



## Family Engagement Inventory Tool for School Reopening and Recovery

<b><i>I. Communication with Parents/Families   Schools keep parents informed through regular two-way communication. Sharing of information vital to student success is facilitated by the strategies below.</i></b>	Well Done	Acceptable	Needs Improvement/ Not Yet	SW-School wide SG-Some grade levels SC-Some Classrooms V-Virtual <i>(circle all that apply)</i>
1. Communication is a two-way process. <ul style="list-style-type: none"> <li>● There are ways for parents/families to give input about how schools communicate with them. Parents/families are able to indicate their preferred means of providing and receiving communication (e.g. focus groups, surveys, text messaging, email, virtual platform).</li> <li>● Families who have home languages other than English are provided with resources and support for communicating with the school about their child’s education.</li> <li>● Strategies are provided to all staff on ways to effectively communicate with all parents/families; parents/families know how to reach teachers, staff members, and/or principals directly</li> <li>● Information about language and literacy sent to families (e.g., 5 Areas of Literacy, standards, grade-level expectations) is understandable, in languages spoken by families in their homes, and in an accessible format for family members with disabilities.</li> <li>● A two-way communication plan between home and school is in place and evaluated regularly based on input from both school and families.</li> <li>● A process is in place to ensure that teachers have up to date contact information for families</li> </ul>	□	□	□	SW SG SC V
2. Training and development opportunities on tools and strategies for effective communication with parents/families is offered to all staff and families.	□	□	□	SW SG SC V

**List any sources used to provide evidence for your ratings:**

<p><b><i>II. Parent/Family Engagement in Student Learning   Schools view parents/families as partners in facilitating children’s learning and support them in various ways.</i></b></p>	<p><b>Well Done</b></p>	<p><b>Acceptable</b></p>	<p><b>Needs Improvement</b></p>	<p><b>SW-School wide SG-Some grade levels SC-Some Classrooms V-Virtual (circle all that apply)</b></p>
<p>3. Implementation plans include learning strategies for helping parents/families support their children’s learning at home (e.g. info about classroom learning objectives and activities, available supports and interventions, community after-school programs, technology).</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>SW SG SC V</p>
<p>4. The school ensures that each child has access to books, writing supplies, basic technology (wifi, laptop, tech support, etc), basic needs and other resources at home to support their practice and to encourage routine learning activities in everyday life.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>SW SG SC V</p>
<p>5. When a child needs additional support for reading skill development (Tier II NJTSS):</p> <ul style="list-style-type: none"> <li>● families are provided with information on school-based intervention plans for their child and receive frequent communication (bi-weekly, monthly, or as determined within the partnership between parent and teacher, etc.) about the child’s progress. Families have the opportunity to share feedback with the school and make decisions about their child’s plan;</li> <li>● families are provided with ideas for how to support a child’s learning at home in conjunction with the school’s plan for the child. Families take part in developing and providing feedback about the plan as they try new strategies at home;</li> </ul>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>SW SG SC V</p>

<p>6. When a child is identified with intensive needs, including reading (Tier III NJTSS):</p> <ul style="list-style-type: none"> <li>• families are provided with information on school-based intervention programs for their child (e.g., IEPs) and receive frequent communication (bi-weekly, monthly, or as determined within the partnership between parent and teacher, etc.) about the child's progress. Families have the opportunity to share feedback with the school and make decisions about their child's plan.</li> <li>• families are provided with ideas for how to support a child's learning at home in conjunction with the school's plan for the child. Families take part in developing and providing feedback about the plan as they try new strategies at home;</li> </ul>	□	□	□	SW SG SC V
<p>7. Training and development opportunities to teach staff how to engage parents as partners in student learning, both in school and remotely, are offered (ie, virtual platforms).</p>	□	□	□	SW SG SC V

**List any sources used to provide evidence for your ratings:**

<p><b><i>III. 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.</i></b></p>	<b>Well Done</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>SW-School wide</b> <b>SG-Some grade levels</b> <b>SC-Some Classrooms</b> <b>V-Virtual</b> <i>(circle all that apply)</i>
<p>8. There is a way for parents/families and community members to provide input to the school regarding academic and non-academic support services, school policies, remote learning and community resources. (ex. Special Education Parent Advisory Groups, Title 1 Advisory committee, bilingual advisory committee, school health committees, school climate committees, reopening of schools committees)</p>	□	□	□	SW SG SC V

<p>9. The school invites a diverse population of parents/family and community members to partner in decision-making committees. The school has a process for identifying parent leaders who represent the diversity of the student population- especially those students with the greatest learning and equity needs. Committees meet at times that are convenient and/or use technology/another means of communication to obtain input if participants cannot attend.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW SG SC V
<p>10. Parents/families and community members actively participate in the development and review of school policies and plans, including remote learning, as part of school-level and/or district-level advisory committees.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW SG SC V
<p>11. There are opportunities for parents/families to participate in school, community and virtual activities that promote student achievement and equity for full participation of all students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW SG SC V
<p>12. Training and development opportunities are offered to show staff how to effectively engage with families and communities as partners in decision making and as parent learning coaches in remote learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW SG SC V
<p>13. Training and development opportunities are offered to help show parents/families how to be involved in shared decision making.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW SG SC V

**List any sources used to provide evidence for your ratings:**

<b><i>IV. Strategic Family &amp; Community Partnerships   The school is a community hub for language and literacy development.</i></b>	<b>Well Done</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>SW-School wide SG-Some grade levels SC-Some Classrooms V-Virtual (circle all that apply)</b>
14. There are opportunities for parent/family engagement in creating and implementing activities that promote student achievement and equity. The school engages and supports a diversity of families as partners, volunteers and learning coaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW SG SC V
15. The school has partnerships with public, non-public, and Head Start early childhood education programs to promote shared reading and early language and literacy at home. This can include preschool, childcare, or home visiting programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW SG SC V
16. The school brings in partnerships with community resources that support language and literacy activities. (e.g., afterschool programs, mentoring programs, ESL classes for families, summer programs, library, YMCA, churches, etc.) both in person and virtually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW SG SC V
17. Community partners build awareness and support for literacy in the community (literacy picnics, library events, guest-readers, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW SG SC V

**List any sources used to provide evidence for your ratings:**