

ion Department  
Office of Special Education  
**Educational Partnership**

# Working with Families to Improve Student Outcomes

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Produced by the Technical Assistance Partnership for Behavior and Equity



New York State Education Department  
Office of Special Education  
**Educational Partnership**

# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Agenda

- **Welcome**
  - Introduction, Inclusion, and Virtual Norms
- **Purpose and Outcomes**
  - Blueprint for Improved Results for Students with Disabilities
- **Defining Family Involvement, Engagement, and Collaboration**
- **Six Essential Features of Family School Collaboration**
- **Wrap-up and Survey**

# Our Staff



# Staff Information



# Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

## **BE RESPONSIBLE**

- Take care of your personal needs
- Return on time and quietly
- Sign attendance sheets/ complete evaluation form
- Use electronic devices when necessary

## **BE RESPECTFUL**

- Turn cell phones off or to vibrate
- Listen attentively while others are speaking
- Honor confidentiality when applicable
- Stay on topic

## **BE ENGAGED**

- Be an active participant
- Participate with an open mind
- Take notes
- Make plans to stay until training dismissal

# Virtual Training Expectations

## **BE RESPONSIBLE**

- Take care of your needs (breaks, water, food, restroom, etc.)
- Return on time and quietly
- Complete evaluation form
- Find a quiet place to participate

## **BE RESPECTFUL**

- Mute your microphone when not speaking
- Listen attentively while others are speaking
- Honor confidentiality when applicable
- Stay on topic

## **BE ENGAGED**

- Be an active participant
- Participate with an open mind
- Take notes
- Make plans to stay until training dismissal



# Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles

# Purpose

*To understand the importance of Family Engagement within an Educational Organization's (EO) policies, practices and procedures as they relate to students with disabilities*

# Training Objectives

## EOs will:

- Affirm the importance and impact of effective family and community engagement
- Incorporate family engagement within your school's practices, policies and procedures
- Integrate culturally responsive strategies to foster positive school - family-community partnerships
- Develop a system for shared decision-making
- Create an action plan to meaningfully engage families and ways to measure it

# Materials

- **Working with Families to Improve Student Outcomes Workbook**
  - This workbook contains materials needed to complete the prework and the activities throughout this training.
- **Resources and Handouts**
  - Classroom Family Engagement Rubric
  - School-wide Family Engagement Rubric
  - Essential Features of Family School Collaboration and Cultural Responsive (CR) Components
  - Trust Generators for Parents/Caregivers
  - Family School Collaboration Re-evaluation Checklist
  - Connecting Classrooms and Communities Article

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.

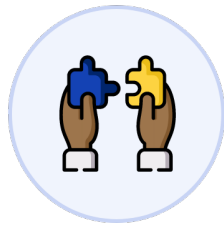


## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Slide Markers

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**Activity**



**Reflection**



**Handout**



**Poll**

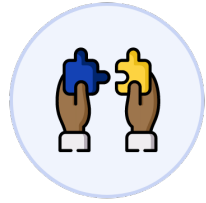


**Discussion**



**Action Planning**

# Activity 1: Grounding Activity/ Opening Reflection



- What was your experience as a student related to family engagement?
- What role did your family play?
- How did this impact your experience as a student?
- How does this impact your practice as an educator?
- Based on your pre-work, how do your personal experiences align with your school's activities and initiatives around family engagement?

# Defining the Parent's Role

## Involvement

Parent involvement is when parents participate in school events or activities, and teachers provide learning resources or information about their student's grades.

## Engagement

"Family engagement refers to active, interactive, and dynamic processes and practices that family members use to engage as equal partners with educators and other key stakeholders to support their children's development" (Garbacz, Witte, & Houck, 2017).

## Collaboration

"Family-school collaboration refers to two-way communication, home-school coordination, and joint problem-solving between families and educators to make educational decisions for the purpose of supporting student success." (Garbacz et al., 2019).



# Involvement and Engagement

*One of the dictionary definitions of involve is “to enfold or envelope,” whereas one of the meanings of engage is “to come together and interlock.”  
Involvement implies doing to; in contrast, engagement implies doing with.*

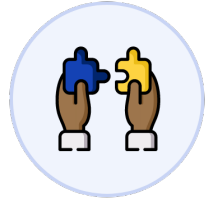
- Ferlazzo (2011)

# Activity 2: Involvement or Engagement?



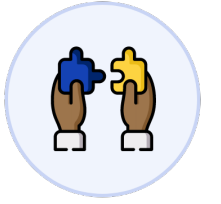
- Holding a fall back-to-school open house where parents/caregivers follow their student's daily schedule and hear about each teacher's behavior expectations, grading policies and student handbook
- Asking the grandfather of a student in the school to be a mentor in an after-school program.
- Recruiting a mother of a student to participate regularly on the school wide Positive Behavior Intervention Support (PBIS) team; when she cannot attend, she Skypes in.
- Inviting 3 caregivers to serve on a Social Emotional Learning (SEL) curriculum selection committee; their votes are considered equally with other committee members.

# Activity 2a: Involvement or Engagement?



- Releasing a youth from a study hall period to participate regularly in a division level committee about revising high school discipline policies.
- Allowing the Parent Teacher Organization (PTO) to set up a school store at lunch to raise money to buy culturally diverse books for a classroom.
- A principal and a parent co-teaching an evening session for families on homework strategies.
- Staff collects donations of toiletries and cleaning supplies and distributes them to school families in financial need.
- The Sunshine committee of the Parent Teacher Student Association (PTSA) plans a teacher appreciation week lunch for all staff.

# Activity 3: Family Involvement & Engagement Improves:



## Academic achievement

- School readiness
- Grades
- Performances on standardized tests
- Literacy
- Homework completion
- Graduation rates

## Attendance

## Dropout rates

## Behaviors and social skills

## Placements and transitions

- Post-secondary outcomes

## School climate and environment

## Parents' trust, connectedness, and relationship with teachers/schools

# Classroom Family Engagement Rubric



The teacher possesses the beliefs and mindsets to effectively engage families.				
	Stage 1	Stage 2	Stage 3	Stage 4
<p><b>1.1 The teacher values and respects families and sees them as important partners in supporting student learning.</b></p>	<p>The teacher believes that engaging families will have no impact, or a negative one, on student achievement.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “My students’ families are the reason my students are so far behind.”</li> <li>• “Engaging families won’t help my students do better in school.”</li> <li>• “My students’ families are not smart enough to help their children succeed in school.”</li> </ul>	<p>The teacher makes some effort to engage families because he or she believes it will prevent behavior problems and misunderstandings throughout the year.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “If you don’t reach out to families now, you’ll have problems with them later.”</li> </ul>	<p>The teacher engages families because he or she believes that knowing families better will help him or her better know, understand and support students.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “To really know my students, I must know my families.”</li> <li>• “I want to have positive relationships with my students’ families.”</li> </ul>	<p>The teacher engages families because he or she believes all families want the best for their children and that family engagement will help students reach their achievement goals, regardless of parents’ socioeconomic background or education level.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “My families are the most important partners in helping my students succeed.”</li> <li>• “All families want the best for their children.”</li> </ul>
<p><b>1.2 The teacher sees engaging all families as part of his or her core role and responsibility and works to continuously increase his or her effectiveness.</b></p>	<p>The teacher believes it is not his or her job to engage families in their child’s education. The teacher takes no initiative to engage families, or avoids having to “deal” with families.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “I can’t engage families because they don’t care about school.”</li> <li>• “It’s not my job to engage families.”</li> <li>• “I send home information about Back to School Night, but family members never show up.”</li> </ul>	<p>The teacher believes that he or she should engage families, but that competing personal or professional obligations make it too difficult to reach all of them. The teacher believes that most families face barriers to their engagement that are too difficult to address. The teacher measures success by the extent of his or her outreach efforts—as long as he or she has tried to engage families, the teacher is satisfied.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “I try, but there are some families that I just can’t get in touch with.”</li> <li>• “Family members don’t have enough time to meet with me.”</li> </ul>	<p>The teacher believes that he or she should engage all families and that it is possible to do so. He or she makes efforts to engage families at the beginning and throughout the year. The teacher believes that he or she can engage most families, but there are a few families that face barriers to their engagement that are too difficult for the teacher to address.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “I engage all my families—I definitely have talked to each of them at least once since the school year started.”</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Counting the number of</li> </ul>	<p>The teacher is willing to spend time and energy to engage <i>all</i> families at the beginning and throughout the year because he or she believes it is a necessary investment in raising student achievement. The teacher believes it is possible to engage all families and works relentlessly and creatively to remove barriers to this engagement.</p> <p><b>Example statements:</b></p> <ul style="list-style-type: none"> <li>• “Families can effectively do their job of supporting their kids’ achievement when I provide the right support and tools.”</li> <li>• “I must engage all families so they can help their children achieve their goals.”</li> <li>• “It’s my job and my responsibility to engage families</li> </ul>



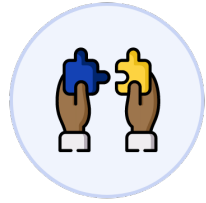
# School-wide Family Engagement Rubric



## Strategy One: Creating a welcoming and engaging climate with strong relationships and communications between families and school staff

Objective	Stage 1	Stage 2	Stage 3	Stage 4
<p><b>1.1 The school values families as important partners in their students' education.</b></p>	<p>Families think the school would rather they not be involved.</p> <p>School staff believe that families aren't really capable of partnering in their student's education, or that it is more trouble than it is worth to engage families. School staff do not articulate to families that their involvement is important.</p> <p>The school does not pro-actively reach out to engage its families.</p> <p><b>Sounds like:</b></p> <ul style="list-style-type: none"> <li>• My parents are the reason my kids are so far behind.</li> <li>• Engaging parents won't help my students do better in school.</li> <li>• I can't engage my parents because they don't value an education.</li> <li>• It's not my job to engage parents.</li> <li>• There's nothing I can do to get families to step up.</li> </ul>	<p>Families think the school does not really care if they are involved or not.</p> <p>School staff believe that families have too many needs or are too busy to partner in their student's education. School staff may articulate to families that their involvement is important, but not that they want to partner.</p> <p>The school makes initial efforts to engage families, but these efforts are not sustained throughout the year. If families are not responsive to initial outreach, the school does not make additional efforts to engage them. As a result, the school's family engagement approaches do not equitably serve all families.</p> <p><b>Sounds like:</b></p> <ul style="list-style-type: none"> <li>• I try hard to get parents to be involved but it's not my fault if they don't show up.</li> <li>• I don't want to bother families by asking them to be involved.</li> <li>• Families might want the best for their students, but they can't do what they need to do.</li> </ul>	<p>Families describe the school as committed to engaging families but sometimes unable to do so meaningfully because of other school priorities.</p> <p>School staff believe that most families can be effective partners in their student's education and they try various strategies to support them. School staff articulate to families that they want to partner and why it is important.</p> <p>The school makes sustained efforts to engage all families. The school successfully reaches some families, but usually is not able to reach their "hard to reach" families. As a result, the school's family engagement approaches do not equitably serve all families.</p> <p><b>Sounds like:</b></p> <ul style="list-style-type: none"> <li>• To really know my students, I must know my families.</li> <li>• I want families to feel good about our school.</li> <li>• I try, but there are some families who I just can't get in touch with.</li> </ul>	<p>Families describe the school as committed to engaging families and willing to put in the time and attention to make it a priority.</p> <p>School staff believe that all families, if treated respectfully and given the necessary tools, can be effective partners in their student's education. School staff articulate to families that they want to partner and explain to families what that looks like and why it is important.</p> <p>The school is relentless in ensuring that every student's family is engaged in the success of their student. The school is persistent and creative in reaching all families, regardless of their circumstances, and their efforts reach all families equitably.</p> <p><b>Sounds like:</b></p> <ul style="list-style-type: none"> <li>• My parents are the most important partners in helping my students succeed.</li> <li>• All families want the best for their children.</li> <li>• I tell families I want them engaged and will do what i</li> </ul>

# Activity 4: Mindset Matters



- Where do you feel your family engagement efforts fit within this rubric?
- Where do you feel your EO fits within this rubric?
- How did you or didn't you respond to stage 1 or 2 ? Why? How does that mindset impact teacher/student relationships?
- What supports do you need to have in place to achieve Stage 4?

# Dr. Karen Mapp Shares Advice for Educators on Family and Community Engagement Strategies

- Examine core beliefs about families
- Communication is positive
- Linking communication to academics
  - Video link: <https://www.youtube.com/watch?v=6j-Hkl5vIS4>



# Six Essential Features of Family-School Collaboration



1. Positive Home-School Relationships
2. Two-way Communication
3. Shared Decision-Making
4. Family Voice for Equitable Discipline
5. Training and Support for Family Collaboration
6. Evaluation



# Culturally Responsive Educational Systems

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity



# Features of Family-School Collaboration within a Culturally Responsive (CR) Behavioral System



Essential Features of Family-School Collaboration	Culturally Responsive Behavioral Systems				
	Identity	Voice	Supportive Environment	Situational Appropriateness	Data for Equity
Positive Home School Relations	An EO can start to build positive relationships by understanding who makes up their school community, in other words the identity of their school community. EOs should set up a system to collect data on race, ethnicity, ability, gender identity, language, marital status, religion, sexual identity, socio-economic status and how these influence a person's or group's experiences. Seek to understand your families, not to change them.	EO's can build positive relationships by providing opportunities for families to see themselves, their cultural values, and their histories in the school setting. An example of this might include having families come in and help decorate the halls and classrooms giving them a voice in what is seen and heard in the classroom setting.	<b>Supportive Environment</b> is created by sharing with parents the mission of the school which should include meeting students' needs by teaching students necessary or missing skills. These skills include both academic and behavior skills in which the teacher uses positive praise or acknowledgement to encourage students to continue to use the new skill. Also included in creating a supportive environment is providing training to practitioners to examine their own culture and the implicit bias they may have. One of the first steps in understanding our own identity and what we bring to the classroom setting is to examine where our values and beliefs come from, and how they affect the decisions we make.	<b>Situational Appropriateness</b> is included in building positive relationships by practitioners seeking to understand how behavior expectations between home and school differ. EOs want to honor and respect the initial behavior instruction provided to children by their families, even if staff personally disagree. These may be behaviors seen as necessary for survival in the home and community setting. In order to build a positive relationship we have to be able to acknowledge differences and work together.	When building home school relationships teams must be committed to examining data and focusing on changes within their sphere of influence. As teams disaggregate data it is important for them to refrain from making judgements about students or families. It is important to collect data on the families perception of home school relationships and strive to make it better.
Two-way communication	Once we have a good understanding of what cultures make up our school community we want to be sure we are getting feedback from all sub-groups. Keep in mind, the	Seek voices beyond your typical PTA committee by engaging and listening to underserved families. Each time we ask for feedback we want to have a way to disaggregate data and reach out	Acknowledge the parents and caregivers perspectives by getting feedback in regard to the schools policies and systems, some examples might include the school's mission statement,	Be mindful of "code switching" by having an awareness of what behaviors are accepted at home vs what is accepted in the school setting and know that the community the family lives in	Share data with families using different methods such as 1 on 1 meetings to provide a clear understanding, making data available and accessible on school websites, and or provide reading material that has clear

# 1. Positive Home-School Relationships

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# Positive Home-School Relationships

- **Foundational strategies intended to connect families and schools**
- **Schools play an important role in proactively and intentionally implementing strategies to build and maintain positive, trusting relationships with families**
- **The school collects data from both educators and families on their perceptions of home school relationships**
  - Family and Educator Surveys such as School Climate Survey, Family-School Relationship Scale, Parent Trust in School Scale
  - Family Focus Groups
  - Conferences/Family Interviews

# Activity 5: Positive Home-School Relationships



Looking at the definition of Positive Home- School Relationships in your workbook, what words from the definition stand out to you?

What is your school currently doing to build Positive Home-School Relationships?

# Building Culturally Responsive Positive Home-School Relationships



5 Components of Culturally Responsive Behavior	Relationship Building Ideas
Identity	Understand who makes up your school community Create a visible multilingual and multicultural environment
Voice	Give families a voice in what is seen and heard in the classroom setting
Situational Appropriateness	Seek to understand how behavior expectations between home and school differ
Supportive Environment	Share with parents the mission of the school Provide training to practitioners to examine their own culture and implicit bias
Data for Equity	Collect data on the families' perception of home-school relationships and strive to make it better



# Critical Components of Building Positive Relationships



- **Build trusting relationships by:**
  - Learning about, addressing, and incorporating their opinions & concerns
  - Gathering insight into students' cultures, goals and learning preferences
  - Using trust generators with students and families
  - Connecting with families in the beginning of the school year to get to know them
  - Connecting with families to share positive feedback, not only negative feedback
- **Believe that families are equal partners**
- **Value and respect the parent's role**



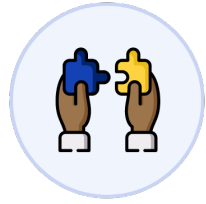
# Activity 6: Ideas and Action Planning Positive Home-School Relationships



- Encourage families to share information with school
- What is the process to help new staff acclimate to your community?
- Participate in neighborhood meetings
- Plan for data-informed decisions through feedback from families and students
- Student engagement and leadership opportunities (e.g., student PBIS team, clubs)

# Activity 6 Continued: Ideas and Action Planning

## Positive Home School Relationships



Using the Ideas and Action planning checklist in the workbook:

1. Evaluate where you are with each of the ideas
2. Check one box for each item
3. Determine two or three items that will be a priority for your action plan.

Ideas and Action Planning	Doing this		Not doing this		
	Already established	Just getting started	Could do this easily	This will take time	This will be difficult
<b>Positive Home School Relationships</b>					
Families are encouraged to share information with the school about their culture, background, children's talents and need					
District has onboarding practices that help new staff acclimate to the community					
District staff participate in neighborhood meetings or district holds meetings/events in community instead of at school					
Signage welcoming parents to the building and directing them to the office					

## 2. Two-Way Communication

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# Two-Way Communication

- **Effective two-way communication is the essential mechanism through which families and educators connect. It occurs between school and home and is evidenced by the following:**
  - Multiple types of communication
  - Ongoing
  - Clear; presented in language that is understandable by families and in their preferred language
  - Content includes academic standards, behavioral expectations, and curricula or supports being offered to students

# Building Culturally Responsive Two-Way Communication



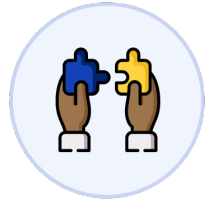
5 Components of Culturally Responsive Behavior	Relationship Building Ideas
Identity	Get feedback from all sub-groups Ensure communication sources are effective for all sub-groups
Voice	Engage and listen to underserved families Reach out to any subgroup that is not represented Provide multiple opportunities for families to communicate in their language
Situational Appropriateness	Provide support for families who show an interest in decision-making committees
Supportive Environment	Be mindful of “code switching” Get input from students/families when developing school wide or classroom expectations and discipline procedures
Data for Equity	Share data with families using different methods Acquire feedback on how to improve outcomes

# Family Communication Checklist



- **Simple:** Write concisely at a fourth-grade level in the family's home language.
- **Multi-channel:** Use mail, email, phone calls, and text messages to equitably communicate.
- **Skimmable:** Write using headings and bullets so it is easily skimmed.
- **Accessible:** compatible with a screen reader, enlarge font available, sign language, braille, etc.
- **Calendar:** Send communications on a regular schedule to establish a routine.
- **Timely:** Share actionable and relevant information.
- **Automatic:** Automatically enroll families in communications with the option for them to opt out.

# Activity 7: Ideas and Action Planning Two-Way Communication



Using the Ideas and Action planning checklist in the workbook:

1. Evaluate where you are with each of the ideas
2. Check one box for each item
3. Determine two or three items that will be a priority for your action plan

Ideas and Action Planning	Doing this		Not doing this		
	Already established	Just getting started	Could do this easily	This will take time	This will be difficult
<b>Positive Home School Relationships</b>					
Families are encouraged to share information with the school about their culture, background, children's talents and need					
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Signage welcoming parents to the building and directing them to the office					



# 3. Shared Decision-Making

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# Shared Decision-Making

- **"A process by which all members of the educational community at the district and school levels cooperate in identifying educational issues, defining goals, formulating policy and implementing and assessing activities to help students reach standards of excellence."**
- **Family voice is essential to installing effective educational practices and ensures the policies developed to support new practices are culturally and contextually responsive to the community served by the EO**
- **Ideas for establishing a Shared Decision-Making Process:**
  - Provide upfront training to team members on what the role of the team is in the decision-making process in their EO
  - Describe the type of team: task specific committees, long standing more permanent teams

# Building Culturally Responsive Shared Decision-Making



5 Components of Culturally Responsive Behavior	Relationship Building Ideas
Identity	Ensure all cultural groups are represented when obtaining feedback and making decisions
Voice	Invite family members to be part of the leadership team
Situational Appropriateness	Diversity is incorporated into classrooms and school operations
Supportive Environment	Identify Cultural difference when making decisions
Data for Equity	Review data for equitable outcomes Use fidelity data to ensure follow through

# Where can Shared Decision-Making Happen?

## Behavior Examples:

### **Part of the Data Decision-Making Leadership Team**

- Developing behavior definitions
- Developing behavior flowchart
- Identifying Tier 1 practices to be used in classrooms

### **Development of the Code of Conduct**

- Any new or updated policy or procedure

### **Participation in Committee on Special Education (CSE)**

- Determining appropriate instructional support and specially designed instruction (SDI)

# Where can Shared Decision-Making Happen?

## Academic Examples:

### **Part of the reading program/curriculum review team**

- Developing reading program structures across school and the home
- Selecting high quality curriculum based on the Science of Reading
- Ensure reading materials reflects the cultural identity and diversity of the community

### **Participation in Committee on Special Education (CSE)**

- Determining appropriate instructional support and SDI

# Critical Components of Shared Decision-Making

Family voice is essential to installing effective educational practices; and ensures the policies developed to support new practices are culturally and contextually responsive to the community served by the EO

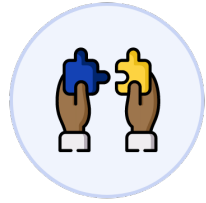
## **When establishing a Shared Decision-Making Process:**

- Provide upfront training to team members on roles and responsibilities of team members in the decision-making process
- Ensure team has relevant and effective data for decision-making
- Confirm authority to implement decisions made by the team

# Outcomes of Including Families in Shared Decision-Making

- Students, families, and community members provide input on universal foundations (e.g., expectations, consequences, acknowledgements) on an ongoing basis
- Families feel that their histories, interests, and experiences are embedded and visible throughout the school community

# Activity 8: Ideas and Action Planning Shared Decision-Making



Using the Ideas and Action planning checklist in the workbook:

1. Evaluate where you are with each of the ideas
2. Check one box for each item
3. Determine two or three items that will be a priority for your action plan

Ideas and Action Planning	Doing this		Not doing this		
	Already established	Just getting started	Could do this easily	This will take time	This will be difficult
<b>Positive Home School Relationships</b>					
Families are encouraged to share information with the school about their culture, background, children's talents and need					
District has onboarding practices that help new staff acclimate to the community					
District staff participate in neighborhood meetings or district holds meetings/events in community instead of at school					
Signage welcoming parents to the building and directing them to the office					

# 4. Family Voice/ Family Voice for Equitable Discipline

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# Family Voice

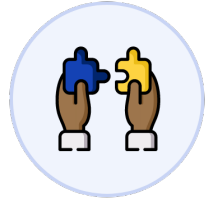
- Asking families their needs, preferences, and goals is foundational to the work of family school collaboration
- Obtaining and utilizing family input allows schools to focus the use of their limited resources on efforts with a higher likelihood of success
- It is critical to develop systems and practices to obtain comprehensive and representative family input

# Accessing Culturally Responsive Family Voice



5 Components of Culturally Responsive Behavior	Relationship Building Ideas
Identity	Provide opportunities for all families especially your underserved families to have a voice in the decision-making process
Voice	Move from understanding groups by race to understanding their culture & ethnicity
Situational Appropriateness	Set norms that allow for open and honest feedback from all sub-groups
Supportive Environment	Take the time to learn about your students' cultural identities and validate and affirm cultural differences
Data for Equity	Look at all enrolled groups to determine where "business as usual" is adversely affecting sub-groups and seek input from the sub-groups that are being adversely affected

# Family Voice for Equitable Discipline



**“Learning is rooted in the lives and experiences of people and cultivated through activities that people find meaningful. When teaching is not rooted in students’ lives, student learning suffers. Perhaps worst, biases take hold and deficit perspectives become normalized throughout our schools and classrooms, structuring entire systems that blame students for failure.”**

# Examples of Family Voice in Equitable Discipline

Families and students representing all cultural identities adversely affected by disproportionality in the EO...

- participate in developing behavior definitions, the code of conduct, new behavior policies and practices
- participate in the review of data and problem-solving discussions that lead to action planning
- participate in accessing racial/ethnic equity in acknowledgement systems (i.e., rewards used consistently with all groups of students)

# Family Voice for Equitable Discipline

Successful School Leadership Teams not only include stakeholders as team members but also actively elicit ownership, voice and broad representation of their families and communities, especially underserved families and cultures; families and cultures adversely affected by disproportionality in behavior policies and practices.

# Community

How is the school viewed through the eyes of the community?

How is the community viewed through the eyes of the teachers?



# How to Access Family Voice as Part of a Community

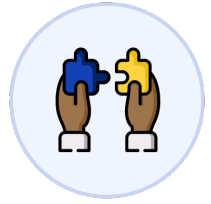


## Workbook Activities:

- Connecting with Community Assets
- How to Conduct a Community Analysis



# Activity 9: Connecting with Community Assets



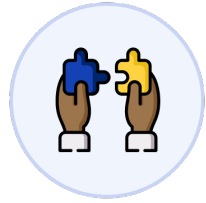
In your workbook Read the Vignette D: Connecting Community Assets and Classroom Learning and answer the following questions:

Reflection Questions:

- How could your school reach out into the community and connect with community members?
- Who might those community members be?
- How could community members support reaching your curricular goals?
- How could community members support reaching your behavior goals?
- How could your students' family members' assets be connected to their classroom? What would the benefit be?



# Activity 10: How to Conduct a Community Analysis

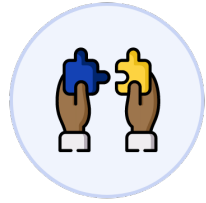


## Read Article Connecting Classrooms & Communities



- Using the suggested questions for Conducting Community Analysis located in the workbook, discuss how EOs can use these guiding questions as a resource.
- Identify any takeaways and where EO is in the process of community engagement.

# Activity 11: Ideas and Action Planning Shared Decision-Making



Using the Ideas and Action planning checklist in the workbook:

1. Evaluate where you are with each of the ideas
2. Check one box for each item
3. Determine two or three items that will be a priority for your action plan

Ideas and Action Planning	Doing this		Not doing this		
	Already established	Just getting started	Could do this easily	This will take time	This will be difficult
<b>Positive Home School Relationships</b>					
Families are encouraged to share information with the school about their culture, background, children's talents and need					
District has onboarding practices that help new staff acclimate to the community					
District staff participate in neighborhood meetings or district holds meetings/events in community instead of at school					
Signage welcoming parents to the building and directing them to the office					

# 5. Training and Support for Family-School Collaboration

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# Training and Support for Family-School Collaboration

- Family and school partnerships is an area where educators receive the least amount of training and support; however, the *required* communication between teachers and families is related to communicating about student problems and concerns
- Families also need the opportunity to learn the principles and practices of PBIS to meaningfully engage in Tier 1, as well as to support positive student behaviors at home
- It is critically important that we provide training and support options for *both* families and educators on family-school collaboration within PBIS

# Building Culturally Responsive Training and Support for Family-School Collaboration



5 Components of Culturally Responsive Behavior	Relationship Building Ideas
Identity	Collect data/information to help understand the needs of the families in your community
Voice	Include family members to participate in training as speakers
Situational Appropriateness	Create training and support around those needs so that it is meaningful Provide training on why the school uses a particular discipline policy Inform parents that the role of the school is to teach academics and behavior
Supportive Environment	Provide training on code switching
Data for Equity	Provide training on using data for decision-making

# Critical Components of Training and Support for Families - Behavior

## Behavior Example:

- Connecting behavior interventions to home
  - provide examples of what behavior interventions look like in the school setting
  - use families existing behavior intervention strategies as cultural capital to create ways to promote the use of behavior strategies in the home
- Provide training to families
  - to increase their knowledge of the language, authority structure, and curriculum of the school
  - to assist in developing the skills needed to increase participation in parent organizations
- Remember building relationships is critical for engaging with families and getting families to engage with school personnel

# Critical Components of Training and Support for Families - Academic

## Academic Example:

- Developing an understanding of academic progress monitoring, Response to Intervention, and tiered levels of academic intervention
- Supporting use of academic interventions at home
- Providing families with strategies for supporting reading development at home
- Helping families develop practices and routines that support children studying and completing assignments at home
- Training caregivers to use principles of SDI to teach their children skills outside of school

# Training for Families

- Student-Directed IEP for Families
- Understanding the IEP Process for Parents of Preschool Students
- Positive Solutions for Families
- Parent and Family Engagement within the Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) Process
- Introduction to Culturally Responsive-Sustaining Education
- Discipline Procedures for Students with Disabilities
- Dimensions of Equity in Education
- Specially Designed Instruction for Families
- Explicit Vocabulary Instruction for Families
- Literacy Caregiver Intervention Handouts



# Professional Development for District Staff

- Student-Directed IEP for Professionals
- Introduction to Culturally Responsive - Sustaining Education
- Family Engagement Communication and Culture
- Dimensions of Equity in Education
- Parent and Family Engagement within the FBA and BIP Process
- Using the FBA/BIP Process to Support Students Needing Intensive Intervention
- Classroom Management
- Introduction to the Behavior Pathway
- Discipline Procedures for Students with Disabilities
- Specially Designed Instruction
- Explicit Vocabulary Instruction

# Effective Professional Development

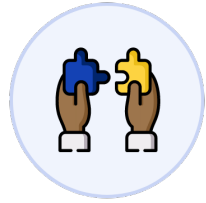
Training Components	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory & Discussion	10%	5%	0%
<i>Plus</i> Demonstration in Training	30%	20%	0%
<i>Plus</i> Practice and Feedback	60%	60%	5%
<i>Plus</i> Coaching in the Classroom	95%	95%	95%

Joyce and Showers, 2002

# Considerations when Planning Professional Development

- Offer choices that align with district priorities and individual learning goals.
- Consider having teachers facilitate the learning; play to their strengths.
- Acknowledge teachers' well-being.
- Use collaborative learning protocols.
- Engage in activity and discussion protocols.

# Activity 12: Ideas and Action Planning Shared Decision-Making



Using the Ideas and Action planning checklist in the workbook:

1. Evaluate where you are with each of the ideas
2. Check one box for each item
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# 6. Evaluation

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# Critical Components of Evaluation

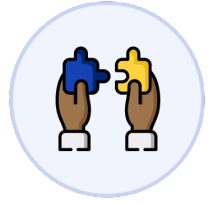
- Since all families and communities are unique within a school and across a district, the goals, strategies, and efforts for monitoring family-school collaboration need to be responsive to each school community.
- We also need to consider a school/district's efforts to obtain, and give equal consideration to, family input regarding the school's behavioral systems and practices and consider if they are utilizing family input to guide ongoing improvements and adjustments in the strategies they are using (Ferguson et al., 2010).

# Evaluating Culturally Responsive Family School Collaboration



5 Components of Culturally Responsive Behavior	Relationship Building Ideas
Identity	Evaluate your process for collecting data on identifying families
Voice	Evaluate your process to ensure you're giving families opportunities to be heard and exercise leadership within the school system
Situational Appropriateness	Use a school climate survey to determine student/family perceptions of the school's supportive environment
Supportive Environment	Evaluate your process for understanding cultural differences when creating expectations
Data for Equity	Disaggregate data for analysis and action planning Openly communicate and discuss trends in the data regarding equity Use fidelity tools to measure progress of implementation

# Tools for Evaluating Family and Community Engagement Initiatives



## Family Engagement Best Practices Rubric and Assessment

<https://www.aps.edu/family-engagement-collaborative/documents/family-engagement-best-practices-rubric-with-action-plan>

## Culturally Responsive school-wide PBIS Team Self-Assessment version 3.0

[6062383b3f8932b212e9c98b\\_PBIS Cultural Responsiveness Field Guide v2.pdf \(website-files.com\)](https://www.files.ethz.ch/isn/172833/6062383b3f8932b212e9c98b_PBIS_Cultural_Responsiveness_Field_Guide_v2.pdf)

## Diagnostic Tool for School and District Effectiveness (DTSDE) Tenet 6

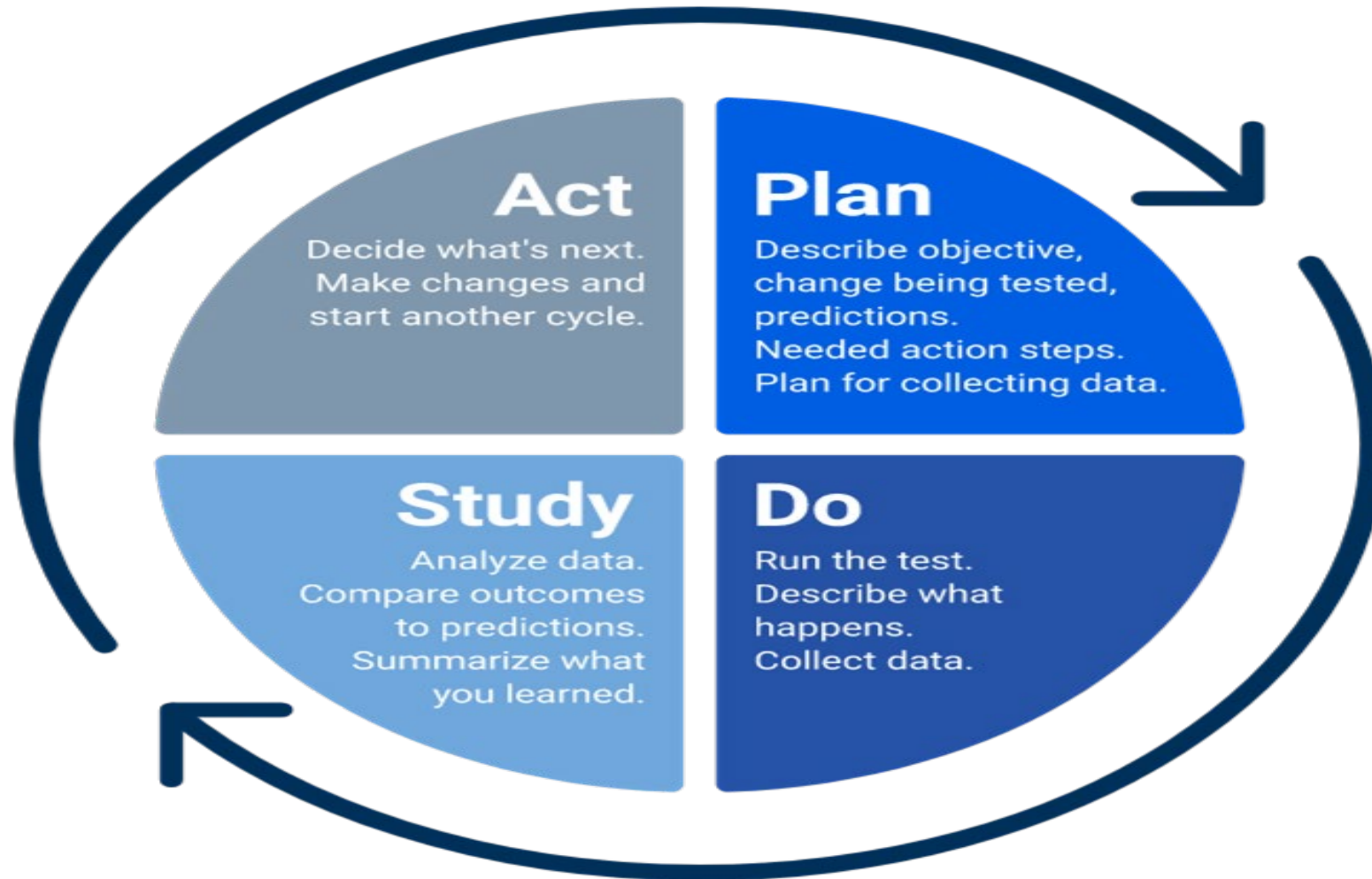
<http://www.nysed.gov/common/nysed/files/programs/accountability/dtsde-framework.pdf>

## School Climate Survey

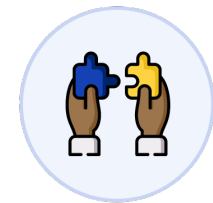
<https://schoolclimate.org/services/measuring-school-climate-csci/>



# Plan-Do- Study-Act (PDSA) Cycle



# Activity 13: Ideas and Action Planning Shared Decision-Making



Using the Ideas and Action planning checklist in the workbook:

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# Family Engagement



*"Unless commitment is made,  
there are only  
promises and hopes  
... but no plans."  
(Peter Drucker)*

# Final Action Planning



1. Review all action planning items from the previous sections
2. Copy and paste those items in the table located in the workbook
3. Rank the order in which you feel the items can be accomplished
4. Create a final action plan that can be followed up on during the team's work sessions

# Contact Us



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**Educational Partnership**  
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