

**Family Engagement Project**

**Family Engagement Implementation Checklist**

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| **A. About You** |

\*1. What is your district?

\*2. What is your school:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*3. What is your role?

1 School Team 2 External Observer 3 Other (Please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

\*4. What is your email address?

***(Note: Your email address is collected for online tracking purposes only. Your responses will be confidential.)***

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| **B. Ratings** |

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| **Standard 1 – Welcoming All Families** | **No** | **Somewhat** | **Yes** |
| 1. There are friendly signs inside and outside of the school to welcome families and visitors. | 0 | 1 | 2 |
| 1. There are signs inside and outside of the school which indicate how to navigate the building. | 0 | 1 | 2 |
| 1. The school has standards of welcoming behavior that apply to all staff. | 0 | 1 | 2 |
| 1. The front office staff acknowledges and greets all visitors in a friendly, courteous way. | 0 | 1 | 2 |
| 1. The front office staff is helpful to families | 0 | 1 | 2 |
| 1. School activities and events honor the various cultures in the school. | 0 | 1 | 2 |
| 1. School activities and events are planned with families and respond to their interests | 0 | 1 | 2 |
| 1. Printed material is provided in the languages of the families. | 0 | 1 | 2 |
| 1. School-parent/family committee membership reflects the entire school community. | 0 | 1 | 2 |
| 1. The school provides multiple ways for families to be involved at the school. | 0 | 1 | 2 |
| 1. School events are scheduled at different times of the day or evening so that all families can attend some activities. | 0 | 1 | 2 |
| 1. Family members are encouraged to volunteer at the school. | 0 | 1 | 2 |
| 1. New students and their families are officially welcomed by the school in publications. | 0 | 1 | 2 |

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| **Standard 2 – Communicating Effectively** | **No** | **Somewhat** | **Yes** |
| 1. Families have the phone numbers and/or email addresses of the school, principal, teachers, and counselors. | 0 | 1 | 2 |
| 1. The school communicates with families in multiple ways (e.g., in-person, email, phone, website, handbook, newsletters, PowerSchool). | 0 | 1 | 2 |
| 1. Families can contact teachers in person or through email, notes, or phone. | 0 | 1 | 2 |
| 1. When families contact the school, they receive a timely response. | 0 | 1 | 2 |
| 1. The school keeps families informed of upcoming events in a variety of ways, including regular print, automated phone messages, and e-mail. | 0 | 1 | 2 |
| 1. Teachers and families have frequent opportunities to meet face-to-face and get to know each other. | 0 | 1 | 2 |
| 1. Teachers or advisors make personal contact with each family at least once a month. | 0 | 1 | 2 |
| 1. School staff meets families outside of the school’s formal setting (e.g., home visit, a student’s sporting event). | 0 | 1 | 2 |
| 1. Teachers send home positive messages about students on a regular basis. | 0 | 1 | 2 |
| 1. Print communications are accessible to all and in the languages of the families served. | 0 | 1 | 2 |

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| **Standard 3 – Supporting Student Success** | **No** | **Somewhat** | **Yes** |
| 1. Student work is posted in school hallways. | 0 | 1 | 2 |
| 1. Exhibits of student work show high-level performance at different grade levels. | 0 | 1 | 2 |
| 1. Families can observe their children in the classroom. | 0 | 1 | 2 |
| 1. At parent-teacher conferences, students are present and discuss the quality of their work. | 0 | 1 | 2 |
| 1. Families are provided with information on child or adolescent development. | 0 | 1 | 2 |
| 1. Families are provided with information on developing home conditions that support learning. | 0 | 1 | 2 |
| 1. The school lends books, audiotapes, and videotapes/DVDs on parenting to families. | 0 | 1 | 2 |
| 1. The school provides formal conferences with every family at least once a year. | 0 | 1 | 2 |
| 1. The school provides information about report cards and how grades are earned. | 0 | 1 | 2 |
| 1. The school provides information about state tests and student/school results. | 0 | 1 | 2 |
| 1. Teachers send home folders of student work at least monthly for family member review and comments. | 0 | 1 | 2 |
| 1. Teachers keep families informed about how their student is doing in school. | 0 | 1 | 2 |
| 1. School-wide student achievement data are shared with families. | 0 | 1 | 2 |
| 1. The school offers workshops and/or other information sessions that help families understand how children learn and how they are being taught. | 0 | 1 | 2 |

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| **Standard 4 – Speaking Up for Every Child** | **No** | **Somewhat** | **Yes** |
| 1. PTA/parent group distributes written materials about parent involvement mandates in state and federal programs, such as the Individuals with Disabilities Act (IDEA). | 0 | 1 | 2 |
| 1. Meetings at school and in the community help families better understand students’ options for extra academic support or enrichment. | 0 | 1 | 2 |
| 1. The PTA/parent group invites district staff to talk about parent rights and responsibilities under state and federal laws. | 0 | 1 | 2 |
| 1. The school has a clear, written procedure for resolving concerns or problems. | 0 | 1 | 2 |
| 1. The PTA/parent group provides information to all parents on how to resolve problems at school. | 0 | 1 | 2 |
| 1. The PTA/parent group collects and disseminates useful information on how to be an effective advocate for student success. | 0 | 1 | 2 |
| 1. Transition programs are available to help prepare students for the next grade level or school. | 0 | 1 | 2 |
| 1. PTA/parent group leaders help families learn about political issues affecting education. | 0 | 1 | 2 |

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| **Standard 5 – Sharing Power** | **No** | **Somewhat** | **Yes** |
| 1. Families are offered a variety of ways to give feedback to the school. | 0 | 1 | 2 |
| 1. Families are asked for their ideas about how to improve achievement. | 0 | 1 | 2 |
| 1. Families are valued and respected for their input. | 0 | 1 | 2 |
| 1. The school informs families about issues or proposed changes and gives them an opportunity to respond. | 0 | 1 | 2 |
| 1. The school has an active PTA, PTO, or other parent/family organization. | 0 | 1 | 2 |
| 1. Families are surveyed to determine their needs and how they want to be involved. | 0 | 1 | 2 |
| 1. Teachers encourage families to participate in shared decision making. | 0 | 1 | 2 |
| 1. PTA/parent group leaders reach out to parents with diverse backgrounds and invite them to become involved in the PTA/parent group. | 0 | 1 | 2 |

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| **Standard 6 – Collaborating with Community** | **No** | **Somewhat** | **Yes** |
| 1. The school provides a resource directory for families and students with information on community agencies, programs, and services. | 0 | 1 | 2 |
| 1. The school provides information on community activities that link to learning skills and talents (e.g., summer programs for students). | 0 | 1 | 2 |
| 1. Families are linked to support services and resources in the community. | 0 | 1 | 2 |
| 1. The school invites community leaders to be involved in the school. | 0 | 1 | 2 |
| 1. School staff collaborates with community-based after-school programs and exchange ideas and information. | 0 | 1 | 2 |
| 1. School staff shares curriculum, textbooks, assignments, and learning materials with community after-school programs. | 0 | 1 | 2 |