



Step One: ENSURE SHARED MTSS AND FSCP KNOWLEDGE OF THE WHAT, WHY, WHO, WHEN, AND HOW

Application Activity #3: Create a Partnering Calendar Instructions, Examples

1. Introduction

Application Activity #3: Create a Personal Partnering Calendar

This activity is related to the “WHEN” of family, school, and community partnering (FSCP). Supporting the ideas of “coordinated” learning and “anytime, anywhere” learning, a calendar can help in personal accountability and planning. Actions should be doable, relevant, and fit into a schedule. Daily, weekly, monthly, or yearly calendaring can occur – or some combination of all four. Students can also use the calendar idea, maybe noting on their personal planners about sharing information or learning with teachers or family members.

2. Instructions

This activity can be done individually or in groups, as part of training or individual study. A possible scenario is described below.

Materials: Calendar templates; writing utensils; examples of educator and family member calendars.

Outcome: Participants engage in discussing how they envision ongoing partnering becoming a planned, strategic part of their schedules. Participants hear varying viewpoints and have an opportunity to collaborate on creating various calendars. Alternatively, individuals may do this activity on their own.

Instructions: (These can be varied to fit audiences.) Please take a few minutes and choose a weekly, monthly or yearly calendar template. Jot down some ideas for activities relating to your personal partnering role and responsibilities. Then discuss response with your team (or a neighbor). Create an individual or team or group calendar. Share key points with entire group. Optional discussion points: ask would responses be different if all were educators or family members or community resources? or any different group from the current one? what would students say? or compare actual school calendars in place.

Conclusion: Individual, team or dyad keeps their responses. The following activities might occur with other stakeholders: role-playing; sharing with colleagues; putting samples on website; using calendar and collecting data.

3. Examples



EXAMPLE: Family, School, and Community (FSCP) Partnering Calendar “Supporting Student Success Every Day”*

Name/Team: **Role (Family, Educator, Community Resource):** FAMILY

Date: August 10, 2016

Directions: Identify one partnering action for each day of the week that will support student school success and works with your schedule. Note if completed and include comments to guide next steps. Each day or week activity may be repeated as often as desired if relevant and helpful. Review your results and use to continuously improve student progress based on your data.

<p>MONDAY <i>Action: Start the “three-a-day” strategy with my child and continue every day: talking about learning, encouraging school success, ensuring homework support with after-school program and at home, others</i> Completed: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>
<p>TUESDAY <i>Action: Start sharing with teachers that I am their partner at home and doing “three-a-day” strategy; I would appreciate knowing what I can do and what my student is learning</i> Completed: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>
<p>WEDNESDAY <i>Action: Check parent/student portal information app on my phone to access assignment and grade data; share with my child and look together at the information; discuss what it means and how to use the portal frequently</i> Completed: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>
<p>THURSDAY <i>Action: Check class websites for information with my student; talk together about classes, learning topics, and personal goals</i> Completed: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>
<p>FRIDAY <i>Action: Share a personal learning story from my life with my child; ask each of our family members to talk about learning experiences in a family discussion</i> Completed: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>
<p>SATURDAY <i>Action: Include my child in family discussion about ways to tie weekend activities to learning topics from school</i> Completed: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>
<p>SUNDAY <i>Action: Talk about the week ahead and how we will support school learning at home, including homework support and fun; assess what is working and what is not and adapt</i> Completed: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>



EXAMPLE: Family, School, and Community Partnering (FSCP) Year Calendar “Supporting Student Success Year-Round”

Name/Team: 7th GRADE TEAM **Role (Family, Educator, Community Resource):** TEACHERS

Date: 2016-17

Directions: Identify one partnering action for each month of the year that will support student school success and works with your schedule. Note if completed and include comments to guide next steps. Each month’s activity may be repeated as often as desired if relevant and helpful. Review your results and use to continuously improve student progress based on your data.

<p style="text-align: center;">August</p> <p>Action: <i>Connect with every family inviting two-way communication; ask for preferred method of communication; use multiple communication modalities to ensure understanding of expectations, homework, support if concerns</i></p> <p>Completed/Date: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>	<p style="text-align: center;">September</p> <p>Action: <i>Create an email and text list for each class, which includes students; begin sharing weekly learning briefs so families can discuss topics at home</i></p> <p>Completed/Date: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>	<p style="text-align: center;">October</p> <p>Action: <i>Ensure partnering home-school plan is created and implemented if a student demonstrates an academic or behavioral need; monitor progress and team with others if more intensive support is needed, always including family</i></p> <p>Completed/Date: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>
<p style="text-align: center;">November</p> <p>Action: <i>Prepare for conferences by asking in advance for student and family information and questions; send individual data before conference; invite personally; consider including students</i></p> <p>Completed/Date: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>	<p style="text-align: center;">December</p> <p>Action: <i>Offer small open houses to share student work at various times (before and/or after school and/or on weekends); include families, significant adults, and students</i></p> <p>Completed/Date: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>	<p style="text-align: center;">January</p> <p>Action: <i>Work with students to create website or texting content, sharing with families what they are learning and update weekly</i></p> <p>Completed/Date: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>
<p style="text-align: center;">February</p> <p>Action: <i>Send a positive message (text, email, phone call or letter) about each student; ask for a positive message from home; include students</i></p> <p>Completed/Date: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>	<p style="text-align: center;">March</p> <p>Action: <i>Prepare for conferences by asking in advance for student and family information; send individual data before the conference; invite personally; consider including students</i></p> <p>Completed/Date: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>	<p style="text-align: center;">April</p> <p>Action: <i>Offer small open houses to share student work at various times (before and/or after school and/or on weekends); include families, significant adults, and students</i></p> <p>Completed/Date: <input type="checkbox"/> Not Completed: <input type="checkbox"/> Notes:</p>



May	June	July
<p>Action: <i>Ask families to complete a feedback survey about this year's partnering: communication, homework, collaborative problem solving, sharing about learning</i></p>	<p>Action: <i>Examine partnering data from this year (survey, communication with families, homework completion rates, event attendance) and set goals and calendar for next year</i></p>	<p>Action: <i>Design monthly interactive (demonstration or shared) homework assignments for coming year</i></p>
<p>Completed/Date: <input type="checkbox"/></p> <p>Not Completed: <input type="checkbox"/></p>	<p>Completed/Date: <input type="checkbox"/></p> <p>Not Completed: <input type="checkbox"/></p>	<p>Completed/Date: <input type="checkbox"/></p> <p>Not Completed: <input type="checkbox"/></p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>

*We thank the numerous participants in the CDE online FSCP courses who contributed these ideas.