



**Multi-Tiered System of Supports (MTSS)
Family, School, and Community Partnering (FSCP)
Implementation Guide
*Supporting Every Student's Learning***

OVERVIEW PACKET

MTSS and Essential Components

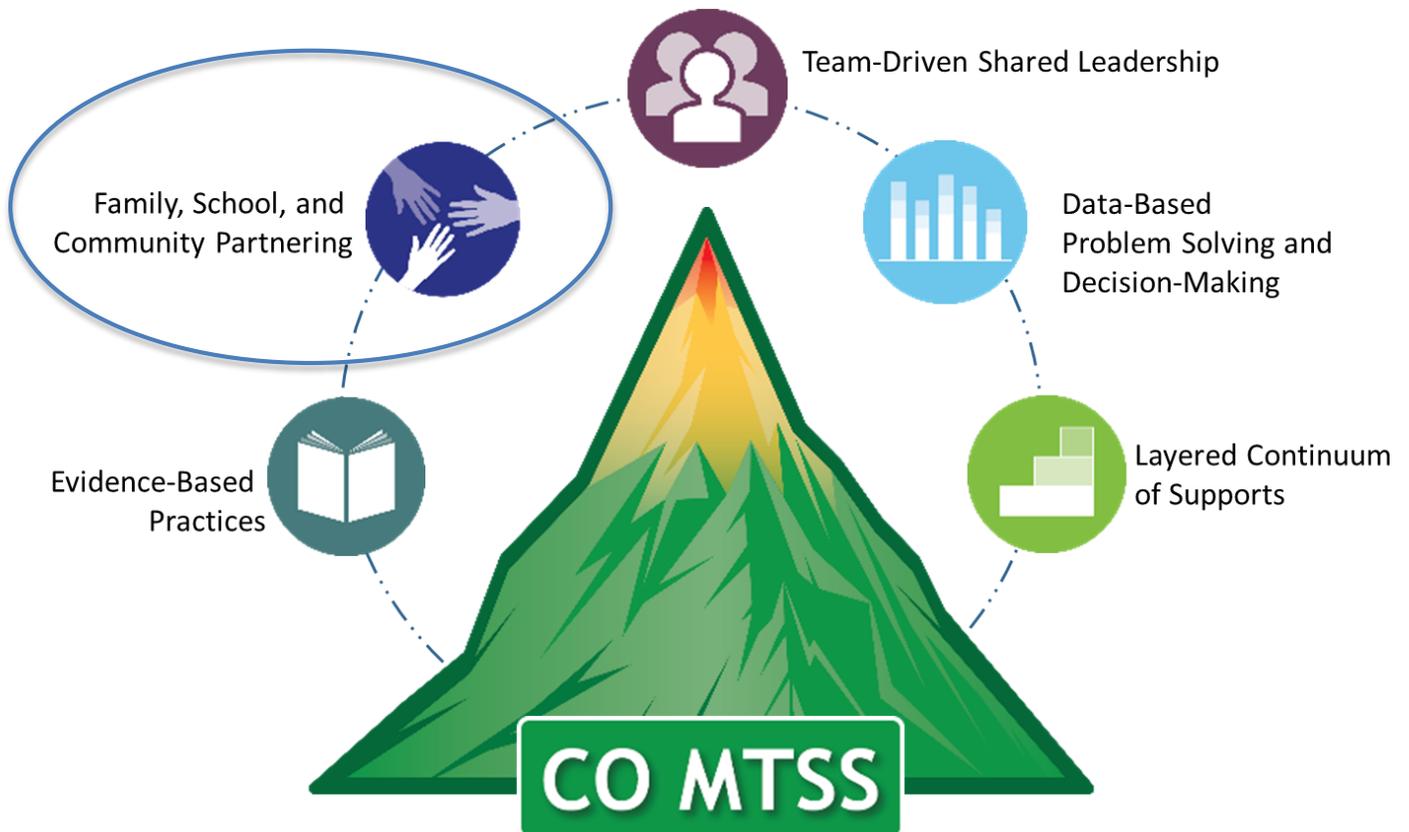




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**Multi-Tiered System of Supports (MTSS)
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**Overview Packet
Explanation**

This document is intended to provide information about using the *MTSS FSCP Implementation Guide*. It is a brief summary with short samples of the materials in the *Guide* so that users can see and experiment with documents, activities, and sequence. The packet can be downloaded and reviewed, then referenced as needed or information can be accessed online. There is a content summary at the end of the packet so consumers can plan and organize their material access and review.



Acknowledgements and Contact Information

Many people provided ideas and input into this 2016 revision of the initial document, *Response to Intervention (RtI) Family and Community Partnering: "On the Team and At the Table" Toolkit* (June 2009). Educators and family members worked to create the vision of authentic, multi-tiered family, school, and community partnering which will support EVERY student's school success. Numerous stakeholders attended draft preview sessions during the fall of 2015, discussing the document and sharing ideas. Many face-to-face and online course participants interacted with this material and provided feedback from 2009 -2016. We thank each of these contributors. As we can't individually name them all, we will formally acknowledge the following:

Colorado Department of Education:

- Exceptional Student Services Unit
- Family, School, and Community Partnering Community of Practice (FSCP CoP)
- Federal Programs Unit
- Improvement Planning Unit
- Office of Learning Supports

Colorado State Advisory Council for Parent Involvement in Education (SACPIE)

Colorado Special Education Advisory Committee (CSEAC)

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Use, Citations, and Disclaimers

Throughout this resource, the Multi-Tiered System of Supports (MTSS) framework incorporates Response-to-Intervention (RtI) as has been articulated in Colorado statutes for identifying students with specific learning disabilities, for READ Act implementation, and guiding the State Advisory Council for Parent Involvement in Education (SACPIE). Different schools and districts may use various terms for the MTSS framework.

Individualized problem solving is the term used to describe the team and process that is implemented in the targeted and intensive tiers to prescribe, monitor, and evaluate interventions and supports for individual students. Whenever a disability is suspected, a special education eligibility determination process must be initiated. Each disability has specific criteria that must be used by multi-disciplinary teams in identifying a disability. The special education process has explicit legal requirements that are cited in federal and state legislation and must be followed. (See Colorado Department of Education, Exceptional Student Services Unit, <http://www.cde.state.co.us/cdesped>). This *MTSS FSCP Implementation Guide* does not address these specific special education mandates, instead offering the research base and related practices focused on supporting learning for every student, including those with a disability.

Family, school, and community partnering has an acronym – FSCP – that will be used throughout the guide. The *Guide* focuses specifically on the preschool through high school years (including transition for students with disabilities).

The *Guide* will be updated periodically to reflect changes in legislation, new research and resources, and in response to user feedback. Also, there will be a continuing effort to make the materials accessible through multiple avenues so as to meet the needs of all stakeholders. Similarly, some resources are available in Spanish and translating other materials will be ongoing.

It is important to state that the *MTSS FSCP Implementation Guide* incorporates selected research and resources, which are noted to be most relevant to Colorado’s legislation and educational frameworks. As a result, the *Guide* does not include all the information and possible resources related to families partnering in their children’s education.

The materials developed by the Colorado Department of Education may be adapted and used by stakeholders as they practice school, family, and community partnerships. It is asked that the Colorado Department of Education and *Multi-Tiered System of Supports (MTSS) Family, School, and Community Partnering (FSCP) Implementation Guide 2016* be identified when using those resources.

The Colorado Department of Education does not endorse, control or guarantee the accuracy, relevance, timeliness, or completeness of outside information provided. Further, the inclusion of information or websites does not reflect their importance, nor is it intended to endorse any views expressed, or products or services offered. Outside sources are included for the purpose of providing examples. Every effort has been made to identify the citation for the resource; please maintain the citation and/or authorship when using these materials.

The Exceptional Student Services Unit at the Colorado Department of Education supervised the development of the 2016 *MTSS FSCP Implementation Guide*, a revision of the 2009 *Response to Intervention (RtI) Family & Community Partnering: “On the Team and At the Table” Toolkit*. Representatives from other units and offices within the Colorado Department of Education provided input.



Special Education

This CDE guidance document is meant for clarification, is not legally binding, and is not to be confused with legal advice. This guidance reflects CDE's recommendations, but Administrative Units (AUs) may have developed their own policies or procedures that differ from those described herein. Be sure to refer to your local AU's policies and procedures through the Director of Special Education. If you are seeking legal advice, please contact your legal counsel.

For More Information: Colorado Department of Education, Exceptional Student Services Unit (303) 866-6694/www.cde.state.co.us/offices/exceptionalstudentservicesunit.

The contents of these materials were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



Outcomes

Each adult learner will:

1. Access the research and legislative base describing how family, school, and community partnering (FSCP) positively supports academic and behavioral learning.
2. Implement partnering practices within a Multi-Tiered System of Supports (MTSS) framework, using the *National Standards for Family-School Partnerships* for every student, family and educator; actively team throughout the special education process.
3. Apply each of these three steps to sites and situations, using adult learning principles:
 - **ENSURE SHARED MTSS AND FSCP KNOWLEDGE of the WHAT, WHY, WHO, WHEN, AND HOW** by all stakeholders.
 - **USE DATA TO CREATE MULTI-TIERED FSCP ACTION PLANS (More About How)** within a problem solving process, focusing on continuous improvement.
 - **ADAPT MULTI-TIERED FSCP TOOLS, INCLUDING SPECIFIC SPECIAL EDUCATION SUPPORTS (More About How)** to implement identified actions with timeliness and practicality.
4. Practice ongoing, strategic and effective partnering every day.



Description: Background and Concepts

Tell Me I Forget. Show Me I Remember. Involve Me I Understand.
Chinese Proverb

Revision

The Colorado Department of Education (CDE) 2016 *MTSS FSCP Partnering Implementation Guide* is a revision of the 2009 *Response to Intervention (RtI) Family & Community Partnering: “On the Team and At the Table” Toolkit*. Throughout the current document, Response to Intervention (RtI) is intentionally included within a Multi-Tiered System of Supports (MTSS) and it is acknowledged that schools or districts may use one term or the other within their systems, implying the same framework. *Family, school, and community partnering* has an acronym – FSCP – that will be used throughout the guide. The *Guide* focuses specifically on the preschool through high school years (including transition for students with disabilities),

During the past seven years, the Exceptional Student Services Unit and Office of Learning Supports at CDE have worked to create a research-based, multi-tiered family, school, and community partnering framework focused on improving student outcomes and coordinating learning between home and school (Colorado Department of Education, 2009). This multi-tiered support framework has been shared with stakeholders through online resources, online courses, face-to-face trainings, a community of practice, statewide network, and periodic electronic bulletins. Participant feedback has been used to continuously improve the materials and the related revisions have been incorporated into the *Implementation Guide*.

This work supports the 2004 Individuals with Disabilities Education Act (IDEA) (U.S. Department of Education, 2006) which explicitly states that one of its purposes is *strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home*. In addition, IDEA states that there is a focus on *creating and preserving constructive relationships between parents of children with disabilities and schools by facilitating open communication between the parents and schools; encouraging dispute resolution at the earliest possible point in time; and discouraging the escalation of an adversarial process between the parents and schools*. Annual measurement of this IDEA outcome can be located in the State Performance Plan, Indicator #8 (<http://www.cde.state.co.us/cdesped/SPP-APR>).

Description

The *Implementation Guide* is a self-directed, online learning opportunity. Individuals, teams, departments, professional learning communities, organizations, professional development offices, parent academies, and educator preparation programs can all use the *Implementation Guide*. Families, educators and community collaborators have diverse learning styles and languages, differing amounts of time and flexibility, a range of knowledge and interests, and varied access to technology.

This *Guide* was not intended to completely address all of these variations. However, it was designed so that all stakeholders can share and apply a common partnering knowledge base AND according to research and practice, it is primarily the responsibility of a school staff to reach out to families and other stakeholders, gather input, and adapt the information so that it best fits its community. School communities using this information should consider the following variables: existing resources and structures, technology access for every stakeholder, cultures and languages, multiple communication methods, and varying developmental needs.

The partnering information in this *Implementation Guide* may be new for many education stakeholders who are most likely on a continuum of beliefs and practices of school-home collaboration, based on their own experiences and knowledge. Many have reported experiencing “practice gaps” in how they think about and enact partnering around a student’s success after studying the information. Four gaps have been identified (Colorado Department of Education,



2009): belief to practice, research to practice, legislation to practice, and resources to practice. The *Guide* is intended to help close these “practice gaps” in a positive direction. Similarly, this *Guide* is an attempt to help solve one of the most cited challenges to creating effective home-school partnerships, which is “time”. By organizing resources by topics and creating adaptable materials, the goal is that stakeholders can more easily incorporate information into their practices and team with others to share responsibilities.

Throughout the *Guide*, there is a specific emphasis on the importance of students. Feedback over many years to the Colorado Department of Education (CDE) from family members and professionals stressed the importance of having a continual focus on student success, both academic and behavioral. The message for all stakeholders is that students are the center of partnering actions – they are the ones who go back and forth every day, linking their experiences in their families with their experiences at school and in their community. This focus includes students being partners in their own education, knowing that adults are working together to support their success.

The intent is that the *Guide* will be updated in accordance with new research and legislation.

Also, responsiveness to stakeholder feedback is a goal, thus it is hoped that periodic revisions will reflect input from consumers.

Colorado Context

The Colorado Department of Education offers numerous initiatives, resources, and supports for family, school, and community partnering (FSCP) across the state, originating in various departments and offices. Colorado Senate Bill 13-193 resulted in funding for personnel, training, and resources. Relatedly, Senate Bill 09-90 created a State Advisory Council for Parent Involvement in Education (SACPIE). Specifically, this *Implementation Guide* is one CDE resource, which focuses intentionally on effective family, school, and community partnering within a Multi-Tiered System of Supports (MTSS) framework. RtI, which is incorporated into MTSS, is identified in three Colorado laws (READ Act, Exceptional Children’s Education Act, and SB 09-90). The framework encompasses data and research-based, tiered academic and behavioral instruction focusing on every student’s success. MTSS explicitly includes students with disabilities and their families; and students who may be at risk for disabilities and thus possibly participating in an MTSS individualized problem-solving team process, which includes families as partners.

The *Guide* structure aligns with a Multi-Tiered System of Supports framework but can be applicable to many student support initiatives, across all age levels, and in alignment with the CDE’s Strategic Goals: *Start Strong, Read by Third Grade, Meet or Exceed Standards, And Graduate Ready*. Examples might include:

- Literacy
- Bullying Prevention
- Dropout Prevention
- Individual Career and Academic Planning
- School Safety, Discipline, and Truancy
- School Readiness

Essential Concepts

A brief summary of the main tenets that anchor this *Implementation Guide* is provided below. The key concepts are:

- Research
- Multi-Tiered Family, School, and Community Partnering
- National Standards for Family-School Partnerships
- Dual Capacity-Building Framework
- Adult Learning Principles



Research. Fifty plus years of research supports the premise that increased parent involvement in schools is an important factor in increasing academic achievement and positive outcomes for students.

Time and Expanded Learning. Students spend more than 70% of their waking hours outside of school (Callender & Hansen, 2004). Little (2009) uses findings from the field and research to stress the importance of all adult systems collaborating to align learning environments, which is a key to equalizing opportunities for every student. “Anytime, anywhere learning” (Lopez & Caspe, 2014) must include families as partners so as to support students’ success.

Learning Outcomes. When educators and families’ partner, students experience more school success and higher levels of achievement. Henderson and Mapp (2002) drew the following conclusions following an extensive research review, and these have continued to be replicated in additional studies (Jeynes, 2012):

- Programs and interventions that engage families in supporting their children’s learning at home are linked to higher student achievement;
- The continuity of family support and encouragement at home appears to have a protective effect on children as they progress through the educational system;
- When families of all cultural backgrounds, education, and income levels encourage their children, talk with them about school, help them plan for higher education, and keep them focused on learning and homework – student outcomes improve;
- Family participation that is linked to learning has a greater effect on achievement than more general forms of participation - the focus should be on improving achievement and on developing specific skills;
- The more families support their children’s learning and educational progress, the more their children tend to do well in school and to continue their education.

Multi-Tiered Family, School, and Community Partnering. A multi-tiered system of family-school collaboration incorporates universal as well as targeted and intensive practices to support every student’s learning progress. This service delivery model recognizes that “one size does not fit all” and allows for greater differentiation and allocation of resources (Edwards, 2011). The goal of a multi-tiered system of family-school collaboration is to create a continuum of coordinated partnership practices to support student success. This model is best reflected through an analogy.

During the summer months, most people require a minimum layer of ‘warmth’ or support represented by a sheet. But with the advent of cooler weather, some people need to add a blanket for an additional layer of warmth and some, who have a greater sensitivity to cold, may require even more intensive layers through the addition of a comforter. Thus, most people benefit from a universal layer of family-school partnering support, however, supplementary layers may be needed for a smaller percentage of students, families and staff due to individual needs and reactions to changes in situations or conditions. A well-developed family-school collaboration continuum includes an array of universal partnership practices infused throughout the school as well as selected supports offered strategically to families and students with identified personal or circumstantial needs. (Miller, Lines, & Fleming, 2014, p.492).

A tiered, data-based problem solving and action planning process guides the implementation of multi-tiered family, school, and community partnering.



Special Education Process. Families are members of multi-disciplinary and IEP teams in the special education process (U.S. Department of Education, 2006). Specifically, eligibility determinations of students who may have a Specific Learning Disability or Significant Emotional Disability, require an intervention implementation and monitoring component which in Colorado, includes families as partners in a MTSS individualized problem solving team process. These two disabilities together account for approximately 50% of the student disability population (Colorado Department of Education, 2014). If a child is identified as having a Specific Learning Disability, families must receive the following: strategies for increasing the student's rate of learning and results of repeated assessments of student's progress during the tiered interventions (U.S. Department of Education, 2006). For students who may be suspected of having a Significant Emotional Disability, "it may be helpful to develop more descriptive policies and procedures to ensure that family involvement is sought from the outset and used in a collaborative problem solving framework to ensure that family members' knowledge of the student and perspectives on educational decisions are elicited, respected, and integrated in professionals' practices" (Sullivan & Sadeh, 2014). Cox (2005) states that when students struggle in school, the most effective interventions are those where families and school personnel work together to implement plans and strategies, utilizing ongoing two-way information exchanges.

National Standards for Family-School Partnerships. Based on the many years of research supporting the effectiveness of family-school partnerships in improving student achievement and the work of Joyce Epstein (2002), the National PTA (2008) developed a set of six standards. These standards have been accepted by the Colorado Department of Education's Family, School, and Community Partnering (FSCP) Community of Practice (CoP) and are written into Colorado SB 09-90 for alignment of the State Advisory Council for Parent Involvement in Education's (SACPIE) work. These standards are included throughout the *MTSS FSCP Partnering Implementation Guide* and the tiered continuum of supports. It is important to consider how these standards are sensitive to diverse cultures, languages, and learning differences among families. They are applied directly and explicitly to students with disabilities and their families, and students at-risk for disabilities and their families.

The standards are as follows:

Standard 1 – Welcoming All Families into the School Community. Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2 – Communicating Effectively. Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3 – Supporting Student Success. Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4 – Speaking Up for Every Child. Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5 – Sharing Power. Families and school staff members are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.



Standard 6 – Collaborating with the Community. Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Dual Capacity-Building Framework. Educator and family challenges in partnering together for student success are similar; they need explicit role expectations for sharing responsibility, self-confidence, skills, workable logistics, authentic invitations, and mutually respectful relationships. All of the *MTSS FSCP Partnering Implementation Guide* content is to be jointly shared by all stakeholders – families, educators, and community resources. This operationalizes the recently published Dual Capacity-Building Framework (U.S. Department of Education, 2013), which is based on research showing that neither educators nor families are prepared to actively partner for student success. Partners need to learn shared skills and knowledge, connect with others, develop confidence, and focus on student learning. The *Guide’s* materials have been developed to enact these goals, always focusing on coordinating learning between home and school, thus expanding instructional and practice time to improve student outcomes – both academic and behavioral.

Adult Learning Principles. *Adult learning* refers to a collection of theories and methods for describing the conditions under which the processes of learning are optimized. Educators, family members, and community resources are all adult learners as they together enact collaborative practices. Key components of adult learning can be summarized as readiness-to-learn, self-directedness, active learner participation, and having a solution-centered focus. Specific factors have been identified as contributing to effective adult learning outcomes. These include: pre-assessment of knowledge, self-instruction, demonstration, practice and application, and evaluation (Trivette, Dunst, Hamby, & O’Herin, 2009). The *Guide* attempts to integrate these instructional factors.

Content Summary

The *Guide* content and sequence were developed based on evidence-based practices for adult learning. There is an overview to provide familiarity and initial understanding: three steps each with a presentation with notes, information, demonstration, application, and resources; and reflective, closure activities for developing sustainability and continuous improvement.

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Key Terms

The following terms are used throughout the *MTSS FSCP Partnering Implementation Guide*. Whenever various stakeholders share a wide range of experiences, knowledge, and expectation about a topic, it is helpful to establish common language. Participants in this module may want to add further vocabulary, specific to their site or situation, which might support partnering. Others have shared that “Key Terms” can be placed on class or school or district websites so that communication is more effective and there is shared knowledge.

Acronyms

There are many acronyms in education, psychology and in our broader learning communities. It is always important to define these for all partners so as to facilitate communication. Here is a link to a sample acronym tool.

Colorado Department of Education Acronyms (link to CDE) <http://www.cde.state.co.us/cdeacronyms>

Academic Learning

The specific learning that relates to literacy (reading and writing), math, science, social studies, and other content areas.

Adult Learning Principles

Family members, educators and community collaborators are all adult learners as they partner. When incorporated into training and professional development, these principles can increase effectiveness and sustainability: pre-assessment of knowledge, self-instruction, demonstration, practice and application, and evaluation.

Behavioral Learning

The specific learning that relates to the way students conduct themselves, especially in social situation, such as self-regulation, problem solving, peer interaction, and classroom participation.

Challenges or Hurdles

These are two words for any identified barrier to effective family, school, and community partnering. Barriers can be structural or psychological and should be proactively identified and addressed.

Classroom

This is the descriptor for any learning setting with students and teacher; it could be with a specialist and/or beyond the actual school building, day, and/or calendar.

Community

In the term FSCP, *community* implies a “resource” or specific entity with ties to the educational process, students, educators, and families. The term “community collaborators” is used to describe this partnering component in documents and tools.

Coordinated Learning - The “Cs” (or Congruent, Consistent, Continuous, Collaborative, Complementary or Consistent Learning)

The “Cs” are various terms describing an aligned process whereas in- and out-of school learning is coordinated between systems and adults so as to expand learning opportunities.

Data-Based, Tiered Action Planning

A simple, action planning process using data in basic problem solving steps can result in a continuous improvement cycle for family, school, and community initiatives - for individuals and groups. The MTSS steps of *define*, *analyze*, *implement*, and *evaluate* is one example of action planning, using existing and collected data and measurable goals. There can be problem solving at the universal, targeted, or intensive tiers.



Cultural Sharing

This is the process that allows for families to learn about each school/classroom's unique culture and school staff to learn about each family's unique culture. It involves sharing about context, routines, and expectations within a two-way communication structure.

Dual Capacity-Building Framework

Based in existing research and best practices, this new national framework designs family partnership initiatives that build capacity among educators and families to partner with one another around student success.

Family

This term includes all parents and family members in a student's life who participate in caretaking.

Family, School, and Community Partnering (FSCP)

There are many definitions for partnering.

- A simple one that underlies FSCP is *sharing responsibility for a student's success, including coordinating academic and behavioral learning between home and school.* "Partnering" is used as is an action word implying ongoing collaborating between educators, families, and community resources. (Lines, Miller, & Arthur-Stanley, 2011)
- The Colorado Department of Education Family, School, and Community Partnering (FSCP) Community of Practice (CoP) defines FSCP as: *the collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes*

Gaps

There are four gaps often mentioned in the FSCP literature as are commonly observed. These are as follows:

- **Belief to Practice:** Difference between what people believe about the importance of partnering and what they do in practice;
- **Research to Practice:** Difference between what the research has found about the positive relationship of partnering to student achievement and everyday practices;
- **Legislation to Practice:** Difference between the numerous state and federal partnership legal mandates and everyday practices;
- **Resources to Practice:** Difference between the vast number of excellent and varied resources to support effective partnering and the limited awareness and use of such.

Individualized Problem Solving and Team

This is both the process and the team that applies data-based decision making and problem solving to an individual student's challenges in academic and/or behavioral learning. Families are team members. The process includes evaluating student data, then planning and monitoring prescribed targeted and/or intensive interventions. An individualized problem solving team can seamlessly transition to implementing the special education process if a disability is suspected.

Interactive Homework

Interactive homework is a term used for the practice of students intentionally involving family partners in explicitly designed homework assignments. It was developed from the TIPS (Teachers Involving Parents in Schoolwork) research of Joyce Epstein and colleagues at Johns Hopkins University. Other terms for *interactive* might include *shared* or *partner* or *demonstration* homework.



Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level (Colorado Department of Education, 2016). In Colorado, MTSS includes Response to Intervention (RtI).

Five Components of MTSS

These are applied to family, school, and community partnering (FSCP) in MTSS.

- **Team-Driven Shared Leadership** Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.
- **Data-Based Problem Solving and Decision-Making** A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.
- **Layered Continuum of Supports** Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).
- **Evidence-Based Practices** Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.
- **Family, School, and Community Partnering** The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.

Multi-Tiered Family, School, and Community Partnering (FSCP) or Differentiated Partnering

This is the layered structure that creates partnering supports for every family, educator and student including those with cultural, linguistic, learning and socioeconomic differences or who may be hesitant or uncomfortable.

National Standards for Family-School Partnerships (PTA, 2008)

Based upon research that improves student achievement, these six standards guide partnering practices and can be applied throughout the tiers and applied to every student, educator, and family. They are: *Welcoming All Families into the School Community, Communicating Effectively, Supporting Student Success, Speaking Up for Every Child, Sharing Power, and Collaborating with the Community*. According to legislation, the State Advisory Council on Parent Involvement in Education (SACPIE) aligns its work with the National Standards.

Response to Intervention (RtI)

RtI is incorporated into a Multi-Tiered System of Supports (MTSS). The Colorado Department of Education definition is: *An approach that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality standards-based instruction & intervention that is matched to students' academic, social-emotional, and behavioral needs.*

School

In partnering, *school* refers to every school staff member including administrators, teachers, specialists, office personnel, bus drivers, custodians, cafeteria employees, and security officers.



SHIFT from Traditional Parent Involvement to Family Partnering

This is the partnering shift in language, practices, and focus in recent years based upon the research, which has proven the importance of adults working together in achieving positive student outcomes.

Smart Goals

Goals that are “specific, measurable, attainable, relevant, and time-based” and used in data-based, tiered action planning.

State Advisory Council for Parent Involvement in Education (SACPIE), Colorado

SACPIE was legislated in 2009 to recommend best practices to policy makers and educators in increasing parent involvement and student achievement.

Teaming

Teaming is the collaboration of individual group members in focusing on a joint outcome – student success.

Technology Partnering

There are different, interrelated student learning focus areas in partnering and this one is ensuring the best possible fit for using technology between school, home, and community to support every student’s learning. This can include such communication as sharing “apps”, information system access – parent portals, virtual classrooms, texting, emailing, voice messaging, class and school websites, conference calling, and webinars.

Two-Way Communication

Two-way communication always includes feedback from the receiver to the sender and lets the sender know the message has been received accurately. (*Working Together: School, Family and Community Partnerships*, 2011)

References

Colorado Department of Education (2016). *Multi-tiered system of supports (MTSS)*. Retrieved from <http://www.cde.state.co.us/mtss>.

Lines, C., Miller, G.L., & Arthur-Stanley, A. (2011). *The power of family-school partnering (FSP): A practical guide for school mental health professionals and educators*. New York: Routledge.

National Parent Teachers Association (2008). *PTA national standards for family-school partnerships*. Retrieved from http://www.pta.org/Documents/National_Standards_Implementation_Guide_2009.pdf

New Mexico Department of Education. (2011). *Working together: School, Family, and Community Partnerships*. Retrieved from <http://www.cesdp.nmhu.edu/toolkit/index.asp>



Instructions

These *Instructions* are intended to support each learner in the access and application of the information in this *MTSS FSCP Partnering Implementation Guide*.

1. Materials have been developed for use by all education stakeholders – teachers and administrators, family members, community collaborators, and post-secondary students and faculty. Participants will experience a continuum of knowledge, skills, and resource access. Some may need or want to spend more time with background reading or others in reviewing resources or some may choose to more thoroughly study the demonstration items. It is recommended that everyone complete the application activities in a way that works for him/her so that some practical, concrete, relevant tools are a result.
2. It is primarily the role of the school to share information and partner with its families and community collaborators in ways that will be most effective in supporting every student’s success. Thus, adapting information for families from the *MTSS FSCP Implementation Guide* should be with done with understanding, input, and sensitivity as to what will best support the partnering process in a specific community. This includes responsiveness to diversity in cultures, languages, socioeconomic resources, and learning.
3. The *Guide* is online in its entirety with active resource links. The readings, slides, activities, tools, and examples are all available in printable format so as to provide multiple access and learner choice.
4. An ongoing effort is being made to make the materials accessible to learners who experience learning differences.
5. Some materials are also in Spanish and this is noted where applicable; there will be an ongoing effort to translate additional materials and these will be posted when completed.
6. In designing the *MTSS FSCP Implementation Guide*, there was purposeful intent that the information and process could be accessed by an individual, a team, a committee, a department, an organization, a district professional development office, teacher preparation class, parent academy or an entire school community. The various sections and/or activities within each step can be reviewed, completed or discussed among community members. A “book study” format could be considered, as could a more formal course structure with one or two individuals facilitating use of the information. Because there are actual products created in each section, the intent was that these could be shared as artifacts or evidence, as part of the educator evaluation process or with other stakeholders as information-sharing tools. The goal is to have all the materials be adaptable for diverse cultures, languages, socioeconomic resources, and learners as needed within a school community.
7. There are three steps in creating effective multi-tiered family, school, and community partnering in the *Guide*. These are:
 - **Step One:** ENSURE SHARED MTSS AND FSCP KNOWLEDGE OF THE WHAT, WHY, WHO, WHEN, AND HOW
 - **Step Two:** USE DATA TO CREATE MULTI-TIERED FSCP ACTION PLANS (More About HOW)
 - **Step Three:** ADAPT MULTI-TIERED FSCP TOOLS, INCLUDING SPECIFIC SPECIAL EDUCATION SUPPORTS (More About HOW)

8. The *Guide* starts with an *Overview Packet*, which includes outcomes, background information, key terms, instructions, and sample content. The *Guide* ends with *Follow-Up*. This section includes information on creating continued learning opportunities and a reflective evaluation so as to summarize the learning experience and provide feedback to the Colorado Department of Education. Each step begins with instructions. Then there are four areas of study, marked with icons, as follows:
- **Information:** Presentation with notes, articles, research briefs, handouts, data source samples, and adaptable tools providing various materials in different formats



- **Demonstration:** Videos and stories showcasing the information in different school communities and from various stakeholder viewpoints



- **Application:** Activities applying information to a specific site or situation, each in a packet with slides, instructions, and examples or ideas



- **Resources:** Websites, organizations, documents, and books relating to various needs and intended to be briefly reviewed for awareness and relevance to a site or situation



9. The specific sequence of the overall *Guide* and then within each section is based on research, field-testing, and the principles of effective adult learning, which include the importance of pre-learning exercises, self-instruction, demonstrations, practicing/application, and evaluation. Resources and information can be accessed in any way that is effective for a specific learner, as all is self-directed. However, the recommendation is to initially review all material in the sequence presented with the *Overview Packet* serving as a guide. The goal is that the *MTSS FSCP Implementation Guide* application to sites or situations will result in ongoing, strategic, data-based partnering practices versus “random”, one-time events.
10. In following effective adult learning practices, it is suggested that approximately 8-15 hours over a few days or weeks be allowed for reviewing and interacting with the *Implementation Guide* materials.
11. Wherever possible, annotations are provided to describe readings, videos, tools, and resources so as to allow the user to choose information that is most relevant to learning and application needs.

Sample Content

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

A. Information



- *The Shift: Parent Involvement to Family Partnering*

B. Demonstration



- Video List
 - *MTSS and Family, School, and Community Partnering; Using Text Messaging to Strengthen Family-School Partnerships*
- Partnering Stories from the Field
 - *High School*

C. Application



- *Create a Partnering Calendar: Instructions, Family Example*

D. Resources



- *Step One Resource List Example*



The Shift: Parent Involvement to Family Partnering

PARENT INVOLVEMENT	FAMILY PARTNERING
“Parent” refers primarily to parents.	“Family” refers to all caregivers and the student.
School is the typical site of involvement, usually with participants engaging in structured volunteering, such as fund-raisers and organized events.	Home, school and community settings are all partnering sites, with a focus on a broad array of opportunities to increase student learning and school success
Education is viewed primarily as the school’s responsibility with families often playing a limited or unclear role in supporting student school success, especially at the secondary level.	Education is explicitly viewed as a shared responsibility and opportunity between home and school with families playing a critical role in supporting student school success at each school level, including secondary.
School-parent meetings and conferences tend to be formally initiated by the school, with a primary focus on information, program eligibility, and school-developed/administered plans.	Family-school meetings can be initiated by the school or family members with a primary focus on student school success; much communication can occur outside of formal meetings; individual plan interventions and progress monitoring are mutually developed and implemented by home and school.
Homework is often given with the expectation of independent completion and with consequences for failure to comply.	Homework is seen as an important home-school “touch point” designed to expand learning for every student; successful completion is related to improving achievement; joint problem-solving occurs to ensure every student’s success, which may also involve community or school support.
Communication is often one-way from the school to the home, mostly through formal written formats.	Communication is two-way from school to home or home to school through various means.
A few parents tend to participate at school-based events and on school committees.	Every family is given opportunities to participate and to gain information, with options to support the school and learning from home or work.



Demonstration Videos Annotated List

It is helpful to see and understand how family, school, and community partnering can be applied on a daily basis – and learn from those who are currently implementing partnering actions. These video examples are included to expand upon articles, data sources, and tools. Please reflect about each of these items and think about how the ideas and/or videos themselves might or might not be useful in your site or situation. All were chosen so that they could be easily incorporated into professional development opportunities, meetings, or reviewed independently and then possibly discussed with others.

- MTSS and Family, School, and Community Partnering (Colorado Department of Education, Revised 2016)
<http://www.cde.state.co.us/mtss/fscp>

Applies the National Standards for Family-School Partnerships to Colorado’s Multi-Tiered Systems of Supports in educator-family sharing; includes clips from national experts and local principals.

- Using Text Messaging to Strengthen Family-School Partnerships (Colorado Department of Education, n.d.)
<https://www.youtube.com/watch?v=vmuFmPQxP1s>

Demonstrates how to effectively use two-way texting communication, thus supporting learning at home.



Demonstration Partnering Stories from the Field

Stories help people think about how new ideas or shifts in practice can be applied to their day-to-day lives. As stakeholders shift to family, school, and community partnering, it might be helpful to begin collecting their own stories. A strategy might be to share ideas in faculty or PTO/PTA meetings, or have a venue where both families and educators highlight positive experiences – such as a link on a website or an entryway bulletin board. Stories can lend courage and practical guidance during times of change. They can celebrate successes and demonstrate challenges. These stories are categorized by level but most have implications for all families and educators. These stories have been shared by Colorado stakeholders during the past six years or taken from the literature and in some cases, are a combination of experiences.

High School

- After hearing about the value of family-school partnering, a high school chemistry teacher reported that he had gone to his building administrator and asked about the possibility of putting the topic “on the agenda” for his professional learning community (PLC). Although she seemed skeptical, saying that high school students should be emancipating from their parents and developing their own sense of responsibility, the principal allowed the teacher to try the discussion with his colleagues. The professional learning community thoroughly enjoyed the opportunity and now has partnering “on the agenda” for every meeting. Representatives from different departments share homework ideas and home-school communication strategies they are implementing. After several months, the group requested formal professional development opportunities to learn more about the research and strategies that are known to be effective.

During the second year of including the topic regularly in professional learning sessions, the PLC members decided to invite some family members on a monthly basis so as to offer their viewpoints and add a family perspective to school documents websites, and communications. The PLC also developed a “student advisory panel” that guided them in understanding the adolescent perspective. Through collaborative decision-making, it was determined that there was a need to incorporate some partnering data collection and analyses so as to better understand the effectiveness of their partnering practices. The PLC members surveyed families and students about how they perceived school-family partnering was working since they had been implementing some specific, intentional strategies around technology, communication, and homework. Several students mentioned that they now had more positive and interesting discussions about school with their families. One student was quoted as saying, “Yeah, it gives us something to talk about at dinner”.

More information on how to compile and share partnering stories is available from the Harvard Family Research Project: *Create Your Own Toolkit: Building Your Family Engagement Skills and Knowledge*. Retrieved from <http://www.hfrp.org/family-involvement/professional-development/create-your-own-case-toolkit-getting-started>



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). Related to 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, And 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 Action: <i>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 Action: <i>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 Action: <i>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 Action: <i>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 Action: <i>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 Action: <i>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 Action: <i>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>



Resource List: Related Documents and Selected Websites, Organizations, and Books

Stakeholders can use these documents, resources, and websites to further their understanding of how family, school and community partnering can improve achievement. All relate to both academic and behavioral learning. The intent is that they can be reviewed briefly to see which ones might be of most relevance for a site or situation, then further study and application can ensue for those thought to be most helpful. Some of the organizations and websites sponsor newsletters and webinars for consistent updating of the newest information.

Books

- Christenson, S.L. & Reschly, A.L. (2010). *Handbook of family-school partnerships*. New York, NY: Routledge.

Summarizes recent and pivotal research supporting the importance of schools partnering with families to increase student outcomes; includes articles from numerous authors on such topics as literacy, behavior, early childhood

- Constantino, S.M. (2008). *101 ways to create real family engagement*. Galax, VA: ENGAGE! Press.

Provides practical, field-tested ideas on how school staff and families work together.

- Epstein, Joyce L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2d ed.). Boulder, CO: Westview Press.

Contains a wide range of information on preparing future administrators and teachers to work with families; combines theory, research, and practical materials, examples from the field.

- Epstein, J.L. et al. (2009). *School, family, and community partnerships: Your handbook for action*. Third Edition. Thousands Oaks, CA: Corwin Press.

Creates a roadmap for systemic partnering is provided, with sample forms and actions.

- Henderson, A.T., Mapp, K.L., Johnson, V.R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: The New Press.

Shares information from classroom to community; provides a framework and practical tools.

- Lawrence-Lighthouse, S. (2003). *The essential conversation: What parents and teachers can learn from each other*. New York: Ballantine Books.

Shares stories about teachers and families highlighting important partnering processes; provides insight and guidance.

Sample Content

Step Two: Use Data to Create Multi-Tiered FSCP Action Plans (More About How)

A. Information



- Data Sources – Key Measures
 - *Multi-Tiered FSCP Supports Checklist*

E. Demonstration



F. Application



G. Resources





Multi-Tiered Family, School, and Community Partnering (FSCP) Supports Checklist

Date: _____ School: _____ Role (Educator, Family, Community): _____

INSTRUCTIONS: Please check those that you observe in your site or situation; note NA if not aware.

Universal Supports - All Families/Staff	
SCHOOL: Our school administrators and all school staff members are...	
<input type="checkbox"/>	1. Creating a welcoming, culturally and linguistically responsive environment with multiple visiting and volunteering opportunities (home and school).
<input type="checkbox"/>	2. Providing a shared understanding of the evidence and legal base for partnering.
<input type="checkbox"/>	3. Communicating partnering beliefs: (a) <i>Education is a shared responsibility between home and school;</i> (b) <i>Families are active partners;</i> (c) <i>Student success is always the focus.</i>
<input type="checkbox"/>	4. Integrating partnering practices and language into all documents, procedures, and team processes.
<input type="checkbox"/>	5. Ensuring every family uses the school technology - parent portal, email, website, texting.
<input type="checkbox"/>	6. Ensuring every family member knows the importance of his/her actions in supporting learning at home: (a) <i>Frequent and systematic discussions about school;</i> (2) <i>Encouraging their children regarding schoolwork;</i> and (3) <i>Providing or working with resources to provide supervision, support for homework and after-school time.</i>
<input type="checkbox"/>	7. Sharing the school's tiered MTSS or RtI framework with all staff and families.
<input type="checkbox"/>	8. Providing family education on learning-related topics, based on identified needs.
<input type="checkbox"/>	9. Including families in school decision-making and on leadership teams (SACs, DACs).
<input type="checkbox"/>	10. Using data systematically to improve and expand family partnering practices.
<input type="checkbox"/>	11. Allocating time for a staff person to support personnel and families in partnering.
<input type="checkbox"/>	12. Collaborating with community resources.
<input type="checkbox"/>	13. Implementing federal and state legislated partnership responsibilities, such as cited in ESEA, IDEA, SB 09-163, SB 09-256, SB 10-191, SB 13-193, ECEA, and READ Act.
CLASSROOM: Our teachers and specialists are...	
<input type="checkbox"/>	1. Contacting every family personally to create ongoing, two-way communication.
<input type="checkbox"/>	2. Ensuring each family, including students, understands class and homework success expectations, and how everyone will partner if a student struggles in learning.
<input type="checkbox"/>	3. Providing information on current class content so families can reinforce learning at home.
<input type="checkbox"/>	4. Asking families what they need to support learning at home and following up.
<input type="checkbox"/>	5. Sending progress data regularly to families, with opportunities for discussion.
<input type="checkbox"/>	6. Telling students that school and home are working together for their success.
Targeted and Intensive Supports - Some or Few Families/Staff (Includes All Universal)	
Our specialists/intervention teams, with teachers and administrators, are...	
<input type="checkbox"/>	1. Designating people and processes to reach out and individually encourage families and staff who may be hesitant or uncomfortable.
<input type="checkbox"/>	2. Including families as active partners throughout the individualized MTSS problem solving process, providing information and participation in decision-making.
<input type="checkbox"/>	3. Supporting teachers and families in mutually developing and implementing individual student plans such as IEP, Behavior, READ, Truancy, and Advanced Learning.
<input type="checkbox"/>	4. Ensuring families understand and participate in the implementation of small group (standard protocol) instructional academic and behavioral interventions.
<input type="checkbox"/>	5. Individualizing family-school partnering plans and support when needed.
<input type="checkbox"/>	6. Providing school, family and community wraparound when needed.
<input type="checkbox"/>	7. Accessing conflict resolution support and processes when needed.
Total Universal School: ___/13; Total Universal Classroom: ___/6; Total Upper Tiers: ___/7;	
SUPPORTS SUMMARY: Strengths: _____ Concerns: _____	

Sample Content

Step Three: ADAPT MULTI-TIERED FSCP TOOLS, INCLUDING SPECIFIC SPECIAL EDUCATION SUPPORTS (More About How)

A. Information



- Multi-Tiered Tool – Universal, Classroom/Specialist
 - *Two-Way Good News Letter, Text, Email*

H. Demonstration



I. Application



J. Resources





Two-Way Good News Letter/Text/Email

Good News!

Schools, families, and students partnering for school success!

Date:

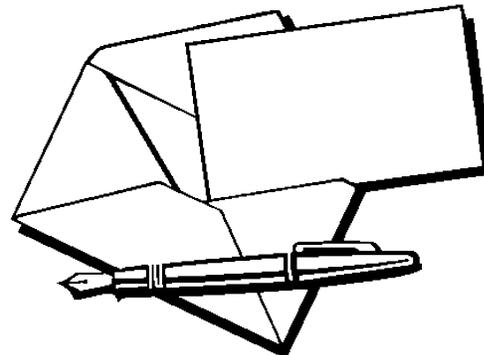
It makes me proud to tell you that your student accomplished:

Sincerely,



Let us know what you think:

Please share some good news about your child (and child to share!) and return this letter (or text or us:



ask your email) to

Adapted from Meadow Point Elementary. Aurora, CO, 2009.



Content Summary

INTRODUCTION

Flyer
Quick Look
Overview Packet

STEP ONE: ENSURE SHARED MTSS and FSCP KNOWLEDGE of the WHAT, WHY, WHO, WHEN, and HOW

A. Step One Information (ENSURE KNOWLEDGE)



Annotated List

Slide Presentation with Notes

Articles

- Colorado Multi-Tiered System of Supports (MTSS) Evolution of RtI in Colorado (Colorado Department of Education)
- Colorado Multi-Tiered System of Supports (MTSS) Family, School, and Community Partnering (Colorado Department of Education)
- Dual Capacity-Building Framework for Family-School Partnerships, (U.S. Department of Education)
- Families, Schools, and Communities Partnering to Support Student Learning Brochure (Colorado Department of Education)
- National Standards for Family-School Partnerships: Goals and Indicators (National PTA)
- Practice Profile for the Essential Components of a Multi-Tiered System of Supports: Family, School, and Community Partnering (Colorado Department of Education)
- Research to Practice: Doing What Works! (Colorado State Advisory Council for Parent Involvement in Education)
- Schools, Families, and Response to Intervention (RtI) (National Association for Learning Disabilities, RtI Network)
- The Shift: Parent Involvement to Family Partnering (Colorado Department of Education)
- What is MTSS? (Colorado Department of Education)
- What Schools Want Parents to Know (The Center for Comprehensive School Reform and Improvement)

Research Brief

- Step One Research to Practice Brief: ENSURE KNOWLEDGE (Colorado Department of Education)



B. Step One Demonstration (ENSURE KNOWLEDGE)



Video List

- Flamboyant Clips (Flamboyant Foundation)
 - Parent Reflects on Building Relationships with Teacher
 - Relationship Building - Ongoing Communication
 - Helping Families Support Learning: Library Saturdays
 - Helping Families Support Learning: Weekly Focuses
- Layered Continuum of Supports (Colorado Department of Education)
- MTSS Family, School, and Community Partnering (Colorado Department of Education)
- Response to Intervention (RtI): Secondary Implementation (Colorado Department of Education)
- Using Text Messaging to Strengthen Family-School Partnerships (Colorado Department of Education)

Partnering Stories from the Field

- High School
- Middle School
- Elementary School
- Early Childhood

C. Step One Application (ENSURE KNOWLEDGE)



Activity Descriptions

- ***Define “Partnering” Packet, Application Activity #1***
- ***Write A Partnering Job Description Packet, Application Activity #2***
- ***Create A Partnering Calendar Packet, Application Activity #3***

D. Step One Resources (ENSURE KNOWLEDGE)



Resource List



STEP TWO: USE DATA TO CREATE MULTI-TIERED FSCP ACTION PLANS (More About How)

A. Step Two Information (USE DATA)



Annotated List

Slide Presentation with Notes

Articles

- A Conversation with Megan Dunne, Kindergarten Teacher at Anne Beers Elementary School (Flamboyant Foundation)
- Casual But Regular Teacher-Parent, Teacher-Student Communications Can Increase Both Engagement and Performance (University of Connecticut)
- Differentiating Family Supports (Academic Development Institute)
- Measuring What Matters: Using Data to Support Family Partnerships Overview ((Office of Head Start, National Center on Parents, Family, and Community Engagement)
- Self-Efficacy: Up to the Challenge (Academic Development Institute)

Research Brief

- Step Two Research to Practice Brief: USE DATA (Colorado Department of Education)

Data Sources

Key Measures

- Challenges and Solutions
- Partnering Beliefs, Practices, and Needs Assessment
- Multi-Tiered Family, School, & Community Partnering (FSCP) Supports Checklist

Additional Instruments

Universal Tier

- **Feedback and Surveys**
 - Colorado Department of Education Parent and Teacher Surveys
 - Event Feedback
 - Guest Response Card
 - MTSS Parent Survey
 - Student Home-School Partnering Viewpoint
- **Planning and Tracking**
 - Disaggregated Participation Percentages
 - Document Checklist
 - National Standards for Family-School Partnerships: Tiered Reflection and Planning Tool
 - Partnering Continuum
 - Positive Behavioral Interventions and Supports (PBIS) Benchmarks of Quality – FSCP Partnering Additions
 - Staff Self-Reflection Tool
 - Strength and Resource Map



- Team Data Tracker
- Two-Way Communication Checkpoints

Targeted and Intensive Tiers

- Planning Team Feedback
- Teaming Checklist

B. Step Two Demonstration (USE DATA)



Video List

- Data-Based Problem-Solving (Colorado Department of Education)
- Flamboyant Clips (Flamboyant Foundation)
 - Stanton Elementary Hosts Family Engagement
 - Student-Led Conferences
- LaToya Fletcher – My Mom Was Left Out of the Loop (Institution on Disability)
- O’Hearn School (University of Utah)

Action Planning Stories from the Field

- Individual: Educator and Family Member
- Group: School Leadership Team

C. Step Two Application (USE DATA)



Activity Descriptions

- *Collect and Summarize Data Packet, Application Activity #1*
- *Create Data-Based, Multi-Tiered FSCP Action Plans Packet, Application Activity #2*

D. Step Two Resources (USE DATA)



Resource List



STEP THREE: ADAPT MULTI-TIERED FSCP TOOLS, INCLUDING SPECIFIC SPECIAL EDUCATION SUPPORTS (More About How)

A. Step Three Information (ADAPT TOOLS)



Annotated List

Slide Presentation with Notes

Articles

- Making Data Matter in Family Engagement (Academic Development Institute)
- Maximum Homework Impact: Optimizing Time, Purpose, Communication, and Collaboration (Academic Development Institute)
- School-Family Partnership Strategies to Enhance Children’s Social, Emotional, and Academic Growth (National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center)
- What’s Sharing Power Got to Do with Trauma-Informed Practice? Sharing Power: A Tool for Reflection (The National Child Traumatic Stress Network)
- Special Education Within MTSS (Colorado Department of Education)
- The Power of the Positive Phone Call (Edutopia)

Research Brief

- Step Three Research to Practice Brief: ADAPT TOOLS (Colorado Department of Education)

Multi-Tiered FSCP Tools

Universal Tier

- **School**
 - Colorado MTSS Stakeholder Brochure
 - Cultural Sharing Tips
 - Partnering Vocabulary
 - Principal Letter/Text/Email
 - Secondary Schools’ Fact Sheet
 - Ten PBIS Tips for Partnering with Families
 - Wallet Partnering Reminder Cards
- **Classroom/Specialist**
 - Building Trusting Family-Teacher Partnerships
 - Family Letter/Text/Email
 - Family Sharing Sheet
 - Homework Two-Way
 - Interactive Homework Summary
 - *Partners In Learning* Pledge
 - Teacher Letter/Text/Email
 - Two-Way Good News Letter/Text/Email



Targeted and Intensive Tiers

- **MTSS Individualized Problem Solving Team Partner Packet**
 - Best Partnering Practices for MTSS Individualized Problem Solving Teams
 - MTSS Individualized Problem Solving Team Brochure Insert
 - MTSS Individualized Problem Solving Process Frequently Asked Questions (FAQs)
 - MTSS Individualized Problem Solving Team Home Information
 - MTSS Individualized Problem Solving Team Intervention Plan with Home-School Coordination and Communication
 - MTSS Individualized Problem Solving Team Meeting Invitation
 - MTSS Individualized Problem Solving Team Partnering Questions for Families and Educators to Ask Together
 - MTSS Individualized Problem Solving Team Sample Phone Script
 - MTSS Individualized Problem Solving Team Sociocultural Interview and Interpreter Tips
- **Coordinated Interventions (Examples)**
 - FSCP in Check-In, Check-Out (CICO): Description
 - Conjoint Behavioral Consultation: Description and Sample
 - School-Home-School Notes: Description and Sample
 - Wraparound: Description

Specific Special Education Supports

- IEP Partnering Within an MTSS Framework
- Indicator #8 Planning Tool for Families and Educators of Students with Disabilities
- Respectful Language: People First and Person-Centered

B. Step Three Demonstration (ADAPT TOOLS)



Video List

Universal Tier

- Acknowledgement Movie (MakeADifference.com)
- Flamboyant Foundation Video Clips (Flamboyant Foundation)
 - Why Parents Need Information About Student Performance
 - Making the Most of Parent-Teacher Conferences
 - Goal-Setting with Families
 - The Importance of Two-Way Communication
 - Making Positive Phone Calls Home
 - Scott's Reflection – "D's" Story
 - Catherine's Reflection- "J's" Story
- Listening (The National Center for Dispute Resolution in Special Education, CADRE)

Targeted and Intensive Tiers

- RtI Problem Solving/Consultation Process Video – Behavior Example (Colorado Department of Education)
- RtI Problem Solving/Consultation Process View – Academic Example (Colorado Department of Education)



Specific Special Education Supports

- An Overview of the Special Education Process; Un Repaso al Proceso de Education Especial (Colorado Department of Education)
- Collaborating with Families (The IRIS Center, Vanderbilt University, Peabody College of Education)
- Tale of Two Conversations (The National Center for Dispute Resolution in Special Education, CADRE)

Tiered Stories from the Field

- Universal Tier: Family-Teacher Organization and Technology Partnering
- Targeted and Intensive Tiers: MTSS Individualized Behavioral and Academic Problem-Solving Teams and the Multi-Disciplinary IEP Teams

C. Step Three Application (ADAPT TOOLS)



Activity Descriptions

- *Develop a “Partnering Technology Tip Sheet” Packet, Application Activity #1*
- *Try Multi-Tiered FSCP Tools and Special Education FSCP Supports Packet, Application Activity #2*
- *Create a “Presentation to Share” Packet, Application Activity #3*

D. Step Three Resources (ADAPT TOOLS)



Resource List

FOLLOW-UP

Develop FSCP Learning and Support Systems
MTSS FSCP Implementation Guide: Reflect and Evaluate