

National PTA Standard	Beginning Stages	In progress	Ideal – Best Practices
WELCOMING ALL FAMILIES	Families feel unwelcomed and intimidated by the school. Relationships are not intentionally fostered. Not all families are part of the effort to partner.	Relationships are in the process of being established with families. Families feel comfortable attending school activities.	Families feel welcomed in the school environment and are active participants in the school. Relationships are fostered, and families feel valued and connected with the school and each other.
COMMUNICATING EFFECTIVELY	Communication is limited to one mode. Information provided to families is infrequent or a one-time effort. Communication is one-way often only from school to home.	Ideas are present for how to communicate with families in multiple ways. Families are encouraged to communicate. Communication occurs frequently.	Communication is open, ongoing, and two-way. Parties are responsive. Plans are in place for communicating frequently with families. Multiple modes of communication are utilized.
SUPPORTING STUDENT SUCCESS	Learning is solely the place of the school. Families are not given information regarding student progress. Families may not be aware of learning activities.	Information is provided to families regarding student progress. Learning activity information is provided to some families.	Families and school continuously collaborate to support students' learning. Information is consistently provided to families on student progress and system level data
SPEAKING UP FOR EVERY CHILD	Families are unaware of their educational rights. Families do not feel comfortable asking questions regarding their students.	Families have an awareness of their rights and responsibilities. Families feel able to advocate for their children.	Families understand the system, how to raise concerns, and their rights and responsibilities. Families are empowered to be advocates for their own and other children.
SHARING POWER	Decision-making is done only by the school(s). Families are absent from any positions of influence or decision-making	Some policies and procedures are the result of partnering. Families are somewhat represented in decision-making positions.	Families and school are equal partners in decisions that affect children. There is shared responsibility for creating policy and practice. Families are fully represented.
COLLABORATING WITH COMMUNITY	There is no coordination between family, school, and community organizations in regards to education.	The school has a place in the greater community. Connections to community resources exist.	Families and school collaborate with community partners to connect students, families, and schools to outside opportunities. Community organizations are an important part of the educational system.