

School:  
Completed by:

Team Members:  
Date Completed:

## Parent and Family Engagement Assessment Tool

### #1: Establish Trust & Build Authentic Relationships

<b>Parents and families need to feel valued, included, and connected within the school culture through authentic relationships. Families experience a sense of inclusion and belonging. This foundational step is essential to all engagement efforts and activities.</b>	<b>Yes</b>	<b>No</b>	<b>Priority Y/N</b>	<b>Describe</b>
1. There are means for assessing how families feel welcomed into and valued by the school (e.g. surveys, committee meeting notes, focus groups, stakeholder groups, consideration of times).				
2. There is a plan for implementing ways to help all parents/families feel welcomed and valued (e.g. plan is based on results of surveys, committee meeting notes, etc.).				
3. There is a plan for ongoing training of staff to work collaboratively and respectfully with all families that includes diverse departments.				
4. There is a plan to ensure school communication and engagement are accessible to everyone.				
5. There is a plan to demonstrate consistency and transparency around policies and communication.				
6. There is a plan for multiple two-way communication with all families, including in a language that is understandable and with consideration of cultural differences, literacy levels, etc.				

Comments:

## #2: Engage parents/families in student learning

Effective schools view parents/families as partners in facilitating children’s learning and supports them in various ways.	Yes	No	Priority Y/N	Describe
7. There are supported opportunities for families to provide feedback about engagement in their children’s learning at home (e.g. parent-teacher conferences, back-to-school nights, one-to-one meetings with teachers/counselors, surveys, home visits, emails).				
8. There are guidance tools to help families support their child’s learning at home (e.g. homework policies, strategies on how to monitor and discuss schoolwork at home, how to observe if your child is learning, sufficient sleep, limited recreational media use on devices, how families at secondary level engage with their children around learning, etc.).				
9. The plan includes strategies for helping all families support their children’s learning at the district, school, or classroom level (e.g. classroom learning at home, parent information night, Parent Portal use, community after-school programs).				
10. There are means for parents/families to participate with teachers in helping to set academic goals each year for their students (e.g. one-to-one meetings, IEP meetings, parent-teacher-student compacts, home visits).				

**Comments:**

### #3: Identify & understand family needs

<b>Prioritize collecting feedback and acknowledging family perspectives to help them feel respected and part of the community, while providing staff with valuable insight about community concerns.</b>	<b>Yes</b>	<b>No</b>	<b>Priority Y/N</b>	<b>Describe</b>
11. There are resources for staff to review active listening techniques. (Person-first language, trauma-informed approach,				
12. Surveys are given to determine family interests and needs in a language and mode families prefer.				
13. The plan includes strategies on positive interactions with families on a regular basis (conversations at student pick-up times, positive phone calls, texts, and emails).				
14. There are means for families to participate with teachers in helping to set academic goals each year for their students (e.g. one-to-one meetings, IEP meetings, parent-teacher-student compacts, home visits).				

**Comments:**

#### #4: Provide opportunities for empowerment and leadership

Recognizing and empowering families as leaders in the school is a critical component of family engagement.	Yes	No	Priority Y/N	Describe
15. There is a process for how families and community members provide input to school personnel regarding academic and non-academic support services, school policies, and community resources.				
16. The school has a plan for family and community participation in decision-making committees. Committees meet at times that are convenient for all and/or use technology to obtain input if participants cannot attend.				
17. Families and community members actively participate in the development and review of school policies as part of school-level and/or district-level advisory committees.				
18. Training is provided to help build the capacity of district and school-level personnel in effective family engagement.				
19. Strategies are provided to all staff on ways to effectively communicate with all parents/families and parents/families know how to reach teachers, staff members, and/or principals directly.				
20. Training is provided to help build the capacity of parents/families to be involved in shared decision-making.				

**Comments:**

## #5: Develop meaningful and equitable opportunities for engagement

Consider providing a range of offerings and experiences that reinforce an inclusive program culture.	Yes	No	Priority Y/N	Describe
21. There is a process for assessing how families can support schools through their engagement at school (e.g. strengths, talents, skills, knowledge, experiences, or unique culture).				
22. There is a process to hear from the community and incorporate their cultures.				
23. There is an opportunity for staff to participate in home visits				
24. The plan for family engagement in school activities addresses how all families can participate (e.g. do the activities vary in amount of time, days/times offered, etc.).				

**Comments:**

## #6: Provide relevant adult learning opportunities

Empower families by offering educational opportunities to build upon their current experience and learn new skills. Consider the following when planning and designing adult learning opportunities	Yes	No	Priority Y/N	Describe
25. There is a process for getting family input on what adult learning offerings would be of interest or helpful for themselves or for their children.				
26. There is an expectation that family engagement activities are built on mutual trust, linked to learning and development, asset-based, culturally responsive and respectful, collaborative, and interactive.				
27. There is a process to hear from the community and incorporate their cultures.				
28. There is an opportunity for staff to participate in home visits				
29. The plan for family engagement in school activities addresses how all parents/families can participate (e.g. do the activities vary in amount of time, days/times offered, etc.).				

**Comments:**