



Resources and Information to Support Family Engagement During the Pandemic

The mission and goal of the EIPAC Subcommittee is to provide resources that can support Arizona schools in building authentic and trusting relationships with families and their school communities. We have a shared responsibility to engage in school-family-community partnerships that will contribute to academic, relational, and safety goals while being sensitive to past and present traumas exacerbated by the challenges of COVID-19. Schools must take this time as opportunities to **Listen**, **Learn**, and have **Families Lead** in some critical conversations on what has been working well, what areas need improvement, and the resources needed to support learning at home in seeing successful student academic growth.

Building Relationships and Strong Communication with Families

Communication and relationships with families are more important than ever during this pandemic. Families are also facing more challenges than ever at this time. Use the [resources](#) provided to discover new strategies and things to consider during this pandemic when communicating and building relationships with families.

- Redesign Schools for Stronger Relationships
 - https://restart-reinvent.learningpolicyinstitute.org/redesign-schools-stronger-relationships#sec_1562
 - “An [Advisors for All how-to guide](#) is based on the pioneering “Every Student Every Day” advising approach of Phoenix Union High School District in Arizona, where every student in the district’s 21 high schools is “connected to a caring adult who monitors the teen’s progress, attendance, and social-emotional well-being.”¹⁸ Prior to the pandemic, students connected with advisors daily, and when brick-and-mortar schooling closed in March 2020, the district recruited administrators and school board members into the advisory program to be able to reach out to all students at home for wellness check calls. District advisors documented their calls and either provided resources or connected families to other programs or community organizations for assistance meeting their needs.”
- 20 tips for Developing Positive Relationships with Parents: Edutopia provides some easy tips to keep in mind when building relationships and communication with families
[20 Tips for Developing Positive Relationships With Parents](#)
- This foundation has a wealth of resources, toolkits that can support schools as they are working to strengthen family and community engagement.
[Flamboyant Foundation - Flamboyant Strategies to Engage Unreached Families During COVID-19](#)



- Family Leadership Design Collaborative (FLDC) - a national network of practitioners, family community leaders, and scholars centered on racial equity in family engagement and realizing the potential in creating equitable schools and educational systems. [This link addresses efforts on how to engage with families during COVID.](#)
- Book/Article Studies:
 - *Powerful Partnerships* – Dr. Karen Mapp (This book details the importance in shifting educators' mindsets and identifies the key themes within each chapter
 - Examining Core Beliefs
 - The Power of Partnerships
 - Welcoming, Honoring, and Connecting with Families
 - Transforming Practice
 - Maintaining Strong Relationships
 - Resources to support the work
 - *Natural Allies* – Dr. Soo Hong
 - This book shares the valuable work of five teachers, as they enhance family engagement at their school sites. Each teacher has a different approach and benefits all educators in seeing the valuable ways in building strong relationships and effective communication with families.
 - *Just Schools: Building Equitable Collaboration with Families and Communities* – Dr. Ann Ishimaru
 - This book speaks to the importance in shifting the work from a school led approach, and instead honoring the families to lead and strengthen schools in developing stronger school-family-community partnerships. This book highlights the importance in equitable collaboration and shared responsibilities amongst families and schools.
 - Yosso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education*, 8(1), pp. 69–91.
 - This article centers on the Community Cultural Wealth Model, which encompasses the wealth of knowledge that identifies the importance of capital: aspirational capital, familial capital, social capital navigational capital resistant capital, and linguistic capital.

Culturally Responsive Engagement

Creates culturally sensitive, inclusive and equitable communications with families from diverse backgrounds establishing a foundation for authentic and sustainable relationships.

Traditionally, Indian families were essential to the survival, well-being and the livelihood of tribal communities. Families served many roles in the community such as decision makers, protectors, teachers, hunters, gatherers, keepers of customary practices, and caregivers of elders and children.



- Are you looking for guidelines to create a safe and culturally responsive school climate? The New York State Department of Education shares their best practices on how to design the culturally responsive school framework:
[New York State Dept of Ed: Culturally Responsive-Sustaining Education Framework](#)
- How to support teacher-family relationships built on respect and live out the values of equity and inclusion in your communications:
[Teaching Tolerance: Family & Community Engagement](#)
- How can we do a better job of creating student-centered learning environments that affirm cultural identities, give voice to marginalized communities and empower students as agents for social change?
[Metropolitan Center for Research on Equity and the Transformation of Schools](#)
- This document provides guidance for districts, schools, and educators who want to deepen family engagement and continue to foster learning during the pandemic, and for parent and community groups advocating for stronger and more community-connected practices in their schools.
[Culturally Responsive-Sustaining Family Engagement in the Time of COVID-19 and Remote Learning](#)
- What do parents from culturally diverse backgrounds think about how things are going in Arizona schools during COVID-19? "In this major crisis, schools have literally moved into our living rooms, kitchens, and cars. And yet, we believe that many schools throughout the U.S. have missed this prime opportunity to meaningfully engage families."
[The Pandemic and Cultural Scripts of School-Family Relationships](#) | Albert Shanker Institute, June 2020
- [Translation Services Resource](#)

Systems of Support

Systems of support is an important section that focuses on the realities of COVID. This section provides strategies and coping mechanisms for children, in addition to helping families have meaningful conversations with children about the Coronavirus (COVID-19).

- KidsHealth provides work on how to talk to children about the Coronavirus (COVID-19):
[Coronavirus \(COVID-19\): How to Talk to Your Child \(for Parents\) - Nemours](#)
- The Center for Disease Control & Prevention also has a resource on talking to children about COVID-19:
[Talking with children about Coronavirus Disease 2019](#)



- Harvard Health also provides information how to talk to children about COVID-19:
[How to talk to children about the coronavirus - Harvard Health Blog](#)
- Mayo Clinic: How to talk to Children about COVID-19:
[How to talk to your kids about COVID-19](#)
- Child Mind Institute: this link highlights the importance of mindfulness during COVID-19:
[How Mindfulness Can Help During COVID-19](#)
- Magination Press Family provides [additional strategies/ tools on mindfulness during this stressful time.](#)
- The Child Mind Institute provides tips/strategies on how to support anxious children:
[How to Cope With an Anxious Child | Anxiety in Children](#)
- [The National Association School Psychologists provides strategies in helping children cope with changes that have occurred with COVID-19.](#)
- Videos referencing the support families can provide and take during COVID:
<https://vimeo.com/403381966/9746ecc66b> - (Spanish)
<https://vimeo.com/402973917/5cff5abd9f> (English)

Funding and Policy

LEAs need to be critically evaluating their practices with regards to working with families. Title I funds can help LEAs to promote creative ways to engage families during this pandemic. Furthermore, LEAs need to identify additional resources within the community and create successful partnerships with community organizations to additionally support the needs of families. LEAs need to engage in conversations such as how are Title I funds being utilized to meet the needs of our families? How can we partner with community organizations to meet those needs?

Trauma and Resilience

During this time of a national pandemic, our Arizona students are experiencing trauma in different ways every day. Families can engage in these resources to explore the nature and indicators of trauma and offer some tips to build resilience in kids, so they come out of this pandemic better and stronger.

- [We Can Help Students with Trauma Face Life More Positively](#)
- Support students struggling with trauma by creating rich communications environments in classrooms, with a focus on observations, feelings, and needs.
[Trauma is a Word -- Not a Sentence](#)



- By building a culture of safety in schools, we can give students and educators living with trauma the resources and support they need to thrive.
[Building Racial Equity through Trauma-Responsive Discipline](#)
- This school year, educators need to strengthen their use of social-emotional, social justice, and culturally responsive practices.
[Trauma Informed Teaching Practices](#)

Small changes in classroom interactions can make a big difference for students.

This document was created by community members who make up a subcommittee of Superintendent Hoffman's Equitable and Inclusive Practices Advisory Council.

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