

Engaging Community

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Sound Supports, Seattle Public Schools and Seattle Boys & Girls Club

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Closed Captioning

Closed captioning can be activated by clicking the cc button at the bottom of the screen.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

- NWPBIS
- Kaiser Permanente
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- OSPI Departments
 - Special Education
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 - Center for the Improvement of Student Learning (CISL)
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Every student & Every school

Providing training, coaching and technical assistance to schools and districts across the Pacific Northwest

Our Mission



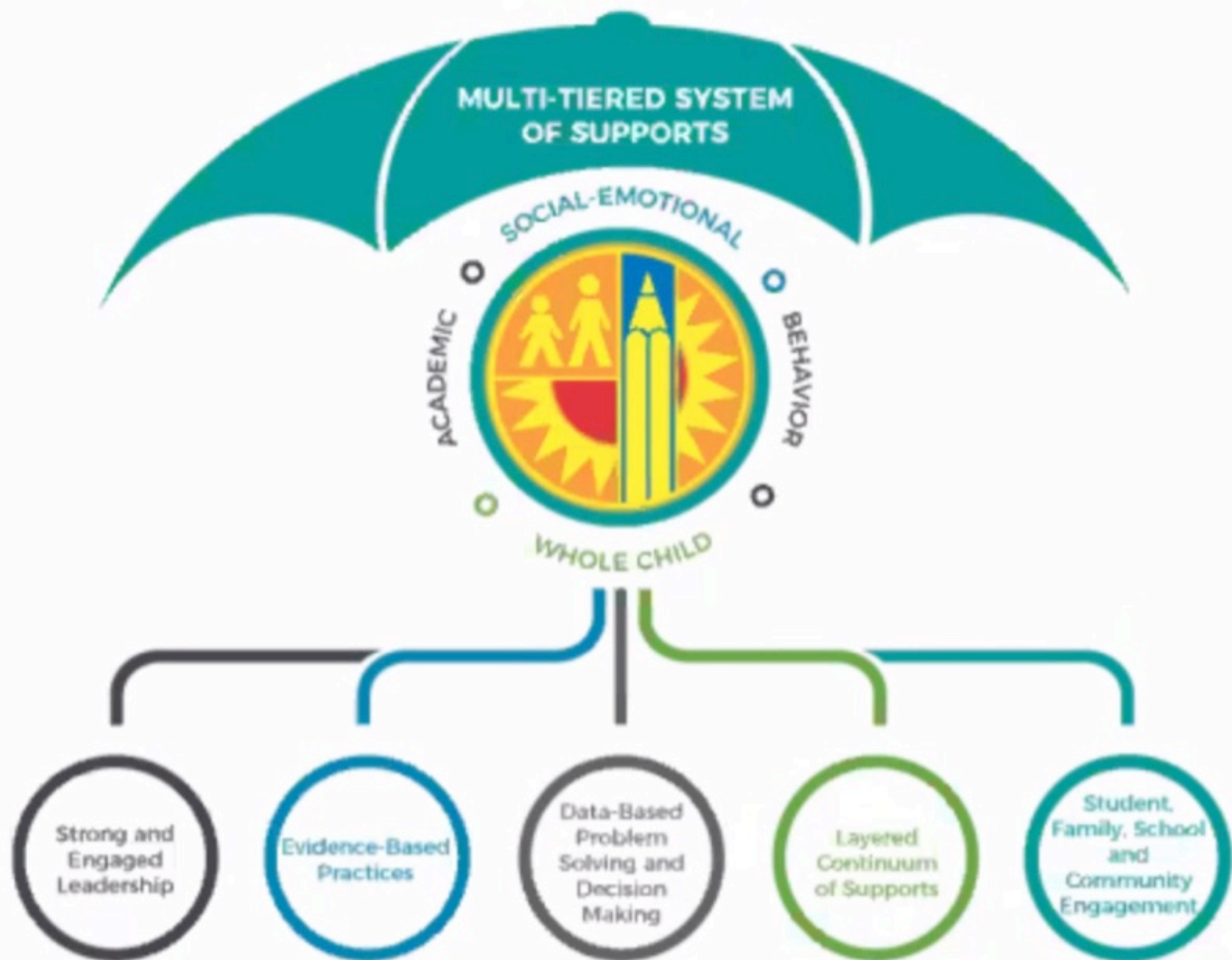
Visit Sound Supports K-12 for resources and ideas:

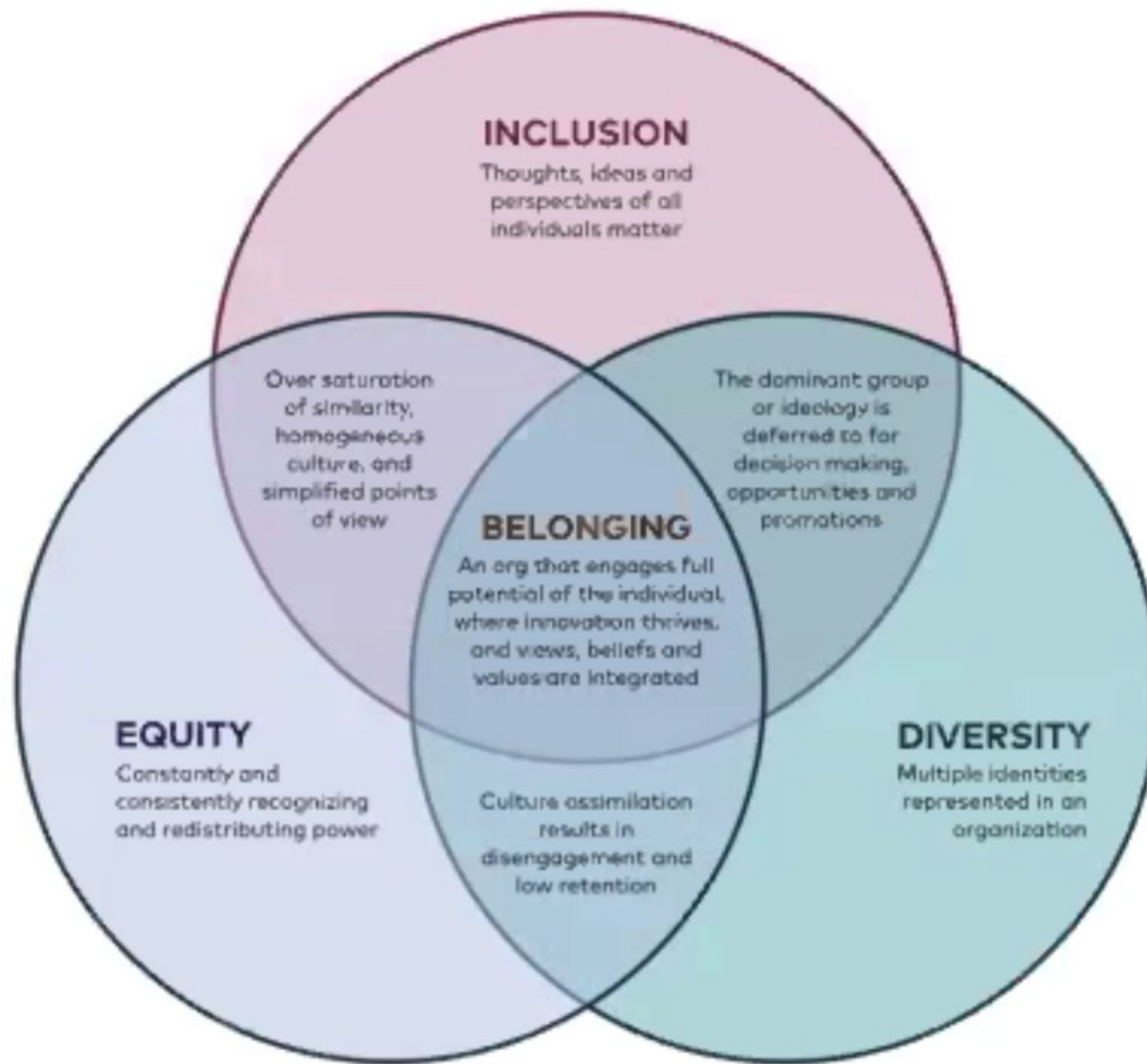
www.soundsupportsk12.com

The mission of Sound Supports is to provide schools and



How Are The Children?
- Traditional Masai
Greeting





Barriers to Family and Community Engagement

(Berg, Melaville, & Blank, 2006; Onikama, Hammond, & Koki, 1998; Wherry, 2010).



- Parents' (and other family members') previous negative experiences or interactions with schools (for example, parents did not do well in school or educators told parents only what they should do without acknowledging what they might already be doing).
- Language and cultural barriers (for example, parents or their representatives believe they should defer to educators and not play an active role in education).
- Limited professional development and training of educators in family and community engagement.
- Educators' own cultural beliefs and attitudes.

Strategies for Community Engagement



1. Make engagement a priority and establish an infrastructure
2. Communicate proactively in the community
3. Listen to the community and respond to its feedback
4. Offer meaningful opportunities to participate
5. Turn community supporters into leaders and advocates

Make Engagement a Priority and Establish an Infrastructure



What Have Exemplar Schools and Districts Done?

- Developed mission statements
- Created plans for engagement,
- Organized engagement offices,
- Hired professional staff,
- Established advisory groups

Communicate Proactively

- You have to work to inform the community through several formats, both traditional (letters, emails etc.) and nontraditional (bbqs, picnics, health fairs).
- Offer that communication in the languages your families speak.

Listen and Respond to Community Feedback



- Listen to feedback from parents and the community.
 - Actively respond to their questions and concerns.
 - Let people know about timelines and processes.
 - Hear the lived experiences of your families.
-
- Community members are more likely to trust the initiative when they see their feedback incorporated into the turnaround work, and changes made as a result

Offer Meaningful Opportunities to Participate



- Provide leadership roles
- Offer meaningful ways to INVOLVE parents and community members in school improvement
- Offer training and support as needed for involvement
- Have families and community share expertise
- Go to them, do not just have them come to you
 - Home Visits
 - Community Events
 - Meet and Greets at Parks & Community Centers

Turn Community and Families into Leaders & Advocates

- By truly hearing the voices of others, informing, inquiring and involving families and community representatives, turnaround we can help create leaders and advocates.
- We have to be able to see the wealth in others and value the diversity of ideas.



A United Campus
Be Safe
Be Respectful
Be Responsible



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THE RB:ABSPY "CORE TEAM"

Oversight & Decision-Making Role



Office of City Auditor
Office of Planning & Development
Seattle Parks & Recreation
Department of Neighborhoods




Washington Office of Superintendent of
PUBLIC INSTRUCTION

Community-Wide
Community-Led
PBIS

SAVE THE DATE!
SEPT 27, 2018

RAINIER BEACH
PBIS = POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS
TOWN HALL



BE SAFE
BE RESPECTFUL
BE RESPONSIBLE

JOIN US!
for a

Public Safety Deep Dive

How can we encourage safe, respectful and responsible social norms in Rainier Beach?

ONLINE
Rainier Beach
Public Safety
Meeting

WEDNESDAY, APRIL 14, 2021

2:30PM - 4:30PM

Virtual or Phone-In Meeting

Rainier Beach: A Beautiful Safe Place for Youth (ABSPY) invites YOU to

Together, we will:

- **MEET** your neighbors with same interest and concerns
- **HEAR** how we're making the neighborhood safer
- **LEARN** how to get involved

Join with Google Meet:
meet.google.com/vhy-sief-wfn
or Join by phone: (617) 675-4444
PIN: 266 067 357 9391#



This meeting is for people who **LIVE, WORK AND PLAY** in Rainier Beach
CONTACT: Stew Bowerman | stew@rbactioncoalition.org | 206-595-9921



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PBIS is improving public safety by encouraging *safe, respectful* and *responsible* behavior in Rainier Beach

How do we do it?

Promoting shared values – What do we value?

Promoting & recognizing the good – What's right?

Building strong relationships across generations



Creating Consistent Expectations

- For Rainier Beach



- For organizations

HALLWAY EXPECTATIONS

<p>we show <u>RESPECT</u></p>  <p>Walk quietly in a single file.</p>  <p>Be aware of personal space.</p>	<p>we show <u>RESPONSIBILITY</u></p> <p>Listen. Listen to directions.</p>  <p>Look with your eyes, not hands.</p> <p>Walk quietly, face forward.</p>  <p>Keep an even space between each other.</p>	<p>we show <u>SAFETY</u></p>  <p>Walking feet to your destination.</p> <p>Keep hands and feet to yourself.</p>  <p>Take one stair at a time going down.</p> 
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Promoting Positive Relationships



Building
friendships across
generations



Seattle Tiered Fidelity Inventory Tier I



Introduction and Purpose:

This is a guiding document to support school teams in establishing safe, restorative, supportive and welcoming environments that represent and center the voice of students, families and communities, specifically the Black boys and youth we serve. In order to create equitable systems, schools must engage in ongoing trainings that build understanding of institutional racism and examine the impact of current practices on students furthest away from educational justice. It is critical for Tier I teams to identify and respond to cultural collisions as an opportunity to grow, engage, and foster a welcoming environment and dismantle dominant cultural norms. By intentionally partnering with all stakeholders in co-creating schoolwide expectations, the intended outcome is to foster positive relationships, center wellness, acknowledge the brilliance of students, and not to police, indoctrinate, or assimilate students to dominant cultural norms. If we do not individually, collectively and professionally engage in this work, we are complicit for the harms resulting from systemic racism.

Teams

1.1 Team Composition

“Nothing About Us Without Us”

1.2 Team Operating Procedures

“Share the Power.”



“Nothing about us without us.”



1.1

Team Composition: Tier I Teams partner with stakeholders and ensure voice and broad representation of all families and communities, students of color, and specifically Black boys and youth. Stakeholders include a Tier 1 team systems facilitator, a school administrator, a family member, student representation/consultation, and individuals able to provide critical perspective and information. These include:

- (a) knowledge of cultural representation of the students and community and historical context**
- (b) knowledge of behavior as a form of communication and a response to experiences known and unknown, school environment, and adult/staff behavior**
- (c) coaching and technical assistance,**
- (d) knowledge of student strengths and school-wide academic and behavior patterns,**
- (e) knowledge about the operations of the school across grade levels and programs.**

Practices/Strategies



- a) Family/student participation is valued, and roles are clearly outlined and defined.
- b) If team size is a concern, consider the use of subcommittee structure and have families represented on subcommittees.
- c) Families influence system components (e.g., School-wide expectations language, celebrations/acknowledgements, etc.).
- d) Families assist in reporting team meeting discussions and data to stakeholders.
- e) Family members, students, and community liaisons are compensated, including childcare and/or transportation (gift cards, volunteer hours for students, access to technology, etc.).

Family Teas

- Caring Community

We want to continue building a caring community where your children, Dunlap's staff and you feel a sense of belonging and connectiveness to each other.

Everyone is treated with kindness, respect, and helpfulness and everyone has a mutual sense of responsibility. So, Relationships are the key.

Positive Behavioral Interventions & Supports

Home learning

PBIS @ FAMILY TEAS

LEARN STRATEGIES FOR SUPPORTING YOUR SCHOLAR'S LEARNING BEHAVIORS AT HOME.

NOVEMBER 19, 2020
5:30 PM - 6:30 PM
LINK TO BE SENT SOON!

FOR MORE INFORMATION ABOUT PBIS: DUNLAPPBIS@GMAIL.COM

DUNLAP DOLPHIN PRIDE
RESPECT • RESPONSIBILITY • SAFETY

The poster features a central illustration of a child sitting on a red rug with a laptop, in front of a blue sofa. The background is a mix of teal, yellow, and orange brushstrokes. A circular logo for Dunlap Dolphin Pride is in the top right, and a small cluster of blue dots is in the middle right.

Sharing common interests and concerns
– Discussing topics that are important to us.

Learn about School and Community Resources

Have Fun – Wishing you a good and enjoyable time!

Examples:
Food Banks
Tutoring

Rent Assistance

Follow the
Leader:
15 Minute
Breakout



Join your chosen language group.

Follow leader link.

Ms. Halverson - Español

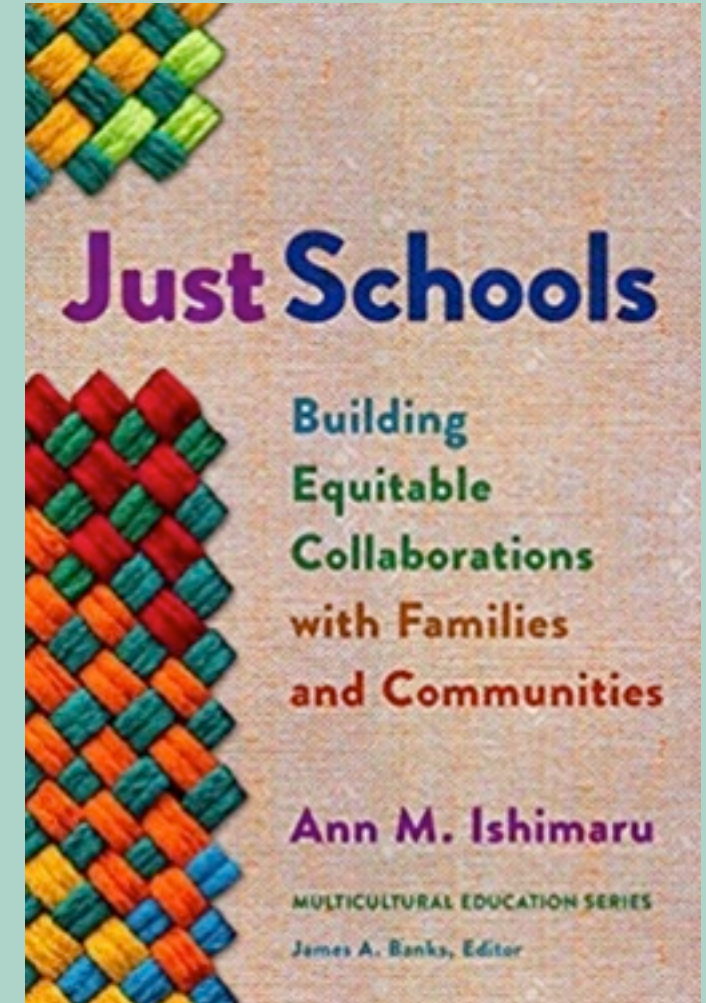
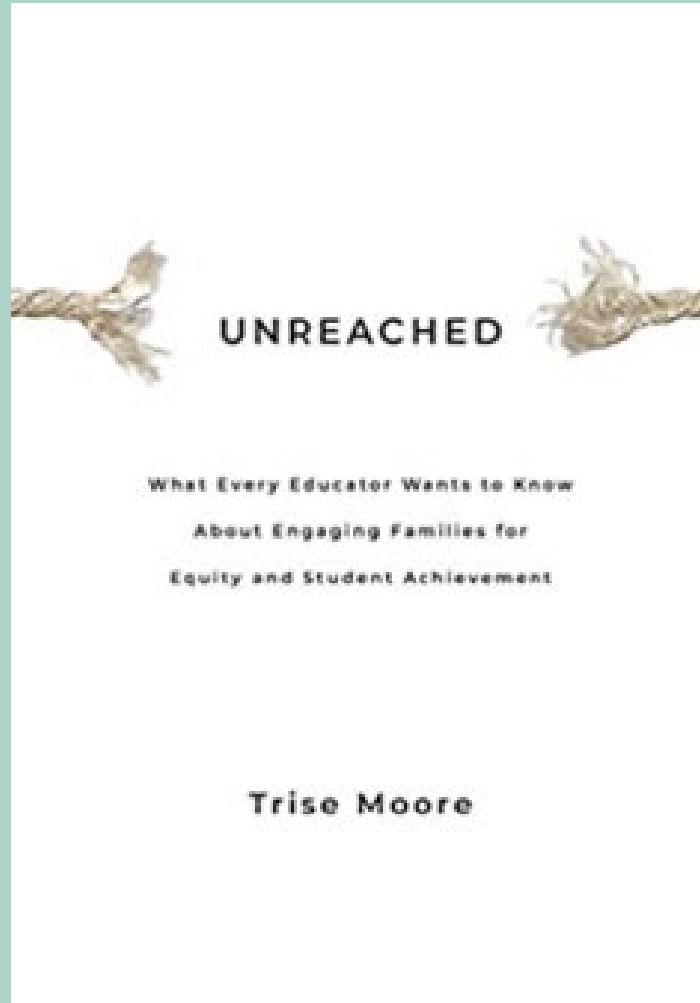
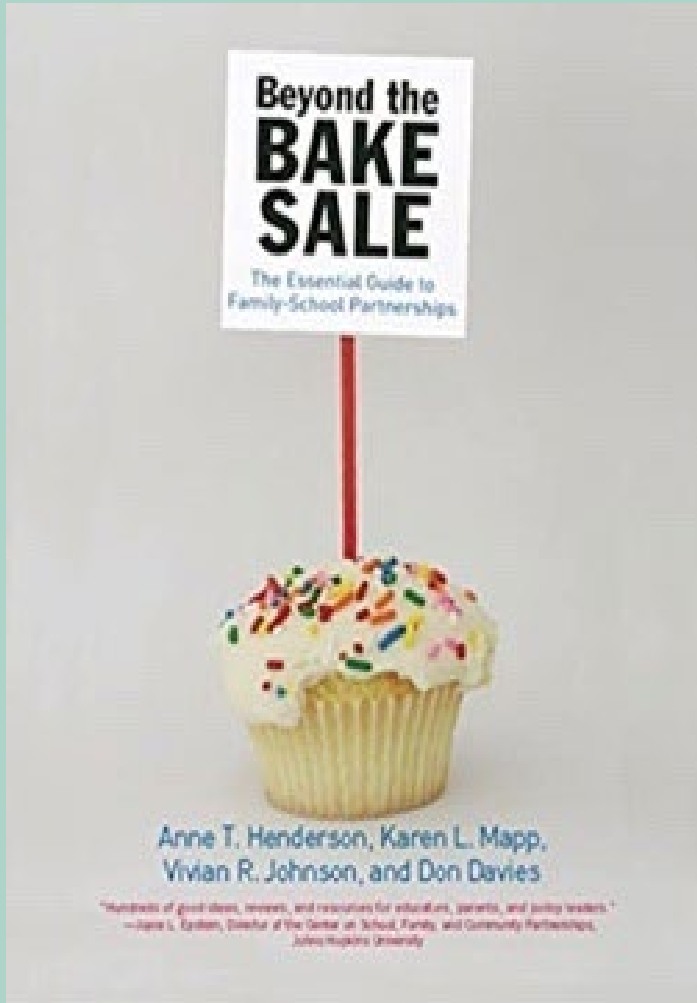
Ms. Ngo - Tiếng Việt

Ms. Hutchinson - English

Mr. Ahmed - Soomaali

Next Family Tea Time: December 17th

Resources!





Washington Family Engagement

<https://www.wafamilyengagement.org/about.htm>

Toolkit of Resources for Engaging Families & Community

<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509>

Reform Support Network <https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/strategies-for-community-engagement-in-school-turnaround.pdf>

Panorama Guide to Family Engagement

<https://www.panoramaed.com/blog/family-engagement-comprehensive-guide>

- All follow up questions are to be emailed to CISL@k12.wa.us with the presenter name, and the session title the question relates to.
- Presentation materials, and recordings of sessions will be available on August 18 with closed captioning. (clock hours are not available for watching recordings)
- Clock hours will be awarded no later than August 31, 2021 and can be claimed up to a year after the event. Participants must fill out the MTSS Fest survey to be awarded hours.
- The presentation materials will be uploaded to our MTSS webpage and will be linked in the archive materials section.





Be In Touch!

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