

Family, School, and Community Partnership

Dr. Sara Kupzyk

Assistant Professor

University of Nebraska at Omaha

Dr. Amanda Witte

Research Assistant Professor

University of Nebraska Lincoln

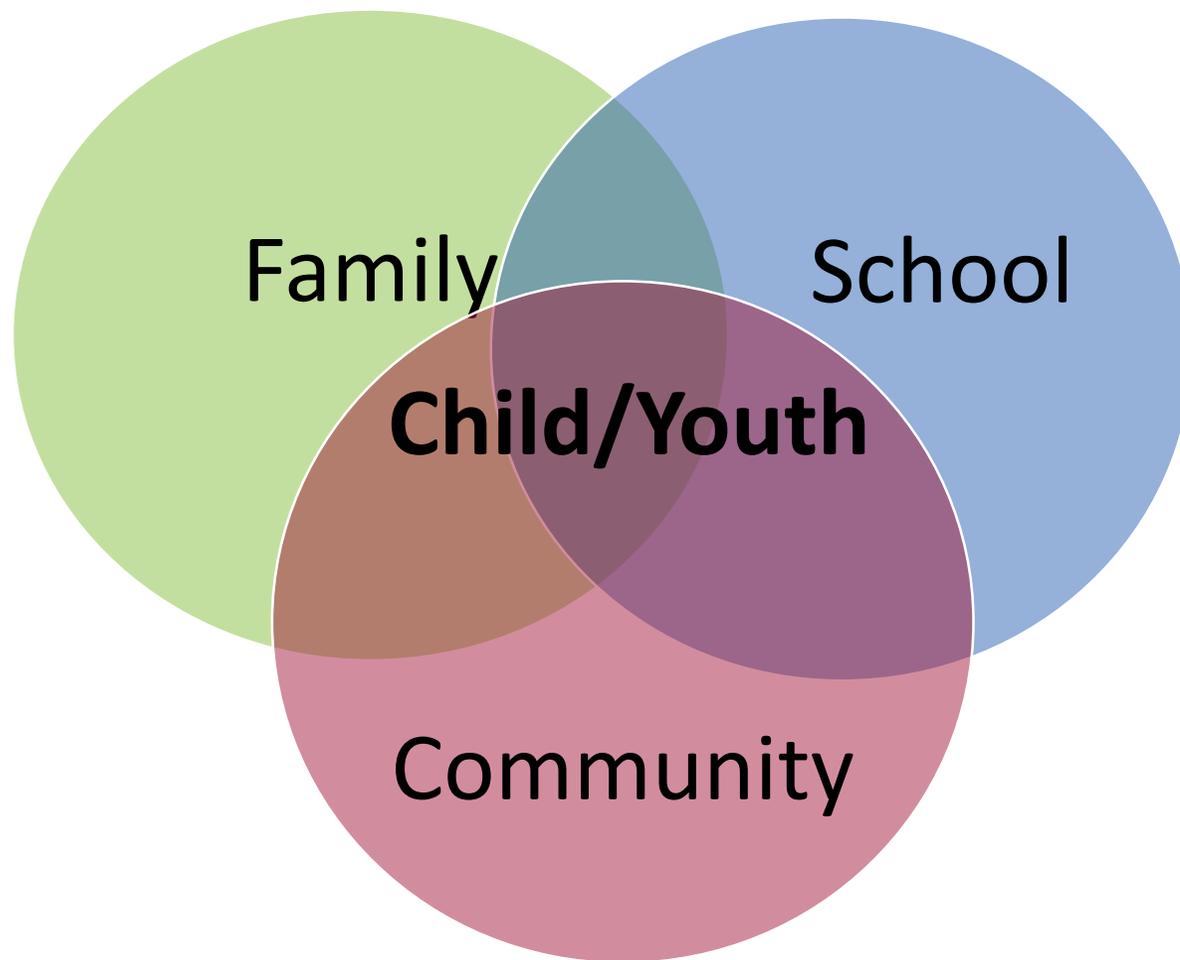
Two way to foster partnerships

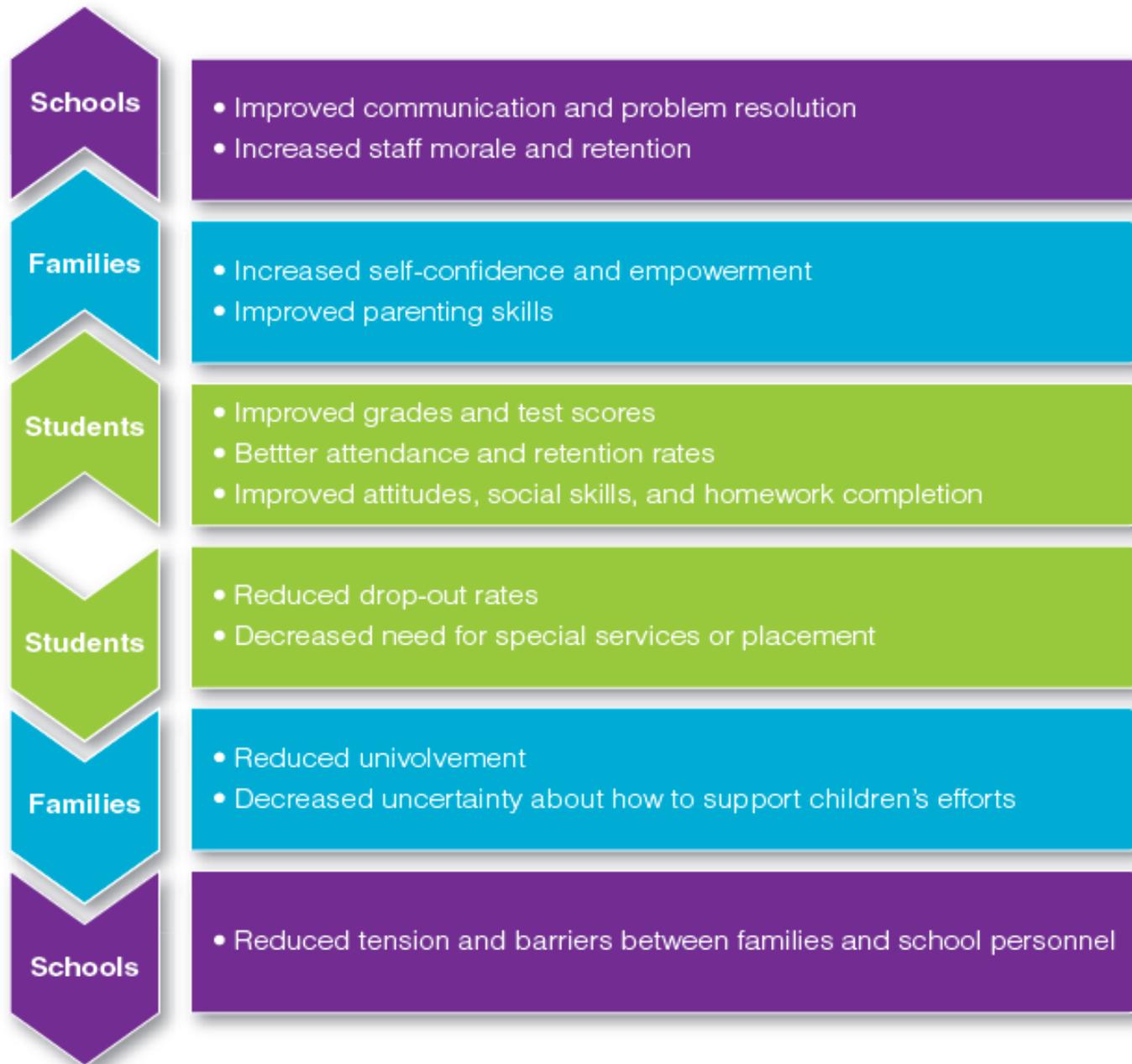
Assign 1 meaningful activity to students that engages their families

Have 1 meaningful interaction with a parent you don't know

Learning Objectives

- Educators will learn
 - The importance of partnerships for students, parents, and teachers
 - Prerequisite conditions for fostering partnerships
 - Relationship-building strategies
- Participants will gain
 - Deeper understanding of their current partnership practices and attitudes
 - Tools for building partnerships at your school





Epstein's Keys to Collaboration

Key	Description
<i>Parenting</i>	Help families learn positive parenting skills and how to arrange the home environment to support children's development and learning; help professionals to better understand families and their parenting practices.
<i>Communicating</i>	Establish effective two-way communication between school programs and student progress.
<i>Volunteering</i>	Offer parents a variety of volunteer opportunities (e.g., different locations, various times, different tasks) that will support the school and its students.
<i>Learning at home</i>	Provide families with information and resources to extend classroom learning to the home environment (e.g., homework, activities, discussions related to the curriculum, resources); involve families in curriculum decisions.
<i>Decision making</i>	Encourage parent leaders; include families in making school-wide and individual student decisions.
<i>Collaborating with the community</i>	Coordinate with community resources and services to best meet the needs of the school, families, and students.

Source: Adapted from, Epstein, J. (2011). *School, family, and community partnerships*. (2nd Ed.). Boulder CO: Westview Press.

Four A's

Approach

The framework for interaction with parents

Attitudes

The values and perceptions held about family-school relationships

Atmosphere

The physical and emotional climate of the school

Actions

Strategies for building shared responsibility

Approach Strategies

- Honor cultural diversity as an asset rather than a liability
- Set comprehensive family-school collaboration goals/outcomes
- Value families as partners
 - Seek input and involvement on decision making committees or boards
- Develop positive relationships
 - Reflect on current parent-teacher and parent-administrator relationships. How would you characterize those relationships? How would the parents?

Attitude Checks

- Assess leadership culturally responsive attitudes
- Provide partnership training for school staff AND families
- See learning as mutual
 - Educators learn from community elders and families and vice versa
 - Seek to take in diverse family's stories and unique experiences
- Ask cultural liaisons or community leaders how best to foster positive home-school relationships

Atmosphere Strategies

- Consider your definition of school atmosphere
 - Where does it begin and end?
- Connect school to the community
 - Be visible in the community outside of school
 - Hold school events where parents are: housing complexes, local industry
- Create the space for families to belong and be visible at school

Actions

- Assess family preferences for two-way communication
- Develop systemic process for shared decision-making
- Collaborate with families and equity experts to carefully review:
 - Curriculum, instruction, and assessment, handbooks, student code of conduct, etc.
 - Master schedule/academic program and identify egalitarian policies/structures
- Ensure equitable access and representation in decision-making
- Develop strategies for monitoring family-school collaboration progress
 - Review Data to Monitor Family-School Collaboration

NeMTSS and Partnerships

- **Shared Leadership**
- Communication, Collaboration, and **Partnerships**
- **Evidence-Based** Practices: Curriculum, Instruction, Intervention and
- Assessment
- Building **Capacity**/Infrastructure for Implementation
- Layered **Continuum** of Supports
- **Data-Based** Problem Solving and Decision Making

NeMTSS Self Assessment

- MTSS implementation planning
 - Leadership team is engaging family, and community partners to identify
 - Stakeholder needs
 - Resources for & barriers to MTSS implementation
 - Ensuring equity
- Family and community engagement
 - Defined & monitored
 - Linked to school goals
 - Supported by procedures

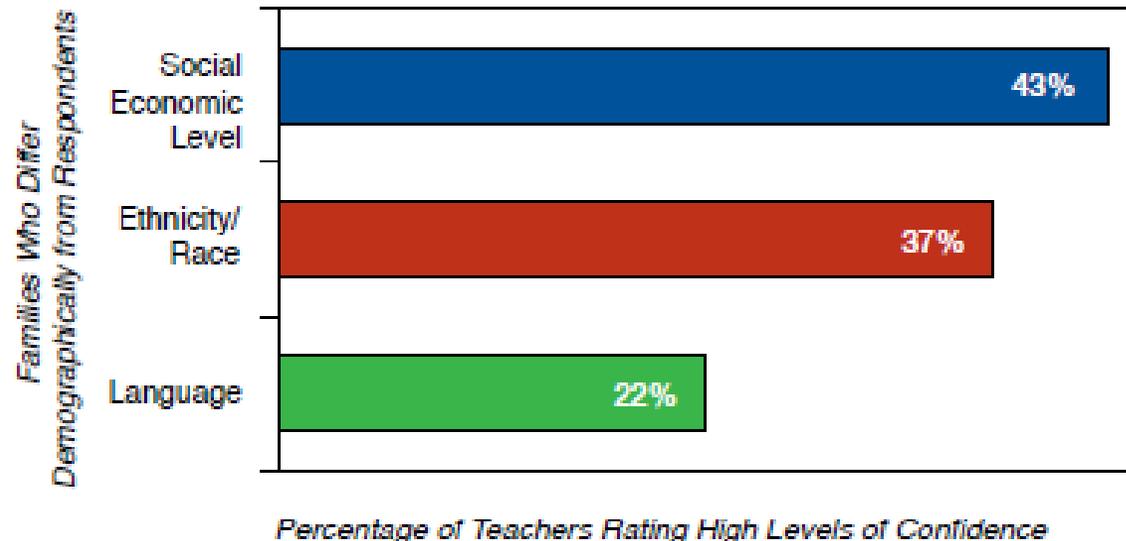
NeMTSS and Partnerships

- Defined
 - Relational process
 - Equal contributors
 - Share information, values, expertise, and goals
 - Mutual responsibility for supporting student learning and success
- Monitored
 - Number of families attending off-campus events
 - Number of contacts with families by student group
 - Parent ratings of partnership
 - Ration of positive to negative contacts
 - Parent efficacy scales

Tier 1: Provide Professional Development

- Less than half of special educators report feeling very confident to engage diverse families (Fowler et al., 2019)

Figure 11: Percentage of Teachers Rating Themselves as Having High Levels of Confidence in Engaging Families With Diverse Backgrounds



Tier 1: Getting to Know Families

- Work and time demands (e.g., parents working more than one job, unemployed, number of children living in the home)
- Potential stressors (e.g., SES, adjusting to new culture, previous trauma)
- Education and Language skills (e.g., English as a second language, literacy skills, history with the educational system)
- Home resources (e.g., access to food and safe home, child care, access to libraries, books in the home, art materials)
- Values and Expectations (e.g., cultural differences)

Tier 1: Build Trust and Rapport

- Making **positive early communications**
 - Specific and personal notes about the student and value of the family
 - Use of more than one modality- phone, email, written note, app
- Showing interest and desire to learn about the family and appreciation of parent input and ideas
- Connecting the family with relevant resources or supports
- Connecting with community leaders and partners serving families

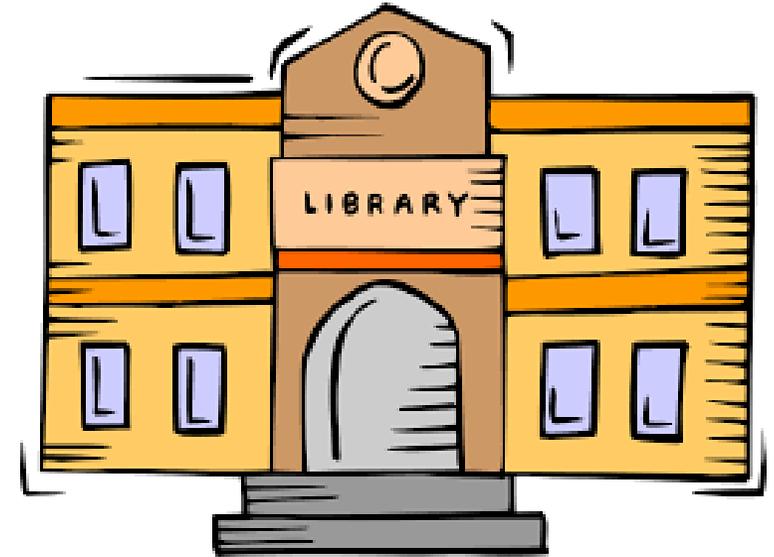
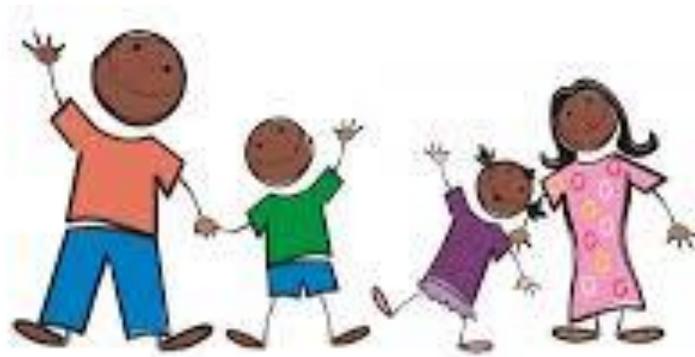
Dear Mr. Conrad,

Caleb was such a great friend today! We had a new student in our class and he was the first to offer to show him around the school and explain how our reading centers work.

He also moved on to the next level in reading!

Here is my email and phone in case you have any questions!

A Community Collaboration



Tier 1: Establish Systems

- Family Resources Center
- Information about community resources and parenting
- Establish varied opportunities for parents to be involved
- Use clear and concise communication

Tier 1: Provide Information and Seek Parent Input



- Clearly describe how MTSS works
 - Explain the purpose and basic procedures
 - Describe supports provided by school
 - Explain information used to decide if students receive extra support
 - Provide multiple easy avenue for parents to provide input and ask questions
- Provide information about behavior expectations and academic curriculum, instruction, and assessment
 - Describe how families can talk about school lessons and expectations at home
 - Provide strategies for families to use at home that are similar to those at school
 - Give clear guidance for how all parents can support learning at home
 - Seek feedback from families on their needs for support

Tier 2

- Provide information about behavior and academic assessment interventions
 - Involve families early in the process
 - Communicate assessment information in parent-friendly language
 - Actively seek data from parents and include it in the problem-solving process
 - Collaborate with parents to set clear measurable goals and create an intervention plan (provide choice when possible)
 - Provide additional family support for attendance, homework, connect with relevant community services

Tier 2

- Provide information about behavior and academic assessment interventions
 - Describe how families can intervene at home or support school interventions at home
 - Instructions and rationale
 - Modeling how to use the strategies
 - Practice the strategies with the parent
 - Provide feedback, coaching and support

Tier 2

- Focus on student progress and success
- Involve families in school interventions
 - Home-school note and plans
 - Check-in/Check out
 - Interventions to enhance social/emotional functioning
- Share progress monitoring data
- Promote family-to-family support

Daily School-Home Note

Behavior	Morning Review Time	Reading	Special Subjects	Math
Stayed calm 	YES 😊 NO	YES 😊 NO	YES 😊 NO	YES 😊 NO
Finished work 	YES 😊 NO	YES 😊 NO	YES 😊 NO	YES 😊 NO
Asked for help when needed 	YES 😊 NO	YES 😊 NO	YES 😊 NO	YES 😊 NO
Skills practice: Today I practiced _____?				
Teacher's ratings: Yes's: _____ Criterion for Reward: No's: _____				
Parent notes for the teacher:				

Tier 3

- Parents of children with disabilities report
 - dissatisfaction with the IEP process, feeling that they are not equal members of the team and that their perspectives and input are not valued (Tucker & Schwartz, 2013)
 - uncertainty about how to support their children's learning at home to meet their academic goals (Jacobs et al., 2016)

Tier 3

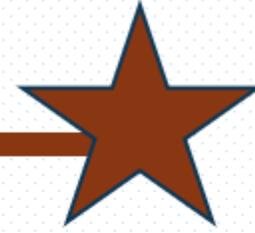
- Intensify Family-School Partnership
 - Parents should be clear partners through every step of the problem-solving process
 - Include parents as experts without whom evidence-based decisions are impossible
 - Establish shared goals, regular two-way communication, and clear roles and expectations
 - Parents are key intervention partners
 - Provide parent support sessions and relevant community referrals

Tier 3: Meeting Considerations

(Weaver & Ouye, 2015)

- Procedural factors
 - Contact the parent before the meeting (review agenda, get input, parent goals)
 - Clarify team member roles
- Temporal and physical factors
 - Provide meeting start and end time
 - Respect time
 - Comfortable space (e.g., meet parent and walk to the meeting, sit with parent, temperature, lighting)
 - Involve key individuals
- Facilitative strategies
 - Decide on who will facilitate the meeting in advance
 - Follow the agenda and stay on task
 - Use effective communication skills- verbal (e.g., limited jargon, use of reflections, summaries, clarification, information giving, modeling, positive regard) and nonverbal (e.g., facial expressions, posture, cultural practices)
 - Checking for understanding and agreement for team decisions (e.g., clear IEP goals and plan)

Welcome to the New School Year!



We are excited to work with you and your child this year!

We are working on 2 Individualized Education Program (IEP) **goals**:

1. Solving math story problems
2. Writing complete and correct sentences

Our next IEP Meeting will be on **September 1, 2020**.

A draft of the IEP is attached.

We look forward to **getting your feedback and ideas** to add to the plan! You can share information about your child's strengths, difficulties, what has worked well in the past, and any other important information. Your child's teacher, school psychologist, principal, and I will be at the meeting. Feel free to bring a special guest if you would like. We can also talk about **how you can help with the goals at home**.

You can reach me at: teacher@school.edu

Sincerely,

Mrs. Teacher

Tier 3: Virtual Meetings

Virtual IEP Meetings: Technology Tips for All Participants

	Be patient—technology may not work as intended. Assume that everyone is doing their best.
	Test out technology in advance, and make sure all devices are charged.
	Have a back-up plan ready in the event technology issues arise.
	Join the meeting about 10–15 minutes in advance to troubleshoot any technology issues.
	Actively listen and participate in the meeting.
	Set up a meeting space that reduces potential distractions to minimize background noise as much as possible.
	Ensure the security of confidential information before, during, and after the meeting.
	Turn off any notifications on your computer—they may show up on others' screens.
	Use headphones or a headset with built-in microphone, when possible.

- <https://www.parentcenterhub.org/virtual-iep-meeting-tip-sheets/>

Reaching “Uninvolved” Families: Guiding Questions



- Are families considered a resource?
- Are family roles and responsibilities negotiated?
- Have barriers been addressed?
- Do families feel they are partners in meeting their child’s needs?
- Have practices been implemented to involve uninvolved families?
- Have school communication practices been examined?

Reflection: Taking Stock

- Rate the following conditions for your school community
 - 1: Not at all/never
 - 2: In some situations/infrequently
 - 3: Variable/sometimes but not usually
 - 4: In most situations/usually
 - 5: Completely/always
- Expectation that families will be involved, and recognition that such involvement can mean different things to different families.
- Attempts to understand the needs, ideas, opinions, and perspectives of families
- A welcoming, respectful, inclusive, positive, supportive climate and atmosphere for *all* children and families
- Supports and resources exist for creating and maintaining partnerships

Reflection: What Could you Apply at Your School?

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Key

Parenting

Communicating

Volunteering

Learning at home

Decision making

Collaborating with the community

Additional Resources

- https://sedl.org/connections/engagement_forum/resources.cgi
- <https://fscalliance.org/>
- <http://cyfs.unl.edu/TAPP/>
- <https://casel.org/family-school-partnerships/>
- <https://osepideasthatwork.org/federal-resources-stakeholders/family-engagement>
- <https://www.pacer.org/cultural-diversity/>

Two way to foster partnerships

Can you think you think of two more?

Questions?



Contact Us

Sara Kupzyk

skupzyk@unomaha.edu

unomaha.edu/

Amanda Witte

awitte2@unl.edu

cyfs.unl.edu