

Year 1: Preparing the Soil

Step 1: Identify Differences

Recognize and make adjustments based on the needs of families of students with disabilities and other diversities (i.e. cultural, achievement, ethnicity)

Primary Attributes:

- Differentiated to accommodate diverse abilities and needs of families
- Provides specific supports to all families, including families of SWD, needed to help their children become stronger readers and writers

Guiding Questions:

1. How can we provide local/state resources to:
 - a) All families
 - b) Families of students with disabilities

2. How can we modify our content so that it addresses specific literacy supports for:
 - a) All families
 - b) Families of students with disabilities

3. Do our materials, environment, literacy examples, and content reflect:
 - a) The diversity among all students, including SWD?
 - b) The use of People First Language?

Next Steps:



Step 2: Turn It - Link to Learning

Connects family partnership initiatives with student achievement outcomes in ELA

Primary Attributes:

- Aligned with one or more school and district achievement goals
- Connect families to teaching and learning goals in ELA (what their child is learning and doing in the classroom)

Guiding Questions:

1. How does this activity align with our district/school goals for ELA?
2. What activity can we provide
 - a) That gives a “window” into the classroom so families know what their children are learning and doing in class related to ELA standards?
 - b) To share and model a literacy strategy families can replicate to support learning at home?
3. What process do we have in place to encourage ongoing teacher-family collaboration about student progress in literacy?

Next Steps:



Step 3: Smooth It Out-Build Relationships

Develops and maintains respectful and trusting partnerships between home and school

Primary Attributes:

- Welcoming and “Family Friendly” in tone and environment
- Time for teachers/families to learn about and understand each other
- Time for families to collaborate with educators about their child
- Break into small group setting

Guiding Questions:

1. Are we providing a Family Friendly environment that is welcoming?

2. What opportunities can we provide for families and teachers to meet one-on-one/in small groups to have deeper conversations and discuss how to collaborate as *partners*?

3. Families are experts....what opportunities are we providing for them to share their expertise about their child and their community?

Next Steps:

