**School-Level Inventory:**   
**Family, School, and Community**

This inventory may be used to assess school-wide progress in strengthening partnerships between school personnel, families, and the school community. It is suggested that the survey be used at different points in the school year to assess progress in the areas of family engagement identified by the work of Dr. Joyce Epstein and PTA’s National Standards for Family-School Partnerships. This inventory may be modified for use in planning and evaluation within specific grade levels and school communities.

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| **RATING SCALE** | |
| **FREQUENTLY** | Occurs in most classes or grade levels. Receives substantive time and emphasis.  A highly prevalent component of the school’s family involvement plan. |
| **SOMETIMES** | Occurs in some classes or grade levels. Receives minimal or modest time and emphasis. Not a prevalent component of the school’s family involvement plan. |
| **NEVER** | Strategy does not occur at the school or occurs in isolation. |
| **UNSURE** | Lacks enough information to form an opinion or make a confident decision about the question or topic. |

**WELCOME ALL FAMILIES INTO THE SCHOOL COMMUNITY**

**The school treats families as valued partners in their child's education and facilitates a sense of belonging in the school community. “All” families includes culturally, linguistically, and economically diverse families, and families with English Learner students and/or students with disabilities.**

| **OUR SCHOOL:** | **FREQUENTLY** | **SOMETIMES** | **NEVER** | **UNSURE** |
| --- | --- | --- | --- | --- |
| 1. The school has standards of welcoming behavior that apply to all school staff to build productive, meaningful relationships with students and families to build trust, confidence, and authentic partnerships. |  |  |  |  |
| 1. The school culture reflects a welcoming tone and respect for all families, honoring culture, ethnicity, language, academics and special needs.  * Signs by the school entrance clearly guide visitors where to check in. * Office staff create an environment that welcomes families to the school. * The school campus and entrance to the building is inviting with a sign/banner/bulletin board welcoming families and informing the school community of important events. * ADA requirements are met. * The culture and language of the community is clearly reflected. * There are designated parking areas and families are thoroughly informed of parking arrangements when visiting the school. |  |  |  |  |
| 1. A **Mission Statement** and/or policy on family engagement is posted in the languages of the families. |  |  |  |  |

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| 1. A **Family Area** is located in an easily accessible area of the school and is designed as a gathering place where families, school staff, students, and community members are welcomed and supported.  * It supports special events and provides information in multiple languages about services offered in the community like clothing banks, lending libraries, health fairs, parenting workshops, etc. * The family area information matches the developmental levels of the students, e.g. high schools connect families with other parent centers at workforce solutions centers, and institutions of higher education, and is a dedicated space for families to connect with school staff to get information on personal, student, and school improvement. |  |  |  |  |
| 1. There are signs located outside each classroom door noting grade level/course title, and teacher’s name. Student work is displayed throughout the school. The work also includes a description of the objectives and is reflective of the student’s culture and language. |  |  |  |  |
| 1. Positive connections with families and communities are made outside of the school walls by collaborating with chapter houses, community centers, local businesses, libraries, restaurants, etc. |  |  |  |  |

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| 1. Families are surveyed regarding their interests, talents, and availability to volunteer. Follow up communication and coordination is managed (background checks, volunteer policies and procedures, volunteer training, and matching skills and interest to school needs. |  |  |  |  |

**COMMUNICATE EFFECTIVELY**

**Families and school staff engage in regular, two-way, meaningful communication about student learning so that all families can easily understand and contribute to their child’s educational experience.**

| **OUR SCHOOL:** | **FREQUENTLY** | **SOMETIMES** | **NEVER** | **UNSURE** |
| --- | --- | --- | --- | --- |
| * 1. Conducts parent-teacher conferences with every family at least once a year. In high schools with large numbers of students, events are planned to meet with groups of families. |  |  |  |  |
| * 1. Addresses access by providing interpretations, translation, and/or accommodations. |  |  |  |  |
| * 1. Provides clear information for families informing them if their student is meeting grade level goals, how grades are earned, and how to read their report card. |  |  |  |  |
| * 1. Provides clear information about testing requirements as well as school and student performance. |  |  |  |  |

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| * 1. Has established two-way channels for communication from home to school and from school to home, exchanging information respectfully and by actively listening and embracing families ideas and feedback. |  |  |  |  |
| * 1. Has an automated phone system for delivering important messages or collecting attendance information. |  |  |  |  |
| * 1. Provides clear information about selecting courses, programs, and activities. |  |  |  |  |
| * 1. Sends folders of student work home weekly or monthly for family review and comment. |  |  |  |  |
| * 1. Sends home positive messages, makes phone calls, or sends text messages to families about students on a regular basis. |  |  |  |  |
| * 1. Solicits teacher and family feedback on how communication is going and what could be improved. |  |  |  |  |
| * 1. Provides families with the contact information of the school, principal, teachers, and counselors. |  |  |  |  |
| * 1. Has a homework hotline for students and families to hear daily assignments and messages. |  |  |  |  |
| * 1. Conducts an annual survey for families to share information and concerns about students’ needs and perceptions of school programs and processes |  |  |  |  |

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| * 1. Our School Newsletter/Website Includes:   Recognition of students, families, and community members as well as student work and accomplishments. |  |  |  |  |
| * 1. Information in the language(s) of the community |  |  |  |  |
| * 1. A calendar of school events. |  |  |  |  |
| * 1. Student activity information. |  |  |  |  |
| * 1. Information about curriculum, assessments, and standards-based instruction. |  |  |  |  |
| * 1. Information regarding volunteer involvement (when/how to volunteer and the background check process). |  |  |  |  |
| * 1. School governance information (how the school is run, site council, etc.). |  |  |  |  |
| * 1. A principal’s column to address families’ questions. |  |  |  |  |
| Other: |  |  |  |  |

**SUPPORT STUDENT SUCCESS**

**The school fosters a culture of caring and shared responsibility for student success.**

| **OUR SCHOOL:** | **FREQUENTLY** | **SOMETIMES** | **NEVER** | **UNSURE** |
| --- | --- | --- | --- | --- |
| 1. Provides learning resources for students and families through the website, workshop opportunities, and outreach to all families, including those with limited contact information or availability. |  |  |  |  |
| 1. Provides family-friendly information to families on grade level, goals towards graduation, New Mexico’s Common Core State Standards and student progress in their home language. |  |  |  |  |
| 1. Provides information to families on how to monitor and discuss schoolwork and testing with their children. |  |  |  |  |
| 1. Provides information on how to assist students with skills that they need to improve. |  |  |  |  |
| 1. Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member. |  |  |  |  |
| 1. Asks families to listen to their child read or to read aloud with their child as age-appropriate. |  |  |  |  |
| 1. Assists families in helping students to set academic goals, select courses and programs, plan for college, and next levels of schooling (i.e. The Next Step Plan) and/or work. |  |  |  |  |

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| 1. Provides summer learning packets to help students sustain academic skills. |  |  |  |  |
| 1. Provides professional development and planning opportunities related to family engagement and building partnerships to provide a learning environment that encourages multicultural viewpoints and diverse ways of knowing, understanding, and representing information. |  |  |  |  |
| 1. Parent-teacher-student conferences or student-led conferences are carefully planned and accommodate parents/caregivers' schedules and transportation needs. Concern for students is the focus of teacher-family interaction. |  |  |  |  |
| 1. Partners with organizations that provide programs for after school and out-of-school time and shares useful information with families. |  |  |  |  |

**SPEAK UP FOR EVERY CHILD**

**The school affirms family and student expertise and advocacy so that all students are treated fairly and have access to relationships and opportunities that will support their success.**

| **OUR SCHOOL:** | **FREQUENTLY** | **SOMETIMES** | **NEVER** | **UNSURE** |
| --- | --- | --- | --- | --- |
| 1. Helps families understand how the school and district operates. |  |  |  |  |
| 1. Helps families understand their rights and responsibilities under federal and state laws. |  |  |  |  |

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| 1. Develops and shares resources for families to help them navigate the educational system. |  |  |  |  |
| 1. Has policies and procedures in place to quickly help resolve problems and conflict involving families. |  |  |  |  |
| 1. Helps families develop capacity to be effective advocates for their children and the whole student population. |  |  |  |  |
| 1. Includes families in discussions about planning for the future of the school. |  |  |  |  |
| 1. Implements policies and procedures that encourage smooth transitions between and within schools. |  |  |  |  |
| 1. Engages families in civic advocacy (i.e. partnering with other educational advocates) for student achievement. |  |  |  |  |
| i. Teachers partner with all adult advocates to discuss, monitor and share successful strategies for meeting individual learning needs. |  |  |  |  |

**SHARE POWER**

**The school partners with families in decisions that affect children and families and together—and as a team, inform, influence and create policies, practices and programs.**

| **OUR SCHOOL:** | **FREQUENTLY** | **SOMETIMES** | **NEVER** | **UNSURE** |
| --- | --- | --- | --- | --- |
| 1. Involves families in selecting school staff (leadership team). |  |  |  |  |

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| 1. Has a family engagement policy and an action team to develop a goal oriented plan and practices for multiple types of family engagement opportunities. |  |  |  |  |
| 1. Has a Title I and/or Indian Education Parent Advisory Team, PTA, or other parent organization. |  |  |  |  |
| 1. Invites families to be on the school’s advisory council, improvement team, or other committees, giving families and students a voice in decisions that affect them. |  |  |  |  |
| 1. Asks involved families to make contact with families who are less involved to share information and opportunities. |  |  |  |  |
| 1. Provides information on school or local elections for school representatives. |  |  |  |  |
| 1. Develops formal networks to link all families with their local officials. |  |  |  |  |
| 1. Includes family representatives in professional development opportunities around school-wide programs. |  |  |  |  |
| 1. Involves families in revising school/district curricula, developing policies, and participation in required family advisory teams. |  |  |  |  |
| 1. Uses e-mail and quick surveys to obtain families’ input and ideas on school policy. |  |  |  |  |

**COLLABORATE WITH COMMUNITY**

**Families and school staff collaborate with the community to provide services, expanded learning opportunities, and civic participation.**

| **OUR SCHOOL:** | **FREQUENTLY** | **SOMETIMES** | **NEVER** | **UNSURE** |
| --- | --- | --- | --- | --- |
| 1. Provides a community resource directory for families and students with information on community agencies, programs, and services. |  |  |  |  |
| 1. Provides information on community activities that link to learning skills and talents, including summer programs for students. |  |  |  |  |
| 1. Works with local businesses, industries, and community organizations on programs to enhance student skills. |  |  |  |  |
| 1. Facilitates out-of-school programs for meeting the educational, social, health, cultural, and recreational needs of all students in partnership with their families. |  |  |  |  |
| 1. Sponsors intergenerational programs with local senior citizen groups. |  |  |  |  |
| 1. Provides family services through partnerships with school counseling, health, recreation, language skills, job training, and other community agencies. |  |  |  |  |
| 1. Organizes service-learning projects for the community, students, families, and schools. |  |  |  |  |

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| 1. Building is open for use by the community after school hours. |  |  |  |  |
| Other: |  |  |  |  |

Adapted from Dr. Joyce Epstein, et al, 2002 & PTA National Standards for Family-School Partnerships 2021

**Summary of Strength and Needs**

* Ratings of “frequently” indicate that the activity or approach is strong.
* Ratings of “sometimes” or “never” indicate that the activity is not yet part of the school’s program or needs improvement.
* Ratings of “unsure” indicate that lacks enough information to form an opinion or make a confident decision about the question or topic.

The results provide information on the strength of current practices and insights about future directions or needed improvements in your school’s family and community engagement partnership program. Use the chart below to begin identifying areas of strength, need, and action plans for improvement. Consider current initiatives as well as short- and long-term goals.

**Next:** Choose one or two of the six areas to explore further in the Framework as you develop an **Action Plan.**

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| --- | --- | --- | --- | --- |
| **STANDARDS FOR FAMILY-SCHOOL PRINICPLES** | | **WHAT ARE WE ALL DOING WELL?** | **HOW COULD WE IMPROVE?** | **WHAT RESOURCES DO WE NEED?** |
| Welcome All Families Into the School Community | |  |  |  |
| Communicate Effectively |  | |  |  |
| Support Student Success |  | |  |  |
| Speak Up for Every Child |  | |  |  |
| Share Power |  | |  |  |
| Collaborate with Community |  | |  |  |