

RDQ 8

Equity: Partnering with Underserved Families

Discussion Leaders:

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Equity: Partnering with Underserved Families

Our proposed purpose is to explore ideas and strategies regarding increasing the quality of school-family relationships, especially for marginalized families

Guiding questions:

1. What are the top three goals that your teachers have for families?
2. What do you think are the top three goals that your families have for your teachers?
3. What are the steps you are taking to help meet those goals?
4. What are you doing to make the decision-making process around key policies (e.g., discipline) more inclusive/reflective of family voice?
5. What are some of the challenges in incorporating family voice, and how are you addressing these challenges?



1. What are the top three goals that your teachers have for families?

- Involved in education
 - (attend events, complete paperwork)
- Support teacher decisions without questioning
- Communicate
 - (ask questions before frustration point)
- Help children attend school
- Arrive with basic needs met
- Feel welcome at school
- Talk about school/education positively
- Keep children safe



2. What do you think are the top three goals that your families have for your teachers?

- Safety (physical, emotional)
- Learning
- Treated kindly, respectfully, fairly
- **Communication**
 - **In their preferred format**
 - **let them know before frustration point**
 - **Also positives**
- Accept my child/see my child
- Acknowledge and support differences
- Collaboration/Partnership
- Seen as an “expert” in the child’s life



3. What are the steps you are taking to help meet those goals?

- Communication
 - 5 minutes at the start of each grade-level team meeting for positive family contacts
 - Postcards home for school acknowledgment lottery winners
 - Translation services
 - Home visits (teachers)
 - Finding preferred mode of communication
 - Student of the month
 - Family surveys (end of first trimester)
 - Invite families to PBIS “share fairs”
 - Monthly drop-in meetings (w/ food, child care)



4. What are you doing to make the decision-making process around key policies (e.g., discipline) more inclusive/reflective of family voice?

- Family member on PBIS/Universal team
- Information on policies
- Remove barriers to attending meetings
- Liaise with parent conference
- Invite families for input into plans
- Meetings off school grounds (neutral)
 - Restaurants
- Switch to emails/texts
- Free food for survey completion



5. What are some of the challenges in incorporating family voice, and how are you addressing these challenges?

- Transportation
- Staff biases regarding families
- Lack of stakeholder representation
- Fear of harsh home discipline practices
- Cultural differences/mismatch
 - Use a cultural broker (e.g., district, community)
- Different expectations

