Multi-Tiered Family, School, and Community Partnering (FSCP) Supports Checklist

This *Checklist* was developed to assist family members, school staff, and community collaborators in assessing how their site or situation currently operationalizes partnering throughout the tiers or layers of support. Another term, “differentiated partnering” (Edwards, 2011), has been used to describe this idea – that there needs to be a continuum of partnering actions so as every student and family is successfully included in a school community. The goal is to ensure seamless partnering for every student’s success, matching supports to needs. This tool was created using the fifty plus years of research findings that specify the importance of family participation in students’ positive educational outcomes. Originally, this *Checklist* was developed to guide use of actions and tools as provided in the *Response to Intervention (RtI)) Family & Community Partnering: “On the Team and At the Table” Toolkit* (Colorado Department of Education, 2009). It has since been adapted and revised according to stakeholder feedback, Colorado legislation, the National Standards for Family-School Partnerships (PTA, 2008), and the Dual Capacity-Building Framework (U. S. Department of Education, 2013). Items represent the evidence-based actions identified in these various initiatives and documents within a tiered framework.

This *Checklist* can also be used in action planning. As individuals answer the questions, they have the opportunity to assess what they observe, experience, and know from their unique perspective. Individuals and/or different stakeholder groups can collect and analyze results as a whole and/or disaggregate to identify specific patterns or needs. Data can be used in strategically planning, implementing, and evaluating partnering activities. Using a team-based approach may allow for different individuals (educators, families, or community members) to share expertise they might have about supports that are aligned to certain areas of need. The *Checklist* can be used as an evaluation tool to help assess growth and effectiveness. In addition, the items in this assessment can be used to formulate specific partnering “job descriptions” for a specific role or set of responsibilities. The *Checklist* could be considered during performance evaluations or when developing professional growth goals, as well.

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Supports Checklist

Date: School: Role (Educator, Family, Community):

INSTRUCTIONS: Please check those that you observe in your site or situation; note NA if not aware.

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| **Universal Supports – All Families/Staff** |
| **SCHOOL: Our school administrators and all school staff members are…****\_\_\_**1. Creating a welcoming, culturally and linguistically responsive environment with multiple  visiting and volunteering opportunities (home and school).\_\_\_2. Providing a shared understanding of the evidence and legal base for partnering.\_\_\_3. Communicating partnering beliefs: *(a) Education is a shared responsibility*  *between home and school; (b) Families are active partners; (c) Student success* *is always the focus.* \_\_\_4. Integrating partnering practices and language into all documents, procedures, and team processes.\_\_\_5. Ensuring every family uses the school technology - parent portal, email, website, texting.\_\_\_6. Ensuring every family member knows the importance of his/her actions in supporting  learning at home:*(a) Frequent and systematic discussions about school; (2)* *Encouraging their children regarding schoolwork; and (3) Providing or working*  *with resources to provide supervision, support for homework and after-school time.* \_\_\_7. Sharing the school’s tiered MTSS or RtI framework with all staff and families.\_\_\_8. Providing family education on learning-related topics, based on identified needs. \_\_\_9. Including families in school decision-making and on leadership teams (SACs, DACs).\_\_\_10. Using data systematically to improve and expand family partnering practices.*\_\_\_*11. Allocating time for a staff person to support personnel and families in partnering.*\_\_\_*12. Collaborating with community resources.\_\_\_13. Implementing federal and state legislated partnership responsibilities, such as cited in  ESEA, IDEA, SB 09-163, SB 09-256, SB 10-191, SB 13-193, ECEA, and READ Act. **CLASSROOM: Our teachers and specialists are…**\_\_\_1. Contacting every family personally to create ongoing, two-way communication.\_\_\_2. Ensuring each family, including students, understands class and homework success expectations, and how everyone will partner if a student struggles in learning. \_\_\_3. Providing information on current class content so families can reinforce learning at home. \_\_\_4. Asking families what they need to support learning at home and following up.\_\_\_5. Sending progress data regularly to families, with opportunities for discussion. \_\_\_6. Telling students that school and home are working together for their success. |
| **Targeted and Intensive Supports – Some or Few Families/Staff (Includes All Universal)** |
| **Our specialists/intervention teams, with teachers and administrators, are…**\_\_\_1. Designating people and processes to reach out and individually encourage  families and staff who may be hesitant or uncomfortable. \_\_\_2. Including families as active partners throughout the individualized MTSS problem solving process, providing information and participation in decision-making. \_\_\_3. Supporting teachers and families in mutually developing and implementing individual student plans such as IEP, Behavior, READ, Truancy, and Advanced Learning.\_\_\_4. Ensuring families understand and participate in the implementation of small group (standard protocol) instructional academic and behavioral interventions. \_\_\_5. Individualizing family-school partnering plans and support when needed.\_\_\_6. Providing school, family and community wraparound when needed. \_\_\_7. Accessing conflict resolution support and processes when needed. |
| **Total Universal School: \_\_\_/13; Total Universal Classroom: \_\_\_/6; Total Upper Tiers: \_\_\_/7;** **SUPPORTS SUMMARY: Strengths: Concerns:**  |