

"EQUILIZATION OF ACCESS"

Scaffolding School Communication to Reach *All* Families and Community Stakeholders



Georgia Department of Education's Family Engagement Team

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Parent Engagement Program Manager,
Outreach Programs Division

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Education Program Specialist, Family
Engagement, Division for Special Education
Supports and Services



Today's Agenda

- Equal Access: What Does it Mean?
- Getting the Message to the Parents You are not Reaching!
- Maslow Motivation of Will
- PTA National Standards
- Making it Accessible to All
- Available Resources



CONNECTIVITY IN PRACTICE

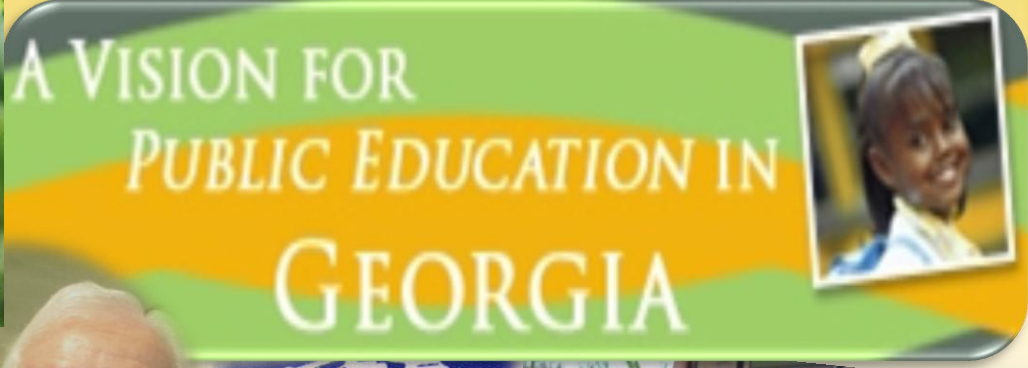
TAKING IT TO
THE STREETS!

Moving from Creating
SHARED MEANING
to Jump Starting it into
SHARED ACTION





THE GEORGIA PEACH



Who is Your Audience??



I AIN'T

COMING DOWN



COMING DOWN

Factors in School District Communication

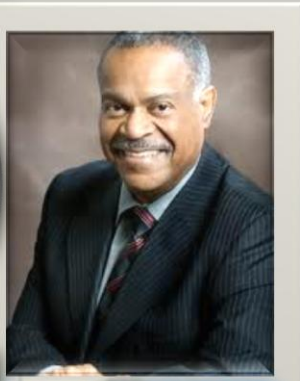
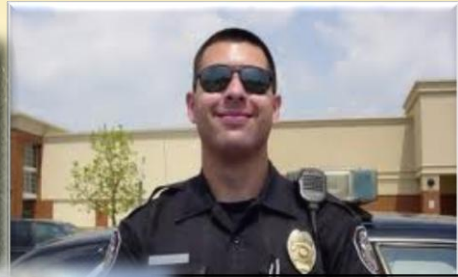
- Time
- Keeping the Big Picture
- Reactive Vs. Proactive
- Legality
- School Culture



School Culture



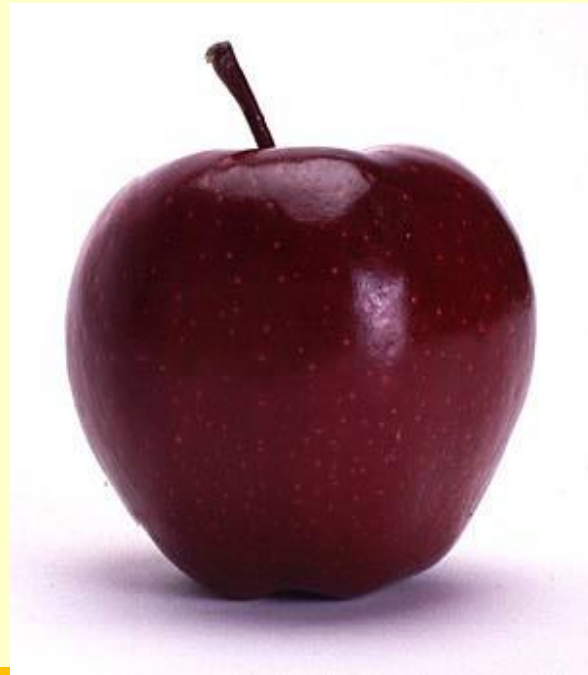
Equalization of Access And Influence



How Does Poverty in Georgia Impact Learning?

Almost one million of the 1.6 million students in Georgia Public Schools qualify for Title I's Free and Reduced Lunch

About 60 % of students receiving IDEA services also qualify for Title I Programs



Barriers to Effective Communication with Parents

- **Economic and Time Constraints**
- **Lack of Technology**
- **Education Lingo**
- **“Know it all” Approach**
- **Pre-Judging**
- **Frequent Negative Reports**
- **Unwelcoming Environments**



How do we know *what* and
how many communication
methods or tools to use to
reach families to be engaged
in achievement particularly
those who are
hard to reach?



ACHIEVEMENT

community

home

school



Maslow's Hierarchy of Needs

- Self actualization
- Esteem Needs
- Belonging Needs
- Safety Needs
- Physiological



A Crosswalk for Parent Programs: The 360 Philosophy

Hierarchy of Needs



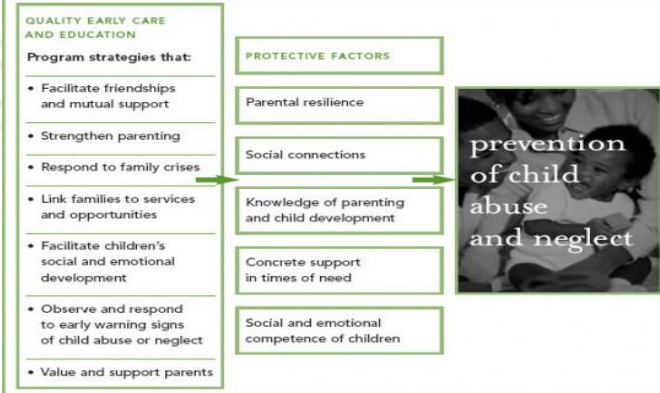
Family-School Standards



Protective Factors

how early childhood programs help prevent child abuse and neglect

Excellent early care and education programs use common program strategies to build the protective factors known to reduce child abuse and neglect.



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Welcoming
**All
Families**
Standard 1

Communicating
Effectively
Standard 2

Supporting
**Student
Success**
Standard 3

Speaking Up
for **Every
Child**
Standard 4

Sharing
Power
Standard 5

Collaborating
with
Community
Standard 6



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“Your Kids Are My Kids and My Kids Are Yours!”



90% of Students with Disabilities Have an IQ That is Typical or Above Average. More than **51%** of Students with Disabilities are in a Title 1 School or are in a Needs Improvement School

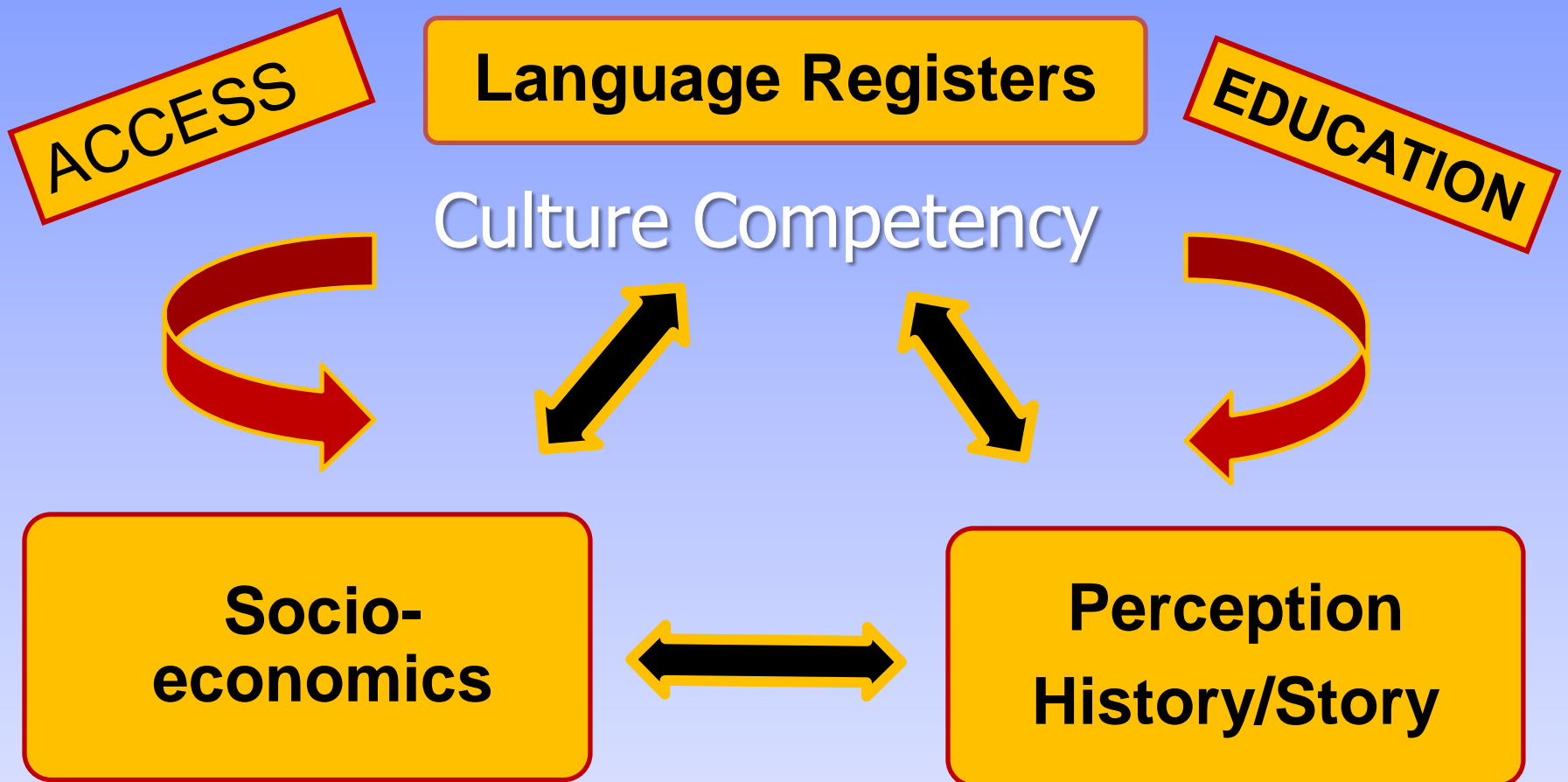


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How to Reach Families

Zone of Proximal Communication

Families in Generational and Situational Poverty





Let's **THINK**
about
Scaffolding!



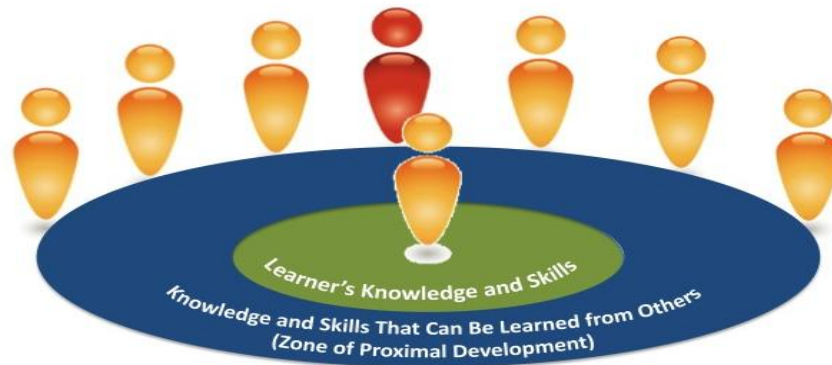


The Scaffold in Building Construction:

- * Provides a support
- * Functions as a tool
- * Extends the worker's range
- * Allows a task not otherwise possible
- * Provides new walkways



“SCAFFOLDING” Also Is Used As A Metaphor In Education



Scaffolding is considered a way to close the gap between what the student must learn and the skill level of that learner



The term “scaffolding” comes from the **Zone Of Proximal Development**, a theory discovered in the 1930s, *Lev Vygotsky, social cognitive psychologist*

Vygotsky, L. (1978). "Interaction between learning and development."



So when a teacher understands how cognitive tasks (known as *scaffolds*) fit into the child's cultural activities, she is developing the learners' zones of proximal development!

Instruction should then emphasize connections to what the learner already knows in other familiar, everyday contexts, *says researcher John Zeuli.*

Zeuli, J. (1986). "The Use of the Zone of Proximal Development in Everyday and School Contexts."

If educators recognize where a parent or a group of parents fall within a *Zone of Proximal Communication*, wouldn't they then be able to scaffold the type, the method, the content and amount of information sent home in a more purposeful and effective way?



Communication Steps

CULTURE: Ethnicity, language, religion
socioeconomics, values, education...

MESSAGE: Hierarchy of need/delivery

FREQUENCY: How many times

FORMAT: How many mediums

AUDIENCE: All of the above should be
determined on the audience



Parent **APPs**!

APPlication Is Everything!



We can access different **TOOLS** to communicate
But it is all about how we **APP**ly them!





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Assisting your teachers
in understanding the
value of effective
communication and
helping them
understand what will
work for them from
low tech to high tech!



Example Of Parent Survey to Start Getting Information For Your Technology Plan

Depending on the parent's needs, you will look at type of medium, how many communication mediums you will use, language(S), codes, frequency and pre-learning.



Skype





Wikispaces

www.wikispaces.com



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The word "Doodle" is written in a bold, blue, sans-serif font with a registered trademark symbol (®) to the upper right. It is centered within a solid black rectangular background.

Easy Scheduling

IEP/Parent Teacher Meeting Scheduling

Options For Lunch Meetings

Preference Of Time For Parent Workshop





Low Tech vs. High Tech

Communication
Begins By
Meeting
Families Where
They Are



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Low Tech can sometimes be the best form of communication



Video of Parent Mentor in Elbert County School District



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[Troops to Teachers](#)

Testing

- [CRCT](#)
- [Graduation Tests \(GHSGT\)](#)
- [GHSGT Waivers and Variances](#)
- [GHSGT Online Test Prep](#)
- [Writing Tests](#)
- [SAT/AP/ACT](#)
- [End of Course Tests](#)

School Health and Safety

- [Georgia Sex Offender Registry](#)
- [Flu Information](#)
- [Bullying Prevention](#)
- [Safe and Drug-Free Schools](#)

Special Programs

- [IE2 Partnership Contracts](#)
- [Georgia Special Needs Scholarship](#)
- [Tax Credit Program](#)
- [Residential Treatment Facilities](#)

HELPFUL LINKS

- [Child Abuse Video](#)
- [Bullying Prevention](#)
- [CDC Vaccine Site](#)
- [U.S. Department of Education](#)
- [No Child Left Behind/AYP](#)
- [Georgia Virtual School](#)

Find:

CCGPS

Common Core Georgia Performance Standards

Georgia Performance Standards

GeorgiaStandards.Org

GATEWAY TO EDUCATION & PROFESSIONAL RESOURCES

Site Guides



Parents



Students



Educators

Press Releases

- 12/08/2010** - *William Cardoza*
[Georgia Students Show Positive Gains on High School Writing Test](#)
- 12/06/2010** - *William Cardoza*
[Georgia Teacher Named 2011 National Language Teacher of the Year](#)
- 12/04/2010** - *William Cardoza*
[GSBA Presentation](#)
- 12/03/2010** - *William Cardoza*

SCHOOL REPORTS



--Or Select--

PLAN



E-NEWSLETTER

CLICK HERE TO SUBSCRIBE!



SUPT ELECT TRANSITION

- [Superintendent Elect Dr. John D. Barge Transition Team Contact Information](#)

Front Page

[Driving Directions](#)

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HELPFUL LINKS

- ◆ [State School Superintendent](#)
- ◆ [State Board of Education](#)
- ◆ [United States Department of Education](#)
- ◆ [Bright from the Start - Early Care and Learning](#)
- ◆ [University System of Georgia](#)
- ◆ [GACollege411](#)
- ◆ [Governor's Office of Student Achievement](#)
- ◆ [Georgia Department of Human Services](#)

Sincerely,

Brad Bryant
State Superintendent of Schools

Vision Statement

"We will lead the nation in improving student achievement."

My student is in...



[Elementary School \(K-5\)](#)



[Middle School \(6-8\)](#)



[High School \(9-12\)](#)

Looking for information on...



[Curriculum and Instruction](#)



[Health and Safety](#)



[Laws and Rules](#)



[Meeting Student's Needs](#)



[Parent and Family Engagement](#)



[Schools and Districts](#)



[Testing and Performance](#)

GaDOE Family Engagement Page





Sue Goodman
 Manager, AskDOE
 2054 Twin Towers East
 205 Jesse Hill Jr. Drive SE
 Atlanta, GA 30334
 (404) 656-2800
 (800) 311-3627 (GA)
 (404) 651-6867

askdoe@doe.k12.ga.us

Hours of Operation:

8:00 a.m. to 4:45 p.m., Monday through Friday

[Staff Contact List](#)

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HELPFUL LINKS

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- [University System of Georgia](#)
- [GACollege411](#)
- [Governor's Office of Student Achievement](#)
- [Georgia Department of Human Services](#)



The Georgia Department of Education knows that parents are a student's first and best teacher. Parents, schools, families, and communities working together, however, can create meaningful partnerships that ultimately lead to significant gains across the board in student achievement. This section provides information and resources that will help aid parents in making sure their student succeeds in and out of the classroom. If you have specific questions about any of the programs listed below, contact AskDOE at 1-800-311-3627 or contact your school about how to get more involved in your child's education.

Quick Topics

Parent Engagement Program

- [Parent Engagement Program](#)

The Parent Engagement Program at the Georgia Department of Education is focused on working with our partners in local school districts and the community to provide parents with the best opportunity and resources to help their child succeed in school. The goal of the Parent Engagement Program is to increase student achievement by engaging and empowering parents, and other stakeholders, to become actively involved in their children's education across all grade levels. Click above to learn more about the resources and programs offered by the Parent Engagement Program or speak with your schools Parent Involvement Coordinator or Liaison about how to get involved.

- [Parent Services Unit](#)

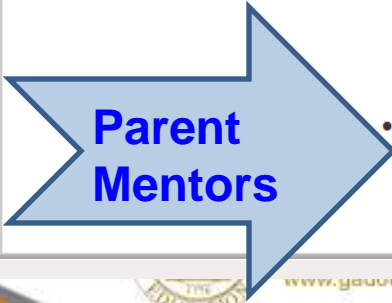
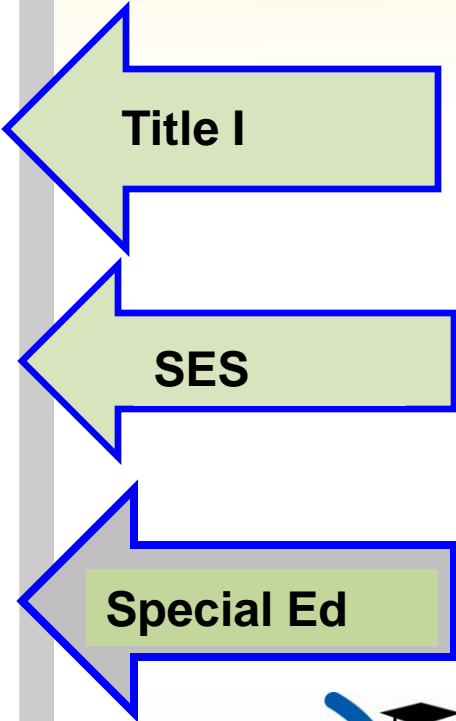
The purpose of the Parent Services Unit is to ensure that all parents in Georgia are aware of and have full access to services that fall under Title I, and that all Title I children in Georgia receive the assistance needed to achieve academic success in school. The Parent Services Unit is comprised of three subdivisions: Supplemental Education Services (SES), Parental Involvement, and Preschool and Family Literacy. To learn more about these services click above.

- [Special Education Parents and Educators Partnerships](#)

It is the goal of Georgia's special education parent initiatives to create a collaborative community of parents and educators so to increase student achievement, particularly those with disabilities. The special education division partners with parents through the State Advisory Panel on Special Education, the Georgia Parent Mentor Partnership, and local school districts' special education stakeholder groups. To learn more about what the special education division is doing to increase parent engagement and build partnerships between educators and parents click above.

- [Parent Mentors](#)

Parent Mentors are moms and dads hired by local school systems to work with special education directors, parents, school teams, teachers, and the community. Their goal is to build a bridge of communication between the home and school. Together, they collaborate with parents to increase





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Improving student achievement.
Georgia Department of Education



AskDOE

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[Home](#) » [About GaDOE](#) » [Office of Education Support and Improvement](#) » [Title I Programs](#) » Parent Engagement

Education Support Services Title Programs

Administering programs that are part of the No Child Left Behind Act of 2001.

DIVISIONS

- [School Improvement](#)
- [Education Support](#)

CONTACT INFORMATION

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RESOURCES

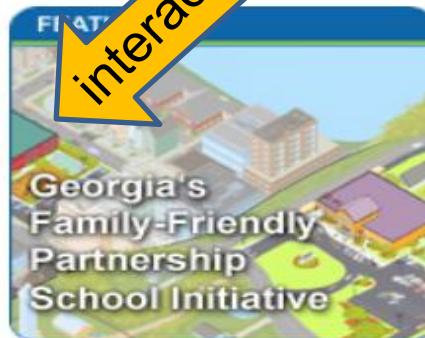
- [Elementary and Secondary Education Act](#)
- [Title I, Part A- Parent Involvement](#)
- [US DOE - Parent Involvement - For Administrators](#)

Parent Engagement Program



Parent Engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success.

Interactive



PARENT MONTH!

- [Governor's Proclamation](#)
- [Parent Engagement Resolution](#)
- [Get Involved Handout](#)
- [Get Involved Brochure](#)
- [Get Involved Poster](#)
- [Best GET INVOLVED Parent Videos](#)
- [Best GET INVOLVED Moment](#)

PARENT ADVISORY COUNCIL

- [Parent Advisory Council](#)

Georgia Parent Mentor Partnership

The Georgia Parent Mentor Partnership is a statewide initiative of the Georgia Department of Education

Together, We Can... Build Stronger

COMMUNITIES

FAMILIES

SCHOOLS



ABOUT US

COMMUNITY

FAMILY

SCHOOL

FIND A MENTOR

An Insider's guide to the How, What, When and Where in raising, educating and supporting a child needing special education related services.

Journey to the Olympics
(Part 2)



First Day of School!

Part 2: Where it All Began
With Debbie Currere

A Look at the State of Special Education
(Part 1)

Dr. Judy Schrag, the co-principal for the Education and Human Services Group and past director, Office of Special Education, of the U.S. Department of Education discusses the most exciting things happening in Special Education right now.

Part 1 of a 2 part interview.



LEARNING CURVE

Parent Mentor Login

RESOURCES

Contact Us

Have a story or photos to share?

Ask the DOE



1-800-311-3627
e-mail

Georgia's Performance Goals
and Indicators for Students with
Disabilities

GaDOE website links



Our 2010 Toolkit

A look at how
Georgia Parent
Mentors "engage"
families in Georgia
Schools



**COME
WALK
IN MY
SHOES**





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Georgia Department of Education



AskDOE

Search



Standards, Instruction and Assessment **Special Education Services and Supports**
Supporting educational programs designed to meet the unique needs of students with disabilities.

DIVISIONS

- ◀ [Career, Technical and Agricultural Education](#)
- ◀ [Curriculum and Instructional Services](#)
- ◀ [Special Education Services and Support](#)
- ◀ [Innovative Academic Programs](#)
- ◀ [Testing](#)
- ◀ [State Schools](#)

CONTACT INFORMATION

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Innovative Instruction
1752 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
☎ (404) 657-9963
✉ (404) 463-0441

Debbie Gay
Director, Special Education
Services and Supports
1870 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
☎ (404) 656-3963

Parents' Rights

- [A Parents' Guide to Understanding Your Rights and Responsibilities](#)
- [Parents' Rights Brochure](#)
- [Parents' Rights Cover](#) - Can be used by school systems as cover pages for the Parents' Rights document
- English Version
 - Sample 1 [Word](#) | [PDF](#)
 - Sample 2 New [Word](#) | [PDF](#)
- [Chinese Version](#) (Sample 1)
- [Chinese Version](#) (Sample 2)
- [Japanese Version](#) (Sample 1)
- [Japanese Version](#) (Sample 2)
- [Korean Version](#) (Sample 1)
- [Korean Version](#) (Sample 2)
- [Portuguese Version](#) (Sample 1)
- [Portuguese Version](#) (Sample 2)
- [Russian Version](#) (Sample 1)
- [Russian Version](#) (Sample 2)
- [Spanish Version](#) (Sample 1)
- [Spanish Version](#) (Sample 2)
- [Urdu Version](#) (Sample 1)
- [Urdu Version](#) (Sample 2)
- [Vietnamese Version](#) (Sample 1)
- [Vietnamese Version](#) (Sample 2)
- [Dispute Resolution Brochure](#)
- [Dispute Resolution Booklet](#)
- [Parent Information Fact Sheets](#)

**Parent Rights
and Fact Sheets**

Fact Sheet with Discipline

What is the Discipline procedure for a student with an IEP? Each school system has discipline procedures to ensure the safety of staff and students and promote an environment for learning. School systems have their own Code of Conduct (policies) and rules which all students, including those with disabilities, are expected to follow. You will be given a copy of the student handbook which includes a copy of the Code of Conduct at the start of the school year. However, there are special considerations when a student has an IEP and violates the code of conduct.

The Facts you should know:

- The standard school code of conduct applies to students with IEPs except when the IEP requires something different. If different, this may be addressed through the goals and objectives of the IEP or a behavior intervention plan (BIP). A BIP defines the behavior that is not acceptable, defines a new behavior that is acceptable, and describes the positive actions or steps to teach the student the new behavior and prevent the undesired behavior. The BIP also describes the actions the school will take if the undesired behavior occurs even when all the other interventions have been followed.
- Just like any other student, a student in special education can be suspended. The principal of your child's school (not the teacher or the special education director) will decide if a student should be suspended for violating school rules.

[12 Information Sheets Written By Parents For Parents](#)
Including IEP, Early and Late Transition & more...



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Communication

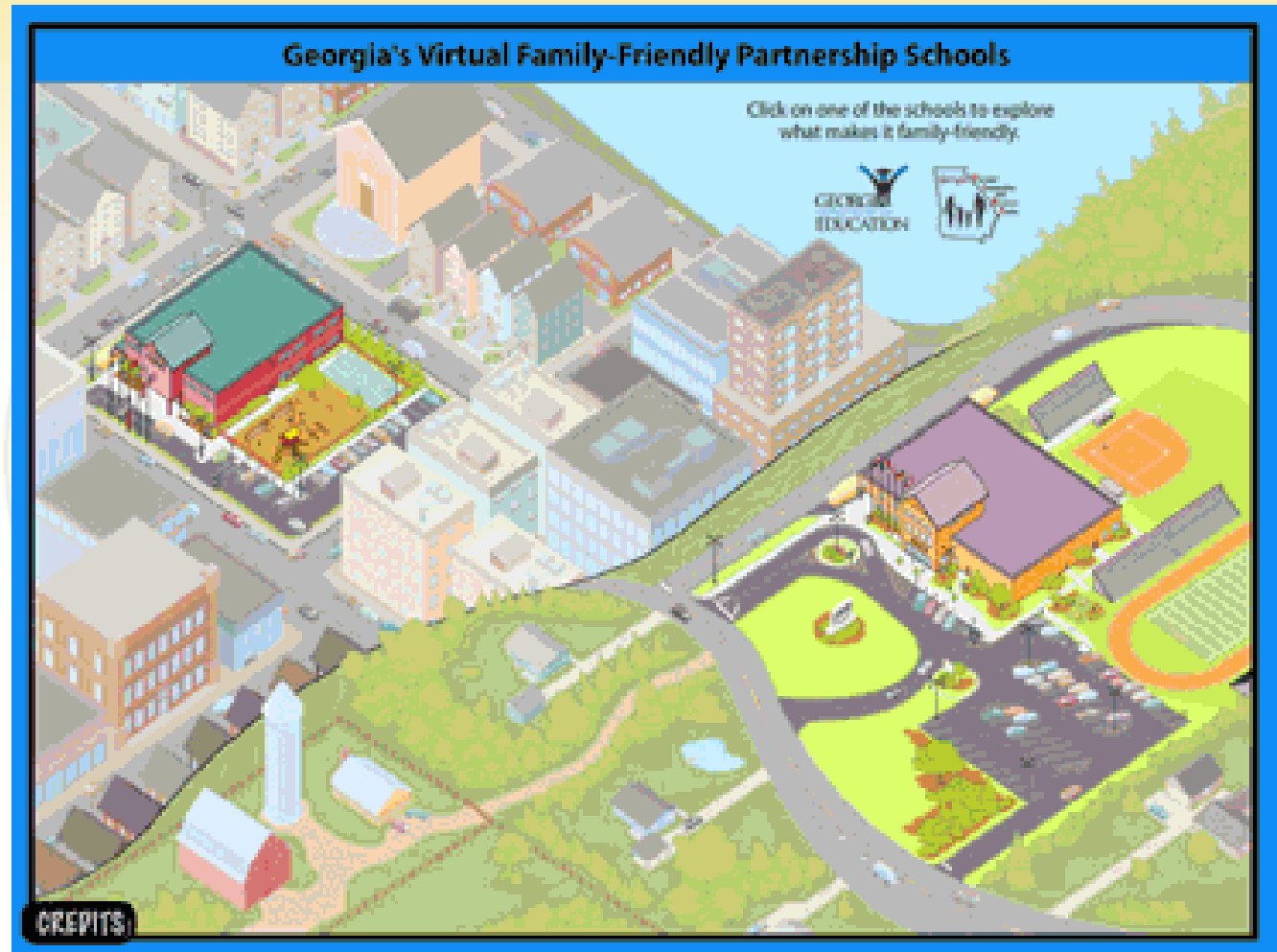
Parent Engagement Awareness



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Professional Development

Georgia's Family- Friendly Partnership Schools Initiative



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Education Support Services Title Programs

Administering programs that are part of the No Child Left Behind Act of 2001.

DIVISIONS

- ◀ [School Improvement](#)
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HANDOUTS

- ◀ [Welcome Letter](#)
- ◀ [Workshop Handout](#)
- ◀ [Workshop Survey](#)
- ◀ [Parent Survey](#)
- ◀ [Walk-Through Exercise](#)
- ◀ [Elementary Scenarios](#)
- ◀ [Middle-High Scenarios](#)

Georgia's Family-Friendly Partnership School Initiative

A partnership between Georgia Department of Education and Georgia Parental Information and Resource Center (GA PIRC)



Why Create A Family-Friendly Partnership School?

According to the book *Beyond the Bake Sale: The Essential Guide for Family-School Partnerships* by Anne Henderson, Karen Mann, Vivian Johnson, and Don Davies (2007) welcoming environments provide

**Handouts
&
Downloads!**



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Georgia Family Engagement Conference

A Partnership of Georgia Department of Education and Georgia PTA



February 16 -18, 2012 in Athens, GA

Learn More and Register At:

http://public.doe.k12.ga.us/tss_title.aspx?Pagereq=StatewideConference



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References

Henderson, A., & Mapp, K. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Mapp, K. (2004). Family engagement. In F. P. Schargel & J. Smink (Eds), Helping students graduate: A strategic approach to dropout prevention. Larchmont, NY: [Eye on Education](#).

National PTA. (1998). National standards for parent/family involvement programs. Chicago, IL: National PTA.



References

- Collins, Jim, Good to Great: Why Some companies Make the Leap....and Others Don't. New York: HarperCollins,2001
- Sources for Georgia statistics include child abuse and neglect, teen births, and low birth weight 2007 data from Georgia Department of Human Resources; and U.S. Census Bureau 2007 data for poverty and high school dropouts. For additional data or information visit gafcp.org/kidscount.
- Maslow, Abraham, Motivation and Personality. (3rd Ed.) New York: Harper Collins, 1987
- Peak: How great Companies get their Mojo from Maslow, Chip Conley, Jossey-Bass, A Wiley Imprint 2007

More References

National PTA. (1998). *National standards for parent/family involvement programs*. Chicago, IL: National PTA

Hinton, Anna, PhD, (2011). *Emerging Leaders in Family Engagement: Re-thinking Family Engagement: Moving Beyond the Program Model Toward Systemic Engagement that Promotes Student Learning*, May 2011 *FINE Newsletter*.

US Agriculture Department,
Economic Research Service
www.ars.usda.gov/main/main/htm

Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

Mapp, K. (2004). Family engagement. In F. P. Schargel & J. Smink (Eds), *Helping students graduate: A strategic approach to dropout prevention*. Larchmont, NY:

- **Maslow, Abraham; Frager, Robert, PH.D.; Fadiman, James** (1987), *Motivation and Personality*. (3rdEd.) New York: Harper Collins

