

District Accountability Committee Responsibilities

Each DAC is responsible for the following:

- Recommending to its local school board priorities for spending school district moneys;
- Submitting recommendations to the local school board concerning preparation of the district's Performance, Improvement, Priority Improvement or Turnaround plan (whichever is applicable);
- Reviewing any charter school applications received by the local school board and, if the local school board receives a charter school renewal application and upon request of the district and at the DAC's option, reviewing any renewal application prior to consideration by the local school board;
- At least annually, cooperatively determining, with the local school board, the areas and issues, in addition to budget issues, that the DAC shall study and make recommendations upon;
- Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
- For districts receiving ESEA funds, consulting with all required stakeholders with regard to federally funded activities; and
- Publicizing opportunities to serve and soliciting parents to serve on the DAC;
- Assisting the district in implementing the district's parent engagement policy; and
- Assisting school personnel to increase parents' engagement with educators, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.

Composition of the District Accountability Committee

Each local school board is responsible for either appointing or creating a process for electing the members of a district accountability committee (DAC). These committees must consist of the following:

- At least three parents of students enrolled in the district
- At least one teacher employed by the district;
- At least one school administrator employed by the district; and
- At least one person involved in business in the community within the district boundaries.

For More Information, refer to the District Accountability Handbook 4.0:
http://www.cde.state.co.us/accountability/district_accountability_handbook2014

School Accountability Committee Responsibilities

Each SAC is responsible for the following:

- Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable;
- Making recommendations to the principal of the school and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required;
- Publicizing and holding a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan, if either type of plan is required, and using this input to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround plan prior to the plan being written;
- Publicizing the district's public hearing to review a written school Priority Improvement or Turnaround plan;
- Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school's accreditation contract;
- Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and principal evaluations. (Note that this should not in any way interfere with a district's compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.); and
- Publicizing opportunities to serve and soliciting parents to serve on the SAC;
- Assisting the district in implementing at the school level the district's parent engagement policy; and
- Assisting school personnel to increase parents' engagement with teachers, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.

Composition of the School Accountability Committee

Each school is responsible for establishing a School Accountability Committee (SAC), which should consist of at least the following seven members:

- The principal of the school or the principal's designee;
- At least one teacher who provides instruction in the school;
- At least three parents of students enrolled in the school;
- At least one adult member of an organization of parents, teachers, and students recognized by the school; and
- At least one person from the community.

For More Information, refer to the District Accountability Handbook 4.0:
http://www.cde.state.co.us/accountability/district_accountability_handbook2014



COLORADO
Department of Education

School and District Accountability Committees

Fall 2014

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Session Objectives

Participants Will:

- Learn the composition and basic responsibilities of SACs and DACs.
- Discuss strategies to recruit, prepare, and sustain productive participation on SACs and DACs.
- Understand how to collaborate with key stakeholders.
- Plan next steps.

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Introduction
Activity

Discussion Dice

1. Roll the dice.
2. Add the two numbers.
3. Answer the corresponding question to the number you rolled.



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Committee Composition and Responsibilities



Senate Bill 13-193 Increasing Parent Involvement in Public Schools

- Solicit parent participation on school and district accountability committees (SACs and DACs), including parents that represent the student population.
- Incorporate strategies on the Unified Improvement Plan to increase parent engagement in schools (Priority Improvement and Turnaround Schools).
- Each school district board of education shall adopt a district policy for increasing and supporting parent engagement in the public and charter schools of the district.
- Districts shall identify a family partnership point of contact for family engagement training and resources.



Committee Composition

DAC Composition

- At least three parents of students enrolled in the district
- At least one teacher employed by the district
- At least one school administrator employed by the district
- At least one person involved in business in the community within the district boundaries

SAC Composition

- The principal or the principal's designee
- At least one teacher who provides instruction in the school
- At least three parents of students enrolled in the school
- At least one adult member of a PTSA
- At least one community member



SAC Responsibilities

Include but are not limited to:

- Making recommendations to the principal concerning priorities for spending school funds.
- Making recommendations concerning the preparation of the school's Unified Improvement Plan.
- Assisting the district in implementing at the school level the district's parent engagement policy
- Assisting school personnel to increase parents' engagement with teachers, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.
- Publicizing opportunities to serve and solicit parents to serve on the SAC.



DAC Responsibilities

Include but are not limited to:

- Making recommendations to the local school board priorities for spending school district moneys.
- Making recommendations concerning the preparation of the district's Unified Improvement Plan.
- Assisting the district in implementing the district's parent engagement policy
- Assisting school personnel to increase parents' engagement with teachers, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.
- Publicizing opportunities to serve and solicit parents to serve on the DAC.



Accountability Committee Inventory


Activity #1

1. Look at the list of SAC or DAC responsibilities.
2. Discuss with your tablemates which responsibilities your SAC or DAC do well and which need improvements.
3. Identify next steps.



Committee Participation

Recruitment, Preparation, and Sustainability




Preparing for Partnerships National Standards

Welcoming All Families
Communicating Effectively
Supporting Student Success
Speaking Up for Every Child
Sharing Power
Collaborating with the Community



Accountability Committee Recruitment

- Recognize starting points
 - Current strengths
 - Current challenges
- Identify who should participate
- Partner with PTA, PTO, other parent-teacher council or other groups to identify potential parent and teacher leaders
- Solicit input from teachers and other school staff
- Identify a recruitment process
 - Elections
 - Appointments
 - Job descriptions
- Other ideas?



Preparing Family and Teacher Leaders

- Provide committee members support and resources to do their work
- Give families honest and timely information about budgets, policies, and student achievement
- Conduct training for committee members
- Partner with parent associations and councils to solicit feedback from other families and staff
- Make sure that school or district officials take committee recommendations seriously

"...such committees are worth the effort only if administrators take them seriously" (Beyond the Bake Sale, p. 190)

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Henderson, A.T. et al. (2007) Beyond the bake sale: The essential guide to family-school partnerships.



Accountability Committee Sustainability

- Welcome everyone.
- Accommodate all members.
- Discuss and settle on protocols.
- Set and stick to clear, precise agendas.
- Facilitate, don't dictate.
- Other ideas?

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Henderson, A.T. et al. (2007) Beyond the bake sale: The essential guide to family-school partnerships.




Other Promising Practices Voices from the Field

- Provide a specific job description of the roles, responsibilities, time frame, norms.
- Offer opportunities to work in subcommittees which have specific responsibilities
- Spend time team building, getting to know each other, sharing strengths and challenges.
- Share inviting and easily understood information in multiple formats - website, tweets, facebook, print, etc.
- Have mentors to coach and support new members.
- Be patient—team building takes time!

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Collaboration Strategies




Collaboration WHY?

- Solicit different opinions
- Get buy-in
- Distribute Leadership


**“If you want to go fast, go alone.
If you want to go far, go together.”**

-African Proverb



Collaboration WHO? and HOW?

■ Families	■ Purpose
■ School Staff	■ Audience
■ Community Members	■ Content
■ Local School Board	■ Understandability
■ School Administration	■ Accessibility
■ District Administration	■ Frequency
■ Others?	



Research on Action Teams for Partnerships

- ATPs that meet regularly and replace departing members have higher quality partnership programs. (Epstein, 1995; Sanders, 1999; Van Voorhis & Sheldon, 2002; Sheldon & Van Voorhis, 2004; Sheldon, 2005; Epstein, Galloway, & Sheldon, 2011)
- ATPs that divide into subcommittees rather than work only as a whole team report higher quality partnership programs. (Van Voorhis & Sheldon, 2002; Hutchins & Sheldon, 2012)
- Principals' strong support of the ATP and stable team leadership are related to higher quality partnership programs. (Van Voorhis & Sheldon, 2002; Sheldon, 2005; Sheldon & Sanders, 2009)



Promising Practice Recommendations

- Create Bylaws
- Customize an Accountability Handbook
- Maintain Accurate Information on School or District Website
 - Meeting dates
 - Agendas
 - Minutes
 - Contact information
- Communicate regularly with partners
- Other ideas?

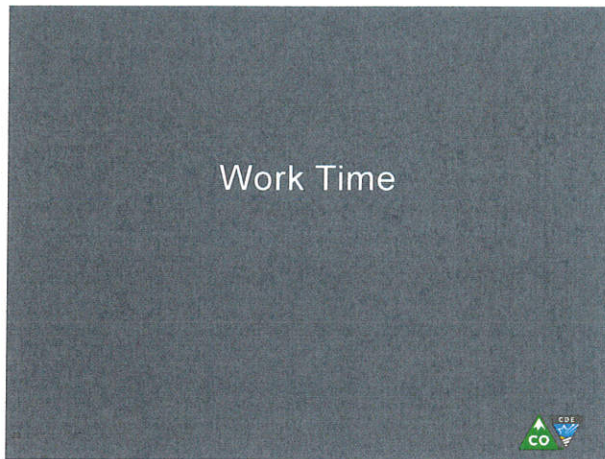


Networking

Activity #2

1. Find a partner you don't know and discuss:
 1. One promising practice your SAC or DAC has in place
 2. One "to do" for your SAC or DAC in the 2014-15 school year
2. Listen for the chimes, switch partners, and discuss the same questions.







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National Standards, Goals, and Indicators for Family-School Partnerships

Standard 1—Welcoming All Families into the School Community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Goal 1: Creating a Welcoming Climate: When families walk into the building, do they feel the school is inviting and is a place where they “belong”?

- ❖ Developing personal relationships
- ❖ Creating a family-friendly atmosphere
- ❖ Providing opportunities for volunteering

Goal 2: Building a Respectful, Inclusive School Community: Do the school’s policies and programs reflect, respect, and value the diversity of the families in the community?

- ❖ Respecting all families
- ❖ Removing economic obstacles to participation
- ❖ Ensuring accessible programming

Standard 2—Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Goal 1: Sharing Information Between School and Families: Does the school keep all families informed about important issues and events and make it easy for families to communicate with teachers?

- ❖ Using multiple communication paths
- ❖ Surveying families to identify issues and concerns
- ❖ Having access to the principal
- ❖ Providing information on current issues
- ❖ Facilitating connections among families

National Standards, Goals, and Indicators for Family-School Partnerships, continued

Standard 3—Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Goal 1: Sharing Information About Student Progress: Do families know and understand how well their children are succeeding in school and how well the entire school is progressing?

- ❖ Ensuring parent-teacher communication about student progress
- ❖ Linking student work to academic standards
- ❖ Using standardized test results to increase achievement
- ❖ Sharing school progress

Goal 2: Supporting Learning by Engaging Families: Are families active participants in their children's learning at home and at school?

- ❖ Engaging families in classroom learning
- ❖ Developing family ability to strengthen learning at home
- ❖ Promoting after-school learning

Standard 4—Speaking Up for Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Goal 1: Understanding How the School System Works: Do parents know how the local school and district operate and how to raise questions or concerns about school and district programs, policies, and activities? Do they understand their rights and responsibilities under federal and state law as well as local ordinances and policies?

- ❖ Understanding how the school and district operate
- ❖ Understanding rights and responsibilities under federal and state laws
- ❖ Learning about resources
- ❖ Resolving problems and conflicts

Goal 2: Empowering Families to Support Their Own and Other Children's Success in School:

Are parents prepared to monitor students' progress and guide them toward their goals through high school graduation, postsecondary education, and a career?

- ❖ Developing families' capacity to be effective advocates
- ❖ Planning for the future
- ❖ Smoothing transitions
- ❖ Engaging in civic advocacy for student achievement

National Standards, Goals, and Indicators for Family-School Partnerships, continued

Standard 5—Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Goal 1: Strengthening the Family's Voice in Shared Decision Making: Are all families full partners in making decisions that affect their children at school and in the community?

- ❖ Having a voice in all decisions that affect children
- ❖ Addressing equity issues
- ❖ Developing parent leadership

Goal 2: Building Families' Social and Political Connections: Do families have a strong, broad-based organization that offers regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders?

- ❖ Connecting families to local officials
- ❖ Developing an effective parent involvement organization that represents all families

Standard 6—Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Goal 1: Connecting the School with Community Resources: Do parent and school leaders work closely with community organizations, businesses, and institutions of higher education to strengthen the school, make resources available to students, school staff, and families, and build a family-friendly community?

- ❖ Linking to community resources
- ❖ Organizing support from community partners
- ❖ Turning the school into a hub of community life
- ❖ Partnering with community groups to strengthen families and support student success

Discussion Dice

Each person in your group will take a turn rolling the dice and sharing briefly an experience in response to the prompt.



Roll of...	Complete the following sentence...
2	The most inspiring family involvement activity I ever experienced was...
3	A successful collaboration between a school and community partner was...
4	One partnership activity that really made families feel welcomed in the school was...
5	A great partnership activity that encouraged families to support student success at home was...
6	One example of how a team approach led to a more successful outcome was...
7	One example of how a School Accountability Committee worked well with the principal was...
8	One example of how a principal's leadership improved school, family, and community partnerships was...
9	A great example of how a school or district leader prepares parents to serve on an accountability committee was...
10	One example of how a District Accountability Committee has worked well with the local Board of Education was...
11	The best example I've seen of a School or District Accountability Committee recruiting a diverse group of members was...
12	A great strategy to open up communications between home and school was...

Starting Points Family-School-Community Partnerships Inventory

The National Standards offer a framework for how families, schools, and communities can work together to support student success. This inventory can be used in a number of ways to help plan, implement, and evaluate partnership initiatives. Suggested uses of this inventory include, but are not limited to:

- Assessing current family engagement practices at the school.
- Developing ideas for engagement practices and activities.
- Informing the development of a Unified Improvement Plan.
- Monitoring progress in reaching school improvement goals.
- Designing research and evaluation studies and instruments.

Directions: Complete the Inventory to identify whether your site is excelling, progressing, or emerging for each indicator. Then prioritize an area of improvement and identify how you will evaluate that practice.

Emerging: Limited level of development and implementation

Progressing: Functioning level of development and implementation

Excelling: Highly functioning level of development and implementation

Standard 1—Welcoming All Families into the School Community: Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to the school staff, and to what students are learning and doing in class.

Indicators	Excelling	Progressing	Emerging
We develop personal relationships with every family.			
We create a friendly-friendly atmosphere.			
We provide opportunities for families to volunteer in the school, for the school, and as audience members.			
We respect every family.			
We remove economic obstacles for families to participate in events.			
We ensure that programs (i.e. events, volunteer opportunities, and meetings) are accessible for every family to participate.			

One area of improvement for Standard 1 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Adapted from: *PTA National Standards for Family-School Partnerships: An Implementation Guide* (2009)

Standard 2—Communicating Effectively: Families and school staff engage in regular, two-way, meaningful communication about student learning.

Indicators	Excelling	Progressing	Emerging
We use multiple forms of communication paths to communicate with every family.			
We encourage two-way channels of communication.			
We ensure that families have access to the principal, teachers, and other school or district staff.			
We provide information on current educational and behavioral issues (i.e. new curriculum or policy changes)			
We survey families to identify issues and concerns and have mechanisms in place to receive a high return rate.			
We facilitate connections between families.			

One area of improvement for Standard 2 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Standard 3—Supporting Student Success: Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Indicators	Excelling	Progressing	Emerging
We ensure that families and teachers communicate about student progress.			
We link student work to academic standards and provide families with information about how to support these standards at home.			
We use standardized test results to increase achievement and include family feedback in achievement discussions.			
We share school progress with every family.			
We engage families in classroom learning.			
We regularly conduct family learning events and provide information about those events to families who were unable to attend.			
We promote after-school learning opportunities.			

One area of improvement for Standard 3 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Standard 4—Speaking Up for Every Child: Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Indicators	Excelling	Progressing	Emerging
We help families understand how the school and district operates.			
We help families understand their rights and responsibilities under federal and state laws.			
We develop and share resources for families to help them navigate the educational system.			
We have policies and procedures in place to help resolve problems and conflicts involving families quickly.			
We help families develop capacity to be effective advocates for their children and the whole student population.			
We include families in discussions about planning for the future of the school.			
We have implement policies and procedures that encourage smooth transitions between and within schools.			
We engage families in civic advocacy (i.e. partnering with other educational advocates) for student achievement.			

One area of improvement for Standard 4 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Standard 5—Sharing Power: Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Indicators	Excelling	Progressing	Emerging
We encourage families have a voice in all decisions that affect children.			
We address equity issues.			
We develop family leadership, including families from diverse backgrounds and represent the student population.			
We connect families to local officials.			
We encourage and develop effective family engagement organizations that represent all families.			

One area of improvement for Standard 5 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Standard 6—Collaborating with the Community: Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Indicators	Excelling	Progressing	Emerging
We link families to community resources.			
We organize support from community partners.			
We have turned the school into a hub of community life.			
We partner with community groups to strengthen families and support student success.			
We conduct activities that give back to the community.			

One area of improvement for Standard 6 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Other thoughts and notes:

District Accountability Committee Responsibilities Inventory

Emerging: Limited level of development and implementation

Progressing: Functioning level of development and implementation

Excelling: Highly functioning level of development and implementation

Responsibilities	Emerging	Progressing	Excelling
Recommending to its local school board priorities for spending school district moneys			
Submitting recommendations to the local school board concerning preparation of the district's Performance, Improvement, Priority Improvement or Turnaround plan (whichever is applicable)			
Reviewing any charter school applications received by the local school board and, if the local school board receives a charter school renewal application and upon request of the district and at the DAC's option, reviewing any renewal application prior to consideration by the local school board			
At least annually, cooperatively determining, with the local school board, the areas and issues, in addition to budget issues, that the DAC shall study and make recommendations upon			
Providing input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations			
For districts receiving ESEA funds, consulting with all required stakeholders with regard to federally funded activities			
Publicizing opportunities to serve and soliciting parents to serve on the DAC			
Assisting the district in implementing the district's parent engagement policy			
Assisting school personnel to increase parents' engagement with educators, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy			

School Accountability Committee Responsibilities Inventory

Emerging: Limited level of development and implementation

Progressing: Functioning level of development and implementation

Excelling: Highly functioning level of development and implementation

Responsibilities	Emerging	Progressing	Excelling
Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable			
Making recommendations to the principal of the school and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required			
Publicizing and holding a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan, if either type of plan is required, and using this input to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround plan prior to the plan being written			
Publicizing the district's public hearing to review a written school Priority Improvement or Turnaround plan			
Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school's accreditation contract			
Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and principal evaluations. (Note that this should not in any way interfere with a district's compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.)			
Publicizing opportunities to serve and soliciting parents to serve on the SAC			
Assisting the district in implementing at the school level the district's parent engagement policy			
Assisting school personnel to increase parents' engagement with teachers, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy			



Family, School, and Community Partnering Resources

The State Advisory Council for Parent Involvement in Education (SACPIE) is to *review best practices and recommend to policy makers and educators strategies to increase parent involvement in public education, thereby helping to improve the quality of public education and raise the level of students' academic achievement throughout the state* (C.R.S 22-7-301, 2012). A component of that responsibility is to suggest possible resources that a school or district might access as they strategically plan for their site's needs. Many excellent materials and programs are available to support family and community partnerships in schools. The following represent only a selected sample, focusing specifically on research, student achievement, and best practice application as related to Colorado legislation. This document is a working draft.

Colorado

- **State Advisory Council for Parent Involvement in Education (SACPIE)**
<http://www.cde.state.co.us/sacpie>
 This website contains information on the following: legislation, community organizations, Colorado Department of Education resources, member contributions, research, and SACPIE.
- **Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS)**
<http://www.cde.state.co.us/rti/family>
 A tiered instructional framework is required in every Colorado school. One of the essential components of RtI/MTSS is Family, School, and Community Partnering. The Colorado Department of Education offers opportunities at this site including: toolkit, face-to-face trainings, online courses, email network, and archived webinars. Some are in **Spanish**.

National

Websites:

- **Family Involvement Network of Educators (FINE)/Harvard Family Research Project**
<http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators>
 This project researches and compiles expert information on early education and care, out-of-school learning, and family and community partnership in K-12 education. Examples of resources are: newsletters, reports, school stories, webinars, planning tools, trainings, and databases.
- **Flamboyant Foundation**
<http://flamboyantfoundation.org/resources-and-publications/>
 This website has classroom and school resources. It includes a series of 40 video clips describing various aspects of partnering, from preschool to the secondary level, through short educator vignettes. Some information is in **Spanish**.
- **National Network of Partnership Schools**
<http://www.partnershipschools.org>
 This site reports on research, programs, and policy analyses related to the national network and other initiatives. TIPS (Teachers Involve Parents in Schoolwork) is research-based interactive homework and is one of numerous programs described. There are school-based examples.

Disclaimer: The views and opinions expressed in this document are those of the State Advisory Council for Parent Involvement in Education (SACPIE) and do not necessarily reflect the official position or policy of the Colorado Department of Education or the Colorado State Board of Education.

- **National Parent Teacher Association**

<http://www.pta.org>

The *National Standards for Family-School Partnerships* are described in detail, with accompanying instructional materials, surveys, and related resources in English and **Spanish**.

- **Working Together: School, Family, and Community Partnerships**

<http://www.cesdp.nmhu.edu/toolkit/index.asp>

A comprehensive, research-based, practical online resource provides information in English and **Spanish** for educators and family members. It includes videos, forms, surveys, and articles.

Articles:

- ***Family Engagement as a Systemic, Sustained, Integrated Strategy to Promote Student Achievement***

<http://www.hfrp.org/publications-resources/browse-our-publications/family-engagement-as-a-systemic-sustained-and-integrated-strategy-to-promote-student-achievement>

- ***Family-School Partnerships and RtI***

<http://www.rtinetwork.org/essential/family/schools-families-and-rti>

- ***Parents As Turnaround Specialists: Ricardo LeBlanc-Esparza Tells Us How it Is Done***

<http://www.learningfirst.org/visionaries/RicardoEsparza>

- ***Stepping into Students' Worlds***

<http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Stepping-into-Students'-Worlds.aspx>

- ***Teaching Secrets: Phoning Home***

http://www.edweek.org/tm/articles/2010/06/23/tln_bernstein.html?tkn=OPZFM38W08f9gWl6Vn7lqym6XBv8AzHrHMFk&cmp=clp-edweek

Books:

- Constantino, S.M. (2008). *101 ways to create real family engagement*. Galax, VA: ENGAGE! Press.

This book provides practical, field-tested ideas on how school staff and families work together.

- Epstein, J.L. et al. (2009). *School, family, and community partnerships: Your handbook for action*. Third Edition. Thousands Oaks, CA: Corwin Press.

A roadmap for systemic partnering is provided, with sample forms, actions, and evaluations.

- Henderson, A.T., Mapp, K.L., Johnson, V.R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: The New Press.

From classroom to community, this volume provides a framework and practical tools.

- Lawrence-Lighthouse, S. (2003). *The essential conversation: What parents and teachers can learn from each other*. New York: Ballantine Books.

Stories about teachers and families highlight important partnering processes, providing insight and guidance.



Best Practices Framework for Effective Family, School, and Community Partnering

The State Advisory Council for Parent Involvement in Education (SACPIE) is to *review best practices and recommend to policy makers and educators strategies to increase parent involvement in public education, thereby helping to improve the quality of public education and raise the level of students' academic achievement throughout the state* (C.R.S 22-7-301, 2012). A component of that responsibility is to suggest an overall framework built on the research findings and knowledge of effective educational practices. A **classroom, school, district, state agency or community organization** can use this framework in strategically planning for a site or situation's partnering needs while focusing on student achievement. The framework can guide choosing the most relevant programs, actions, and resources in reaching identified goals and evaluating results.

1. **Align strategies and practices with the *National Standards for Family-School Partnerships* (PTA, 2008) for every student and family.**
 - Ensure inclusion of those with cultural, linguistic, socioeconomic, and learning differences.
2. **Apply research and laws to practice, focusing on student success.**
 - Do what works, consistently.
3. **Share knowledge and responsibility.**
 - Use two-way communication.
 - Partner actively and equitably.
4. **Use data to make decisions.**
 - Be strategic and intentional.
 - Action plan, based on what exists and what is needed.
 - Continuously improve.

Please Note: This draft framework was developed from the following; 2013 SACPIE Executive Committee discussions, review of Colorado legislation, and research findings.

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Family, School, and Community Partnering Research to Practice: Doing What Works!

Coordinating Student Learning, In and Out of School

- Students spend more than 70% of their waking hours outside of school. (Callendar & Hansen, 2004)

Supporting Student Achievement at Home and in the Community

- Specific home, community, and “out-of-school, coordinated” actions which improve student achievement are as follows: (1) frequent family discussions about school; (2) families encouraging their children regarding schoolwork; (3) providing resources to help with schoolwork; (4) supervision of homework, TV viewing, after-school activities. (Marzano, 2003)

Reaching Out to Every Family for Every Student

- The more parents perceive teachers as valuing their contributions, keeping them informed, and providing them with suggestions, the higher parental engagement in their children’s learning. (Patrikakou & Weissberg, 2000)
- School-initiated, specific parental involvement programs - such as shared reading, homework checking, and teamed two-way communication - are significantly and positively related to academic achievement for students at all levels. (Jeynes, 2012)

Finding Solutions

- Educator and family challenges in partnering together for student success are similar; they need explicit role expectations for sharing responsibility, self-confidence, skills, workable logistics, authentic invitations, and mutually respectful relationships. (Hoover-Dempsey, Whitaker & Ice, 2010)
- When students struggle in school, the most effective interventions are those where families and school personnel work together to implement plans and strategies, utilizing ongoing two-way information exchanges. (Cox, 2005)