



PBIS – Tier I
New Team Professional Learning

TFI 1.11 Student, Family, and Community Engagement

Professional Learning Roadmap

Our Focus in this Module

1.11 Student/Family/Community Engagement

What will we know and do?

- Understand the link between VTSS and creating community and cultural connections.
- Understand why family and community engagement is key and strengthen strategies to foster positive school – family – community partnerships.
- Create an action plan to meaningfully engage families within the VTSS framework and measure it.

Involvement and Engagement (Ferlazzo, 2011)

Involve - to enfold or envelope; implies **doing to**

Engage - to come together and interlock; implies **doing with**

A school striving for family involvement often leads with its mouth.

A school striving for family engagement, on the other hand, tends to **lead with its ears.**

The goal of family engagement is not to serve clients, but to gain partners.

Involvement or Engagement

- Holding a fall back-to-school open house where parents/caregivers follow their student's daily schedule and hear about each teacher's expectations and grading policies.
- Asking a grandfather of a student in the school to mow the back baseball field weekly.
- Recruiting a mother of a student to participate regularly on the schoolwide PBIS team; when she cannot attend, she Skypes in.
- Inviting 3 dads and moms to serve on a math textbook selection committee; their votes are considered equally with other committee members.

Involvement and Engagement

- It's not that family involvement is bad.
- Family engagement can produce even better results for students, families, school and the community (Ferlazzo and Hammond, 2009).
- Family involvement and engagement are not mutually exclusive; most schools pursue both.

Involvement and Engagement (cont.)

Some people see power as a finite pie: If you get more, that means I have less.

A meaningful vision of family engagement however, views power differently.

Pulse Check for Your School

- Does your school tend toward doing to or doing with families?
- Does the staff do more talking or more listening?
- Is the emphasis on one-way communication or on two-way conversation?
- Is your school's vision of its community confined to the school grounds, or does this vision encompass the entire neighborhood?
- Is your school tracking which families are accessing and utilizing supports and resources?

Why Include Family, Youth, and Community?

- Students have higher math and reading achievement when schools engage parents and caregivers.
- Children of school-engaged parents and caregivers have higher academic & social skills and lower aggressive behaviors.
- Empowering families in school leadership matters!

But this is not easy!

Linking Family Engagement to Learning: Karen Mapp

<https://www.youtube.com/watch?v=KDPY1t8E6Cg>

Planning for Authentic Family Engagement Should....

- Guide agencies in laying out basic beliefs, goals and practices on how the team will work together to support family and youth engagement in VTSS.
- Be agreed upon by families and other partners.

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Family Engagement Domains

Leadership- school level leadership (administrators and school leadership team) establish FE as a priority; FE is included in school vision, mission, goals and these are aligned with division vision & goals for FE. PD and ongoing coaching to build capacity for staff and families to work together to support student outcomes.

Data-based Goals & Outcomes- FE goals and outcomes are identified and monitored with data. Based on student outcome data and input from families and staff. Focus on knowledge, skills, practices and actions of staff and families.

Family Engagement Domains (cont.)

Positive Relationships- Relationships between educators and families are positive, educators recognize families' needs and cultural characteristics, leading to greater understand and respect among all.

Family Empowerment- Educators use effective strategies to identify and encourage families' knowledge, skills and efficacy for supporting students learning. Results in empowered families who serve as leaders, advocates, supports and partners in student learning.

Family Engagement Domains (cont.)

Multi-tiered Approach- Educators use multidimensional approaches to engage families in dialogue (multiple communication modes). Educators use multi-tiered approaches including tier 1 strategies for all families, more intensive tier 2 and tier 3 approaches for fewer families

Collaborative Problem-Solving- Families of children receiving Tier 2 and Tier 3 supports are effectively engaged in all steps of the problem-solving process

VTSS Family Engagement Video Resources

- ***Family Engagement in VTSS*** for educator audiences (3 videos, addressing all components)
- ***Family Engagement with Schools*** primarily for family and community audiences
- ***Promoting Equity in Education Through Family Engagement*** for all audiences

All VTSS/ Formed Families Forward videos at
<https://formedfamiliesforward.org/vtss/>

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Ideas for Engagement

- Family kick-off event
- Encourage families to share information with the school about culture, background, children's talents and needs
- Student ambassador and leadership opportunities
- Student engagement opportunities
- Hold neighborhood meetings to help families understand schools & schools understand families
- Plan for data-informed decisions through feedback from families and students (e.g. formal and informal surveys, focus groups)

Engagement Examples

- Focus groups with family partners to develop and vet school expectations
- Focus groups with family partners to develop and vet school acknowledgement systems
- Continuous co-learning opportunities for school and family partners throughout the school year
- VTSS overview with focus on family connections

Community-wide Opportunities

- Monthly Leadership Team meetings
- Monthly Coaches meetings
- Annual assessment of implementation
- Family/Community Forum(s)
- On-going training (new summer staff at pool/park etc.)
- Picnic and other community events

Business Investment

- Celebration night at a local restaurant for all students who received “Gotchas” in a month
 - Students bring in gotcha tickets and family receives a discount.
- Local business giveaways at community events
- Incentives (e.g., discounts, gift certificates) at local business for teachers who give out the most “Gotcha” tickets

TFI 1.11 Outcome...

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

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Plan for Stakeholder Input

Please see your VTSS Systems Coach for this document.

Consider:

- Does your division have a definition or model for family and community engagement? If so, what are the outcomes and expectations for schools?
- How are outcomes/expectations inclusive of and responsive to family and community culture?
- How do family and community members know how and when to engage?
- What facilitates engagement in your division and school?

Complete Your Action Plan

Please see your VTSS Systems Coach for this document.

Bringing It All Together

Please see your VTSS Systems Coach for this document.

How did we do?

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