## FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIP FUNDAMENTALS

**March 2015**

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

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

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

The federal Elementary and Secondary Education Act defines family engagement[1](#_bookmark0) as: [T]he participation of parents [family] in regular, two- way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

* Parents [family] play an integral role in assisting their child’s learning;
* Parents [family] are encouraged to be actively involved in their child’s education at school; and
* Parents [family] are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child *[Title 1,Section 9101(32), ESEA.]*[2](#_bookmark1)

According to The Dual Capacity Building Framework for Family-School Partnerships released by US Department of Education, April 2014, schools and district across the US are building upon this foundation of Title I parent participation and are now realizing the impact of enhanced effective family and community engagement practice not only on children’s academic outcomes but also on improved school performance and educational reform. [3](#_bookmark2)

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

1. Federal law uses the term “parent involvement.” In keeping with current terminology and trends, “family engagement” is used throughout this document.
2. Department of Education, "Parent Involvement Title I, Part A, Non-regulatory Guidance," (Washington, DC, 2004).
3. Mapp, Karen L., & Kuttner, Paul J. (2014) *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships* Austin, TX: SEDL Available at: <http://www.sedl.org/pubs/framework/FE-Cap-Building.pdf>

### 1

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

There are many ways that parents and families support their children’s learning and development. To name a few, they provide home environments conducive to learning, guide children through complex school systems, advocate when problems arise, and collaborate with educators and community groups to achieve equitable learning opportunities for all students. Yet some families may need additional support to fully realize this potential. The *Fundamentals* are inclusive of all families and the vast range of skills, talents, dynamics, resources, and stories they contribute to this partnership, in coordination with community and school-based contributions. When schools and communities build on family strengths and knowledge and when parents participate in school activities and decision-making about their children’s education, children achieve at higher levels[4](#_bookmark3).

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

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

#### Fundamental 1: Welcoming All Stakeholders Fundamental 2: Communicating Effectively

**Fundamental 3: Supporting the Success of Children and Youth Fundamental 4: Advocating for Each Child and Youth Fundamental 5: Sharing Power and Responsibility Fundamental 6: Partnering with the Community**

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

### 2

#### Fundamental 1: Welcoming All Stakeholders† ††

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

build on each other.

Practices at **Initiating**

and **Progressing**

continue at **Mastering.**

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

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Parents/guardians of English language learners (ELLs) have the right to be notified, in a language they can understand, that their child has been identified as having limited English proficiency,

and to receive information about the program the school will provide and their right to apply for a waiver or to decline the ELL program. For more information about parent/guardian rights and involvement in ELL programs under state and federal law, see http://www.doe.mass.edu/ell/guidance\_laws.html and [http://www2.ed.gov/programs/sfgp/nrgcomp.html#parent.](http://www2.ed.gov/programs/sfgp/nrgcomp.html#parent)

††

Involving parents/guardians in the education of their children to improve student academic achievement is a cornerstone of Title I of the federal No Child Left Behind Act. Detailed information

about parent/guardian involvement and required policies in Title I districts and schools is available at http://www.doe.mass.edu/titlei/parents.html.

#### Fundamental 2: Communicating Effectively

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

build on each other.

Practices at **Initiating**

and **Progressing**

continue at **Mastering.**

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

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Special education state regulation at 603 CMR 28.07(8) requires districts to ensure communications and meetings with parents and students are in simple and commonly understood words in

both English and the primary language of the home, if the primary language is not English. Where parents or students are unable to read in any language or are blind or deaf, communications shall be made orally in English or with the use of a foreign language interpreter, in Braille, in sign language, via TDD, or in writing.

#### Fundamental 3: Supporting the Success of Children and Youth

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

build on each other.

Practices at **Initiating**

and **Progressing**

continue at **Mastering.**

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

†

The Parent and Student Participation principle of the Individuals with Disabilities Education Act (IDEA) reinforces the belief that the education of children with disabilities is made more effective by

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

#### Fundamental 4: Advocating for Each Child and Youth

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

build on each other.

Practices at **Initiating**

and **Progressing**

continue at **Mastering.**

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

†

G.L. c. 71, s. 1C and special education state regulation 603 CMR 28.03(1)(a)(4) require districts to conduct, in cooperation with the special education parent advisory council, at least one

workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws.

††

Federal special education regulations at 34 CFR sections 300.43 and 300.320(b) and state statute G.L. chapter 71B, section 2, require districts to provide transition planning and services to

assist the student with disabilities to transition to community living, employment, and/or postsecondary education. Such planning in Massachusetts begins at age 14 or younger, if appropriate.

*Families, school staff, and community partners have equal access, voice and value in informing, influencing, and creating*

*policies, practices, and programs affecting children, youth and families.*

continue at **Mastering.**

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

†

G.L. c. 71B, s. 3, and special education state regulation 603 CMR 28.07(4), require districts to create a district-wide special education parent advisory council offering membership to all parents

of eligible students and other interested parties.

*Families and school staff collaborate with community partners to connect students and families to expanded learning*

*opportunities and community services in order to support achievement and civic participation.*

continue at **Mastering.**

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

# Massachusetts Family, School, and Community Partnership Fundamentals

## Appendix A:

**Glossary of Terms used in Fundamentals, Indicators and Levels of Implementation**

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

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

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

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

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

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

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