

Monthly Committee of the Whole Board Meeting
Duluth Public Schools, ISD 709
Agenda
Tuesday, February 6, 2024
District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811
4:30 PM

1. <u>CALL TO ORDER</u>	
2. <u>ROLL CALL</u>	
3. <u>AGENDA ITEMS</u>	
A. <u>Action Items</u> - Consent Agenda	
1) <u>Presentation Items Requiring Approval</u>	<u>2</u>
2) <u>Resolutions</u>	
3) <u>Other Action Items</u>	
B. <u>Informational Items</u>	
1) State of the District-Mid Year Review	14
2) <u>Presentations</u>	
a. Education Equity Advisory Committee	28
b. Family Engagement Framework	39
C. <u>Other</u>	
4. <u>ADJOURN</u>	

COW Agenda Cover Sheet

Meeting Date: Feb 6, 2024

Topic: Course Catalog Changes

Presenter(s): Jen Larva and Dale Uselman

Attachment (yes or no): Yes - [Course Changes 24-25](#)

Brief Summary of Presentation or Topic (no more than a few sentences):

This is an annual update to the board regarding changes to the course catalog for the upcoming school year.

24-25 High School and Middle School Course Changes

High School Course Changes - Department Name Change

<i>Department Name Changes and Additions</i>	<i>Type of Change to Department Name</i>
Business, Management, and Administration	*Changed from Business/Marketing Computers
Agriculture, Food, and Natural Resources	*Added Category
Arts, Communication, and Information Systems	*Changed from Graphic Arts
Human Services	*Changed from Hospitality and Tourism
Health Science Technology	*Added Category
Engineering, Manufacturing, and Technology	*Changed from Engineering and Industrial Technology
<i>*These changes are made to align to MN Career Fields, Clusters, & Pathways</i>	

High School Course Changes - Added Courses

<i>Course Name</i>	<i>Course Change</i>
Introduction to Aviation, Aerospace History, and Aerospace Engineering Design	Aerospace Careers Credit: .5 per semester Grade(s): 10-12
Parenting: Pregnant and Parenting Teens	General Elective Credit: .5 per semester Grade(s): 9-12
Unified Music	Music Credit: .5 per semester Grade(s): 9-12
Robotics 2	Engineering Credit: .5 per semester Grade(s): 10-12
Forensic Science	Emergency Response Credit: .5 per semester Grade(s): 11-12
Introduction to Law Enforcement and Community Relations	Emergency Response Credit: .5 per semester Grade(s): 10-12
Fire Science	Emergency Response Credit: .5 per semester Grade(s): 10-12
Introduction to Construction	Engineering, Manufacturing and Technology Credit: 1 per semester block course Grade(s): 9-12
Woodworking	Engineering, Manufacturing and Technology Credit: 1 per semester block course

	Grade(s): 9-12	
Introduction to Baking	Human Services Credit: 1 per semester block course Grade(s): 10-12	5
Advanced Culinary	Human Services Credit: 1 per semester block course Grade(s): 10-12	
Meal Prep and Packaging	Human Services Credit: 1 per semester block course Grade(s): 10-12	
Earth and Space Science (This will replace Physical Science9/Earth Science 9)	Science Credit: .5 per semester Grade 9	

High School Course Changes - Course Changes

6

<i>Course Name</i>	<i>Course Change</i>
Biology	Course description changed to align to state standards
Art Across Mediums	Course description updated
Ceramics and Sculpture 1	Course description updated
CITS Ceramics	Course description updated
Stained Glass, Metals & Fibers 1	Course description updated
Advanced Stained Glass, Metals & Fibers	Course description updated
Sports and Entertainment Marketing	Course description updated
Bus Management Leadership Coaching	Course description updated
Starting Your Own Business	Course description updated
Emergency Medical Response	Course description updated
(CITS) Intro to Nursing	Course description update and College in the Schools (CITS) Credit adjusted to match college credit and description
Construction Technology 1 Changed to Construction Trades 1	Course name change to reflect MN Career Fields, Clusters and Pathways
Construction Technology 2 Changed to Construction Trades 2	Course name change to reflect MN Career Fields, Clusters and Pathways
Robotics Changed to Robotics 1	Course name change
(CITS) Pathway2Teaching; Introduction to Socially Just Education changed to Pathway2Teaching: Introduction to Socially Just Education	Course changed - CITS only offered one semester
PAES Lab	Course description updated

High School Course Changes - Dropped Courses

7

<i>Course Name</i>	<i>Course Change</i>
Physical Science 9/Earth Science 9	Course changed to Earth Science
Level 1 Restaurant	Course Dropped to align to MN Career Fields, Clusters & Pathways
Level 2 Restaurant	Course Dropped to align to MN Career Fields, Clusters & Pathways
International Cuisine	Course Dropped to align to MN Career Fields, Clusters & Pathways

Middle School Course Changes

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Middle School - Added Courses

Course Name	Grade	Description
Flex Time	6th Grade 7th Grade 8th Grade 6 Week	This class is a flexible time period during the school week that is used to support student needs. Students will be assigned by teachers to a 6-week intervention or enrichment opportunity.
Advisory	6th Grade 7th Grade 8th Grade 6 Week	Advisory is a class that focuses on social emotional learning, building community and supporting academic goals.
Skills for Success	6th Grade Semester	This course sets students up for future success by learning study skills, literacy skills, personal interests, and career exploration.
Media Arts 6	6th Grade Semester	Students will explore the worlds of animation, cartooning, and stop-motion animation using drawing, sculpture, object manipulation, and photography. Character development and storyline will pair with background and sound as students explore visual culture through a variety of Media Arts techniques.
Exploring Robotics and Coding	6th Grade 7th Grade Semester	This course provides an opportunity for students to explore Lego robotics, coding, and other engineering activities.
Exploring Outdoor Education	6th Grade 7th Grade Semester	Students will have the opportunity to participate in several outdoor activities. This course is designed for any student wanting to learn skills or better their skills needed to enjoy these activities. Outdoor education will also make you contemplate the balance of human interaction and the environment. Students must be prepared to enjoy the outdoors and dress appropriately.
Visual Arts 7	7th Grade Semester	Students will build on skills gained in Visual Arts 6 through the exploration of a variety of materials and techniques, such as drawing, painting, sculpture, graphic arts, fibers, and ceramics. Visual Arts 7 further builds upon visual literacy skills by engaging students in the meaning and use of images across cultures and times. Students will have the opportunity to demonstrate their developing skills with various materials, methods,

		and approaches in creating works of art and design.
Media Arts 7	7th Grade Semester	Students will build on skills learned in Media Arts 6 by further exploring the worlds of animation, cartooning, and stop-motion animation using drawing, sculpture, object manipulation, and photography. Character development and storyline will pair with background and sound as students explore visual culture through a variety of Media Arts techniques. 9
Communication Arts	7th Grade 8th Grade Semester	Students will engage in collaborative activities that allow for creative and individual expression of ideas through debate, speaking, storytelling, and dramatic dialogue. The course will also include opportunities for students to evaluate mass media, mediate, and problem solve with discussion while presenting ideas in diverse media and formats. This elective course provides students with a deeper exploration of the Listening, Speaking, Viewing and Exchanging Ideas standard within English-Language Arts.
Media Arts 8	8th Grade Semester	Students will generate and conceptualize artistic ideas and media arts through their own imagination, creative processes, and experimentation through stop motion animation, the moving image, cartooning, object manipulation and photography. Students will experiment with movie genres and use computer science applications to design.
Environmental Science 8	8th Grade Semester	This course is designed to introduce you to topics and concepts within environmental science. Topics will range from plant sciences, forestry, studying our lakes and streams, and creating urban gardens. This course will provide you the opportunity to study the aquatic environment within our many lakes and streams and explore how the changing climate has impacted the environment. Students must be prepared to enjoy the outdoors and dress appropriately.

Middle School - Courses Changed

<i>Course Name</i>	<i>Grade</i>	<i>Course Description</i>
M0011000 Art Grade 6 to Visual Art 6	6th Grade	Students will build skills in Visual Arts 6 through the exploration of a variety of materials and techniques, such as drawing, painting, sculpture, graphic arts, fibers, and ceramics. Visual Arts 6 builds visual literacy by engaging students in the meaning and use of art images across cultures and times. Students have the opportunity to analyze why and how people make art and its connections to other areas of learning and human experiences.
M021000 Computer to Computer Literacy	6th Grade	This course provides an in-depth and dynamic program that develops broad-based internet and computing skills. The purpose of the course is to provide students with the educational foundation to succeed in their middle and high school courses requiring the use of technology. This course will introduce students to computational thinking and problem solving, digital citizenship, coding, AI, animations, web design, and data analytics.
M062010 Pre-Engineering 7 to Industrial Technology 7	7th Grade	This course is designed to be an exploratory learning experience. Students will gain a wide variety of skills and knowledge dealing with industrial technology, manufacturing sciences, engineering/design process, technical drawing, 3D modeling, CAD design, 3D printing, wood production (design and fabrication), as well as technical science, math and reading). Students will design, plan and fabricate multiple projects while being introduced to many different aspects of industrial technology. Students will have the opportunity to work in groups as well as individually, to complete class required projects.
M011300 Cartooning & Animation to Visual Arts 8	8th Grade	Students will use Visual Arts concepts and tools while applying critical and creative thinking skills, develop a sense of personal style, explore their ideas, and create and complete artworks through practice and new methods. Students will explore techniques and develop skills in a variety of mediums, such as drawing, painting, graphic design, printmaking, fibers, sculpture, and ceramics.
M021301 Computer Topics Technology & Future to Computer Science 8	8th Grade	This course will expand on skills developed in 6th grade Computer Science, including a deeper exploration of AI, app development, animations, and gaming.
Family and Consumer Science to Family and Consumer Science 7	7th Grade (Required)	This course gives students the opportunity to develop individual skills as well as discover personal strengths when collaborating in groups. Lessons will explore healthy food choices, nutrition, basic food preparation, etiquette, introduction to financial literacy and budgeting. This course will further prepare students for the future and

		foster lasting life skills.
M034001 Family, Food, Diversity and Tolerance to Family Consumer Science 8	8th Grade Elective	This course will further develop skills and knowledge involving food preparation, culinary careers in food production and services, healthy meal planning, global food influences and skills needed for the workforce. This course will encourage students to explore how they can make a positive impact on themselves, their families and the community through individual growth, relationships and connections to the community outside of school.
M063011 Pre-Engineering-Design & Modeling to Industrial Technology 8	8th Grade	This course is designed to build on and advance what skills and knowledge students have learned in the 7th grade Industrial Technology course. Students will gain a more advanced understanding of skills and processes dealing with industrial technology, manufacturing sciences, engineering/design process, technical drawing, 3D modeling, CAD design, 3D printing, wood production (design and fabrication), as well as technical science, math and reading). Students will have an opportunity to design and fabricate more advanced projects than the previous 7th grade course.
M240001 German Level 1 to German Level 1A	7th Grade 8th Grade	German 1A is an introduction to the German language. Explore the language and start getting familiar with the German-speaking world! Upon completion of German 1A the student is eligible to take German 1B in middle school or German 1 in high school. (No High School Credit is available for this course.)
M240002 German Level 1 to German Level 1B	8th Grade	German 1B is a deeper introduction to the German language. Continue expanding your language skills and cultural awareness. Upon completion of German 1B the student is eligible to test into German 2 in the high school. (No High School Credit is available for this course.)
M241301 Spanish Level 1 to Spanish Level 1A	7th Grade 8th Grade	Spanish 1A is an introduction to the Spanish language. Explore the language and start getting familiar with the Spanish-speaking world! Upon completion of Spanish 1A the student is eligible to take Spanish 1B in middle school or Spanish 1 in high school. (No High School Credit is available for this course.)
M241302 Spanish Level 1 to Spanish Level 1B	8th Grade	Spanish Level 1B is a deeper introduction to the Spanish language. Continue expanding your language skills and cultural awareness. Upon completion of Spanish 1B the student is eligible to test into Spanish 2 in the high school. (No High School Credit is available for this course.)
M211501 Ojibwemowin Level 1 to Ojibwemowin Level 1A	7th Grade 8th Grade	Ojibwemowin Level 1A is an introduction to the Ojibwe language. Explore the language and start getting familiar with the Ojibwe-speaking world! Upon completion of Ojibwemowin 1A the student is eligible to take Ojibwemowin 1B in middle school or Ojibwemowin 1 in the high school. (No High School Credit is available for this course.)

M241502 Ojibwemowin Level 1 to Ojibwemowin Level 1B	8th Grade	Ojibwemowin 1B is a deeper introduction to the Ojibwe language. Continue expanding your language skills and cultural awareness. Upon completion of Ojibwemowin 1B the student is eligible to test into Ojibwemowin 2 in the high school. (No High School Credit is available for this course.)	12
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Middle School - Dropped Courses

<i>Name of Course</i>	<i>Grade</i>
M011400 Art Options	8th
M021402 Computer Applications	8th
M035001 Food, Science and Nutrition	8th
M064012 Pre-Engineering - Prototype Fabrication	8th
WIN	All Grades



Mid-Year State of the District Progress Check

February 6, 2024



Topics

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1. Mission, Vision and Values
2. Strategic Roadmap Efforts
3. School Board Action Plan
4. High-Level Action Card Overview
5. Overview of Progress Monitoring Plan
6. Progress Monitoring of Strategic Directions
7. Superintendent Goals
8. Questions

Mission, Vision and Values¹⁷

OUR MISSION

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

OUR VISION

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

OUR CORE VALUES

Learning



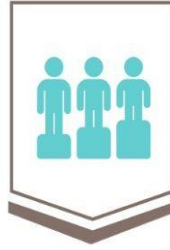
Developing a love of learning through life-long inquiry.

Excellence



Having high standards for all through accountability, integrity and authenticity.

Equity



Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.

Collaboration



Working in partnership with staff, families, students and community.

Belonging



Providing a welcoming and accessible environment where everyone feels safe, seen and heard.

Strategic Roadmap Efforts¹⁹

On August 3rd, the board provided provide input and recommendations regarding our [Progress Monitoring Calendar](#), which will measure our progress on our [3-Year Operational Plan](#) to implement our [Strategic Roadmap](#). To ensure strong leadership and focus on our efforts, the board has adopted a 3-Year Work Plan and has begun the development of a School Board Handbook.

Review and Refreshed School Board Action Plan

20

[School Board Action Plan](#)

Action Card Overview

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Supporting Every Student

Supporting Every Student - MTSS Academics

Teacher Clarity

Supporting Every Student - MTSS Social Emotional Behavioral

Advancing Equity

Advancing Equity - Educational Equity Framework Implementation

Improving Systems

Improving Systems - Capacity and Programming

Improving Systems - Business Services

Improving Systems - Recruitment and Onboarding

2023-24 Progress Monitoring Calendar²²

- Supporting Every Student
- Advancing Equity
- Improving Systems

Supporting Every Student²

- Kindergarten Task Force Update and Summary of Test Results
- Middle School Model and Student Achievement Update (School Improvement Planning Process)
- MTSS SEB Updates
- World's Best Workforce
- Special Education Update
- CTE Career Pathways

Advancing Equity

24

- Tribal Consultation and Concurrence/Non-Concurrence Update
- Plan for 2023-24 Educational Equity Framework
- Instructional Leadership Academy
- World's Best Workforce
- Equity Committees Updates

Improving Systems

25

- Recruiting and Retaining - Recruitment Videos/New Hire Orientation
- Staffing/Budget Meetings
- Facilities Capacity
- World's Best Workforce
- Retention - Employee Wellness
- Family Engagement

2023-24 Superintendent Goals⁶

Standard 2. School District Finances

- Element 2.d. Bond and Levy Campaigns

Standard 3. Communication and Community Relationships

- Element 3.f. Visibility and Approachability

Standard 6. Teaching and Learning

- Element 6.b. School Improvement

Mid-Year Review Scheduled for March 11th

Questions

COW Agenda Cover Sheet

Meeting Date: Feb 6, 2024

Topic: Education Equity Advisory Committee & Subcommittees

Presenter(s): Nate Smith, Office of Education Equity Coordinator

Attachment (yes or no): Yes ☐ Education Equity Advisory Committee

Brief Summary of Presentation or Topic (no more than a few sentences): This presentation will provide a description of what the Education Equity Advisory Committee is and the subcommittees that exist within. There will also be information shared about what each subcommittee is working on this year.

Educational Equity Advisory Committee (EEAC)

February 6, 2024
Committee of the Whole



What is the Education Equity Advisory Committee?

- The Education Equity Advisory Committee (EEAC) is dedicated to fostering diversity among its participants, including various perspectives, communities and organizations. It's designed for active members who are committed to removing structural and institutional obstacles to educational opportunities for all students. The Education Equity Advisory Committee (EEAC) acknowledges historical barriers that have hindered learning and success based on factors like race, culture, income, and social conditions.



Background

- The revitalization of the Education Equity Advisory Committee (EEAC) began in December 2021 when around 30 passionate education equity partners collaborated to develop new bylaws for the School Board. These partners included the ISD 709 Superintendent, Assistant Superintendent, Coordinator of the Office of Education Equity, Duluth Community School Collaborative, educators, support staff, School Board members, parents, representatives from ISD 709 American Indian Parent Advisory Committee, the Department of American Indian Education, and the Gifted and Talented and Families in Transition programs, as well as local NAACP leaders, representatives from the Education Equity Alliance, UMD, LSC, and many others. Because of the connection, community alliance and passion several subcommittees were formed over the summer of 2022.



EEAC Subcommittees Mission & Vision

- The purpose of subcommittees shall be for the Duluth Public Schools to establish and use a Citizens Advisory Committee to provide recommendations and advice on matters of Education Equity to the ISD#709 School Board and district administrative personnel regarding planning, implementation, and/or evaluation of various district initiatives or plans in compliance with MN Statutes and Rules such as the Achievement and Integration Plan, the ESSA Northstar Plan and related policies, procedures, and goals.

These committees act on behalf of the Education Equity Advisory Committee, authorized under school board resolution 1070 and is responsible to ensure that the operations under the scope of the committee are aligned with the Mission, Vision, and Values of Educational Equity.



EEAC Meeting structure

The full EEAC group meets once a month, September-May

4:30-5:00 pm - Dinner & Networking/Relationship Building

5:00-6:00 pm - Subcommittee Work

6:00 pm - Virtual meeting room opens & full group meets

6:00-6:30 pm - Subcommittee updates

6:30-7:00 pm - District and Community updates

7:00 pm - Meeting adjourn



Current Subcommittees

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- **Gender & Equity Taskforce**

- This committee met several times during the 2022-23 school year to work on development of the [Gender Inclusion Policy](#) that was passed and went into effect last year. Duluth Public Schools is the only district in the Northern part of Minnesota with such a policy.

- **Preschool & Early Childhood**

- This committee is currently working on how to increase parent and family engagement as pre-covid there was a higher level of involvement. Hoping to develop some focus groups, coffee & conversation and go to schools to create open forums to share. They would also like to get more information out to American Indian families coming in and how to support them - making sure they are aware of JOM funding and more.

- **Indigenous Education, History, Culture and Language Revitalization**

- Shared a presentation with the school board last spring
- A second Ojibwemowin Language teacher coordinator was added to the language program that is funded by ISD709. They are also looking to offer seminars to history and government classes focusing on the facts of Native American history and tribal governments and what they dealt with in the past and present.

- **Community Engagement**

- In transition. Was meeting monthly with district leadership to discuss district equity updates and gives a chance for subcommittee members to ask questions, seek clarity and give recommendations. They are actively seeking more diverse perspectives and representation.

- **Discipline Disparities**

- This group is hoping to give input for a regulation addendum to district policy 506 around discipline and adding specific language around restorative practices, advocacy representation within disciplinary processes and inclusive communication. They are also exploring the possibility of approaching bargaining units to craft language on equity within each contract.



Current Subcommittees

- **Recruitment & Retention**
 - This committee attends events such as Juneteenth and MLK in hopes of recruiting a more diverse staff to our district. They are also exploring other community events to table at. OEE is creating a district Affinity group for diverse identifying staff to network, build relationships and discuss district climate dynamics. Affinity groups will be under the umbrella of the EEAC Recruitment and Retention SC
- **Families in Transition**
 - The new FIT Coordinator will be working on redeveloping this committee with the intent to include all of the FIT Staff.
- **Hispanic Organization of Latin America (HOLA)**
 - In the 2022-23 school year, this committee hosted a multicultural night at Lowell to celebrate diversity of our community with over 800 people in attendance and plans to continue this tradition.
- **Elementary Education / Read Well by Grade 3**
 - This committee is working hard on engaging the district and groups in the community that are doing similar work. They look at data and see the decline in literacy at Duluth Public Schools within the African American and Native American students and would like to see more funding go towards literacy plans.
- **Denfeld Black Student Association**
 - This is a student ran committee that meets at Denfeld and attends EEAC meetings to share student voices and perspectives. They host many events at Denfeld that focus on the African American history and culture.



Developing Subcommittee

- Education Equity Taskforce and Monitoring Team
 - Convened first meeting in January
 - Working on the continued development of an Education Equity Framework
- Framework to include:
 - The districts definition of Education Equity
 - Implementation, use and monitoring of the TEA Tool
 - District alignment to MN 10 Commitments to Equity
 - Recruitment and Retention plan
 - Affinity Group structure and guidelines
 - Professional Development recommendations
 - Family and Community Engagement Framework
 - District support of EEAC, AIPAC and other district advisory teams
 - Consideration of existing policies, practices, and organizational culture to identify areas for improvement.
 - Develop and identify measurable goals, objectives and accountability measures to progress monitor implementation
 - Determine key milestones and timelines for implementing initiatives, and regularly review and adapt the plan as needed.



Charter Development

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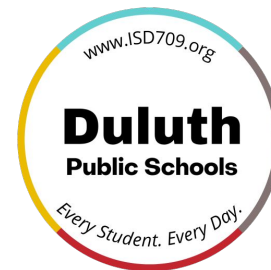
Many subcommittees have experienced large transitions with leaders and members. This is due to various reasons such as leaving positions, retirement, etc. Because of this a document will be created and used by each subcommittee to define and refine their mission, vision, purpose and goals even more clearly. This will also allow subcommittees to retain focus during leadership or membership turnover and serve as a high level guide for the work they will be doing.

Education Equity Advisory Committee Charter

2023-2024

Title	
Purpose	The purpose of this committee shall be for the Duluth Public Schools to establish and use a Citizens Advisory Committee to provide recommendations and advice on matters of Education Equity to the ISD#709 School Board and district administrative personnel regarding planning, implementation, and/or evaluation of various district initiatives or plans in compliance with MN Statutes and Rules such as the Achievement and Integration Plan, the ESSA Northstar Plan and related policies, procedures, and goals. This committee acts on behalf of the Education Equity Advisory Committee, authorized under school board resolution 1070 and is responsible to ensure that the operations under the scope of the committee are aligned with the Mission, Vision, and Values of Educational Equity.
Mission Statement	
Objectives	
Scope	
Membership	Facilitator: Members:

Roles & Responsibilities of Membership	Term of Committee Membership: TBD Member Expectations • Consistent attendance • Solution-focused participation
	• Commitment to follow through on assigned tasks
Meeting Dates & Times	
Record Keeping	Facilitator: Members:
Authority	This committee acts on behalf of the Education Equity Advisory Committee, authorized under school board resolution 1070 and is responsible to ensure that the operations under the scope of the committee are aligned with the Mission, Vision, and Values of Educational Equity. This committee has authority to gather information, network, make recommendations to School board and district leadership and act as an ambassador for the Education Equity Advisory Committee.



Questions and reflections?

nathan.smith@isd709.org

218-336-8714



COW Agenda Cover Sheet

Meeting Date: Feb. 6, 2024

Topic: Communications and Family Engagement

Presenter(s): Adelle Wellens and Shalon Monroe

Attachment (yes or no): Yes - Presentation & Draft Framework

Brief Summary of Presentation or Topic (no more than a few sentences):

An overview of communications and family engagement efforts at the district level. We will also be sharing our draft Family Engagement Framework with the board.

Family Engagement

Adelle Wellens, Communications Officer

Shalon Monroe, Community and Family Engagement Specialist

Communications Officer

- Manages
 - Websites
 - Social Media
 - Family Communication from District
 - Crisis Communication
 - Weekly Newsletter
 - ParentSquare
 - Advertising
 - Unity In Our Community
- Graphic Design
 - Handbook
 - Flyers
 - WBWF
 - Strategic Plan
- Photography



Family Engagement Specialist

- Met with all principals
- Spent time in all buildings
- Attended Family Freedom Center Thanksgiving Dinner
- Build deep connections with community members and students/families
- Once a week, all day visit to school
- Outside organizations visits
- Working on Reading Event for March 1
- Attending Family Nights
- Attended School Events



Steve O'Neil Apartment Community Resource Night

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- Resources were brought to the families
- DAE, ECFE, Community Schools
- Lincoln Park, Denfeld, Myers-Wilkins staff members and principals attended
- Food provided
- Great Conversations
- “Best attended event by families at this building,” Chum Staff.
- “I met a parent of a student I’ve never met before,” Myers-Wilkins Staff member



Methods of Family Engagement

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- Social Media
- Newsletters
- ParentSquare
- Printed Material
- Community Meetings
- Face to Face Conversations
- Unity In Our Community
- Engaging and spending time at community outreaches like the Washington Center, Lincoln Park Boys and Girls Club, etc.

Social Media January Report

45



Total Followers:

12,202

Growth:

966 (Jan. 2022)

Monthly Reach:

13,991



Total Followers:

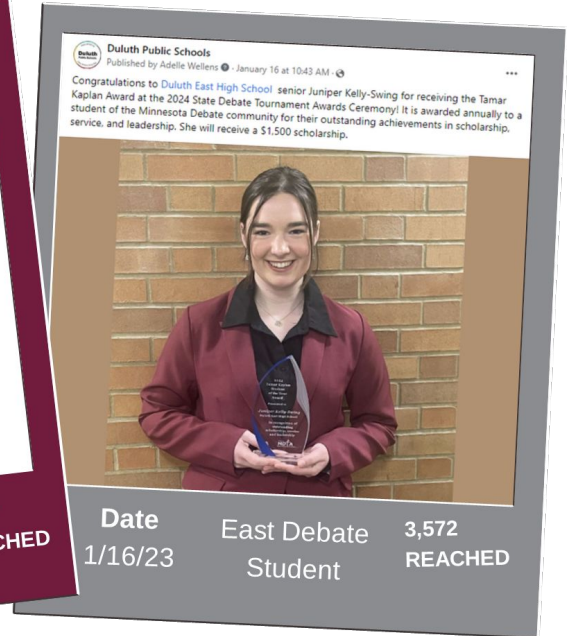
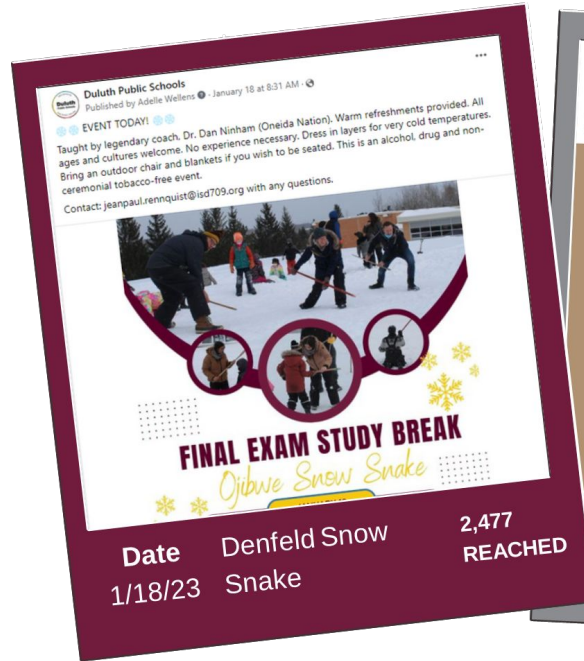
1,576

Growth:

170 (Jan. 2022)

Monthly Reach:

194



Newsletter January Report

46

Family Newsletter



Total Views:
15,608

Average Views:
3,902

ParentSquare Average Views:
6,985

Employee Newsletter

Total Views:
11,295

Average Views:
2,823

ParentSquare Early Stats

47

46.7%

of Staff Registered

19%

of Parents on App

Lowell

Top School User with
41% of Parents on App

ALC/AEO

First Adopter of the App



ParentSquare

Family Engagement Framework Draft

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Family Engagement Definition

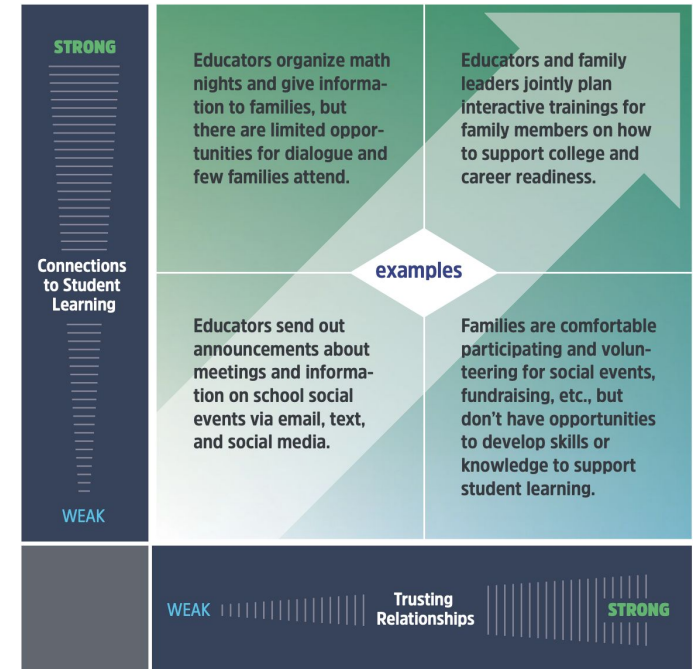
- A full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development, from birth through college and career.

Vision

- Families are engaged in their child's education and feel empowered to support learning at home through strong partnerships with schools. Our relationships with families are at the center of success for every child at school.

The Purpose

- The Family Engagement Framework is our commitment to working in partnership with families. It is the foundation for how we can develop quality family engagement strategies. Our commitment applies to the whole district and includes district, school-based, and support staff. It gives us a shared understanding of what effective family engagement practices look like. Through this understanding, we can build on our existing work and develop strategies that will allow us to achieve our vision.



Questions?

Duluth Public Schools Family Engagement Framework

Family Engagement Definition

- *A full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development, from birth through college and career.*

Vision

- *Families are engaged in their child's education and feel empowered to support learning at home through strong partnerships with schools. Our relationships with families are at the center of success for every child at school.*

Introduction

When schools engage with families in a meaningful way, research has shown that students do better. Family and Community Engagement is a process and a practice rooted in relational-trust which creates opportunities for equitable partnerships between families and school and district staff. These partnerships, from birth to graduation, nurture shared responsibility for students' academic and social success and honor the lived experiences, expertise and cultural knowledge of all stakeholders — students, teachers, staff, families and communities.

A long-term study of the Chicago Parent Centers found programs that provide child education and intensive resources for parent engagement at a younger age yielded greater and longer-lasting benefits. The longer parents took part in extensive family engagement, the more parents were involved at school, the more likely their children were to complete high school and were less likely to repeat a grade, be arrested or require special education. ([*Everybody Wins! The Evidence for Family-School Partnerships and Implications for Practice* Karen L. Mapp, Anne T. Henderson, Stephany Cuevas, Martha C. Franco, and Suzanna Ewert, 2022, Pg. 148](#))

At the secondary level, research has shown that parents are more likely to engage in education when they feel they are welcomed and desired to do so. It can be hard for parents of middle and high school students to know the best way to be engaged with their student's school and learning. A literature review found that higher rates of family engagement in high school benefit students by increasing academic achievement and graduation rates, and decreasing rates of anxiety, depression, and aggression. ([*Engaging Families at the Secondary Level: An Underused Resource for Student Success* Krista L. Jensen and Kathleen M. Minke, 2017](#))

At the secondary level it is best for parents to shift from helping students with homework to an advisor and coaching role, emphasizing the importance of education and goal-settings. The more educators keep parents informed about what their children are studying, how well they are doing, what is required for them to graduate and how to play for post-secondary education or career

readiness, the more effectively parents can guide their children. ([*Beating the Odds, How Thirteen NYC Schools Bring Low-Performing Ninth-Graders to Timely Graduation and College Enrollment, Carol Ascher and Cindy Maguire, 2007*](#)) Research shows that engaging families through high school is critical to students' staying in school, taking more challenging classes, graduating on time and being successful after graduation. It is crucial that family engagement doesn't end when students leave elementary school.

The Purpose

The Family Engagement Framework is our commitment to working in partnership with families. It is the foundation for how we can develop quality family engagement strategies. Our commitment applies to the whole district and includes district, school-based, and support staff. It gives us a shared understanding of what effective family engagement practices look like. Through this understanding, we can build on our existing work and develop strategies that will allow us to achieve our vision.

We all have a role to play

Role or Group	Responsibilities
District Leadership Teams	Provide evidence-based partnership planning to improve family engagement.
Principals	Lead whole-of-school approaches to quality family engagement. Ensure family involvement is a core part of governance and decision-making processes.
Educators	Create and maintain authentic and respectful relationships with families about their child's learning and wellbeing. Share ideas with families about how they can support their child's learning at home.
Families	Work with educators to help their child succeed at school. Find ways to bring school learning into the home. Encourage and support their child's learning.
Students	Talk with their parents/guardians about what they're learning at school. Explore how their learning connects to their family, community and life.

The Challenges

Educators and families within our district have noted challenges with engaging each other. According to the Duluth Leadership Team Self-Evaluation of MnMTSS Implementation (SEMI), we feel internally that we are failing at family engagement as a whole system. The SEMI has shown that educators have not been exposed to strong examples of family engagement and have received minimal training on strong family engagement. It is clear professional learning opportunities are needed to enhance the capacity of educators to build relational trust and engage with all families.

Educators gave feedback during our strategic planning process that they want the buildings to feel safe and welcoming to all families and to find a way to get their families more involved at the building level and at home with your student's education. Educators need professional development to help them break down barriers to serve families better. With better training, staff can reverse their deficit mindset and see a partnership with families as an essential practice to high achievement for all students.

During the strategic planning process we created family desired daily experiences based on feedback from families at all levels of the district. The process showed that families did not feel invited to contribute to their children's education and their voices were either disrespected, unheard or undervalued. Families want their children to feel safe at school, but the family climate survey shows parents feel their students don't feel safe at the secondary level. This contributes to having negative experiences with schools and educators. Our hope is that 100% of students feel safe at school from threats and bullying.

In Duluth, we have a large alumni population, who are now sending their students to the same school district as they attended. If a parent feels they were unfairly treated as a student, they may be more likely to come into the district with a deficit mindset about what to expect from school staff. As a district we need to work on building back relational trust with these families to help their students succeed.

Early Childhood and Elementary Family Engagement				
Core Values	Goal	Purpose	Measurable Outcome	Examples of Practices
Belonging	Provide a welcoming and accessible environment where everyone feels safe, seen and heard.	Every student has at least one adult in the school he, she or they can go to or count on.	The student response in the climate survey for "I like school" increases 3% each survey in each school.	
Collaboration	Welcome, involve and inform parents through clear and respectful communication. Families can expect a regular, two-way flow of information to help build respectful and trusting relationships with families.	No student will fall through the cracks	As of Feb. 1, 2024, 46.8% percent of staff members are registered on ParentSquare. By June 2025, we would like that number to increase to 80%.	• Sending Direct messages to parents in ParentSquare. • Posting class updates to parents in ParentSquare at least once a week • Creating Newsletters, either using Smore or ParentSquare templates
Equity	Students enjoy school and receive positive reinforcement.	To challenge biases that negatively impact family engagement.	The student responses on the climate survey for "I feel like I do well in school" and "Good behavior is noticed at my school" are both 90% at each school.	
Excellence	Staff and schools honor every family by acknowledging them as equal partners.	Families have a sense of belonging with the school community where they feel welcomed by school staff.	District Leadership Team scores "Family engagement is connected to learning and development, engages families as co-creators and honors families' funds of knowledge" as a 2 on the DLT-SEMI.	
Learning	Parents/Guardians are given resources that help engage with their students at home with activities that support their children's literacy.	Read at grade level.	Increase children literacy by 8 percent each year.	

Secondary Family Engagement				
Core Values	Goal	Purpose	Measurable Outcome	Examples of Practices
Belonging	Providing a welcoming and accessible environment where everyone feels safe, seen and heard.	Every student has at least one adult in the school he, she or they can go or count on.	The student response in the climate survey for “All students are treated fairly but adults at school” is 80% for each school.	
Collaboration	Families can expect a regular, two-way flow of information to help build respectful and trusting relationships with families.	No student will fall through the cracks	As of Feb. 1, 2024, 46.8% percent of staff members are registered on ParentSquare. By June 2025, we would like that number to increase to 80%.	• Sending Direct messages to parents in ParentSquare. • Posting class updates to parents in ParentSquare at least once a week • Creating Newsletters, either using Smore or ParentSquare templates
Equity	Every student is provided the opportunity to be successful and graduate on time.	To challenge biases that negatively impact student success.	The student response in the climate survey for “Teachers treat all students fairly” is 80% at each school.	
Excellence	Staff and schools honor every family by acknowledging them as equal partners.	Families are informed so they can more effectively guide their children successfully through middle and high school to graduation.	The four-year graduation rate of all student groups will increase to 90%. No student group will have a four-year graduation rate below 85%.	
Learning	Students and families know all available options post graduation.	Students are provided relevant and engaging academic learning experiences that support multiple pathways.	All students take more than 2 courses in one career field.	

Measure your family engagement plans

Use the rubric below to determine the strength of your stakeholder engagement and communications plan listing in your school improvement plan.

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Researching and Understanding Parent/Family Needs, Expectations, opinions, Attitude, Knowledge Levels		
☐ Limited opportunities for parents/families to provide input; largely passive, leaving responsibility on parents to initiate, e.g.: online comment opportunities or suggestion boxes; complaint guidelines; calls or emails. ☐ Understanding and assessing parent/family needs, expectations, opinions, attitudes and knowledge levels limited to anecdotal input. ☐ Sporadic and random parent/family surveys assessing parent/family needs, expectations, opinions, attitudes and knowledge levels; largely reactive when issues surface.	☐ Series of formal and informal assessments to listen and gain insights into parent/family needs, expectations, opinions, attitudes and knowledge levels, e.g.: • Written and electronic surveys • Focus groups • Representation on key district and school committees, advisory councils, task forces • Forums, town hall meetings, parent conferences, etc. • Opportunities for small-group interaction with parents/families such as coffee with the superintendent, grade-level parent meetings with the principal, etc. • Designated times at school board and faculty/staff meetings • Access to communications director, principal, supervisor(s) and senior leaders • One-to-one interactions, open door policy • Written and online avenues including forums, social media, etc. • Feedback through PTA/PTO and other organized parent/family groups • Exit interviews with parents/families transferring students out of district • Exit polls following bond/finance referenda ☐ Parents/families informed of opportunities to provide input during new family orientation and/or registration process ☐ Annual parent/family survey assessing communication effectiveness	☐ Integration of research and assessments of parent/family needs, expectations, opinions, attitudes and knowledge levels into parent/ family communications plan; findings systematically analyzed to improve parent/family communications ☐ Comprehensive system of formal and informal listening posts and assessments for parents/families at all locations throughout district ☐ Listening mechanisms and assessments differentiated for parent/family segments as needed, e.g.: language, access to technology, schedules, etc. ☐ Assessments span life of relationship with parent/families from entry-level of students in preschool/kindergarten through graduation/alumnus status ☐ School board members, administrators, principals, department chairs, managers and teachers trained in critical listening ☐ Systematic approach for responding to and integrating parent/family input ☐ Assessment findings systematically shared and analyzed by district and building-level leaders to inform and improve services to students and families ☐ Resources are made available to parents as a result of research and assessments. (For example: parent training, access to computers; web-based resources, etc.)

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity		
☐ Communication strategies largely one-size-fits-all with little or no differentiation for varied segments of parents/families. ☐ Communications limited to more traditional media, e.g., memos, print/electronic newsletters, announcements at meetings, news releases, websites, emails, etc. ☐ Communications are random and inconsistent across schools and classrooms.	☐ Series of communication strategies to address varied parent/family segments, e.g.: • Written correspondence including memos, printed newsletters, letters, fliers, brochures, etc. • Electronic correspondence including email, e-newsletters, websites, etc. • Automated messaging including voice and text messaging • Face-to-face and interpersonal correspondence including meetings, presentations, forums, office hours, etc. • Social media including Facebook, Twitter, blogs, forums, chats, etc. • Articulated policy on minimal reply timelines for electronic and voice messaging ☐ Some accommodations for parent/family segments, e.g.: school/grade levels, geographic location. ☐ Some accommodations for language and cultural diversity; Programs to build cultural Awareness. ☐ Some accommodations for varied family structures. ☐ Some tracking of effectiveness of communications for diverse audiences.	☐ Communications tailored for key parent/family segments based on assessments of parent/family needs, expectations, opinions, attitudes and knowledge levels. ☐ Communications tailored for key parent/family segments based on assessed preferences for media, messaging and scheduling. ☐ Accommodations for language and cultural diversity for all parent/family segments represented in district; e.g. translators. ☐ Sharing of best practices for diverse parent/family communications internally and benchmarking the same externally to drive improvement. ☐ Ongoing feedback and evaluation of effectiveness of communication with diverse audiences.

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Communicating with Parents/Families on Student Progress/Success		
☐ Report cards and progress reports that meet minimum state requirements ☐ Little or no proactive outreach from teachers to parents/families ☐ Parental/familial access to teachers limited, e.g.: bi-annual or annual parent-teacher conferences; teacher email addresses and voicemail extensions not easily available; delayed teacher response time to parent/family email and voicemail ☐ Little or no involvement from parents/families on preferred teacher communications	☐ In addition to meeting minimum state requirements for report cards and progress reports, series of approaches to further inform parents/families, e.g.: • Online grade book portal • Online parent/teacher log • Parent/family visitation days to classrooms • Ongoing access or regularly scheduled opportunities for parents/families to meet with teachers • Focused parent/family involvement program for students at risk • Homework hotlines available online or by phone ☐ Teacher response time to email and voicemail varies with individual teacher practice ☐ Expectations of updating online grade book with assignments and grades left to individual teachers and building ☐ Some involvement from parents/families on preferred teacher communications ☐ Some professional development in parent/family communications strategies for teachers and building-level staff ☐ Some parent/family communications resources provided to teachers and building-level staff ☐ Some tracking of effectiveness of communications student progress	☐ Systematic approach to keeping parents/families informed of student progress in school based on researched parent/family preferences ☐ Ongoing involvement from parents/families on preferred teacher communications, e.g.: calendar of regular inputs and evaluations of teacher communications ☐ District/school policy re: minimum response time for teacher email and voicemail supported by adequate technology and resources ☐ District/school policy for updating online grade book with assignments and grades across all schools/teachers ☐ Comprehensive, integrated and aligned plan for communication with all parents/families on student progress/success ☐ Comprehensive and ongoing professional development in parent/family communications strategies for teachers and building-level staff ☐ Comprehensive and ongoing development and provision of parent/family communications resources to teachers and building-level staff ☐ Sharing of best practices of parent/family communications of student progress internally and benchmarking the same externally to drive improvement ☐ Ongoing feedback and evaluation of parent/family communications of student progress to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Communicating Academic Programs and Expectations with Parents/Families		
☐ Minimal proactive outreach on academic programs and expectations largely limited to annual listings with little or unclear detail ☐ Specifics regarding academic programs and expectations largely articulated on reactive basis only with onus on parents/families for inquiry ☐ Inconsistent and random communications regarding academic programs and expectations with parents/families	☐ Series of approaches to outline academic programs and expectations with parents/families, e.g.: • Details by class/teacher outlined at the beginning of each school year during Back-to-School/Meet-the-Teacher events • Printed and online access to class requirements (classroom/teacher web pages), grading structures, homework assignments, project schedules, etc., by class/teacher • Ongoing opportunity for clarification and information from teacher via email/voicemail/face-to-face • Presentations/meetings with principals, teachers and curricular staff to educate and inform parents/families on academic expectations, new curricula, etc. • Announcements and coverage of new programs or program changes through local news media • Reinforcement of academic expectations through coverage of student success in local news media ☐ Communications vary by building based on principal practice ☐ Some professional development in parent/family communications strategies for teachers and building level staff ☐ Some parent/family communications resources provided to teachers and building-level staff ☐ Some tracking of effectiveness of communications on academic programs and expectations	☐ Systematic approach to keeping parents/families informed of academic programs and expectations based on researched parent/family preferences ☐ Ongoing involvement from parents/families on preferred communications about academic programs and expectations ☐ District/school policy re: minimum academic program and expectations communications including schedule and media supported by adequate technology and resources ☐ Comprehensive, integrated and aligned plan for communication with all parents/families on academic programs and expectations ☐ Comprehensive and ongoing professional development in parent/family communications strategies for teachers and building-level staff ☐ Comprehensive and ongoing development and provision of parent/family communications resources to teachers and building-level staff ☐ Sharing of best practices of communications about academic programs and expectations internally and benchmarking the same externally to drive improvement ☐ Ongoing feedback and evaluation of communications about academic programs and expectations to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Supporting Parent-Teacher and Parent-Building Communications		
☐ Minimal proactive support to building-level administrators and teachers on effective communications with parents/families largely limited to responding to requests for assistance and materials ☐ Inconsistent and random support for parent-teacher and parent-building communications	☐ Series of approaches to support effective parent/family-teacher and parent/family-building communications, e.g.: • Prepared memo, letter, newsletter and other printed correspondence templates for principals and teachers to support effective parent communications and facilitate consistency in messaging • Prepared electronic text and templates for principals and teachers to support effective parent communications and facilitate consistency in messaging • Prepared talking points and presentations for principals and teachers to use in parent presentations and meetings • Prepared talking points for principals and teachers to use regarding building/classroom issues and incidents ☐ Some professional development for principals and teachers on effective parent/family communication strategies ☐ Some tracking of parent-teacher and parent-building communications effectiveness	☐ Comprehensive parent/family communication plans for each building based on researched preferences of parents/families ☐ Ongoing involvement from parents/families on preferred communications from the school building and the classroom teacher ☐ District/school policy about parent-teacher and parent-building communications that is supported by adequate technology and resources ☐ Comprehensive and ongoing professional development for principals and teachers on effective parent/family communication strategies ☐ Comprehensive and ongoing development and provision of resources to support effective parent-teacher and parent-building communications ☐ Sharing of best practices in parent-teacher and parent-building communications internally and benchmarking the same externally to drive improvement ☐ Ongoing feedback and evaluation of parent-teacher and parent-building communications to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Fostering Parent/Family Involvement and Engagement to Support Student Learning		
☐ Minimal proactive support for parent/family involvement and engagement to support student's learning with onus left largely to parents/families to initiate and navigate ☐ Limited opportunities for parent/family engagement to support student learning with most at early stages of involvement and less opportunity for engagement ☐ Random approaches to fostering parent/family involvement and engagement	☐ Series of approaches to cultivate an inviting environment that fosters parent/family engagement to support student learning, e.g.: • Printed and online articulation of parent/ family and school expectations and how parents/families can become involved and collaborate with district and school personnel to consistently support student learning • Printed and online resources about curriculum, instructional strategies, student expectations, etc. to strengthen parent/family understanding and capacity to support student success • Online access to current and future homework and classroom assignments to engage parent/family support in on-time and satisfactory completion by students • Communications between school personnel and parents/families on student's progress and how parents/families can advocate for and support learning at home and in the classroom to ensure achievement • Programs to increase parent/family understanding and skills in support of student learning, e.g. family resource center, workshops and seminars on parenting skills, student learning styles, time management, etc. • Scheduled events and opportunities for parents/families to visit school and classroom and gain insight into teaching and learning processes, e.g., Open Houses, Back-to-School/Meet-the-Teacher Nights, Visitation Days, Family Reading/Math/Science Nights at school • Opportunities for parents/families to provide input into and collaborate with teachers and school staff about student's progress • Opportunities for parents/families to advocate on behalf of district/school to better support delivery of programs and services • Teacher/home visit program to improve trust and relationships between teachers and parents/families • Programs for heightened parent/family involvement for at-risk students	☐ Regular and ongoing input from parents/families on preferred opportunities to be engaged with the district and school in support of student learning ☐ District/school policy and plans about parent/family engagement in student learning that are supported by adequate technology and resources ☐ Comprehensive, integrated and aligned plan for engaging all parents/families to support student learning ☐ Professional development programs for faculty and staff on effective parent/family engagement strategies in support of student learning ☐ Comprehensive and ongoing development and provision of resources to support parent/family engagement in student learning ☐ Sharing of best practices in parent/family engagement internally and benchmarking the same externally to drive improvement ☐ Ongoing feedback and evaluation of parent/family engagement in student learning to foster student success

	• Parent liaison program to facilitate parent/family communication and involvement ☐ Some tracking of parent/family engagement effectiveness	61
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Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Fostering Problem Solving and Resolving Complaints		
☐ Minimal proactive communication with parents/families regarding how and where to direct complaints with onus left largely to parents/families to navigate ☐ Problem-solving and complaint-resolution inconsistent across district and buildings, and varies with individual handling issue ☐ Little or no support provided to faculty and staff on effective customer service strategies	☐ Series of approaches to foster problem solving and resolve complaints, e.g.: • Articulation of where and how parents/families should direct concerns and complaints • Articulation of successive channels for problems and complaints not resolved • Some involvement of parents/families in development of problem solving and complaint resolution approaches • Some tracking of complaints to determine key causes and support corrective actions to improve service • Some follow-up with parents/families following complaint resolution to track and ensure satisfaction ☐ Some professional development for faculty and staff on effective customer service strategies, problem solving and complaint resolution ☐ Some evaluation of problem solving and complaint resolution effectiveness	☐ Comprehensive complaint resolution and problem-solving processes standardized across district and each building based on researched preferences of parents/families ☐ Ongoing involvement from parents/families on preferred problem solving and complaint resolution processes ☐ District/school policy about problem solving and complaint resolution supported by adequate technology and resources ☐ Comprehensive and ongoing professional development for faculty and staff on effective customer service strategies, problem solving and complaint resolution ☐ Comprehensive and ongoing development and provision of resources to support effective customer service strategies, problem solving and complaint resolution ☐ Ongoing feedback and evaluation of customer service strategies, problem solving and complaint resolution to improve parent/family engagement and foster student success

Emerging (1 point)	Established (2 points)	Exemplary (3 points)
Evaluating Communication Effectiveness to Inform Strategy		
☐ Minimal approaches for evaluating communication effectiveness largely reactive in response to problems/issues ☐ Reliance on anecdotal examples or limited sampling, e.g., talking only to friends or those you know, specific constituent group	☐ Series of approaches to evaluate communication effectiveness to inform strategy, e.g.: • Annual or periodic surveys of parents/families on communication effectiveness • Focus groups with parents/families on communication effectiveness and opportunities for improvement • Online forums and suggestion boxes for parents/families to provide input regarding communication effectiveness • Involvement of parents/families on task forces and advisory committees where focus is on communication • Monitoring and tracking of parent/family complaints and concerns regarding communication • Exit interviews with parents/families departing from district on communication effectiveness • Exit polls on finance and bond referenda on communication sources and effectiveness • Periodic communications audits performed by external evaluators	☐ Comprehensive plan for regular and ongoing evaluation of communication effectiveness ☐ Regular review and analysis of communication evaluation results to inform changes and improvements in communication plan and strategies ☐ Tracking of communication effectiveness results with improvement targets and timelines ☐ Regular communication audits performed by external evaluators ☐ Benchmarking with best-in-class performers on parent/family communication effectiveness to improve results

RATE YOUR... PARENT/FAMILY COMMUNICATIONS

1. Enter your “my points” score for each program component in the chart at right. As a reminder, each individual component should get either 1 point (emerging), 2 points (established) or 3 points (exemplary) based on where the majority of your checked boxes fell in the previous charts.
2. Total your points for all program components.
3. Compare your total points to the “overall rating” score range below to assess the current status of your school district’s communication program in this critical function area.

Overall Rating in Critical Function Area

Emerging = 0 - 10 total points
Established = 11 - 19 total points
Exemplary = 20 - 24 total points

Rubric Component

Points
(1, 2 or 3)

Researching and Understanding Parent/Family Needs, Expectations, Opinions, Attitudes, Knowledge Levels	
Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity	
Communicating with Parents/Families on Student Progress/Success	
Communicating Academic Programs and Expectations with Parents/Families	
Supporting Parent-Teacher and Parent-Building Communications	
Fostering Parent/Family Involvement and Engagement to Support Student Learning	
Fostering Problem-Solving and Resolving Complaints	
Evaluating Communication Effectiveness to Inform Strategy	
MAX POINTS OF 24	