

## Illinois PBIS Network Universal Level Training

*School, Family & Community  
Partnerships*

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### Training Behavioral Expectations

EXPECTATION	TRAINING SITE
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>◆ Make yourself <b>comfortable</b> &amp; take care of your needs</li> <li>◆ Address question/activity in group time <b>before</b> discussing "other" topics</li> <li>◆ <b>Ask questions</b></li> </ul>
BE RESPECTFUL	<ul style="list-style-type: none"> <li>◆ Turn <b>cell phones</b>, beepers, and pagers "off" or to "vibrate"</li> <li>◆ <b>Contribute</b> where possible</li> </ul>
BE PREPARED	<ul style="list-style-type: none"> <li>◆ <b>Follow up</b> on tasks for next training day</li> <li>◆ Take (and Pass) notes (<b>use Action Plan throughout day</b>)</li> </ul>

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### PBIS Supports the Illinois Professional Teaching Standards

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|-----------------------------------|--|
| 1. Content Knowledge              | 7. Communication                       |
| 2. Human Development and Learning | 8. Assessment                          |
| 3. Diversity                      | 9. Collaborative Relationships         |
| 4. Planning for Instruction       | 10. Reflection and Professional Growth |
| 5. Learning Environment           | 11. Professional Conduct               |
| 6. Instructional Delivery         |  |

<http://www.isbe.net/profprep/PDFs/ipts.pdf>

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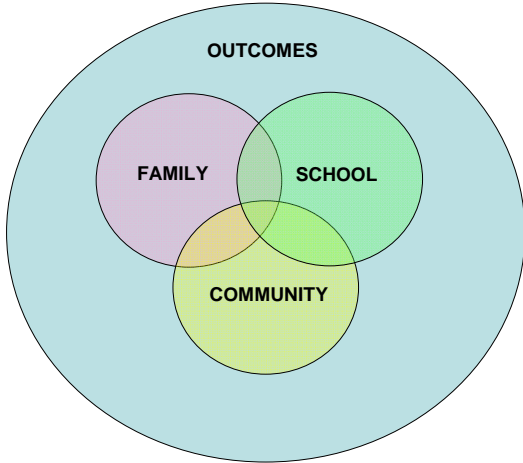
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## Overlapping Spheres of Influence



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### Family Involvement: A Key Component of Student & School Success

- The term “parent involvement” is used to describe participation by a child’s primary caretaker(s) – whether that is a single mom, two parents, grandparents, foster parents, or an older sibling. More broadly, many parent involvement programs also address the needs of the entire family and include younger siblings and others’ roles in creating school success.

(“Community Schools in Illinois” series published in collaboration with the Illinois Family Partnership Network)

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### Reflection:

What do **you** see as the benefits of School, Family & Community Partnerships (or Family Involvement)

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Reflection:

What do you see as the costs of schools not partnering with Family & Community

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Why Focus on Family Involvement?

- ★ Required in IDEA
- ★ Builds positive relationships
- ★ Encourages new behaviors
- ★ Reinforces skills (maintenance)
- ★ Increases self-satisfaction and optimism among youth, parents, and teachers

*PACER Center*

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Schools that are committed to student success are creative in accommodating students and families

- Replacing punitive processes with ones that seek to understand and improve a child's situation
  
- Creating schedules, policies, and programs that take into account students' home-life challenges

Henderson and Berla, p.168-p.171, Failure is Not an Option, Blankstein, Corwin and Hope, 2004

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No Child Left Behind

- Require schools to develop ways to get parents more involved in their child's education and in improving schools.
- Requires that states and local school districts provide information to help parents make informed educational choices for their child.
- <http://www.ed.gov/nclb/>

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No Child Left Behind

- (31) PARENT- The term parent' includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).
- (32) PARENTAL INVOLVEMENT- The term parental involvement' means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring —

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No Child Left Behind

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) 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;

[www.ed.gov/policy/elsec/leg/esea02/pg107.html](http://www.ed.gov/policy/elsec/leg/esea02/pg107.html)

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IDEA 2004

“The Individuals with Disabilities Education Improvement Act of 2004 will help children learn better by promoting accountability for results, **enhancing parent involvement**, using proven practices and materials, providing more flexibility, and reducing paperwork burdens for teachers, states and local school districts.”

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What are the Guidelines According to the Research?

Standards identified by the National PTA build on six types of parent involvement identified by Dr. Joyce L. Epstein of the Center on School, Family, and Community Partnerships at Johns Hopkins University:

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What are the Guidelines According to the Research?

1. Parenting
2. Communicating
3. Volunteering
4. Student Learning
5. Shared Decision-Making
6. Collaborating with Community

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Benefits of Family Involvement

- Higher test scores
- Better grades
- Better attendance
- Higher levels of homework completion
- More positive student motivation
- Improved attitudes about school work

Darsch, Miao, & Shippen. (2004) A Model for Involving Parents of Children with Learning and Behavior Problems in the Schools; Preventing School Failure 48 (3) 24-35

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Family Involvement has a positive effect on student behavior

- When families are involved, students exhibit more **positive attitudes** and behavior.
- When students report feeling support from both home and school, they have more **self-confidence**, feel school is more important, and they tend to do better in school.
- Student **at-risk behaviors** such as alcohol use, violence, and other anti-social behaviors decrease as parent involvement increases.

• National PTA, 10/28/2005

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Demonstrated Benefits to Teachers/Schools:

- Greater job satisfaction
- Higher ratings of teaching skills from both parents and principals
- Higher ratings of school effectiveness
- Improved classroom behavior through increased knowledge of children's family, cultural, and community contexts

Adapted from Christenson, 1996

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Research Findings

- Low-income African American children whose families maintained high rates of **parent participation** in elementary school are more likely to **complete high school**.
- Low-income African American children with mothers involved in their education showed more **self-control** in **unruly and disorganized classrooms** than children whose parents did not provide support.
- Latino youth who are academically high achieving have parents who provide encouragement and emphasize the value of education as a way out of poverty.

Harvard Family Research Project, 2006

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Research Findings

In fact the most accurate predictor of a student's achievement in school is not **income or social status**, but the extent to which the student's family is able to:

- ✓ Create a home environment that encourages learning
- ✓ Become involved in their children's education at school and in the community

Henderson and Berla, 1997

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“At all **grade levels**, the evidence suggests that *school policies, teacher practices and family practices are more important than race, parent education, family size, marital status and even grade level* in determining whether parents continue to be part of their children's education.”

*Joyce Epstein*

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“No matter what the **demographics**, students are more likely to earn higher grades and test scores, attend school regularly, have better social skills, graduate and go on to post-secondary education when schools and families **partner**”

Karen Mapp, Family Involvement Equals Student Success No Matter Background, August 10, 2006

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*Best-Practices to Meaningfully Involve Families*

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**Prepare staff to work with families**

- Help those who work with families take different perspectives on situations by discussing hypothetical cases from different family members' points of view.
- Ask staff to evaluate their own assumptions and beliefs about the families with whom they work.
- Develop staff communication skills.
- Provide staff time to process with others difficult conversations or situations.

Harvard Family Research Project, October 2006

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**Help families create homes that get children ready to learn**

- Enable families to share information with the school about culture, background, children's talents and needs.
- Find out where to refer parents/guardians for family support programs that help with health, nutrition or other services.
- Participate in neighborhood meetings to help families understand schools and to help schools understand families.

*Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools*

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**Tell what's going on at school, and encourage families to share home events**

- Respect parents'/guardians' perspective on their child's abilities and progress. They know their own child in a different setting than you do.
- Expect to disagree once in a while and embrace the opportunity to see things from a new point of view.

*Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools*

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**Recruit and organize family help and support**

- Arrange to use parent/guardian and community volunteers in your classroom. Recruit widely so that all families know their contributions are welcome. Provide training, and match time and talent with the work to be done
- Communicate with parents/guardians at the beginning of each year to identify talents, times and locations of volunteers.

*Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools*

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**Focus on recruitment and commitment**

- Recruit families through face-to-face visits.
- Ask current and former participants to help with recruitment.
- Hold meetings for parents during nontraditional hours, including weekends and evenings.
- Provide transportation, infant care, and meals at meetings.

Harvard Family Research Project, October 2006

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**Let families know the best ways to help students learn**

- If students have several teachers, coordinate homework assignments.
- Provide calendars with activities for parents/guardians and students at home.
- Ask families to participate in setting student goals each year, and help them look ahead to college or work.

*Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools*

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**Seek out and use community resources that can strengthen school programs**

- Help match community contributions to school goals; align child and family services with learning standards.
- As a class or school, have students, families and staff provide service to the community. Among the possibilities are recycling, art, music or drama performances for seniors.
- Bring alumni back to participate in school programs for students.

*Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools*

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**Develop family leaders and include them in school decisions**

- Be sure school councils and other school governance committees include family representatives.
- Nominate family members from your school for regional and district councils and committees.
- Encourage parents/guardians from all segments of the school population to become leaders and to get leadership training.

Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools

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**IL Examples of How to Involve Families**

- At the time of registration and /or open house provide families with information on PBIS and encourage families to consider signing up to be involved with PBIS activities/teams.
- Families participate in the design and implementation of school-wide celebrations
- Families are awarded acknowledgements ('gotchas') for their involvement at school

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**IL Examples of How to Involve Families**

- Special activities which increase family awareness of school supports offered to the students.
- Families volunteer to participate, support, and develop the PBIS Universal Store
- Families are invited to be active on PBIS teams
- Family members can volunteer at lunch or bus to supervise and acknowledge expected behavior

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IL Examples of How to Involve Families

- Improve school climate and increase family friendly atmosphere through new routines and activities (meet at buses, offer coffee)
- Families receive acknowledgement when their children act in appropriate and exceptional ways
- Family organization supports PBIS activities by designating a special line item in their annual budget.

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IL Examples of How to Involve Families

Host a 'Back to School Family Night' to share information:

- a. School-wide expectations.
- b. School 'acknowledgements' described.
- c. School matrix sent home for posting on the refrigerator.
- d. Tips for helping students with 'before and after' school routines

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IL Tips/Materials for Families

- Provide families with a PBIS **calendar** of when cool tools will be instructed at school and provide families with the cool tools for teaching at home.
- 'Gotchas' of a different color for home- students can bring them back to school or families can create their **own system for home**.
- Families are **informed** about PBIS with specially designed handbooks, mini-binders, newsletters and school websites.

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IL Tips/Materials for Families

- PBIS family **newsletter** with cool tools for home.
- Provide tools to parents to help them to understand **function of behavior** and behavior modification.
- Families of **new students** can be presented a DVD upon enrollment in school. The result will be a visual, in addition to the written, Student Success Guide.

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Assess:

What does your data say about how well you involve families?

Is the data **useful/accurate**?

Do you **review** this data in Universal team meetings?

What are some **other indicators**?

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ISBE Family Involvement Data Source

- **Percent** of students whose **parents** had **personal contact** with students' teachers.

–Teachers include: all certified staff, such as student counselors and administrators.

- **Exclude** form letters or notices; parental letters/calls relating to student absences; regular notification of grades; student progress report cards; school report cards; attendance at school athletic, music, drama events, and other co-curricular activities.

- Reported on ISBE "School Report Card Data Collection Form"

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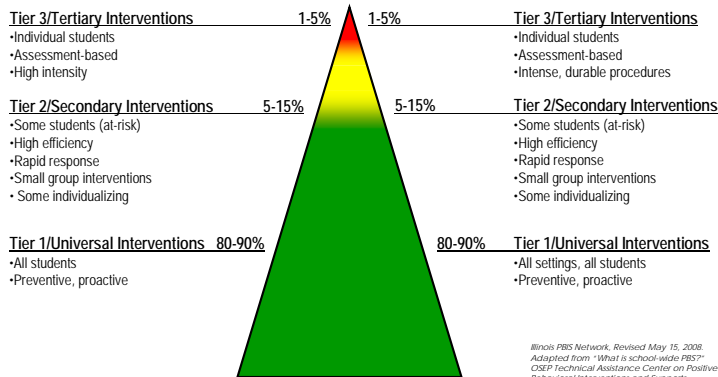
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### School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

#### Academic Systems

#### Behavioral Systems




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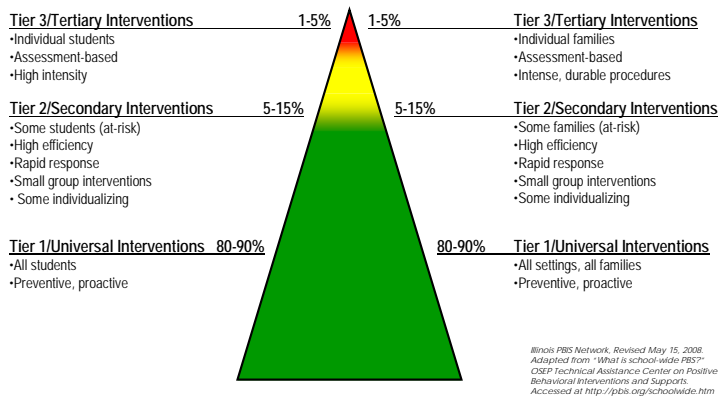
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### School-Wide Systems for Student Success: Family Engagement

#### Academic Systems

#### Behavioral Systems




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### School, Family & Community Partnership efforts should help families...

- Get a clear idea of what their children are learning and doing in the school
- Promote high standards for student work
- Gain skills to help their children at home
- Understand what good teaching looks like
- Discuss how to improve student progress

Henderson, Mapp, et al. *Beyond the Bake Sale: the Essential Guide to Family-School Partnerships.* The New Press, 2007.

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Families want...

- To feel welcome at school.
- To receive more information on how to help their children succeed.
- Positive feedback and personalized contact about their children whenever possible.
- To be partners in the process of educating children, with timely notification of problems.

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The Importance of Family Involvement

The evidence is now beyond dispute.  
When schools and families work  
together to support learning,  
children tend to succeed  
not just in school,  
but also throughout life.

Henderson and Berla, 1997

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Reflect, Assess & Plan

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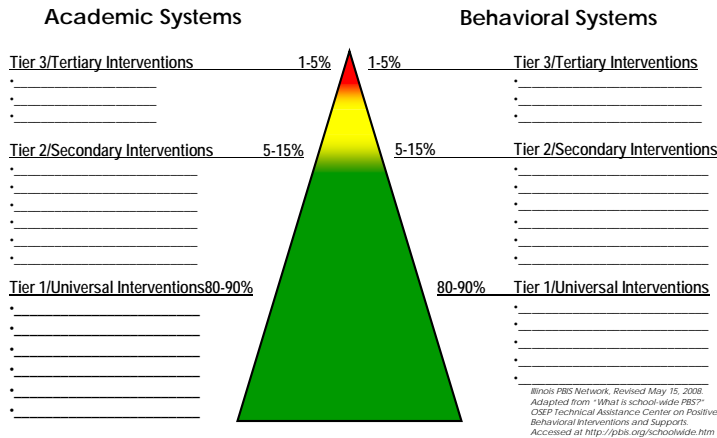
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School-Wide Systems for Student Success:  
A Response to Intervention (RtI) Model  
What is currently in place?




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**Books for Educators and Families**

School-Family Partnerships for Children's Success. Patrikakou, Weissberg, Redding, and Walberg. Columbia, 2005

Schools and Families: Creating Essential Connections for Learning. Christenson and Sheridan. Guilford, 2001

Parenting with Positive Behavior Support. Hieneman and Childs. Brookes, 2006

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**Books for Educators and Families**

Beyond the Bake Sale: the Essential Guide to Family/School Partnerships. Henderson, Johnson, Mapp and Davies. New Press, 2007

Individualized Supports for Students with Problem Behaviors: Designing Positive Behavior Plans. Bambara and Kern. Guilford Press, 2005

School, Family, and Community Partnerships: Your Handbook in Action, 2<sup>nd</sup> edition. Epstein, Sanders, Simon. Corwin, 2002

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## Tips for Schools on How to Involve Families

The following examples are based on a best-practice model created by Dr. Joyce Epstein and adapted by Seattle Public Schools:

**Best Practice #1: Parenting Skills:** *Help families create homes that get children ready to learn.*

- a) Be sure information gets to all families who want or need it, not just the few who can come to meetings at school.
  
- b) Enable families to share information with the school about culture, background, children's talents and needs.
  
- c) Encourage your school to provide workshops, videotapes or computerized phone messages on parenting and child rearing, and to publicize community programs on nutrition, family literacy and adult education.
  
- d) Find out where to refer parents for family support programs that help with health, nutrition or other services.
  
- e) Participate in neighborhood meetings to help families understand schools and to help schools understand families.

**Best Practice #2: Home-School Communication:** *Tell what's going on at school, and encourage parents to share home events.*

- a) Follow up the annual parent-teacher conference with regular communications with parents. Know how to get information translated into the languages of your students' families.
  
- b) Consider parents who do not read well and arrange for phone calls in their native language.
  
- c) Every week or every month, send home folders of student work for parents' review and comment.
  
- d) Have a regular schedule to send home useful notices, memos or newsletters.
  
- e) Respect parents' perspective on their child's abilities and progress. They know their own child in a different setting than you do.
  
- f) Expect to disagree once in a while and embrace the opportunity to see things from a new point of view.

**Best Practice #3: Volunteering:** *Recruit and organize parent help and support.*

- a) Arrange to use parent and community volunteers in your classroom. Recruit widely so that all families know their contributions are welcome. Provide training, and match time and talent with the work to be done
  
- b) Implement a system of class parents, telephone tree, e-mail list or other way to let volunteers know what's needed
  
- c) Plan lessons to include help from families at school or from home.
  
- d) Communicate with parents at the beginning of each year to identify talents, times and locations of volunteers.
  
- e) Recognize family members for the support they provide.

**Best Practice #4: Learning at Home:** *Let families know the best ways to help students learn.*

- a) Be sure each family has information about the essential learning standards for their child's grade level
  
- b) Be clear with parents about homework policies, and give them tips on how to monitor and discuss schoolwork at home
  
- c) Assign homework that requires students to discuss and interact with families about what they are learning in class

- d) If students have several teachers, coordinate homework assignments.
- e) Provide calendars with activities for parents and students at home.
- f) Send home summer learning packages.
- g) Ask families to participate in setting student goals each year, and help them look ahead to college or work.

***Best Practice #5: Decision Making at School: Develop parent leaders and include them in school decisions***

- a) Foster an active PTA or other parent group.
- b) Involve students too, when appropriate.
- c) Be sure school councils and other school governance committees include family representatives.
- d) Nominate family members from your school for regional and district councils and committees.
- e) Encourage parents from all segments of the school population to become leaders and to get leadership training.
- f) Help establish networks to link all families with parent representatives.

**Best Practice #6: Collaborating with the Community:** *Seek out and use community resources that can strengthen school programs.*

- a) Encourage your school to provide families with information on community activities that relate to learning skills, including summer programs, mentoring, tutoring and business partnerships.
  
- b) Make sure students and families have access to information about community health, cultural, recreational and social support services.
  
- c) Work with family representatives to find and apply for grants to further student learning.
  
- d) Help organize a career fair in which community members expose students to future job possibilities.
  
- e) Help match community contributions to school goals; align child and family services with learning standards.
  
- f) Thank local merchants and other business owners who support activities at school.
  
- g) As a class or school, have students, families and staff provide service to the community. Among the possibilities are recycling, art, music or drama performances for seniors.
  
- h) Bring alumni back to participate in school programs for students.



The following examples are tips are from the Harvard Family Research Project, October 2006:

**A) *Tips for Preparing Staff to Work Families***

- 1) Help those who work with families take different perspectives on situations by discussing hypothetical cases from different family members' points of view.
  
- 2) Ask staff to evaluate their own assumptions and beliefs about the families with whom they work.
  
- 3) Develop staff communication skills.
  
- 4) Aid staff in understanding research on families and the theoretical rationale for the program.
  
- 5) Provide staff time to process with others difficult conversations or situations.

**B) Tips for Recruitment and Retention**

- 1) Recruit families through face-to-face visits.
- 2) Ask current and former program participants to help with recruitment.
- 3) Hold meetings for parents during nontraditional hours, including weekends and evenings.
- 4) Visit parents in community locations.
- 5) Provide transportation, infant care, and meals at meetings.
- 6) Ensure that staff are culturally sensitive.
- 7) Understand the beliefs, values, and attitudes of the community.
- 8) Help staff to think of recruitment and retention as a routine and ongoing process.



## **Examples of Family Engagement in Illinois PBIS Schools**

### **Families invited to, and participated in, PBIS trainings**

Example: New Team Trainings and PBIS Overviews

### **Families invited to, and participated in, the implementation of PBIS**

Example: Worked along side the PBIS Team (from design to day-of event) for Kick-offs, Boosters, and Quarterly Celebrations

### **Families participated in the development of the PBIS Universal Store**

Example: Identified sources of community donations, obtained donations, and staffed the store

### **Families acknowledged for their involvement at school**

Example: Pens, pencils, PBIS t-shirts, various raffles, special 'gotchas'

### **Family Friendly atmosphere improved/maximized via new routines and activities**

Example: Families invited to a Parent Coffee every Friday (began by taking coffee and donuts outside to cars, now families come inside)

Family nights such as Fall Fairs, Ice Cream Socials,

Special Community events highlighting Music, Science, Math, and Language Arts

### **Families informed about PBIS with specially designed events, handbooks, mini-binders, newsletters, and DVD's**

Example: At Freshmen Orientation, and Open House, an overview of PBIS is presented. Focusing on School-Wide Expectations, the participants learn 'what PBIS looks like in school'

A DVD was created for, and given to, incoming students/families. It features School-Wide Expectations and daily routines

### **Families receive acknowledgement when their children behave in appropriate and exceptional ways**

Example: When exceptional positive behavior is observed, a special 'peripheral' form is completed. This triggers immediate recognition by the principal, and is followed by a positive phone call to the family

During the year, *all families* receive postcards detailing positive behavior observed in their student

### **Family organizations (PTA/PTO/Booster Club) support PBIS**

Example: Designate a dollar amount in annual budget

Commit profits from events/activities (Fun Fairs, Pizza Day)



# PBS Home Matrix

	<b>Getting up in the morning</b>	<b>Getting to school</b>	<b>Clean-up time</b>	<b>Time to relax</b>	<b>Homework time</b>	<b>Mealtime</b>	<b>Getting ready for bed</b>
<b>H</b> HELP OUT	Make Your bed  Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself  Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
<b>O</b> OWN YOUR BEHAVIOR	Get up on time  Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow  Ask to change stations	Complete your homework on time  Do your best!	Use kind words and "I statements"  Recognize mistakes and apologize	Get to bed on time!
<b>M</b> MANNERS COUNT	Try a morning SMILE!  Thank your parents for helping.	"Thanks for the ride"  "Have a nice day"	Ask politely for help	Respect others things  Offer to share	Ask for help respectfully  "Thanks for the help"	Please and thank you  Use your napkin	End the day with nice words and thoughts
<b>E</b>	<b>V</b>	<b>E</b>	<b>R</b>	<b>Y</b>	<b>D</b>	<b>A</b>	<b>Y</b>

Colorado State PBIS Initiative



## PBS Home Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
<b>H</b> HELP OUT							
<b>O</b> OWN YOUR BEHAVIOR							
<b>M</b> MAKE GOOD CHOICES							
<b>E</b>	<b>V</b>	<b>E</b>	<b>R</b>	<b>Y</b>	<b>D</b>	<b>A</b>	<b>Y</b>

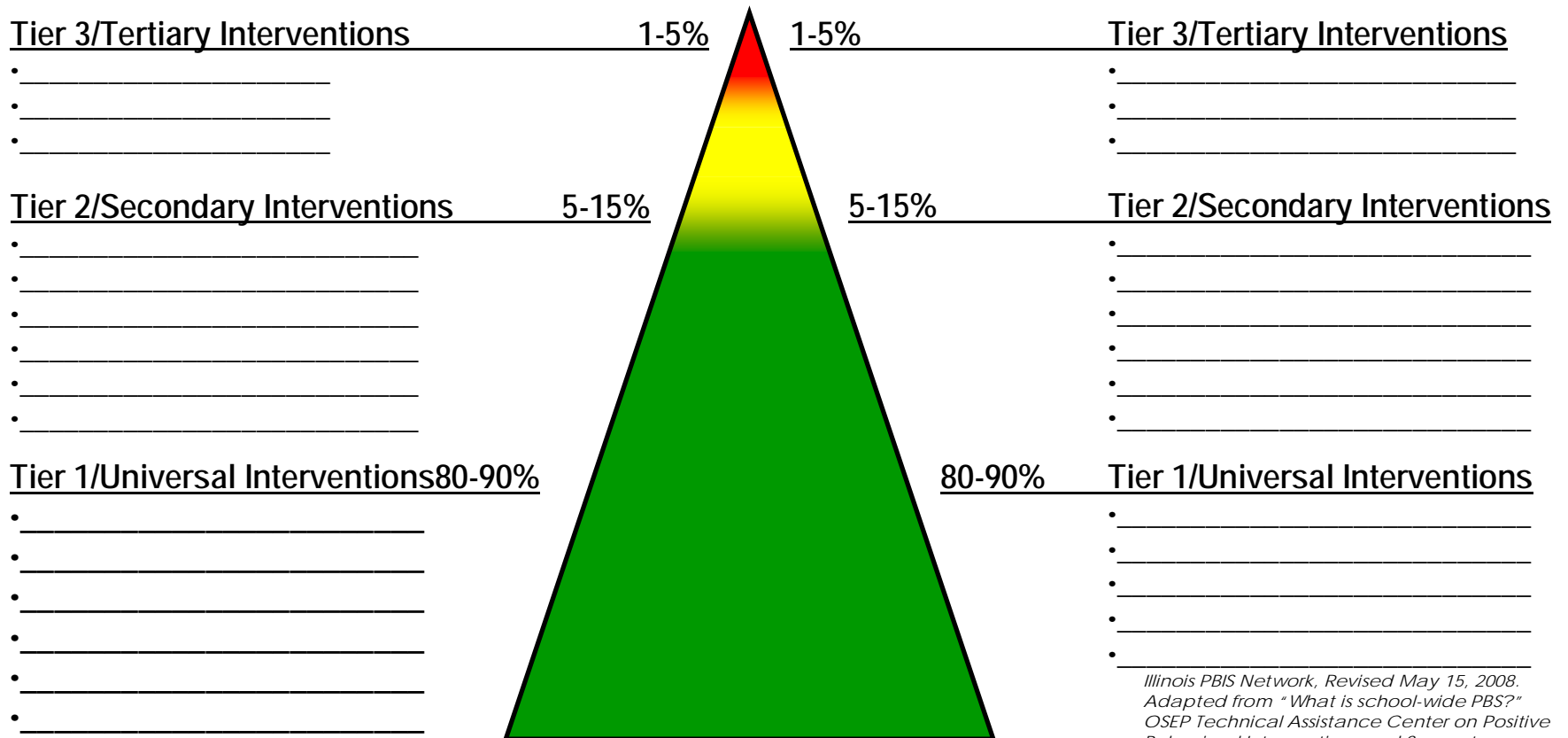
*Colorado State PBIS Initiative*



# School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

## Academic Systems

## Behavioral Systems



*Illinois PBIS Network, Revised May 15, 2008.  
Adapted from "What is school-wide PBS?"  
OSEP Technical Assistance Center on Positive  
Behavioral Interventions and Supports.  
Accessed at <http://pbis.org/schoolwide.htm>*







NCSE | National Center for School Engagement

## What Research Says About Family-School-Community Partnerships

*Prepared for the Colorado Department of Education*

The Epstein model of *Six Types of Involvement* provides a framework to review research that ties family and community involvement in schools to positive student outcomes. Developed by Joyce Epstein, PhD, of Johns Hopkins University, this research-based model emphasizes the importance of recognizing three overlapping spheres of influence on student development. Family, school and community can collaborate in six key ways to foster a caring community that children need to maximize their potential in school and in later life.<sup>1</sup> The Epstein model is the basis for the *National Standards for Parent/Family Involvement* developed by the National PTA and the National Coalition for Parent Involvement. The Colorado Department of Education Prevention Initiatives utilized this model to help schools take a comprehensive approach to promote meaningful parent and community involvement in schools.

Each section below looks at a type of involvement, offers a review of relevant research, and concludes with examples of activities and approaches implemented in Colorado schools.\*

### 1. Parenting: Promote and Foster Parenting Skills to Develop Home Environments That Support Children As Students

- Children spend 70% of their waking hours (including weekends and holidays) outside of school.<sup>2</sup> Thus, the “power of out-of-school time” is significant. Research shows that the quality of home environments strongly correlates with students’ academic achievement and school performance.<sup>3</sup>
- A comprehensive learning home environment includes high parental aspirations and expectations, a rich language environment, academic support and guidance, and stimulation (opportunities to explore new ideas).<sup>4</sup>
- Studies demonstrate that effective programs can teach parents how to create a home environment that provides support and encouragement appropriate for their children’s developmental level.<sup>5, 6, 7</sup>

**Examples from Colorado Schools:** Many schools host parenting classes such as “Love and Logic,” “Nurturing Parent,” and “Los Padres/Los Madres.” A few schools offer a lending library that provides educational materials to parents and family members.

### 2. Communicating: Establish Regular and Meaningful Two-Way Communication Between Home and School

- Studies show that creating home-school partnerships based on two-way communication enhances the parental involvement critical to children’s academic success.<sup>8</sup>
- Communication stressing student achievement rather than problems-centered discussions creates a more positive and open dialogue between parents and school staff.<sup>9</sup>
- Families feel empowered as connected members of the school community when schools create welcoming outreach activities and programs.<sup>10</sup>

**Example from Colorado Schools:** The most common methods of communication include: school newsletters/papers, calendars, fliers, school handbooks, school/parent compacts, and websites. Often newsletters contain information for families and are translated into other languages. Over 120 Colorado school districts have websites and several include a family and community page. In addition, schools host Back-to-School events and school socials, have automated phone calling systems, and mass email announcements. School marquee signs are frequently used to announce events, activities and resources available at the school.

### **3. Volunteering: Welcome, Value and Recruit Parental Support and Assistance in School Activities**

- Research shows that parent volunteering can have a significant impact on students' achievement in mathematics, reading, and language.<sup>11</sup>
- School programs that train parents to develop skills to "become more meaningful members of the school community" are especially effective.<sup>12</sup> Parents enhance their own self esteem both as role models, teachers, and learners in the process.<sup>13</sup>

*Example of Colorado Schools:* Several school districts have formal volunteer programs. Many schools recruit volunteers for the following positions: parent/guardian representative on school decision-making teams, field trip helper, classroom assistant, tutor, coach, fundraiser, and playground monitor. Community groups also volunteer their time to present workshops and classes. Some schools provide gathering area/space for volunteers and parents.

### **4. Learning at Home: Families/Parents Play an Integral Role in Assisting Student Learning**

- Research indicates that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life.<sup>14</sup>
- Both parents and teachers need specific information, programs, and training to foster constructive family involvement in children's education.<sup>15</sup>
- Effective school outreach encourages three types of parental involvement with their children at home that consistently relate to academic achievement: (1) organizing and monitoring children's time, especially television viewing, (2) assisting with homework and (3) discussing school-related activities and future educational goals.<sup>16</sup>

*Examples from Colorado Schools:* Several schools offer concrete suggestions on how to help children with their studies by including homework tips in newsletters, hosting family events, and offering accessible tutoring and homework help.

Some communities host school supply giveaways and have lending libraries.

### **5. School Decision Making: Include Parents in School Decisions and Develop Parent Leaders and Representatives**

- Studies indicate that four roles played by parents can contribute to children's learning: (1) parents as teachers (2) supporters (3) advocates and (4) decision makers.<sup>17</sup>
- Effective programs encourage parents to become actively involved in the decision making and governance structure of the school. This involvement helps develop positive partnerships between parents and school staff. As a result, student achievement and attendance, as well as parents' self esteem, can improve.<sup>18</sup>

*Examples from Colorado Schools:* In compliance with legislative mandates, parents serve on school advisory councils, school accountability teams, and governance committees. All Title I schools are required to adopt a policy on parent involvement and to agree with parents upon a school/parent compact. It is recommended that the roles and responsibilities of parent/community leaders on committees be well-defined and reflected in job descriptions. Schools have facilitated parent/family/community participation by providing childcare during meetings and holding meetings at convenient times for parents.

### **6. Collaborating with the Community: Identify and Use Community Resources and Services to Strengthen Schools, Families, and Student Learning and Development**

- Although children's school-community link is the least supported and publicized component of the school-family-community partnership model,<sup>19</sup> research indicates that the quality of those connections influences children's school learning.<sup>20</sup>
- Effective partnerships are based on understanding the cultural, socioeconomic,

health, social, and recreational needs and interests of each school's families. Efforts to that end include family literacy programs, health services, English as a second language programs, and vocational training.<sup>21</sup>

**Examples from Colorado Schools:** Many schools collaborate with neighborhood, public and/or private groups to offer after school activities, educational classes and supportive services. In some districts school buildings are available for community meetings and activities. Also, businesses have sponsored special events and provided student scholarships.

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<sup>1</sup> Epstein, J.L., Croates, L., Salinas, K.C., Sanders, M.G., and Simon, B.S. (1997). *School, Family, and Community Partnerships: Your Handbook in Action*. Thousand Oaks, CA: Corwin Press.

<sup>2</sup> Clark, R.N. (1990). Why Disadvantaged Children Succeed. *Public Welfare* (Spring), p. 17-23.

<sup>3</sup> Christenson, S.L. and Sheridan, S.M. (2001). *School and Families: Creating Essential Connections for Learning*. New York: Guilford Press.

<sup>4</sup> Kellighan, T., Sloane, K., Alvarez, B., and Bloom, B.S. (1993). Home Processes and Learning. In *Home Environment and School Learning: Promoting Parental Involvement in the Education of Children*, p.50-61. San Francisco: Jossey Bass.

<sup>5</sup> National Education Association. National Council of Jewish Women (1996). *Parents as School Partners: Research Report*. New York: ERIC Clearinghouse on Urban Education/Columbia Teacher's College.

<sup>6</sup> Quigley, D.D. (2000) *Parents and Teachers Working Together to Support Third Grade Achievement: Parents as Learning Partners*. Paper presented at annual meeting of the American Educational Research Association, (New Orleans, LA., April 2000).

<sup>7</sup> Simmons, R.K., Stevenson, B.A., and Strnad, A.M. (1993). Stewart Community School: A Pioneer in Home-School Partnership in R.C. Burns (Ed). *Parents and Schools: From Visitors to Partners*, p. 63-76. Washington D.C.

<sup>8</sup> National Council of Jewish Women (1996).

<sup>9</sup> *Ibid.*

<sup>10</sup> Mapp, K.L. (Dec. 1997). *Making Family-School Connections Work*. The Education Digest, 63, p. 36-39.

<sup>11</sup> Haynes, N.M., Emmons, C.L., Gebreyesus, S and Ben-Avie, M (1996). The School Development

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Program Evaluation Process in *Rallying the Whole Village: The Comer Process for Reforming Education*, p. 123-144.

<sup>12</sup> *Ibid.*

<sup>13</sup> Simmons, Stevenson and Strnad (1993).

<sup>14</sup> Henderson, A.T. and Berla, N (Ed) (1994). *A New Generation of Evidence: The Family Is Critical to Student Achievement*. Washington D.C: Center for Law and Education. Christenson and Sheridan (2001).

<sup>15</sup> Kessler-Sklar, S.L. and Baker, A. J. L. (2000). School District Parent Involvement Policies and Programs. *Elementary School Journal*, 101(1), 101-118., National Council of Jewish Women (1996), Quigley (2000), Simmons, Stevenson and Strnad (1993).

<sup>16</sup> Finn, J.D. (1998). Parental Engagement That Makes a Difference. *Educational Leadership* 55(8), p. 20-24.

<sup>17</sup> Henderson, A.T., Berla, N. (Ed) (1994).

<sup>18</sup> Simmons, Stevenson and Strnad (1993). P. 63-76.

<sup>19</sup> Jordon, C., Orozco E., and Averett A. (2001). *Emerging Issues in School, Family, and Community Connections: Annual Synthesis 2001*. Austin, TX: Southwest Educational Development Laboratory.

<sup>20</sup> Christenson and Sheridan (2001)

<sup>21</sup> Espinosa, L.M. (1995). *Hispanic Parent Involvement in Early Childhood Programs*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Digest EDO-PS-95-3).

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\**Examples from Colorado Schools* are primarily based on a review of 12 Colorado school districts and over 20 elementary, middle and high schools in rural, suburban and urban areas.

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## **Books for Educators and Families**

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

Henderson, Johnson, Mapp and Davies. New Press, 2007

### **Individualized Supports for Students with Problem Behaviors: Designing Positive Behavior Plans.**

Bambara and Kern. Guilford Press, 2005

### **Parenting with Positive Behavior Support.**

Hieneman and Childs. Brookes, 2006

### **School, Family, and Community Partnerships: Your Handbook in Action, 2nd edition.**

Epstein, Sanders, Simon. Corwin, 2002

### **School-Family Partnerships for Children's Success.**

Patrikakou, Weissberg, Redding, and Walberg. Columbia, 2005

### **Schools and Families: Creating Essential Connections for Learning.**

Christenson and Sheridan. Guilford, 2001

## Websites for Educators and Families

[www.pbis.org](http://www.pbis.org)

[www.state.ky.us/agencies/behave/homepage.html](http://www.state.ky.us/agencies/behave/homepage.html)

[www.pbis.org/files.behaviorshape.doc](http://www.pbis.org/files.behaviorshape.doc)

### **Spanish**

[www.pbis.org/files/behshapespanish.doc](http://www.pbis.org/files/behshapespanish.doc)

[http://cecp.air.org/familybriefs/docs/FCT\\_at\\_Home1.pdf](http://cecp.air.org/familybriefs/docs/FCT_at_Home1.pdf)

[www.interventioncentral.org](http://www.interventioncentral.org)

<http://csefel.uiuc.edu/briefs/wwb7.html>

### **Spanish**

<http://csefel.uiuc.edu/briefs/wwb7-sp.html>