E-PATH Resource Bank

Purpose: for use by school teams following the completion of the Equitable Family Engagement- Fidelity Tool (EFE-FT) to guide goal development and action planning.

Domain 1 Governance

The equitable opportunity to be involved in school-based decision making.

Action Item/Implementation Components	Resources/Action Steps
G.1 The team gathers information from families.	
More than one method is used to gather information from families (e.g., surveys, focus groups, town hall meetings).	• Establish a data collection calendar that considers time of year and/or other planned school activities. For example, pair survey administration with planned school events to increase response rate. A sample survey dissemination checklist can be found here. • Build data routines with families to increase predictability and participation. Get feedback on convenient locations, formats, platforms, and time of year. Consider using family to support responsiveness efforts. • Focus groups can be held with support by the local Parent Center. A sample focus group protocol can be found here.
The type of information includes perspectives, preferences, and needs.	• The *Feedback and Input Survey Suite* (National Center on PBIS), a set of four surveys for school teams to learn about how students, school personnel, and family members are experiencing the school's behavior support systems to obtain detailed feedback to increase the effectiveness, efficiency, equity, and sustainability of those systems can be found here.
Content includes home-school communication, resource allocation, climate, barriers to engagement.	

	• The *School Climate Survey Suite* (National Center on PBIS), a set of four multidimensional surveys to measure student, teacher, administrator, faculty, and family perceptions of school climate can be found here. • The *Family-School Relationships Survey* (Panorama) provides schools with a clear picture of family attitudes about several key topics including school fit, barriers to engagement, and roles and responsibilities can be found here.
Information is analyzed and disseminated to the school community and relevant partners.	• Qualitative data (e.g., focus group notes and open-ended questions from surveys) are summarized with AI to determine themes and frequently mentioned ideas. • Data from surveys is reported by question and includes response rate by demographic subgroup, highlighted themes, and may include information from other relevant EFE-FT items (e.g., annual goals). A sample data collection and organizational tool can be found here, and an analysis tool can be found here. • Dissemination is done through various modalities (i.e., website, annual report, newsletters, presentation) that match the expressed preferences of families and is accessible (consider suggestions to increase accessibility in item I.1). • A sample checklist to guide annual report creation can be found here.
G.2 The team includes family members. *	
The school leadership team (e.g., PBIS/MTSS Tier 1 team) includes at least two family members	• Recruit family members using multiple modalities such as existing school communication app/website/flyers, school events. A sample flyer from Florida PBIS titled *Families and Communities* can be found here.

	• Consider using existing groups such as the Parent Teacher Association (PTA) and other parent advisory groups. • Recruit from various grade levels and community demographics to ensure that engagement is sustainable.
the members are representative of the school community, including historically underserved and/or under-represented groups	• Disaggregate school data to have a clear picture of local context and identify historically underserved student and family subgroups (e.g., disability status, military connectedness, race/ethnicity). Information on school demographics can be found at the National Center for Educational Statistics (NCES) website, here. • Consider various recruitment strategies that may include the use of community liaisons (see additional strategies in G.1). • A graphic from IDEA Partnership titled *Ensuring relevant Participation Rubric* provides ways to ensure diversity on teams and can be found here.
all parties receive explicit training about the tiered support framework (e.g., PBIS/MTSS) and their contributions to the team.	• Information about PBIS including the essential elements and a tiered approach can be found at the Center on PBIS website, here. Consider using available resources at the Center on Multi-tiered Systems of Support website, here (and other regional/state centers). • Clearly define roles and responsibilities of all team members, including parents. A document describing parent roles on E-PATH teams can be found here. • Self-study or facilitator-lead training resources from the SPAN Parent Advocacy Network titled *Serving on Groups* prepares and empowers families to serve on decision-making groups can be found here. A set of modules from the National Center for Systemic Improvement titled *Leading by Convening* have been

	designed to bring diverse groups together to work collaboratively and can be found here.
G.3 Schools involve families in schoolwide (e.g., tier 1) planning.**	
School leadership teams provide families with structured opportunities to share perspectives and feedback on specific school-wide programming and policies (e.g., school-wide expectations, acknowledgement); feedback is gathered during initial development and ongoing implementation; (i.e., at least annually);	• School teams include communication with families as part of their consensus building process using various modalities (surveys, opportunity to provide feedback at school events, flyers with proposed edits). • Families and community partners have the opportunity to review and provide feedback on existing artifacts (i.e., schoolwide expectations, mission statements, available interventions). An example activity can be found in Appendix D of the Center on PBIS' *Culturally Responsive Field Guide*, here.
co-development opportunities and family input shape decision-making.	• A graphic from IDEA Partnership titled *Partnership: A Hybrid of Top down and Bottom Up* may assist with team norms and agreements and can be found here. • School teams periodically review agreements to evaluate adherence to co-development. An example of a checklist from NJ PBSIS titled *Universal Prevention Team Reflection Checklist* can be found here.
G.4 Classroom educators collaborate effectively with families. ***	
Educators offer on-going opportunities for families to engage in two-way dialogue (using the expressed preferences of families) to share information particular to their child; and develop a shared vision for student success; and	• Educators use multiple methods to gather information from their students' families (e.g., surveys, phone calls, email prompts). • School team facilitates professional learning with specific classroom level practices that foster meaningful engagement. A

	brief guide from the Flamboyan Foundation titled *On-Going Communication: Best Practices* describes key communication components and practical suggestions; it can be found here. • Guidance for making phone calls home, including tips to increase feasibility and tracking data can be found in an Edutopia articled titled, *Why a Positive Phone Call home is Worth the Effort* here. A sample welcome template and family questionnaire can be found in a National Center for Pyramid Model Interventions guide titled, *Teacher's Guide: Relationship Building with families*, here. A script for introductory welcome communication and a *Relationship and Communication Tracker* from the Alaska Family Engagement Center website can be found here. • School team drafts plan to implement consistent practices across all classroom educators. A *Learning Heroes* Family Engagement Study (March 2026) identifies factors that positively impact student outcomes, including leadership's role. The full report can be found here and a 2-page highlights version is here.
co-develop an initial response plan to academic or behavioral concerns (when necessary); and	• School team provides support for educators and families on sharing student data to collaborate on goals and learning plans. A guide from the Delaware Department of Education titled, *Sharing Student Data with Families Fosters Partnerships for Learning* can be found here. • A checklist from NJ PBIS titled, *Try First Strategies* may serve as a purposeful guide to co-develop a response plan, can be found here. • A sample plan from NJ PBIS titled, *Developing a Class of Student Self-regulation Plan* may serve as a purposeful guide to co-developing a response plan can be found here. • A sample tier 3 parent input form can be found here.

a review of sample response plans and fidelity data indicate that methods are used consistently (i.e., in 4 out of 5 samples, or in at least 80% of instances reviewed).	• Established plans can be used to collect fidelity data using various methods including teacher self-reflection and direct observation.
G.5 School teams use data to action plan and write family engagement goals annually.	
Teams assess the school's use of family engagement practices (i.e., fidelity); and	• Teams complete the Equitable Family Engagement Fidelity Tool (EFE-FT) during a baseline phase and then annually. • Teams add these activities to their data collection calendar and designate one team meeting to complete the EFE-FT.
collect and review data from multiple sources related to perception, engagement, and impact of family engagement practices (e.g., climate, feedback and input surveys, focus groups, attendance at school-based events, survey participation, membership on leadership teams and advisory boards); and	• Surveys include demographic items that allow for disaggregation to monitor equitable representation of voice. A sample Post Event Family Survey with optional demographic items can be found here. • Attendance at school-based events is collected in a format (e.g., family/student names) that allows for disaggregation to monitor equitable representation of engagement. • Multiple modalities are used to collect attendance to increase feasibility and accessibility (e.g., QR code, available computers/tablets for sign in, paper copies, translators, community liaisons).
identify priority items to establish goals; and	• Regularly collect and monitor data. A template for data collection and monitoring can be found here. • Use an analysis procedure to create summary statements from multiple data sources to identify strengths and opportunities for growth. A sample procedure and template can be found here.

share this information with families in accessible formats aligned with expressed preference(s).	• Following events and surveys, overall (and de-identified) responsiveness data is shared with families and community partners. • A summary of data (including perception, engagement, and impact), identified priority items, and goals are shared in the team's annual report. A sample Annual Report Template can be found here. • Information is shared using multiple modalities to increase accessibility (e.g., translation services, digital and print, appropriate reading level, purpose explicitly stated and defined).

**Expands on TFI 3.0 Item 1.1 Team Composition to highlight representation and explicit training.*
***Expands TFI 3.0 item 1.16 Family and Community Engagement to include co-development during initial development and ongoing implementation.*
****Expands on TFI 3.0 item 2.3 Screening to include co-development of response actions.*

Access to Information

Equitable opportunities to engage with school-based information including asking questions.

Action Item/Implementation Components	Resources/Action Steps
I.1 Schools communicate effectively with families.	
Communication is in a format that matches the expressed preferences of families (e.g., email, text, communication app).	• School teams use demographic and survey data to identify preferences and communication needs for families (e.g., method, frequency); review responsiveness data (see G.5) to evaluate effectiveness. • Review flyers, documents, presentations, and websites for accessibility using built-in accessibility checkers. Tutorials for
is accessible (i.e., includes translation services or is available in multiple languages; includes accommodations for individuals with disabilities; written at an appropriate reading level)	

	these actions from the General Services Administration website can be found here. • Consider additional actions as indicated by data to promote inclusivity (e.g., non-gender terms, representative of various family structures). A checklist from the Human Rights Campaign titled *Welcoming Schools* can be found here. • Have speaker notes available in multiple languages at school-based events. Use captions feature for presentations.
allows and encourages two-way dialogue (e.g., email or phone number for questions)	• In each communication, specific school personnel are identified as a point of contact, including phone number and email. • Phrases such as, "*We want to hear from you!"* and "*We need your perspective!*" accompany each communication to promote two-way dialogue as an established priority.
a review of a sample indicates that methods are used consistently (e.g., in 4 out of 5 samples or in at least 80% of instances).	• A template is available to guide this review and can be found here.
I.2 The school provides training opportunities for families.	
The school provides various opportunities for families (e.g., training presentations, pamphlets, websites, booth at a school event) to increase understanding of the school's support framework (e.g., PBIS/MTSS); and	• Information about PBIS including the essential elements and a tiered approach can be found at the National Center on PBIS website, here. • A sample PBIS Newsletter can be found here. A PBIS Parent Letter template from the National Center on PBIS can be found here. • A sample back to school/open-house checklist to guide planning can be found here and an orientation process for new students, families and staff can be found here.

	• School team takes inventory of where/when/how framework is presented to families, identifies missed opportunities and plans to address.
tier 2 programming (e.g., academic or behavioral interventions; MTSS; RTI) for families of students participating in tier 2; and	• Information about tier 2 supports can be found at the Center on PBIS website, here. • A guide from the Center on PBIS titled, *Tier 2 School-level Systems Guide* provides Information about characteristics of evidence-based, tier 2 interventions and key features of effective tier 2 systems can be found here. • A sample tiered support flowchart that describes a school's available resource and associate processes can be found here.
tier 3 programming (e.g., functional behavior analysis, wrap-around services, special education) for families of students participating in tier 3; and	• Information about tier 3 supports can be found at the Center on PBIS website, here. • A guide from the Center on PBIS titled, Tier 3 School-level Systems Guide provides information about characteristics of evidence-based tier 3 interventions and key features of effective tier 3 systems and can be found here.
provides training to build leadership capacity, empowerment, and advocacy.	• School team inventories current training and identify gaps that limit effective partnerships with families. • Team members work together to find useful, efficient resources for training family members, school staff, or both. • A self-study, or facilitator-lead training, resource from the SPAN Parent Advocacy Network titled *Serving on Groups* that empowers families to serve on decision-making teams can be found here. A set of modules from the National Center for Systemic Improvement titled *Leading by Convening* have been designed to bring diverse groups together to work collaboratively and can be found here.

	• School team shares information about local Parent Centers to support learning and leadership opportunities for family members. The Center for Parent Information & Resources (CPIR) identifies local parent centers across the U.S on their website here.
I.3 The school provides training opportunities for educators.	
The school provides training opportunities (at least 2 each academic year) for educators to strengthen their understanding of family engagement practices; and	• Information to inform training including the research that supports meaningful family engagement, what it looks like across all tiers, and guides to implementing improved family engagement practices can be found at the Center on PBIS website, here. • A guide to benefits, challenges (logistic, family and educator), and actions team can take to increase engagement from the Center on PBIS titled, *Enhancing Family-School Collaboration with Diverse Families* can be found here. • A rubric from the Flamboyan Foundation titled *Classroom Family Engagement Rubric* describes specific actions and competencies related to Classroom Family Engagement can be found here.
strengthen their implementation of practices; and	
provides an opportunity to give feedback and shape family engagement practices and priority items.	• Create a predictable routine for educator feedback; consider existing structures such as staff meetings and Professional Learning Communities (PLCs). • Share family engagement data summaries with a known data protocol to document educator feedback; report team decisions back to full staff.
I.4 An onboarding system is in place for new families and educators.	

A system exists for welcoming/acclimating families who are new to the school within 1 month of enrollment; and	• A PBIS team member is specifically tasked with identifying new families (or coordinating with school personnel who already serve in this role) to introduce PBIS and review schoolwide operations using accessible formats (e.g., flyers, phone calls, pre-recorded presentations, current and past PBIS newsletters, link to school PBIS website, training and leadership opportunities). • A sample orientation process for new students, families, and educators can be found here. • Information about PBIS including the essential elements and a tiered approach can be found at the Center on PBIS website, here. • A sample PBIS Newsletter can be found here. A template PBIS Parent Letter from the Center on PBIS can be found here.
includes access to previously shared information, opportunities to complete surveys, access to training content, and access to resources; and	
a system exists for sharing family engagement plan and practices with educators who are new to the school within 1 month of hiring.	• A PBIS team member is specifically tasked with identifying new school personnel (or coordinating with school personnel who already serve in this role) to introduce PBIS and review schoolwide operations, resources, educator expectations, and leadership opportunities. • Information about PBIS including the essential elements and a tiered approach can be found at the Center on PBIS website, here.

Active Participation

Equitable opportunities to contribute to school-based functions and responsiveness to school efforts.

Action Item/Implementation Components	Resources/Action Steps
P.1 Familial voice is representative of the school community.	

Schools examine responsiveness data when family perspective and feedback is solicited to determine response rate and representation across family groups (e.g., grade, race/ethnicity, disability, military connected families, multilingual learners, LGBTQIA+, foster care status); and	• Teams familiarize themselves with their schools' demographic data. Use existing, in-district record keeping systems or access demographic data reported to the National Center for Education Statistics School Locator tool, here. • Regularly collect and monitor responsiveness data. A template for data collection and monitoring can be found here. • Use an analysis procedure to create summary statements from multiple data sources to identify strengths and opportunities for growth. A sample procedure and template can be found here. • Review accessibility and inclusivity strategies for communication listed in feature I.1 above.
document and take strategic action to increase response rate and representation for underrepresented groups; and	
the team regularly engages in information sharing with other school-based groups where families serve (e.g., advisory boards, parent-teacher organizations, curriculum committees).	• School team has a standard procedure for sharing information across relevant school and community partners. This could be a system for regularly sharing meeting notes/action plans (e.g., email, shared repository). It may be most effective to designate a team member to facilitate this exchange. • A guide from The Idea Partnership titled, *Leading by Convening – Coalescing Around Issues* may be helpful in identifying relevant teams for larger schools and can be found here.
P.2 Events and opportunities to engage are inclusive and accessible.	
School-based events (e.g., curriculum nights, back-to-school events, resource fairs) are specifically designed to be inclusive of all family groups (e.g., grade, race/ethnicity, disability, military connected families, multilingual learners, LGBTQIA+, foster care status); and	• School teams use demographic and survey data to identify preferences and communication needs for families; review responsiveness data (see G.5) to evaluate effectiveness • Review flyers, documents, presentations, and websites for accessibility using built-in accessibility checkers. Tutorials for these actions can be found on the General Services Administration website, here.

	• Follow best practice for designing inclusive school events. A learning module from the New Jersey Family Engagement Hub titled, *Inclusive School Events* can be found here. • Consider additional actions as indicated by data to promote inclusivity (e.g., non-gendered terms, representative of various family structures). A checklist from the Human Rights Campaign titled *Welcoming Schools* can be found here.
schools examine attendance data to determine representation across family groups; and	• Attendance at school-based events is collected in a format (e.g., family/student names) that allows for disaggregation to monitor equitable representation of engagement. • Multiple modalities are used to collect attendance to increase feasibility and accessibility (e.g., QR code, available computers/tablets for sign in, translators, community liaisons). • A template for data collection and monitoring can be found here.
document and take strategic action to increase attendance rate for underrepresented groups; and	• Use an analysis procedure to create summary statements from multiple data sources to identify strengths and opportunities for growth. A sample procedure and template can be found here.
families have a variety of options for participating in school operations along a continuum of resource contribution (e.g., volunteering time, expertise, services, contributing funds or items).	• Create a volunteer hub/repository that regularly lists volunteer opportunities for families and community members. Consider a website, monthly flyer, or email using accessible and inclusive language (see I.1 above) with an identified point of contact at the school. • When planning an event, consider various opportunities to contribute including monetary donations, buying necessary items, setting up the area, sharing information through social media, decorating, clean-up, greetings at the door, etc.

P.3 School teams proactively support and efficiently respond when families need additional supports.	
A system exists to identify specific needs expressed by a demographic subgroup or individual family requiring more intensive support (e.g., housing or food insecurity, special education due process, transition for military families, access to mental health and crisis support); and	• Create or evaluate existing pathways for families or (school personnel on behalf of a family) to request assistance and share this approach widely, with clear definitions of resources available. This may be through an online portal, by emailing a specific staff member, or completing a written request (consider accessibility and inclusivity strategies identified in I.1).
proactively provide targeted and/or intensive support to identified families; and	• Ensure that a list of local, state, and school-based resources has been created (and maintained). Proactively predict needs (based on anecdotal or survey data) and consider what areas of support may be lacking. • Document when families are connected with these resources and monitor on-going level of need. • Use these data to drive future support acquisition and distribution.
efficiently respond to ongoing needs; and	
actively and regularly collaboration with parent resource centers and community partners.	• Find parent resource centers in your community on the Center for Parent Information and Resources website here. • Reach out to community organizations that support students and families (e.g., town/city youth and family/social services, boys' and girls' clubs, YMCA, after school care providers, mental health agencies, libraries, local businesses, community centers)

Home-Based Application

Equitable opportunities to transfer school-based practices outside of the school setting.

Action Item/Implementation Components	Resources/Action Steps
H.1 The school provides training for families about supporting students at home. *	
The school provides families with accessible training and resources to support the implementation of schoolwide SEB initiatives at home (e.g., PBIS at home matrix, skill practice "homework"); and	• A practice brief from the Center on PBIS titled, *Supporting Families with PBIS at Home* provides recommendations for how families can use PBIS to support social, emotional growth can be found here. • Communicate examples of how to implement universal PBIS practices in the home setting through various formats (e.g., flyers, website, trainings). A sample PBIS at Home Flyer can be found here. Review accessibility and inclusivity strategies listed in I.1 above.
academic skill practice and enrichment activities; and	• Communicate opportunities for skill practice and enrichment using various formats (e.g., flyers, website, email) that meet the accessibility and inclusivity strategies listed in I.1 above.
home-based application of tier 2 and 3 initiatives (e.g., Check-In/Check-Out for out of school time; academic resources; functional-based support for student behavior), where appropriate.	• For families of students receiving intensified supports, training and resources include specific actions that support the implementation of the identified initiatives at home.
H.2 School teams are proactive and responsive to help families support students at home.	
A system is in place for gathering information and feedback about the equitable distribution of resources related to supporting students at home (e.g., knowledge, technology); and	• Include items in existing feedback methods (e.g., surveys, focus groups) to gather information about context-specific resources

schools assess, proactively support, and efficiently respond to these needs; and	needed to support students at home (e.g., reliable internet access, technology support, school supplies). • Develop a system to review, respond, and document these needs (review P.3 for strategies)
schools connect families to out-of-school resources (e.g., Parent Centers, community organizations, state or local resources) when needed.	• Find parent resource centers in your community on the Center for Parent Information and Resources website, here. • Reach out to community organizations that support students and families (e.g., town/city youth and family/social services, boys' and girls' clubs, YMCA, after school care providers, mental health agencies, libraries, local businesses, community centers). A sample resource list from the New Jersey PBSIS website can be found here.
H.3 School teams foster relationship building.	
The school actively facilitates opportunities for families to connect and build relationships with one another (within and across student subgroups); and	• Use data from various feedback methods (e.g., surveys, focus groups) to determine need and preferences. • Consider opportunities for families who share characteristics to gather at booths during school-based events (e.g., military-connected families, families of foster children, families new to the district/country). • Identify a community member who may be connected personally or professionally to a family group to support these initiatives.
these actions are dictated by the expressed needs of families (e.g., creation of affinity groups; logistics); and	
a system is in place for gathering information and feedback about the impact of these efforts.	• Use a survey to gather information about participant perspective, feedback, and engagement impact to drive future planning. A sample survey can be found here.

**Expands on TFI 3.0 item 2.8 Orientation and Training and 3.11 Family and Community Engagement to include home-based application.*