

# Welcome!

As you enter the space, please do the following:

01

Rename yourself to reflect the school or district you are representing (name, district)

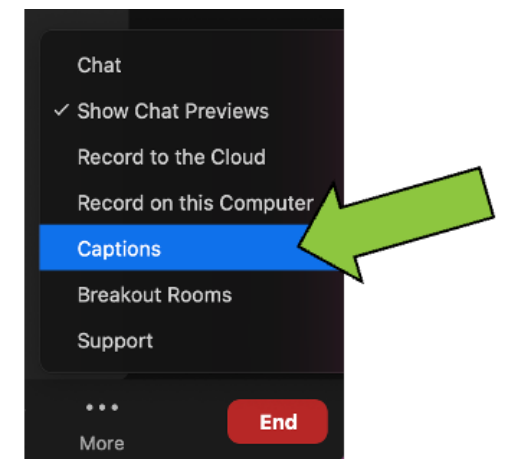


02

Mute your microphone

03

If you would like closed captions, click on the three dots in the bottom right corner and select "captions".





SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY

## > Family-School Partnerships

**Presenters:** Erik Maki & Stephanie St. Joseph



# Agenda

1. Introductions
2. Words Matter
3. Why Family-School Partnerships?
4. Involving Families
5. How to Achieve Family-School Partnerships
6. Barriers
7. Ways to Improve
8. Questions

## Group Agreements

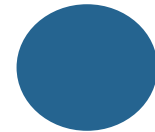
- ✓ Engage actively in a way that works for you
- ✓ Share your own experiences and expertise with us
- ✓ Connection
- ✓ Listen with curiosity

# Today's Presenters



**Erik Maki**

The May Institute  
Clinical Consultant



**Stephanie St. Joseph**

The May Institute  
Clinical Consultant

*With Much Appreciated Assistance  
From Michelle Pratt & Emily Baton*



We have to absolutely believe *in our souls* that families want to support their children.

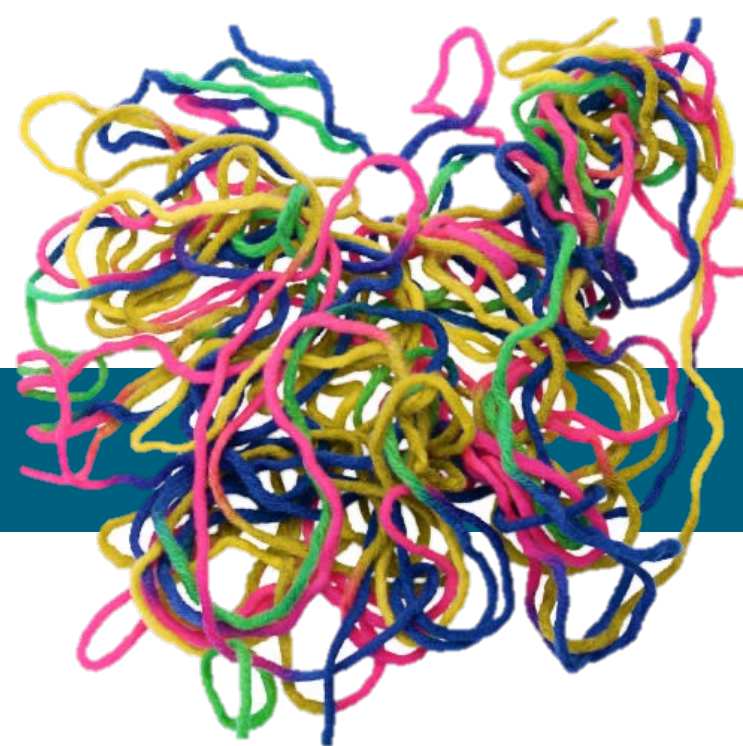
—Henderson and Mapp (2006)

# Jamboard Activity

- What are family-school partnerships?
- How do you include family voice?
- Why do you feel Family-School Partnerships are important?

# Words Matter

# A Brief History of the Continuum of Terms



Family Involvement

Family Engagement

Family-School Partnerships





# Quotes from Families

“...it assumes family engagement is on the backs of the parents. So that family engagement is the family engaging the school, as opposed to the school, engaging the family. Like, where's this sort of bi-directional model of family engagement that I imagined?”

Baton et al., 2023



# Why Family-School Partnerships?



# Discussion

- Why do you think Family-School Partnerships are important?
- How do Family-School Partnerships affect your students? Your staff? Your work?



# Family-School Partnerships



-Partnership means coming together to support the student

-Communication

-Research indicates positive outcomes from Family School Partnerships

<https://www.youtube.com/watch?v=45F5WfCqD08>

# Why Family-School Partnerships?

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- Results in positive outcomes for children, families, and teachers
- Particularly beneficial for families that are culturally, linguistically, and racially diverse
- Family-School Partnerships work

# The “Scaffolding” for Students

- Families have the most impact on a child's **personal health and well-being** than any other single individual or practitioner (Elliott & Mullins, 2004)
- Families and schools have historically been recognized as having a **crucial relationship**
- When working together, schools and families provide children with **life skills that will last them into adulthood** (Araque et al., 2017; McNeal, 2015; Nzinga-Johnson Baker & Auperlee, 2009)



# Why are Family-School Partnerships Important?

- Student outcomes
  - Academic performances (Barton & Coley, 2007; Cox 2005; Camarero-Figuerola et al., 2020; Desforges & Abouchar, 2003; Eccles & Harold, 1993; Epstein 2001; Fan & Chen, 2001; Jeynes, 2005)
  - Student classroom behavior (Fantuzzo et al., 2004)
  - Decreased school drop-out (Barnard, 2004)
  - Increased student self-regulation (Stormshak et al., 2010; Wang et al., 2014)
  - Increased sense of security and belonging (Morgan, 2016)
  - Positive impact on teen's access to college  
(Camarero-Figuerola et al., 2020)

# Why are Family-School Partnerships Important?

- Teacher outcomes
  - Increased job satisfaction (Christenson, 1995)
  - Increased teacher retention and fewer transfer requests (Christenson, 1995; Lasater, 2016)
  - Increased family-teacher relationships (Morgan, 2016; Sheridan et al., 2012)
- Administration outcomes
  - Higher principal ratings (Christenson, 1995)



# Involving Families



**How do you involve  
or communicate with  
families?**



# Who do we engage?

ALL Families... this includes:

- Single-parent families
- Multi-generational families
- Grandparent-led families
- Linguistically diverse families
- Teenage parents
- LGBTQ+ families
- Military families
- Families with incarcerated members
- Foster families
- Adoptive families
- Families of someone with a disability

## Family

This term is the network of individuals responsible for, or possessing a significant role in, the life of a student outside of school.



## Equity Self-Reflection

Do we have 2-way communication systems with families?

Are we engaging with a representative sample from our district?

Are we creating space for all types of families?

# How do we involve a representative sample?

Our goal is to engage culturally, linguistically and racially diverse families.

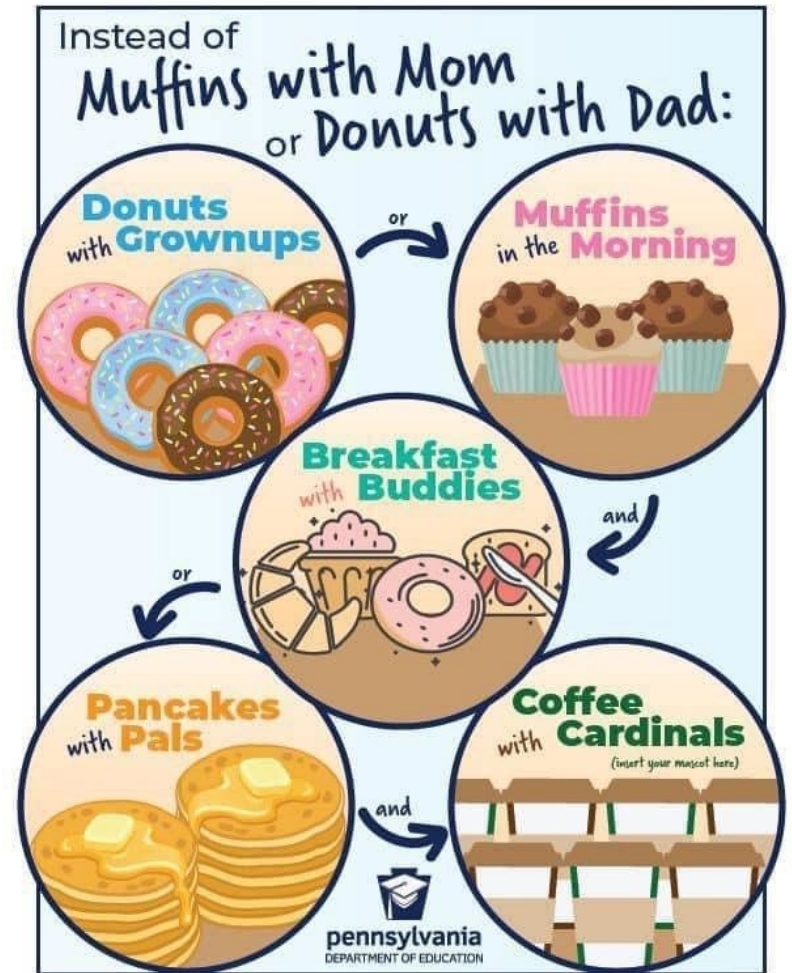
We are attempting to address and incorporate differing values and beliefs within our community.



# Creating a space for ALL Families

Think about the language of the materials you provide.

Think about how you interact with families.



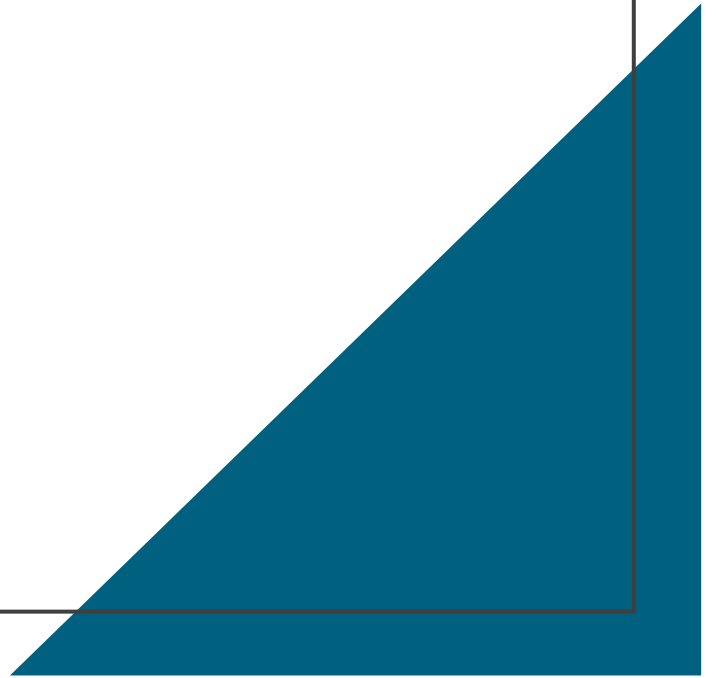
# How Can Family-School Partnerships Be Achieved?



# Meaningful Family-School Partnerships can be achieved with:

## Family-centered planning

- Schools have more engagement when events are planned with consideration for their stakeholders' needs





# Family-School Partnerships

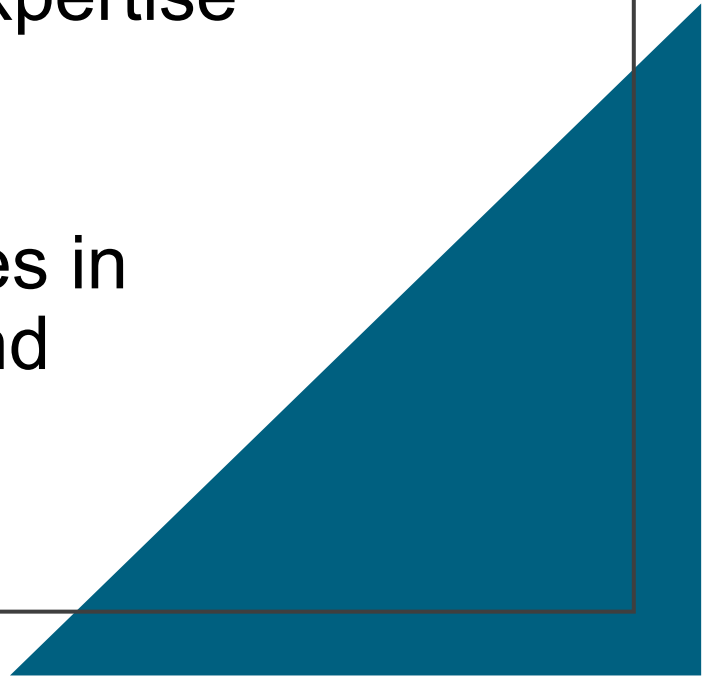


How to Establish Partnerships

<https://www.youtube.com/watch?v=45F5WfCqD08>

# Meaningful Family-School Partnerships can be achieved with:

- **Active support from district and school leaders**
  - Ensure family partnerships are seen as a priority and provide the necessary resources and expertise to help staff build those connections
  - Empower family members to take active roles in establishing goals, developing strategies, and evaluating progress for their child's school



# Meaningful Family-School Partnerships can be achieved with:

- **Relevant and meaningful use of data**
  - School teams evaluate their engagement efforts by examining data that capture the degree to which *meaningful collaboration* is taking place
  - At the same time, family members receive appropriate supports so they can use student data to establish academic and behavioral goals and monitor progress as equal members of the school team

# Meaningful Family-School Partnerships can be achieved with:

- **Communication**
  - Communication channels must go above and beyond the occasional parent-teacher conference
  - Think of all the different types of communication channels open to family-school partnerships
    - Ex: phone, letter, handouts, or applications



“Look Dad, I said I needed help with some cutting and pasting and...What are *those*?”

# Communication

- As students get older, the role of school communication shifts from the teacher to the student
- These perceptions may explain why the frequency of information decreases in upper grades and becomes more irregular



# Two Way Communication



- Relationship building
- Tailors communication based on all preferences of school and family
- Reduces surprises
- Celebrate student wins

[www.youtube.com/watch?v=0YqWqBJSEhU&t=114s](https://www.youtube.com/watch?v=0YqWqBJSEhU&t=114s)

## Parent/Guardian Information and Preference Form

Dear Parent or Guardian, I believe family-teacher communication is important for student success. Please take a few minutes to let me know about your schedule, modes of contact, and preferences. I will not share this information with anyone unless you allow it.

May I share this information with another teacher? \_\_\_\_\_ yes \_\_\_\_\_ no

What language do you prefer to communicate in? \_\_\_\_\_

May I call you at home? \_\_\_\_\_ yes \_\_\_\_\_ no

Time when you are at home: \_\_\_\_\_

May I call you on your cell phone? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, what's the number? \_\_\_\_\_

May I call you at work? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, what is the business's name? \_\_\_\_\_

If yes, what is the phone number (and extension)? \_\_\_\_\_

May I contact you by e-mail? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, what is the address? \_\_\_\_\_

How often do you check this e-mail address? \_\_\_\_\_

Which form of communication do you prefer most for **general** information?

*Text    Phone call    E-mail    Letter home with student    Letter mailed home*

Which form of communication do you prefer most for **critical** information?

*Text    Phone call    E-mail    Letter home with student    Letter mailed home*

What days of the week work best for parent-teacher meetings? \_\_\_\_\_

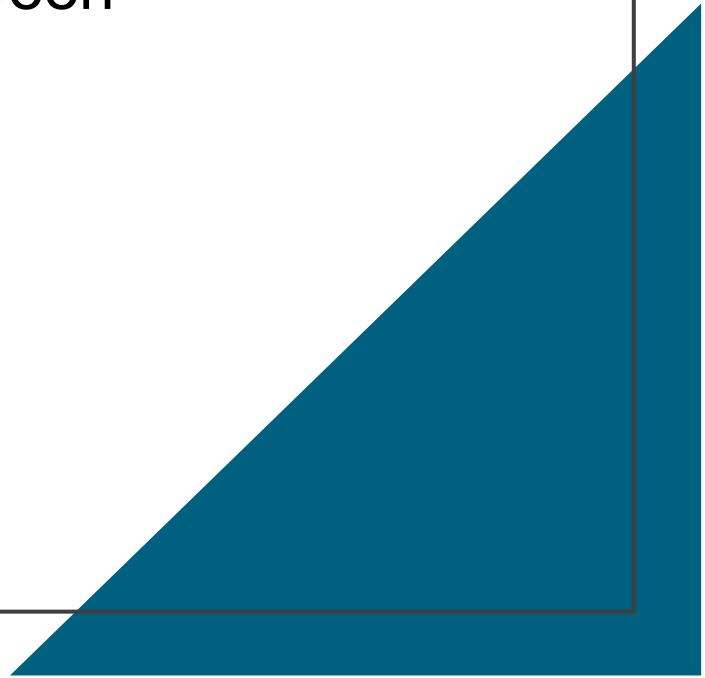
What time of day works best for parent-teacher meetings? (circle all that apply):

*7-9 am      9-11 am      11am-1 pm      1 pm- 3pm      3 pm- 5 pm*

About contacting me: During school hours, I am available during my planning period, which is from \_\_\_\_\_ to \_\_\_\_\_ and you can reach me at this number \_\_\_\_\_. Outside of that time block, I cannot come to the telephone, because I am teaching or supervising students. I am also available to speak with you in the evenings. Just leave a message for me and be sure to include a description of what you'd like to discuss, so I can bring any necessary files home and be prepared to answer your questions. Thanks!

# Meaningful Family-School Partnerships can be achieved with:

- Positive Relationships
  - Two-way conversations that focus on student and family strengths help to build positive connections between teachers and family members





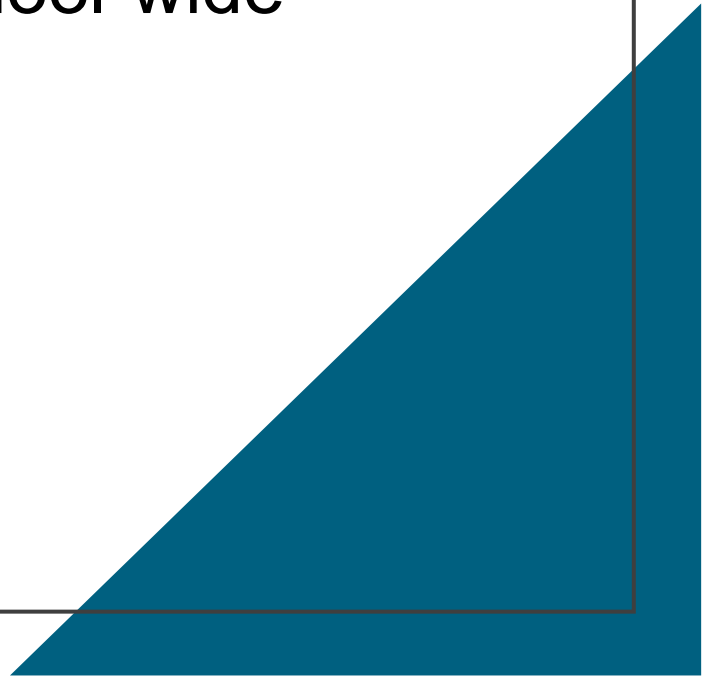
# Meaningful Family-School Partnerships can be achieved with:

- Empowering Families
  - Avoid using jargon and provide background information for ideas that will be discussed
  - Families are encouraged to take a leadership role in family-school partnership activities and work with educators to create a welcoming environment for others



# Meaningful Family-School Partnerships can be achieved with:

- Collaborative problem solving
  - Family-school partnership strategies should be connected to student learning goals and school-wide initiatives



# Meaningful Family-School Partnerships can be achieved with:

- MTSS
  - Family and community members are critical partners in building a contextually relevant **Multi-Tiered System of Supports (MTSS)**
- It's not just for students!
  - When families fail to respond positively to a school's initial engagement efforts, utilize different and/or more intensive strategies to develop authentic partnerships with those who are too frequently left on the sidelines

# Barriers to Family-School Partnerships



# What barriers are there to Family-School Partnerships?

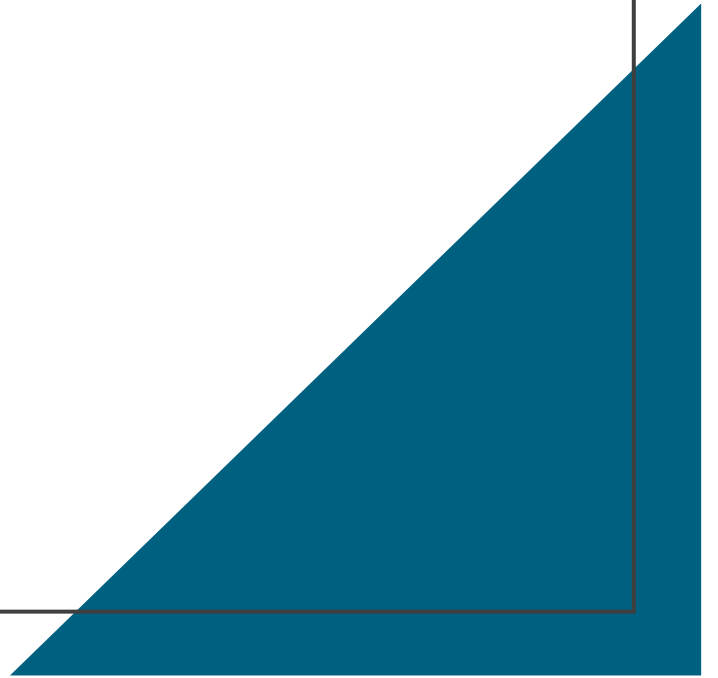


# Barriers to Family-School Partnerships

- Barriers include:
  - limited time and resources available for teachers and families alike;
  - a lack of professional development focused on how teachers can best engage families; and
  - different levels of family understanding about how or why they should engage with their child's education

# Barriers to Family-School Partnerships

- Certain groups of parents also face unique challenges:
  - Immigrant parents
  - LGBTQ+ parents
  - Foster families
  - Older/younger families
  - Single-parent families

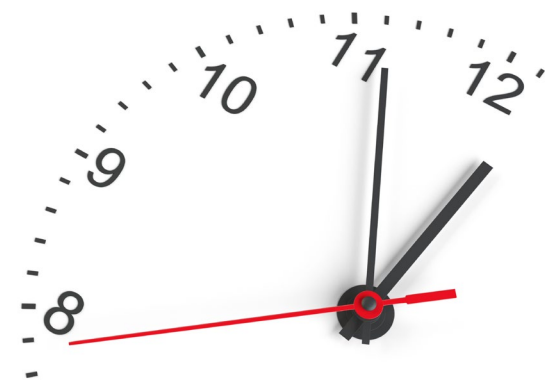


# Ways to Improve Family- School Partnerships





# Who has extra time?



“Simplest Things... with the most impact!”  
-Rob Horner

Take advantage of the skills and strengths you already are using!

# Greeting Families

- Extend a personal welcome or greeting
- Think about times you might see families to make a connection:
  - Morning drop off
  - Pick up
  - Parent-teacher conferences
  - Phone call
- Staff visibility

# Positive Messages

- Schedule time in the year, possibly quarterly, to find a reason to call home to share something POSITIVE
- Consider post-it notes on report cards to share something positive about the student

# Postcards to Families

- Share something positive
- Think about having the postage already applied or staff in charge of adding it
- Think about having the address already on the card or student's name
- Address on postcard per child
- Use the data as another connection
- Consider the family's first language

Himmelsbach et al., 2020



## **Provide a Variety of Volunteer Opportunities**

- Provide opportunities at different times
- Provide opportunities with different levels of effort
- Communicate volunteer opportunities across platforms
- Things people can do at home
- Think about times that families might already be at the school



# Generalize your Acknowledgment System to all...including families!

**BEHAVIOR MANAGEMENT AT WILKESBORO ELEMENTARY**  
**PBIS for Families**

**What is PBIS?**  
**P**ositive  
**B**ehavior  
**I**nterventions &  
**S**upports

PBIS is a system that helps our students achieve academic and social goals. PBIS defines the rules and behaviors we expect across the school. This system helps prevent problem behaviors and reward desired behaviors.

**Our Expectations**  
**S - Stay Safe**  
**O - Outstanding Attitude**  
**A - Always Respectful**  
**R - Responsible**

We teach these expectations to all students across all settings. Our matrix shows what is expected. We practice expected behaviors with students and help them learn social skills.

**How does it work?**

- 1. Teach expected behaviors.**  
We teach kids how to behave. We practice scenarios and model problem solving strategies.
- 2. Reinforce and reward behaviors.**  
We notice and reward appropriate behavior with praise, Class Dojo points and tickets. Students use points to earn weekly classroom rewards, monthly school store points, and quarterly rewards.
- 3. Respond to problem behaviors.**  
We use the same system to deal with problem behaviors. Techniques include prompting, redirecting, reteaching, and conferencing. We assign minor points for ongoing problem behaviors and notify parents. Minor behaviors are managed by teachers, and major behaviors are managed by administrators in the office.
- 4. Provide more support when needed.**  
We closely monitor data on behaviors. When kids need more support, our PBIS team works with families and students to figure out what will help.

**95%** of students meet weekly goals

**How can families help with PBIS?**

- Partner with Your Child's Teacher
- Notice and Praise Your Child's Good Behaviors
- Get connected with Class Dojo
- Stay in Touch Call or Email

**Minors... by teachers**  
 disrespect  
 inappropriate language  
 minor disruption  
 property misuse  
 Other behaviors may be included

**MAJORS... by administrators**  
 chronic minors  
 profanity  
 truancy  
 bullying  
 harassment & threats  
 aggressive behavior  
 theft, vandalism  
 insubordination

**WILKESBORO WE ELEMENTARY**

We will work together to help ALL children succeed. For more information about PBIS, please call the school at 336-438-4261.

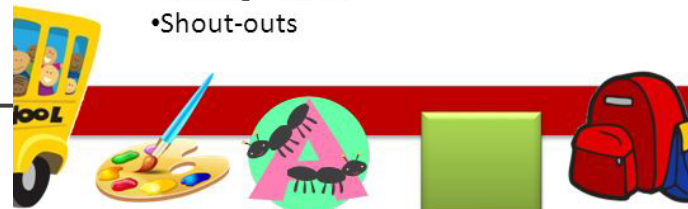


## PBIS PARENT HANDBOOK

- Letter to Families-explanation
- PBIS/PAWS goals
  - Practice Respect
  - Act Responsibly
  - Woodside Friend
  - Safety Always
- Behavior Matrix /Guidelines
  - Outlines expectations in common areas of school and bus
- Acknowledgements
  - Getting "PAWed"
  - Shout-outs

Thank you to all of our families that came out today to our Back to School BBQ in the crazy heat!!! It was a fun filled event!

A huge thanks goes out to **Coke Florida** for providing backpacks full of school supplies for all of our students that showed up and for the ice cold Body Arm... See more



# How Do You Integrate Family-School Partnerships Into Your Existing Framework?



# ACTION PLANNING

Foundation  
for all you do  
as a team

## Action Plan

Specifies three features:

Vital for  
achieving  
goals

1

**Who**

*Who is responsible...*

2

**What**

*...for doing what...*

3

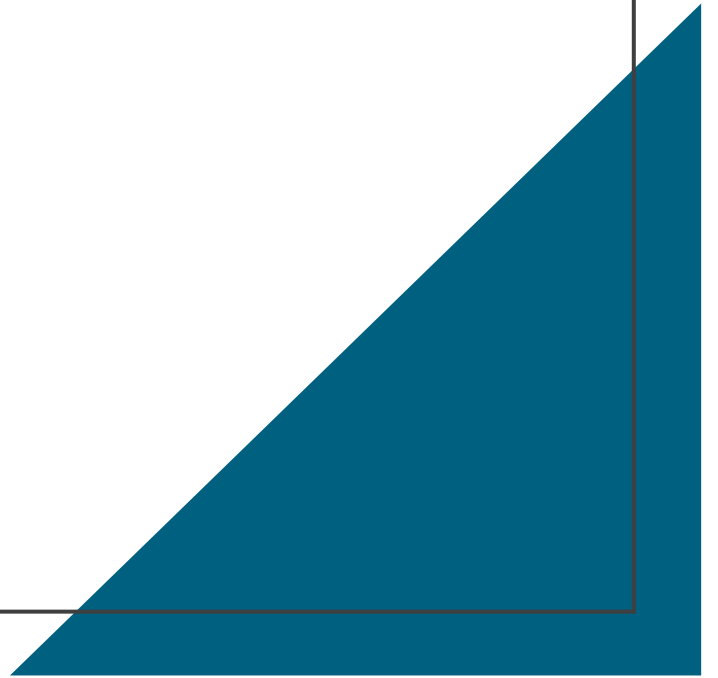
**When**

*...by when*



# Thoughts to Consider During Action Planning

- How can we include families in decision-making?
- How can we improve family communications?
- How can we improve family relations?
- How can we improve parent-teacher conferences?
- How can we better understand the expectations of families as compared to staff and school leaders?



# Closing and Next Steps



# Resources on pbis.org



<https://www.pbis.org/topics/family>

We think of family as the people in a child's life with a vested interest in their well-being and educational success. Family, school, and community members are critical partners in developing an effective and responsive support system where all benefit. However, authentic partnerships continue to be a challenging reality for educators and families alike; schools must be creative in their efforts to reach out to and engage with their stakeholders so that positive, trusting relationships serve as the foundation of ongoing collaboration and problem-solving.

## What Is the Family Role in PBIS?

Including families in PBIS implementation means families and school personnel work together and share in the responsibility making educational decisions and improving student outcomes.

Through effective family engagement, families and schools work together to create the conditions and practices which allow for ongoing collaboration, coordination and partnerships.

## Why Include Families in PBIS?

Interventions connecting families and schools are essential to valued youth behavioral and mental health outcomes.<sup>[1]</sup> Including families' perspectives, values and voices within the development and implementation of your PBIS system makes your school responsive to the needs of students and families. Intentional efforts to engage and partner with families shows they are valued as equal partners in the work of educating students. Asking families their preferences for how they want to communicate and collaborate with educators ensures a better use of limited resources.



# Resources on pbis.org

<https://www.pbis.org/resource/family-resources>

## Family Resources

Family, school, and community members are critical partners in developing an effective and responsive support system where all benefit. The OSEP Technical Assistance Center on PBIS has developed several resources to support these partnerships. Additional information on supporting families in PBIS implementation can be found at: <https://www.pbis.org/topics/family>.

### Released in 2021!

1. **Helping Families Prepare for an IEP Meeting** - <https://www.pbis.org/resource/helping-families-prepare-for-an-iep-meeting>
2. **Questions for Families to Consider when Concerned about their Child's Behavior** - <https://www.pbis.org/resource/questions-for-families-to-consider-when-concerned-about-their-childs-behavior>.
3. **Strengthening Family Participation in Addressing Behavior in an IEP** - <https://www.pbis.org/resource/strengthening-family-participation-in-addressing-behavior-in-an-iep>
4. **Remote Instruction Strategy Matrix for Collaboration with Families** - <https://www.pbis.org/resource/remote-instruction-strategy-matrix-for-collaboration-with-families>
5. **Enhancing Family-School Collaboration with Diverse Families** - <https://www.pbis.org/resource/enhancing-family-school-collaboration-with-diverse-families>
6. **Obtaining Stakeholder Feedback to Improve the Middle to High School Transition** - <https://www.pbis.org/resource/obtaining-stakeholder-feedback-to-improve-the-middle-to-high-school-transition>

### Released in 2020!

1. **Remote Learning for Families: Keeping it Accessible, Keeping it Positive** - <https://www.pbis.org/resource/remote-learning-for-families-keeping-it-accessible-keeping-it-positive>
2. **An Overview of Endrew F.: Implications for Student Behavior** - <https://www.pbis.org/resource/an-overview-of-endrew-f-implications-for-student-behavior>

# Final Take Aways about Family- School Partnerships

- 3 Starting Steps



CENTER BY  
**PBIS** Positive Behavioral  
Interventions & Supports

ADDRESSING  
CONFIDENTIALITY  
WHILE SUPPORTING THE  
SOCIAL-EMOTIONAL-  
BEHAVIORAL NEEDS OF  
STUDENTS WITHIN  
SCHOOLS

KELLY PERALES, LUCILLE EBER, CAT RAULEYSON, & LAURA KERN

January 2023

# Three First Steps to Consider

## Inform/ Communicate

This should be through a variety of different ways.

## Include

Including family perception and perspective across the continuum of a MTSS can improve family-school partnerships.

## Involve

Involving families in all aspects of their children's education helps support student success.



## NEXT STEPS

<https://sebacademy.edc.org/upcoming-events>

### Peer Sharing Calls

- Supporting ELL Students' Wellbeing
- The Human Side of Systems Change in MTSS, Mental Health, & Behavior
- Belonging: Sustaining & Maintaining Connection Among Students & Staff

Spring EDC Academy Convening

May 15<sup>th</sup>, Sheraton Framingham



THANK YOU  
SO MUCH

YOU ARE VERY MUCH APPRECIATED!





## RESOURCES

Celebrate Social Emotional Learning (SEL) Day - March 8, 2024

<https://selday.org/>

Leading with SEL

<https://leadingwithsel.org/>

MassTAPP Communications Toolkit

[http://storyline.hhd.org/masstapp/communications\\_toolkit/story\\_html5.html](http://storyline.hhd.org/masstapp/communications_toolkit/story_html5.html)



## REFLECTION & CLOSING

*Please share one insight, takeaway, or piece of information you will bring back to your school.*

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