

FOUR VERSIONS OF PARTNERSHIPS

WHAT DO SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS LOOK LIKE AT YOUR SCHOOL?

*Check the boxes that have the most statements under them marked or circled.
Check only one box in a row.*

	TYPE 1	TYPE 2	TYPE 3	TYPE 4
BUILDING RELATIONSHIPS	<input type="checkbox"/> 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	<input type="checkbox"/> 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 and organizations when help is needed	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> All family activities connect to what students are learning Parents and teachers look at student work and test results together Community groups offer tutoring and homework programs at the school Students' work goes home every week, with a scoring guide	<input type="checkbox"/> 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	<input type="checkbox"/> Parents are told what students will be learning at the fall open house Parents can call the office to get teachers-recorded messages about homework Workshops are offered on parenting	<input type="checkbox"/> 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"

continued four versions of partnerships

	TYPE 1	TYPE 2	TYPE 3	TYPE 4
ADDRESSING DIFFERENCES (CUSTOMER SERVICE)	<input type="checkbox"/> Translators are readily available Teachers use books and materials about families' cultures PTA includes all families Local groups help staff reach parents	<input type="checkbox"/> Office staff will find a translator if parents ask in advance Multicultural nights are held once a year "Minority" parents have their own group	<input type="checkbox"/> We can't deal with twenty different languages" "Parents can bring a translator with them" "This school just isn't the same it used to be"	<input type="checkbox"/> "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 (FAMILY VOICE)	<input type="checkbox"/> There is a clear, open process for resolving problems Teachers contact families each month to discuss students' progress Student-led parent-teacher conferences are held three times a year for thirty minutes	<input type="checkbox"/> 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	<input type="checkbox"/> School calls families when children have problems Families visit school on report card pickup day and can see a teacher if they call first	<input type="checkbox"/> Parents don't come to conferences Problems are dealt with by the professional staff Teachers don't feel safe with parents
SHARING POWER (DISTRIBUTE LEADERSHIP)	<input type="checkbox"/> 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, copies, fax, and computers Staff works with local organizers	<input type="checkbox"/> Parents can raise issues at PTA meetings or see the principal Parent group sets its own agenda and raises money for the school PTA officers can use the school office A community representative sits on the school council	<input type="checkbox"/> Principal sets agenda for parent meetings PTA gets school's message out "Parents are not experts in education" Community groups can address the school board if they have concerns	<input type="checkbox"/> Principal picks a small group of "co-operative 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"

ANSWER KEY

SCHOOL-FAMILY COMMUNITY PARTNERSHIP TYPES

TYPE 1

PARTNERSHIP SCHOOL

All families and communities have something great to offer -we do whatever it takes to work closely together to make sure every single student succeeds

TYPE 2

OPEN-DOOR SCHOOL

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.

TYPE 3

COME-IF-WE-CALL SCHOOL

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 help in the community if we need it.

TYPE 4

FORTRESS SCHOOL

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.

WHERE DOES YOUR SCHOOL FALL?

If three or more of your checked boxes fall in the **FORTRESS SCHOOL** section and none under **OPEN-DOOR** or **PARTNERSHIP**, your school is trying to keep parents away rather than work with them. In standards-based terms, it is below basic.

If three of more of your checked boxes fall under **COME-IF-WE-CALL** and none under **PARTNERSHIP**, your school may want parents to be involved only on its terms. In standards-based terms, it is at the basic level.

If at least four of your checked boxes fall under **OPEN-DOOR** or **PARTNERSHIP** and none are under **FORTRESS SCHOOL**, your school welcomes families and supports them to be involved in a number of ways. In standards-based terms, it is proficient.

If at least three of your checked boxes are under **PARTNERSHIP** and the rest are under **OPEN-DOOR**, your school is willing and able to work with families. We bet the student achievement level goes up every year. In standards-based terms, it is advanced.

