



# FAMILY-SCHOOL PARTNERSHIPS:

*BUILDING YOUR CAPACITY FOR  
AUTHENTIC FAMILY ENGAGEMENT  
AND STUDENT SUCCESS*

# PaTTAN

- Who We Are/What We Do
- Family Engagement
  - Benefits
  - Strategies
  - Resources to Assist You






Working with the Bureau of Special Education (BSE), and the Pennsylvania Department of Education (PDE), PaTTAN provides a full array of professional development and technical assistance targeted to improving student results...





# PaTTAN FAMILY ENGAGEMENT WEBSITE

[Home](#) ▶ [Supports](#) ▶ [Family Engagement](#)

 [Print](#)

## Family Engagement

### In this Section

[Training Modules](#) ▼

[Resources for Educators](#)

[Research and National Standards](#)

[SPP Indicator 8 – School Facilitated Parent Involvement](#)

[Resources to Share with Families](#)

[Newsletter](#) ▼

# PaTTAN'S FAMILY ENGAGEMENT NEWSLETTER

- Articles on family engagement strategies and research
- Upcoming events and professional development opportunities
- Family engagement stories of success



Join our Newsletter Distribution List!



# **FAMILY ENGAGEMENT**

# FAMILY ENGAGEMENT INITIATIVE

Family Engagement promotes equitable partnerships among schools, families, and communities to actively advance student achievement through shared commitment, decision making and responsibility



**Families and schools working together,  
because our students are worth it.**



# FAMILY ENGAGEMENT RESOURCE HUB

## FAMILY ENGAGEMENT

- Description
  - Research
  - Resources
    - By Stakeholder
      - Administrators
      - Teachers/Staff
      - Families
    - Videos, Publications, Professional Development
- And more!*



## INCREASE STUDENTS' SUCCESS!

Research shows that effective Family Engagement leads to increased student achievement.



Check out **free Family Engagement Resources** on the PaTTAN Family Engagement Hub!

**PATTAN FAMILY ENGAGEMENT HUB**

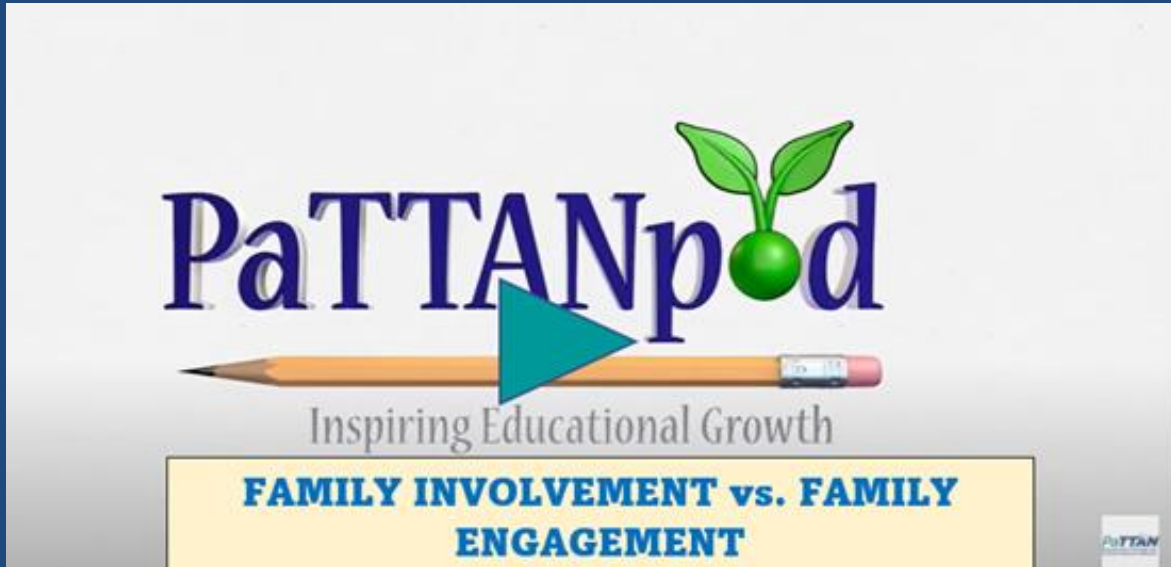


<https://bit.ly/FEhub>





# Resource: Videos



Collaborating with Families: Effective Family Engagement

# **BENEFITS**

# BENEFITS OF AUTHENTIC FAMILY ENGAGEMENT

## Teachers

- Shift from deficit-to asset-based beliefs
- Increased multicultural awareness
- Greater success in motivating students
- More support from families
- Stronger morale and professional satisfaction

## Families

- Stronger parent-child relationships
- Better rapport with teacher and staff
- Greater understanding of child's progress and how to help
- More knowledge and advocating for their child

# BENEFITS OF AUTHENTIC FAMILY ENGAGEMENT TO STUDENTS

- Higher grades and test scores
- Better attendance and engagement
- More positive attitudes and behavior
- Less high-risk behaviors
- Higher graduation rates and postsecondary attendance
- Greater sense of efficacy and self-esteem



Modified from: Everyone Wins! The Evidence for Family-School Partnerships & Implications for Practice, p. 10-11.

# Resource: *Teachers' Desk References*

## FAMILY & COMMUNITY ENGAGEMENT:

The “Who”

The “Why”

The “How”



**STRATEGIES**

Join at [menti.com](https://menti.com) | use code **9565 4647**

What are ways you communicate with families?

12 responses

meetings

parent mingle

through site staf

social media

newsletters

email



# Your School's Communication Strategies

## A Systemic Approach:

*Preparing & Training  
Your Staff*

- Take a “communication audit” of staff
- Develop policies for accountability of updating communication info
- Clarify expectations of frequency and quality of communications of your staff
- Arrange access to necessary resources and effective communication tools
- Provide training on how to use communication tools and apps
- Maintain respectful and courteous communication in all instances



# Resource: Communication

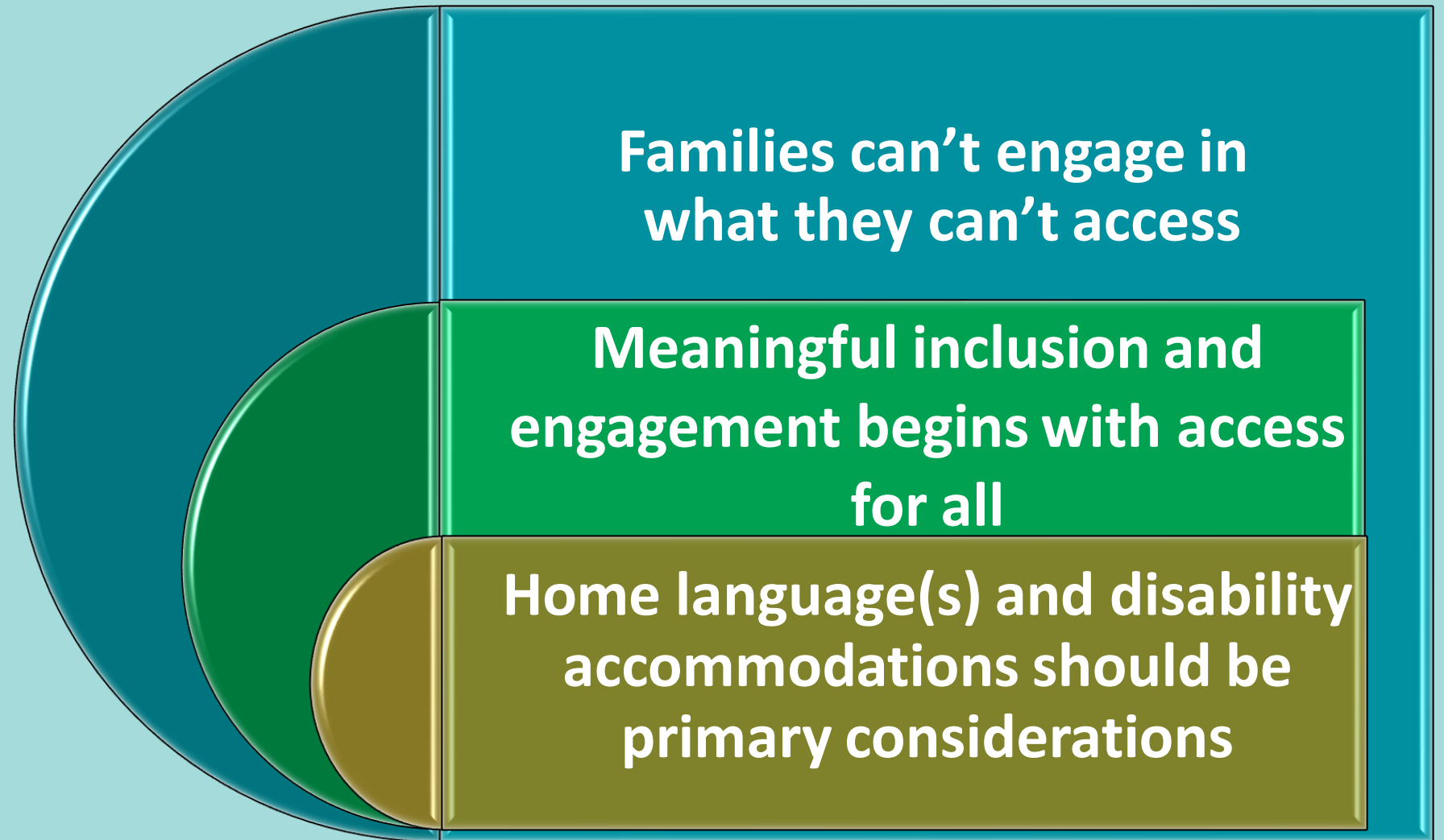
## Home-School Communication:

- Benefits
- Research
- Establishing
- Maintaining
- Strategies



# Providing **Accessibility** to Families:

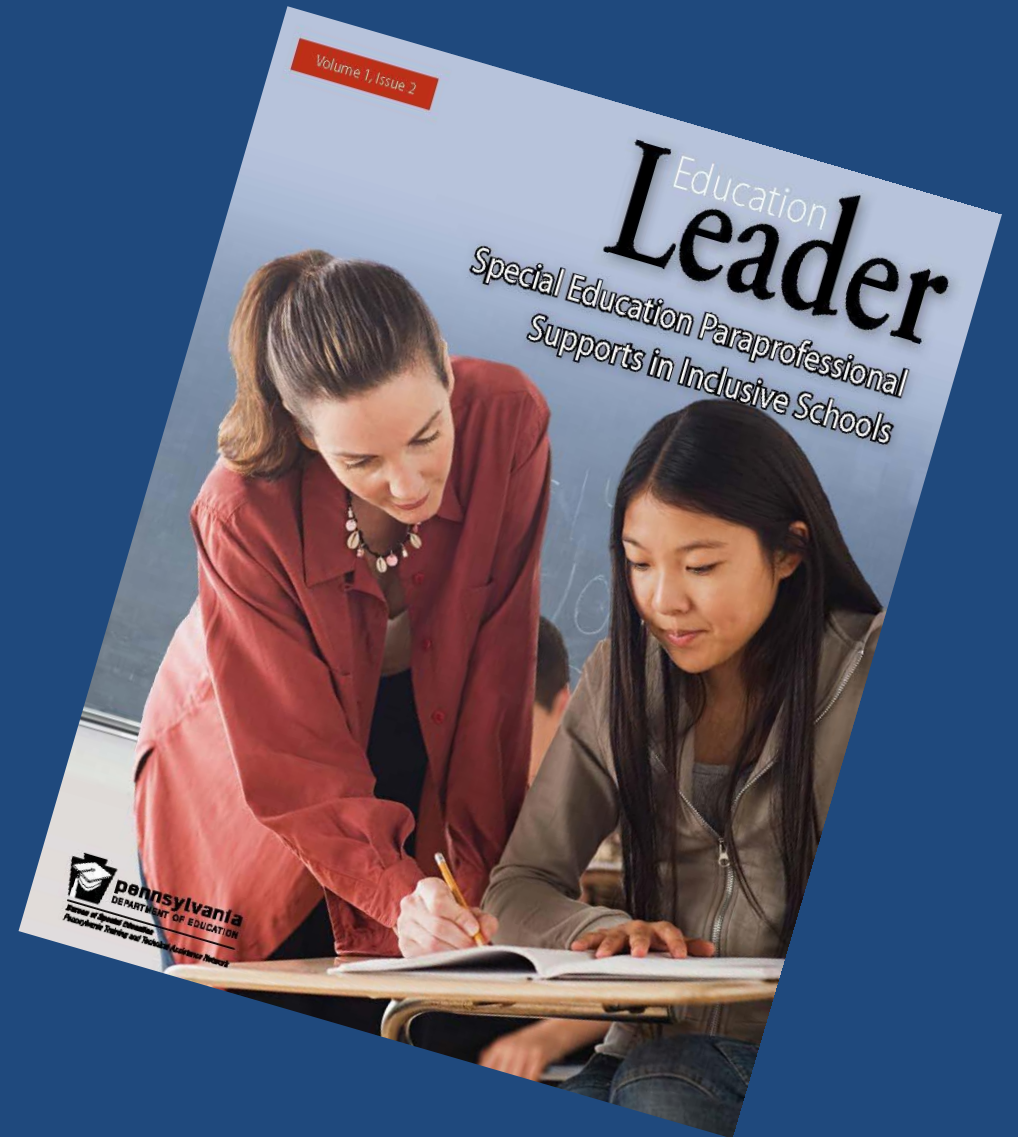
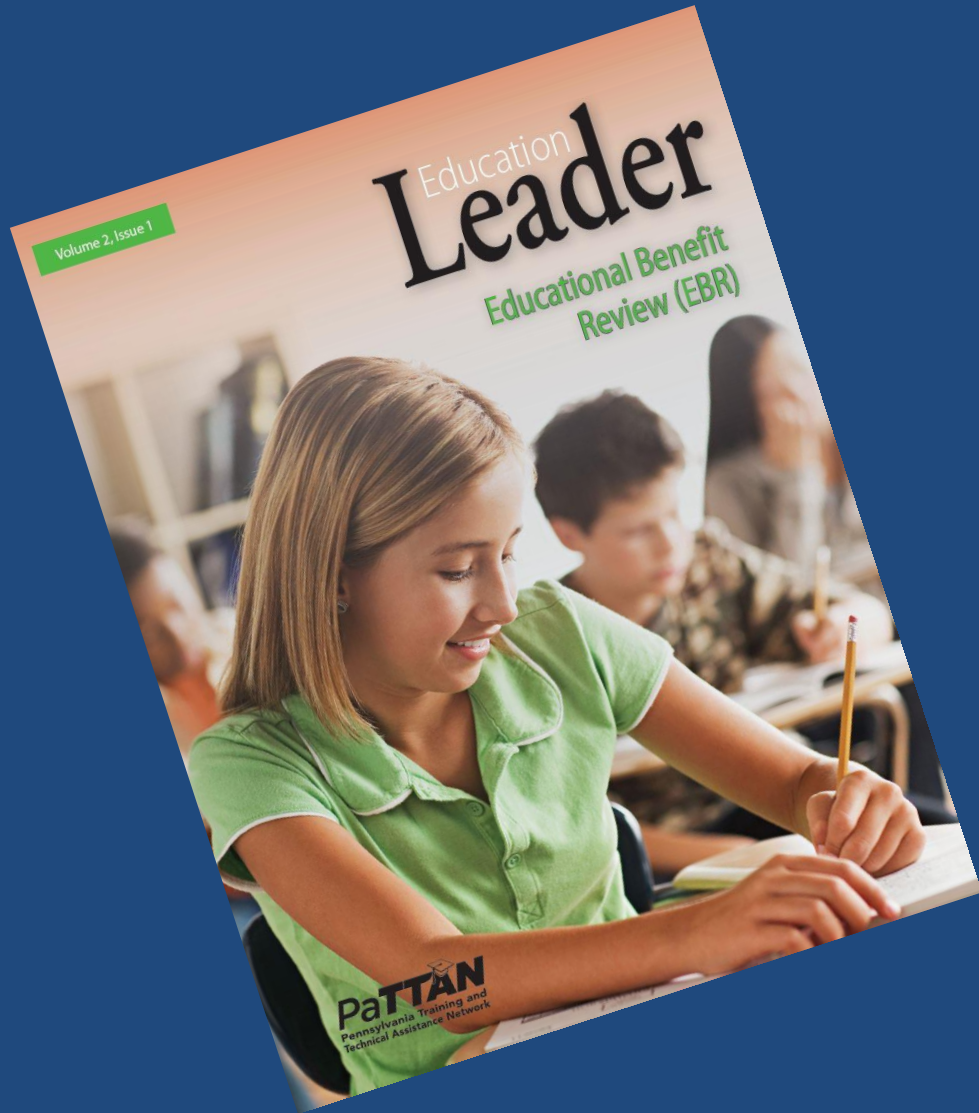
**It's Not Just a  
Buzzword**



# Strategies to Bolster Family Engagement in Your Schools

- Include families in the creation and content of your LEA's Mission/Vision/Goals
- Implement family engagement across all school policies and procedures
- Put into practice student-led IEP meetings and school events, e.g., Back-to-School Night
- Promote Ability Awareness

# Resource - Education Leader Series



# Student-Led IEP Resource Hub



STUDENT-LED IEP (INDIVIDUALIZED EDUCATION PROGRAM)

## RESOURCE HUB

A hub of resources designed to support students in leading their own IEP by empowering students, families, and educators.

**SCAN HERE**

Visit Us Today for resources that you can use along your student led IEP journey!

[www.bit.ly/silep](http://www.bit.ly/silep)  **PaTTAN**  
Partnerships, Training and Technical Assistance Network [silep@pattanpgh.net](mailto:silep@pattanpgh.net)



Let's introduce you to the

## IEP TEAM



(Individualized Education Program Team)





### Engaging Families in the IEP Process

A GUIDE FOR SCHOOLS



# It's All About Family-School Partnerships

- Welcome families as equal partners and encourage staff to do the same
- Recognize and utilize families' strengths
- Respect diversity and examine cultural biases
- Include families in decision-making (e.g., curricula selection)
- Provide families opportunities for training (presenting & receiving), interaction, and collaboration

# ENHANCING FAMILY ENGAGEMENT TRAINING MODULES

Welcoming All Families  
into the School  
Community

Communicating  
Effectively

Supporting Student  
Success



Speaking Up for Every  
Child

Shared Decision  
Making

Collaborating with the  
Community

# SUPPORTS FOR SCHOOLS

## Family Engagement PD Survey

### What are Your Family Engagement Support Needs?

A brief, five-question survey to help inform Pennsylvania's family engagement support to LEAs

## Get Customized PD & Technical Assistance in

### Family Engagement & Other Areas

- Systemic Customized Supports
- Critical Customized Supports
- Emergent Short-Term Customized Supports
- Professional Development Customized Supports
- Autism Initiative Supports (Support requests re-open Spring '24)

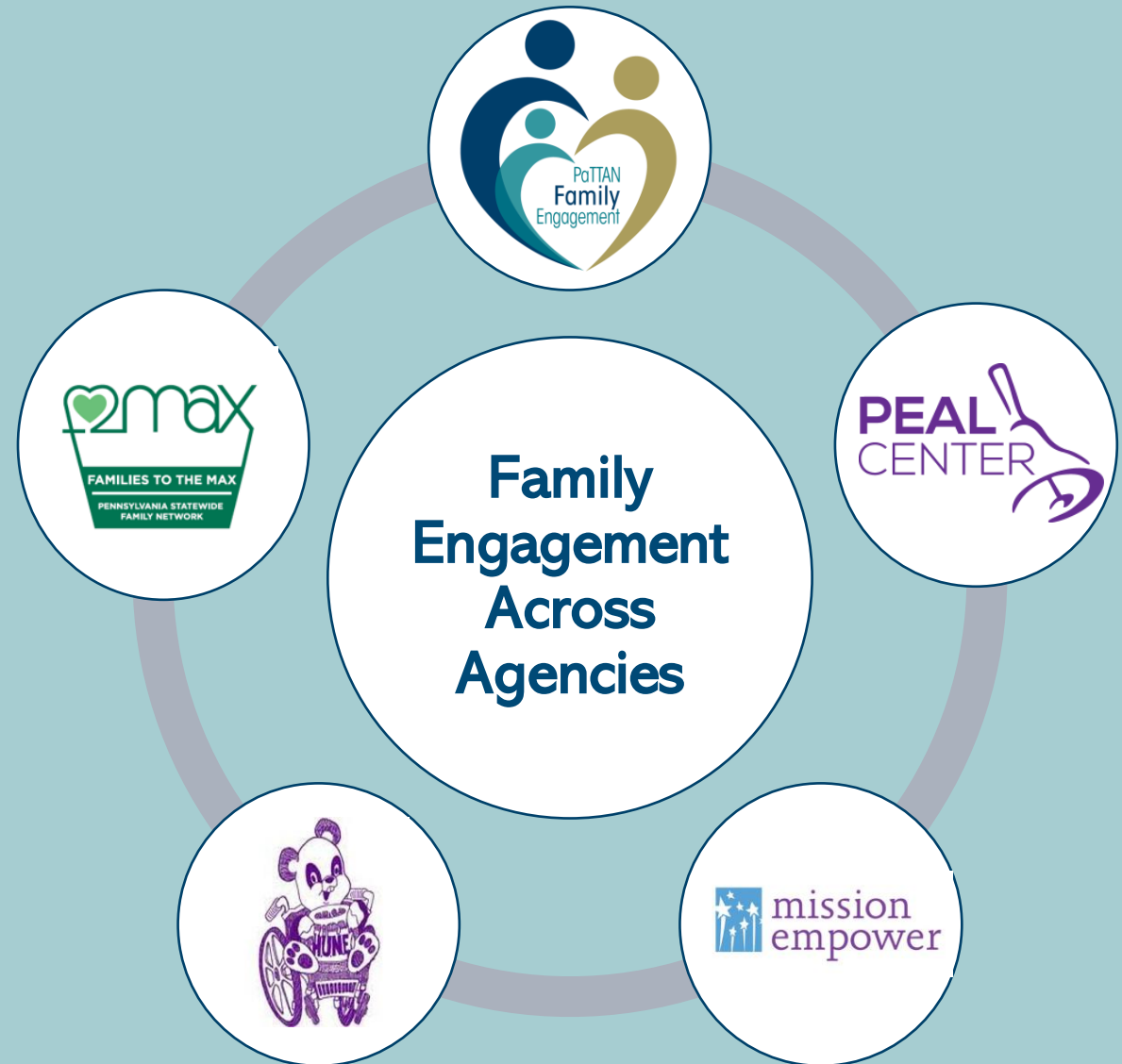


**FAMILY VOICE**

# FAMILY ENGAGEMENT ACROSS AGENCIES

**Working Together to:**

- Increase family and community engagement**
- Empower families**
- Presume competence**
- Lead change**
- Provide support to families**



# FAMILY-FRIENDLY PaTTAN PUBLICATIONS



## Understanding the Language of Special Education:

A Glossary for Families and Educators



**PaTTAN**  
Pennsylvania  
Technical Assistance



## Pennsylvania Parent Guide to Special Education for School-Age Children

### PARENTS' RIGHTS:

#### Understanding the Procedural Safeguards Notice

Parents of children who receive or who may be eligible for special education services have rights under a law called the Individuals with Disabilities Education Act (IDEA). This brochure provides a summary of those rights. The *Procedural Safeguards Notice* provides a more detailed explanation of those rights.

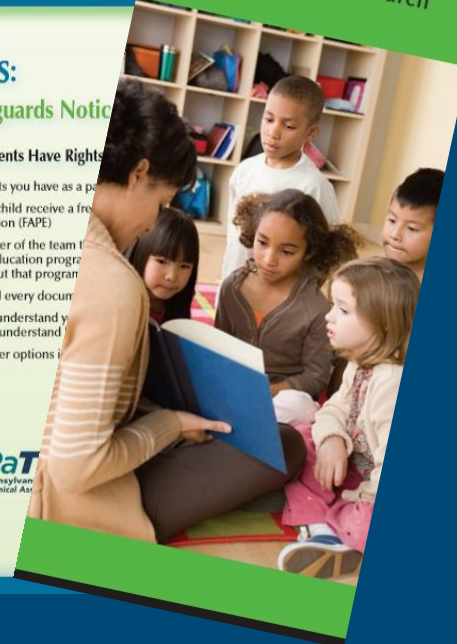
Local educational agencies (LEAs), which include school districts, charter schools, early intervention agencies, and intermediate units (IUs), must give parents a copy of the *Procedural Safeguards Notice* at least once each school year. Parents can also obtain a copy from their school at any time. The *Procedural Safeguards Notice* is available from the Pennsylvania Department of Education, Bureau of Special Education.

There are several organizations that can help parents understand their rights and how to navigate the special education system. For assistance, parents are encouraged to call any of the organizations listed on the back of this brochure.

#### Parents Have Rights

- To have your child receive a free public education (FAPE)
- To be a member of the team that develops your child's education program and to attend meetings about that program
- To understand every document you receive
- To know and understand your child's language you understand
- To pursue other options if you disagree with your LEA

**PaTTAN**  
Pennsylvania  
Technical Assistance



## Education ABCs

<b>AAC</b>	Augmentative/Alternative Communication	<b>CFR</b>	Code of Federal Regulations	<b>ESSA</b>	Every Student Succeeds Act
<b>ABA</b>	Applied Behavior Analysis	<b>CLP</b>	Culturally and Linguistically Diverse	<b>ESY</b>	Extended School Year
<b>ADA</b>	Americans With Disabilities Act	<b>COMS</b>	Certified Orientation and Mobility Specialist	<b>EWS</b>	Early Warning System
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	<b>COP</b>	Communities of Practice	<b>FAB</b>	Framework for Access and Belonging
<b>AEM</b>	Accessible Educational Materials	<b>CTC</b>	Career and Technical Education Center	<b>FAPE</b>	Free Appropriate Public Education
<b>ALD</b>	Assistive Listening Device	<b>CVI</b>	Cortical Visual Impairment	<b>FBA</b>	Functional Behavioral Assessment
<b>APS</b>	Approved Private School	<b>DHS</b>	Department of Human Services	<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>ASD</b>	Autism Spectrum Disorder	<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills	<b>FVA</b>	Functional Vision Assessment
<b>ASL</b>	American Sign Language	<b>DSM-5-TR</b>	Diagnostic and Statistical Manual of Mental Disorders	<b>ICC</b>	Interagency Coordinating Council
<b>AT</b>	Assistive Technology	<b>EBR</b>	Educational Benefit Review	<b>ID</b>	Intellectual Disability
<b>AYP</b>	Adequate Yearly Progress	<b>ECC</b>	Expanded Core Curriculum	<b>IDEA</b>	Individuals With Disabilities Education Act
<b>BEC</b>	Basic Education Circular	<b>ECRI</b>	Enhanced Core Reading Instruction	<b>IEE</b>	Independent Educational Evaluation
<b>BSE</b>	Bureau of Special Education	<b>ED</b>	Emotional Disturbance	<b>IEP</b>	Individualized Education Program
<b>BVI</b>	Blind or Visually Impaired	<b>EI</b>	Early Intervention	<b>IFSP</b>	Individualized Family Service Plan
<b>CART</b>	Communication Access Realtime Translation	<b>EIPA</b>	Educational Interpreter Performance Assessment	<b>IU</b>	Intermediate Unit
<b>CASSP</b>	Child & Adolescent Service System Program	<b>EITA</b>	Early Intervention Technical Assistance	<b>LEA</b>	Local Educational Agency
<b>CAVP</b>	Corrective Action Verification Plan	<b>EL</b>	English Learner	<b>LICC</b>	Local Interagency Coordinating Council
<b>CBA</b>	Curriculum-Based Assessment	<b>ELD</b>	English Language Development	<b>LMA</b>	Learning Media Assessment
<b>CDT</b>	Classroom Diagnostic Tools	<b>ER</b>	Evaluation Report	<b>LRE</b>	Least Restrictive Environment

# FAMILIES TO THE MAX (F2MAX)

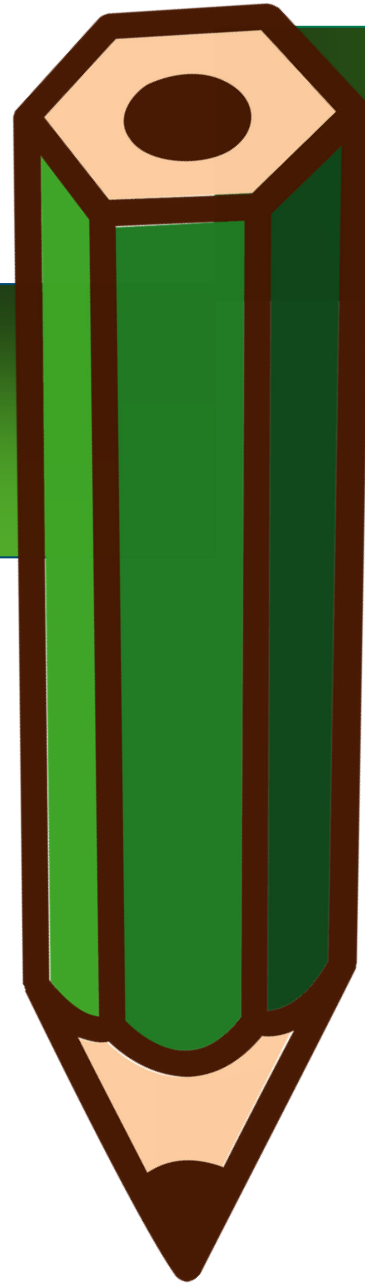
**The Pennsylvania Statewide Family Network, made up of individuals, families and professionals working together to foster change in special education.**



# FAMILIES TO THE MAX

## Vision

Empower students, families, and communities to believe that all children can reach their maximum potential.



## Mission

Leading change for children with diverse needs by maximizing opportunities in the home, classroom, and community.

# Created in Collaboration with

- Pennsylvania Families
- The Bureau of Special Education (BSE)
- The Pennsylvania Training and Technical Assistance Network (PaTTAN)
- The Parent Education and Advocacy Leadership (PEAL) Center
- Hispanos Unidos Para Niños Excepcionales (HUNE)



# FAMILIES TO THE MAX TIP SHEETS



## FAMILIES TO THE MAX Tip Sheet

### Presuming Competence

In the Fall/Winter of 2019, FAMILIES TO THE MAX (F2MAX) presented the training, **Presuming Competence: Moving from Theory to Practice in the IEP**. Families and educators shared stories and ideas that assisted school teams in thinking about how presuming competence can be reflected in a student's IEP. Looking at the list below, can you think of other ways to presume competence for your children?



**Ways to Reflect Presuming Competence in the IEP**

**At IEP Team Meetings**

- Have your child attend IEP meetings
- Create and bring your child's Vision Statement to IEP meetings
- Think of ways the IEP can support that vision

**Supports for School Personnel**

- Engage general education teachers in modifying general education materials
- Create time for general and special education teacher to collaborate
- Schedule meeting times between parents, teachers, therapists, and instructional assistants

**Augmentative and Alternate Communication (AAC)**

- Create opportunities for peers to explore your child's AAC device and independently use the device to engage with your child
- Create time for the IEP team to have training on use of your child's AAC device

**Presumption and Practice**

- Assume your child has something to communicate
- Create and/or facilitate opportunities for your child to develop peer relationships
- Presume competence in your child's abilities, even if challenging behaviors exist

"My child is smart. He just learns differently."  
— Kim, parent

"Presume competence, even when it's scary."  
— Anita, parent



U.S. Office of Special Education Programs

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PEAL  
866-950-1040



PaTTAN  
800-441-3215

11/20




## FAMILIES TO THE MAX Tip Sheet

### Access to the General Education Curriculum

**General Education**

Regardless of a child's placement, having access to the general education curriculum is a requirement of the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA). The regulations implementing the 1997 Amendments of IDEA describe the term general curriculum as the same curriculum as that established for students without disabilities. How do we access the general education curriculum for students with disabilities?



**Ways to Provide Access to the General Education Curriculum**


**Where to Look for the General Education Curriculum**

- On your school's website. If the curriculum is not available on the website, ask your school for a hard copy.
- The Standards Aligned System (SAS) portal: [www.pdesas.org](http://www.pdesas.org)
- At the Individualized Education Program (IEP) team meeting, ask the general education teacher what your child's peers without disabilities are learning.

**Standards-Aligned IEPs Lead to:**

- A child's exposure to more information in a school subject that may be of interest
- Increased opportunities for collaboration between special and general education teachers, which is beneficial to the child's progress
- A focus on a child's abilities
- A school setting where children with and without disabilities can discuss the same classwork

Access requires that the student can receive and understand what is being offered.




## FAMILIES TO THE MAX Tip Sheet

### Behavior

Challenging behavior and intense emotional responses can cause distress for children and adolescents, as well as their families." It is estimated that approximately 30 percent of school-aged children will experience a behavioral, mental, or developmental condition in any given year." (Pennsylvania Department of Education)



**Understanding Behavior**

Did you know that a person's behavior is a form of communication? For example, a child's behavior might be communicating that something is too difficult to do, that they need someone's attention, or that they would like to be given an item or to engage in an activity. Even a child's non-disruptive behavior can be a sign that they are disengaged or withdrawn. A child's religious, linguistic, and/or cultural background may also influence behavior, communication, and interactions with others.

- Look for patterns in behavior and recognize that behaviors can often be predicted. Patterns may include common triggers and responses to challenging and appropriate behavior.
- Stay calm and do not take the child's behavior personally. A calm adult is better equipped to de-escalate a difficult situation.
- Recognize that the child would like to succeed but may not be able to in the moment.  
Adapted from: Ross W. Greene, Ph.D.

**Supporting Students**

The way an adult perceives and reacts to a child's behaviors can make the difference between a behavior escalation or a resolution of the issue. For example, adults could:

- Understand behavioral challenges as delays in developing skills (e.g., flexibility, frustration tolerance, and problem solving).
- Treat lagging skills that show up as behavioral challenges with the same compassion and strategies applied to cognitive delays in reading, writing, and math (all academics).
- Understand that challenging behavior occurs in response to specific unsolved problems.
- Attribute challenging behaviors to conditions in combination with environmental factors, not character (e.g., spoiled, bad, manipulative).

Schools provide a variety of supports to assist students who are demonstrating or exhibiting challenging behaviors and intense emotions. Supports for students in the classroom vary based on their needs. Students who receive special education are provided with supports and services based on their individualized education program (IEP). For more information about special education, read "Does My Child Need Special Education?" on the following page.

**Supplementary Aids and Services** means aids, services, and other supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

"Kids do well if they can."  
— Ross W. Greene, Ph.D.

Available in Spanish

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Thank You!

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