

Activity # 1

- What is your definition of partnering?

Partnering is _____.

Please share with your team.

Activity #2

- Examine Your Own Attitudes and Assumptions...



(Special thanks to the Colorado Parent Information and Resource Resource Center for this activity. www.cpirc.org)

Perceptions and Assumptions



Labeling Activity



Activity #2 (Closure)

Listen to a Story...

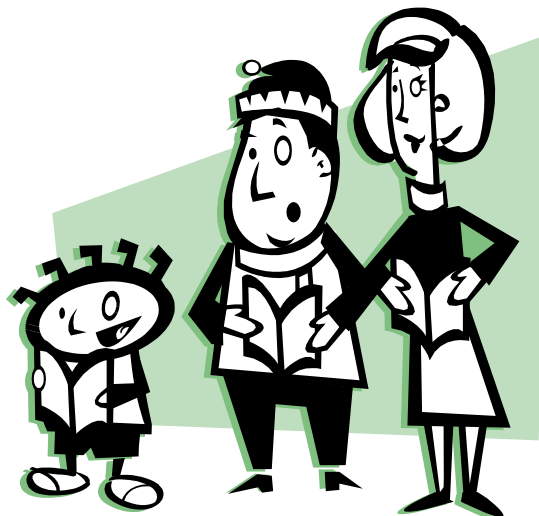


“Lead Others By Looking In Their Eyes”



Activity #3

How Do You Partner Now? Complete Survey and Share



Please complete the *Planning Team Feedback* as you remember your most recent experience...

Activity #4

Family-School Partnering Continuum

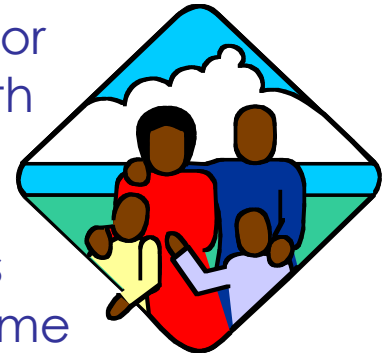
Where are you and your school staff members, families, and community resources on the partnering continuum? Give it a number!

Home and school are separate, very different worlds. It is the school's responsibility to educate children, and the family's responsibility to see that the children are dressed, fed, and prepared for school.

Adapted from Henderson et al., 2007 and PEAK Parent Center

1 ←————→ 10

Schools share the responsibility for education with families. The partnership with families is flexible: on some issues the parents will be the more active partner and on others, the school will be.



Activity #5

What Are Your **Challenges**? Prioritize Your “Big 3”.

	Challenges	Solutions
Educators		
Families		

Activity #5:

Research Summary of Challenges for Educators AND Families

- Limited time to build trust, relationships, ongoing two-way communication
- Limited skills and knowledge in how to partner
- Fear of inadequacy, conflict, “reliving” negative experiences
- Cultural and linguistic differences between families and schools
- Lack of clearly stated partnering beliefs, expectations of shared responsibility, and role descriptions

(Esler, Godber, & Christenson, 2008)

Activity #6

What Are Your **Solutions**? Prioritize Your “Big 3”.

	Challenges	Solutions
Educators		
Families		

Activity #6

Thinking About Solutions...



- **Flexible Hours:** Come in early or stay late once a week with “comp time”
- **Stated Beliefs and Expectations:** Partnering plan, shared responsibility, equal partners, homework, behavior
- **Creative Communication:** Texting, emailing, list serves copied to students, voice mailing, websites, breakfasts, lunches, meeting at school day cares
- **Joint “Professional Development”:** Families, educators, and community resources learning together, online opportunities
- **Small Gatherings with Families and Students:** Class open houses at various times, drop-in centers
- **Interactive Homework:** Families participate and provide feedback
- **Student Ambassadors:** Assigning home and school communication tasks, teaching parents, calling all parents to invite to school
- **Cultural and Language Liaisons:** Family to family, home and community visits

(Suggestions from the field)

ACTIVITY #7 Multi-Tiered Family & Community Partnering Checklist



Intensive Tier - A FEW Families/Staff

- Individualize family-school partnering plans when needed (Examples: home visits, daily communication)
- Provide school, family, and community wraparound when needed.
- Provide conflict resolution support and process when needed.

Targeted Tier - SOME Families/Staff

- Designate people and process to reach out individually to encourage families and staff who may be hesitant or uncomfortable.
- Include families as equal partners throughout the RtI Problem-Solving Process; provide support and information.
- Support teachers and families in mutually developing and implementing individual student plans; coordinate interventions between home and family. (Examples: ALP, IEP, BIP, ILP)
- Provide support/education groups and targeted resources for families and/or teachers.
- Link with community resources.

Universal Tier - ALL Families/Staff

SCHOOL

- Communicate beliefs: *1. Education is a shared responsibility between home and school; (2) Families are equal partners; (3) Students achieve more when families and schools work together; (4) Community participation supports school success.*
- Share RtI process with all staff, family, and community resources.
- Create caring, culturally responsive climate for all families; provide culture and language liaisons. (family volunteers)
- Provide parenting education, “learning at home”, and volunteer opportunities; contact families personally whenever possible. (Example: family to family)
- Make school and classroom visiting available.
- Involve families in school decision-making.

CLASSROOM

- Contact every family to create ongoing, two-way communication.
- Ensure each family, including students, understands school/class rules and homework expectations.
- Plan and explain how families and teachers will partner if a student struggles.
- Tell students that school and home are working together to support their success.

Activity #7 Universal Tier - ALL Families/Staff



80-90%

SCHOOL

___ Communicate beliefs: 1. Education is a shared responsibility between home and school; (2) Families are equal partners; (3) Students achieve more when families and schools work together; (4) Community participation supports school success.

___ Share RtI process with all staff, family, and community resources.

___ Create caring, culturally responsive climate for all families; provide culture and language liaisons. (Example: family volunteers)

___ Provide parenting education, “learning at home”, and volunteer opportunities; contact families personally whenever possible. (Example: family-to-family)

___ Make school and class visiting available.

___ Involve families in school decision-making.

CLASSROOM

___ Contact every family to create ongoing, two-way communication.

___ Ensure each family, including students, understands school/class rules and homework expectations.

___ Plan and explain how families and teachers will partner if a student struggles.

___ Tell students that school and home are working together to support their success.

ACTIVITY #7 Targeted Tier - SOME



Families/Staff

5-15%

(includes all Universal)

__ Designate people and process to reach out or encourage families and staff who may be hesitant or uncomfortable.

__ Include families as equal partners throughout the RtI Problem-Solving Process; provide support and information.

__ Support teachers and families in mutually developing and implementing individual student plans; coordinate interventions between home and school. (Examples: Advanced Learning Plan, Individualized Education Program, Behavior Intervention Plan, Individualized Literacy Plan)

__ Provide support/education groups and targeted resources for families and/or teachers.

__ Link with community resources.

Activity # 7 Intensive Tier - A FEW



Families/Staff

1-5%

(includes all Universal, Targeted)

__ Individualize family-school-community partnering plans when needed. (Examples: home visits, daily communication)

___ Provide school, family, and community wraparound when needed.

___ Provide conflict resolution support and process when needed.

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Activity #8

View Universal Partnering: The O' Hearn School

1. What was the role of the principal, teachers, and families?
2. How would a family center work at your school?
3. What about parents reaching out to parents?
4. How would this system work for you?

http://fsp.unl.edu/future_module1_video1.html

ACTIVITY #9

Define Family-School Partnering Roles and Responsibilities

SCHOOL	HOME
Principal	Family
Teacher	Student
Specialist	Community Members
School Mental Health	PTA/PTO
“Front Line Staff” (Clerical, other, etc.)	

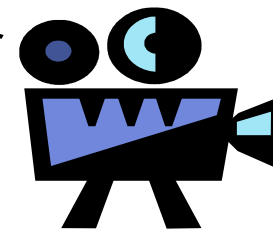
(CDE, 2009)

Activity #10

Problem-Solving Process Video and Group Reflection

- What had the teacher and family been doing together?
- How were data shared?
- How were home and school learning coordinated?
- How would your problem-solving team do this?
- What might have you done differently?
- How might you use this video with families or colleagues?

Video: <http://www.cde.state.co.us/rti/ProblemSolving.htm>



Activity #11 and #12 Tiered Planning

Universal and Targeted/Intensive Templates



- Individual, Teams, Leaders
- Data: Surveys, Continuum, Tiered Checklist, Challenges and Solutions, FAQs, TELL Survey, Document Review, Committee/Team Agendas, Event Participation, Two-Way Contacts, Student Planning Team, Other
- Goals
- Action Steps
- Responsibilities and Resources
- Timelines
- Evaluation

Activity #13

Multi-Tiered Family,
School & Community
Partnering is

_____ because _____.

