

Building School, Family, Community Partnerships - Part I

Kimberli Breen
Technical Assistance Director
IL-PBIS Network

Kenley Wade
Board President, Springfield Ball Charter School
PBIS Statewide Leadership Team

Session Description

This session will:

- describe strategies that school teams, family and community leaders can use to support effective partnerships
- provide examples of partnerships in Illinois schools and communities

What should PBIS look like?

- Families and communities are actively involved
- Time for instruction is more effective & efficient
- Function based behavior support is foundation for addressing problem behavior
- Full continuum of behavior support is available for all students

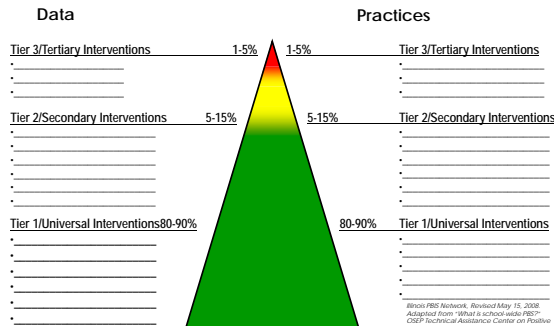
Becoming Involved with PBIS at Home and in the Community

- Schools: Creating behavior support classes for families and community members
- Schools: Provide training in parent's and community spoken language
- Community: Posting PBIS expectations in the community agencies
- Community: Members acknowledge students who are following PBIS expectations

What does it look like for Families and Community Members?

- How does your school partner with families and community members?
Discuss/Share
- Is there a commitment from the school/district to include family and community members on PBIS teams?
Discuss/Share

A Response to Intervention (RtI) Model Assessing & Progress-monitoring Family Partnerships



What Do Families
Bring to the Table?

- Knowledge of their child that no one else has
- A serious interest in their child's education
- Interest and expertise as their child's first teachers
- Accountability as citizens for successful schools
- Strengths and interests to contribute to the educational process

Sarason, 1995

What Do Community Members
Bring to the Table?

- Knowledge about community resources
- Access to resources
- Opportunity to reinforce school wide expectations and acknowledgements to students seen within community
- Accountability as citizens for successful schools
- Tax payers

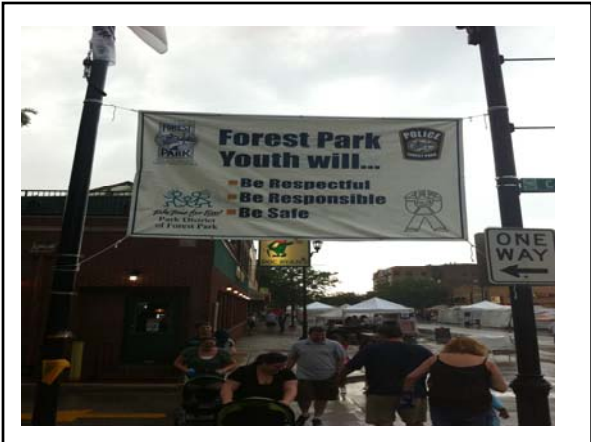
“It’s in everyone’s best interest that the schools are safe, responsible & respectful.”

“Schools are what make a town.”

Timothy E. Gillian
Village Administrator

Community-wide PBIS
Example from Forest Park

- Community-wide PBIS Implementation
Whose involved?
- Community-wide Leadership Workgroup:
- Community Agencies
 - Police Department
 - Park District
 - Families
 - Library
 - Schools/District
 - Community members/residents



PBIS Community-wide

	Expectations	Teaching	Reinforcement
School	Be Responsible Be Respectful Be Safe	Frequent SW assemblies; including for community events	Tickets
Community	Be Responsible Be Respectful Be Safe	Saturday Bike Rides	Positive Citations
Home	Be Responsible Be Respectful Be Safe		



Parent Communication Examples

Lynn Owens
PBIS External Coach
Schaumburg School District 54

Newsletters

JOHN MUIR LITERARY ACADEMY

PBIS NEWSLETTER
What's New!

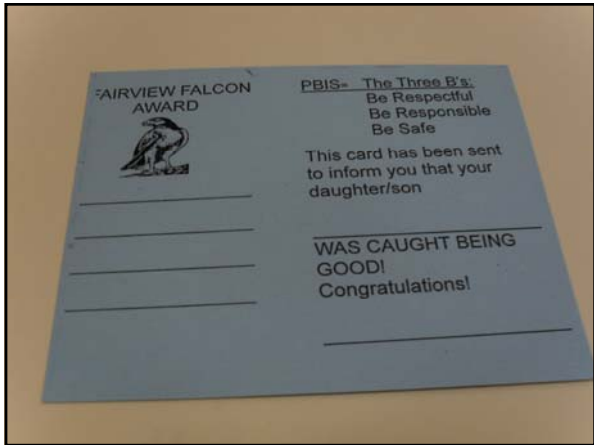
What is PBIS?
PBIS is a research-based approach to promoting positive behavior and reducing problem behaviors in schools. It is a proactive approach that focuses on teaching and reinforcing positive behaviors and preventing and reducing problem behaviors. PBIS is a multi-tiered system of supports that is designed to meet the needs of all students. It is a data-driven approach that uses data to inform decision-making and to evaluate the effectiveness of interventions. PBIS is a research-based approach that is designed to meet the needs of all students. It is a data-driven approach that uses data to inform decision-making and to evaluate the effectiveness of interventions.

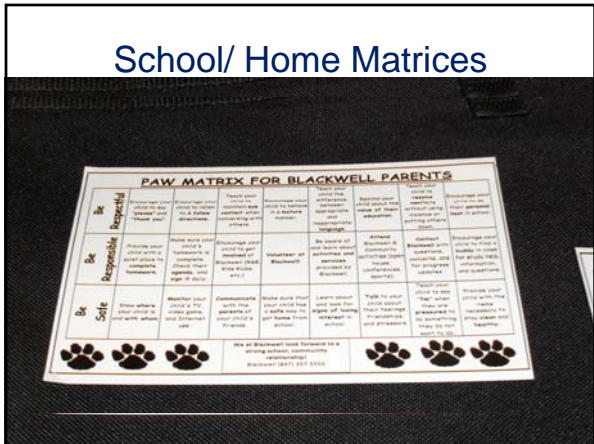
Referral Data from 2008-2009 school year
A bar chart showing the number of referrals per month from 2008-2009. The x-axis represents the month (September to August) and the y-axis represents the number of referrals (0 to 100). The data shows a peak in referrals during the winter months (January and February) and a low during the summer months (June and July).

PBIS Goal for the month of September
The goal for the month of September is to reduce the number of referrals by 25% compared to the same month in 2008-2009. This goal is based on the data from the 2008-2009 school year, which showed a peak in referrals during the winter months. The goal is to be achieved by the end of the month.

PBIS Referral Team Report
A table showing the number of referrals by month and by behavior. The table has columns for 'Month' and 'Behavior'. The data shows that the most common behaviors are 'Disruptive Behavior' and 'Inappropriate Language'.







How to Get Started

- How to Get Started
- Identify a community-wide goal/need
 - Use data
 - Survey families/community
 - Identify your stakeholders
 - Who else cares about this goal?
 - Who can help make an impact on this goal?
 - What groups/settings support your students when they're not in school?

- How to Get Started: Relationships
- Build on past collaborations, relationships
 - Can be simple...start casual...make initial call!
 - Don't underestimate the School Board
 - They influence their neighbors
 - PTO: Can help get families to come to other events...must have 'buzz'
 - No rule that you can't walk right into mayors office...take direct approach
 - Encourage district leaders to get to know the leaders in the community

How to Get Started: Process

- Build upon existing successes, e.g., successful community fair
- Use data & details to demonstrate early successes
- Share successes with others through
 - Newspaper
 - District website
 - Community Forums
 - Word of mouth

How to Get Started: Leadership

Getting leaders to participate:

- Find common goals & objectives
- Find common principles & values
- Start where you're most likely to achieve success
- Identify leaders who can make decisions!

COMMUNICATING



A school can ensure strong communication between home/school/community by:

- Effective practices for school-to-home and home to school communications about school programs and children's progress
- Sharing results of PBIS assessments and surveys with parents
- Creating and maintain a PBIS bulletin board for everyone to see
- Creating "PBIS In Action" video/dvd
- Publishing a PBIS Newsletter
- Adding a PBIS tab to school website
- Including the PBIS motto/theme on school letterhead

DECISION MAKING

- Include family members in school decisions, developing parent leaders and representatives
- Recruit multiple family members for PBIS teams who are not employees or educators
- Alternate meeting times: morning, afternoon, evening
- Pair new parents with veteran family members
- Offer "short term" participation on PBIS team, with option to renew
- Plan for care of children during meeting
- Involve family members in selection of incentives & celebrations
- Engage families in decision-making that impacts their child/ren (i.e. bullying issues, wraparound)



COLLABORATING WITH COMMUNITY

- Partner with the community to identify and integrate resources and services that will strengthen school programs, family practices, and student learning development
- Partner with employers who facilitate time off for families/parents and recognize their contribution in newsletter and on Website
- Partner with community members and/or agencies that provide resources for parents to facilitate group meetings on topics identified by family members



COLLABORATING WITH COMMUNITY (continued)

- Partner with community members to make presentations to the school board and other community groups and organizations to demonstrate PBIS' public accountability
- Partner with family members to create periodic PBIS celebrations
- Partner with community members and organizations to create a video for showing at community locations, such as the public library, that shows PBIS in action

The ULTIMATE Questions!

- As a family member:
 - Would I feel welcome in my school?
 - Would I feel the principal and teachers really cared about my child?
 - Would I feel my input about the school climate and programs was valued?
 - Would it be easy for me to talk with teachers about my child?
 - As a parent or family member would I feel the school believed I was doing all I could to support my child's learning?

10 Things Parents Wish Teachers Would Do

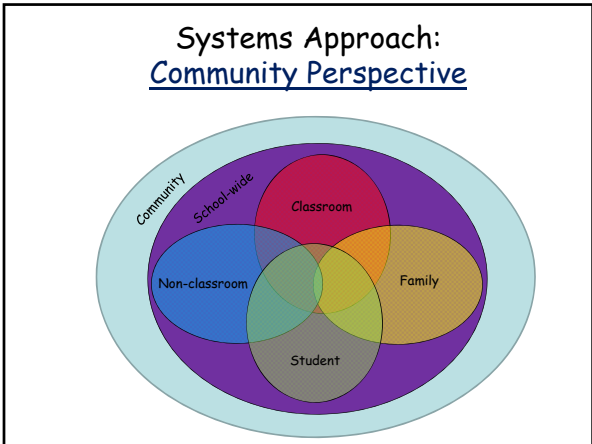
1. Build students' self-esteem
2. Become familiar with each child's needs
3. Communicate honestly and openly with parents
4. Assign effective homework
5. Set reasonably high academic standards
6. Care about kids
7. Be fair
8. Enforce positive discipline
9. Use a variety of teaching methods
10. Encourage parental participation



10 Things Teachers Wish Parents Would Do

1. Be involved in your child's education
2. Provide resources at home for reading and learning
3. Set a good example
4. Encourage your children to do their best in school
5. Emphasize academics
6. Support school rules and goals
7. Use parental pressure positively
8. Be proactive
9. Accept parental responsibility
10. Inform school of situations that may affect school performance





Before you leave the session...

- Pull out the sheet titled, "Evaluation Worksheet Notes"
- Take a moment to respond to the breakout session questions
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions

Contact Information

Kenley Wade
krwadesr@aol.com
Leading System Change
 Wade Management Consulting Services, Inc.
 3404 Briana Drive
 Springfield, Illinois 62711-7951
 Office: 217-726-6732
 FAX: 217-726-9067
 Cell: 217-971-5931

Kimberli Breen
kim.breen@pbisillinois.org
 Technical Assistance Director
 Illinois PBIS Network
 335 N. La Grange Rd, Suite 4
 LaGrange Park, IL 60526
 Office: 708.482.4860
 Direct: 845-702-5123

What actions are being taken to increase partnerships?

Enhanced Phases of Implementation

See hand-out

Enhanced Phases of Implementation (ePOD) Focused on Fully Integrated School/Family/Community Partnerships May 2010 DISTRICT Name & #			
School Name: _____		Team Leader/Facilitator: _____	
Date Reviewed: _____		_____	
Below Phase I	Year 1 (Universal Phase I)	Year 2 (Universal Phase II)	Year 3 (Universal Phase III)
	<ul style="list-style-type: none"> School staff complete S&L annually Family members surveyed annually on PBS implementation Community members surveyed annually on PBS implementation Universal team developed a representation of school staff Universal team includes one or more family representatives Universal team includes one or more community representatives Universal team meets each month of academic year Family representatives are present at 80% or more of meetings Community representatives are present at 80% or more of meetings Data collection system and procedures for collection/review of "big T" data in place Implications of the data system shared with family members Implications of the data system shared with community members Data collected and reviewed monthly includes: ODBs, OLS, OSB Data collected and reviewed quarterly on family participation Data collected and reviewed quarterly on community participation School-wide expectations matrix developed Sample "Home" matrix developed and shared with family members (single, dual, triad, ethnic, homogeneous, etc.) Sample "Community" matrix developed and shared with community members (single, dual, triad, ethnic, homogeneous, etc.) Chart of student behaviors developed (classroom managed in office referred) Chart and implications of T-chart shared with family members Chart and implications of T-chart shared with community members School completes TIC at least biyearly, or varies 70 on B&L or B&B on SET Implications of TIC/B&B/SET shared with family members Implications of TIC/B&B/SET shared with community members 	<ul style="list-style-type: none"> Data based decision-making occurs at every universal team meeting Data based decision-making is used to improve family partnerships Data based decision-making is used to improve community partnerships Team shares data with whole staff at least biyearly Team shares data with family members at least biyearly (at PTO meetings, SB conferences, etc.) Team shares data with community members at least biyearly (at school open houses, Community Fairs, etc.) School completes B&L or SET annually School measures family partnerships annually School measures community partnerships annually Trends from demographic, behavioral and academic data are identified and interventions developed Interventions are developed for "home" settings Interventions are developed for community settings School-wide expectations taught and acknowledgments utilized Changes for teachers & acknowledging positive behavior are shared with family members Changes for teachers & acknowledging positive behavior are shared with community members Team utilizes a Multi-Tiered Action Plan or equivalent developed from data in SAS, TIC, B&L, P&L etc.) to plan and celebrate at least biyearly Action plan includes items related to family partnerships Action plan includes items related to community partnerships 	<ul style="list-style-type: none"> Team uses staff on PBS jointly Offer training opportunities for family members annually Offer training opportunities for community members annually Specific needs identified for differentiation of teaching and acknowledgment strategies Specific needs identified to increase family partnerships Specific needs identified to increase community partnerships Demographic, proportionality data assessed to define next steps and celebrations (e.g. ethnicity, gender, socioeconomic levels, EF, etc.) Next steps include interventions related to family partnerships Next steps include interventions related to community partnerships Team develops a decision rule for universal data (e.g. ODBs per student, attendance, grades, etc.) to determine when students also need secondary or tertiary supports or need secondary or tertiary supports Team develops a decision rule for universal data (e.g. ODBs per student, attendance, grades, etc.) to determine when students also need secondary or tertiary supports or need secondary or tertiary supports 70 on B&L or B&B on SET Annual measure of family partnerships indicates school has Tier 1 family partnerships in place Annual measure of community partnerships indicates school has Tier 1 community partnerships in place Family members participate in PBS activities monthly Staff participate alongside family members Community members are included in activities
For office use only: Family items _____ Community items _____ Total items _____			
