

**Board Brainstorming Session**  
**Operating Limitations Policy 2.10 Effective Family, School and Community Partnering**  
**November 30, 2016**

**Why is parent and family engagement important?**

- Better predictor of high student performance – engaged families.
- Education as core family value correlates with higher student performance
- Families can learn about education as a core family value
- Complete picture of students. How kids are at home and school may be difficult. Coordination gives full picture so we can both support each other.
- They are our customers and they decide if we are meeting the needs of our student and the community.
- Parents can be a continuation of learning at school
- Parents are partners
- Parents who speak a different language can be supportive at home and make a difference even if they can't help with studies
- Kids are easier for teachers to work with if they are motivated from home
- We need them to support our District and what we are trying to accomplish – bonds, grading systems
- Trust
- Understanding what's going on, finances, limitation of what we can do – Need to understand what and why we are doing things, District and school goals, trade offs
- Understand initiatives and pilot projects
- Shortens timeline for intervention to have established communication and trust in place

**What should our goals be?**

- Have education as a core family value. (Home visit as strategy.)
- School is seen as a core of the community – a place where parents come, to meet, they are recognized, engaged – lots of parents
- Symbiotic relation between school and community, how do we include school in community and community in the school
- To know what is happening in our community; why parents are taking kids to other districts; how do we tie into businesses
- All people feel welcome regardless of language, culture, documentation, status, gender or sexual orientation
- Engagement should be culturally responsive
- Two way communication (robust)
- People are clear of how to communicate with their school or District and they are comfortable doing so.
- Multiple communication methods
- Make sure we are in the right places and continue to seek feedback even when challenging
- Respectful communication, not asking a small group to speak for the whole
- Responsive to parent/community feedback

### **What should our goals be? (continued)**

- Involve parents and community in development of ideas and programs and in decision-making.
  - What do we need to do differently to include community?
- Connect student family and staff to expanded learning opportunities, community services, etc.
- Provide robust information on all sides of an issue to come up with a decision

### **Meeting attendees input/feedback:**

- Good relationships have been established but have not been able to do deeper than services – it's been need based but not asking the community their needs and meeting those needs
- Collaboration with faith based communities, e.g. for ESL classes
- Build teams and efforts that connect the levels – Elementary; Middle and High – sustainable and consistent efforts that keep going
  - involvement at middle and high schools show relevance for parents of older kids to be involved. Show parents the path K-12 -- what does it look like at each level
- Show parents all the transitions and why it's different
- Establish as part of contracts?
- Engage parents with opportunities to learn about how to help their child succeed and what opportunities are. How to change that from an event to a pattern.
- Connect Advisory Class teacher to parents as the point of contact
- Point of contact for community members to volunteer / get involved. Lots of volunteers at one school and not at the others
  - Community liaisons so those are available at all, and more in some, schools
- Need for community connections for students as they get older
- Can the District help parents know how to best support their kids and how they can support the District in its work
- Menu – what's the range and what it means to be involved
- Recognize that parent involvement can be what they can do at home – whole range of things
- Opportunities to walk in the school, do something and talk about when they get home. Developing community and empathy, enjoy our school and its part of their community
- Partners vs. involvement

**Family Engagement Capacity Building Framework (Draft)**  
**Karen L. Mapp, December 2012**  
**US Department of Education**  
**Office of Innovation and Improvement**  
**Do not cite without permission of the author**

## Family Engagement Capacity Building Framework



### The Challenge

The importance of the families' role in children's academic, social and emotional development appears to be widely accepted throughout the education sector. Many districts and schools, however, struggle with how to execute these family and community engagement mechanisms and with how to cultivate and sustain positive relationships with families. A common refrain heard from multiple stakeholders—state education agency staff, district and school leaders, teachers, community partners, and parents—is that they have a strong desire for more families from diverse backgrounds and cultures to be engaged in their children's education and for stronger partnerships of shared responsibility for children's outcomes to exist between the home and school, but that they do not know how to accomplish this.

Current policies and programs designed to support the engagement of families operate on a flawed assumption: that the multiple stakeholders charged with executing these policies and initiatives have the requisite collective *capacity* to succeed in these endeavors. The draft Family Engagement Capacity Building Framework is designed to address this challenge of limited capacity by providing a direction and focus for future policy, programming and practice in the area of family engagement.

## **Policy and Programming**

Future policy and programming in the area of family engagement should focus on building and enhancing the capacity of school/program staff and families to partner in ways that support student achievement and development as well as school improvement. Capacity refers to the *capabilities*, one's human capital, skill mastery and knowledge; the *connections*, the important relationships, networks, in other words, a person's social capital; the *confidence*, one's individual level of self-efficacy; and cognition, a person's assumptions, values, beliefs and worldview.<sup>1</sup> The building of all four components of capacity are required to enable stakeholders to cultivate and sustain effective family engagement initiatives.

## **Conditions for Success**

Research on adult learning, leadership development, and promising practice family engagement programs identify important *system* and *process* components key to the success of capacity building initiatives:

### System (Organizational) Components

LEAs and schools struggle to create family engagement initiatives that are coherent and aligned with educational improvement goals. The following *system (organizational)* components shape the direction, focus and insure the sustainability of capacity building initiatives:

- *Systemic* – purposefully designed as a core component of educational goals such as school readiness, student achievement, and school turnaround.
- *Integrated* – embedded into structures and processes such as training and professional development, teaching and learning, and community collaboration.
- *Sustained* – operates with adequate resources and infrastructure support. Multiple funding streams are resourced to fund initiatives, and senior level district leadership coordinates family engagement as a component of the overall improvement strategy. School leaders are committed to and have a systemic vision of family engagement.

### Process Components

The following five *process* components are key to effective capacity building interventions:

- *Linked to learning* – initiatives must be aligned with school and district achievement goals and connect parents to the teaching and learning goals for the students.
- *Relational* – a major focus of the initiative is on building respectful and trusting relationships between families and district, school and program staff.
- *Developmental* – the initiatives focus not only on providing a service but also on building the intellectual, social, and human capital of stakeholders engaged in the program.
- *Collective/Collaborative* – learning is conducted in group versus individual settings and focused on building strong networks and learning communities.
- *Interactive* – participants are given opportunities to test out, practice, and apply new skills.

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<sup>1</sup> Higgins, 2005

## **Outcomes**

### **Intended outcomes for LEA and school staff**

*Districts and schools cultivate and sustain active and effective partnerships with families, strengthening one of the identified essential supports—parent and community ties—needed for school improvement*

District staff, school leaders, teachers, and other relevant school staff:

- Respect and honor families' existing knowledge and their potential contribution to the work of schools
- Have the skills, knowledge and confidence to create welcoming and inviting learning communities for students and their families.
- Demonstrate a commitment to family engagement as a core strategy to improve teaching and learning
- Engage in initiatives with families that focus on academic achievement and connect families' to student learning
- Work in partnership with families to support and share the responsibility for student achievement and school improvement

### **Intended outcomes for families**

*More families are actively engaged in their children's education and school improvement*

A critical mass of families in school communities, regardless of their race/ethnicity, educational background, gender, or socioeconomic status:

- Have developed the skills, knowledge, and confidence needed to negotiate the multiple roles (supporters, encouragers, monitors, decision-makers, advocates, collaborators) of effective family engagement
- Are actively engaged, from cradle to career, in their children's academic, social, and emotional development
- Feel honored and respected by school staff
- Work in partnership with school and LEA staff to support and share the responsibility for student achievement and school improvement



USER GUIDE

FAMILY-SCHOOL RELATIONSHIPS SURVEY

PANORAMA EDUCATION

*September 2015*

## Overview

Schools that can get families more engaged find that their students earn higher grades, score higher on tests, develop better social skills, and are more likely to graduate. In her book *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Dr. Karen Mapp describes family involvement as key to improving students' academic and social outcomes, as well as improving school climate as a whole.

Family engagement is no longer viewed as a one-way street. According to Dr. Mapp, family-school relationships are still about how schools can more effectively engage parents and guardians. But developing parents' capacity to contribute to their children's learning is just as important. This different approach to thinking about family-school dynamics requires understanding these relationships as partnerships between groups of stakeholders invested in student success. The first step towards building these partnerships is to measure parent and families' attitudes and perceptions about their ties to their children's schools.

The Family-School Relationships Survey was developed to provide schools with a clear picture of family attitudes about an array of topics. The survey covers topics like parent engagement, parent support, school climate, and parent efficacy. The survey helps schools assess their strengths and areas for improvement in a number of key areas.

## Who Should Use This Survey?

The Family-School Relationships Survey is designed to be used by principals, district staff, school boards, state Departments of Education, or parent/teacher organizations. The survey can be administered to any K-12 school community (public, private, independent, charter, urban, or rural) and has already been used by thousands of schools nationwide.

## Research Process

Dr. Hunter Gehlbach led the development of the Family-School Relationships Survey. Dr. Gehlbach is an Associate Professor at UC Santa Barbara's Gevirtz Graduate School of Education, a leading survey methodologist and education researcher, and a former high school social studies teacher. Dr. Gehlbach also serves as the Director of Research at Panorama Education. Joining the research team were Co-Principal Investigators Dr. Karen Mapp and Dr. Richard Weissbourd, both from the Harvard Graduate School of Education.

Through a rigorous development process, the research team designed the Family-School Relationships Survey using a six-step system that adhered to best practices in the science of survey design. This process included an extensive literature review, focus groups, synthesis, expert review, and cognitive pre-testing.

## Using the Survey

The Family-School Relationships Survey is structured as a series of scales, or groups of questions, that work together to measure a single construct, or topic. By selecting the right scales (rather than picking individual questions), educators can choose exactly what they wish to measure while maintaining the accuracy of the survey instrument.

Each scale asks parents and guardians to respond to questions as opposed to rating their level of agreement or disagreement with statements as many surveys do. By phrasing survey items in an easy-to-understand format that is familiar to them, the survey seems more like a conversation or a dialogue with the school. More importantly, this approach minimizes measurement error.

The survey can be used by schools to gather feedback for a variety of purposes. Educators may use the survey to determine strengths and areas for improvements as a needs assessment. Many schools examine results across different groups of parents to see how different groups view the school. Other schools measure change in families' attitudes over time. Using the survey consistently over time allows educators to identify important trends in parent attitudes as their children transition from one school to the next. If a school has made outreach efforts to new families, this survey can be used to evaluate the effectiveness of these interventions and can be a key source of stakeholder feedback. Fundamentally, the survey is designed to give educators the data they need to build more effective partnerships between schools and families.

The research team behind the Family-Schools Relationship Survey encourages educators to message the survey to families as an opportunity to tell the schools what they can do to: support student learning outside of school, make the school a more welcoming place, and build lasting partnerships between families and schools.

In the following pages, we outline the scales associated with the Family-School Relationships Survey. You will also find additional survey items, including open-ended and demographic questions, that many schools may choose to incorporate. We are excited about the power of this new survey tool to help schools build stronger relationships with parents and families. If we can provide you with support in using the scales, please contact [research@panoramaed.com](mailto:research@panoramaed.com).



## Family Engagement p. 6

The degree to which families become involved with and interact with their child's school.

*Example Question: How often do you meet in person with teachers at your child's school?*

## School Fit p. 7

Families' perceptions of how well a school matches their child's developmental needs.

*Example Question: How well do you feel your child's school is preparing him/her for his/her next academic year?*

## Family Support p. 8

Families' perceptions of the amount of academic and social support that they provide their child with outside of school.

*Example Question: How often do you and your child talk when s/he is having a problem with others?*

## Family Efficacy p. 9

How confident families are with regard to key parenting skills.

*Example Question: How confident are you in your ability to support your child's learning at home?*

## Learning Behaviors p. 10

Families' perceptions of their child's learning-related behaviors.

*Example Question: How much effort does your child put into school-related tasks?*

## School Climate p. 11

Perceptions of the overall social and learning climate of the school.

*Example Question: To what extent do you think that children enjoy going to your child's school?*

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*Example Question: What is your race or ethnicity?*

**Dr. Hunter Gehlbach** is the Director of Research at Panorama Education and an Associate Professor of Education at UC Santa Barbara's Gevirtz Graduate School of Education. He is an educational psychologist with an academic focus in helping social scientists and practitioners design better surveys and questionnaires. He is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes, and teaches classes in each of these areas at UC Santa Barbara. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.



## Family Engagement

The degree to which families become involved with and interact with their child’s school.

Item	Responses				
<b>How often do you meet in person with teachers at your child's school?</b>	Almost never	Once or twice per year	Every few months	Monthly	Weekly or more
<b>How involved have you been with a parent group(s) at your child's school?</b>	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
<b>In the past year, how often have you visited your child's school?</b>	Almost never	Once or twice	Every few months	Monthly	Weekly or more
<b>In the past year, how often have you discussed your child's school with other parents from the school?</b>	Almost never	Once or twice	Every few months	Monthly	Weekly or more
<b>How involved have you been in fundraising efforts at your child's school?</b>	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
<b>In the past year, how often have you helped out at your child's school?</b>	Almost never	Once or twice	Every few months	Monthly	Weekly or more

## School Fit

Families' perceptions of how well a school matches their child's developmental needs.

Item	Responses				
How well do you feel your child's school is preparing him/her for his/her next academic year?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How much of a sense of belonging does your child feel at his/her school?	No belonging at all	A little bit of belonging	Some belonging	Quite a bit of belonging	Tremendous belonging
At your child's school, how well does the overall approach to discipline work for your child?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Given your child's cultural background, how good a fit is his/her school?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How well do the activities offered at your child's school match his/her interests?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How comfortable is your child in asking for help from school adults?	Not comfortable at all	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How well do the teaching styles of your child's teachers match your child's learning style?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

## Family Support

Families' perceptions of the amount of academic and social support that they provide their child with outside of school.

Item	Responses				
How often do you have conversations with your child about what his/her class is learning at school?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How much effort do you put into helping your child learn to do things for himself/herself?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How often do you help your child engage in activities which are educational outside the home?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
To what extent do you know how your child is doing socially at school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How often do you help your child understand the content s/he is learning in school?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How well do you know your child's close friends?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do you and your child talk when s/he is having a problem with others?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

## Family Efficacy

How confident families are with regard to key parenting skills.

Item	Responses				
<b>How confident are you that you can motivate your child to try hard in school?</b>	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>How confident are you in your ability to connect with other parents?</b>	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>How confident are you in your ability to support your child's learning at home?</b>	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>How confident are you that you can help your child develop good friendships?</b>	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>How confident are you in your ability to make sure your child's school meets your child's learning needs?</b>	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>How confident are you in your ability to make choices about your child's schooling?</b>	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
<b>How confident are you in your ability to help your child deal with his/her emotions appropriately?</b>	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

## Learning Behaviors

Families' perceptions of their child's learning-related behaviors.

Item	Responses				
<i>Positive Learning Behaviors</i>					
<b>How often does your child read for fun?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>How much effort does your child put into school-related tasks?</b>	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
<b>How motivated is your child to learn the topics covered in class?</b>	Not at all motivated	Slightly motivated	Somewhat motivated	Quite motivated	Extremely motivated
<b>On average, how well does your child work independently on learning activities at home?</b>	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
<b>In general, how well does your child learn from feedback about his/her work?</b>	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
<i>Negative Learning Behaviors</i>					
<b>How often does your child struggle to get organized for school?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
<b>When working on school activities at home, how easily is your child distracted?</b>	Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily
<b>How often does your child give up on learning activities that s/he finds hard?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

## School Climate

Perceptions of the overall social and learning climate of the school.

Item	Responses							
<b>To what extent do you think that children enjoy going to your child's school?</b>	Do not enjoy at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a tremendous amount			
<b>How motivating are the classroom lessons at your child's school?</b>	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating		Extremely motivating		
<b>How fair or unfair is the school's system of evaluating children?</b>	Very unfair	Somewhat unfair	Slightly unfair	Neither fair nor unfair	Slightly fair	Somewhat fair	Very fair	
<b>How much does the school value the diversity of children's backgrounds?</b>	Not at all		A little bit	Some	Quite a bit		A tremendous amount	
<b>How well do administrators at your child's school create a school environment that helps children learn?</b>	Not well at all		Slightly well	Somewhat well	Quite well		Extremely well	
<b>Overall, how much respect do you think the children at your child's school have for the staff?</b>	Almost no respect		A little bit of respect	Some respect	Quite a bit of respect		A tremendous amount of respect	
<b>Overall, how much respect do you think the teachers at your child's school have for the children?</b>	Almost no respect		A little bit of respect	Some respect	Quite a bit of respect		A tremendous amount of respect	



## Grit

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Item	Response Anchors				
If your child has a problem while working towards an important goal, how well can s/he keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often does your child stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely is your child to continue to pursue one of his/her current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When your child is working on a project that matters a lot to him/her, how focused can s/he stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If your child fails to reach an important goal, how likely is s/he to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How likely is it that your child can motivate himself/herself to do unpleasant tasks if it will help him/her accomplish his/her goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

## Barriers to Engagement

Factors that can create challenges for families to interact with or become involved with their child's school.

Item	Responses				
<i>How big of a problem are the following issues for becoming involved with your child's current school?</i>					
<b>Childcare needs</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>Transportation-related challenges</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>Concerns about getting to the school safely</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>How busy your schedule is</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>School staff seem too busy</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>You feel unsure about how to communicate with the school</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>The school provides little information about involvement opportunities</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>The school is not welcoming to parents</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>The school does not communicate well with people from your culture</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>You do not feel a sense of belonging with your child's school community</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>Negative memories of your own school experience</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>Your child does not want you to contact the school</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
<b>You worry that adults at the school will treat your child differently if you raise a concern</b>	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem

## Roles and Responsibilities

Perceptions of who should be primarily responsible for school success.

Item	Responses			
<p><i>Many different factors play a role in school success. Each statement below represents something that may contribute to children's success in school. Please indicate who you think is primarily responsible for each factor by checking the appropriate box. If you do not think an item is important for school success, please check "N/A".</i></p>				
<p><b>Make sure that the children understand what is being taught at school</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Ensure children have good relationships with their peers</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Make time for doing fun activities that are unrelated to schoolwork</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Make sure that the children have an adult to talk to at school</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Identify what children are most interested in learning</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Make sure that children have enough time set aside to do all of their school-related work</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Help children deal with their emotions appropriately</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Make sure the children's learning environment is safe</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Ensure good communication between home and school</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Call attention to decisions about learning that do not seem to be in the best interest of the children</b></p>	Primarily parents	Primarily schools	Primarily children	N/A
<p><b>Make sure children are supported to do their best in school</b></p>	Primarily parents	Primarily schools	Primarily children	N/A

## School Safety

Perceptions of student physical and psychological safety at school.

Item	Response Anchors				
<b>How often do you worry about violence at your child's school?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?</b>	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
<b>How likely is it that someone from your child's school will bully him/her online?</b>	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
<b>Overall, how unsafe does your child feel at school?</b>	Not at all unsafe	Slightly unsafe	Somewhat unsafe	Quite unsafe	Extremely unsafe
<b>To what extent are drugs a problem at your child's school?</b>	Not a problem at all	A little bit of a problem	A moderate problem	Quite a problem	A tremendous problem

## Free Responses

Open-ended questions about a variety of topics that may be of interest to many schools.

## Suggested Free Response Questions

What can the school do to help your child engage in learning activities more productively at home?

What 1-2 steps could your school take to improve the social climate of the school for students?

If you were in charge of the school, how would you try to engage more parents from your community?

## Family Engagement

What recommendation would you make to the school for how to improve communications with parents?

What is the best thing your school does to help parents become involved at the school?

## School Fit

If you could change one aspect of your child's school to help him/her learn more, what would you change? Why?

What changes could your school make to help your child feel like the school is a great fit for him/her?

What is the best thing that the school does to help your child feel like the school is a good fit for him/her?

## Family Support

In what ways might the school help you support your child more effectively?

In what ways might other parents from your school help you support your child?

What does the school do well in helping you support your child?

## Family Efficacy

What sorts of things might help you feel more confident about your role as a parent?

## Learning Behaviors

If another parent asked your advice for getting their child to be a more motivated learner outside of school, what suggestions would you give him/her?

## School Climate

What characteristic of your child's school is the most helpful for his/her learning?

What aspect of your child's school is the most beneficial for his/her social growth?

What do you think your school could do to improve the social feel of the school for students?

What are the most important things your child's school does to create a positive social climate for students?

## Barriers to Engagement

What is the biggest obstacle that prevents you from getting more involved at your child's school?

Please list any ways that you can think of that the school might help you overcome this obstacle.

## Roles and Responsibilities

What do you think parents' most important responsibilities are for ensuring that their child/children have a successful school experience?

What is the most important thing for a school to do to ensure that all children are successful in school?

## Other

In an average day, how many hours of "screen time" (time in front of computers, television, texting, video games, etc.) does your child spend?

## Background Questions

Demographic questions about survey-takers that could be included in the survey and may be of interest to many schools.

What would be the best way for the school/district to stay in communication with you?

Of the following, which source do you use the most to get information about the school/district?

What is your gender?

What is your child's gender?

What is your race or ethnicity?

What grade is your child in?

What is your relationship to your child?

What is your child's race or ethnicity?

In which year were you born?

Please indicate the primary language spoken in your childhood home.

Please indicate the primary language you speak with your child currently.

Please select the highest level of education you have completed.

Please indicate your approximate average household income.

On average, what grades do you expect your child to earn in school?

Panorama Education partners with school districts and state departments of education to design and implement survey programs for students, parents, and teachers. Panorama offers a technology platform to support survey administration and create reports that are clear, actionable, and, most importantly, help teachers and administrators improve their schools. Panorama's client services team helps districts and states implement survey programs in line with best practices. Panorama currently runs survey programs in over 6,000 schools in 35 states, including those in the Connecticut State Department of Education, San Francisco Unified School District, and Teach for America.



**Learn more about Panorama:**

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