# New Jersey Tiered System of Support Parent and Family Engagement Assessment Tool

School: Team Members:

Completed by: Date Completed:

Note that for **all** tables, cells in columns 2 through 5 are intentionally blank so that the user can complete them.

School Climate

| Effective schools understand that building a culture of respect, inclusion and equity, acknowledges this foundational step as being essential to all engagement efforts and activities. | **Yes** | **No** | **Priority**  **Y/N** | **Describe** |
| --- | --- | --- | --- | --- |
| 1. There are means for assessing how welcomed and valued all parents/families are in and with the school (e.g. surveys, committee meeting notes, focus groups, stakeholder groups). |  |  |  |  |
| 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, focus groups, stakeholder groups). |  |  |  |  |
| 3. There is a plan for training all staff to work collaboratively and respectfully with all parents/ families. |  |  |  |  |
| 4. The plan is evaluated regularly to assess parents’/families’ opinions about how welcomed and valued they feel at the school (or as part of the annual school plan evaluation process). |  |  |  |  |

Parent/Family Engagement 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** |
| --- | --- | --- | --- | --- |
| 5. There are supported opportunities for parents/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, surveys, home visits). |  |  |  |  |
| 6. There are guidance tools to help parents/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, nutritious food, limited recreational media use on devices/electronics, and TV, etc.). |  |  |  |  |
| 7. The plan includes strategies for helping all parents/families support their children’s learning at the district, school, or classroom level (e.g. classroom learning at home, parent information night, community after-school programs). |  |  |  |  |
| 8. 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). |  |  |  |  |

Communication with Parents/Families

| **Effective schools keeps parents informed through regular two-way communication. Sharing of information vital to student success is facilitated by the strategies below.** | **Yes** | **No** | **Priority Y/N** | **Describe** |
| --- | --- | --- | --- | --- |
| 9. There are ways for assessing all parents’/families’ opinions about how well schools communicate with them (e.g. focus groups, surveys, parent breakfast meeting). |  |  |  |  |
| 10. There is a plan for multiple two-way communication with all parents/families, including in a language that is understandable and with consideration of cultural differences and literacy levels. |  |  |  |  |
| 11. 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. |  |  |  |  |
| 12. The plan for two-way communication is evaluated regularly to assess parents’/families’ preference for communication. |  |  |  |  |

Parent/Family Engagement at School (Volunteering, Assisting)

| **Effective schools create opportunities that encourage parents to volunteer in various ways.** | **Yes** | **No** | **Priority**  **Y/N** | **Describe** |
| --- | --- | --- | --- | --- |
| 13. There is a process for assessing how parents/families can support schools through their involvement at school (e.g. strengths, talents, skills, knowledge, experiences, or unique culture). |  |  |  |  |
| 14. There is a plan for how parents/ families can be involved in supporting learning at school through volunteering and assisting (e.g. were parents involved, and how was the plan communicated). |  |  |  |  |
| 15. The plan for parent/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.). |  |  |  |  |

Parent/Family and Community Engagement in Decision-Making

| **Effective schools have a team of administrators, teachers, and parents that participate in the decision making process.** | **Yes** | **No** | **Priority**  **Y/N** | **Describe** |
| --- | --- | --- | --- | --- |
| 16. There is a process for how parents/families and community members provide input to school personnel regarding academic and non-academic support services, school policies, and community resources. |  |  |  |  |
| 17. The school has a plan for parent/family and community participation in decision-making committees; and activities address how all parents/families and community members can participate. Committees meet at times that are convenient for all and/ or use technology to obtain input if participants cannot attend. |  |  |  |  |
| 18. Parents/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. |  |  |  |  |
| 19. The plan identifies opportunities for parent/family engagement with respect to district, school, and community activities that promote student achievement. |  |  |  |  |
| 20. Training is provided to help build the capacity of district and school-level personnel in effective parent/family engagement. |  |  |  |  |
| 21. Training is provided to help build the capacity of parents/families to be involved in shared decision-making. |  |  |  |  |

**Comments:**