



Statewide Family Engagement Center

WELCOMING WALKTHROUGHS

School-Wide Assessment

Your Name: _____ Date: _____

Name of School: _____

District: _____ Phone Number: _____

Component B: School-Wide Practices & Policies

School-wide practices and policies can enhance or undermine a welcoming atmosphere. Your team will interview an administrator from the school. As you ask them questions, 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 = Not Applicable
- 2 = Not True
- 3 = Somewhat True
- 4 = Very True





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Questions (Indicator):	1 N/A	2 Not True	3 Somewhat True	4 Very True
1. Is an orientation provided for all students? Is there an orientation for all families? If so, when/where and what is covered during orientations?				
2. Do teachers make personal contact with families prior to the first day of school or within the first week? How often do teachers make personal contact with families? How often is this contact to report something positive?				
3. How are the expectations about what students are learning in each grade communicated to families (for example, a school-parent compact linked to learning)?				
4. How does your school utilize alternative communication methods with families who are English language learners to allow them to understand what students are learning and how they can participate in activities?				
5. What resources does your school provide to keep families informed about events and learning opportunities, and what role does the family liaison play in that communication?				
6. Are all school staff engaged in regular professional development opportunities to learn about culturally responsive approaches to teaching and engaging all students? What are some examples of this?				



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Questions (Indicator):	1 N/A	2 Not True	3 Somewhat True	4 Very True
7. Is there an established process for students and families to communicate concerns including racial and/or cultural issues? What is it?				
8. How is information about school and classroom policies, school rules, parent-teacher conferences, lunch schedules and transportation made available to families? Is this available in other languages?				
9. Are translators available for in person meetings for all languages? Do all staff know how to access them? How do families know this is available?				
10. What opportunities do parents have to be in classrooms during the daytime? How frequently does this occur?				
11. How does your school ensure that family events are accessible, foster staff-family connections, and recognize family involvement?				
12. How do you ensure that staff is pronouncing parents, students, and visitors names correctly?				
13. How is the school's racial and cultural diversity recognized and openly discussed at parent groups, faculty meetings, school council meetings, and discussion groups that include staff and families?				



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Questions (Indicator):	1 N/A	2 Not True	3 Somewhat True	4 Very True
14. How do you welcome and engage families of all backgrounds and engage families that are not usually involved?				
15. What procedures are in place to make sure all non-custodial parents receive information and are contacted regularly?				
16. How are families asked for their opinion/ input, given opportunities for partnering with the school (ex: focus groups, family surveys, principal's advisory committee, or school governance council)? Are families involved in leadership or decision making?				
17. How often are families surveyed regarding their concerns and/or suggestions for the school? Are these surveys available in a variety of languages?				
18. How often are families surveyed regarding their interests, talents, and availability to volunteer? What kind of training is provided? Are there options for people who work full-time?				
19. What type of training is provided for staff on Connecticut's definition , framework, and guiding principles for family engagement?				
20. Does your school have a written plan for family engagement that is connected to student learning? Are families involved in creating it? How is it evaluated?				



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Notes: