

Building Trust: Voices of Families Part II

Video Transcript

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Roxana

What's helped me develop really a bond, I wanna say with the teachers in the school, is the fact [that] when we do the parent-teacher conferences, just the fact [that] they communicate to me, not just by. . . of their achievements—how their grades are—but just how they're involved with the. . . my kids, and the relationship they build with them. And the fact that they'll tell me, "I'm so happy to have them in our class." That they do good here in the school; that they don't just see them as students, but I feel like they also see them as part of their family. They grow that bond with them.

And then with the school, just overall, how they help 'em out. I get messages from the principal just letting us know, "Hey, this is a call," and that they did this because they helped out a student or a teacher. . . . With the school, it's how they help us, and they provide for their students. And they reach out regarding if it can be a bad incident, a good incident, they let you know . . . I feel it makes it special because it's more of a relationship with them than just, "Oh, their parents, their kids come here." No, it's more, "We're going to communicate with you to let you know what's going on, what the school is doing to fix the situation or here's this help. You don't have to worry about this." And all the sources there [are].

Fowzia

We were at a PTO meeting and the principal said something that I still. . . stuck with me. Hopefully, I can rephrase [it] and. . . 'cause I probably won't say it correctly. He was, like, "I wanna be able to review the parent feedback and make a change. I just don't need feedback. I need to be able to take action with [that] feedback." And I was, like, "What?" I was very impressed with that because a lot of times we do a lot of surveys, we wanna know what the parents think, but a lot of times we don't see those changes in the schools or any kind of organization. And for me, it was, like, "Okay, this is a school that cares." And they're. . . they want to make sure that the feedback they got is something that they can implement.