

G1 - Including Family Voice & Supporting Family Partnerships within Schoolwide PBIS

Presenters:

*Christy Stone and Lisa Salva, Milwaukee Public Schools;
Andy Garbacz, University of Wisconsin–Madison;
Devon Minch, University of North Carolina*

- **Topic: Family**
- **Keywords: Tier 1, Implementation, Systems Alignment**



Strand Overview

G: Family Partnerships

G1 - Including Family Voice & Supporting Family Partnerships within School-wide PBIS

Presenters: Christy Stone and Lisa Salva, Milwaukee Public Schools; Andy Garbacz, University of Wisconsin-Madison; Devon Minch, University of North Carolina

G2 - Enhancing Family-School Communication & Partnerships at Tier 2

Presenters: Sarah Fefer and Ashley Thoma, University of Massachusetts Amherst; Kathleen Strickland-Cohen, University of Oregon; Amanda Foley, Agawam Public Schools

G3 - Partnering with Families to Support the Needs of Students at Tier 3

Presenters: Laura Kern, University of South Florida; Mark Weist, University of South Carolina; Christopher Haines, Greater Greenville Mental Health Center



Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> ✧ Use a shared action plan for your team ✧ Complete session evaluations 	<ul style="list-style-type: none"> ✧ Post positive on-topic comments ✧ Questions for the presenters go in the POLLS tab ⇒ 	<ul style="list-style-type: none"> ✧ Add questions before and/or during session
BE RESPECTFUL	<ul style="list-style-type: none"> ✧ Limit distractions ✧ Follow up on your assigned action items 	<ul style="list-style-type: none"> ✧ Use inclusive language 	<ul style="list-style-type: none"> ✧ Use sincere phrasing ✧ Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> ✧ Take movement breaks ✧ Be aware of your stress level 	<ul style="list-style-type: none"> ✧ Engage in productive dialogue 	<ul style="list-style-type: none"> ✧ Ask solution-oriented questions
<i>For Presenters</i>	<ul style="list-style-type: none"> ✧ <i>Ensure Files Tab has current materials and related weblinks</i> 	<ul style="list-style-type: none"> ✧ Monitor and remove inappropriate comments 	<ul style="list-style-type: none"> ✧ Identify common Qs to address in final 15 minutes

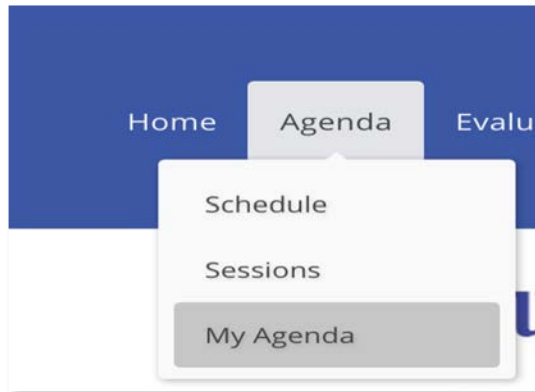


Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

The screenshot shows the session page for the PBIS Virtual Leadership Forum. The top navigation bar includes links for Home, Schedule, Agenda-At-A-Glance, People, Session Evals, Overall Eval, Materials, SCTG, Social Media, and Help Desk. The main content area is titled 'AGENDA' and features a session card for 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)'. The session is scheduled for 2:00 PM - 4:00 PM CDT on Friday, September 18. The presenters are Jennifer Norton, Midwest PBIS Network Project Coordinator, and Brian Meyer, Midwest PBIS Network (IL) Co-Director. A 'JOIN MEETING' button is prominently displayed. To the right of the button, it says 'SPEAKER ONLY: Join the live meeting now'. Below the session details, there is a chat window with tabs for Chat, Polls, People, and Files. The chat window shows a message from Diane LaMaster: 'I had to open zoom to hear'. The chat window also has a 'MANAGE' button in the top right corner.

1. **Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)**

2. **JOIN MEETING** ● SPEAKER ONLY: Join the live meeting now

3. **Chat** **Polls** **People** **Files**

yes!

Diane LaMaster
I had to open zoom to hear

2 minutes ago



Tips for Participants

Chat, Polls, and Q&A

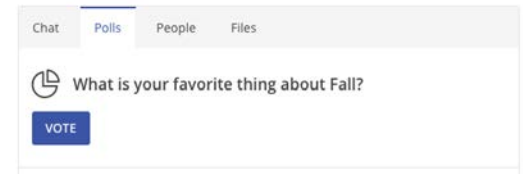
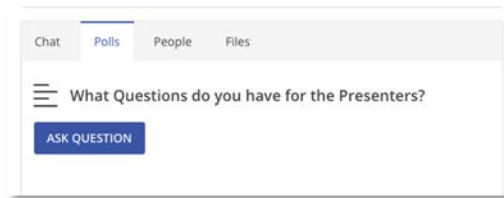
1. Use **Chat** for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

Follow overall Forum expectations for *responsible, respectful, and safe* chatting



2. Find the **Q&A** under **Polls**. Questions for presenters go there.
3. Some sessions have other **Polls** or more **Specific Questions**. Complete those when prompted

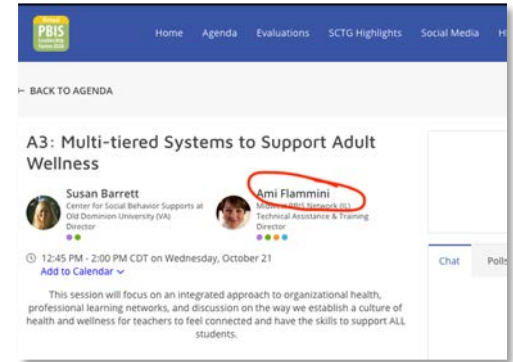


Tips for Participants

Be careful of accidentally navigating away

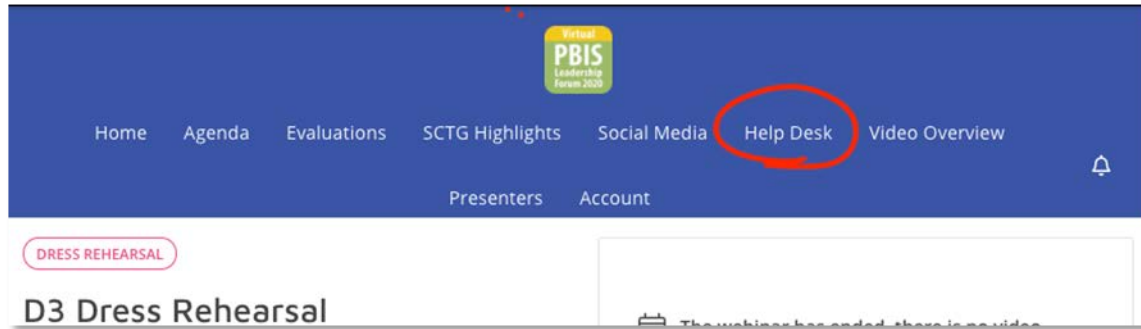
While participating in a live Session...Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does **navigating away** look like? Here are some examples:
 1. Clicking on any area of the navigation menu
 2. Clicking on a Person's name



Support is Available

If at any time you need support as a participant,
use the **Help Desk**:



When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

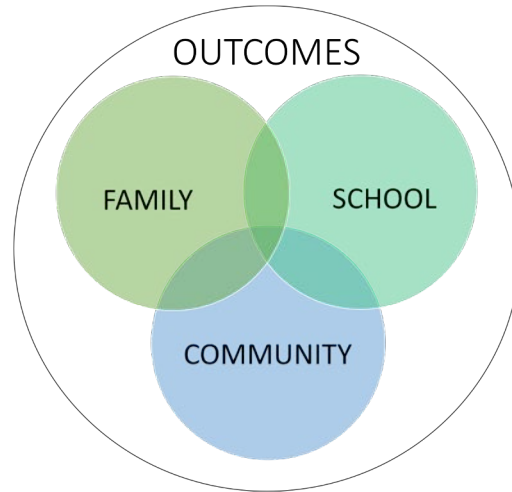
Presentation Overview

- Background to family-school partnerships
- Milwaukee Public Schools context
- Systems and strategies for including family voice
- Integration of family-school connections within schoolwide PBIS
- Questions and discussion



Presentation Focus

Aligning and integrating systems of support for children to enhance their developmental ecologies, promote mental health, and reduce the risk of later mental health concerns



(Family-School-Community Alliance, 2018)

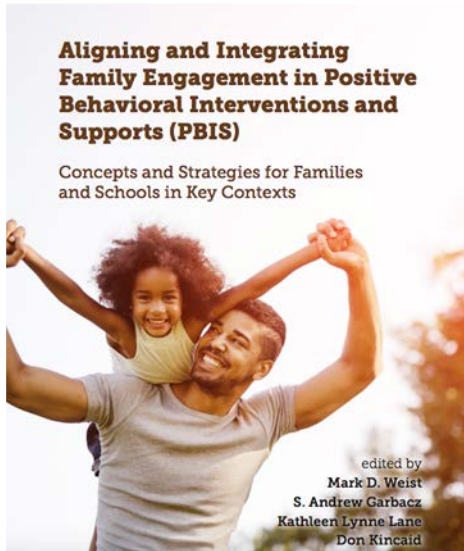
Family-School Collaboration

- Interactive process whereby schools **empower** and **encourage** parents to play an active role in their child's education; focus on co-equal decision making
- The interaction between home and school environments is a significant developmental context to target for intervention
- When families are involved:
 - Positive academic outcomes for students
 - Decreased behavioral / social-emotional challenges at school
 - Families have agency over decision-making
 - Schools benefit from the expertise and support of caregivers



(Fan & Chen, 2001; Sheridan et al., 2019)

Schoolwide Approaches to Enhance Developmental Ecologies

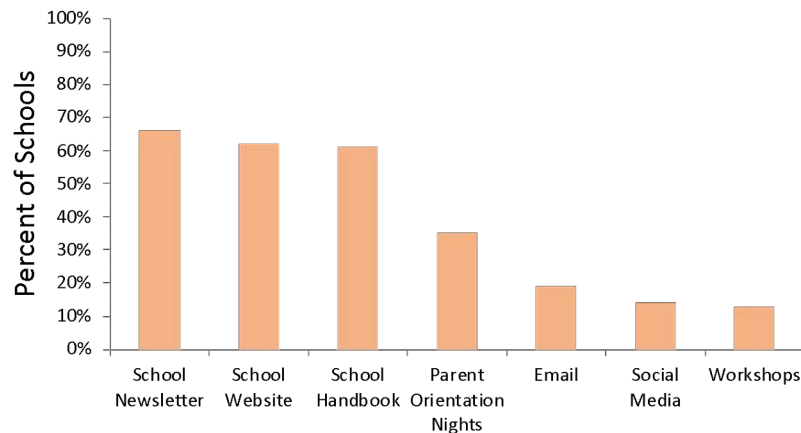


- Development of a schoolwide approach to align and integrate family, school, and community engagement in universal systems and practices
 - Examine existing approaches
 - Develop and iterate a framework that defines and promotes engagement
- Family-School-Community Alliance

(Garbacz, 2019; Garbacz et al., 2016; Garbacz, Beattie, et al., 2019; Garbacz, Hirano, et al., in press; Garbacz, McIntosh, Vatland, Minch, & Eagle, 2018; Garbacz, Rose, Weist, & McIntosh, 2018; Weist, Garbacz, Lane, & Kincaid, 2017)

Taking Stock of Family-School-Community Engagement in School Systems

- Survey of leadership team members in 302 schools across three states
- 85% reported that their school communicated with families about universal behavior support systems
- 50% reported that a family member was on the leadership team
- 16% reported that the home setting was included in the school matrix
- 11% reported developing components with families
- Communicating with families about school systems was related to fidelity of social-emotional support implementation ($r = 0.58$)



Facilitators and Barriers to Family-School-Community Engagement in Tiered Systems

- Survey of leadership team members in 302 schools across three states
- Open-ended items about facilitators and barriers to building positive family-school connections
- Qualitative analysis was used to code responses
 - Communication (Facilitator and Barrier)
 - Family and school lack of willingness to partner (Barrier)
 - Dual-capacity building



Discussion

What are the top three barriers you have experienced to building positive family-school connections?

What are the top three practices/strategies you have found to be most helpful in supporting positive family-school connections?

Honoring Family Voice and Engagement

- Learning about family experiences and values
- Making invitations
- Considering the approach and atmosphere for collaboration



(Garbacz, Rose, Weist, & McIntosh, 2018; Garbacz et al., 2020)

Framework for Family-School-Community Engagement in Multitiered Systems

- Build systems
 - Problem solving collaboration
 - Communication
 - Resources and support
- Use data
 - Family-school engagement
 - Home-school relationships
 - Student social-emotional behavior
- Implement Practices
 - School approaches
 - Home and community
 - Home-school-community



Milwaukee Public Schools

Largest school district in the state of Wisconsin

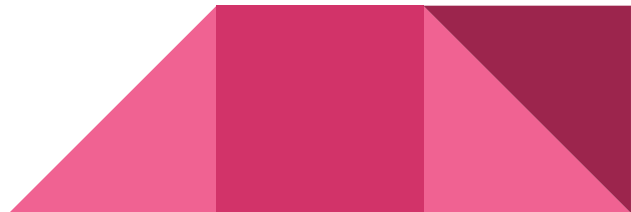
Total enrollment of over 70,000 K-12 students

Over 156 schools

82% Economically Disadvantaged

15% English Learners

90% Ethnic Minority Students



Current State

Students and families experiencing various consequences of poverty.

Concerns such as crime, safety, mental health issues, substance abuse, language barriers and medical issues are all higher in impoverished areas.

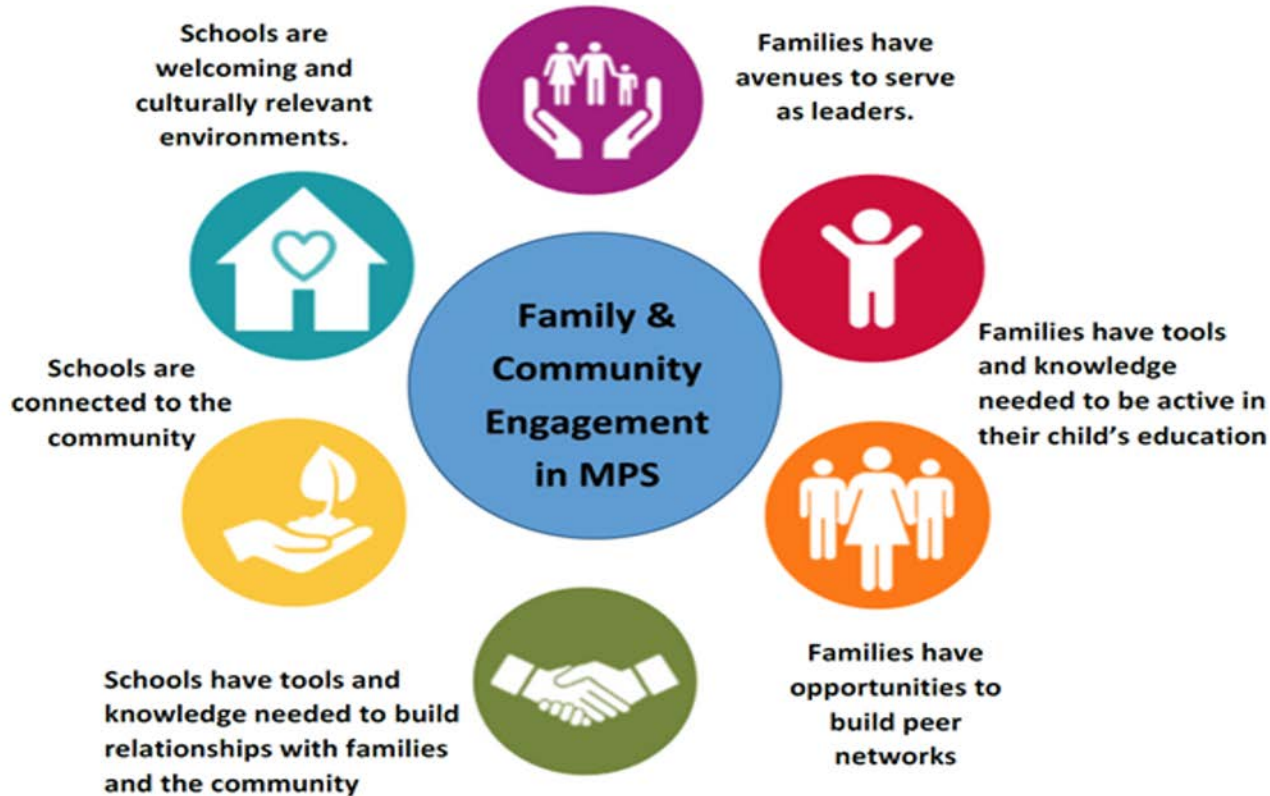
These issues also often impact families who have children attending school.

Strong commitment from the district to provide resources to families especially related to PBIS support.

Family Engagement at MPS

- MPS works with families and staff to ensure that they have the tools needed to be equal partners in supporting student achievement and school improvement.
- The district is committed to increasing its family and community engagement efforts.
- Involved families tends to have greater trust between staff and families as well as improved academic outcomes for students.

MPS Family Engagement Framework



Family Engagement Standards

All schools are working to meet the six standards of the MPS Family and Community Engagement framework, the components of which are the following:

- Schools are welcoming and culturally relevant environments.
- Schools are connected to the community.
- Schools have tools and knowledge needed to build relationships with families and the community.
- Families have tools and knowledge needed to be active in school.
- Families have opportunities to build peer networks.
- Families have avenues to serve as leader.

Research Behind the Framework

The Dual Capacity-Building Framework for Family–School Partnerships

Collective Impact Theory

Community Based Relational Approach

Benchmarking best practices of districts of similar size and structure

Parent Coordinators

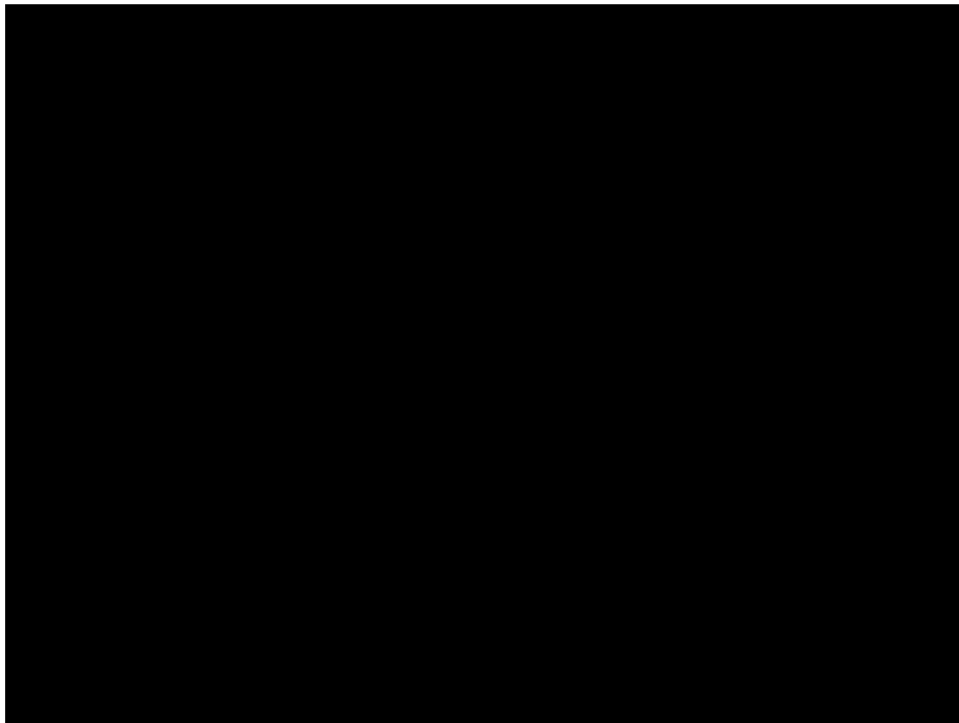
Assigned at each MPS School.

Assists with the implementation of Title 1 activities.

Promote communication and understanding between families, the school and the community.



PBIS in Action



Ways we involve families in PBIS...

- MPS Website Resources
- Parent Coordinators
- Newsletters/Brochures
- Tiered Fidelity Inventory



PBIS Tier 1 Family Resources

Includes all the supports for academics and behavior that *all* students receive on a regular basis.

Strong family communication will support the understanding of the Response to Intervention framework and ensure that your child receives the support he or she needs to be successful in school.

What Parents Need to Know:

- Behaviors are taught to students.
- Schools create expectations for all areas of the building.
- Students are acknowledged for behaviors.
- Adults build relationships with all students.
- Schools have strategies and consequences to handle negative behaviors.



Parent Coordinators

Each MPS school has a Parent Coordinator who can help families by providing access to resources and providing opportunities to get involved at the school and support student achievement.

District message-Highly recommend involvement on the school PBIS team

30 Milwaukee Public Schools have Parent Coordinators serving on their PBIS team and attending meetings.

15 Community Schools that work with ALL teams to transform schools into a place where students, families, staff and the surrounding community can work together to ensure every student is successful.

Newsletters, Parent Brochures and Other Communication



**MILWAUKEE
PUBLIC SCHOOLS**

5000 North 53rd Street Milwaukee, WI 53218

Phone: 414-393-5400

Fax 414-3935415

Hampton Newsletter # 2 - October 2021

PBIS : Be Respectful, Be Responsible, Be Safe and Be Productive

Hampton's Focus is: Hampton's Vision: Within the next five years, Hampton Elementary School will work as a professional learning community to increase student achievement by providing consistent and rigorous instruction for all students in a safe and engaging environment.

Hampton's Goals: To have every student be
proficient in reading and math.



Community Conversation Sessions: MPS will be hosting a quarterly virtual community conversation on district and school climate. Our first session is on Wednesday, October 6, from 6-7PM. This session will focus on school climate and culture, and the importance of building quality relationships among community stakeholders, families, and students. We highly encourage MPS staff members, community stakeholders, and families to attend. The community conversations will all be virtual. Please register in advance. Spanish translation will be available. <https://tinyurl.com/wemn7wp8>

What does PBIS looks like at Garland School?

At Garland School we have successfully woven together our Code of Conduct with **PBIS**.

- We are focusing on the classroom, cafeteria, busing, bathrooms, playground and hallways.
- In these areas we have established school wide expectations.
- Students will be taught the behaviors that are expected in these locations and will receive positive feedback and incentives when they meet the expectations.

Sign up for the Parent Portal!

Receive real-time updates and alerts right on your phone!

Keeping our families informed is a high priority at MPS. An effective way to receive real-time updates and alerts from the district and your child's school is through SchoolMessenger.

**Parents
Teachers
Students
PBIS PARTNERS!**

**T.E.A.M.
Together Everyone
Achieves More!**



**Positive
Behavioral
Intervention
Supports**

**Hopkins Lloyd
Community School
(HLCS)**

Tiered Fidelity Inventory

The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS).

1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

13 schools focus on 1.11 in their School Improvement Plan

Evidence-Based Improvement Strategy-PBIS Team	Start Date	Due Date	Person(s) Responsible	Evidence of Completion and Quality/Fidelity What will be collected? (link)	Date Completed
<p>Analyze your school's tier 1 implementation using the Tiered Fidelity Inventory (items 1.3-1.11). A copy of your school's TFI is located in your goal 7 evidence folder in the School Improvement Plan. Choose one feature your team scored as not in place (0) or partially in place (1) OR If you rated your system as fully implemented (all 2's) choose a feature to task out that will have a positive impact on your school's climate and culture. Create an implementation plan for one area to move to or sustain full implementation (2).</p>				<p><u>Selected TFI feature:</u> (See TFI Support Document in link):</p> <p>1.11 Student/Family/Community Involvement</p> <ul style="list-style-type: none"> • Parent and Family Involvement: Help us celebrate our 95%. Parent volunteers with prizes. • Volunteer Sign-Up Workshop--Help parents fill out volunteer forms • Parent get-together: networking, share food, sharing info (playgroups, etc), 	
<p>Task out 12-week implementation for your chosen strategy below.</p> <ul style="list-style-type: none"> • Schedule and hold a Volunteer Sign-Up Workshop--Help parents fill out volunteer forms • Parent volunteers with prizes. • Parent volunteers for family nights and cultural celebrations • Help us celebrate our 95% attenders • Parent get-together: networking, share food, sharing info (playgroups, etc), <ul style="list-style-type: none"> ◦ Phone trees ◦ Survey of what parents need/want ◦ Family Field Trips ◦ Nighttime/Evening Dances 	8/1/21	8/31/21	PBIS Team	<p>Done: Created implementation tasks</p> <p>Done Well: Executed the implementation of the strategy</p> <p>Intended Impact: Improved teacher practice and student outcome data</p>	



Thank you!

Questions?



Please contact us:

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Please Complete this Session's Evaluation

Session #G1 - Including Family Voice & Supporting Family Partnership within Schoolwide PBIS

1. In the Event Platform/App:

- In “**Files**” tab,
- In “**Evaluations**” in the navigation menu
- In “**Chat**”

OR

2. QR Code



AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

*Evaluations are anonymous!
We send reminder emails to all participants.*



Virtual PBIS Leadership Forum | #PBISForum

October 26-28, 2021