



DATA/RUBRIC TIP: Tabulate for specific roles, groups, or teams.

Multi-Tiered Family, School, and Community Partnering Supports Checklist

Date: _____ Role/Title: _____ Name (Optional): _____

INSTRUCTIONS: These practices are evidence-based, focused on student achievement, and aligned with optimizing the RtI Implementation School Rubric. Please check those you observe in your school community. Use the data in prioritizing action steps.

Universal Tier – All Families/Staff

SCHOOL

- ___ 1. Providing a shared understanding of the evidence and legal base for partnering.
- ___ 2. Creating a welcoming, culturally responsive environment with multiple visiting and volunteering opportunities (home and school).
- ___ 3. Communicating partnering beliefs: (a) *Education is a shared responsibility between home and school;*(b) *Families are equal partners;*(c) *Student success is always the focus.*
- ___ 4. Integrating partnering practices and language into all documents, procedures, teams.
- ___ 5. Ensuring every family uses the school technology - parent portal, email, website.
- ___ 6. Ensuring every family knows the importance of their actions in supporting learning at home: (a) *Frequent and systematic discussions about school;* (2) *Encouraging their children regarding schoolwork;* and (3) *Providing or working with resources to provide supervision, support for homework and after-school time.*
- ___ 7. Sharing the RtI process with all staff and families.
- ___ 8. Providing family education on learning-related topics, based on identified needs.
- ___ 9. Including families in school decision-making, such as on accountability committees.
- ___ 10. Using data systematically to improve and expand family partnering practices.
- ___ 11. Allocating time for a staff person to support personnel and families in partnering.
- ___ 12. Collaborating with community resources.

CLASSROOM

- ___ 1. Contacting every family personally to create ongoing, two-way communication.
- ___ 2. Ensuring each family, including students, understands class and homework expectations, and how everyone will partner if a student struggles.
- ___ 3. Providing information on current learning content, with specific out-of-school coordination strategies and follow-up.
- ___ 4. Asking families what they need to support learning at home and following up.
- ___ 5. Sending progress data regularly to families, with opportunities for discussion.
- ___ 6. Telling students that school and home are working together for their success.

COMMENT: _____

Targeted Tier – SOME Families/Staff

- ___ 1. Designating people and processes to reach out and individually encourage families and staff who may be hesitant or uncomfortable.
- ___ 2. Including families as equal partners throughout the individual RtI problem-solving process, providing information and participation in decision-making.
- ___ 3. Supporting teachers and families in mutually developing and implementing individual student plans such as IEPs, ALPs, FBA/BIPs, and READ.
- ___ 4. Ensuring families understand and participate in the implementation of small group (standard protocol) interventions.

COMMENT: _____

Intensive Tier – A FEW Families/Staff

- ___ 1. Individualizing family-school partnering plans and support when needed.
- ___ 2. Providing school, family and community wraparound when needed.
- ___ 3. Providing conflict resolution support and process when needed.

COMMENT: _____



COMMENTS:

Action Planning

Strengths:

Concerns:

Prioritized Outcomes: