

K-12 Evidence Guidance for Family Friendly Schools
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Please read the following instructions

- *If your school is certifying at Level 3, you should show evidence from Level 1, 2, and 3. If you are certifying at Level 4, you should show evidence at Level 1, 2, 3, and 4.*
- *Reviewers will use this document in order to determine if your school has provided sufficient evidence.*
- *Your evidence does not have to be an exact match for what is requested, but it must show the reviewer that you meet that critical attribute at that level, as determined by the Family Friendly School self-assessment.*
- *There are several places that ask for parent, teacher and building administrator statements. As much as possible, please ask for statements from a variety of parents and teachers. However, it might make sense for a parent, teacher or building administrator to write 1 statement that covers a variety of topics. If that is the case, please indicate at the top of the statement, which critical attributes, at which levels, the statement is supporting. Example: The critical attribute of Equity, asks at Level 1 and Level 3 for a statement from a building leader. One building leader could write a statement that covered both areas, but it should be noted that it addresses both.*

Relationship Building	Level 1	Level 2	Level 3	Level 4
Welcoming Environment	Pictures of the schools entrance ways with helpful and welcoming signs and displays	Any documentation/ meetings/ agendas/ with a focus on creating a welcoming environment that staff or teachers have been a part of. Or Survey data	Pictures of the central location, with examples of what is available for families to get the information they need. A link to the school website, with recently updated information.	Pictures of the dedicated space for families and community partners.

		<p>regarding welcoming environment (with approximately 75% participation and approximately 80% indicating that the school had a welcoming environment)</p> <p>Or a statement from a teacher and a front staff office person about how they create a welcoming environment</p>		
<p>Culturally Responsive and Respectful</p>	<p>Statement from a family partner about beginning of year practices and how respect has been shown to them</p> <p>AND a statement from a teacher about how they use beginning of year practices to build a classroom culture.</p>	<p>Examples of materials supporting how teachers purposefully get to know families (i.e. Hopes and Dreams Letters</p>	<p>Quote from 2 teachers about how they use knowledge of students and families throughout the year to individualize interactions in ways that respect family values and cultural background.</p>	<p>Pictures of how classrooms have encouraged diverse viewpoints and ways of knowing through this shared partnership.</p>
<p>Engage Families as Co-Creators</p>	<p>Statement from a family sharing how the school has welcomed their feedback about their student's academic needs.</p>	<p>Examples of how teachers and school admin have requested feedback about student learning/school improvement, with the questions that are asked of parents.</p>	<p>Example of 2-way communication that is linked to student success. (i.e. a picture from a texting platform or a copy of a family conference form that includes input from families and teachers.</p> <p>AND</p>	<p>A copy of the plan that was developed about how to listen to families and suggestions throughout the year.</p> <p>AND</p> <p>Documentation of a change made to a</p>

			A statement from a building leader about how teachers are supported to provide 2-way communication that is linked to learning.	policy, practice, or procedure that came from collaboration with families.
Relational: Built on Trust	Survey results that show families feel welcome at the school (approximately 75% participation and approximately 80% agree that they feel welcome at the school) OR a statement from a family partner about how they are welcomed at events.	Statement from a teacher AND a building leader about how they learn about individual students and their families, with an effort to build trusting relationships.	Documentation of the process for identifying the “go-to” person at home for each student. AND Documentation of positive contacts from teachers to home, with names redacted/blacked out.	Survey data that shows that most parents can name a person at the school they trust to help them. (approximately 75% participation and approximately 90% indicating that they can name a person at the school they trust).
Asset- Based	Example of universal screen results, names redacted. MAPP, IREADY, ETC	Statement from a building leader about the process for ensuring that all student’s strengths are identified and shared with families in a way that families can understand. Include information about how the school confirmed with families that they understand the material being sent home.	Training materials that emphasize a whole-child approach with indication of attendees. Or example materials that are being sent home/ shared with families that clearly emphasize that families have strengths and are helpful in supporting their child.	Statement from a family partner about how the school has focused on strengths and what that has meant to their family. AND Statement from a family/parent leader about how there is a school-wide focus on strengths of families, students, and staff.

Communications	Level 1	Level 2	Level 3	Level 4
Interactive	Example of academic information shared with family, ideally with an ask for parents to engage with their student in some way. If languages other than English are present, please share a translated version.	Share the communication plan. This plan should lay out how it focuses on success and how the strategies respect families preferred mode of communication, as well as providing multiple strategies.	Documentation of how communication plans are shared with families and school staff and how families and staff provide feedback on it. AND an example of 2-way communication with a family that is focused on learning, names redacted.	Communication plan is comprehensive enough that it shares how 2 way communication that is focused on student learning is provided.
Family and Student Conferences	Family conference agenda with parent and staff signatures, parent names redacted.	Statement from a teacher about how they connect with families informally throughout the year to discuss learning or grade level or course expectations. AND a statement from a building leader about structures to ensure there are multiple informal opportunities for teachers, families, and students to discuss learning and grade level or course level expectations. Include	Documentation showing percentage of families participating in family conference (can include in-person, virtual, and phone conference). Should be at a minimum of 75% of students have a family conference. AND Sample conference agenda that is shared includes opportunity for students to participate in/lead the conference.	Examples of how families are communicated with regarding invitations for conversations about student success throughout the year. AND Document showing MTSS procedure for determining the need of more intensive contact with families to support student success. AND 100% of students should have at least 1

		how teachers are supported with time and training to hold these conversations in ways that value family and student strengths.		family conference annually.
Families and Students Engage in Diverse Roles	Results from the survey (questions must be focused on school culture, family engagement and student success). Approximately 75% or greater participation. Documentation about how it is posted publicly.	Plan outlining how school surveys or interviews previously unreached families AND Statement from 2 family leaders serving on SBDM or school committees about the partnership with the school.	Example of 2-way communication with a family that is focused on learning, names redacted. AND A statement from a building leader that outlines the expectations and supports for teachers and staff engaging in 2 way communication with families.	Copy of plan for how to listen to families' ideas, suggestions and feedback throughout the year, with the names and roles of people who were a part of developing it/reviewing it.
Linked to Learning	Example of academic information shared with family. If languages other than English are present, please share a translated version.	Plan showing how often teachers send information about learning and progress. Examples of actions that families are being asked to take based on the information.	Statement from family about how they have been asked to give feedback on their child's learning and what has been shared with them. AND a statement from a building leader about how teachers are supported to share individualized	Agenda from opportunities that bring families together to learn about student success.

			information about student's learning in ways that families can understand.	
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Shared Responsibility for Learning	Level 1	Level 2	Level 3	Level 4
Linked to Learning	Advertisement for the open house AND Examples of materials shared, including in home language, if applicable.	Advertisement or agenda for 2 opportunities for families to learn about supporting learning at home. At least one should be a self-directed or virtual option.	Documentation of how MTSS is being used for conversations with families to support student success.	Statement from a family about what a family conference is like at their school. AND a statement from a teacher about how they are supported to provide family conferences that support a whole-child approach, including academic, behavioral, and social-emotional learning.
Collaborative	Materials that the school shares with families about the "Targeted family workshops and materials for families needing extra help in supporting student	A statement from a teacher about how they've worked with families as a team to help students access services AND A statement from a	A statement from a building leader that includes a description of the variety of processes to get input on family learning opportunities throughout the year AND	Survey results in which families are reporting that the school offers learning opportunities that fit their needs. Approximately 75% participation in the

	learning”	building leader about the process to get feedback (at least annually) about student learning at home	A description of what the expectations are for staff to work collaboratively with families to support student learning.	survey and approximately 80% of those completing it reported it as true.
Parents in Leadership and Decision Making Roles	Statement from a building leader about how parents are invited to and welcomed into leadership work.	Recruitment and training materials for committees and SBDM, in multiple languages if applicable to your school.	A statement from a building leader describing the processes to get parent/guardian input throughout the year and the building-wide expectations for staff to work collaboratively with families to support student learning.	Statement from a family/parent leader who has helped to develop new leaders.
Honoring Parents’ Funds of Knowledge	Documentation of an example of how teachers gather information about their child when there are concerns about learning, behavior or well-being.	Statement from a teacher about how they have used two-way communication to ask questions about their students and how that has shaped learning in their classroom.	Documentation of a plan to ensure that all families have been reached out to so they could share their knowledge about their child.	A statement from a teacher or building leader who has partnered with families to share their strengths/talents/culture at school or in the classroom. AND a statement from a building leader explaining how this is a part of the norm in the school.

Advocacy	Level 1	Level 2	Level 3	Level 4
Equity	<p>Statement from a teacher about how they get to know their student's families individually.</p> <p>AND</p> <p>A statement from a person who oversees the IEP/ISFP/PSP/504 process and ensures family participation. Statement</p>	<p>A statement from the designated staff person who makes positive contact with caring adults about the school-wide process for ensuring every child has an identified caring adult at home and in the building.</p>	<p>Statement from a building leader outlining the process for ensuring that staff make regular contact with student's caring adults to invite them to family conferences.</p> <p>AND a statement from a teacher about how they are supported to partner with families to meet individual learning needs.</p>	<p>A statement from a building leader that outlines the implementation plan for identifying students who need more intensive contacts between the school staff and the caring adult at home.</p>
Students and Families as Advocates	<p>Statement from 2 families who participate in IEP/ 504 about how they are encouraged to advocate for their child's learning.</p>	<p>Example ILP with parent/guardian sign/off. (names redacted).</p>	<p>Recruitment materials for advocacy training.</p>	<p>Training materials with numbers of participants.</p>
Student and Family Voice	<p>Copy of the policy for resolving complaints with an indication of where it can be accessed by parents.</p>	<p>Statement from SBDM representative (can also cover level 3).</p> <p>Documentation of some form of family input for CSIP.</p>	<p>Documentation of how families have provided input into processes and policies for the school.</p> <p>AND</p> <p>Statement from SBDM representative about their role, the way family voice is valued at</p>	<p>List of all committees/groups that set policy and procedures, track data and identify improvement strategies, with indication of which ones include students and families.</p>

			the school and how they get input from other families.	
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Community Partnerships	Level 1	Level 2	Level 3	Level 4
Effective Partnerships Supporting Student and School Improvement	Example of invitations to employers or community organizations (could be a direct email). If invitations happen verbally, could be a statement from a building leader about the community partners who they've reached out to invite.	Description of the process to develop partnerships that support student learning and family resources. AND a statement or indication of practice of how families, community members and students are involved in determining most needed partnerships and services.	Pictures of multiple community partners offering services at the school building OR Copies of written agreements between the school and at least 2 community partners outlining how they will work together and what the community partner will offer at the school.	Statement from a community partner about how they have been a part of "planning, decision making, and school improvement"
Sustainable Infrastructure and Resource Processes	Documentation of materials distributed at the beginning of the year regarding community resources.	Example of 2 reminders sent to families about community resources from the past 12 month period.	Description of process to ensure that students and families have equitable access to community resources through an interconnected system of supports (i.e. how does your school ensure that families and students get what they	Agenda and minutes from 2 meetings of such a "collaborative problem-solving team".

			need in an integrated and sustainable way).	
Meaningful Community Integration	Copies of resources shared in front office or parent space.	Statement from designated staff person about how they work to help families access resources that are off-site or at the school at times that work for families.	Pictures of multiple community partners offering services at the school building OR Copies of written agreements between the school and at least 2 community partners outlining how they will work together and what the community partner will offer at the school. (Can be same as Level 3 in Effective Partnerships)	Statement from 2 families about the school as a community center and what resources they and their students have been able to access there.
Systemic Wholeness Approach	Statement from designated staff person about what supplemental resources are provided and how families qualify for services.	A statement from a building leader about the systems in place to ensure that students in Tier 2, Tier 3, or Special Education receive the resources they need beyond academic or behavioral intervention.	Statement from a teacher AND a building leader about how they use a whole-child/whole family approach to address barriers to learning.	Sample screening or assessment with name redacted AND a statement from a building leader about how this information had been used to identify and establish new community partnerships to address emerging needs