PBIS Leadership Conference
A VIRTUAL EXPERIENCE

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CHAT: If you have any questions or issues during this session, please chat us!
We Want You To Get the Most Out of Your Virtual Conference Attendance

BREAKOUT ROOMS: During the session, we will allow you to choose a breakout room for an activity. Select the one you want and then Join Breakout Room.

An alert will display two minutes before a breakout room ends. When the breakout rooms close, you will be given the option to return to the main room immediately or in 60 seconds. Be careful when selecting a room; with many participants joining rooms, they may shift.
We Want You To Get the Most Out of Your Virtual Conference Attendance

GOOGLE DOCS: We use Google docs to support our instruction in this session. You may be directed to a link to access supplementary material or directions for breakout room activities.

TIP: Session presentations can also be downloaded from our app or from our website.
Help Impact Future Learning Opportunities!

Toward the end of this presentation, we’ll ask you to share your insights and experience with this session.

This session was designed using participant feedback.
An Equitable, Multi-Level System of Supports

If you see this icon on a slide, there is a specific connection to the key system feature of equity.
PBIS Cultural Responsiveness Field Guide Resource

If you see this icon on a slide, there is a specific connection to “PBIS Cultural Responsiveness Field Guide.” This resource can also be viewed online here.
Session Outcomes

• Participants will reflect on traditional “family involvement” practices that have historically benefited some and disenfranchised others within their local context.

• Participants will learn about how they can leverage students, families and community organizations to move toward partnerships that are more inclusive and reflective of the communities in which they serve.

Specific assessment line items connected to this session’s content:

TFI, items 1.1, 1.11, 1.15
SIR, items 7, 25, 34, 43, 49
Nothing about us without us is for us

Artwork by Ricardo Levins Morales
TFI 1.11: Student/Family/Community Involvement

Examples:

• Teams have procedures for specific community outreach actions to ensure frequent two-way communication with stakeholders.
• Teams actively seek feedback from stakeholders regarding their perceptions of and suggestions for Tier I SWPBIS systems at least annually.
• Teams have procedures to ensure that stakeholders and community resources are connected to Tier I SWPBIS systems, including increasing access to resources that specifically address underrepresented ethnicity groups or underserved populations.
• Teams share all information with stakeholders in multiple languages and modes of delivery (e.g., written, audio, visual).
Wisconsin’s Framework For Equitable Multi-Level System of Supports

The three E’s of family and community engagement:

**Embrace**: Through words and actions, staff convey a welcoming environment, respectful of families’ home cultures, values, and languages. Schools recognize families as the first teachers of and foremost experts on their child.

**Engage**: Families participate meaningfully in school and district level decision making. Family perspectives are intentionally sought through two-way communication, paying particular attention to family input from populations underserved by the school and district.

**Empower**: As children proceed through the system, schools and districts involve families as active partners in their child’s learning. Schools and districts empower families: through respectful relationships, with information and resources, and by connecting families with community assets.
## Family Involvement vs Family Engagement

<table>
<thead>
<tr>
<th>Parent Involvement</th>
<th>Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities that bring parents onto a school campus</td>
<td>Feature photos that represent families in your school</td>
</tr>
<tr>
<td>Potlucks</td>
<td>Home visits</td>
</tr>
<tr>
<td>Conferences</td>
<td>Regular, personalized communication</td>
</tr>
<tr>
<td>Festivals/celebrations</td>
<td>Monthly positive phone calls /contacts</td>
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<tr>
<td>PTA/PTO/PTSA</td>
<td>Model learning support strategies</td>
</tr>
<tr>
<td>Workshops and volunteer opportunities</td>
<td>Parent/teacher conferences to set goals</td>
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Your Thoughts?

What are some practices that you’ve seen that could or have disenfranchised families and their connection to the school?
Capture Your Commitment

We are pausing the presentation for a brief time to allow you to think and to process your learning. As you make connections to the content, capture any notes or ideas that you want to share with your team.

How will you or your team take a disenfranchising practice and make it more empowering for families?
Culturally Responsive and Sustaining Family Engagement explicitly calls for school to be a site for *sustaining*—rather than eradicating—the cultural ways of being of communities of color by fostering linguistic, literate, and cultural diversity as part of schooling for positive social transformation and revitalization.
Culturally Responsive and Sustaining Family Engagement Look-fors

- Understand families and their cultures as assets that are central to learning
- Cherish and invest in building authentic relationships between educators and families
- See parents and caretakers as:
  - partners of equal power
  - experts on their children and their communities
  - problem-solvers, not problems to be solved
- Know that educators are allies and partners of families in the project of educating and supporting children, rather than seeing families as allies in supporting educators
- Acknowledge, honor and leverage the funds of knowledge that all families bring to student learning
- Acknowledge, honor and leverage the community cultural wealth that all families and neighborhoods contribute to student learning
- Meet families where they are, rather than waiting and expecting families to meet the school and educators where they are
- Accept that the effectiveness of family engagement is measured in impact, not intention
- Recognize that families’ overall wellbeing is an essential precondition of student learning and that schools play a critical role in society by promoting that well-being—whether directly or through community partnerships.
How to Authentically Center Students & Families?

• We believe new and different ways of engaging families based on mutual trust and respect are required because our schools belong to all.

• When we engage culturally and linguistically diverse families and communities, we feel we are making a difference because we are actively seeking out diverse families as partners who have valuable contributions to make toward the success of their children.

• Our schools are strengthened by a diverse community in which to live, work, and grow. In small and large ways, we commit to choose diversity.
Humility: Willingness to Learn

• Seek ongoing learning through listening
• Make room for others’ voices, assets, and perspectives in meetings
• Acknowledge your power in dialogue with others
• Model that it is okay not to know and that we are constantly learning and unlearning
Belonging: Voice, Choice, and Power

- Identify and involve all stakeholder groups from the beginning
- Develop vision of partnership together
- Use discomfort as a compass
- Working relationships are built from meaningful commitments—Surveys don’t build relationships
Co-Creation: Authentic Collaboration

- Aim for input, not just feedback
- Consider who is leading meetings
- Shape agendas and activities together
- Create team norms and protocols together
- Ensure that decisions are made collectively and transparently
Shifting From Parental Involvement to Parental Engagement (NAESP)

Make an IMPACT; Share Your Feedback!

Please complete this session’s survey to help shape future learning opportunities.

https://wisrticenter.org/3DRR3T
Capture Your Commitment

As we approach the end of our session, we want to give you a final opportunity to process your learning.

As you make connections to the content, capture any notes or ideas that you want to share with your team.

Reflect back at the crowdsourcing document to connect and support others’ implementation of equitable family engagement.
Sources Cited


