

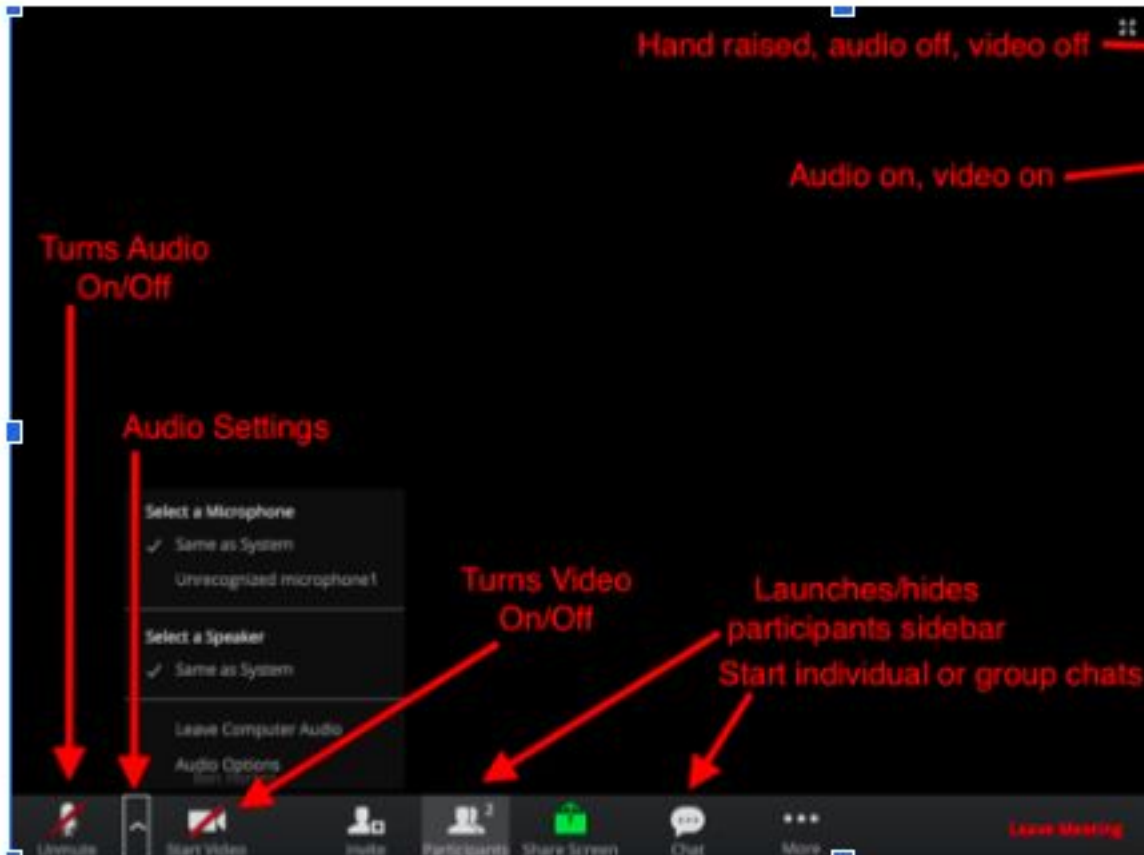


Northwest Arctic Borough School District Family Partnership & Place Based Learning

WELCOME NWABSD STAFF

- ALASKA TECHNICAL CENTER
- AMBLER SCHOOL
- BUCKLAND SCHOOL
- DEERING SCHOOL
- JUNE NELSON ELEMENTARY SCHOOL
- KIANA SCHOOL
- KIVALINA SCHOOL
- KOBUK SCHOOL
- KOTZEBUE MIDDLE HIGH SCHOOL
- NOATAK SCHOOL
- NOORVIK SCHOOL
- SELAWIK SCHOOL
- SHUNGNAK SCHOOL
- STAR OF THE NORTHWEST MAGNET SCHOOL
- NWABSD HOMESCHOOL & DISTRICT STAFF





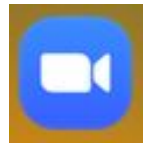
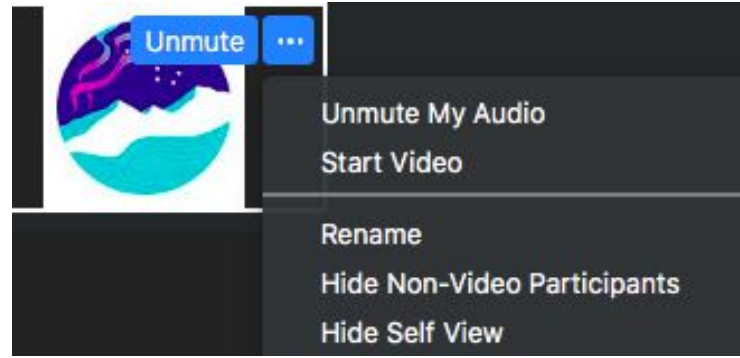
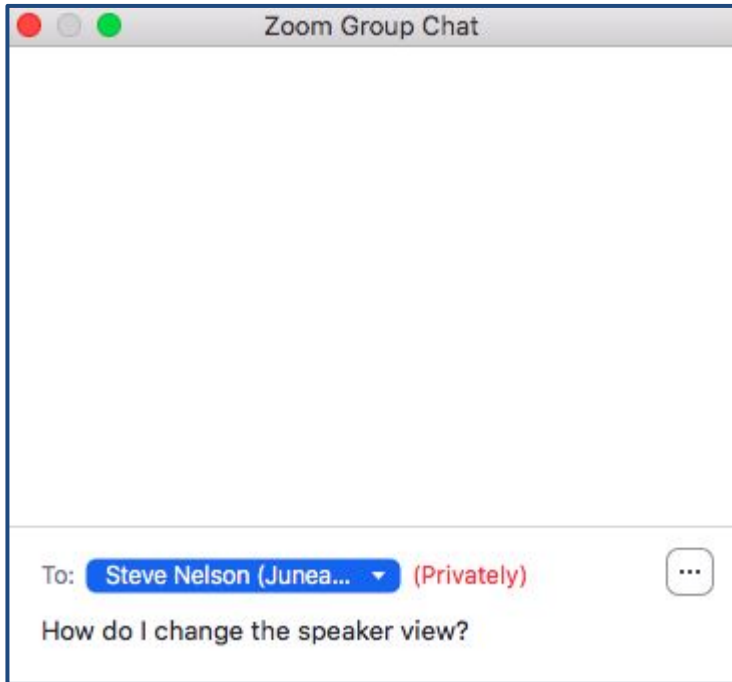
Mute/unmute yourself.
Staying muted when not speaking minimizes meeting background noise.

Raise/lower your electronic hand.



association of
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school boards

Gallery View



- If you need help, send us a message
- Change your name to include location and/or organization
- Click on gallery view to see everyone



Family & Place-based Learning

Workshop Prepared by the Association of Alaska School Boards for Northwest Arctic Borough School District

AASB Team



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Community
Engagement
Director



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Éesh Frank,** Community
Engagement



Lisa X'unyéil Worl
Family Partnership



Claudia Plesa,
Manager



Tyler Breen, *STEPS*
Place-based Learning

Our Agreements

In every chair a leader
Speak to be understood; Listen to understand
Value our time together
Be Present; Be Engaged
Safe Space for Meaningful Conversation
Challenges to Solutions
Takest thou hats off
Our Value of Humor Helps Us
We are responsible for our own experience
Take care of staff; take care of each other

Adapted from First Alaskans Institute

Part 1: Reflection (for you only)

What has changed for you professionally and personally during Covid 19?

Part 2: To Share- Use Chat

What opportunities do you see for teaching and supporting students and families in this blended learning- Covid-19 environment?



Family Partnership & Place Based:

The Opportunity

**Dr. Karen Mapp- Dual Capacity
Framework (Harvard Family
Partnership)**

**Zaretta Hammond: Culturally
Responsive Teaching and the Brain**

Alaskan School Districts

Ao Tearoa- New Zealand

First Alaskans Dialogues





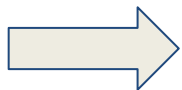
Stronger Together: ***The Power of Family and School Partnerships***

(6 Building Blocks)



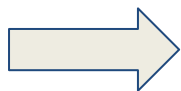
FAMILY PARTNERSHIP BUILDING BLOCKS (During Covid-19)

- *Embedding a Mindset*



- *Building Relationships*

- *Culturally Responsive Partnerships*



- *Links to Learning*

- *Building Confidence and Skills*

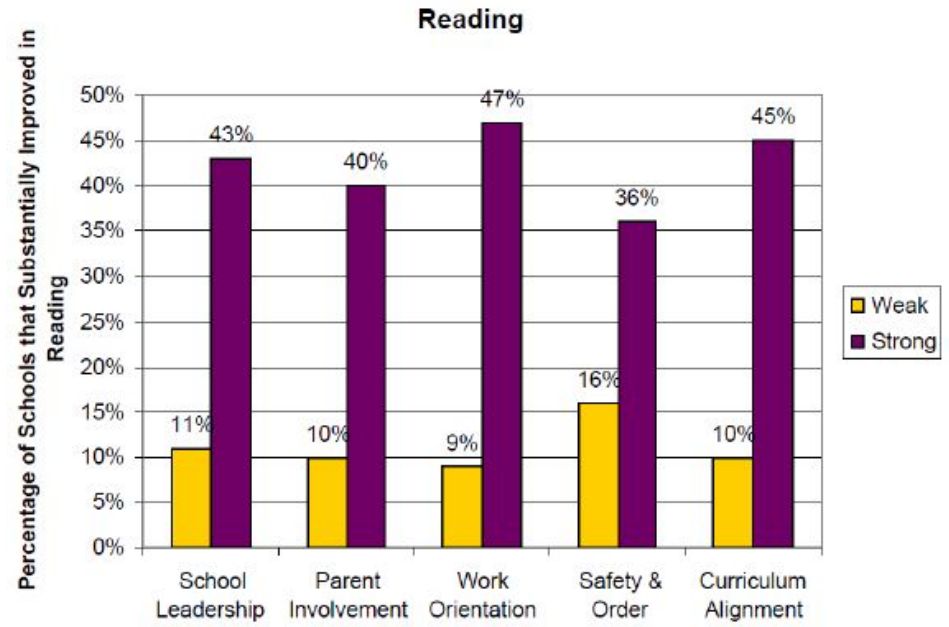
- *Co-Regulation (Regulating Emotions Together)*



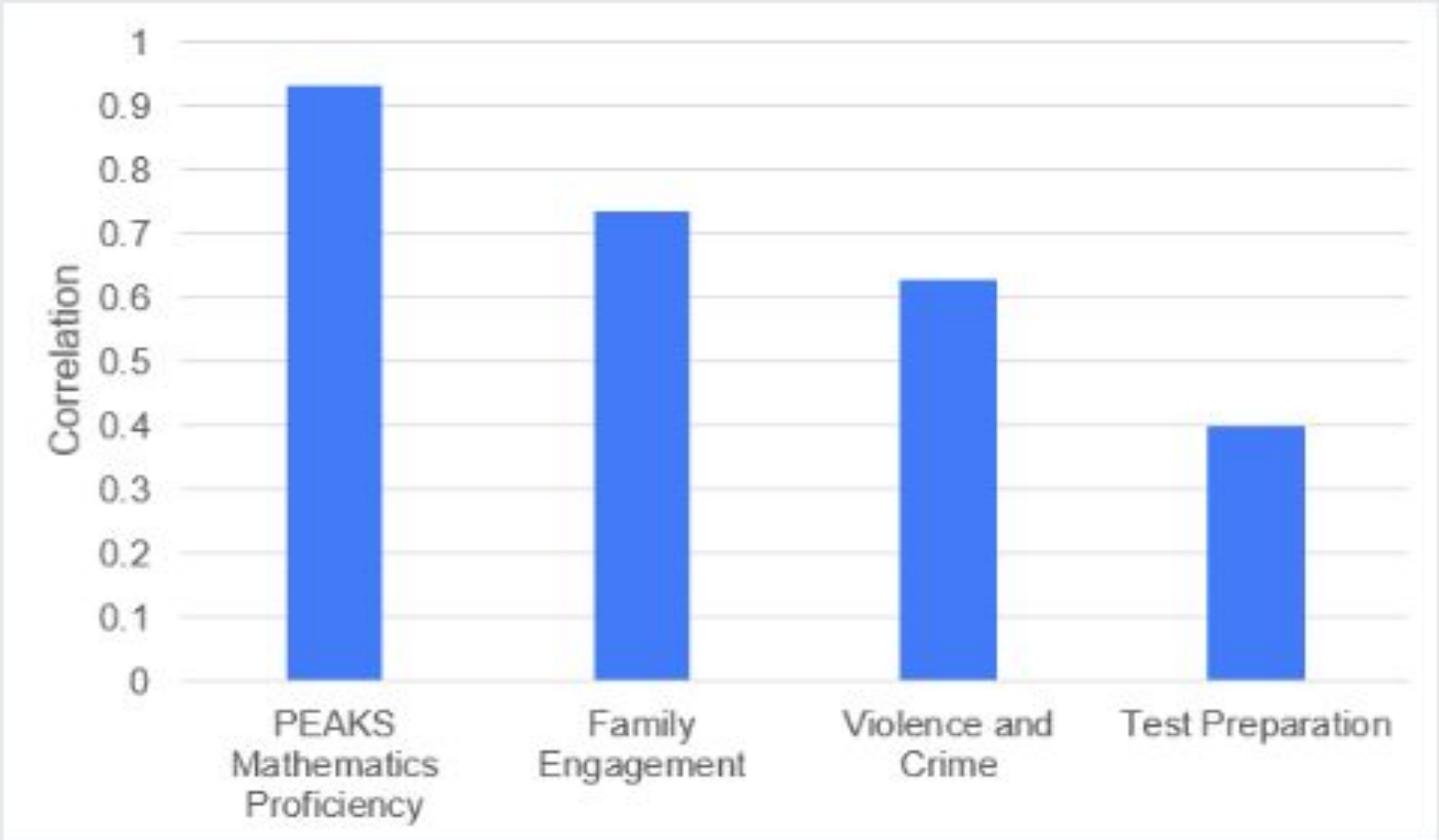
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Factors for School Improvement

Likelihood of Substantial Improvement, Given Weak or Strong Supports



[http://ccsr.uchicago.edu/downloads/5272ccsr_symposium_organizing_schools_final_\(2\).pdf](http://ccsr.uchicago.edu/downloads/5272ccsr_symposium_organizing_schools_final_(2).pdf)



We can see this relationship in Alaska too





Adapted from: Empowerment Skills for Family Workers, Cornell University 1996



Learning Positive

THE RESEARCH SUPPORTS:

Regardless of income or educational background, if a family participates in their students education and school-based learning students will have better academic outcomes (academic scores) and social/emotional outcomes.

Most families know a lot about their child's interests, skills, and motivational levers and a resource to school staff

Most families do not feel confident and clear about how to support their child in school

All families have hopes and dreams for their students

Only some school staff feel confident supporting families to participate meaningfully in play and learning (social/emotional, cultural, academic)

Nationally, fewer than 10% of school staff had family partnership training in their Pedagogy and fewer than 25% attended family partnership training.

While families are often children's first teachers, many families do not feel confident supporting their child in play and learning

Relationships between school staff and families are determinants of family participation in school.





What has changed for families?

- we are asking more of our families while many of them are navigating other stressors, work, and basic needs
- half of our families do not have experience of supporting their students in school work and work in full partnership with school staff from their previous years.
- we are asking school staff to use new approaches, technologies,
- many families have not specifically been linked to learning objectives to help students ignite, chunk and chew the information happening in schools
- school staff are considering how to build relationships and link families to learning at a distance or in a blended environment
- some schools are finding opportunities to support students and families in innovative ways
- We are just figuring out ways to communicate



Relationships as a Foundation



Relationship Foundations- Building Your Core

"A few years into teaching it became very clear to me that those teachers who were really effective at establishing, maintaining, and restoring relationships had just as much time as everyone else. I realized that they were really good at making time for being intentional with what they were doing related to relationships, that they could improve outcomes for students as well as decrease problem behaviors in their classroom."



***You can only draw
upon what you have
invested thus far***



*Are you
establishing (E),
maintaining (M),
or restoring (R),
relationships?*

E Strategies

Establishing Relationships

- ***Universal and individual connections***
- ***Open-ended questions***
- ***Quality time/banking time***
- ***Gather and track information: hopes/dreams, interests, feedback***
- ***Greetings and positive comments***
- ***Compliments about family or about student***
- ***Understanding other caring adults in support network***
- ***Participating or being in community events (virtual in these times)***
- ***Authenticity***

" Before I started tracking, I would have honestly told you that I was having positive interactions with most of my students and families, but after I started tracking positive and corrective and types of interactions I could visually see the uneven distribution of my interactions. Now I understood I had some work to do."

Alaska Teacher



M Strategies



- *on-going positive interactions*
- *5:1 ration positive to corrective/instructive interactions*
- *Specific praise growth*
- *Laughing with*
- *Respond with empathy and high expectations*
- *Seeking input and advice*
- *Listening*
- *Authenticity*



When is restoration (R) needed?

- *changes in student or family behavior*
- *your internal feelings following a negative interaction*
- *body language that reads as hostile or hurt or distant*
- *ignores your requests*
- *argumentative*
- *negative feedback about school or teacher*

-
- *Re-set button (ask for a do-over or fresh start)*
 - *Ownership for the problem (even if it is the inheritance)*
 - *Empathy statements (understanding of perspective)*
 - *Care (separating situation from the person)*
 - *Collaborative problem-solving (working together to identify a win)*



Molly of Denali: Grandpa's Drum

<https://alaskapublic.pbslearningmedia.org/resource/mod19-soc-grandpasdrum/grandpas-drum-molly-of-denali/>

Reminds us of our inheritance within the educational system. Your perception that you are establishing a relationship may actually be in a place of restoring/healing because of families personal or intergenerational experience. Our brains actually re-wire this negative experience for our survival. It takes more to overcome this, but you can change the brains superhighways.



- Read ACTIVITY SHEET # 1 on your Google Sheet
Resource # 1 can also be useful
- Consider a family you want to establish, maintain, or restore a relationship with this year
- Develop a script or detailed strategy

We will use break out groups to share these when we return at _____

Getting Ready: Creating Your Script and Tracking Your Progress

The purpose of creating a script is not to read verbatim, but to merely mentally practice ways to connect with families.

- What is the feeling you want to communication?
- Are you establishing, maintaining, or restoring your relationship?
- What is the key information you want to learn?
- What is the key information you want to share?

Below are three example scripts to start of the school year.

Example 1: Text (useful if you have an out of state or unfamiliar number)

I am so happy to have _____ name in my class this year. Even with covid, we will have a lot of fun opportunities for students and families to learn and play together. Can we set up a time to connect over the phone so I can learn about (student) and your families interests?

Example 2: Phone

I/We are starting off the year reaching out to parents to get to know your child and family and to work with you to start this school year off in a good way. I am really