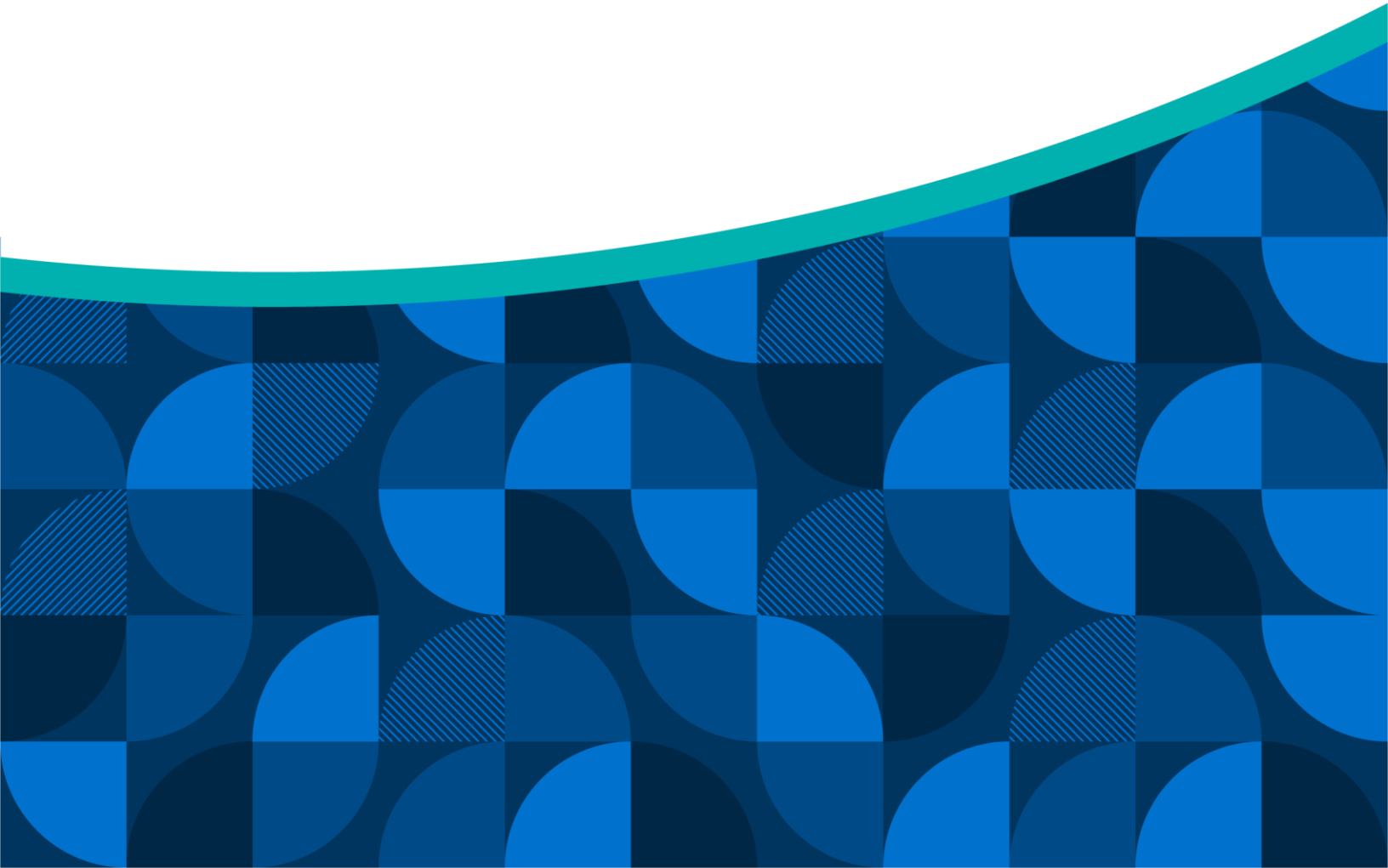




# Adult-Adult Relationships

Connected Resource Toolkit



# District Leadership Forum

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## **Tools in This Resource Address the Following Diagnostic Activities:**

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- Teachers and/or staff at my school send home regular (i.e., weekly or monthly) newsletters to keep parents/guardians informed on important classroom and school-wide information.
- Our school ensures digital communication (e.g., emails, newsletters) is available in a variety of languages to meet the needs of families who speak English as a second or additional language.
- Our school provides opportunities for parents/guardians to be involved in their student’s academic journey (e.g., school volunteer opportunities, school events).

**\*Throughout this guide, the term “parents” refers to any adult guardian of a child, including custodial grandparents, step-parents, foster parents, custodial siblings, and traditional parents.**

# The Importance of Adult-Adult Connections

Building meaningful partnerships between families/guardians and educators consistently ranks among the top factors of long-term student success. These partnerships lead to higher grade point averages, improved test scores, and better classroom behavior.

Parental/family involvement and engagement with school helps foster a caring environment at both school and home—where open communication, shared goals, and collaboration are the norm. These partnerships significantly contribute to a student's well-rounded development, ultimately leading to a more successful educational journey.

## Parents/Guardians



- Improved understanding of their student
- Greater support for child-raising challenges
- Greater access to services

## Students



- Increased academic achievement and motivation
- Improved positive classroom behavior
- Enhanced self-esteem psychological safety

## Educators



- Enhanced understanding of students
- Decreased classroom disruptions
- Reduced stress; increased morale

### Students with Greater Parent or Guardian Involvement in School...

#### Increased Attendance

98%

Average attendance rate for students with involved adults at home

#### Higher Academic Performance

57.5%

Of senior HS students agree that strong parent/guardian involvement leads to high academic performance

#### Less Likely to Dropout

34%

More likely to drop out when lacking supervision & academic support

#### Increased College Going Rates

44%

Higher odds of attending college for students who discuss school with adults at home



### How To Use This Guide:

- Learn how to foster effective and positive communication between teachers and parents/guardians for the benefit of students using the "*Teacher and Parent/Guardian Communication Guide*" on **pages 5-11**.
- After learning how to invest in improving adult-adult communication, review the "*Guide to Increasing Parental/guardian Involvement in K-12 Schools*" on **pages 12-17** for guidance on how to use those communication skills to motivate parents/guardians to become more involved and connected to their student's educational journey.

Source: Annie E. Casey Foundation, "*Parental Involvement in Your Child's Education*", 2022; Positive Action, "*The Impact of Parental Involvement: Statistics on Academic Success*", 2023; Ross, "*The differential effects of parental involvement on high school completion and postsecondary attendance*", 2016; University of Washington, "*Kids with Supportive Parents More Likely to Succeed*", 2008. American Federation of Teachers, "*Building Parent-Teacher Relationships*", EAB interviews and analysis.



# **Teacher and Parent/Guardian Communication Guide**


Explore the contents of this guide and distribute it to your teachers to learn the value of effective teacher-parent/guardian communication. Embrace the tools and strategies within to elevate the standard of communication between your school's educators and parents/guardians.


---


# The Critical Role of Teacher-Family Communication


Strong teacher-parent/guardian communication is essential for student success, employee morale, and community engagement. Educators should focus on proactive, strengths-focused communication with families as much as possible to gain trust. This serves as a foundation for more productive and collaborative conversations in cases where there is a concern about a student or feedback about disruptive behavior must be shared.

## Embrace Interactions that Build Trust


Consistent interactions about positive developments in the child’s learning 


Families feel comfortable sharing their perspectives and knowledge with school staff 


Educators and families collaborate to develop strategies to improve student performance 


Educators value the unique knowledge and perspectives families bring to the partnership 

## Avoid Reactive, Deficit-Focused Conversations

 School staff only contact parents or guardians when the student misbehaves or performs poorly.

 Families do not feel their perspectives and knowledge is respected in relationship with the school.

 School staff tell the parent or guardian how to discipline their student instead collaborating to address student behavior

 Staff unwilling to accommodate programming based on parents/guardians’ needs or input.

## Tools to Improve Communication Between Teachers and Parents or Guardians

### Tool 1

#### Parent/Guardian Feedback Survey

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Template for Parent/Guardian Feedback Survey. . . . . 8

Guide for Survey Follow-Up . . . . . 9

### Tool 2

#### Classroom Newsletter Template

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Newsletter Template . . . . . 11

# Parent/Guardian Pulse Survey

Gather Quick Feedback to Elevate Unknown Concerns

The Pingry School, NJ



## Problem to Solve

Principals often report only receiving feedback from a vocal minority of parents/guardians who are quick to express their unhappiness with new policies or decisions. As a result, teachers and school leaders miss opportunities to surface key parent/guardian concerns across the entire parent/guardian community.

## Practice Overview

Distribute a short pulse survey to parents/guardians to solicit feedback on their everyday experience in the school and classroom. A quick 5-question survey provides a systematic way of elevating unanswered questions and acts as a launching point for acting on parents' or guardians' most common concerns.

- STEP 1** Using the template on **page 8**, design the survey to be quick and simple to complete (ideally 5-10 questions) so that even the busiest of parents/guardians can respond. Design the survey using an online platform (e.g., google forms) for quick deployment.
- STEP 2** Email the survey directly to parents/guardians' inboxes, rather than directing them to an online portal or secondary site.
- STEP 3** Allocate time for school leadership to review results and prioritize how best to respond to individual issues. Refer to the analysis process on **page 9** to systematically review and organize the survey responses by common themes or trends that emerge.
- STEP 4** Use school newsletters, emails, or other preferred communication methods to share survey results and show that the school is responding to parent/guardian feedback. Include 1-2 key concerns that the district is working to address, as well as highlighting positive comments.

## Essential Ingredients

### Sample Questions

1. On a scale of 1 to 5, how satisfied are you with your student's current experience in <School Name>?

Very dissatisfied     1     2     3     4     5    Very Satisfied

2. Please provide additional comments about your response to the question above.

3. The school is responsive to my student's individual needs.

Strongly Disagree     1     2     3     4     5    Strongly Agree



### A Light Lift

Parents/guardians should be able to complete the survey in under 2-minutes.



### Inclusive

Help more parents/guardians complete the survey by making it available in multiple languages to accommodate families who speak English as a second/additional language.



### Repeated

Survey parents/guardians once a semester to obtain timely feedback without risking survey burnout.



### Shared Back

Look for larger trends and share common themes in follow-up communications to parents/guardians.

Source: EAB interviews and analysis.

# Template to Build a Parent/Guardian Pulse Survey

## Instructions

Refer to the complete example below as you build your schools' pulse survey. Modify the questions and format to fit the needs of your school and chosen survey platform. This example is modeled after a paper handout, but EAB recommends distributing this survey via digital platforms like SurveyMonkey or Google Forms.

Your Name (optional): \_\_\_\_\_

1. On a scale of 1 to 5, how satisfied are you with your student's current experience in <School Name>?

Very Dissatisfied     1     2     3     4     5    Very Satisfied

2. Please provide additional comments about your response to the question above.

3. The school is responsive to my student's individual needs.

Strongly Disagree     1     2     3     4     5    Strongly Agree

4. Please provide additional comments about your agreement with the statement above.

5. I am confident in the school's ability to support the learning and development of my student(s).

Strongly Disagree     1     2     3     4     5    Strongly Agree

6. Please provide additional comments about your agreement with the statement above.

7. I would like the school to provide me with more information about:



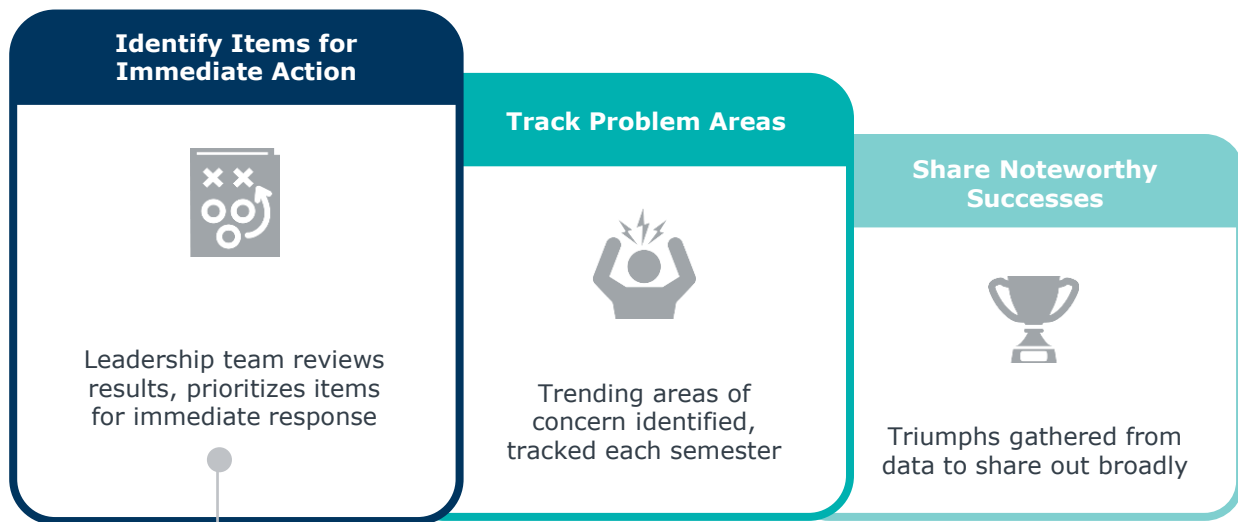
# Guide for Survey Analysis and Follow-Up

## Instructions

Refer to the recommendations below for analyzing and following up on parent/guardian pulse survey responses after the survey closes.

## How to Assess Survey Results

- 1 Review survey results, paying specific attention to the concerns raised by parents/guardians answering a 3 or lower on the Likert scale (i.e., in Question 1 on the template). Sort concerns into common themes, recurring issues, or areas where a significant number of parents/guardians have made comments.
- 2 Prioritize the identified concerns based on their potential impact on school outcomes (e.g., student well-being, learning outcomes). Consider the urgency and feasibility of addressing each concern based on school resources and capacity.
- 3 Develop a clear action plan outlining the steps to address each identified concern. Break down the plan into specific tasks, assign responsibilities across the district leadership team, and establish timelines.
- 4 Clearly and promptly communicate to parents and guardians that their concerns have been heard and are being addressed. Provide updates on school efforts to ensure transparency.
- 5 Collaborate with relevant stakeholders based on concern and seek their input on finding potential solutions. For individualized parent/guardian concerns, reach out to the concerned person directly.



### Example: Quick Action Taken to Address Student Mental Health

- Parent and guardian feedback expressed concern over rising student stress, declining mental health
- District implements new [Relationship Mapping](#) strategy to increase student wellbeing
- Positive response reflected in future feedback surveys, student attendance

# Classroom Newsletter Template

## Purpose

Newsletters serve as a valuable communication tool between teachers and parents/guardians. They keep parents/guardians informed about what is happening in the classroom, including upcoming events, important dates, and curriculum updates.

## Essential Components



### Announcement of Upcoming Events

When parents/guardians are aware of what's happening in the classroom and school, they are more likely to participate in school events and volunteer.



### Important Reminders

Newsletters can include important reminders about deadlines, school policies, and upcoming assessments. This helps parents/guardians and students stay organized and prepared.



### Curriculum Updates

When parents/guardians are informed about what their student will be learning throughout the month, they are more likely to provide additional academic support at home.



### Note From the Teacher

Teachers can use newsletters as an opportunity to communicate messages such as suggestions for ways to complement lessons at home throughout the month.

**\* Important to note: Ensure newsletters are available in a variety of languages to meet the needs of families who speak English as a second/additional language.**

Consider available tools like [this one](#) or chat GPT to translate PDFs into a variety of different languages—but be aware of limitations of these tools and look for improved AI translation tools as they develop.

## Grade-Specific Adaption

Class newsletters can be a valuable communication tool in elementary, middle, and high schools, although their content and purpose may vary depending on the grade level. Here's how class newsletters can be used in each of these school settings:

### Elementary School

Elementary newsletters can provide information about school events, such as parent-teacher conferences, field trips, and special assemblies. Parents/guardians can plan accordingly and volunteer if needed.

### Middle School

Middle school newsletters can be used to inform parents/guardians about clubs, sports, and other extracurricular activities available to middle school students (e.g., details about tryouts, practices, meeting times, etc.)

### High School

High school newsletters can provide information on things such as standardized testing, college application deadlines, scholarship opportunities, and career exploration resources.

Source: EAB interviews and analysis.

# Sample Elementary Classroom Newsletter

October 2023	What We're Learning This Month	A Note From Mrs. Brown
<div data-bbox="138 405 228 499"></div> <p><b>Important Reminders</b></p> <ol style="list-style-type: none"> <li data-bbox="175 537 589 737">1 The museum trip volunteer funds are due on Fri. Oct. 6th (Please bring your envelopes to the office - Attention: Mrs. Brown's class)</li> <li data-bbox="175 779 621 978">2 We are looking for volunteers for chaperones for the school museum trip. Please contact me if you would be interested in attending!</li> </ol> <div data-bbox="138 1087 220 1167"></div> <p><b>Upcoming Events</b></p> <ul style="list-style-type: none"> <li data-bbox="123 1224 524 1255">• Pajama Day- <b>Fri. Oct. 6<sup>th</sup></b></li> <li data-bbox="123 1283 519 1314">• Field Trip- <b>Mon. Oct. 9<sup>th</sup></b></li> <li data-bbox="123 1346 540 1377">• Book Fair- <b>Tues. Oct. 17<sup>th</sup></b></li> <li data-bbox="123 1409 634 1440">• Halloween Party- <b>Tues. Oct. 31<sup>st</sup></b></li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li data-bbox="670 464 1125 527">• We will continue to have our bi-weekly book exchange</li> <li data-bbox="670 548 1117 709">• Please encourage your student to continue to practice their monthly spelling &amp; vocabulary words nightly</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li data-bbox="670 793 1105 926">• The class will learn about patterning (within the classroom &amp; in nature) and geometry this month</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li data-bbox="670 1041 1133 1136">• This month we'll be learning about growth and changes in animals</li> <li data-bbox="670 1157 1141 1251">• Students will have a live butterfly chrysalis to examine in the classroom!</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li data-bbox="670 1367 1068 1566">• Students will be learning about consumerism and tourism - particularly examining the modern changes in our current consumerism culture.</li> </ul>	<p>Happy October! The fall weather is such a cozy time of the year - it's spooky season! Learning about different lifestyles will be a primary focus this month in many of our lessons.</p> <p>At the end of the month, we will have our annual classroom Halloween party!</p> <p><b>Costumes:</b></p> <p>Encourage your student to wear their favorite Halloween costume to school on that day. However, please ensure that costumes are safe, comfortable, and appropriate for a school environment.</p> <p><b>Volunteers Needed:</b></p> <p>We're looking for parent/guardian volunteers to help with activities, snacks, and supervision during the party. If you're available and interested in participating, please let us know. Your help would be greatly appreciated!</p>
<p><b>Birthdays This Month!</b></p>	<p><b>Quote of the Month</b></p>	
<ul style="list-style-type: none"> <li data-bbox="199 1661 516 1692">• <b>Jude</b>- October 2nd</li> <li data-bbox="199 1724 505 1755">• <b>Zola</b>- October 7th</li> <li data-bbox="199 1787 529 1818">• <b>Oliver</b>- October 6th</li> <li data-bbox="199 1850 524 1881">• <b>James</b>- October 9<sup>th</sup></li> <li data-bbox="199 1913 516 1944">• <b>Eliza</b>- October 30<sup>th</sup></li> </ul>	<p><b>"And all at once summer collapsed into fall."</b></p> <p><b>-Oscar Wilde</b></p>	



# **Guide to Increasing Parent/Guardian Involvement in K-12 Schools**

Explore this guide to understand the importance of parent and guardian involvement and the numerous benefits it offers. Utilize the tools provided within to create additional avenues for parents and guardians to actively engage in your school community.

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# Getting Adults Actively Involved in Students' Schools

Active parent/guardian involvement fosters a supportive learning environment, improves communication between educators and families, and encourages students to excel academically. By involving parents and guardians in school activities, decision-making processes, and their student's education journey, we create a collaborative educational ecosystem that empowers students to reach their full potential.

## Getting Parents/Guardians Involved the First Step...

Activities driven by the school administration and teachers like parent-teacher conferences, parenting skills training, or school-wide open houses.

## ...But True Engagement Is More Collaborative

School and parents/guardians co-develop activities that support parent/guardian capacity-building and involve their input.

## Tools to Increase Parent/Guardian Engagement in K-12 Schools

### Tool 1

#### Parent/Guardian Representative Program

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### Tool 2

#### Classroom Transparency Courses

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### Tool 3

#### School Behavior Support Overview Virtual Webinars

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Source: Roy & Giraldo-Garcia, "The Role of Parental Involvement and Social-Emotional Skills in Academic Achievement", 2018; Annie E. Casey Foundation, "Parental Involvement in Your Child's Education", 2022; Nokali, et. Al, "Parent Involvement and Children's Academic and Social Development in Elementary School", 2011; Positive Action, "The Impact of Parental Involvement: Statistics on Academic Success", 2023; Michigan Department of Education, "Collaborating for Success Parent Engagement Toolkit," (2011), page 60; EAB interviews and analysis.

# Parent/Guardian Representative Program

## Leverage Peer Credibility to Influence Positive Parent/Guardian Behavior

*The Bear Creek School, WA*



### Problem to Solve

There are many parents/guardians who want opportunities to help the school community, but they don't have the skills or training to effectively mediate conflict or navigate controversial conversations. Ultimately, this leads to negative voices overpowering positive perspectives in the parent/guardian community.

### Practice Overview

Establish a parent/guardian representative program to delegate formal liaisons between parents/guardians and school leaders. Representatives create broader awareness of school policies and decisions, and they help school leaders keep a pulse on the community. They actively mediate parent/guardian feedback, then elevate concerns to a school or district leader – essentially buying time to get ahead of the problem.

- STEP 1** Determine who will be your Parent/Guardian Rep Coordinator. The coordinator liaises between parent/guardian reps, parent associations, and district leaders.
- STEP 2** Establish process for selecting parent/guardian representatives. District leaders can decide if they want to invite parents/guardians to participate or create an application or nomination process for parent/guardian representatives.
- STEP 3** Define the parent/guardian representative role. Distinguish parent/guardian representative responsibilities from roles like parent association member or parent/guardian volunteers.

### Essential Ingredients

#### Representatives Are Distinct from Other Parent/Guardian Roles



Dedicated to improving discourse and building positive culture



Not responsible for fundraising or classroom-based activities



Formal liaison between parents/guardians and administrators



#### Specially Trained Parents/Guardians Serve as Reps

Reps receive district- or school-administered training on how to have constructive dialogue in school settings (e.g., in the parking lot of a school athletic event).



#### Parent/Guardian Reps Keep Pulse on Community

Parent/guardian reps meet regularly with school parent/guardian rep coordinator and administrator.



#### Reps Mediate & Raise Concerns Early

Reps mediate or intervene in parent/guardian misunderstandings and elevate emerging concerns to administrators.

Source: EAB Interview & Analysis

## Step-By-Step Guide for Establishing Representatives

### Instructions

Follow the seven steps below to launch a parent/guardian representative program in your school. These steps are developed from the recommendations of other institutions that have successfully implemented parent/guardian representative programs.

- 1 Designate a district leader to act as the program coordinator.** Consider delegating this role to someone in the office of Communications or Family Engagement.
- 2 Define the core mission of the parent/guardian representative program.** What purpose will parent/guardian representatives serve for your school? What is their mission statement? How can the program be tied to existing school/district mission and core values?
- 3 Determine the number of parent/guardian representatives for each school or grade level.** Other institutions with successful programs recommend delegating parent/guardian representatives in pairs (e.g., 2 per school, or 2 per grade level) to balance varying skill sets each rep. might bring to the table.
- 4 Draft an official description of the parent/guardian representative role.** Answer the following questions in your description:
  1. What is the official name of the role?
    - *Example: "Woodvale School Parent Representative"*
  2. What are the responsibilities of the role?
    - *Example: "Plan one event per year in coordination with the Office of Family Engagement; Complete monthly feedback reports and send to school leaders to track parent concerns discovered in conversation and at events; Partner with district leaders to facilitate preferred parent communication strategies..."*
  3. What characteristics or qualifications will ensure a representative's success in the role?
    - *Example: "Embraces school mission and values; Diplomatic; Level-headed in conversation or crisis; Thoughtful; Warm; Engaging"*
  4. What are the time commitment expectations?
    - *Example: "Attend one training per year (2 hours); Send monthly feedback reports via email (1 hour per month); Plan one event per year (30 hours)"*
- 5 Choose a method for structured feedback from parent/guardian representatives and develop a system for reporting.** As parent/guardian reps are fulfilling their role, how should they send information to school or district leaders? When they hear a parent/guardian concern or learn an important piece of information, what kind of reporting system should they use with administrators? How often should they elevate their feedback?
- 6 Have school and district administrators nominate possible representative candidates.** Have leaders reach out to engaged parents/guardians they believe fulfill the mission of the program (e.g., if part of program's mission is to boost engagement with underrepresented parent/guardian groups, are there parents/guardians from that group administrators feel would work well in the program?). Invite parents and guardians to consider the role via email and provide them the role description.
- 7 Train parent and guardian representatives.** At least once a year, gather all representatives together in-person to refresh their skills on topics like:
  - Scaffolding meaningful conversations that initiate and build new parent/guardian relationships
  - Redirecting tough conversations
  - Event planning best practices
  - Cultural competency skills based on local demographics

# Classroom Transparency Courses

## Correct Parent/Guardian Misperceptions About Their Student’s School Experience

### Problem to Solve

School leaders are reporting that many parents/guardians have misperceptions about what their students are learning in the classroom. Many concerns stem from looking at schools today through their own past experiences, and these adults might not realize that instructional strategies have changed – or that the content their students are learning isn’t so controversial after all.

### Practice Overview

Host “classroom transparency courses” for parents/guardians so they can see what instruction looks like today, understand how today’s students engage in the classroom, and discuss topics and content that their students are learning.

- STEP 1** Delegate a program coordinator from the school leadership team to own the creation and implementation of classroom transparency courses.
- STEP 2** Instruct the coordinator to use the guide on page 17 to outline the course’s mission and goals specific to the needs of your school and parent community.
- STEP 3** Have the coordinator work with school administrators and teachers to develop clear and concise informational materials tailored to parents and guardians, using plain language and avoiding educational jargon.
- STEP 4** The program coordinator facilitates the courses following the materials provided by teachers. If teachers desire to be involved, they may also be included and lead courses, following guidance from union representatives.

### Essential Ingredients



#### Real Content

##### *Class Topics Borrowed from Curricula*

Select lessons and topics that showcase engaging instructional strategies or feature newly adopted curricula.

#### Benefits

- Confronts potential misperceptions head-on
- Parents/guardians learn and discuss instructional strategies together



#### Immersive Experience

##### *Parents Experience Class through the Eyes of a Student*

Provide a discussion-based learning experience where parents/guardians can see the value in instructional strategies and curriculum resources used today.

#### Benefits

- Parents/guardians better understand the role of teachers in the classroom
- Highlights viewpoint diversity



#### Convenient Offerings

##### *Easy to Participate*

Offer classes in the evenings during select parent association meetings or events. Provide a live-stream viewing option, if possible.

#### Benefits

- Reaches parents/guardians when they are already on campus, or allows them to participate from anywhere through the live-stream



# Planning Worksheet for Classroom Transparency Courses

## Instructions

Complete the worksheet below to outline the four essential components of planning a classroom transparency course.



### Clear Philosophy

- Demonstrate good judgement and expertise to reinforce knowledge, credibility
- Deliberately use transparency courses to establish the district's philosophy on new policies or get ahead of controversy

**1** What is the primary goal of hosting these courses in our district?

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### Varied Content, Representation

- Showcase wide-ranging expertise and knowledge across subjects and departments
- Showcase breadth of expertise through representation from different school administrators, teachers, and staff

**2** How will we decide which content areas or instructional strategies to feature? Who will present the content?

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### Regular Cadence of Offerings

- Provide offerings on a regular basis to show a commitment to consistency that parents/guardians can count on
- Establish your district as a reliable source of guidance and expertise

**3** How often will we offer classroom transparency courses? Will these events be in-person or virtual?

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### Branded Program

- Convey intentionality and continuity with a branded program just for parents/guardians
- Ensure that transparency courses looks and feels like its own distinct offering from regular parent association meetings

**4** What will we name the courses? Will we have a dedicated marketing strategy to increase parent or guardian participation? Do we have a dedicated homepage for course information and materials?

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# School Behavior Support Overview Webinars

## Practice Overview

Maggie Cordova Elementary hosts an annual webinar for families to give an overview of their common behavior practices, establish shared language, and give families the opportunity to ask questions and receive resources. This creates more consistency for students and improves family engagement with schools.

- STEP 1** Create the webinar slides and curriculum. Be sure to establish learning objectives you want parents/guardians to take away and refer to the essential ingredients below and examples on the next page.
- STEP 2** Establish a time and place for the sessions. Consider offering virtually to increase access. Also, consider hosting more than one session to accommodate more schedules.
- STEP 3** Communicate sessions in weekly newsletters, flyers, and phone calls.

Maggie Cordova Elementary,  
New Mexico



## Essential Ingredients



### Establish Shared Language

The webinar goes over terms like PBIS, and common phrases used in school

#### ► **Benefits**

- Gives families language they can use for consistency with students at home
- Improves understanding of why schools use certain language



### Demystify School Practices

Offer explanations of things the school might do that families may find strange or be confused about. See page 21 for examples.

#### ► **Benefits**

Families understand the reason and benefits behind the things schools might ask them to do for students



### Highlight Area May Be Causing Challenges in School

Specifically highlighted the negative impacts of screen time and benefits of outdoor play, citing research and gave guidelines on screen limits.

#### ► **Benefits**

Provides a gentle nudge to encourage parents/guardians to limit screen time and increase outdoor play at home, which can benefit students' behavioral success in the classroom.



### Provide Families Resources

Offered families additional reading materials about the various subjects covered so they could learn more if they wanted.

#### ► **Benefits**

Shows families that schools want to be supportive of their efforts in raising students.



### Opportunities for Questions

Throughout, there are opportunities for families to ask clarifying questions via prompts and the chat function

#### ► **Benefits**

Ensures families feel like they can engage and give input to the materials rather than just receiving information

Source: EAB Interview & Analysis

# Highlights from the Webinar at Maggie Cordova

Demystifying Different Elements of School Families May Have Questions About

**Learning Intentions**

- I understand how PBIS is implemented at MCE.
- I know what CharacterStrong PurposeFull People is and how it's used.
- I know the colors associated with The Zones of Regulation and the energy level associated with each of them.
- I can explain how PBIS and The Zones work together.

Upfront explanation of the goals of the webinar

Establish shared language families can use to create consistency

**Common Language at MCE**

- ▶ **Walking in the hall: "Third tile."**
- ▶ **Talking in the hall: "Voices off."**
- ▶ **Touching the walls or others: "Hands down."**
- ▶ **Running in the hall: "Walking feet."**
- ▶ **Lots of body movement: "Calm body."**

**Too much of all of the above: "We are going to re-set...Ready 1 - 2 - 3 Reset"**

**Screen Time and Green Time**

*"The average American child spends as few as 30 minutes in unstructured outdoor play each day and more than seven hours each day in front of an electronic screen."*

Screen Time	Green Time
<ul style="list-style-type: none"> <li>• Associated with increase in presentation of ADHD symptoms</li> <li>• Decrease in time engaging in social interactions</li> <li>• Contributes to sedentary lifestyle</li> <li>• Negative impact on cognitive development, language and communication, behavior concerns, self-regulation, prosocial behavior</li> <li>• Replaces imaginative play</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in ADHD symptoms, as well as depression</li> <li>• Improvement in fitness levels</li> <li>• Raises levels of vitamin D</li> <li>• Improves performance on tests that measure critical thinking skills</li> <li>• Protects children's emotional development</li> <li>• Enhances social interactions, value for community and close relationships</li> <li>• Improves creativity</li> </ul>

**American Academy of Pediatrics**

- 0-18 mo. - No screen time except video chat with family
- 18-24 mo. - Only if co-viewed with parents sitting with them and talking about what is on the screen.
- 2-5 yrs. - No more than 1 hour per day of high quality programming, preferably with parent co-viewing.
- 6-18 yrs. - Media should be limited so that child has time for at least 1 hour of physical activity, time for homework and family, and adequate time for sleep.

Additionally, experts agree, "absolutely no TV, video games, computers, or any type of electronics (smartphones, tablets, etc.) in the bedroom—even when they're teenagers."

Teach common issue of too much screen time, not enough play and give guidelines

Provide parent/guardian advice and resources to nudge consistency at home

**Family Resources**

- [The Do's and Don'ts of TV and Technology](#)
- [A to Z SEL from www.elsa-support.co.uk](http://www.elsa-support.co.uk)
- [Finding Fresh Air: Connecting Kids to Nature in the Digital Age](#)
- [MCE's Counselor Website](#) - includes contact information and other resources
- [5 Positive Effect of Daydreaming](#)

# Highlights from the Maggie Cordova Webinar (cont.)

Demystifying Different Elements of School Families May Have Questions About

**CharacterStrong**  
PurposeFull People

Please keep an eye out for links to the monthly [Family Connection letter](#) which will include an overview of the trait, how it is being taught in the classroom and conversation starters to use at home!

The character traits we are learning about and practicing are:

- ★ Kindness
- ★ Respect
- ★ Responsibility
- ★ Gratitude
- ★ Empathy
- ★ Perseverance
- ★ Honesty
- ★ Cooperation
- ★ Courage
- ★ Creativity

More shared language and explanation of socio-emotional areas of focus

Establish shared language families can use to create consistency

## Why are my kids in pajamas?



## ...Because of Dragon Parties!



### And how are they earned?

- ★ Each classroom has a dragon puzzle.
- ★ Each puzzle has 15 pieces.
- ★ Each piece requires 10 dragon tickets.
- ★ Each completed puzzle results in a golden dragon to display.
- ★ Each golden dragon earns a dragon party.

## The ZONES of Regulation

Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorized into four colored zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time.

Share school-based terms that educators use with students and explain how they are used in the classroom

## Additionally, all classrooms have Calming Zones



**The goal is self-regulation!**



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## ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at [eab.com](https://eab.com).