

Growing FSCP with MTSS

Weld County School District Re-3J

Keenesburg, CO



Across the communities of Hudson, Keenesburg, Lochbuie, and Roggen, the Weld County School District Re-3J serves just over 2,500 students in grades PK-12. As a member of the Colorado State Personnel Development Grant (SPDG) project, the district has been working on implementation of a Multi-Tiered System of Supports (MTSS). The MTSS Leadership Team (MLT) in Re-3J includes representatives from each of the district schools. In addition to monthly whole-group meetings supported by Colorado Department of Education (CDE) staff, three sub-committees meet regularly regarding prioritized topics. The MLT collaboratively plans and creates capacity-building materials and activities.



Last year, MTSS Building Leadership Teams (BLTs) began learning about each of the CO-MTSS Components through a CDE training series. As their competency developed, the MLT and BLTs continued to uncover opportunities for growth. One of the five Essential Components of the CO-MTSS framework is Family, School, and Community Partnering (FSCP). The MLT and each BLT has evaluated its performance in FSCP each year. Identifying FSCP as an area to improve, the MLT crafted personnel development and action planning approaches that included a more-intentional focus on FSCP.

Along with CDE support, an offering of training around Multi-Tiered FSCP was established for district personnel. Each school had MLT members attend a day-long training that emphasized the “shift from parent involvement to family partnering”, along with how to model, lead, and implement FSCP within their school sites. There was a focus on the National Standards for Family-School Partnership (PTA, 2008), the Dual-Capacity Building Framework (ED, 2013), and CO-MTSS FSCP resources.

During the session, each school evaluated their implementation with the FSCP indicators of the CO-MTSS BLT Self-Assessment. Participants are encouraged to be FSCP “content leads” within their BLTs and facilitate ongoing monitoring of FSCP. Several measures and tools (e.g., Staff Self-Reflection Tool, CO-MTSS FSCP Practice Profile) were reviewed for school-level use.

A photograph of a handwritten note on a yellow sticky note. The text reads: "I would like to learn more ways to actively partner with parents and community organizations. How can we get to an active partnership?"

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Session participants described their Personal Purposes for attendance, and throughout the training shared strategies with each other. The “Why, What, and How” of FSCP were key features. At its conclusion, attendees commented on stakeholder partnering, acknowledging the importance of: effective (two-way) communication, (authentic) relationship-building, and connecting FSCP to student learning.