***Partnering with Families for Student Success: 24 Scenarios for Problem Solving with Parents***

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| **Module 4-Caregivers with Complex Job Situations** |
| **Step 1: Read the context and scenario** |
| Context:  Belding Elementary School is located in a Midwestern metropolitan area. Ferdous is a 4th-grader from a bilingual, working-class family. He is a second-generation American whose caregivers were born in Bangladesh. The family has recently moved to the Midwestern metropolis from the East Coast. Ms. Sanford is an upper-class, White woman in her early 30s who has lived in this metropolis since college graduation. |
| Scenario:  Ms. Sanford looks at the classroom clock. It is already ten minutes into the school day. Ferdous shuffles into the classrooms holding the tardy slip. It’s only the eighth week of school, but this is his 20th time being tardy. Sometimes he is late by a few minutes, but other times he can be up to an hour late. Ms. Sanford is becoming increasingly concerned about how much instructional content Ferdous is missing. Also, he usually comes to class without his homework completed.  After his fifth tardy, Ms. Sanford shared her concerns about Ferdous’s lateness and unfinished homework with his caregivers. They told her they would try to get him to school on time, but didn’t offer any explanation for the frequent lateness. The caregivers also agreed to sign Ferdous’s nightly reading slip and ensure that all homework was completed. Since the conversation, he has continued to arrive late without his homework.  The previous week, Ms. Sanford requested a meeting with the principal and Ferdous’s caregivers to discuss tardiness and homework. The caregivers shared that his father works 12-hour shifts (8 AM to 8 PM) and that his mother works 2 days, one of them 2 days a week (9 PM to 7 AM) and the other 3 days a week (midnight to 7 AM), Ferdous attends after-school care, and they expect him to complete his homework during that time. The meeting concluded with the principal agreeing that Ferdous needs to be on time with his homework completed. |
| **Step 2: Questions to consider as you discuss the scenario** |
| 1. Given the division data your team gathered for our Strand 5 work or other data, how common is the essential challenge offered in the scenario? |
| 1. Are there specific aspects of the scenario that align with challenges you face? |
| 1. What are some opportunities for building and sustaining relationships with family members and youth that might be emphasized in this scenario? |
| 1. What resources are available now and what might be added or developed to support staff in building strong relationships? |
| 1. What opportunities for fostering development of skill building with families could help address the challenges in this scenario? |
| 1. How could school staff build on family strengths and foster empowerment of families to collaborate and improve outcomes for their students and schools? |
| 1. What resources from the division might school staff need to facilitate this empowerment? |
| 1. How can multidimensional communication, leadership, and collaborative problem solving be leveraged to increase authentic engagement with the family to support resolution of the challenge in this scenario? |
| **Step 3:**  **What would be your first priority?**  **What will you share when you return to the main room?** |