

Districts/School

Map Your School's Parent – Teacher Contacts

A. Teachers, counselors, or advisors are expected to communicate with families:

- When there is a problem (1)
- At parent – teacher conferences (2)
- At least once a month if the student is struggling (3)
- At least once a month with every family (4)
- Other _____

B. School – family communications tend to focus on:

- Student problems and misbehavior (1)
- General news about the class (2)
- Progress in specific problem areas (3)
- Overall student progress (4)
- Other _____

C. When do parents and teachers have face-to-face contact (besides parent – teacher conferences)?

- Some teachers attend PTA meetings and other events for families (1)
- All teachers attend at least one family-oriented activity each semester (2)
- Teachers greet families before and after school (3)
- Teachers routinely meet one-on-one or in small groups with families (4)
- Other _____

D. How often do teachers send home materials that will help parents work with their children, such as learning kits or interactive homework assignments?

- Rarely (1)
- Maybe once a month (2)
- It varies by teacher (3)
- Every week (4)
- Other _____

E. How is student work shared with parents?

- Our school displays the work of top students only (1)
- Parents can come to school and see work on the bulletin boards (2)
- Teachers send home student work about once a month (3)
- Student work goes home every week; parents and teachers comment on progress (4)
- Other _____

Add up your score. Give yourself a point of extra credit for each “other” response that moves your school toward open communications with families. The higher the number, the more communications with families are open and trusting. If your score is 10 or below, develop a plan to open up communication with families.

How Family – Friendly is Your School?

Welcoming Environment

1. Friendly signs inside and out welcome families and visitors and explain how to get around the building.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
2. The school has standards of welcoming behavior that apply to all staff, including bus drivers, security guards, custodians and cafeteria workers.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
3. Front office staff are friendly – recognize visitors right away, provide information easily, and answer the phone in a way that makes people glad they have called.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
4. There is a comfortable family resource room stocked with books, games, and educational information that families can borrow and where parents can meet.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Programs and Activities to Engage Families in Improving Student Achievement

5. Current student work is displayed throughout the building. Exhibits clearly explain the purpose of the work and the high standards it is to meet.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
6. All programs and activities for families focus on student achievement – they help families understand what their children are learning and promote high standards.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
7. Special workshops, learning kits, and other activities show families how to help their children at home – and respond to what families say they want to know about.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
8. The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Strong Relationships Between Teachers and Families

9. A “joining process” welcomes families to the school, offers tours, makes bilingual speakers available, and introduces them to staff and other families.

Already doing this *Could do this easily* *This will take time* *This will be hard*

10. Teachers and families have frequent opportunities to meet face-to-face and get to know each other-class meetings, breakfasts, home visits, class observations.

Already doing this *Could do this easily* *This will take time* *This will be hard*

11. Teachers or advisors make personal contact with each family at least once a month.

Already doing this *Could do this easily* *This will take time* *This will be hard*

12. A family liaison helps teachers connect to families and bridge barriers of language and culture.

Already doing this *Could do this easily* *This will take time* *This will be hard*

Developing Families’ Self-Confidence and Power

13. Families are involved in planning how they would like to be involved at the school.

Already doing this *Could do this easily* *This will take time* *This will be hard*

14. School committees and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.

Already doing this *Could do this easily* *This will take time* *This will be hard*

15. The school is open and accessible-it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues or concerns.

Already doing this *Could do this easily* *This will take time* *This will be hard*

16. Parents develop school improvement projects and do action research-survey other families, observe in classrooms, review materials, and visit other schools and programs.

Already doing this *Could do this easily* *This will take time* *This will be hard*

Programs and Activities to Engage Families in Improving Student Achievement

17. Families learn how the school system works and how to be an effective advocate for their child.

Already doing this *Could do this easily* *This will take time* *This will be hard*

18. Teachers learn about effective approaches to working with families of diverse cultural backgrounds.

Already doing this *Could do this easily* *This will take time* *This will be hard*

19. Families and staff have opportunities to learn together how to collaborate to improve student achievement.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

20. The school reaches out to identify and draw in local community resources that can assist staff and families.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Which areas are you doing well in? Which ones will need more work?

How are parents involved in making the school open, welcoming, and collaborative?

What are your concerns?

Reflection: What steps could you take to help your school become more family-friendly?

Right away:

Over the long term:

How Closely Is Your School's Parent Involvement Program Linked to Student Learning?

Learning What Students Are Doing in Class

1. Student work is posted in school hallways and in public places in the community and is rotated often.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
2. Exhibits of student work show how to recognize high-level work at different grade levels. The assignments are challenging and the student work is not all the same.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
3. Families can regularly observe in the classroom and/or see teaching demonstrations.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
4. At parent-teacher conferences, students are present and discuss the quality of their work.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Informative School Communications

5. Articles in the school newsletter and on the website discuss what students are doing in class and include tips on helping at home.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
6. A regular feature describes interesting approaches that teachers are using in class.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
7. The articles use data about the school, such as attendance rates and test results, and describe how the school is working to make improvements.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
8. The school offers regular workshops and other information sessions that help families understand how children learn and are being taught. The topics are suggested by families.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
9. Families regularly receive information and materials to help their children at home
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Using Student Achievement Data to Design Programs

10. Programs and activities for families are focused on skills and subjects that students need to strengthen.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
11. Student achievement data are shared with families in ways that solicit their ideas about how to improve achievement.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
12. School staff and parents collaborate to collect other data about learning opportunities for students, such as community programs and resources.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Collaborating with Community Learning Programs

13. School staff collaborate with community-based after-school programs and exchange ideas and information with program staff.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
14. School shares curriculum, textbooks, assignments, and learning materials with community after-school programs.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
15. After-school program staff can attend professional development at school. Staff development is also open to parents
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
16. Parents develop school improvement projects and do action research-survey other families, observe in classrooms, review materials, and visit other schools and programs.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Which areas do you want to focus on first?

How are parents and the parent organization involved in linking family involvement activities and programs to improving student achievement?

What are your concerns?

Reflection: What steps could you take to help your programs be better linked to learning?

Right away:

Over the long term:

How Well is Your School Bridging Racial, Class, and Cultural Differences?

Promoting Understanding of Different Cultures

1. The school's racial and cultural diversity is recognized and open discussed in a constructive way at parent group and faculty meetings, school council meetings, and discussion groups that include staff and families.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
2. The school's curriculum reflects cultures of families, and there are books and materials about families' cultures in classrooms and the library/media center.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
3. Families' cultural traditions, values, and practices are discussed in class.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
4. Activities and events honor all the cultures in the school.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Recognizing and Addressing Class and Language Differences

5. The PTA/PTO is not dominated by any one group of parents, and its officers reflect the school's diversity.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
6. Extra efforts are made to recruit and welcome all families, and families of all backgrounds are involved at the school.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
7. School activities and events are planned with parents and respond to their interests.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
8. Interpreters are available for all meetings and events, and report cards, newsletters, signs, and other communications are translated into the school's major languages.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
9. English-speaking staff and families make an effort to mix with families who speak other languages.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Addressing Issues of Race and Racism

10. School staff and families use books and stories about different groups' experiences, including African Americans, to stimulate discussions about their own backgrounds and values.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
11. Teachers and other staff use "teachable moments" and stories from local media to comment on and discuss racially motivated incidents.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
12. Professional development for staff explores negative attitudes, practices and expectations for students of color, and aims to create high standards, rigorous practice, and increased expectations for all students.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Welcoming and Respecting All Families

13. Parents and teachers are surveyed about school climate, and school staff and parent group leaders follow up on the results.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
14. The school has a system for helping staff and students learn how to pronounce all students' first and last names correctly.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
15. Front office staff are warm and welcoming to all families and visitors and compliment family members on their contributions.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Which areas are you doing well in? Which ones do you want to focus on improving first?

How are parents and the parent organization involved in addressing differences?

What are your concerns?

Reflection: What steps could you take to address differences of culture, race, and class?

Right away:

Over the long term:

How Well Does Your School Support Parents as Advocates?

Promoting Understanding of Different Cultures

1. The school handbook and website show how the school is organized and provide information for contacting school staff.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
2. All families get information about academic and after-school programs for students and how to apply for them.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
3. There is a clear written process for resolving complaints or problems, and all families know how to use it.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Conferring with Teachers

4. Teachers contact each family at least once a month with an update on their child and send graded student work home for review once a week.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
5. Parents can easily contact teachers and other staff with information and questions about their children.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
6. If your school is a middle or high school, each family knows an adult in the school they can contact about their child.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Supporting Advocacy

7. At workshops and other information sessions, parents learn how to ask the right questions about their children's progress and placement.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
8. The school confers with families about which program is best for their children and gives them the information they need to make the best choice.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
9. The school actively recruits students for gifted and advanced programs and works with families to explain the program and obtain their support.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

10. Parents are part of the decision-making process about student placement in these programs.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

11. Counselors and teachers refer families to education and recreation programs in the community that can help their children.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Transition Programs

12. The school makes personal contact with all new families before the school year begins.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

13. Teachers and students visit preschool programs and feeder schools to talk about the school and answer questions.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

14. Special events for students and families welcome them to the school, give them a tour of the building, and connect them to “buddies” or mentors.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Planning for the Future

15. If your school is an elementary school, school staff ask families about their goals for their children and discusses how the school can prepare for that future.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

16. If your school is a middle school, all sixth-grade parents get information about what courses are required for college or other postsecondary education and what students should take in middle school to qualify for those courses in high school.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

17. If your school is a high school, all ninth-grade families get a college or career planning handbook that contains an individual graduation plan and explains all the steps for applying to college. It also lists what courses are required for college admission.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Which areas are you doing well in? Which ones do will need more work?

How are parents involved in your school to promote constructive advocacy?

What are your concerns?

Reflection: What steps could you take to develop a program to support parents as advocates?

Right away:

Over the long term:

How Well Is Your School Sharing Power and Practicing Democracy?

Consulting Families About Decisions

1. The school has governance council that has a voice in all major decisions and that includes parent representatives elected by a broad base of parents.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
2. Parents and community members sit on the principal selection committee.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
3. The school does an annual survey of parents to get their ideas about programs and policies. The survey is co-designed and tallied by parents.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Building a Strong, Broad-Based Parent Organization

4. The parent group is focused on improving achievement for all students.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
5. Surveys and focus groups are some of the ways that the parent association reaches out to families, builds its membership, and draws out their ideas and concerns.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
6. The PTA or parent organization invites the principal to report on student academic performance, review the school's scores on the state test, and describe how the school plans to improve.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Supporting Advocacy

7. Families can learn how to vote and get a voter registration form in the school office.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
8. The school or parent group invites candidates for office to speak at the school and actively encourages and prepares parents to bring up their issues or concerns.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
9. Parent Leadership and other training is offered, either by the school or by community groups in collaboration with the school.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Drawing on Community Resources

10. The school works closely with local public libraries and takes families on field trips to get library cards and borrow books and media.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

11. A family resource center, school social worker, and/or other staff help families make connections to social services such as a food bank, a medical clinic, or housing assistance.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

12. The school taps local businesses and community institutions for technical services, job opportunities for families and students, reduced fees, tutoring and mentoring, and training.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Collaborating with Community Organizers

13. Teachers and parents work with community organizers to research solutions to problems that families and students face, such as bullying, traffic hazards, and gang activity.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

14. The school hosts “accountability sessions” with local elected officials, so that families can raise their concerns about public services, such as street lights, community policing, drug trafficking, or poor trash collection.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

15. If community organizers raise issues like class size, teacher qualifications, achievement gaps, and crumbling facilities, the school is willing to work with them to make improvements. If community organizers have not approached the school, the school reaches out to them.

- Already doing this* *Could do this easily* *This will take time* *This will be hard*

In which areas are you doing well? Which ones will need more work?

In what ways does your school share power with parents and build their social and political connections?

What are your concerns?

Reflection: What steps could you take to make your school a laboratory of democracy?

Right away:

Over the long term:

How Well Does Your District Support Family and Community Engagement?

Family Engagement Policy

1. The district has a strong policy that sets standards for what partnerships in schools should include and lays out a process for making sure that schools meet the standards.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
2. Parent involvement is clearly defined and means more than parents' being their children's "first teachers."
 Already doing this *Could do this easily* *This will take time* *This will be hard*
3. The policy commits the district to offer certain programs and opportunities for families, staff, and community members.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
4. Parents have the right to observe in classrooms, attend faculty meetings, and take part in professional development.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

High – Level Leadership

5. The director of family and community engagement is an assistant or deputy superintendent and reports directly to the superintendent.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
6. The director's staff are full-time and can cover all schools in the district. They have the skills to offer professional development to schools on engaging families effectively.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
7. Principals are required to have credentials and experience in engaging diverse families.
 Already doing this *Could do this easily* *This will take time* *This will be hard*
8. Schools with high levels of parent, family, and community involvement are recognized and rewarded.
 Already doing this *Could do this easily* *This will take time* *This will be hard*

Accountability

9. All schools are required to appoint an action team of staff and parents who represent the school's diversity to build and sustain parent involvement.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
10. Principals are evaluated, in part, on how well the school engages families and community members and organizations.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
11. An annual survey assesses families' opinions of the school and what supports they need to become more involved.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
12. The annual survey data are correlated with student outcome data (including test scores) to develop programs for families that are linked to student learning.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
13. The district uses a walk-through process to help schools assess how family-friendly they are.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Support and Resources

14. Professional development and technical assistance on all aspects of family and community engagement are available for administrators, teachers, and parents.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
15. Funding to plan and carry out family involvement activities is built into the district budget. Family involvement is not dependent of discretionary grants or other "soft money."
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
16. The district has a well-developed and easy-to-use website so that schools and families can contact staff, obtain important information, and download useful materials.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
17. The district offers incentives, such as small action grants, to develop new programs and activities.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*
18. The district showcases best practice, such as at conferences where schools exhibit their programs and describe the results, and in publications and on the website. There are awards for schools and staff that have made the most progress.
- Already doing this* *Could do this easily* *This will take time* *This will be hard*

Which areas are you doing well? Which ones will need more work?

How are parents and community members involved at the district level to promote effective family and community engagement?

What are your concerns?

Reflection: What steps could you take to develop district-wide initiative?

Right away:

Over the long term:

Conference Checklist

This checklist was developed by Melissa Whipple, the coordinator of the Parent Academic Liaison (PAL) program in San Diego, as a tool to help teachers prepare for conferences with families.

Before the conference

___ 1. **Notify parents and students about:**

- Purpose
- Place, time, length of time
- Child care arrangements
- Parent planning sheet (questions to ask)

___ 2. **Prepare:**

- Review student's folder
- Gather samples of work
- Gather input from students
- Prepare materials
- Think about what to say; avoid "educationese"

___ 3. **Plan agenda:**

- Draw up a plan for the conference
- Emphasize cooperation – what can both sides do?

___ 4. **Arrange environment:**

- Place seating away from desk
- Make sure there will be privacy
- See that things look welcoming and comfortable

During the conference

1. **Welcome.** Establish rapport
2. **Set terms.** State the purpose, mention any time limits, encourage note taking, and mention options to follow up.
3. **Lead with the positive.** Share what you see as the child's major strengths and unique qualities.
4. **Encourage.** Share information ("What do you think your does well?") and invite comments and questions ("Do you have any questions for me?").
5. **Show.** Point out areas where there has been academic and social growth.
6. **Listen.** Pause and restate parents' words; look for verbal and nonverbal clues; invite questions.
7. **Develop an action plan.** Choose one or two areas on which to focus.
8. **Summarize.** Review the conversation and plan follow-up to check progress on the action plan.
9. **End on a positive note.** Express confidence in the child's ability to be a successful learner.

After the conference

- ___ 1. **Review** the conference with the child.
- ___ 2. **Share information** with other school staff, if needed.
- ___ 3. **Put it in writing** – send a follow-up note or letter.
- ___ 4. **Mark calendar** for planned follow-up.

Community

(Name of School)
2010-2011 Community Survey

Dear Community Member:

For the 2010-2011 school year, (name of school) received a special grant that has allowed us to add extra programs and services for students and parents designed to help improve student learning. A portion of the grant called for doing a better job of communicating with and involving local community representatives. To know if our efforts are working, we need your help. Please, take a few minutes to give us your opinion on the questions below. Your reply is very important to us. Your answers will be added to the answers of all community representatives completing this survey so no one will know your individual answers. **DO NOT SIGN YOUR NAME TO THIS PAPER.**

Please check your answer to the questions below. It is okay to mark more than one answer.

I visit the building: _____ regularly _____ often _____ occasionally _____ never
 _____ during the day _____ at night _____ to mentor/tutor students /volunteer
 _____ to attend meetings _____ to attend activities _____ other
 _____ I am a member of the Principal's School - Community Advisory Committee

Put an X in the space below the reply that best tells how you feel about each statement below. If a statement does not apply to you, mark the box that says "Does Not Apply to Me".

Please indicate how you feel about each of the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply to Me
1. The school has done a good job of keeping me informed about scheduled school events and activities.	()	()	()	()	()
2. I feel welcome whenever I come to school, regardless of the reason.	()	()	()	()	()
3. Teachers and staff at (name of school) are polite and friendly when I come to school, regardless of the reason I am there.	()	()	()	()	()
4. I feel my ideas or questions are well accepted whenever I am at (name of school), regardless of the reason I am there.	()	()	()	()	()
5. I feel comfortable visiting with staff and students whenever I come to (name of school) and feel they are comfortable with me as well.	()	()	()	()	()

Any additional comments you would care to make:

Families

Family Welcome Questionnaire

This questionnaire is designed to help school staff learn more about their students' families. We recommend that the questions below be asked face-to-face, rather than in a written survey. This can be done in several steps and places, such as when students enroll in the school, at the school open house, at parent-teacher conferences, and at parent activities. The family-school coordinator or parent liaison can do this, and community groups can help. **(It is important to emphasize that this information will be kept strictly confidential.)**

Dear Families:

Our school wants to know more about its families and their rich and interesting cultural heritage. With this information, the Family and Community Involvement Action Team can plan better programs to build on our students' home cultures. We also want to learn more about how families would like to help.

First, tell us about your cultural background:

- What languages are spoken in your home?
- In what country (state) were you born?
- Tell us your family's beliefs about the importance of education.
- What does your family do to help your children learn?
- What are your family's traditions? What activities do you do as a family? How do you celebrate birthdays and other important family events?
- Who is in your extended family (grandparents, aunts and uncles, cousins, close friends)?

Second, tell us how you would like to be involved at home and at school and what would help you be more involved.

- What are some ways you would like to be involved?
- What could the school do to help you be more involved?
- What are your working hours?
- When are the most convenient times for activities and meetings at school?
- What are your transportation needs?
- What are your hobbies, skills, talents, and interests?

Finally, tell us about your concerns, perspectives and ideas.

- What would you like us to know about your child? What are his/her interests?
- What is working well for your child at school? What isn't?
- What are some ways you would like the school to recognize and teach about your child's culture?
- Are there any ways that you feel your culture could be better respected at the school?
- Do you have some things that reflect your culture and background that you could share with us (for example, pictures, weavings, carvings, stories, musical instruments, songs, traditions, naming ceremonies)?
- How could you help the school reach out to other families in your community?

Many questions suggested here appear in Sabrina Hope King and A. Lin Goodwin, *Culturally Responsive Parent Involvement* (Washington, D.C.: American Association of Colleges of Teacher Education, 2003). For a free copy, go to www.aacte.org/Publications/kinggoodwin.pdf

Homework Survey

This survey was developed by staff at Wyman Elementary School in St. Louis, Missouri, in collaboration with students and faculty in the Education School at St. Louis University. A committee of teachers, the parent coordinator, and administrators used the results to plan activities for families and design learning materials that families can use at home. The following questions were designed to find out several things about what families do at home to support and encourage children's learning.

1. When parents are available to help with homework
2. What children do after school
3. What control and structure parents exercise over homework
4. How aware of homework parents are on a daily basis
5. Parents' experience of and attitudes toward homework
6. Supports parents would like in order to help their children with homework

Survey Questions:

1. Is a parent home after school? Yes No
2. Do parent(s) work outside the home? Yes No
3. What time do parents get home after work? 1:00-3:30 P.M. 4:00-6:00 P.M.
 6:15-7:30 P.M. 7:45-8:00 A.M.
4. What do children do after school? (Circle all that apply)
Study Practice music Watch TV Play
Do chores (list) _____
(Tip: use pictures to show choices)
5. Do you have a set time for homework?
 Yes Sometimes No
6. Do your children do their homework together?
 Yes Sometimes No
7. Is homework done in the same place every day?
 Yes Sometimes No
8. How many times do you have to tell your children to do their homework?
 3+ 2 1 0
9. How do you know when your children have homework?
 I ask They tell me Teacher sends home a schedule
10. Does your child have time at school to do homework?
 Yes Sometimes No
11. Where are you when homework is being done?
 Close by In house At work Other _____

12. What are you (or other adult) doing while child is doing homework?
 Helping child Preparing food Cleaning house Watching TV
 Other _____
13. Do you think your kids are just like you were about homework?
 No
 Yes, I usually enjoyed my homework
 Yes, I usually hated doing homework
14. When I was in school, I had someone to help me with homework.
 Yes Sometimes No
15. Who helped you?
 Parent Other relative Other child Other _____
16. Do you have a high school diploma or a GED?
 Yes No
17. If no, would you like to obtain a GED?
 Yes No
18. What do you need to help our children with their homework?
19. Which types of homework do you like to help with? (Circle all that apply.)
History Math Reading English Science Art Building things
20. In which subjects would you like to improve your skills? (Circle all that apply.)
History Math Reading English Science Art Building things

Needs Assessment Survey

For all grades:

Academics:

- Helping my child with reading
- Helping my child with writing
- Helping my child with math
- Helping my child with other subjects _____

Homework and out-of-school time:

- Helping my child to complete homework
- Helping my child with how to manage time
- Helping my child perform well on the (name of state test)

Motivation and behavior:

- Helping my child with his/her attitude about school
- Helping my child improve behavior at school and at home
- Helping my child with social relationships and peer pressure

Other supports:

Add for middle and high school students:

Planning for the future:

- Helping my child with college and career planning
- Helping my child choose courses and programs

Parent Review

This review consists of questions to ask parents about their children's interests and talents, strengths and fears. It also asks parents to provide a personal message about their child, if they wish to. This can be done as an interview, which we recommend, or a survey form. An interview builds the personal relationship and will yield more information. For parents with limited English or formal education, an interview in their home language is a must.

Tell us about your child

Who is your child's best friend?

What does your child like about school?

What are your child's successes in school? What are your child's challenges in school?

Does your child feel liked and accepted at school? If not, why not?

What are some of your child's interests and hobbies?

What does your child feel is his/her greatest talent or skill? Do you agree?

Does your child enjoy reading and being read to?

Does your child enjoy doing math?

What challenges does your child have in math/in reading?

Is there anything you want me to know about your child?

What does your child want to do and be when he/she grows up?

What are some of your child's favorite activities?

Follow-up

How should we stay in touch about how your child is doing?

Please let me know how to contact you:

Here is my contact information:

Final Question

Please tell me about your hopes and dreams for your child this year.

(Please write here, or contact me.)

(Note to teacher: When you ask this final question, be quiet and really listen. Then paraphrase what the parent has said, to make sure you understand each other. Some of the other questions could be used during any silences. The point is to provide parents ways of offering information that would be of help to the teacher, as well to create a positive way to focus on the child.)

This review was developed with the advice from Melissa Whipple, the director of the Parent Academic Liaison program in San Diego.

*Survey from *Beyond the Bake Sale*, (2007). Henderson, A., Mapp, K., Johnson, V., and Davies, D.

Parent Volunteer Survey

This survey was designed by East Boston High School to find out how parents would like to contribute to the high school and to learn about what would encourage them to come to the school.

Dear Families:

(Name of school) and its Family Center are conducting this survey to better serve parents, with the ultimate goal of improving your student's and family's education.

Parent's Name _____ Student's Name _____

Address _____

Phone # _____ Email Address _____

Work phone, cell phone, beeper, etc. _____

What are the best times for you to come to school?

- Mornings Afternoons Evenings Weekends

(Name of School) encourages parent involvement. Would you like to be involved with the school?

- Yes No

If yes, check what you would feel comfortable doing:

- Make phone calls to other parents
 Classroom speaker/assistant
 Help out in the offices or library
 Work on important school topics
 Attend field trips
 Help plan events
 Join school site council
 Other _____

Is there anything that prevents you from becoming involved that we could help you with?

- Getting excused from work, work hours
 Child care
 Transportation issues
 Interpretation needed
 Other _____

Do you know how much time high school students should spend on homework each day?

What do you think the correct answer is?*

- 1 hour
 1 ½ hours
 2 ½ hours

Are you worried about your son or daughter passing the state test?

- Yes No

What do you need to know about the state test? _____

Students and families have many talents. What can you share with (name of school)?

- Cooking
- Languages spoken
- Art
- Computer skills
- Sewing
- Trade skills (such as carpentry)
- Music
- Other _____

What is your opinion of (name of school)? _____

Would you like to be notified of various meetings and events?

- Yes No

What is the best way to notify you?

- Call on phone
- Mail a letter home
- Put notices in the newspaper

Do you mind if you are called at work for these notices?

- Yes, call me No, not at work

Work telephone number _____

Best time to reach you at home _____

If the school offered classes, what would you be interested in?

- Computers
- General Education
- English as a Second Language
- College/advanced level courses
- Job skills (interview, resume writing)
- How to help my student succeed at school
- Parent training (such as Leadership Academy, Title I workshops, other workshops)
- Other _____

Thank you for taking the time to complete this survey. Please return to the homeroom teacher or mail/fax to:
(Family Center Coordinator's name, address of school, telephone number, fax number)

* The correct time is _____ hours. (East Boston high recommends 2 ½ hours.) If you do not see your student spending time on homework, ask both the student and teacher why. The school administration needs to know if there is a problem with students not doing homework or teachers not giving it/correcting it.

School Climate Survey

This tool can be used to develop an action plan, to plan activities for staff and families, and to set priorities for the school improvement team, school council, or other committees.

Dear Families:

We want our school to be the best it can be. Please fill out this survey and tell us what you think are the school's strong points and what you think could be better. Your comments and ideas will be very welcome. If you would like to help tally and analyze the results, please let us know.

- The Family and Community Involvement Action Team
(list names and contact information)

Caring Environment

1. When I walk into this school, I feel welcome.
 Always Almost Always Sometimes
 Rarely Never
2. I am treated with respect at this school.
 Always Almost Always Sometimes
 Rarely Never
3. This school respects my cultural heritage.
 Always Almost Always Sometimes
 Rarely Never
4. Students at my child's school are treated fairly no matter what their race or cultural background.
 Always Almost Always Sometimes
 Rarely Never
5. I feel welcome at PTA/parent group meetings.
 Always Almost Always Sometimes
 Rarely Never

Problem Solving

6. I have a good working relationship with my child's teacher.
 Always Almost Always Sometimes
 Rarely Never
 7. I can talk to the school principal when I need to.
 Always Almost Always Sometimes
 Rarely Never
- Always Almost Always Sometimes
 Rarely Never

8. The school has a clear process for addressing my concerns.
 Always Almost Always Sometimes
 Rarely Never
9. If the school can't help me, I know they will refer me to someone who can.
 Always Almost Always Sometimes
 Rarely Never

Communication

10. My child's teacher lets me know right away if my child is having a problem with (circle all that apply):
Behavior
Fitting in with other students
Homework
Special projects
Tests
11. It's easy to get a translator if I need one.
 Always Almost Always Sometimes
 Rarely Never
12. Staff at my child's school consult me and other families before making important decisions.
 Always Almost Always Sometimes
 Rarely Never
13. I understand the rules and requirements about student dress, language, and behavior.
 Always Almost Always Sometimes
 Rarely Never

Student Progress

14. My child's teacher keeps me well informed about how my child is doing in school.
 Always Almost Always Sometimes
 Rarely Never
15. I understand the standards my child is supposed to meet.
 Always Almost Always Sometimes
 Rarely Never
16. My child's teacher and the school give me useful information about how to improve my child's progress.
 Always Almost Always Sometimes
 Rarely Never
17. At this school, students feel challenged to do their best.
 Always Almost Always Sometimes
 Rarely Never

Satisfaction

18. I am very satisfied with the quality of this school.

- Always Almost Always Sometimes
 Rarely Never

19. I would recommend this school to family and friends with children.

- Always Almost Always Sometimes
 Rarely Never

What grade is your child in? List all if you have more than one child in the school.

My child is (check only one box):

- African American
 Asian American
 Caucasian/White
 Latin American/Hispanic
 Native American
 Other (please specify) _____

What is the school doing that is most helpful to you as a parent?

Thank you for your participation.

Please return this survey to:

This survey is adapted from one used in Alexandria, Virginia, public schools in 2003. It was developed by Karen Parker Thompson, coordinator of family involvement and community resources for the Alexandria City Public Schools, Anne T. Henderson, and Scott Broetzmann of Customer Care Management and Consulting.

(Name of School)
2010-2011 Parent Survey

Dear Parents,

For the 2010-2011 school year, (name of school) received a special grant allowing us to add extra programs and services for students and parents that will help to improve student learning. To know how well we are doing we need your help. Please, take a few minutes to give us your opinion on the questions below. Your reply is very important to us. Your answers will be added to the answers of all other parents completing this survey so no one will know your individual answers. **DO NOT SIGN YOUR NAME TO THIS PAPER.**

Please check the box for all of the reasons you may have visited (name of school) this year.

To meet with the:

Principal Assistant principal Counselor Nurse Social worker Teacher Other

To attend a:

Parent Class or Workshop Student activity (athletic events, concerts, etc) Family Activity Night Other

Put an X in the space below the reply that best tells how you feel about each statement. If you did not participate in one of the activities, mark the box that says "Does Not Apply to Me".

Please indicate how you feel about each of the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply to Me
1. Information shared with me in meetings I had with either the principal, assistant principal, counselor, nurse, or social worker, helped me better understand a problem my child was having and how I could support my child to be more successful at school.	()	()	()	()	()
2. Information given to me in a private meeting with my child's teacher (other than at spring or fall Conferences) helped me better understand how my child was doing in school and how I could help.	()	()	()	()	()
3. The school has done a good job of keeping me informed about scheduled school events and activities.	()	()	()	()	()
4. Support or assistance provided by the school staff has been helpful to me or my child.	()	()	()	()	()
5. Classes, workshops, and special activities I or my family has attended at the school have been helpful.	()	()	()	()	()
6. The staff at (name of school) is friendly and I feel welcome at Curtis regardless of the reason I come to school.	()	()	()	()	()
7. The staff listens to my ideas and feelings, so I feel accepted and comfortable at (name of school) regardless of the reason I come to school.	()	()	()	()	()

Is there anything else you would like to tell us? (Please use the back of this paper if necessary)

Parent Teacher Post Conference Survey

POST-CONFERENCE PARENT SURVEY: Thank you so much for attending your child's Parent Teacher Conference. We need your input and ideas. Please take a moment to share your thoughts about the conference, so we can continue to improve!

How did you learn about the conference?

Phone call/message My child Flyer/Newsletter Other: _____

Were you given the opportunity to share any questions, information, or concerns? Yes No

Was the conference time sufficient? Too much time Right amount of time Not enough time

How satisfied were you with following areas:

Room/Location: Very satisfied Satisfied Not satisfied

Organization: Very satisfied Satisfied Not satisfied

Explanation of student progress: Very satisfied Satisfied Not satisfied

School atmosphere/you feel welcome Very satisfied Satisfied Not satisfied

Interpretation service: Very satisfied Satisfied Not satisfied

Privacy: Very satisfied Satisfied Not satisfied

Childcare: Very satisfied Satisfied Not satisfied

Do you feel you understand better how your child is doing at school? Yes No

Do you feel you improved your ability to help your student at home? Yes No

What did we do well? _____

How can we improve next time? _____

Overall, how would you *GRADE* this conference? A B C D F

INFORMATION, TRAINING AND SUPPORT FOR FAMILIES PARENT SURVEY

Thank you for taking the time to participate in this survey. The information collected will be used in examining the availability of these services for families in (name of state), and determining if additional resources are needed.

Town of residence: _____

Age of Child: _____ Child's disability: _____

1. How do you currently get information, training, and/or advocacy assistance related to your child's special education services/program? _____

2. Do you feel that your views are given full consideration as part of the decisions made regarding the services your child will be provided? Yes No

If your answer is "No", what would make you feel like you were more a part of the team? _____

3. How would you say you are most likely to receive information about special education rules and services? (circle one or more)

- a) from other parents
- b) from staff at your child's school
- c) from attending trainings or conferences
- d) from the internet
- e) by reading books/articles
- f) from a special education advocate or attorney
- g) from other professional with knowledge of special education law
- h) other: _____

4. In relation to your child's special education services, what do you wish you had a better understanding of? (circle any that apply)

- a) the IEP process
- b) special education laws/rules and how they apply to your child's education
- c) your rights under state and federal special education rules
- d) what to do if you are not satisfied with your child's special education program
- e) other: _____

f) none of the above – I am satisfied with the information I have related to my child's education and my role in the IEP process.

5. Which of the following have you used to help you participate successfully in your child's special education program?

	Used	If yes, was it helpful?
Workshops about special education rules and parent involvement	Yes / No	Yes / No
A parent member or friend attending meetings with school personnel (such as IEP meetings)	Yes / No	Yes / No
Contact with my child's teacher and other school staff	Yes / No	Yes / No
Having a professional special education advocate/attorney participate in meetings with me	Yes / No	Yes / No
Other		

6. Which of the following do you wish you had access to?

More contact with my child's teacher and other school staff	Yes / No
Workshops about special education rules and parent involvement	Yes / No
Someone to contact when I have questions about special education rules, my rights or something else about my child's education program	Yes / No
Having a professional special education advocate/attorney participate in meetings with you	Yes / No
Other	

7. If you answered "yes" to any of the items in question 6, what do you believe is the reason that you don't have access now? _____

Contact information (optional):

Name : _____

Address: _____

Email: _____

Phone: _____

Please return this survey to:

Post IEP Meeting Survey



Please rate the following:

	Disagree		Somewhat Agree		Strongly Agree
1. I was treated as an equal and an important part of the IEP team.	1	2	3	4	5
2. I was involved in determining appropriate services for my child.	1	2	3	4	5
3. I understood the IEP process.	1	2	3	4	5
4. My concerns were considered in the development of the IEP.	1	2	3	4	5
5. The meeting was scheduled at a convenient time.	1	2	3	4	5
6. The focus of the meeting was on my child's strengths and needs.	1	2	3	4	5
7. The IEP addresses my child's needs.	1	2	3	4	5
8. I understand how progress will be measured.	1	2	3	4	5

The Power of Partnerships Family Survey

Dear Families,

The best way to make sure every student in our school succeeds is to build a strong partnership between families, the school, and the community. The survey below gives you the opportunity to tell us what our school is doing well to support this partnership and what we can do better.

If you would like to help tally and analyze the results, please let us know.

—The Family Involvement Action Team

<Provide the names and contact information of the team members here.>

Welcoming All Families into the School Community

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. When I walk into the school, I feel the school is inviting and that this is a place where parents “belong.”	<input type="checkbox"/>				
2. The school’s policies and programs reflect, respect, and value the diversity of the families in the community.	<input type="checkbox"/>				
3. Students at the school are treated fairly no matter what their race or cultural background.	<input type="checkbox"/>				
4. I feel welcome at PTA/parent group meetings.	<input type="checkbox"/>				

Communicating Effectively

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5. The school keeps all families informed about important issues and events.	<input type="checkbox"/>				
6. The school makes it easy for families to communicate with teachers.	<input type="checkbox"/>				
7. The school communicates with families in multiple ways (e.g., e-mail, phone, website).	<input type="checkbox"/>				
8. I can talk to the school principal when I need to.	<input type="checkbox"/>				
9. My child’s teacher communicates with me on a regular basis.	<input type="checkbox"/>				
10. It’s easy to get a translator if I need one.	<input type="checkbox"/>				

The Power of Partnerships Family Survey, continued

Supporting Student Success Strongly agree Agree Neutral Disagree Strongly disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. My child's teacher keeps me well informed about how my child is doing in school. | <input type="checkbox"/> |
| 12. I understand the academic standards my child is supposed to meet and how the curriculum is linked to those standards. | <input type="checkbox"/> |
| 13. My child's teacher and the school give me useful information about how to improve my child's progress. | <input type="checkbox"/> |
| 14. All students are challenged to do their best. | <input type="checkbox"/> |

Speaking Up for Every Child Strongly agree Agree Neutral Disagree Strongly disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. If the school can't help me, they will connect me to someone who can. | <input type="checkbox"/> |
| 16. I understand the rules and requirements for student dress, language, and behavior. | <input type="checkbox"/> |
| 17. The school keeps me informed of my rights under federal and state laws and policies and helps me exercise those rights as needed. | <input type="checkbox"/> |
| 18. I feel empowered to advocate for my own child's and other children's success in school. | <input type="checkbox"/> |

Sharing Power Strongly agree Agree Neutral Disagree Strongly disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. The school consults with me and other families before making important decisions (e.g., changes in curriculum, school policies, dress code). | <input type="checkbox"/> |
| 20. The school provides opportunities for families to develop relationships and raise concerns with school leaders, public officials, and business and community leaders. | <input type="checkbox"/> |

Collaborating with Community Strongly agree Agree Neutral Disagree Strongly disagree

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. The school connects students, families, and staff to expanded learning opportunities, community services, and community improvement initiatives. | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comments _____

Your name (optional) _____