Reflecting on the Standards: Questions for PTA Leaders

Standard 1: Welcome All Families

➢ How has our PTA invited families to be part of our mission and membership?

➢ What are the barriers to families' full participation in PTA activities? What are we doing to remove these barriers?

➢ How do our PTA's family engagement practices honor families' culture, values and identities?

➢ What families and students are underrepresented in our PTA?

➢ How is our PTA learning about and responding to the experience of our families and students, particularly those who have been historically marginalized?

➢ What do families see and experience when they attend a PTA meeting or event? What messages does this send?

➢ What is the role of our PTA in making sure that all families feel like they belong to the school community?

Standard 2: Communicate Effectively

➢ How is our PTA learning about families' communication preferences and adjusting to respond?

➢ How does our PTA engage with families about our advocacy and programs?

➢ What tools, resources and strategies does our PTA use ensure our communication is accessible—in language, style, etc.?

➢ How does our PTA collaborate with the school and district to ensure that translation and interpretation tools and services are available?

➢ How is our PTA collaborating with the school to create engagement plans for times of crisis and/or disruption?

Standard 3: Support Student Success

➢ How well does our PTA programming and advocacy directly connect to student learning and wellbeing?

➢ How is our PTA engaging teachers and educators in designing and implementing programming?

➢ What is the role of our PTA in helping families know about what is being taught and how it is being taught in classrooms?

➢ What is the role of our PTA in helping families and students have exposure to potential pathways for future career and college opportunities?

➢ How is our PTA collaborating with school leadership to ensure:

- Families partner with teachers to help set goals for their child's learning and development
- Families are receiving timely, actionable information about their child's learning and progress
- Families understand what their child is learning and what their child should know and be able to do at the end of each academic unit, and at the end of the school year
- Families are receiving resources or strategies that they can use at home to support their child

Standard 4: Speak Up for Every Child

➢ How does our PTA engage students in assessing the needs and setting priorities for our PTA and school community?

➢ Does our PTA know how our school's students are doing academically, socially, and emotionally across different demographic groups? Do we dedicate resources to support these needs? Do we advocate for the school district to meet these needs?

➢ How does our PTA share information and prepare families so that they can advocate for their child and for all children?

➢ How does our PTA help connect families to school and district decision-makers so that their voice can be heard?

➢ How is our PTA discussing bias in family engagement practices in our PTA and school community? What efforts are we taking to confront and eliminate bias?

Standard 5: Share Power

➢ How is our PTA recruiting and supporting new people to have leadership roles in PTA?

➢ How is our PTA gathering families' input and ensuring that it is representative of the school community?

➢ How transparent is our PTA and how do we circle back with families to communicate how their input was used?

➢ How does our PTA engage all students and families that represent the diversity of our school in the decision-making processes of the PTA and school community?

➢ How is our PTA creating an inclusive environment for families, students and staff where diverse viewpoints and perspectives are respected and encouraged?

➢ How does our PTA address conflicting opinions regarding our school community?

Standard 6: Collaborate with Community

➢ How well does our PTA and school leadership understand our different roles supporting the school community?

➢ Who are the partners in our community whose work is aligned with our PTA's and school's priorities for student success?

➢ What is our PTA doing to build relationships with these community organizations?

➢ How is our PTA encouraging our school to be a hub of the community?

➢ How is our PTA immersing ourselves in the broader community and reducing barriers between the community and school?