

# (7) PPR Module 7: Family Partnerships

Please fill out the following questions about your school or district.

1. To what level is your school involved in the following types of family engagement? Please select the answer that best describes the level of activity in each area. (Select one option for each statement)

	Not occurring (1)	Rarely occurs (2)	Occasionally occures (3)	Frequently occurs (4)	Unsure (5)
a. Standard 1: Welcoming all families into the school community— Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Standard 2: Communicating effectively— Families and school staff engage in regular, two-way, meaningful communication about student learning. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Standard 3: Supporting student success—	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively. (3)

d. Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. (4)

e. Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform,



influence, and create policies, practices, and programs. (5)

f. Standard 6:  
Collaborating with community— Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. (6)



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2. Is there a person who has the specific responsibility to support family involvement at the school level? *(Select one option)*

Yes (1)

No (2)

Unsure (3)

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3. Are school personnel aware that the ICAP is to be developed by “the student and the student’s parent or legal guardian in collaboration with school counselors, school administrators, school personnel and/or approved post-secondary service providers”? *(Select one option)*

- Yes, and we always or almost always incorporate parent input. (1)
  - Yes, but it doesn't always work that way. (2)
  - No (3)
  - Unsure (4)
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4. In your school, how likely is it that individual student plans addressing attendance, behavior or academics are developed and implemented with families as equal partners, and involve a component with the student’s family to ensure that plans are being supported at home? *(Select one option)*

- Always (1)
  - Likely (2)
  - Not very likely. (3)
  - Unsure (4)
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5. Do families participate in extra-curricular planning and support for their students? *(Select one option)*

- Yes, often. (1)
  - Sometimes (2)
  - Not usually. (3)
  - Unsure (4)
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6. How likely is it that someone from the school meets with parents of any student planning to drop out before the decision is finalized and the student is coded as a dropout? *(Select one option)*

- Always (1)
  - Likely (2)
  - Not very likely. (3)
  - Unsure (4)
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7. If your school uses an online grade and attendance posting program, does your school monitor the logins and take active steps to make sure all parents/guardians know how to access the system? *(Select one option)*

- Yes, we make sure at least one parent/guardian has logged in for each student at least once. (1)
  - Every parent/guardian has a login, but we do not monitor who has accessed the system. (2)
  - Parents and guardians do not have logins. (3)
  - Unsure (4)
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8. If your school uses an online grade and attendance posting program such as Infinite Campus or Power School, how often are teachers required to update it? *(Select one option)*

- At least every week. (1)
- At least every two weeks. (2)
- Before mid-term and final grades must be submitted. (3)
- N/A No online grade and attendance program. (4)
- Other (5)
- Unsure (6)

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*Display This Question:*

*If 8. If your school uses an online grade and attendance posting program such as Infinite Campus or... = Other*

Other

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9. Do you send information to multiple parents/guardians in the case of split households? (*Select one option*)

- Yes, routinely upon parental request. (1)
  - Sometimes (2)
  - No, our computer system does not accommodate multiple contacts and addresses. (3)
  - Unsure (4)
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10. Are translation services easily accessible for school functions, parent-teacher conferences, parent meetings with school counselors etc.? (*Select one option*)

- Yes (1)
  - No (2)
  - The student usually interprets so there is little need for this. (3)
  - Unsure (4)
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11. How quickly does your school reach out to personally contact parents/guardians of transfer students? (*Select one option*)

- Within a few days. (1)
  - Within the first week. (2)
  - We do not make a point of doing this. (3)
  - Unsure (4)
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12. Does your school offer a special orientation for parents of immigrant students? (*Select one option*)

- Yes, we have an orientation with effective translation services and it works well. (1)
- We have one, but it is only partially adequate. (2)
- No, we have no special orientation for immigrant parents. (3)
- Unsure (4)

Submission Confirmation. Thank you for filling out the Policy and Practices Review Module 7. If Module 7 is complete and ready to be submitted for review by the CDE staff, please click submit. You will not be able to come back to your survey once you click the submit button.

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