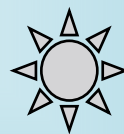


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# Family Engagement

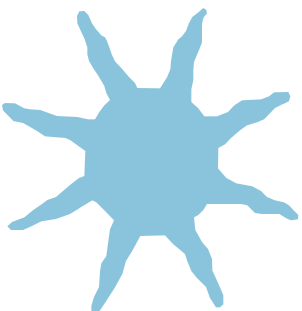


**Partnering for  
Student Success**



# *Family Engagement Begins With A Partnership*

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A **partnership** can be defined as a **collaboration** between parties who share a desired outcome that can be reached through a division of labor that all parties can agree to.



## *Why Bother?*

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Educators alone cannot help children develop intellectually, personally, socially, and morally.



The parent is the central contributor to a child's education. Schools should recognize the potential of the parent and parents should maximize that potential.





# *Fundamentals of Effective Partnerships*

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- ★ Partners have common goals
- ★ Every Partner's role is important and contributes to the process
- ★ Every Partner take the Partnership seriously
- ★ Each Partner brings perspective
- ★ Partner's attitudes can determine the Partnership's success





# *A Positive Parent & School Partnership*

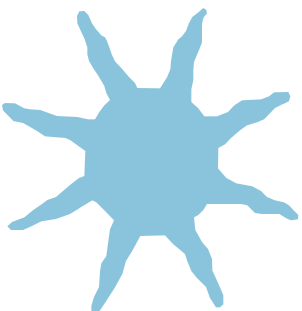
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- ★ Promotes better relationships between parents and schools
- ★ Works to identify resources and define support networks
- ★ Improves education services for children
- ★ Strengthens parent/family engagement



# *Things We Know About Parent Involvement*



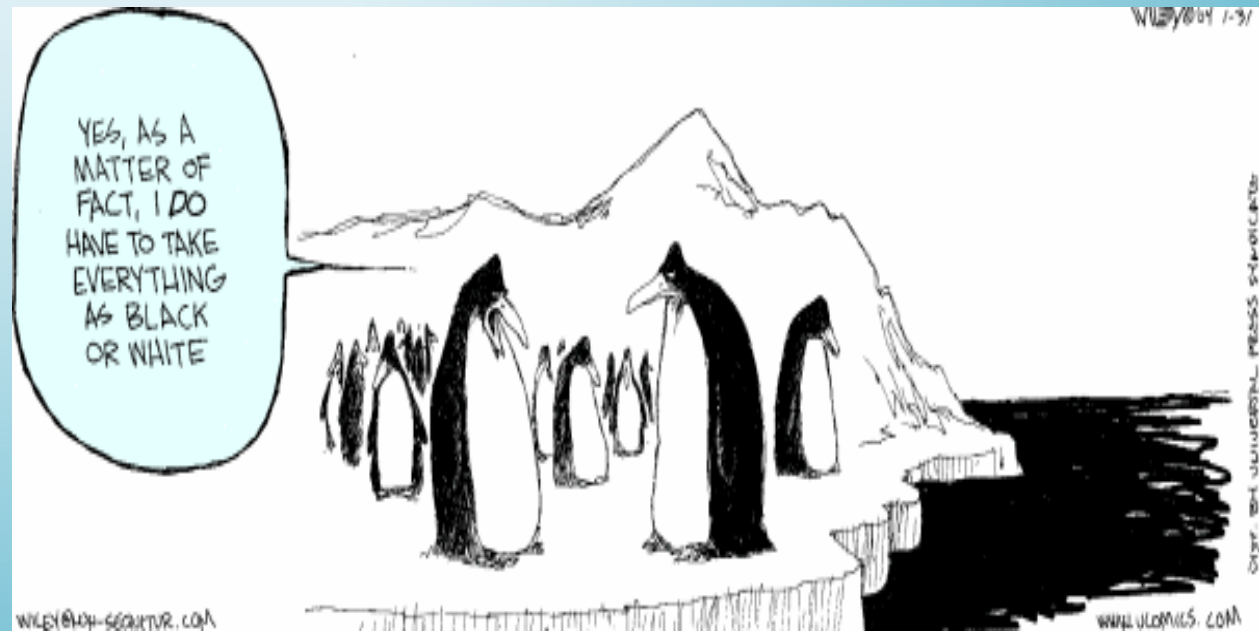
- ★ Effective parent/family involvement improves student outcomes throughout the school years.
- ★ Parent/family involvement at home has more impact on children than parent/family involvement in school activities.
- ★ Parents/families may need guidance and assistance to become more involved. Educators need to understand how to promote effective parent/family involvement.



# *A Good Place to Start...*



**Remembering that we all have a perspective...**





# *And Need to Overcome Negative Perceptions*



## **Of Parents**

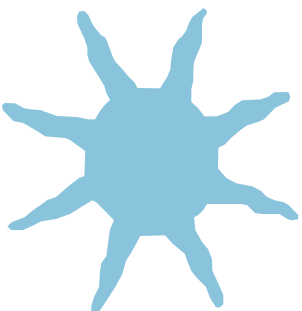
- ★ Teachers don't like me so will mistreat my child
- ★ Teachers don't return my calls right away so they must not care about my child
- ★ My child doesn't get the attention he/she deserves or that others do
- ★ Teachers never tell me anything good about my child
- ★ Teachers want to tell me how to raise my child

## **Of Educators**

- ★ Parents who don't attend school events don't care about their children's success.
- ★ Parents who are unable to read, are non English speaking, or unemployed can't help their children with school.
- ★ Parents from different ethnic and cultural backgrounds don't know how to help their children with school.
- ★ Parent involvement is not worth educators' effort.



# *And Respect the Challenges Others Face*



## **Of Parents**

- ★ Unprepared for a Child with a Disability
- ★ The Blame Game
- ★ Financial & Employment Impact
- ★ Respite & Relief
- ★ Fears for the Future

## **Of Educators**

- ★ Case Loads
- ★ Overworked, Underpaid, & Underappreciated
- ★ Insufficient Planning Time
- ★ Mountainous Paperwork
- ★ Disruptive Students
- ★ Testing Pressures



# *Acknowledge Barriers to Parent Involvement*

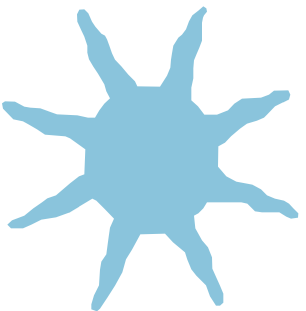
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- ★ Child care constraints
- ★ Past negative experiences with schools
- ★ Cultural differences
- ★ Meeting basic needs takes precedence
- ★ Size of school is intimidating
- ★ Feelings of inadequacy based on income or education
- ★ Feelings that schools will always have ultimate authority
- ★ Uncertainty in how to be involved
- ★ Uncertainty in how the system works



# *Let's Talk!*



## **Even if Somethings May Be Hard to Hear**





## *Because It's Worth It*

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### Open & Respectful Communication Will:

- ★ Develop a climate of trust
- ★ Demonstrate a commitment to partnership
- ★ Foster appropriate educational programs
- ★ Help avoid the pitfalls that erode collaboration
- ★ Promote Family Engagement







# *Schools Can Build Parent Engagement*

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- ★ Create a family-friendly school environment
- ★ Build a support infrastructure
- ★ Encourage family involvement
- ★ Develop family-friendly communication
- ★ Support family involvement at home
- ★ Support educational opportunities for families
- ★ Create family-school-community partnerships
- ★ Prepare educators to work with families



# *We're Engaged – What Does That Look Like?*

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We Successfully:

- ★ Assure Understanding
- ★ Practice Active Listening
- ★ Share Resources
- ★ Share Philosophy
- ★ Answer Questions
- ★ Offer Help





# *Who Wins ??*



## *Parents:*

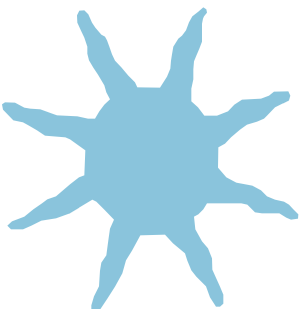
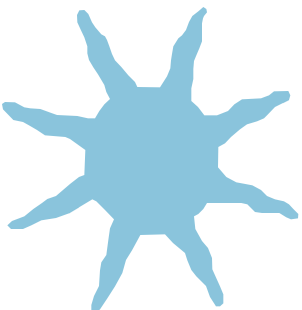
- ★ Greater knowledge of education programs and how schools work
- ★ Knowledge of how to be more supportive of children
- ★ Greater confidence about ways to help children learn
- ★ More positive views of teachers
- ★ Greater empowerment

## *Students:*

- ★ Higher achievement, better attendance.
- ★ Higher graduation rates
- ★ Higher enrollment rates in postsecondary educations
- ★ Better postsecondary employment & independent living options



# *Everyone!!*



## ***Teachers and Administrators:***

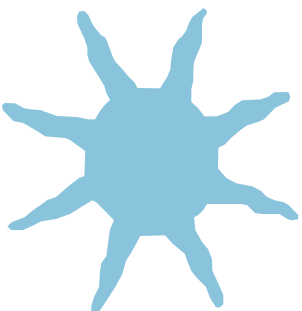
- ★ Greater teaching effectiveness
- ★ Higher expectations of students
- ★ Increased ability to understand family views and cultures
- ★ Greater appreciation of parent volunteers
- ★ Improved morale
- ★ Greater strength through collaboration
- ★ Greater sense of community

## ***Communities:***

- ★ Greater impact of services through comprehensive, integrated approaches
- ★ Increased access to services for families
- ★ Appreciation for an underserved or challenged population



# *Family Engagement & School Level Quality Indicators*



## 3 Focus Areas:

Family Engagement

Culturally Responsive Practices

Inclusive Practices



## 4 Indicator Domains:

Communication

Family Support

Decision Making

Partnerships





# *Family Engagement Self Assessments*

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As you consider each domain, think about whether the practice is...

“Not in Place”

“Partially in Place”

“In Place”



## *Domain 1: Communication*

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1. A variety of methods such as phone calls, newsletters, or e-mail are used to communicate with families.
2. Families are informed of academic programs.
3. Families are informed of their student's progress.
4. Families are offered a variety of ways to give feedback to the school.
5. The communication between the school and families supports students' learning and growth.



## *Domain 2: Family Support*

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6. Documented policies and practices recognize diversity among families.



7. Information and resources are made available to all families.



8. Learning opportunities are provided to better meet the social and cultural needs of families.





## *Domain 2: Family Support*

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9. Families have access to information to support learning at home such as teachers' websites, course descriptions, weekly schedules, or assignments.



10. Families are provided opportunities to participate in professional development.

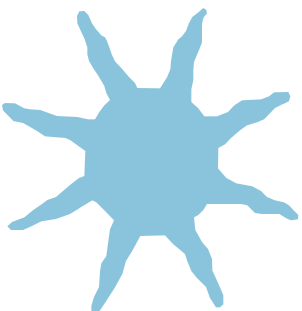


11. The support provided to families by the school supports students' learning and growth.



## *Domain 3: Decision Making*

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12. Engaging families as partners in the decision-making process is supported.



13. The diversity of families in the school is represented on the school leadership team and other committees.



14. Families are provided current information regarding decision-making practices as well as their rights.

15. The school's engagement with families in the decision-making process supports students' learning and growth.



## *Domain 4: Partnerships*

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16. An inviting and welcoming environment exists for all families.



17. Families' interests, talents, and availability to support the school are identified.



18. Opportunities such as career day or cultural celebrations are available for families to share their knowledge and experience with the school.

19. Family members who are unable to be physically present in the school building have opportunities to contribute in other ways.



## *Domain 4: Partnerships*

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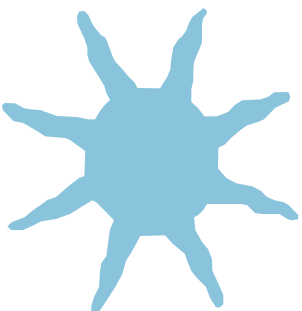


20. School personnel are provided resources to create partnerships with all families.

21. The partnerships that the school has with families support students' learning and growth.



# *Thanks for Being Engaged*



Don't forget to turn in evaluations.

Questions?

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