

# Family Questionnaire

How long has your child (or children) been enrolled in this program? Check only one.

Less than six months

One to two years

Six months to one year

More than two years

How old is your child (or children) who are enrolled in this program? \_\_\_\_\_

## Directions

For each statement, circle "Yes," "No," or "DK" for "don't know." If the statement does not apply to your child's program, circle "NA" for "not applicable."

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|----|----|-----|----|--|
| DK | No | Yes |    | 1. The program gives information to families about   |
| DK | No | Yes | NA | (a) the program's philosophy and goals for children.   |
| DK | No | Yes |    | (b) payments and refunds.  |
| DK | No | Yes |    | (c) hours the program is open, holidays, and closings.   |
| DK | No | Yes |    | (d) rules about attendance of sick children.   |
| DK | No | Yes |    | (e) meals and snacks given to children.  |
| DK | No | Yes | NA | (f) times when infants and toddlers are fed and what they eat.   |
| DK | No | Yes |    | 2. Families are able to give ideas about the program's policies and procedures and about planning to meet the needs of their children.   |
| DK | No | Yes |    | 3. The program has a plan for helping new children to feel comfortable by either including a visit before enrollment, having a parent meeting, or gradually bringing in new children. This helps ease the transition as the child separates from her or his parent(s) to a new school. |
| DK | No | Yes |    | 4. Teachers work with parents to establish and maintain regular, ongoing, two-way communication.   |
| DK | No | Yes |    | 5. Teachers listen to parents and have respect for the family's goals and preferences for the child.   |
| DK | No | Yes |    | 6. Teachers and families work together positively about how the family and staff handle different aspects of childrearing such as discipline, feeding, toileting, and other important issues.  |
| DK | No | Yes |    | 7. Family members are welcome visitors in the program at all times. They feel welcome when they enter the classroom.   |

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|----|----|-----|--|
| DK | No | Yes | 8. There are ways for parents (even those who work and/or are very busy) to take part in the program, such as visiting and helping in the classroom, taking field trips, joining in at parties, or sharing a meal/snack. |
| DK | No | Yes | 9. The program informs parents about day-to-day happenings and special events, such as field trips, that affect children.  |
| DK | No | Yes | 10. Families are given information about what happened to their children during the day, especially information about injuries and any changes in children's health or eating habits.                                    |
| DK | No | Yes | 11. Teachers and parents work together to decide how to best help the child to develop and learn, or to talk about any problems that may arise.  |
| DK | No | Yes | 12. Parent-teacher conferences are held to discuss children's progress, accomplishments, and/or difficulties at least once a year (conferences are held more often if parents want them).                                |
| DK | No | Yes | 13. Parents are informed about the program and any policy or regulatory changes that affect it through newsletters, newspaper articles, bulletin boards, or other ways.  |
| DK | No | Yes | 14. Teachers communicate with parents to ensure that children experience smooth transitions during the day (from home to program or from one program to another).  |
| DK | No | Yes | 15. Teachers communicate with parents to ensure that the programs from which children come and go from one year to the next provide continuity over time.  |
| DK | No | Yes | 16. Personally, I feel that communication between parents and staff shows trust and respect.   |
| DK | No | Yes | 17. Communication is frequent between parents and staff, such as when children are dropped off and picked up, or through notes and telephone calls.  |
| DK | No | Yes | 18. Personally, I feel that staff are sensitive to the feelings of family members.   |
| DK | No | Yes | 19. I feel that teachers are accepting of my family. They speak positively about families to the children and among themselves.  |

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|----|----|-----|--|
| DK | No | Yes | 20. Changes that affect children, such as changes in room or teacher or use of special services, are discussed with parents before decisions are made.   |
| DK | No | Yes | 21. Teachers seek parents' specific ideas for dealing with the child when at the program.  |
| DK | No | Yes | 22. The program has an effective way of negotiating difficulties and differences that arise. Some techniques to handle differences might include a parent-policy council, an appeals committee, special conferences, or individual meetings. |
| DK | No | Yes | 23. Children are generally taught by the same teacher(s), so the children do not have to constantly adjust to new adults.  |
| DK | No | Yes | 24. At least once a year, parents are asked to evaluate how well the program is meeting their child's needs.   |

**For parents of children with special needs:**

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|-----------|-----------|------------|-----------|---|
| <b>DK</b> | <b>No</b> | <b>Yes</b> | <b>NA</b> | 25. Staff involve parents in development and use of Individualized Education Plans (IEPs) designed to meet the child's needs. Staff also address the needs of parents of children with special needs. |
|-----------|-----------|------------|-----------|---|

**Please feel free to write any comments on what you like about the program or what you would like to see changed.**

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