Name: _____   Date: _____

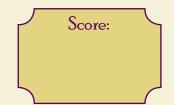## Component B: School-Wide Practices and Policies

Practices and policies can enhance or undermine a welcoming atmosphere. Your team will interview the program's director and a school principal. Please take notes so you will be able to discuss his/her answers and complete the Reporting Form with your teammates at the conclusion of the interview.

Rate each question as follows:

1 = No (Definitely Not)

2 = Somewhat True (Minor Evidence)

3 = Mostly True (Yes… But Something's Missing)

4 = Yes (Yes, Definitely)

n/a = Not Applicable

Score:

Indicator	Score	Notes
1. Is an orientation provided for all **students**? If so, please explain where and when orientations are held.		
2. Is an orientation provided for all **parents**? If so, please explain where and when orientations are held.		
3. What type of information packets and other supports are available to new families throughout the year?		
4. How often does staff make a personal contact with students' families **early in the year** to report something positive?		
5. How often does staff make a personal contact with students' families **during the year** to report positive information?		
6. What kind of informal/social occasions (including off-site events) are offered so that parents and staff can get to know each other during the year?		
7. How are the expectations about what students should be learning in each program component clearly communicated to families?		

School-Wide Practices and Policies (continued)

Indicator	Score	Notes
8. How does your program utilize alternative communication methods with parents who are English language learners in order for them to understand what students are learning and how they can participate in activities?		
9. Is there an established process for students and families to communicate concerns including racial or cultural issues?		
10. Are staff and teachers engaged in regular professional development opportunities to learn about culturally responsive approaches to teaching and engaging all students?		
11. How is information about program policies, class rules, parent-teacher conferences, bus schedules and snack/meal schedules made available to parents?		
12. Is the information in item 11 made available to families in their native language for those who do not speak English?		
13. What sort of resources are available for parents to gain access to information about events, enrichment activities and/or curricula? (ex. homework hotline, teacher message boxes, event line, website)		
14. How do you ensure that staff is pronouncing parents', students' and visitors' names correctly?		
15. How is the program's racial and cultural diversity recognized and openly discussed at parent group and staff meetings?		
16. How are extra efforts made to welcome and engage families of diverse backgrounds and families that are not usually involved?		
17. Do you have translators for families in your after school program?		
18. What procedure is in place to contact non-custodial parents regularly?		

School-Wide Practices and Policies (continued)

Indicator	Score	Notes
19. Does the community use the facility for planned events or is the community invited to participate in the program in specific ways? How?		
20. How does the program assist parents in connecting with staff and faculty at their child's school and navigating the educational system?		
21. Are family engagement activities and events scheduled to fit the availability of parents? Are staff members encouraged to participate in these events?		
22. Does the program provide information for parents on adult education classes and other adult learning and enrichment opportunities in the school or community? (ex. English and citizenship classes)		
23. How often does the after school program survey parents regarding their concerns and/or suggestions for the program? Are these surveys available in a variety of languages?		
24. How often are parents surveyed regarding their interests, talents and availability to volunteer?		
25. What type of training is available for parent volunteers?		
26. What type of training is provided for staff on the Connecticut Standards for School-Family-Community Partnerships?		
27. Does your program have a parent liaison on staff (may also be called a family resource coordinator or similar title) to make connections with families?		
28. Does your program have a written plan for family engagement that is connected to student learning?		
29. How do you and your staff recognize parent participation and contributions?		
30. Does your program have a team of parents and staff that plans and evaluates how families are engaged in supporting students learning (in some schools this is called an Action Team for Partnerships)?		