

Family-School Partnership Survey

*Adapted from Beyond the Bake Sale by
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Please fill out and return to **MCCPTA office, MCPS Pony Address 2096 Gaither Road, Ste 204**
Answer based on an individual school only. Responses may not fully correspond to MCPS system so try to select what fits best.

Building Relationships---check all that apply at your school

- Family Center is always open, full of interesting learning materials to borrow
- Home Visits are made to every new family
- Activities honor families contributions
- Building is open to community use and social services are available to families
- Teachers contact families once a year
- Parent coordinator is available if families have questions or need help
- Office staff is friendly
- Staff contacts community agencies and organizations when help is needed
- Better-educated parents are more involved
- “Many immigrant parents don’t have time to come or contribute”
- Staff is very selective about who comes into the school
- 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---check all that apply at your school

- All family activities connect to what the students are learning
- Parents and teachers look at student work and test results together
- Community groups offer tutoring and homework programs at the school
- Student’s work goes home every week, with a scoring guide
- Teachers explain test scores if asked
- Folders of student work go home occasionally
- School holds curriculum nights three or four times a year
- Staff let families know about out-of-school classes in the community
- 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
- Curriculum and 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---check all that apply at your school

- Translators are readily available
- Teachers use books and materials about families cultures
- PTA includes all families
- Local groups help staff reach parents

- Office staff will find a translator if parents ask in advance
- Multicultural nights are held once a year
- “Minority” parents have their own group
- “We can’t deal with twenty different languages”
- “Parents can bring a translator with them”
- “This school just isn’t the same as it used to be”
- “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---check all that apply at your school

- 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 three times a year for thirty minutes
- 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
- School calls families when children have problems
- Families visit school of report card pickup day and can see a teacher if they call first
- Parents don’t come to conferences
- Problems are dealt with by the professional staff
- Teachers don’t feel safe with parents

Sharing Power---check all that apply at your school

- Parents and teachers research issues such as prejudice and 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, and computers
- Staff works with local organizers to improve the school and neighborhood
- Parents can raise issues at PTA meetings or see the principal
- Resource center for low-income families is housed in a portable classroom next to the school
- PTA officers can use the school office
- A community representative sits on the school council
- Principal sets agenda for parent meetings
- PTA gets the school’s message out
- Community groups can address the school board if they have concerns
- 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”

Additional Information

These answers are based on my child’s:

- elementary school
- middle school
- high school

School/Cluster (optional) _____