

# PARENT ENGAGEMENT

Many low-income parents send their children to schools which generally have the lowest levels of student achievement and the highest levels of families who feel disengaged from meaningful involvement and participation

# TOPICS FOR THE DAY

Compliance

Kansas Parent Information Center

Strategies

# KWL

What do know about Parent Engagement for compliance?

What do you want to Learn about Parent Engagement for Compliance?

# COMPLIANCE FOR TITLE I

## Parent Involvement (Family Engage

Pair Share the Fact Sheet



## Parental Involvement / Family Engagement Fact Sheet Special Education and Title Services

### What is Parental Involvement per the Elementary and Secondary Education Act (ESEA)?

Parental involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child, and
- That other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement).

### What are Title I districts and schools required to do regarding parental involvement?

The following must be developed and implemented:

- District Parental Involvement Policy;
- School Parental Involvement Policy;
- School-Parent Compact; and
- Building Capacity for Involvement.

### What must be included in a Parental Involvement Policy?

The following should be incorporated in the policy:

- PTA National Standards;
- Involve parents in developing district improvement plans;
- Offer technical assistance and coordination to help schools plan parental involvement activities to improve student and school academic performance;
- Build school and parent capacities for strong parent involvement;
- Coordinate and integrate parental involvement strategies with other programs, such as Head Start and any early childhood program that currently exists in your district, and
- Annually evaluate, with parents, the effectiveness of the policy in academically improving district schools.

### What are the PTA National Standards?

The National PTA highlighted six standards it believes are essential for any school or program involving parents and families. The six standards identified are:

- Welcoming all families in the school community;
- Communicating effectively;
- Supporting Student Success;
- Speaking up for every child;

- Sharing power; and
- Collaborating with community.

### What must a school-parent compact include?

The following should be included in the compact:

- Describe a responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet the state's challenging student academic achievement standards;
- Describe the ways in which parents will be responsible for supporting their child's learning such as:
  - Monitoring attendance;
  - Homework completion;
  - Television watching;
  - Volunteering in their child's classroom, etc.;
- Address the importance of establishing ongoing, good communication between teachers and parents through, at a minimum:
  - Annual parent-teacher conferences in elementary schools;
  - Frequent progress reports to families on student academic progress; and
  - Reasonable access to staff and opportunities to volunteer, observe, and participate in classroom activities.

### What meetings must schools hold to inform parents about Title I, Part A programs and parental involvement?

Each school served under Title I, Part A must convene an annual meeting to explain the requirements and the right of parents to be involved in those programs. Schools must invite all parents of children participating in Title I, Part A programs to this meeting and encourage them to attend.

### What are Parents Right-to-Know?

According to ESEA, under Title I, districts must communicate required information regarding the annual progress of the school with parents whose children are provided Title I services.

### Which districts are required to provide an annual notice regarding Parents Right-to-Know?

Any district that receives Title I funds must provide annual notice.

### When must the district notify parents?

At the beginning of each school year, the district shall notify the parents of each student attending any Title I school receiving funds.

Revised August 2018

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# COMPLIANCE FOR TITLE III

Parent Involvement

# COMPLIANCE FOR KESA

Since 1992, Kansas statute has required every school seeking accreditation have a building site council (BSC). KESA regulations will require participation of the building site council in the district's accreditation process. KESA Function Representing the school's parents, neighborhood, community, and business/industry, the Building Site Council (BSC) provides input during every step of the growth process.

The BSC reviews and provides input/feedback on the work of the Building Leadership Team (BLT). This includes needs assessment, goal area selection, goal and action plan development, evidence/data, and analysis of growth.

1. Schools are already required to have active BSCs (Kansas Statute 72-6439 (d)).
2. BSCs are made up primarily of non-employees of the school.
3. Because every school is unique, all BSCs are not alike.
4. For KESA, just make sure that the BSC represents the building's various demographic and stakeholder groups.



KWL

What did you learn about Parent Engagement for Compliance?

# SONG WRITING

**An activity to get families talking and sharing**

WHAT: SONG WRITING

WHY: CREATE COMFORTABLE

INTERACTION, CONNECTIONS,

LAUGHTER

SELECT ONE OF YOUR FAVORITE SONGS FROM HIGH SCHOOL



WHAT WAS YOUR FAVORITE  
SONG?

LOOK FOR A DEVICE AND BE  
PREPARED TO SHARE.

WHAT THEME SONG WOULD  
YOU SELECT FOR YOUR  
FAMILY? PREPARE A 1  
MINUTE PERFORMANCE.

# A SCHOOL COMMUNITY IS PREMISED UPON THE SHARED

## BELIEF THAT:

- all parents have dreams for their children and want the best for them;
- all teachers are inspired by professional standards and personal conviction to see that their students succeed;
- student success is bolstered when parents, teachers, and other members of the school community work in unison on their behalf; and
- school leaders are the prime movers in establishing and nurturing the processes and practices necessary to intentionally strengthen the school community.





# DATA MATTERS WITH PARENTAL ENGAGEMENT

Access. Families want to know how their children are doing in school so that they can help them at home.

Understanding. Families need to be able to understand the data and know what to do with it.

# WHAT ARE YOU DOING NOW?

Talk to at your table and list what activities you are doing currently.

Write each idea on a Post it Note

How do you market your activities?

What are your attendance rates?

# KANSAS PARENT INFORMATION RESOURCE CENTER

<https://ksdetasn.org/kpirc/kpirc-resources>

Face Book

<https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1372/22 Facebook for Educators.pdf>

# WHY IS IT IMPORTANT TO CREATE A WELCOMING ENVIRONMENT?

A welcoming environment:

- sets the tone for positive relationships
- communicates beliefs about the students and families served.
- helps families feel comfortable when visiting.

# HOW EDUCATORS CAN HELP

- Begin using the term “family” rather than “parent” due to the changing dynamics of caretakers (grandparents, aunts/uncles, friends, etc.)
- Focus on “engagement” rather than just “involvement”
- Being MINDFUL about the importance of establishing relationships with families
- Being HONEST about your current efforts and CREATING A PLAN to strengthen the connection with families

# Creating a Welcoming Environment

Kansas Parent Information Resource Center

[www.ksdetasn.org/kpirc](http://www.ksdetasn.org/kpirc)



# Define: Welcoming Environment

A **welcoming classroom environment** for family partnerships is one in which the physical environment and interpersonal conditions set the tone for positive feelings, interactions, and behaviors between family members and school staff.

# **Why is it Important to Create A Welcoming Environment?**

A welcoming environment:

- sets the tone for positive relationships
- communicates beliefs about the students and families served.
- helps families feel comfortable when visiting.



**Be Attentive to:**

**The Language  
and  
Terminology**

# Parent Involvement

vs.

# Family Engagement

Adapted from Dr. Steve Constantino  
[www.familyfriendlyschools.com](http://www.familyfriendlyschools.com)

Parent Involvement

Family Engagement

- Traditional activities in schools (back-to-school night, etc.) in which the same group of parents continually participates
- Equals volunteerism or a family member's role in the operation of a school or organization (PTO, etc.)
- Giving family members the support and resources to be an integral part of their child's learning PK-12
- Tying family members directly to a child's academic performance—*partners* in educating the child
- Not every family needs us to help them be engaged—focus on the ones who do!

# Minute to Win It Activities

## **SUCK IT UP:**

Players place a straw in their mouth and use suction to transfer a pile of 25 M&M's from one plate to another in under one minute. Only one hand may be used to hold the straw. Everyone gets to eat their candy when the round is finished! This game also works well with 3 players competing in each round.



**Be Attentive to:**

**The Physical  
Environment**

# 4 Types of Schools/Classroom

- Fortress
- Come if we call
- Open Door School
- Partnerships



## **Beyond the Bake Sale: The Essential Guide to Family/School Partnerships**

by Anne T. Henderson, Vivian R. Johnson,  
Karen L. Mapp, Don Davies

# Fortress School (Below Basic)

“Parents don’t care – they’re the reason the kids are failing!”



- “Parents don’t come, no matter what we do”
- A small group of “cooperative parents” helps out
- “We’re teachers, not social workers”
- “Curriculum and standards are too advanced for these parents”

# Come-If-We-Call School (Basic)

Fall Open House tells parents what students will be learning



- Workshops planned by staff
- Families can visit school on report card pickup day
- Parents call office for recorded messages about homework

# Open-Door School (Proficient)

Parent-Teacher  
conferences twice a  
year



- “Action Team” for family engagement
- Curriculum nights three or four times a year
- Families can raise issues at PTA meetings and see the principal
- Multicultural nights once a year



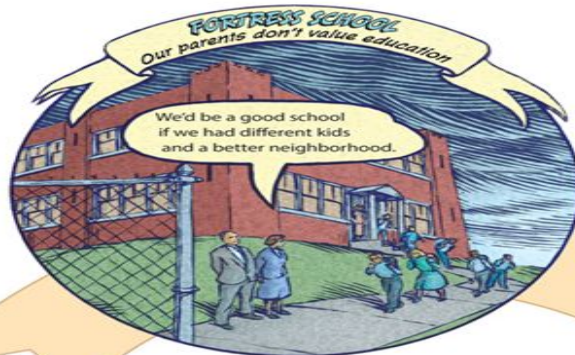
# Partnership School (Advanced)

“We do **WHATEVER IT TAKES**”

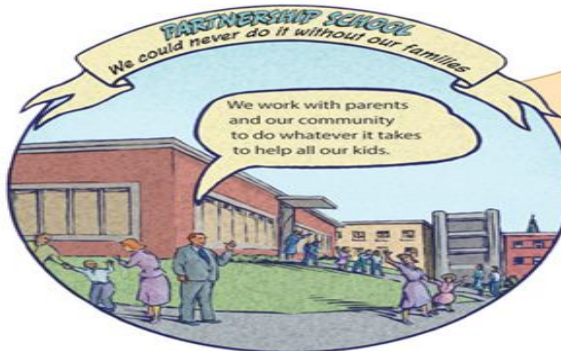
- All activities connect to student learning
- A clear, open process to resolve problems
- Family members and teachers research issues together
- Families involved in making decisions
- Home visits to every new family



*In summary....*



*the*  
**PATHWAY**  
*from*  
**FORTRESS**  
**SCHOOL**  
*to*  
**PARTNERSHIP**  
**SCHOOL**



**DEMOGRAPHY** does not have to be **DESTINY**

## 4 Versions of Family-School Partnerships

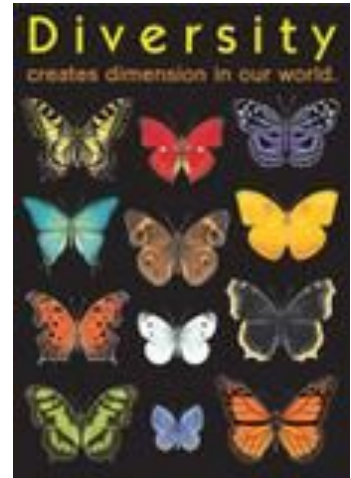
Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row

Partnership School	Open-Door School	Come-If-We-Call School	Fortress School
All families & communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.	Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.	Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.	Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.
<input type="checkbox"/> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Family center is always open, full of interesting materials to borrow</li> <li>Home visits are made to every new family</li> <li>Activities honor families' contributions</li> <li>Building is open to community use &amp; social services are available to families</li> </ul>	<input type="checkbox"/> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Teachers contact families once a year</li> <li>Parent coordinator is available if families have questions or need help</li> <li>Office staff are friendly</li> <li>Staff contact community agencies &amp; organizations when help is needed</li> </ul>	<input type="checkbox"/> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Better-educated parents are more involved</li> <li>"Many immigrant parents don't have time to come or contribute"</li> <li>Staff are very selective about who comes into the school</li> </ul>	<input type="checkbox"/> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Families do not "bother" school staff</li> <li>"Minority families don't value education"</li> <li>Parents need security clearance to come in</li> <li>It is important to keep community influences out of the school</li> </ul>
<input type="checkbox"/> <b>Linking to Learning</b> <ul style="list-style-type: none"> <li>All family activities connect to what students are learning</li> <li>Parents &amp; teachers look at student work &amp; test results together</li> <li>Community groups offer tutoring &amp; homework programs at the school</li> <li>Students' work goes home every week, with a scoring guide</li> </ul>	<input type="checkbox"/> <b>Linking to Learning</b> <ul style="list-style-type: none"> <li>Teachers explain test scores if asked</li> <li>Folders of student work go home occasionally</li> <li>School holds curriculum nights 3 or 4 times a year</li> <li>Staff let families know about out-of-school classes in the community</li> </ul>	<input type="checkbox"/> <b>Linking to Learning</b> <ul style="list-style-type: none"> <li>Parents are told what students will be learning at the fall open house</li> <li>Parents can call the office to get teacher-recorded messages about homework</li> <li>Workshops are offered on parenting</li> </ul>	<input type="checkbox"/> <b>Linking to Learning</b> <ul style="list-style-type: none"> <li>Curriculum &amp; standards are considered too complex for parents to understand</li> <li>"If parents want more information, they can ask for it"</li> <li>"We're teachers, not social workers"</li> </ul>
<input type="checkbox"/> <b>Addressing Differences</b> <ul style="list-style-type: none"> <li>Translators are readily available</li> <li>Teachers use books &amp; materials about families' cultures</li> <li>PTA/PIO includes all families</li> <li>Local groups help staff reach families</li> </ul>	<input type="checkbox"/> <b>Addressing Differences</b> <ul style="list-style-type: none"> <li>Office staff will find a translator if parents ask in advance</li> <li>Multicultural nights are held once a year</li> <li>"Minority" parents have their own group</li> </ul>	<input type="checkbox"/> <b>Addressing Differences</b> <ul style="list-style-type: none"> <li>"We can't deal with 20 different languages"</li> <li>"Parents can bring a translator with them"</li> <li>"This school just isn't the same as it used to be"</li> </ul>	<input type="checkbox"/> <b>Addressing Differences</b> <ul style="list-style-type: none"> <li>"Those parents need to learn English"</li> <li>"We teach about our country—that's what those parents need to know"</li> <li>"This neighborhood is going downhill"</li> </ul>
<input type="checkbox"/> <b>Supporting Advocacy</b> <ul style="list-style-type: none"> <li>There is a clear, open process for resolving problems</li> <li>Teachers contact families each month to discuss student progress</li> <li>Student-led parent-teacher conferences are held 3 times a year for 30 minutes</li> </ul>	<input type="checkbox"/> <b>Supporting Advocacy</b> <ul style="list-style-type: none"> <li>Principal will meet with parents to discuss a problem</li> <li>Regular progress reports go to parents, but test data can be hard to understand</li> <li>Parent-teacher conferences are held twice a year</li> </ul>	<input type="checkbox"/> <b>Supporting Advocacy</b> <ul style="list-style-type: none"> <li>School calls families when children have problems</li> <li>Families visit school on report card pick up day &amp; can see a teacher if they call first</li> </ul>	<input type="checkbox"/> <b>Supporting Advocacy</b> <ul style="list-style-type: none"> <li>Parents don't come to conferences</li> <li>Problems are dealt with by the professional staff</li> <li>Teachers don't feel safe with parents</li> </ul>
<input type="checkbox"/> <b>Sharing Power</b> <ul style="list-style-type: none"> <li>Parents &amp; teachers research issues such as prejudice &amp; tracking</li> <li>Parent group is focused on improving student achievement</li> <li>Families are involved in all major decisions</li> <li>Parents can use the school's phone, copier, fax, &amp; computers</li> <li>Staff work with local organizers to improve the school &amp; the neighborhood</li> </ul>	<input type="checkbox"/> <b>Sharing Power</b> <ul style="list-style-type: none"> <li>Parents can raise issues at PTA/PIO meetings or see the principal</li> <li>Parent group sets its own agenda &amp; raises money for the school</li> <li>Resource center for low-income families is housed in a portable classroom next to the school</li> <li>PTA/PIO officers can use the school office</li> <li>A community representative sits on the school council</li> </ul>	<input type="checkbox"/> <b>Sharing Power</b> <ul style="list-style-type: none"> <li>Principal sets agenda for parent meetings</li> <li>PTA/PIO gets the school's message out</li> <li>"Parents are not experts in education"</li> <li>Community groups can address the school board if they have concerns</li> </ul>	<input type="checkbox"/> <b>Sharing Power</b> <ul style="list-style-type: none"> <li>Principal picks a small group of "cooperative parents" to help out</li> <li>Families are afraid to complain. "They might take it out on my kid"</li> <li>"Community groups should mind their own business; they don't know about education."</li> </ul>

# Considerations of a Welcoming Classroom

- Physical Attributes in Classroom

- Clean, organized, safe
- Signs/posters/bulletin boards reflect diversity & positivity



**Be Attentive to:**

**Your Personal  
Attributes and  
Attitudes**

# Personal Attributes of Teachers

- Personality
- Eye contact
- Finding a balance between listening and speaking
- Facial expressions



# Helpful Resource



# Welcoming School Walk-Through

The Welcoming School Walk-Through is a tool to assess a school's climate. Families cite feeling "welcome" as one of the main reasons they choose, or don't choose, to get involved in their child's school. A school's climate that is family and community friendly is called a welcoming atmosphere.

**Directions:** Compile a team of 4-6 people (including family member, community member, etc.) to tour the school. Have each person select the best response to each statement. After the tour, the team will meet and discuss each item. The team will come to a consensus for each statement and submit results to school administrator to share with school leadership team and other stakeholders.

<i>Physical Environment</i>	Evident	Somewhat Evident	Not Evident	Comments
1. Signs identify the school name, entrance, parking, office, and buildings				
2. Visual displays promote partnership with families/community for all families				
3. Environment is clean, safe, and orderly				
4. Vision, Mission and Expectations for school and students are displayed				
<b>Overall Comments:</b>				
<i>Office</i>	Evident	Somewhat Evident	Not Evident	Comments
5. Greeted when entered the office				
6. Office is orderly with a designated waiting area				
7. Information available with opportunities for families to get involved with school				
8. Resources (community, agencies, and services) are made available				
<b>Overall Comments:</b>				



<b><i>Written Communication</i></b>	Evident	Somewhat Evident	Not Evident	Comments
9. Information is written in respectful language (People First) for all students				
10. Information (signs, flyers, handouts) is in a variety of languages				
11. Contact information is available to assist families with different issues				
12. A method for families to provide feedback of the school is available				
<b>Overall Comments:</b>				
<b><i>Electronic Communication/Website</i></b>	Evident	Somewhat Evident	Not Evident	Comments
13. Information is user friendly and easily accessible				
14. Access to child's information (grades, attendance, etc.) is available				
15. Up-dated school information (report card, performance, etc.) is available				
16. Community resources for students and families are available				
<b>Overall Comments:</b>				
<b><i>Family Center or Designated Family Areas (if applicable)</i></b>	Evident	Somewhat Evident	Not Evident	Comments
17. Sign and hours are posted				
18. Designated area for families to sit and work				
19. Information (committees, organizations, community resources) is available				
20. School documents (handbooks, policies) available for families to view				
<b>Overall Comments:</b>				

# Balloon Car Challenge

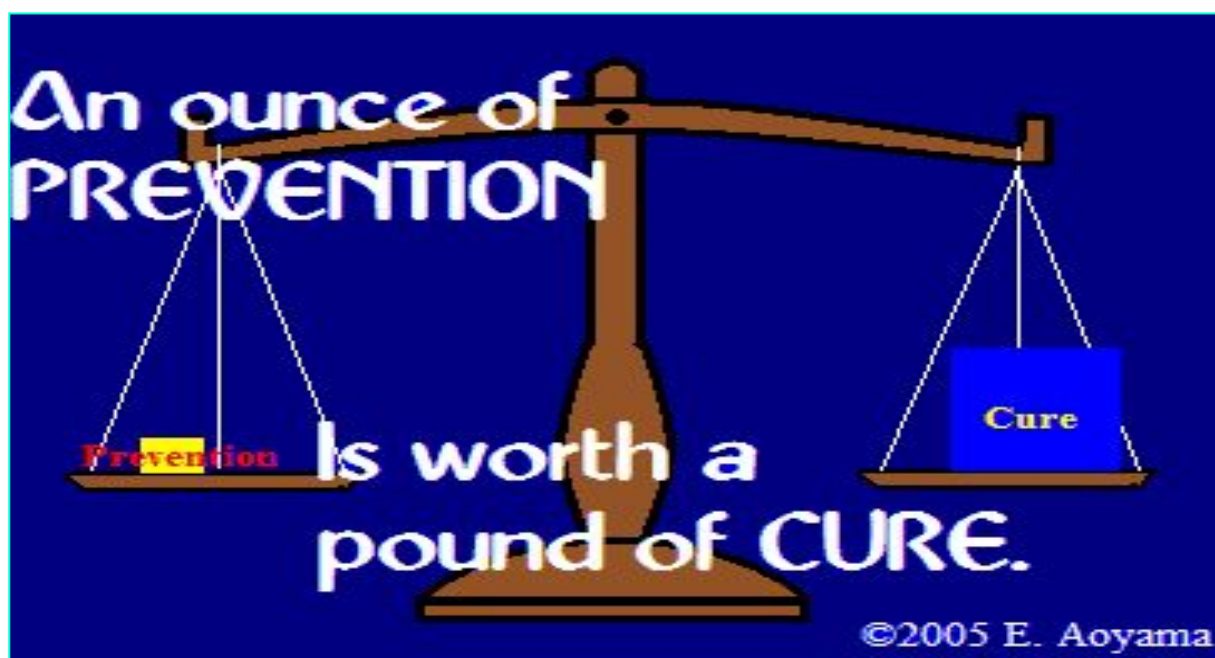
STEM

Reinforce physics

Get families talking

# Ongoing Communication





“We have always maintained that you never see our best work: it is what we do ahead of time to *prevent* the firestorm.”

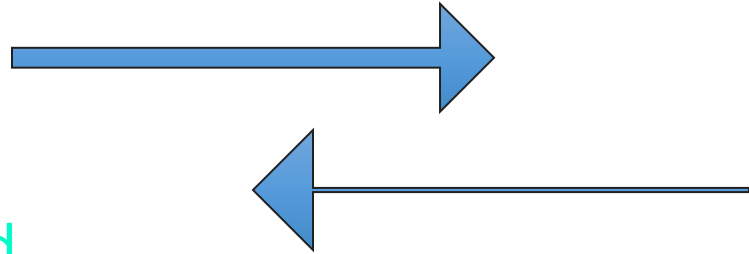
“Use good communication to keep yourself out of trouble, so you don’t have to use it to mop up the mess!”

# What is Communication?

Communication is a message **sent** and a message **received**

When communicating messages about student progress and school programs, ensure that the communication:

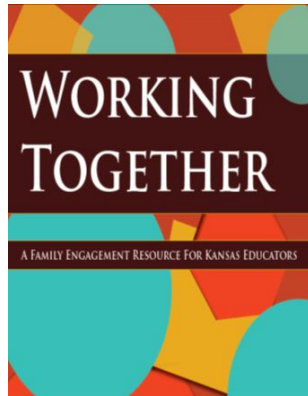
- is two-way
- is multi-layered
- uses multiple channels
- connects schools, families, students and the community.
- is an **ongoing process**



# Teachers and Families Have Different Perceptions

Most teachers realize how important it is to communicate with families, yet they often feel frustrated in their efforts to communicate. One reason may be the differences in perception that exist between teachers and families.

Below is a chart compiled by Mendoza and Cegelka of Project P-Pact, San Diego State University.



Differences in Perception That Can Interfere With Home-School Communication	
The Teacher	The Family
<b>Group</b> – must focus on the whole class or group	<b>Individual</b> – concerned with own child’s individual progress, needs.
<b>Established Skills</b> – has knowledge of what child has mastered	<b>Emerging Skills</b> – is concerned with what child is learning.
<b>Present</b> – is concerned with present development of child.	<b>History</b> – has the perspective on how far the child has come.
<b>Futuristic</b> – looks to what child will be able to do in the future, career potential.	<b>Present</b> – is concerned with here-and-now.
<b>Specificity</b> – is concerned with mastering specific skills.	<b>Diffused</b> – tends to see whole child’s ongoing development.
<b>Cognitive</b> – sees child more abstractly, able to distance self from child.	<b>Emotional</b> – has emotional involvement with child.
<b>Achieved/chosen profession</b> – encourages child to make professional career choice.	<b>Given</b> – accepts the child as she or he is.
<b>Dominant</b> – has power position, expertise.	<b>Submissive</b> – may feel helpless, uneducated.
<b>Universal</b> – looks for one best method, way to work with all children.	<b>Individualized</b> – wants to have child approached and taught as an individual.

“Working Together: A Engagement Resource for Kansas Educators..”

<https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/509/wrktghr.pdf>

# Strategies to Communicate With Families



1. Be available
2. Choose your words carefully
3. Develop trust
4. Assure families that you will make contact if a concern arises
5. Make frequent positive contact



**Be Aware of:**

**The Ways to  
Share  
Information**



# Sharing Opportunities

- Letters
- Phone Messaging System
- Personal Phone Calls
- Signs, Bulletin Boards
- Sporting Events
- Be considerate of High Tech, Low Tech, No Tech
  - Websites, texts, social media





## Resource 7

## Half and Half Letters

Review these two sample half and half letters. How could you use these with families in your school and community?

Dear Parent(s),

We would like you to help us improve our school. On "Your Half", give us your suggestions about the idea or topic in "Our Half." Letting us know what you think helps us make the right decisions about our school. Thank you.

OUR HALF	YOUR HALF
<p>Sample: Dear Families,</p> <p>As you know, we are thinking about having a "closed" campus next year. This means that juniors and seniors who leave campus for lunch and breaks would not be allowed to do so. All students would remain on campus until they are finished with classes unless they have parental permission to leave for a dentist appointment etc.</p>	<p>Please respond by completing this half and turning it into the school office.</p> <p><input type="checkbox"/> In favor of idea  <input type="checkbox"/> Not in favor of idea  <input type="checkbox"/> Like idea, but needs _____  _____  _____  Strengths of Idea: _____  _____  Weaknesses of Idea: _____  _____  _____</p>

OUR HALF
<p>Sample: Dear Families,</p> <p>Next year is New Mexico's year to select a new math series. Each school can select materials from a state list. We would like to improve our math program and are looking at materials that have research suggesting that they improve student understanding. We would like to know your thoughts and priorities in looking at new math materials. If we were to get new materials, what kind of information would you like to have about them?</p> <p>We would like to know how you feel about the math program. Please share your thoughts, opinions and ideas.</p>
YOUR HALF
<p>Signature (Optional): _____</p>

Source: Preston, J. and Whipple, M. (1997)

## Sample Script for Phone Call to Parent: Student Success

This script is intended for good-news situations. However, it can be adapted for situations neither good nor bad (*We found your son's glasses in the cafeteria*). For good- or neutral-news situations, there is no need to set up a phone appointment.

Hello, this is \_\_\_\_\_, your son's/daughter's principal. How are you? I hope I'm not calling at an inconvenient time, but I have some good news for you.

[This might be a good point to ask whether the parent is comfortable with you communicating in English regarding the good news or whether there is a need for translation.]

I'd like to tell you that \_\_\_\_\_ has \_\_\_\_\_.

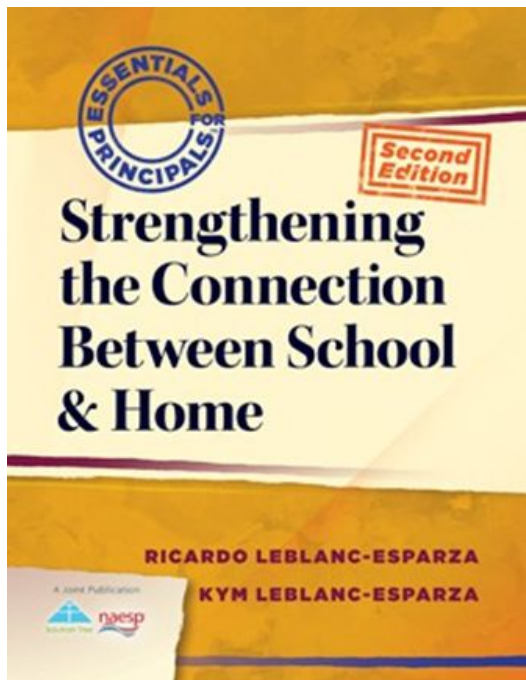
[Describe the good news here (for example, *been chosen to represent the school in the regional spelling bee*; *received good enough grades to be on the honor roll*; and so on).]

[Elaborate, explaining what happened in more depth, how it happened, why it happened, and why the school is proud and the parent should be proud. Also leave some time for the parent to express his or her pride.]

I hope I've been clear about how proud we are and why you should be proud too. Is there anything you don't understand or that I can explain further for you?

Thank you for your time. I hope you tell your son/daughter how proud you are. He/she is doing very well, and we have your cooperation and support as well as his/her efforts to thank. We're lucky to have families like yours as part of our school community.

Good-bye.



# How Often?

DON'T  
FORGET

- Send really important information home 4 or more different ways
- The more reminders, the better!



## New Media Parent Release

Dear Parents,

One of the things that we take great pride in at our school is our efforts to share important information with our stakeholders in a variety of ways. Not only will we use traditional tools—newsletters, phone calls, local papers, and websites—to keep you posted about everything happening here in our building, we'll also use social media services like Twitter and Facebook. We hope to develop stronger partnerships with the community we serve by joining you in these popular digital spaces.

We also like to celebrate the successes of our students in all of our communications. There are times when we'll share photos or video clips from important school events like dances, performances, athletic events, or interesting classroom activities. We also like to praise students who are doing remarkable things in and beyond our classrooms. We believe that we build stronger communities when we take the time to spotlight the positive work our children do.

**Understandably, however, we want to respect your right to privacy.** As a result, we'd like to know which of the following practices you give us permission to use in our school-based communication efforts:

*(Please check all that apply.)*

- I give permission for my child's first and last name to be used in any school-based communications—like newsletters, websites, articles for local papers, television programs, and posts to school-monitored social media spaces—that school or district employees generate.
- I give permission for my child's likeness to be used in any photos or video clips the school or district employees generate for school-based communications—like newsletters, websites, articles for local papers, television programs, and posts to school-monitored social media spaces.
- I give permission for my child's likeness to be used in any school-based communications only when he or she is a part of a larger group of students—such as athletes on the sidelines of a game, actors in a school performance, or students working together on a project in class.
- I do not give permission for my child's name or likeness to be used in any school-based communications.

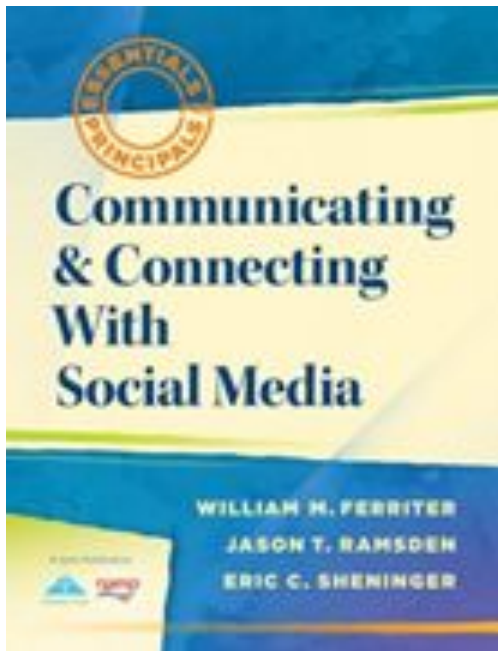
Student name (please print): \_\_\_\_\_

Homeroom: \_\_\_\_\_

Parent/guardian name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# What Do Your Families Have Access To?

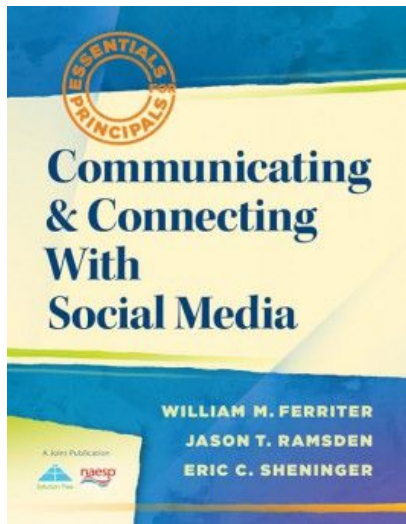
- Find out technology assessment of families at the beginning of the year-what do they have access to?
- Then you can tailor your time and efforts according to what the majority of your families can access



## School Communication Survey

This survey is designed to collect information from parents, students, and other interested stakeholders about our school's communication patterns.

Please circle your role in our community: Parent Student Other stakeholder



### Background Information

Please circle the number that best describes your own communication patterns.

	Never	Sometimes	Always
1. I read the local community newspaper.	1	2	3
2. I watch community programming on local access television.	1	2	3
3. I use texting, instant messaging, or both to communicate with family, friends, and colleagues.	1	2	3
4. When they're available, I watch digital videos posted online.	1	2	3
5. I access the Internet from a mobile device—such as a cell phone, iPad, iPod touch, or gaming device.	1	2	3
6. I spend time networking with friends and family on Facebook.	1	2	3
7. I spend time interacting with businesses and community groups on Facebook.	1	2	3
8. I spend time networking with friends and family on Twitter.	1	2	3
9. I spend time following the updates of business and community groups on Twitter.	1	2	3
10. I struggle to keep up with the important messages in my life.	1	2	3

### School Communication Questions

Please circle the number that indicates the extent to which you agree or disagree with the following statements concerning our school's communication patterns. Then, indicate how important each expectation is to you.

Message Delivery and Engagement	Disagree	Neutral	Agree	Not important	Somewhat important	Very important
1. Our school communicates important information—openings, closings, and schedules—in a timely and effective manner.	1	2	3	1	2	3
2. Our school regularly communicates student successes including academic achievements, athletic results, and visual/performing arts accomplishments.	1	2	3	1	2	3
3. Our school markets itself well by publicly sharing interesting course offerings and after-school clubs.	1	2	3	1	2	3
4. Our school regularly shares news about the qualifications and accomplishments of its teachers.	1	2	3	1	2	3



**Be Aware of:**

**Incorporating  
Technology &  
Social Media**

# 10 Realities of Social Media

1. Social media is a new way to build relationships
2. Communication is no longer about you; it's about your customers
3. If you don't tell your story, someone else will.
4. Your reputation is at stake
5. The response will most likely be positive
6. You don't have to do it all at once
7. Social media gives you the chance to stay ahead of the curve
8. It's here to stay
- Social media helps you build community and a sense of ownership
10. It takes a whole village

# How to Create Social Media Guidelines for Your School

[https://www.edutopia.org/  
blog/social-media-guidel  
ines-steven-anderson](https://www.edutopia.org/blog/social-media-guidelines-steven-anderson)

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Produced in collaboration with Facebook



## Facebook for Educators

Linda Fogg Phillips, Derek Baird, M.A., & BJ Fogg, Ph.D.

[https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1372/22\\_Facebook\\_for\\_Educators.pdf](https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1372/22_Facebook_for_Educators.pdf)




**FILES POD**



[https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1373/23\\_Twitter\\_for\\_Educators.pdf](https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1373/23_Twitter_for_Educators.pdf)

The book cover features a light blue background with a white cloud at the top. The title "twitter" is in a bold, black, lowercase font, followed by the Twitter bird logo. Below the title, "for Educators:" is in a simple black font, and "A Beginner's Guide" is in a larger, black, handwritten-style font. In the center, four cartoon blue birds are perched on a brown branch. The bird in the middle has a speech bubble that says "TWEET!". At the bottom, there is a section for credits. On the left, it says "Created by: Amber Coggin" with her Twitter handle "@ambercoggin" and email "acoggin@mcps.com", followed by the website "http://smartboardgoodies.com". In the center is the official seal of Mobile County Public Schools, Alabama, featuring a building and the text "MOBILE COUNTY PUBLIC SCHOOLS" and "MOBILE, ALA.". On the right, it says "Contributors: Alison Flowers" and "Deana Nunn" with their respective Twitter handles "@Alli\_Flowers" and "@deananunn".

twitter 

for Educators:  
A Beginner's Guide

TWEET!

Created by:  
Amber Coggin  
[@ambercoggin](https://twitter.com/ambercoggin)  
acoggin@mcps.com  
<http://smartboardgoodies.com>

MOBILE COUNTY PUBLIC SCHOOLS  
MOBILE, ALA.

Contributors:  
Alison Flowers  
[@Alli\\_Flowers](https://twitter.com/Alli_Flowers)  
Deana Nunn  
[@deananunn](https://twitter.com/deananunn)



**FILES POD**

# Remind 101 (Free)

Remind101 best practices

remind<sup>101</sup>

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#### HOW TO GET STUDENTS & PARENTS SIGNED UP

Remind101 provides a unique PDF document with sign up instructions for each new class you create. This can be downloaded and printed off to send home or hand out to parents and students at school.

Teachers already using Remind101 recommend adding a few bullets to that PDF about what types of messages you'll be sending out, and how often, in order to alleviate any anxiety parents or students may have about what, "signing up for text messages means." Also, make sure to let them know their phone numbers will remain completely private.

---

#### BEST WAY TO PRESENT SIGN UP INSTRUCTIONS TO STUDENTS

Put the instructions up in the front of the class. Have your students take out their phones and all sign up at once.

This allows neighbors to assist each other if anyone is confused, and for you to directly deal with any issues that arise.

#### BEST WAY TO PRESENT SIGN UP INSTRUCTIONS TO PARENTS

Like with students, having parents sign up in person has the most success. Think about presenting your Remind101 class information during parent-teacher conferences or back-to-school nights.

If you run into a problem, email [contact@remind101.com](mailto:contact@remind101.com).

---

#### POST MESSAGES ON YOUR CLASS WEBSITE OR BLOG

Use the Remind101 widget (accessible from your account at [remind101.com](http://remind101.com)) to post a feed of recently sent messages on your class website or blog.

#### HOW MANY MESSAGES SHOULD YOU BE SENDING A WEEK

According to data pulled from Remind101's teachers, on average teachers are sending 5.8 messages a week.

---

#### SENDING MESSAGES

You can send messages by logging into your account on any computer, downloading the Remind101 iPhone app, Android app, or using any mobile browser.

#### DON'T FORGET

Standard text messaging rates apply to anyone receiving messages. If any students or parents do not have unlimited messaging, or simply prefer, they can also choose to subscribe via email.

---

GET STARTED TODAY FOR FREE AT



[www.remind101.com](http://www.remind101.com)

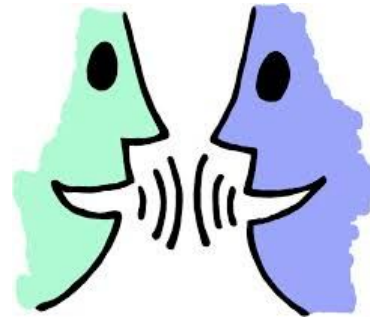
Remind101 Inc. A safe way for teachers to text message students & keep in touch with parents. Standard text messaging rates apply.

**Be Aware of:**

**Establishing a  
Communication  
Plan**

# Know Your Purpose of Sharing

- Match purpose of communication with the type of communication
- Stay on topic
- Make a plan
  - \*frequency/timeline
  - \*content
  - \*method (electronic, paper/pencil, verbal)
- Revisit and follow up with the plan to ensure fidelity







FILES POD

# Family/Community Communication Plan

TOPIC & FREQUENCY	
What is the topic you are communicating to families/community?	
How will this topic be conveyed to families/community?	<ul style="list-style-type: none"><li>- In person (meeting)</li><li>- Hard copy print (newsletter, flyer, etc.)</li><li>- Email</li><li>- Website</li><li>- Video</li><li>- Phone</li><li>- Other</li></ul>
How often will this occur? Specify dates if applicable	
What is the goal of you providing this information to families/community?	
Who is responsible for managing this event?	

VARIED APPROACH	
Is the type of communication strategy varied?	<ul style="list-style-type: none"><li>- Language modification</li><li>- Limited reading</li><li>- Larger print</li><li>- Other</li></ul>
Have you considered: (if applicable to type of event)	<ul style="list-style-type: none"><li>- Single parent homes</li><li>- Stay at home parent</li><li>- Homes without internet/computer</li><li>- No transportation</li><li>- Families unable to attend</li><li>- Varied times offered</li><li>- Varied formats offered (paper, electronic, etc.)</li></ul>
What other resources will you need for this event?	



# WORKING TOGETHER: School, Family & Community Partnerships

## A Toolkit for New Mexico School Communities



Improving Communication



Promoting Positive Parenting



Enhancing Student Learning



Increasing Volunteerism



Supporting Decision Making & Advocacy



Collaborating with the Community



### Parent/Family Communication Reflection

Use this checklist to rate the school in school-home-community communication and think about specific questions and actions you can take to improve communication.

	Disagree	Somewhat Agree	Strongly Agree	Specific questions to ask at school	Actions to take to improve communication
I receive communication from the school in a variety of ways such as newsletters, e-mail, home visits, phone calls, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I have received or requested clear information about school policies and procedures, discipline procedures, assessment tools and school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I receive information from the school in a format and language that I understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I feel parent-teacher communication is planned to fit into my schedule and meets my language needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I share information about my child's strengths, learning preferences, concerns, attitudes and what motivates my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I have received or requested information about the curriculum plans, the New Mexico Content Standards, student expectations and how I can help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Do families feel that they receive timely, important information from the school?

# Remember to Document Your Communication Efforts



- Date
- Time
- Person Contacted
- Content Discussed
- Keep copies of emails
- Next Steps/Follow Up

# STEM Family Engagement

## Balloon Car



# Sharing Family Resources

# What are Family Resources?

**Family Resources** are school and community-based programs/organizations or information that support student and families' needs in a variety of ways such as family resource centers, individual support and group support.

# Homework: Why Including Families is Important

The concept of including families in homework can speed up a child's learning

Homework can involve parent or family members in the school process and enhance their appreciation of education and the educator(s)

It also gives them an opportunity to express positive attitudes about the value of success in school

# Defining the Role of Homework

**Extension** homework requires students to apply skills they already have to new situations.

**Integration** homework requires the student to apply many different skills to a single task, such as book reports, science projects or creative writing.



# Link to Learning

Most parents and family members will agree that when they ask their child about their school day or if they have homework, many times, they get one word answers and there is seldom any homework or it was already done.

To help families stimulate richer conversations about homework or school work with their child, teachers can draft questions and give to the families.

This is an example of some extension questions that families can ask.

# Send Home Lesson Extension Questions



## Questions to ask your child



*Typical questions asked: "How was school today?", "What did you do?", "Do you have any homework?"*

Deepen the conversation by asking:

- Questions that are pure curiosity: "Tell me more. What did you do? Who did you play with? "
- Questions that introduce a new perspective: "If I had been a new student in the class, what would I have seen?"
- Difference questions about your child's experiences: "How was today's math class different from yesterday's? What made today's better/worse?"
- Questions that prompt your child to talk about his or her success: "What did you do that you were proud of or that you want to remember?"
- Questions that address your child's thoughts & feelings: "How did you feel after the test? Do you think you could have done better? Do you think you are prepared for tomorrow's classes?"

# How do We Get Parents to Ask These Questions?

- Websites
- Social Media
- Text
- Newsletters
- Emails
- Paper
- Verbal

# Homework Help

- How do you remind families about homework?
- Be specific about assignment
- Give resources to access at home
- Identify deadlines/due dates

Teacher Tips  
Helping Families Help with Homework

Teachers can encourage families to monitor and talk about school assignments with their children. Families who are aware of their children's school program are able to give more support to their children's efforts in school and reinforce the teacher's goals. Students who know their families communicate with their teachers and support learning goals talk more about schoolwork and school decisions at home.

In fact, the *Reading Report Card for the Nation and States* concluded that students in grades 4, 8, and 12 who had at least weekly home discussions about their studies averaged higher reading scores than students who reported discussing their studies less frequently. Students who had such discussions almost every day were associated with the highest average score, the National Assessment of Educational Progress reported.

The research also shows that teacher leadership in involving parents with learning activities at home significantly improves student achievement. In a study of student achievement in 14 elementary classrooms, reading test scores of students improved from the fall to the spring after teachers used various techniques to involve parents in reading activities with their children at home. The study also found that reading gains came not only for children whose parents made a regular practice of helping them, but also for children whose parents were *encouraged by teachers* to help them.

"Parents are one available but untapped and undirected resource that teachers can mobilize to help more children master and maintain needed skills for schools...this requires teachers' leadership in organizing, evaluating, and continually building their parent involvement practices," the study included.

Here are some tips for getting families on board with homework expectations.

- At the beginning of the school year or semester, give parents a "homework calendar," listing all major assignments (books to read, papers to write, special projects to complete) and the due dates. Suggest that students write the due dates on the calendar and that adults periodically check progress. This is one way adults can help children avoid last minute panic in completing assignments.
- At the beginning of the year or semester, inform families about your homework expectations. In either a start-of-the-year parent-teacher meeting or in a note to families, briefly explain your philosophy of homework and generally what kinds of assignments will be made. How do homework assignments fit in with curriculum and school goals? What weight will homework assignments have on grades? How much time per night or week can students be expected to spend on homework?
- Help students develop assignment notebooks with space for the assignment, due date, teacher comments, and family comments. Send home a note about these notebooks and seek cooperation from home in using them. This can be an effective way to communicate daily or weekly with home.
- Be sure students understand the assignments before they leave class.
- Make homework assignments meaningful and give students feedback on the assignments. Students will soon lose interest in doing assignments that are simply busy work or that are never checked. If assignments are worth doing, they are worth feedback.
- Homework assignments should be based on materials that are readily available to students. Offer ideas for further resources at the school or public library and on the Internet.
- Assignments should not require teaching by the adult at home.
- If homework assignments are not being completed, call the child's home. If a phone call does not solve the problem, arrange a meeting with the student and family.



# WORKING TOGETHER

A FAMILY ENGAGEMENT RESOURCE FOR KANSAS EDUCATORS

In addition to sharing resources and information about homework, we should also share resources and information about the curriculum.

# What is Curriculum?

- The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program
- It is important that teachers share the types of curriculum being utilized in the classroom with families

(Engage NY, Eureka Math, etc.)

# Curriculum

- Changes in curriculum can be difficult for teachers, but sometimes even more so for families
- Be clear and refrain from using educational terms when it is not necessary
- Offer resources (websites, handouts) that assist with curriculum at home



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[Home](#) > [For Families](#) > [Parents' Guides to Student Success](#)

## For Families

## Parents' Guides to Student Success

- [Parents' Guides Overview](#)
- [Two-Page Guides](#)
- [Two-Page Guides \(Spanish\)](#)
- [Four-Page Guides](#)
- [Four-Page Guides \(Spanish\)](#)
- [FAQs](#)

[State Assessment Guides](#)
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[Special Education Toolkit](#)
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NationalPTA Retweeted


 Ethan R. Clark  
 @clarkehan

## Parents' Guides to Student Success



## Parents' Guides to Student Success

The Parents' Guides to Student Success were developed by teachers, parents and education experts in response to the [Common Core State Standards](#) that more than 45 states have adopted.

Created for grades K-8 and high school English, language arts/literacy and mathematics, the guides provide clear, consistent expectations for what students should be learning at each grade in order to be prepared for college and career.

## Overview Guide

- [Parents' Guide to Success Overview \(.pdf\)](#)

## Grade-Specific Guides

Guides for grades K-High School are available in both English and Spanish.

- [Four-page Parents' Guides \(Color\)](#) for K-High School
  - [En español](#)

Quick Links to four-page (color) specific grades:

- [English / Spanish](#)
- [Kindergarten / Kindergarten en español](#)



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Safety

Violence Prevention

School Safety Alert

STEM + Families: Mathnasium

Emotional Health

# Family Engagement 10 tips

<https://www.scholastic.com/teachers/blog-posts/meghan-everette/10-tips-family-engagement-school-year/>

# Family Engagement Calendar

APRIL 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Set a new goal for April
2 Listen and discuss different types of music.	3 Go outside and have some family fun in the beautiful Florida weather!	4 Watch your favorite educational TV show together and discuss the main events.	5 Praise your child for their efforts in school and at home.	6 Talk to your child about his/her academic goals in school.	7 Talk to your child about homework, school activities, & events.	8 Work on a family Arts and Craft project together
9 Encourage reading, writing, and discussions among family members at the dinner table.	10 <b>Register to be a volunteer at your child's school</b>	11 Participate in your child's favorite hobby	12 Ask teachers what your child is learning and how you can provide support at home.	13 Talk to your child about homework, school activities, & events.	14 Join the PTA, PTO, or a parent involvement committee.	15 Visit a local park or other attraction and talk about what you see.
16 Connect with others parents and plan educational activities, such as a trip to a museum.	17 Play Monopoly or other board or card games with the family.	18 Flip through old family photo albums. Tell stories about your family's history.	19 Allow your child to write the grocery list and plan meals.	20 <b>Work on a Family project together.</b>	21 Listen! It's the #1 thing a parent can do to support their child.	22 Browse through the newspaper and discuss current events.
23 <b>Spend time with family and friends today.</b>	24 <b>Share something positive from your day</b>	25 Visit your local library and read a book together.	26 Plan a family trip to your favorite place.	27 Call a relative or friend to check on them.	28 Check out your child's school website through your public library or at home.	29 Create a calendar to count down to Summer Break
30 <b>Create a new goal for May</b>						ReD

<https://www.pc.sb.org/cms/lib/FL01903687/Centricity/Domain/8264/FamilyEngagementMonthAprilcalendar.pdf>

# Project Appleseed

<https://www.projectappleseed.org/activities>



[www.ksde.org/tasn/kpirc](http://www.ksde.org/tasn/kpirc)

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