



NH Center for Effective Behavioral Interventions and Supports (NH-CEBIS)

“Committed to the emotional well-being of all New Hampshire’s children.”

A SERESC / Rivier College Partnership

Family Engagement Checklist

Muscott & Mann, 2004

Adapted from Epstein (2003) and Fullen (1991)

School: _____ Team: _____ Date: _____

STATUS: In place Partially in place Not in place	TASK	PRIORITY: High Medium Low
	Climate	
	1. There is a process for assessing how welcomed, valued, and satisfied parents are in and with the school.	
	2. There is a plan for addressing ways to help families feel welcomed and valued.	
	3. There is a plan for training all staff to work collaboratively and respectfully with families.	
	4. Plans for addressing ways to help families feel welcomed and valued address diverse families including those with students in the universal, targeted and intensive levels of PBIS.	
	Parent Involvement in Learning Activities at Home	
	5. There is a process for assessing parents’ opinions about their own involvement in learning activities at home.	
	6. There is a plan or set of activities for helping families to support their child’s learning at home.	
	7. The plan includes activities for helping diverse families, including those with students in the universal, targeted and intensive levels of PBIS, support their child’s learning.	
	Communication with Parents/Families	
	8. There is a process for assessing parents’ opinions about how well schools communicate with them.	
	9. There is a plan for communicating with families in varied and helpful ways.	

	10. The plan includes activities for communicating with diverse families, including those with students in the universal, targeted and intensive levels of PBIS, about important school/home matters including discipline.	
	Parent/Family Involvement at School (Volunteering, Assisting)	
	11. There is a process for assessing parents' opinions about how they can support schools through their involvement at school.	
	12. There is a plan for how parents can be involved in supporting learning at school through volunteering and assisting.	
	13. The plan for parental involvement in school activities addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can participate.	
	Parent/Family Involvement in Decision-Making	
	14. There is a process for assessing parents' opinions about the extent to which they are encouraged to participate in decision-making committees and activities (e.g., leadership teams).	
	15. There is a plan for encouraging and supporting parent participation in decision-making committees and activities.	
	16. The plan for parental participation in decision-making committees and activities addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can participate.	
	17. There is a process for assessing parents' opinions about the extent to which they can provide input to school personnel about matters of importance including discipline that is taken seriously.	
	18. There is a plan for gathering and incorporating parents' input about matters of importance including discipline that is taken seriously.	
	19. The plan for gathering and incorporating parents' input about matters of importance including discipline addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can be heard.	