

FAMILY, SCHOOL AND COMMUNITY PARTNERING

THE FSCP

KEY



COLORADO
Department of Education



Dear FSCP Friends,

Each spring, I teach a group of graduate school students who are pursuing careers as school psychologists. This year, one of the texts we're reading is Steve Constantino's "Engage Every Family: Five Simple Principles."

A quote on page 9 has stayed with me for several weeks. It states, "Family engagement is not an initiative, nor is it a race. Family engagement is a commitment to change school culture and, as such, is ongoing and never ending. Family engagement takes into consideration what we already do; it just requires us to act differently—no new time, no new energy, no new resources—just a remolding of what we already have."

Spring is the perfect time to begin planning for the next school year. I hope that you take the time to reflect on how to "remold" family-school-community partnering to continue the ongoing quest to partner with every family for continued student success.

In Partnership,

Darcy

UPDATES

Several FSCP events are on the horizon. Please share the dates far and wide and mark them on your calendars.

April 9, 2Gen Webinar, 1:00-2:30pm. Learn more about Colorado's 2Gen Initiative [here](#) and on the webinar.

Meeting number (access code): 800 809 620

Meeting password: CO2gen

Call in number: [1-240-454-0887](tel:1-240-454-0887)

April 20, FSCP Coffee Chat, 10am-noon, Jeffco is hosting. For district contacts.

May 15, State Advisory Council for Parent Involvement in Education meeting, 11am-3pm, Location TBD. Open to the public.

June 1, Promising Partnership Practices, submissions due for consideration. All institutions P-20 are invited to submit. A copy of the application is [here](#) under "News."

For a more comprehensive list of announcements from CDE, you may subscribe to The Scoop, a newsletter published every Wednesday: <http://www.cde.state.co.us/communications>.

FAMILY, SCHOOL AND COMMUNITY PARTNERING STANDARDS

1

Welcoming All Families into the School Community

2

Communicating Effectively

3

Supporting Student Success

4

Speaking Up for Every Child

5

Sharing Power

6

Collaborating with the Community

PROMISING PRACTICES

Odyssey Elementary School, located in D49 in Colorado Springs, implements a schoolwide reading initiative, aptly named *Reading Odyssey*. The purpose of Reading Odyssey is to promote family literacy and build a greater sense of community through the shared experience of reading books as a community.

The program begins with a school wide kick-off assembly including a short skit and a message from the Odyssey principal. Upon dismissal, each student receives a copy of the book and a bookmark with the reading schedule. The school uses morning trivia as an incentive to read each night. Students receive reading tickets for answering trivia correctly. At the end of each program, these tickets are entered into a drawing, and winners of the drawing are given new books to add to their home libraries.

Odyssey hosts two family literacy nights per book. Students and their families are invited to attend a relaxed evening with a reading, a small craft, and snacks. Some of the nights offer three reading rooms: K-1, 2-3, and 4-5. This allows teachers to model comprehension questions during read alouds that are appropriate for different reading levels.

For more examples of Promising Partnership Practices, go [here](#).

SACPIE SPOTLIGHT

Colorado state statute requires that schools maintain School Accountability Committees (SAC) that are directed to provide input into achievement improvement plans and budgets. A parent or community member often becomes involved in a SAC because they are interested in the success of all students, not just their own. A parent knows that if their child is experiencing difficulty or success, several other children are likely experiencing the same, to varying degrees.

Often the best way for a parent to advocate for their own children is to advocate for all children. Parents need to understand that our schools serve students from a variety of backgrounds and it is imperative that parents and communi-

RESEARCH BRIEF

Does the challenge of effective two-way communication between home and school keep anyone up at night? If so, you're not alone!

A new study, published in March 2018, identifies the current landscape of school district communications with parents and other stakeholders. The report indicates five key takeaways:

1. Overall, parents are satisfied with school communications, but there's more work to be done.
2. School leaders prioritize social media, but parents still prefer other modes of communication.
3. Facebook is the primary social media tool for parents. Twitter, not so much.
4. Parents know less about school performance than administrators might like.
5. As new learning tools are implemented, parents want and need more information.

Parents who participated in the study listed several essential characteristics for effective communications: convenience, personalized, timely, realization of busyness, and high impact.

To read the report in its entirety, go to, click [here](#).

ty members realize it is important to support all students. Most importantly, parents who feel engaged will want to work towards solutions using facts and statistics, and not just discuss problems.

Members of SACs brainstorm problems and solutions, synthesize the information (based on facts and statistics) and offer feedback to administrators. Ultimately, SACs are a powerful venue for increasing parent and community involvement in improving achievement for all students. SACs need parents from all backgrounds to offer their ideas, their perspectives and their solutions. Learn more about School Accountability Committees on the [Colorado PTA](#) website.

THANK YOU FOR SPENDING TIME WITH US THIS MONTH.
WATCH FOR THE NEXT EDITION IN MAY.

For questions, contact Darcy Hutchins, Family Partnership Director, hutchins_d@cde.state.co.us, 303-866-5921

