

4 Versions of Family-School Partnerships

Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row

Partnership School	Open-Door School	Come-if-We-Call School	Fortress School
All families & communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.	Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.	Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.	Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.
☐ Building Relationships - Family center is always open, full of interesting materials to borrow - Home visits are made to every new family - Activities honor families' contributions - Building is open to community use & social services are available to families	☐ Building Relationships - Teachers contact families once a year - Parent coordinator is available if families have questions or need help - Office staff are friendly - Staff contact community agencies & organizations when help is needed	☐ Building Relationships - Better-educated parents are more involved "Many immigrant parents don't have time to come or contribute" - Staff are very selective about who comes into the school	☐ Building Relationships - Families do not "bother" school staff "Minority families don't value education" - Parents need security clearance to come in - It is important to keep community influences out of the school
☐ Linking to Learning - All family activities connect to what students are learning - Parents & teachers look at student work & test results together - Community groups offer tutoring & homework programs at the school - Students' work goes home every week, with a scoring guide	☐ Linking to Learning - Teachers explain test scores if asked - Folders of student work go home occasionally - School holds curriculum nights 3 or 4 times a year - Staff let families know about out-of-school classes in the community	☐ Linking to Learning - Parents are told what students will be learning at the fall open house - Parents can call the office to get teacher-recorded messages about homework - Workshops are offered on parenting	☐ Linking to Learning - Curriculum & standards are considered too complex for parents to understand "If parents want more information, they can ask for it" "We're teachers, not social workers"
☐ Addressing Differences - Translators are readily available - Teachers use books & materials about families' cultures - PTA/PTO includes all families - Local groups help staff reach families	☐ Addressing Differences - Office staff will find a translator if parents ask in advance - Multicultural nights are held once a year "Minority" parents have their own group	☐ Addressing Differences "We can't deal with 20 different languages" "Parents can bring a translator with them" "This school just isn't the same as it used to be"	☐ Addressing Differences "Those parents need to learn English" "We teach about our country—that's what those parents need to know" "This neighborhood is going downhill"
☐ Supporting Advocacy - There is a clear, open process for resolving problems - Teachers contact families each month to discuss student progress - Student-led parent-teacher conferences are held 3 times a year for 30 minutes	☐ Supporting Advocacy - Principal will meet with parents to discuss a problem - Regular progress reports go to parents, but test data can be hard to understand - Parent-teacher conferences are held twice a year	☐ Supporting Advocacy - School calls families when children have problems - Families visit school on report card pick up day & can see a teacher if they call first	☐ Supporting Advocacy - Parents don't come to conferences - Problems are dealt with by the professional staff - Teachers don't feel safe with parents
☐ Sharing Power - Parents & teachers research issues such as prejudice & tracking - Parent group is focused on improving student achievement - Families are involved in all major decisions - Parents can use the school's phone, copier, fax, & computers - Staff work with local organizers to improve the school & the neighborhood	☐ Sharing Power - Parents can raise issues at PTA/PTO meetings or see the principal - Parent group sets its own agenda & raises money for the school - Resource center for low-income families is housed in a portable classroom next to the school - PTA/PTO officers can use the school office - A community representative sits on the school council	☐ Sharing Power - Principal sets agenda for parent meetings - PTA/PTO gets the school's message out "Parents are not experts in education" - Community groups can address the school board if they have concerns	☐ Sharing Power - Principal picks a small group of "cooperative parents" to help out - Families are afraid to complain. "They might take it out on my kid" "Community groups should mind their own business; they don't know about education."