Inventory for Creating School–Family Connections

The following 5-point scale may be useful for sharing views within school and across family and school environments:

1: Not at all/never
2: In some situations/infrequently
3: Variable/sometimes but not usually
4: In most situations/usually
5. Completely/always

APPROACH: The framework for interaction with parents

To what extent are the following conditions present in our school community?

1. Mutually shared goals across home and school for children’s learning.
   1  2  3  4  5

2. Belief that parental involvement in school is very important.
   1  2  3  4  5

3. Belief that working together as partners will benefit the child’s learning and development, with mutually supported roles and actions to achieve this goal.
   1  2  3  4  5

   1  2  3  4  5

5. Recognition that the family–school relationship can influence children’s school performance, both positively and negatively.
   1  2  3  4  5

6. Expectation that families will be involved, and that involvement can mean different things to different families.
   1  2  3  4  5

7. Expectation that teachers and school staff will seek ways to invite parents to share in the educational process for their children, recognizing this may “look different” to different families.
   1  2  3  4  5

8. There is a mission statement that promotes the importance and expectation of school–family connections for children’s learning.
   1  2  3  4  5

ATTITUDES: The values and perceptions held about family-school relationships
To what extent are the following conditions present in our school community?

1. Attempts to understand the needs, ideas, opinions, and perspectives of families and educators.
   1 2 3 4 5

   1 2 3 4 5

3. Willingness to share views across home and school.
   1 2 3 4 5

4. Perception of family involvement as essential rather than simply desirable.
   1 2 3 4 5

5. A positive attitude that focuses on school, family, and child strengths, rather than only on problems or deficits.
   1 2 3 4 5

6. Willingness to look at the whole picture about children by discussing, exploring, and understanding different views.
   1 2 3 4 5

7. Willingness to listen to and respond to concerns across home and school—looking at different ways to better understand students’ needs, and viewing parents’ and educators’ concerns in order to offer mutual support.
   1 2 3 4 5

8. Mutual respect across home and school.
   1 2 3 4 5

9. Understanding that barriers for positive family–school relationships exist for parents and educators.
   1 2 3 4 5

ATMOSPHERE: The climate in schools for families and educators

To what extent are the following conditions present in our school community?

1. Recognition of the value, and asking for family input regarding important decisions about their child.
   1 2 3 4 5

2. Use of family and school input to promote positive outcomes for students.
   1 2 3 4 5
3. A welcoming, respectful, inclusive, positive, supportive climate and atmosphere for all children and families.

4. A variety of communication strategies to reach all parents in a manner that is sensitive or responsive to family background (language, skills, knowledge level), easy to understand, and “jargon-free.”

5. A variety of communication strategies to share information and/or monitor children’s performance.

6. Parents and school trust in each other.

7. Procedures for listening to and responding to concerns across home and school.

8. Meaningful ways and flexible options for parents and students to be involved.

9. Opportunities for parents and school staff to learn from one another; including cross-cultural communication opportunities.

**ACTIONS: Strategies for building shared responsibility**

*To what extent are the following conditions present in our school community?*

1. Information is provided to families about school policies and practices, parents’ and students’ rights in relation to education, and ways to foster students’ engagement with learning.

2. Opportunities are provided for home and school to plan jointly and collaborate to resolve a shared concern or to improve learning experiences for students.

3. A process exists for creating mutually supportive and shared roles for families and educators.

4. Supports and resources exist for creating and maintaining partnerships.

5. Policies and practices support a shared responsibility for home and school.
6. Parents and school staff review the availability, accessibility, and flexibility of their roles and responsibilities for fostering student’s learning.