

Welcome!

As you enter the space, please do the following:

01

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

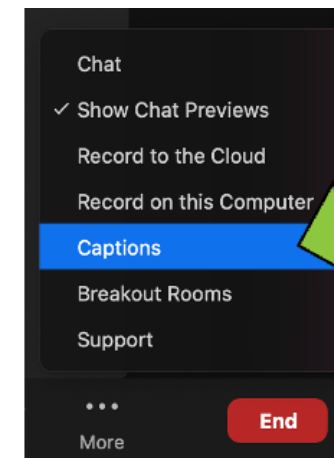


02

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: Lauren Gilman & Sara Niño



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MayInstitute
Shaping Futures. Changing Lives.

dese
MASSACHUSETTS
Department of Elementary
and Secondary Education

Agenda

1. Introductions
2. What Is Family?
3. Why Family-School Partnerships?
4. How to Achieve Family-School Partnerships
5. Barriers
6. Strategies
7. Questions/Reflection

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



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*With Much Appreciated Content Developed by Erik
Maki, Stephanie St. Joseph, Michelle Pratt & Emily
Baton - The May Institute (2024)*

Session Objectives

- 01 Understand the importance of family-school partnerships
- 02 Consider barriers to family-school partnerships
- 03 Explore strategies to improve family-school relationships
- 04 Leave with an idea for an action step



Imagine families, teachers, and students working together with relational trust and what that will do for your learning community.

— Elizabeth Stock,
Panorama Education & Dr. Karren Mapp on Building
Strong Family-School Partnerships

What is "family?"



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.

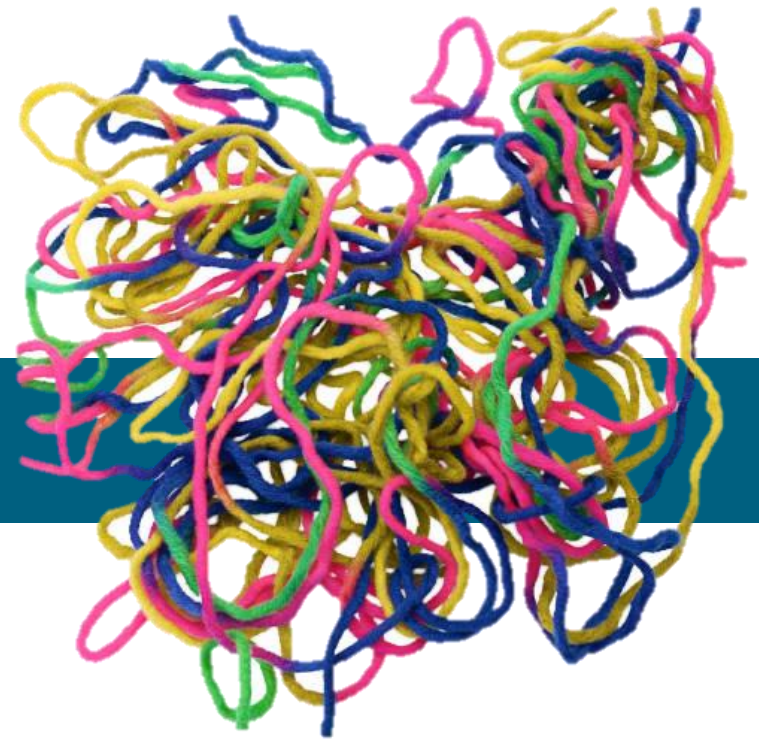
Quotes from Families

“...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



A Brief History of the Continuum of Terms



Family Involvement

Family Engagement

Family-School Partnerships



Whiteboard/Chat Activity

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

Why Family-School Partnerships?



Discussion

How do Family-School Partnerships affect your students?

Your staff?

Your work?



Why Family-School Partnerships?



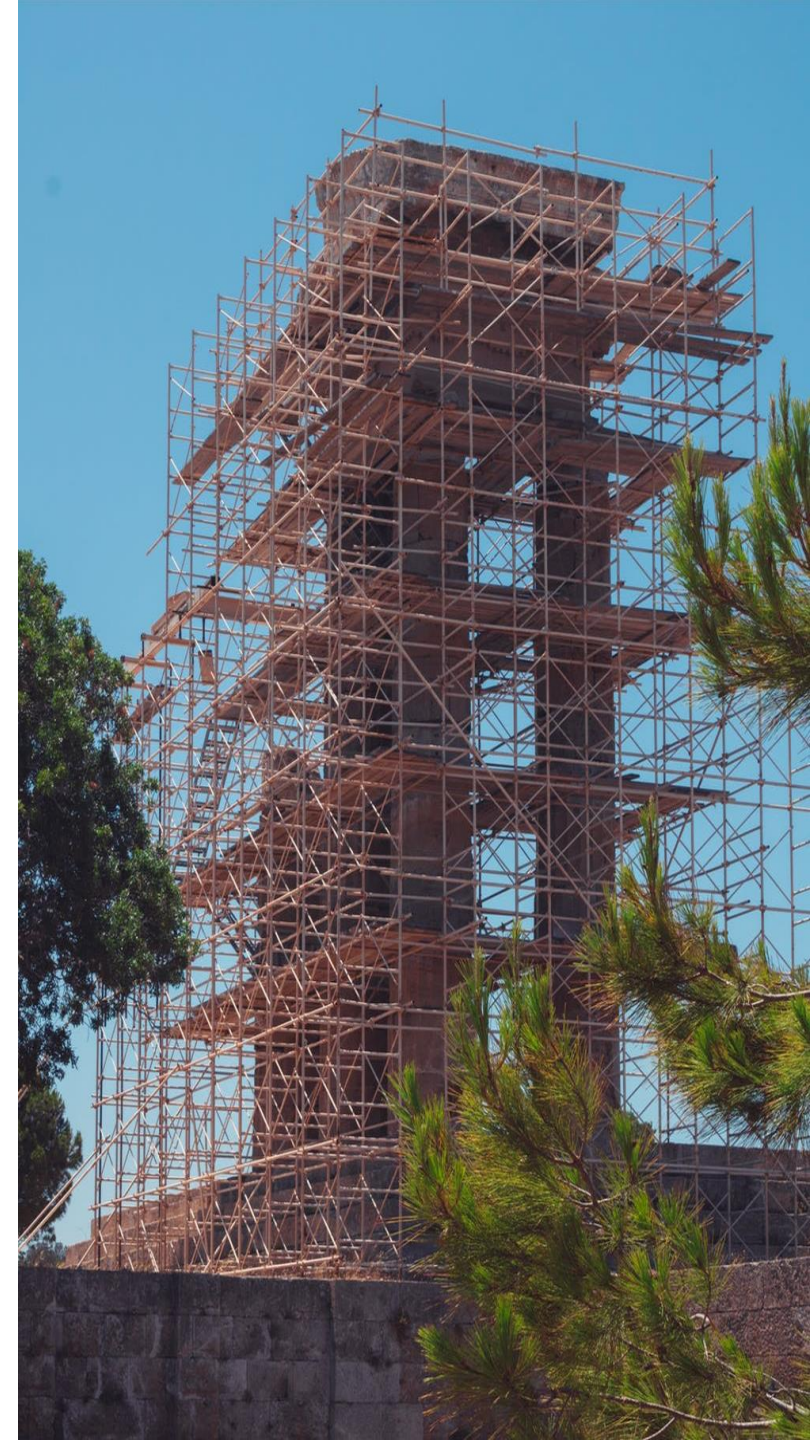
Results in positive outcomes for children, families, and teachers

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)

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
(2:57-3:55)

**What did you notice?
What stood out to you?**

<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



Image Source: [Brandeis University Staff-Faculty Accessibility Group](#)

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*?”

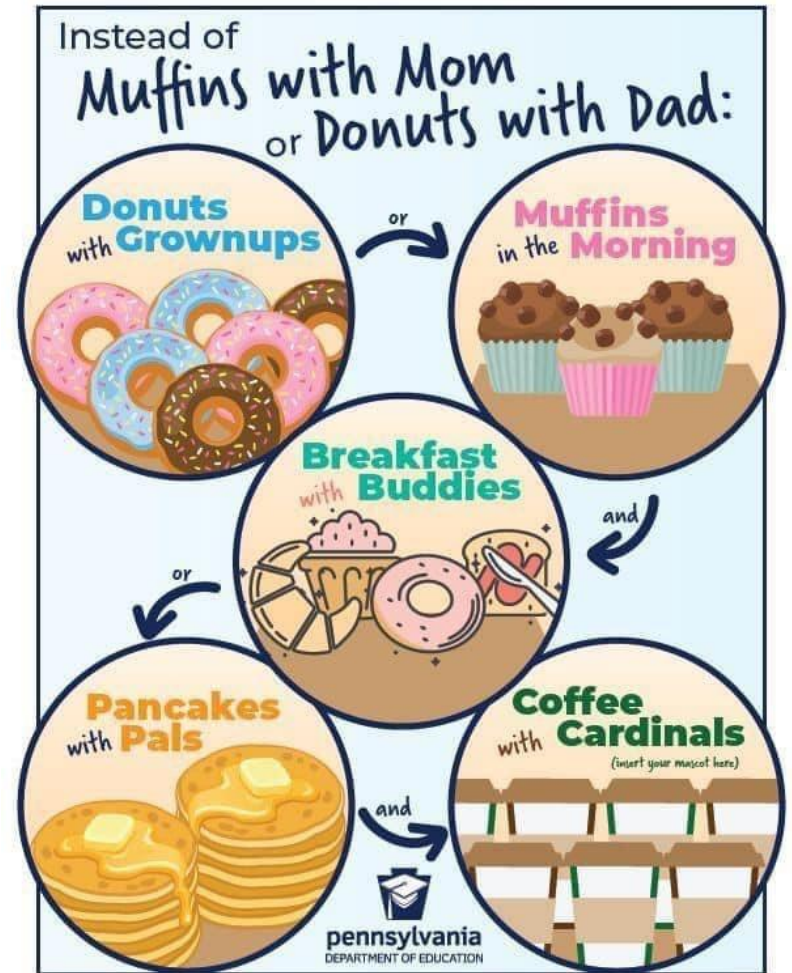


Creating a space for ALL Families

Think about how you interact with families.

Think about the tone of messaging you share/exchange with families.

Think about the language of the materials you provide.





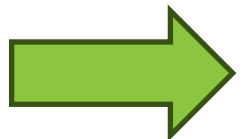
Equity Self-Reflection

What kinds of 2-way communication work for families?

Who is this working/not working for?

Are we creating space for all types of families?

Share your reflections in the chat



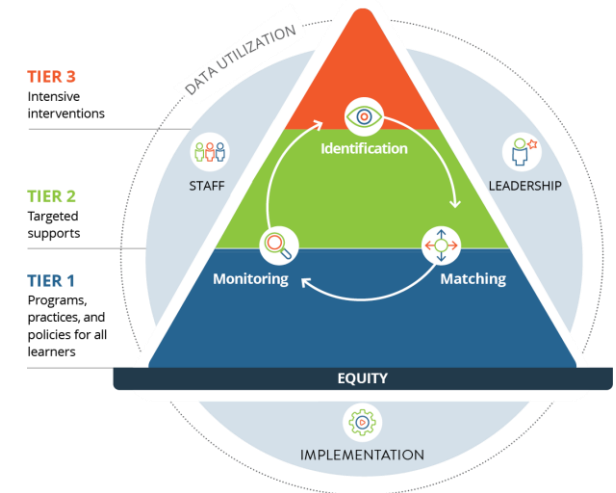
Meaningful Family-School Partnerships can be achieved with:

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

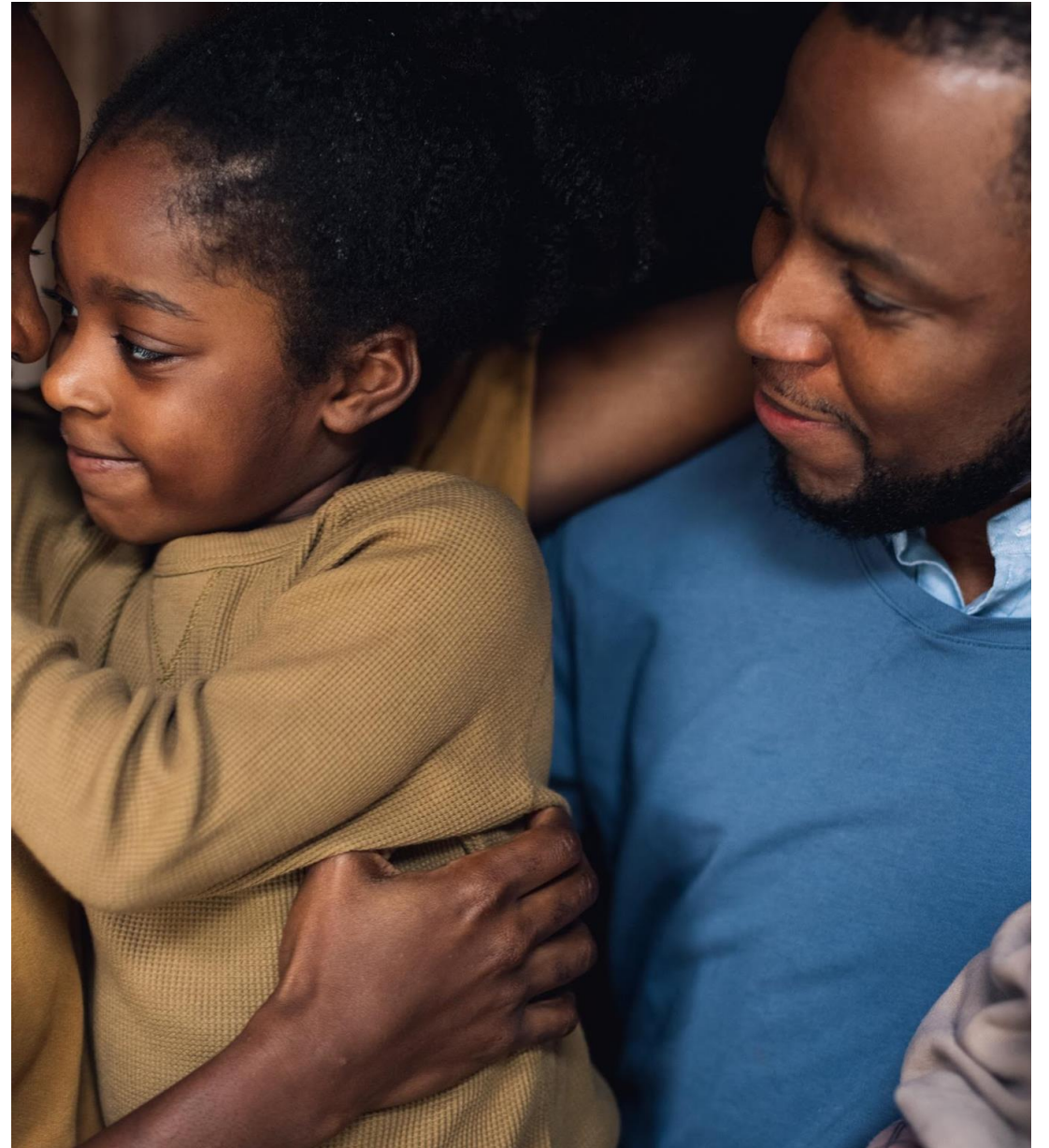


Barriers to Family-School Partnerships



What barriers are there to Family-School Partnerships?

Share your experiences in the chat



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
 - Education level/experiences
 - LGBTQ+ parents
 - Foster families
 - Older/younger families
 - Single-parent families

**Which barrier
shows up
most
frequently?**

Share in the chat



Strategies to Improve Family-School Partnerships



Share your strategies in the chat!



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

Anyon et al., 2018

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



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?
Positive
Behavior
Interventions &
Supports

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 Dog 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, rewording, and conferencing. We assign minor points for ongoing problem behaviors and only 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 Dogs
- Stay in Touch Call or Email

WILKESBORO WE ELEMENTARY

Minors... by teachers: disrespect, inappropriate language, minor discipline, property misuse, harassment, arguing, defiance, chronic misers, profanity, teasing, bullying.

MAJORS... by administrators: harassment & threats, aggressive behavior, theft, vandalism, vandalism.

Other behaviors may be included.

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



Image Source: [AIScreen.com](https://aiscreen.com)

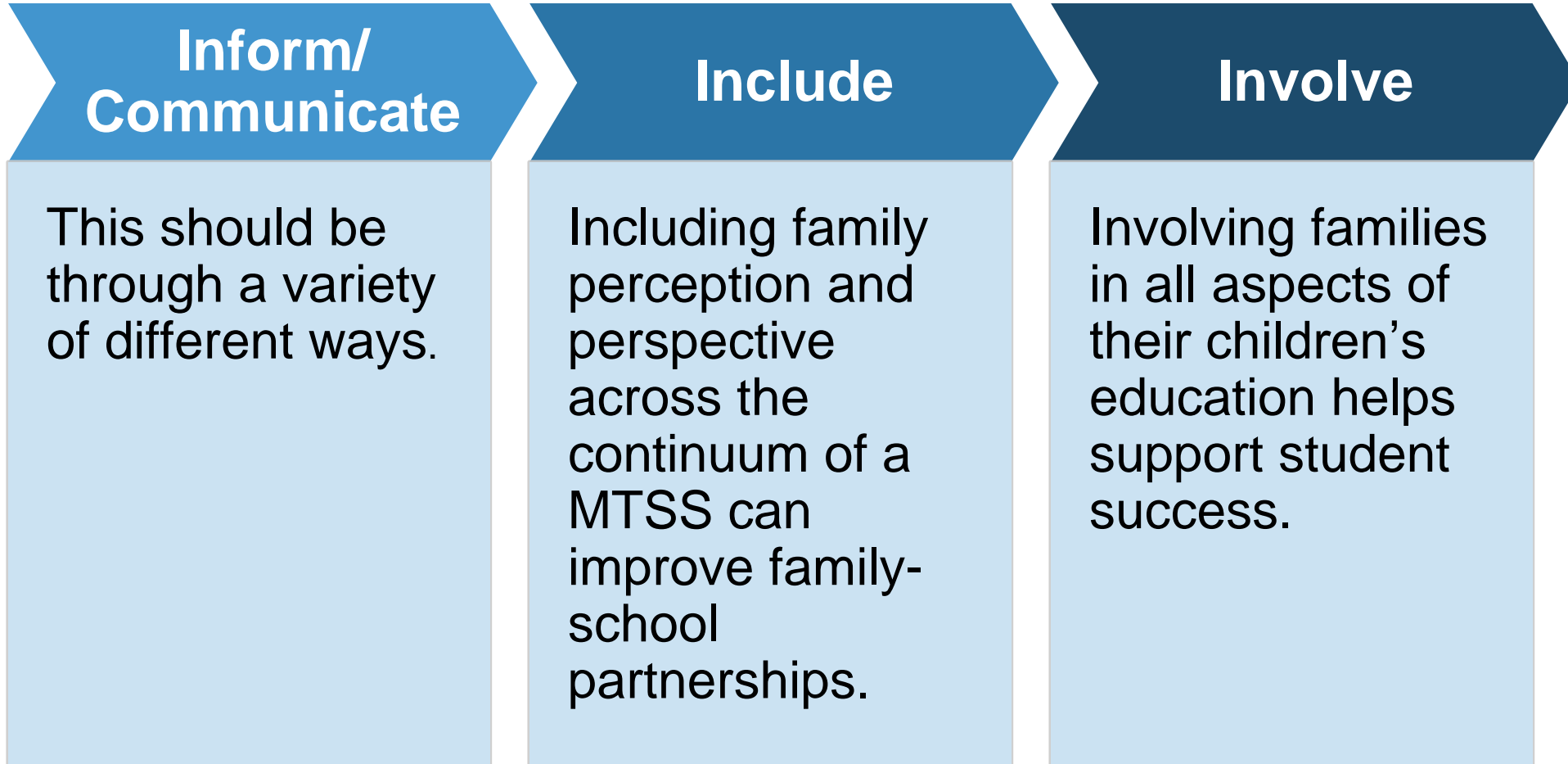
Thank you to all of our families that came out today to our Back to School BBQ in the crazy heat!!! It was a fun filled event!

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

Closing and Next Steps



Three First Steps to Consider





REFLECTION & CLOSING

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

Share your strategies in the chat!





NEXT STEPS

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

Webinars

- **Integrating SEL and Mental Health Supports**
Wednesday, December 4, 2024
9:30-11:00 AM
- **Setting Positive Behavior Norms and Expectations**
Wednesday, January 22, 2025
9:30-11:00 AM

Peer Sharing Calls

- Information coming soon via e-mail!





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➤ Thank You



THANK you
SO MUCH

YOU ARE VERY MUCH APPRECIATED!