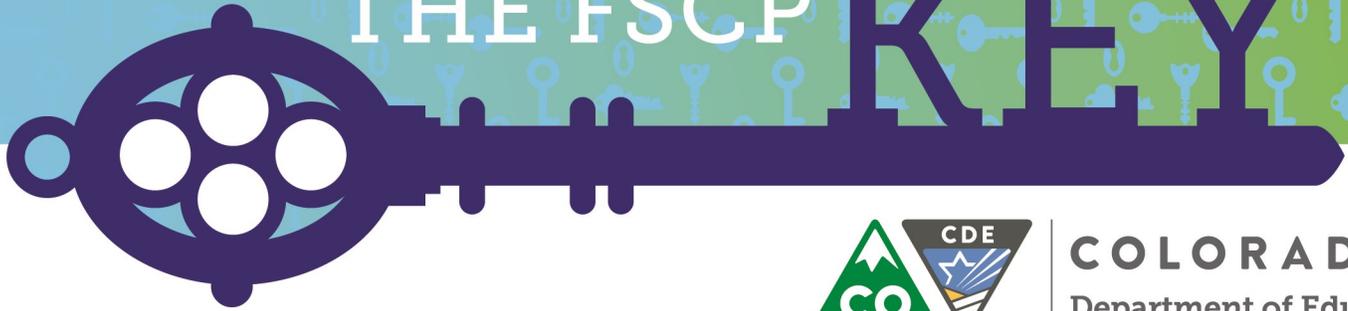


FAMILY, SCHOOL AND COMMUNITY PARTNERING

# THE FSCP KEY



**COLORADO**  
Department of Education



Dear FSCP Friends,

November was a very exciting month in the Colorado's world of Family-School-Community Partnering (FSCP). Vito Borrello, the Executive Director of the National Association for Family, School, Community Engagement (NAFSCE) spent five days in our beautiful state, learning more about how our schools and districts work with families.

Among Vito's trip highlights were learning about Adams 14's STOMP program, Jeffco's systemic support structure, and partnership opportunities with the Colorado Symphony. He also met with Dr. Katy Anthes and attended the quarterly State Advisory Council for Parent Involvement in Education (SACPIE) meeting.

Literally as I type this edition of the FSCP Key, Vito is conducting a webinar and mentioned that Colorado is a "best practice" state for FSCP. That is only possible because of your tireless efforts and dedication to improving educational outcomes for every student in Colorado through FSCP. Thank you for all that you do. The FSCP Key will see you in 2019!

In Partnership,

*Darcy*

## UPDATES

Several FSCP events are on the horizon. Please share the dates far and wide and mark them on your calendars.

**December 5**, FSCP Coffee Chat at the Symphony, 9:30-12:30. For district contacts. Register [here](#).

**January 10-11**, District Leaders FSCP Retreat, Cheyenne Mountain Resort. For district contacts only. Register [here](#).

**January 24-26**, Parents Encouraging Parents Conference, Grand Junction. Register [here](#).

**February 12**, SACPIE Quarterly Meeting, 11am-3pm, MindSpark Learning Center, Englewood.

**FSCP Coffee Chats for 2018-19**, 10-noon, Third Friday of each month. Half of the chats will be in-person and half will be virtual. Mark your calendars now!

For a more comprehensive list of announcements from CDE, you may subscribe to The Scoop, a newsletter published every Wednesday: <http://www.cde.state.co.us/communications>.

### FAMILY, SCHOOL AND COMMUNITY PARTNERING STANDARDS

1

Welcoming All Families into the School Community

2

Communicating Effectively

3

Supporting Student Success

4

Speaking Up for Every Child

5

Sharing Power

6

Collaborating with the Community

# PROMISING PRACTICES

Once a year, the Rocky Mountain Classical Academy (RMCA) hosts a Market Day Craft Fair to celebrate family, community, and holiday traditions. The goal of the event is to have families participate and enjoy fellowship, with the potential to complete holiday shopping, win prizes, compete in a baking competition and enjoy holiday celebrations with the school community.

In 2017, over 750 attendees and 50 vendors participated in the Market Day Craft Fair. This year's proceeds, \$2,500, went to RMCA athletics. An exciting aspect of the Market Day Craft Fair is that RMCA students oversee the planning and implementation. Student groups (Student Council and athletic teams) provide labor in exchange for earning funding for their teams and activities. The practice links directly to RMCA's character education outcomes, including initiative, generosity, trustworthiness, and self-awareness.

The school's event coordinator shares: "Over 200 person-hours went into organizing and preparing this year's event. Student, staff, and parent volunteers helped us. It's an opportunity for us to show our community who and what we are."

For more examples of Promising Partnership Practices, click [here](#).

# SACPIE SPOTLIGHT

Preschool and elementary staff at Wiggins School District have worked together for many years to implement the [Mother Read/Father Read Literacy Program](#). The goal of the program is to engage adults in reading with their children.

Adults and children attend six to 12 weekly sessions that last approximately two hours each. Food, child care, and all materials are provided. The program is extremely beneficial for children from birth through third grade. Families of all reading levels and languages can benefit from this literacy program.

Mother Read/Father Read focuses on the following themes: Expressing Needs and Feelings, Establishing Independence, Understanding What Families Value, Sharing/Cooperating,

# RESEARCH BRIEF

Pushor and Amendt (2018) recently wrote an article about the important role that school leaders play in cultivating and sustaining family-school-community partnering (FSCP). Principals may lead their staff to discuss the following questions:

- What do I believe about parents and the community in which I work?
- What role do I believe parents and community should play in the school?
- What opportunities have I given parents and community members to be meaningfully engaged in the school?

A safe and trusting environment to discuss these questions is critical for a successful dialogue and follow-up action. Pushor and Amendt recommend that principals:

- Create a safe and educative learning environment.
- Scaffold authentic experiences for staff.
- Bring together experience and education.
- Co-construct (staff and families) new school practices of partnering.
- Embed family partnering into core structures of school operating and culture.

Citation: Pushor, D. & Amendt, T. (2018). Leading an examination of beliefs and assumptions about parents. *School Leadership & Management*, 38(2), 202-221.

and Self-Possibilities. These themes allow families to interact, engage, share, and support each other in a variety of ways. During each session parents practice reading the books for the week and discussing the following literacy components:

- **Literacy as Experience** – Connecting text/themes to personal context
- **Literacy as Art** – Reading role model skills aloud
- **Literacy as Process** – Adult literacy skill development including reading and writing

Read more about the program [here](#).

THANK YOU FOR SPENDING TIME WITH US THIS MONTH.  
WATCH FOR THE NEXT EDITION IN JANUARY.

For questions, contact Darcy Hutchins, Family Partnership Director, [hutchins\\_d@cde.state.co.us](mailto:hutchins_d@cde.state.co.us), 303-866-5921

