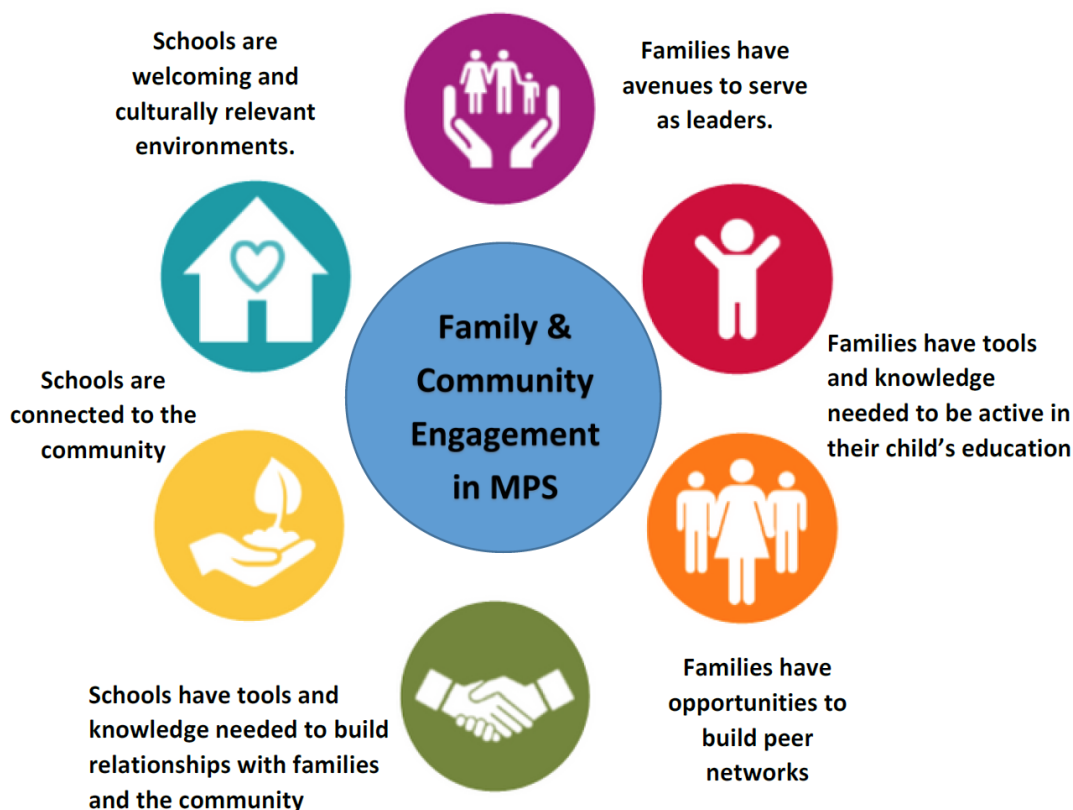


REPORT ON FAMILY AND COMMUNITY ENGAGEMENT

In August, the Milwaukee Board of School Directors was provided a preview of the district's Family and Community Engagement Framework. This framework includes six standards all schools must strive to meet in order to provide a standard of care across the district.

To equitably assist schools in reaching this standard, the district's system of support was refined for the 2017-2018 school year to better prepare schools and respond to their needs around achieving all six standards of family and community engagement.



To support this framework a multi-tiered system of supports has been created by the family and community engagement team. This team is made up of one specialist and seven associates. The tiered system of supports ensures that all schools receive a baseline of assistance, or tier one support. Then, based on identified or expressed need, schools may be provided tier two or three support. Each tier is inclusive of the supports provided in the previous tiers.

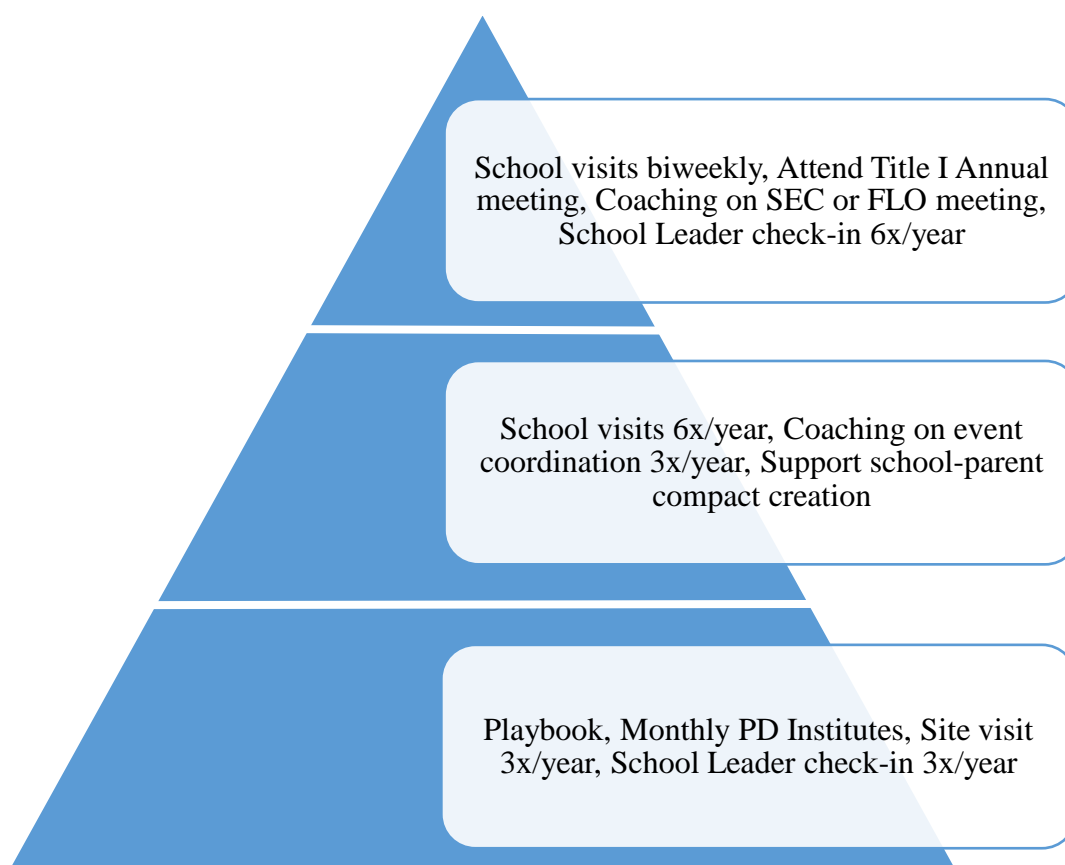
To identify initial tiers, reflections and observations from the 2016-2017 school year were used. Points of consideration included knowledge and skills of the parent coordinator to support the framework standards at their assigned school; buy-in from school staff to the value of family and community engagement; and level of compliance with requirements around family and community engagement.

REPORT ON FAMILY AND COMMUNITY ENGAGEMENT

In order to be most effective in this multi-tiered system of support, a tier review will take place three times annually.

1. Initial tiers set in July based on data and observations from previous school year.
2. Revised tiers will be set in November based on school-parent compact strategies and observations from August through October.
3. Revised tiers will be set again in March based on progress toward school-parent compact strategies and observations from December through February.

Members of the family and community engagement team are each assigned a portfolio of schools. This portfolio distributes schools based on amount of support needed so that team members are assigned the same number of expected hours of support rather than the same number of schools since tier three schools require more time than tier one schools.



The above graphic depicts the types of support provided at each tier. Tier one, which is the foundation of support that all schools receive includes activities such as site visits to the school, check-ins with school leaders, and the monthly professional development institutes parent coordinators are provided. New this year is a Parent Coordinator Playbook that provides an orientation and how-to guide of all the basic requirements of the parent coordinator role.