Tier I Survey for Families   
The purpose of this survey is to get your feedback about our school's Tier I framework used at our school. It uses positive discipline practices, such as clear expectations (behavior matrix), acknowledgment systems (tickets), and appropriate consequences to deal with problem behavior. All responses will remain strictly confidential. Thank you!

1. How would you MOST prefer to receive information about your child’s classroom or school activities?

* School Facebook or Twitter page
* Written or Electronic Newsletter
* Notes home on paper
* Text messages
* Emails
* Phone Calls
* Meetings at the school
* School Specific Apps
* Daily/weekly schedule of classroom activities
* Board in the entryway or outside of classroom
* Family handbook of program policies
* School website

1. If our school offered workshops, what topics would you be interested in? Check all that apply.

* Collaborative problem solving
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Positive discipline
* Limit setting
* Behavior supports and opportunities at my child’s school
* Daily routines (e.g., getting up in the morning)

1. When would be the best time for you to come to workshops? Check all that apply.

* Weekdays after school
* Weekday evenings
* Saturday morning
* Saturday afternoon
* Saturday evening
* Weekday mornings before school
* Weekdays during school hours

1. How often do teachers and staff ask you for your input about you child specifically?

* Never
* Sometimes
* Very often
* Rarely
* Always

1. How often do teachers and staff ask you for your input about school-wide decisions?

* Never
* Rarely
* Sometimes
* Very often
* Always

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Please select the degree to which you agree with the following statements: | Strongly agree | Slightly agree | Undecided or Neutral | Slightly Disagree | Strongly Disagree |
| I have a positive relationship with the staff at my child’s school. |  |  |  |  |  |
| Staff at my child’s school respect me and my child. |  |  |  |  |  |
| I trust the staff at my child’s school. |  |  |  |  |  |
| The staff at my child’s school trusts me. |  |  |  |  |  |
| I feel welcome at my child’s school. |  |  |  |  |  |
| I have the skills to support my child’s behavior at home and at school. |  |  |  |  |  |
| I have a good understanding of the behavioral data used at my child’s school. |  |  |  |  |  |
| The staff is clear about the behavior expectations at my child’s school. |  |  |  |  |  |

1. I have been asked for input on the Tier I program (behavior matrix, acknowledgment system). **Circle one: Yes No**
2. I have been for input on family engagement in Tier I (home matrix, family acknowledgment, community events). **Circle one: Yes No**
3. My child has received a ticket for positive behavior. **Circle one: Yes No**
4. Someone at my child’s school has contacted me about my child behaving well. **Circle one: Yes No**
5. I have received acknowledgement for being engaged at my child’s school. **Circle one: Yes No**
6. List the school-wide behavior expectations:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. I have received information from my school on how to use **behavioral expectations** at home. (Example: Home Matrix)

* Yes, I have received it but I never use it at home.
* No, I have not received it.
* Yes, I have received it and I always use it at home.
* Yes, I have received it and I sometimes use it at home.

1. I have received information from my school about how to use an **acknowledgment system** at home.

* Yes, I have received it but I never use it at home.
* No, I have not received it.
  + Yes, I have received it and I always use it at home.
  + Yes, I have received it and I sometimes use it at home.

**Beginning of the Year Questionnaire for Families**

***Note for educators: Below are recommended questions to establish a relationship with families and encourage two-way communication. Edit this survey to fit the needs of your community and classroom. Remember: brevity is best. Only include the questions that you believe will best inform your relationship with your students and families. Bolded & italicized script should especially be edited.***

***Insert Teacher Welcome Statement Here. Below is a recommended script.***

Welcome to the ***2020-21*** school year! In order to help me best serve your student and family, please answer the following questions. This information will remain confidential. Feel free to omit any information you do not feel comfortable providing or add anything that you would like me to know. I appreciate you taking the time to provide me with this helpful information. I am excited to get to know you and your family, and I look forward to working with you this year!

1. What is the most important thing I should know about your child?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do you see as your child’s greatest strength?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is your preferred method of communication? ***(edit to include communications that are appropriate for your school and classroom)***
   * Email
   * Phone call
   * Text message
   * Video conference (Zoom, FaceTime, etc.)
   * Note home
   * ***Classroom website or app (specify)***
   * ***School website or app*** ***(specify)***
   * Social media sites (Facebook, Twitter, Instagram)
   * Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. My child learns best while working…
   * Independently
   * In small groups
   * In whole group
3. Does your child have any fears I should be aware of?
   * Yes, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * No
4. What is the best way to motivate your child?
   * Attention & praise from teacher
   * Social acknowledgement or time with peers
   * Tangible items
5. Do you have any concerns about your child’s behavioral or academic development?
   * Yes, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * No

**COVID-19 Specific Questions:**

1. What did a typical day look like for your child during the stay at home orders? (Who cared for your child? What type of activities did your child do? Where did they stay during the day?)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. Did your family experience significant hardship during the stay at home orders? Mark all that apply:
   * COVID-19 related illness in family
   * Illness in family unrelated to COVID-19
   * Death in family
   * Job loss
   * Relocation
   * Other, specify if you like: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Have you noticed any changes in your child’s behavior since before the school closures? Mark all that apply:
   * Anxiety or fears
   * Anger
   * Acting out
   * Sadness
   * Fatigue
   * Issues sleeping
   * Other, specify if you like: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Do you have reliable internet access at home?
   * Always
   * Most of the time
   * Sometimes
   * Never
4. Does your child have an electronic device that could be used for schoolwork in the event of another school closure?
   * Yes
   * No
5. Is there anything else that you would like to tell me about your child or your family?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Adapted from “Parent Beginning of the Year Survey?”

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**N H**

**C E B I S**

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. |  |

**Poplar Grove Middle School**

**Positive Behavior Support Survey**

\*\*Please return the survey to a PGMS staff member for a PBS ticket for each child in your family. They may use this special PBS ticket for a chance at the Soda Toss!\*\*

1. I am familiar with what Positive Behavior Intervention and Support is at PGMS (i.e., expectations, rules for different areas of the school, PBS Tickets, and rewards for appropriate behavior.)

Not very familiar Somewhat familiar Familiar Very familiar

1. I believe the staff at PGMS uses positive strategies on a regular basis to talk/work with students in regards to behavior expectations.

Not very familiar Somewhat familiar Familiar Very familiar

1. I receive regular information on how my child is doing in regards to the behavior expectations at PGMS.

Not very familiar Somewhat familiar Familiar Very familiar

1. I am satisfied with the behavior expectations at PGMS for my child.

Not very familiar Somewhat familiar Familiar Very familiar

1. I believe my child is reinforced appropriately when he/she follows the school expectations and rules.

Yes No

1. PGMS staff members treat students fairly and respectfully.

Not very familiar Somewhat familiar Familiar Very familiar

1. If I had concerns about my child or about the school, I would feel comfortable discussing the situation with a staff member (teacher, counselor, administrator).

Yes No

Suggestions/Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PBS tickets should not be shared with other students.**

**Please fill in the information in ink as soon as ticket is received.**

Expectations:

Be Responsible

Be Respectful

Show Pride

Poplar Grove Middle School

Special Edition Family Night Ticket

This ticket may be redeemed for:

One FREE popcorn

during the movie

Expectations:

Be Responsible

Be Respectful

Show Pride

Poplar Grove Middle School

Special Edition Family Night Ticket

**Hickory Creek Elementary School Survey for Family/Community**

1. Did you feel that the overall school environment was positive?

Yes

No

Comment

1. Were you greeted, did you feel welcome?

Yes

No

Comment

1. Are you aware of our school rules, Be Respectful, Be Responsible, Be Safe?

Yes

No

1. Were these rules demonstrated in some way by a student or staff member?

Yes

No

1. Comments or Suggestions

Thank you for visiting our school and completing this survey!

*This survey is sent to visitors by email from our attendance clerk.*

FAMILY SCHOOL CLIMATE SURVEY (SAMPLE)

WE WANT TO KNOW WHAT YOU THINK ABOUT YOUR CHILD’S SCHOOL. The information from the survey will help us improve student relationships, learning conditions, and the school’s overall environment.

YOUR answers are confidential and will be combined with those of other parents. No one will be told how you answered.

THIS SURVEY IS VOLUNTARY. You do not have to answer any question if you do not want to, but we hope you will answer as many questions as you can.

**INSTRUCTIONS**

Please read each question carefully and circle the number under the one answer that most closely fits your opinion. We appreciate your taking the time to do the survey.

Please indicate how much you agree or disagree with the following statements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Survey Questions** | **Strongly**  **Disagree** | **Disagree** | **neutral** | **Agree** | **Strongly Agree** |
| My child’s school environment is clean and in good condition. |  |  |  |  |  |
| My child feels safe at school. |  |  |  |  |  |
| Students at my child’s school are well-behaved. |  |  |  |  |  |
| My child is safe going to and from school. |  |  |  |  |  |
| The learning environment at my child’s school is excellent. |  |  |  |  |  |
| Communication with families occurs in an open and respectful manner. |  |  |  |  |  |
| School staff has helped my child learn how to manage time. |  |  |  |  |  |
| Teachers at my child’s school have high expectations for the students. |  |  |  |  |  |
| My child’s teacher encourages students to ask questions. |  |  |  |  |  |
| Teachers at my child’s school treat students with respect. |  |  |  |  |  |
| The expectations for student conduct are consistently enforced at my child’s school. |  |  |  |  |  |
| Students at my child’s school treat teachers and staff with respect. |  |  |  |  |  |
| School staff encourage students to respect each other’s differences. |  |  |  |  |  |
| The teachers in the school have built strong relationships with my child. |  |  |  |  |  |
| My child has friends at school he or she can trust and talk to about problems. |  |  |  |  |  |
| I know what is going on in my child’s school. |  |  |  |  |  |
| My child is treated fairly. |  |  |  |  |  |
| My child’s school tries to get family members to take part in school activities |  |  |  |  |  |
| I am actively involved in my child’s school. |  |  |  |  |  |
| Families are involved in making important decisions. |  |  |  |  |  |
| My child has pride in the school. |  |  |  |  |  |
| I feel comfortable talking with my child’s teachers. |  |  |  |  |  |
| I am well informed about how my child is doing in school. |  |  |  |  |  |
| I feel welcome at my child’s school. |  |  |  |  |  |
| I know what my child’s teacher expects of my child. |  |  |  |  |  |
| Overall, I am satisfied with my child’s school. |  |  |  |  |  |

COMMENTS: