

School Family-Friendliness Checklist

HOW FAMILY-FRIENDLY IS YOUR SCHOOL?

Instructions: Please place a ✓ in the box beside each statement that best applies to your school.

WELCOMING ENVIRONMENT				
1. Friendly signs inside and out welcome families and visitors and explain how to get around the building.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
2. The school has standards of welcoming behavior that apply to all staff, including bus drivers, security guards, custodians, and cafeteria workers.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
3. Front office staff members are friendly – they recognize visitors right away, they provide information easily, and they answer the phone in a way that makes people glad they have called.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
4. There is a comfortable family resource room stocked with books, games, and educational information that families can borrow and where parents can meet.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
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.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
6. All programs and activities for families focus on student achievement – they help families understand what their children are learning and promote high standards.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
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.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
8. The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
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.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
10. Teachers and families have frequent opportunities to meet face-to-face and get to know each other – such as during class meetings, breakfasts, home visits, and class observations.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
11. Teachers or advisors make personal contact with each family at least once a month.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>
12. A family liaison helps teachers connect to families and bridge barriers of language and culture.				
<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>

DEVELOPING FAMILIES' SELF-CONFIDENCE AND POWER

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

<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>	This will take time	<input type="checkbox"/>	This will be hard
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14. School committees and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.

<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>	This will take time	<input type="checkbox"/>	This will be hard
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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 and concerns.

<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>	This will take time	<input type="checkbox"/>	This will be hard
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16. Parents develop school improvement projects and do action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.

<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>	This will take time	<input type="checkbox"/>	This will be hard
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PROFESSIONAL DEVELOPMENT FOR FAMILIES AND STAFF

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

<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>	This will take time	<input type="checkbox"/>	This will be hard
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18. Teachers learn about effective approaches to working with families of diverse cultural backgrounds.

<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>	This will take time	<input type="checkbox"/>	This will be hard
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19. Families and staff have opportunities to learn together how to collaborate to improve student achievement.

<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>	This will take time	<input type="checkbox"/>	This will be hard
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20. The school reaches out to identify and draw in local community resources that can assist staff and families.

<input type="checkbox"/>	Already doing this	<input type="checkbox"/>	Could do this easily	<input type="checkbox"/>	This will take time	<input type="checkbox"/>	This will be hard
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In which areas is this school doing well? Which areas will need more work?

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

What are your concerns?

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

In the short-term:

Over the long term:
