportunities for all voices to share points of view to inform decision making.

E. Support families to assist their child(ren) with developmentally appropriate learning (tutorials, ideas, articles).

https://sites.google.com/view/EngagementMattersAR/
When all stakeholders engage in strong partnerships, a wider variety of supports are available to develop the whole child.

| **Students** | are partners in education working to establish and strengthen relationships/partnerships with their family, teachers, staff, classmates, community members, etc. to share their school/life needs and successes. |
| **Families** | embrace education and work to establish relationships and strengthen partnerships with the district, school staff, and community members in order to provide insight, time, and talent to their student’s educational process. |
| **Community members** | ensure families, students, and school staff have the tools they need by volunteering their time, insight and resources to the educational process. |
| **Schools/Programs** | use state, district, family, and community support and resources as well as local data to develop relationships and strengthen meaningful partnerships to best serve families, students, and community members. |
| **School Districts** | use school, family, and community supports and resources, local data, best practices, and policy to develop relationships and strengthen meaningful partnerships to best serve families, students, and community members. |
| **State Education Agency** | collects and analyzes data, researches best practices and provides supports to districts, schools, families, and community members to encourage and strengthen meaningful partnerships/relationships. |

**PARTNERSHIPS / RELATIONSHIPS KEY ELEMENTS**

A. Develop relationships with a variety of partners including alumni, elected officials, businesses, and other educational organizations for the purpose of whole child advocacy.

B. Support mentoring, modeling, engaging activities, and coordinating supports through a variety of partners including health, social service, law enforcement, non-profit, civic, and faith organizations, etc.

C. Engage in workforce development, internships, and community service through business and industry partnerships.

https://sites.google.com/view/EngagementMattersAR/
**EQUITY ESSENTIAL**

When stakeholders from different needs, backgrounds, and perspectives come together to plan and apply solutions that enhance development, then **ALL** students, schools, families and community members will grow together toward a common purpose.

---

**Students**
provide helpful feedback that can lead to a more inclusive school culture by sharing viewpoints and needs with school staff and other pertinent stakeholders.

**Families**
embrace education by making sure their student’s needs are met by sharing those needs with district and school staff as well as community members in order to provide helpful feedback that can lead to a more inclusive school culture.

**Community members**
engage in the quality of the local education system and provide helpful feedback and resources that can lead to a more inclusive school culture reflective of the larger community.

**Schools/Programs**
use district, family, and community supports and resources to develop and implement strategies for **ALL** students, families, staff and partners to feel welcomed and included throughout the educational system.

**School Districts**
use school, family, and community supports and resources, local data, best practices, and policy to reduce barriers and provide supports to schools, and families to ensure **ALL** stakeholders feel welcomed and included throughout the educational system.

**State Education Agency**
collects and analyzes data, researches best practices, and provides supports and resources to districts, schools, families, and communities for **ALL** stakeholders to feel welcomed and included throughout the educational system.

---

**EQUITY KEY ELEMENTS**

A. Create opportunities for diverse groups to foster more well-rounded environments for the betterment of the community.

B. Establish open, honest, and ongoing conversations in order to identify, acknowledge and overcome barriers.

C. Partner with diverse representatives and organizations to create community-wide plans focused on local needs.

[https://sites.google.com/view/EngagementMattersAR/](https://sites.google.com/view/EngagementMattersAR/)
LEADERSHIP, SCHOOL/PROGRAM, STAFF & STAKEHOLDER SUPPORT ESSENTIAL

When school and program leadership understand and value family and community partnerships, then leaders seek and create opportunities that engage stakeholders in support of the whole child.

<table>
<thead>
<tr>
<th>Students</th>
<th>seek partnerships with district, school staff, and/or community members to support creating opportunities to engage in meaningful ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>seek partnerships with district, school staff, and/or community members to support creating opportunities to engage in meaningful ways.</td>
</tr>
<tr>
<td>Community members</td>
<td>seek partnerships with district, school staff, other community members as well as families to support local opportunities to engage in meaningful ways.</td>
</tr>
<tr>
<td>Schools/Programs</td>
<td>use district, family, and community supports and resources as well as local data to develop and implement a plan to encourage meaningful family and community engagement.</td>
</tr>
<tr>
<td>School Districts</td>
<td>use state, school, family, and community supports and resources, local data, best practices, and policy to develop strategies to encourage meaningful family and community engagement throughout the district.</td>
</tr>
<tr>
<td>State Education Agency</td>
<td>collects and analyzes data, researches best practices, and provides supports to districts, schools, families, and community members that encourage meaningful family and community engagement throughout the state.</td>
</tr>
</tbody>
</table>

LEADERSHIP, SCHOOL/PROGRAM, STAFF & STAKEHOLDER SUPPORT KEY ELEMENTS

A. Engage in meaningful professional learning opportunities for leadership, school/program, staff & stakeholders on essentials for Communication, Partnerships/Relationships, Equity, Innovation, and Family and Community Friendly Schools.

B. Empower students as advocates for engagement with teachers, families, and communities.

C. Establish district Family and Community Engagement role(s), (coordinator, liaison, and/or advisory team) and support ongoing efforts.

D. Use and share relevant and accurate data through multiple measures to inform decisions and determine which opportunities to plan, do, and check.

E. Support stakeholders to understand and value family, school, and community partnerships.

https://sites.google.com/view/EngagementMattersAR/
INNOVATION ESSENTIAL

When all stakeholders continuously evaluate current strategies and explore new approaches to engage and empower students and families, then ALL students, families, school staff, and community members will consistently improve.

Students
are partners in education by encouraging engagement through sharing needs with school staff, families, and community members as well as providing helpful feedback that can lead to more innovative practices within the school and the community.

Families
partner with various stakeholders to develop innovative strategies and practices to ensure continuous exploration of new approaches to engage and empower students.

Community members
partner with various stakeholders to develop innovative strategies and practices to ensure continuous exploration of new approaches to engage and empower students and families.

Schools/Programs
use state, district, family, and community support and resources as well as local data to develop innovative strategies and practices to ensure continuous exploration of new approaches to engage and empower students and families.

School Districts
use state, school, family, and community supports and resources, local data, and best practices to develop innovative strategies and practices to ensure continuous exploration of new approaches to engage and empower students and families.

State Education Agency
collects and analyzes data, researches best practices and provides supports to districts, schools, families, and community members to encourage innovative ways to engage and empower students and families throughout the state.

INNOVATION KEY ELEMENTS

A. Evaluate current strategies and apply new approaches to enhance engagement.

B. Create additional partnerships to educate the whole child resulting in healthy, safe (physically and emotionally), engaged, supported, and challenged students.

C. Effectively develop family engagement, family advocacy, and empowerment by creating new opportunities by building whole family relationships through alliances with health services, social services, judicial system, non-profit, civic, faith organizations, etc.

D. Sharing information and innovations with other stakeholders.

https://sites.google.com/view/EngagementMattersAR/
FAMILY & COMMUNITY FRIENDLY SCHOOLS
ESSENTIAL

When schools are safe, respectful and welcoming of all stakeholders as partners, then all are more likely to be engaged in ensuring success of the whole child.

<table>
<thead>
<tr>
<th>Students</th>
<th>Families</th>
<th>Community members</th>
<th>Schools/Programs</th>
<th>School Districts</th>
<th>State Education Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>embrace the practice of sharing needs with school staff and providing helpful feedback that can lead to more family friendly school practices and culture.</td>
<td>embrace the practice of respectfully sharing needs with school staff as well as providing helpful feedback that can lead to more family friendly school practices and culture.</td>
<td>embrace the practice of respectfully sharing needs with school staff as well as providing helpful feedback and resources that can lead to a more community friendly school culture and practice.</td>
<td>use state, district, family and community feedback and support as well as local data to develop and implement strategies for community and family friendly schools.</td>
<td>use state supports and resources, family and community feedback, local data and best practices to develop strategies and policies that ensure family and community friendly schools throughout the district.</td>
<td>collects and analyzes data, researches best practices and provides supports to districts, schools, families, and community members to encourage family and community friendly schools throughout the state.</td>
</tr>
</tbody>
</table>

FAMILY & COMMUNITY FRIENDLY SCHOOLS
KEY ELEMENTS

A. Encourage engagement by maintaining a safe, supportive, and collaborative school environment.

B. Nurture strong relationships between families, school personnel, and community members.

C. Provide and engage in flexible and adaptable options for family engagement.

https://sites.google.com/view/EngagementMattersAR/