

# Parent Involvement Survey

Use this self-survey as a tool to evaluate your parent involvement program. Print out the form and answer the questions as they relate to either your classroom, school or district. Your area of responsibility will determine how large a scope you wish to assess. If you're a teacher and wish to review your own classroom then look at each question as it relates to your own program. If you're a director, coordinator or principle then you'll be looking at the bigger picture. [Click to return to parenting-resources.com](http://parenting-resources.com)

Use the scale of 1 to 5 to evaluate your program - with 5 being very strong in the area described and 1 being very weak.

	1	2	3	4	5
<b>Welcoming Environment</b>					
Family members feel welcomed, valued and included.					
All cultures are recognized and respected.					
The uniqueness of each family is recognized and respected.					
Parents/caregivers are welcomed as volunteer partners.					
Information is easily accessible even for non-English speaking parents/caregivers.					
Family activities are planned at varying times of the day and week to encourage maximum participation.					
Family members are encouraged to visit the classroom or program when it is most convenient for them.					
<b>Communication</b>					
Information about the child and family is solicited before enrollment and at regular intervals.					
School policies and rules are provided before or at enrollment and reviewed regularly.					
Communication comes in many forms: home visits, home-school conferences, informal chats, phone calls, newsletters, web-site, e-mail and notes home.					
Positive communication outweighs negative.					
There is a two-way system of communication that is open and easily accessible.					
Good communication skills are used. (e.g. making eye contact, good listening techniques etc.)					
Communication is regular, consistent and meaningful.					
Parents/caregivers are valued as a resource and decision-maker.					
Program information is provided in lay terms and in the family's native language.					
Ongoing information concerning program/classroom expectations and activities are provided in a timely manner.					
Documentation of each child's progress is provided.					
Parents/caregivers are encouraged to express their hopes, dreams, concerns, and vulnerabilities.					
<b>Parenting Skills</b>					
Parenting education is based on the stated needs and interests of the families served.					
Family members are an integral part of the decision-making process for developing the family education program.					
Resources are provided to the parent/caregiver to enhance the social, emotional, physical and cognitive development their children.					
Support networks among families are developed (e.g. monthly potlucks, babysitting cooperatives, family activities etc.).					
<b>Active Parent/Caregiver Participation in Student Learning</b>					
Classroom learning is augmented with ongoing information and strategies on how family members can assist with specific learning activities at home.					
Parents are stimulated to provide experiences at home and in the community to extend the child's understanding of a topic.					

Parents/caregivers are welcomed and encouraged to take part in classroom activities.					
Parents/caregivers are given direction, options and opportunities to take part in classroom activities.					
Resources to assist in home learning and homework are made available.					
Information is provided to family members to enhance the social, emotional, physical and cognitive development of their child. (e.g. cultural, and community events)					

	1	2	3	4	5
<b>Parent/Caregiver as the Child's Advocate</b>					
Families are empowered to be advocates for their children.					
Decisions on important matters affecting their child are made jointly.					
Information on their legal rights is accessible.					
Collaboration with community agencies is facilitated to ensure delivery of services to families in need.					
Parent/caregiver are encouraged to be part of the decision-making process regarding policies and goals.					
<b>Parent/Caregiver as Volunteer Partners</b>					
Parents/caregivers are used as recruiters to bring in new parent volunteers.					
Parent volunteers are given direction, strong guidance and resources to create an optimum learning environment.					
Each volunteer's talents are recognized and encouraged.					
A wide variety of activities are available for volunteers to get involved in.					
<b>Parents as Full Partners in School Decisions that Affect Children and Families</b>					
Parents/caregivers are encouraged to become equal partners in program design and school governance.					
Opportunities are provide for families to develop the skills necessary to actively and effectively participate in the governance process.					
Advisory council meeting and parent programs are held at time conducive to family participation.					
<b>Community Resources and Partnerships</b>					
Information and referrals regarding community resources are provided to the family (e.g. employment, health and adult education).					
Large corporations, small businesses and other organizations are invited to collaborate in supporting children and families.					
<b>Program Evaluation</b>					
There is a system in place to evaluate progress and effectiveness of each standard or factor above.					