

BEST PRACTICES IN PROMOTING

VISION FOR SCHOOL, FAMILY AND COMMUNITY PARTNERSHIP

ASSESSMENT RUBRICS

Criteria	0	1	2	3	4	5
Vision	The school has no vision statement on School, Family, and Community Partnership.	The vision statement of the school does not reflect promotion of School, and Family, Community Partnership. comprehensively.	The school has a well defined vision which comprehensively reflects promotion of School, Family, and Community Partnership.	Well defined vision which comprehensively reflects promotion of School, Family, and Community Partnership but efforts need to be done for its improvement and continuation of the work.	An excellent vision which comprehensively reflects promotion of School, Family, and Community Partnership. Efforts are being made to improve Family, Community & School Partnership but it still needs to reach the entire community & parents.	An outstanding and remarkable vision which comprehensively reflects promotion of School, Family, and Community Partnership. Continued efforts along with significant results are being achieved by the school.
Policy	The school has no policy for promotion of School, Family, and Community Partnership.	The school has a policy for promotion of School, Family, and Community Partnership, but without SOP	The school has a policy for promotion of School, Family, and Community Partnership with well defined Standard Operating Procedures(SOP)	A well defined policy for promotion of School, Family, and Community Partnership and with Standard Operating Procedures (SOP) but it is not so clear on account of lack of sufficient details.	An excellent policy for the promotion of School, Family, and Community Partnership and with Standard Operating Procedures(SOP) along with relevant details are present.	An outstanding policy for the promotion of School, Family, and Community Partnership and with Standard Operating Procedures(SOP), with sufficient details are present, which is reflected in mission of the school as well.
Annual Calendar Plan	There is no Annual Calendar Plan	The ACP exists but there is no reflection of School, Family, and	The ACP reflects School, Family, and Community	The allocation of the needed space for promotion of School,	The ACP clearly reflects the process of actualising the School, Family, and	There is allocation of time and distribution of activities in ACP and also in the time

	(ACP)	Community Partnership programmes/initiatives.	Partnership, but the allocated space in it is very limited.	Family, and Community Partnership is reflected in the ACP. However, the process of actualising it is not so clear on account of lack of sufficient details.	Community Partnership But the process of documentation on transaction and assessment is not clearly reflected.	table. The process of involvement of stakeholders is mentioned. The strategies to realise these objectives. have been reflected. The documentation on transaction & assessment practices is mentioned.
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Inclusivity	The school has not taken care of the need to ensure inclusivity either in the vision or policy document or in ACP & the time table and transaction strategies	The school is aware critically of the inclusivity, as it is reflected in the Vision/Policy documents, but the process of its actualisation through School, Family and Community Partnership has neither been worked out nor reflected in the concerned activities.	The School has plans to promote the appreciation of the need to realise inclusivity through School, Family and Community Partnership, but it does not reflect in the process and modality for actualisation of this objective.	The plan reflects the strategy and detailed process of promotion of inclusivity in its totality through School, Family and Community Partnership, School, Family and Community Partnership but the efforts to organise activities focused on this objective have been made once in a while as an event and not on regular intervals.	The activities for the promotion of inclusivity through School, Family and Community Partnership have been organised and the participation of all stakeholders has been ensured, but the activities have not focused on inclusivity in its totality, i.e. differently-abled, gender, socially disadvantaged groups and also such activities have not aimed at developing needed abilities and skills that may enable all to realise the objectives of inclusivity.	Well planned activities for the promotion of focused on inclusivity in its totality, related to, differently-abled gender and socially disadvantaged groups through School, Family and Community Partnership have been organised as per the plan. All the stakeholders, students, teachers, members of the management and the community including parents and alumni have participated in those activities. Also those activities have focused not only on development of awareness about inclusivity, but also on developing needed abilities and skills that may enable all to realise inclusivity not only in the school but also in the community.
ACTITIES	The Activities in the Plan of the school do not reflect promotion of the School, Family and Community Partnership.	The Plan of the school includes Activities on the promotion of the School, Family and Community Partnership, but does not specify the procedure of conducting such activities.	The Plan mentions the way of the participation of parents and other members of community in the activities to be converted into practice, but has not organised any such activity.	The activity(ies) involving parents & other members of the community have been organised, but as a event which is not well thought of in terms of its significance and it is being organized only on one or two occasions.	The activity(ies) involving parents & other members of the community have been organised on more than one occasion and efforts have been made to ensure the participation of reasonable number of parents and other members of community, but attempt has been made to create interest in the School, Family and Community Partnership.	The activity(ies) involving parents & other members of the community have been organised on at least three or four occasions in an academic year and efforts have been made to ensure the participation of reasonable number of parents and other members of community, with the required focus on the development interest in them related to the School, Family and Community Partnership.

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Infrastructure	The school does not have adequate infrastructure to organise activities for promotion of School, Family and Community Partnership.	The school has adequate infrastructure but not sufficient to organise activities for promotion of School, Family and Community Partnership.	The school has infrastructure, but those are suitable for activities involving only a few of the target groups.	In spite of adequate infrastructure, the school has not made efforts to arrange its availability in the community, and hence it has organised only few activities, for limited number of parents and members of the community	Although the adequate infrastructure is not available in the school, it has arranged such infrastructure in the neighbourhood/in the community, but that infrastructure has not been sufficient to organise activities focused on attaining all the objectives of School, Family and Community Partnership and has not received positive feedback from parents and members of the community	The school has adequate infrastructure and utilised it fully to organise activities focused on attaining the objectives of School, Family and Community Partnership School, Family and Community Partnership. Also, the School has been able to arrange such infrastructure, whenever needed and organised the activities successfully. It has also received positive feedback from parents and members of the community on the activities that have been organised to promote School, Family and Community Partnership.
Human Resources	The school does not have human resources to organise activities for promotion of School, Family and Community Partnership.	The school has only limited number of human resources to organise activities for promotion of School, Family and Community Partnership.	The school does have human resources, but none of them are appropriately oriented to organise such activities.	The school does have human resource, but only a few of them are appropriately oriented to organise activities for promotion of School, Family and Community Partnership.	The school does have well oriented human resources, but all of them have not been fully employed to organise the activities.	The school does have well oriented appropriately oriented human resource, and all of them have been fully employed to organise activities which have been organised at desirable intervals for promotion of School, Family and Community Partnership. They have also procured the feedback from the target groups.

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Innovative Practices	The school has not evolved any innovative practices for promotion of School, Family and Community Partnership for promotion of School, Family and Community Partnership.	The school has evolved a few innovative practices, but during the try out phase only a few of them have been found to be effective. And hence, could not be made as an integral part in full swing.	The school has evolved a number of innovative practices that have been found effective during the try out phase, for promotion of School, Family and Community Partnership, but none of those have not been organised on a larger scale.	The school has evolved a number of tried out innovative practices out but only a few of those, for a limited groups of target groups could be adopted while organising activities for promotion of School, Family and Community Partnership.	The school has evolved a number of innovative practices, that were found to be effective during try out and all of those were adopted effectively while organising activities for promotion of school community partnership on different occasions, but all the participants could not observe those practices effectively, may be owing to the limitations in those practices	The school has evolved a number of innovative practices, that were found to be effective during try out and all of those were adopted effectively while organising activities for promotion of School, Family and Community Partnership on different occasions and all the participants observed those practices effectively. The feedback received has been encouraging.
Safety & Security	The school does not have adequate measures for ensuring safety and security, while organising activities for promotion of School, Family and Community Partnership.	The school is aware of the need to ensure safety and security, but has not made it a part of the Plan for organising activities to promote School, Family and Community Partnership.	The school has made safety and security a part of its plan for organising activities partnership, but has not planned necessary steps to ensure safety and security of all those who would participate in such activities.	The school has included safety and security measures to be taken a part of its plan for organising such activities, but has not appropriately oriented and assigned specific duties to its staff to ensure safety and security of all those who would participate in such activities.	The school has included safety and security measures to be taken in its plan for organising activities to promote school community partnership and also oriented and assigned specific duties to its staff, but the needed procedures to ensure safety and security of all those who would participate in such activities could not be followed in all the activities.	The school has clearly articulated safety and security measures to be taken in its plan for organising activities to promote School, Family and Community Partnership and also oriented and assigned specific duties to its staff to ensure safety and security of all those who would participate in such activities. The school has also ensured that these were followed during the organisation of all the activities.

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Stakeholders	The school has not envisaged any activity for the participation of all the stakeholders for promotion of School, Family and Community Partnership.	The school has organised some activities in which some stakeholders, particularly parents have been involved, but in those only the academic achievement of students or the need to promote so-called discipline in the school, but not on the promotion of School, Family and Community Partnership.	The school has organised some activities on the promotion of School, Family and Community Partnership, involving most of the stakeholders, but not all.	The school has involved all the stakeholders in activities organised for promoting School, Family and Community Partnership, but the activities have focused on a limited number of objectives.	The school has involved all the stakeholders in activities organised for promotion of School, Family and Community Partnership, and the activities have focused on most of the objectives, but the feedback of the participants has not been procured.	The school has involved all the stakeholders in activities organised for promotion of School, Family and Community Partnership and the activities have focused on all the objectives. The school has also received feedback from all the stakeholders, acknowledging the significance of such activities.
Indigenous Activities relevant to School Community Partnership	The school has not organised any activity especially the self-designed, for the promotion of School, Family and Community Partnership.	The school has organised some indigenous activities for promoting School, Family and Community Partnership sporadically, but has not considered it important to organise certain activities that may be popular in the concerned community.	The school has organised some indigenous activities sporadically, but without considering the appropriateness of such activities for the promotion of School, Family and Community Partnership.	The school has organised some indigenous activities that it considered appropriate for the promotion of School, Family and Community Partnership, but only some of the stakeholders could participate.	The school has organised many indigenous activities and also considered the appropriateness of such activities but those activities could not focus on the major objectives of School, Family and Community Partnership.	The school meticulously selected the indigenous activities that were appropriate and had the potential for attaining the objectives of promoting School, Family and Community Partnership. It organised those activities in which all the categories of stakeholders of that particular community participated and enjoyed. The school also obtained the feedback from the stakeholders.

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Leadership	The Principal does not give much significance to promote School, Family and Community Partnership and focuses only on teaching and discipline in the school.	The Principal appreciates the significance of promoting School, Family and Community Partnership, but could not make it a part of vision and policy and hence of the ACP and time table of the school.	The Principal reflected the promotion of School, Family and Community Partnership in the vision, the policy and the annual calendar plan of the school, but could not make efforts to organise any activity in this regard.	The Principal reflected the promotion of School, Family and Community Partnership, in the vision, the policy and the annual calendar plan of the school, and prepared a specific plan to organise activities aimed at attaining all the objectives, but did not consider it important to orient human resources for effective organisation of activities.	The Principal reflected the promotion of School, Family and Community Partnership in the vision, the policy and the annual calendar plan of the school, prepared a specific plan to organise activities aimed at attaining all the objectives, facilitated needed orientation of human resources for effective organisation of activities, made efforts to ensure safety and security and also to arrange needed infrastructure, but could not ensure that certain indigenous activities are selected and organised'	The Principal reflected the promotion of School, Family and Community Partnership in the vision, the policy and the annual calendar plan of the school, prepared a specific plan to organise activities aimed at attaining all the objectives, facilitated needed orientation of human resources and availability needed infrastructure for effective organisation of activities. She/He also made efforts to ensure safety and security and also that activities focus on all the elements, including those related to the observance of provisions in POCSO and Juvenile Justice Acts. She/He ensured that certain suitable indigenous activities are also organised and made all efforts to ensure the participation of maximum number of stakeholders. She/He encouraged and also contributed to the development of innovative practices and pursuance of those practices by concerned stakeholders. She/He made it an essential part of all the activities to get feedback of the participants and improve the quality of activities based on it.

Note: Please attach related documentations in respect of each of the above criteria