

Engaging your students and families

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Agenda

Honest bad news

What is the problem

Your response to the problem(s)

Re-building trust

Re-entry and support ideas





Honest bad news

*Who left and why
did they leave?*

A grayscale image of a hand in a white sleeve, pointing downwards with the index finger. The hand is positioned on the left side of the slide, pointing towards the first box in the grid below.

What's the problem?

Bad relationships

Lack of course offerings

Student is disengaged

Health reasons

Poor extracurricular performance or offerings

Perceptions of the district

What's the problem?

Bad relationships

Front desk
etiquette

Teacher/
parent
communication

Lack of trust



What's the problem?

Lack of course offerings

AP or CC+

Electives

STEM



What's the problem?

Student disengagement

Teacher centered instruction

Low DOK

Lack of differentiation



What's the problem?

Health reasons

Inflexible options for make up work

Lack of understanding about anxiety

Lack of empathy



What's the problem?

Poor
extracurricular
performance or
offerings

Sports offered

Facilities

Talent and
coaching



What's the problem?

Perceptions of the district

Quality

Drugs/ Safety

Community
centered



What are key reasons parents CHOOSE a school?

Parents care about academics, but not as much as they say they do.

"The role of academics seemed somewhat lower than expected as a driver of choice"

**Distance matters.
A lot.**

3/4 of a mile in distance was equal to a letter grade in terms of family preferences. In other words, a C-grade school across the street was slightly preferable to a B-grade school just a mile away.

Extended hours matter.

Parents of younger children preferred extended school hours and after-school programs.

Extracurriculars matter.

Especially for high school students. A C-grade school with a well-known football and band program could beat out a B-grade school without them.

Poorer families care more about other factors — and less about academics.

Lowest-income families had a weaker preference for schools based on test scores

What all parents want

Non-negotiables

Strong curriculum in the core subject areas

An emphasis on STEM

MUST haves

Learning good study habits and self-discipline

Developing critical thinking, life skills, Verbal and written communication skills

Parents are less obsessed with test scores than policy makers

Expendable

Small school enrollment

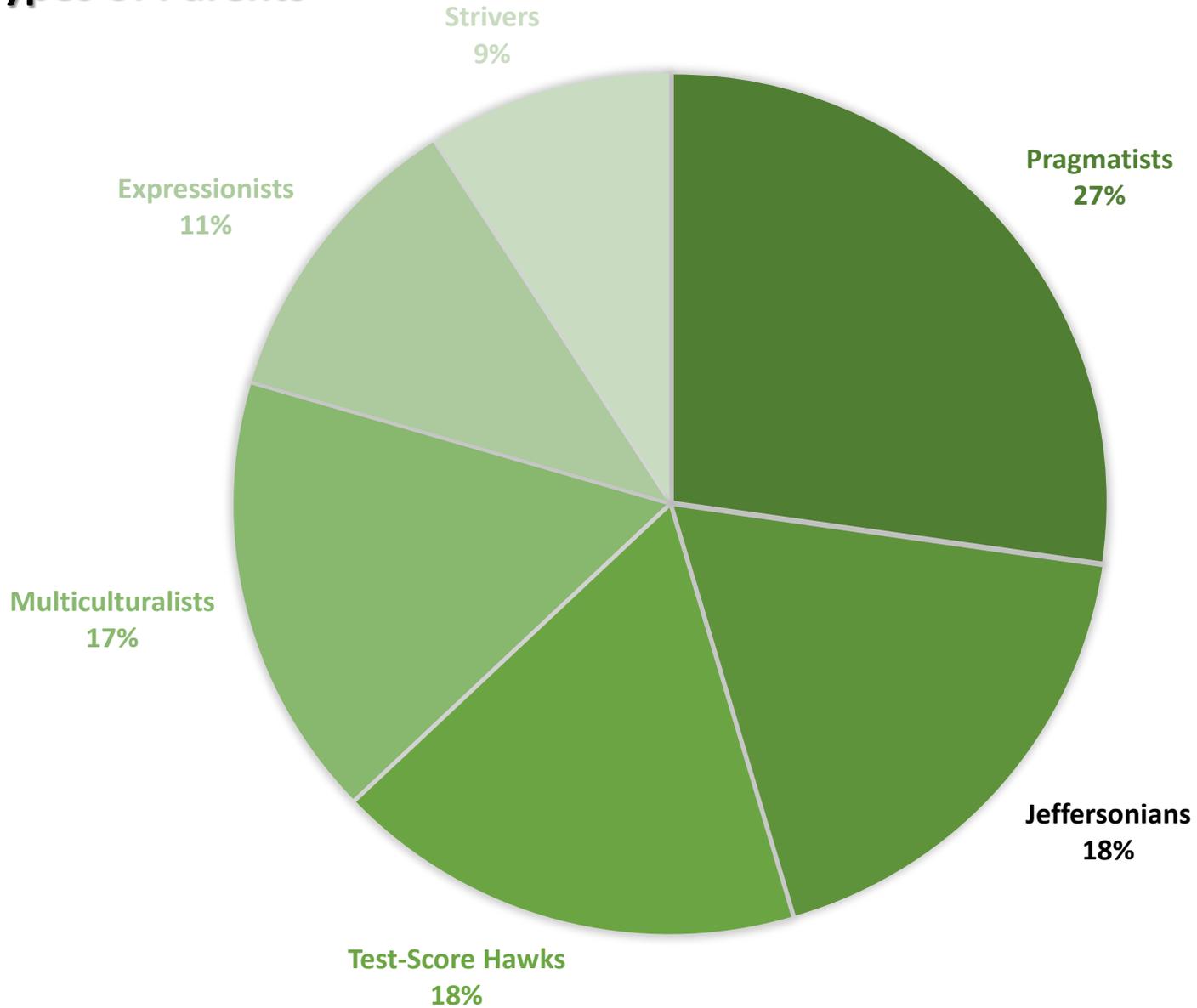
Proximity to home

Updated building facilities

Parents also seem less concerned with their child's school emphasizing a love of country or fluency in a foreign language.

Types of Parents

% OF K-12 PARENTS



Pragmatists (36%) = Pathways

- Expect kids to graduate high school and/or receive a two-year college degree
- Want vocational and job-related programs

Disproportionately higher percentage of parents with boys (57%) and from lower income households (48% FRL versus 37% nationally)

Students tend to be less strong academically and more have IEPs or 504 plans (23% versus 18%)

Tend to be more dissatisfied than other groups with safety, quality of teachers, culture/atmosphere, academic performance/test scores, and class size

Tend to be less likely to set high expectations for their kids

Jeffersonians (24%) = People

- Emphasize instruction in citizenship, democracy and leadership.
- Prefer schools that emphasize character development, ethics and morality and a curriculum that matches their personal beliefs
- Do not prefer a traditional approach to learning or focus on test prep

More likely to be active in their communities than other parents. Less likely to be satisfied with groups like the PTA, but no more likely to volunteer

Slightly more Christian (74% versus 68% nationally)

Not much different than other parents - their students do not tend to be from one particular group (ex. Gifted)

Test Score Hawks (23%) = Achievement

- Want high test scores and programming for gifted students and AP or dual enrollment
- Less priority on the developing of strong social skills, self-efficacy and identifying personal talents to pursue
- Not interested in vocational, a wide variety of extracurricular or programs for struggling students

More likely to have academically gifted children

More likely to push their children to excel and set high expectations (expect their children to get graduate degree)

More likely to have their child change schools because they were dissatisfied with the school or teachers (1 in 5 students in this group had changed schools)

Tend to be younger parents and more likely to be African American and Hispanic

More likely to have children on FRL (43% vs. 37%)

Multiculturals (22%) = Diversity

- Emphasize learning how to work with people from diverse backgrounds
- Report they like their students to develop at their own pace
- Less concerned about college and more concerned about job skills

More likely to be African American and more likely to have students in an urban area

Parents tended to be more politically liberal

More likely to say they have children who perform “average.”

Expressionists (15%) = Well-rounded

Ranked music and arts highly, but also want lots of extracurricular activities beyond sports and want children to learn study habits, critical thinking and communication skills

More often to be parents of girls and hold liberal ideology

More likely to live in Western US

More of these parents send their children to charter schools

Tended to be happy with the culture in the school but very dissatisfied with parent communication from school

Parenting style to let children develop at his/her own pace and less likely to describe their style as setting high expectations for their kids

Have higher expectations their child will attain a four-year college degree (54% vs 45%)

Strivers (12%) = College Prep

- College prep coursework
- AP coursework
- Opportunities to build resume for college applications

Kids going to top-tier college is very important

More likely to be African American and Hispanic and more likely to be Catholic

Less likely to help their children with homework

Expect their children to earn graduate degrees and are more likely to send their children to a charter school

More apt to say their child enjoys school (59% vs 44%)

Less satisfied with their child's school - many reported they moved their child due to dissatisfaction with the school climate/safety or with teachers

Now what?

~~How do bad
news~~

~~What is the
problem~~

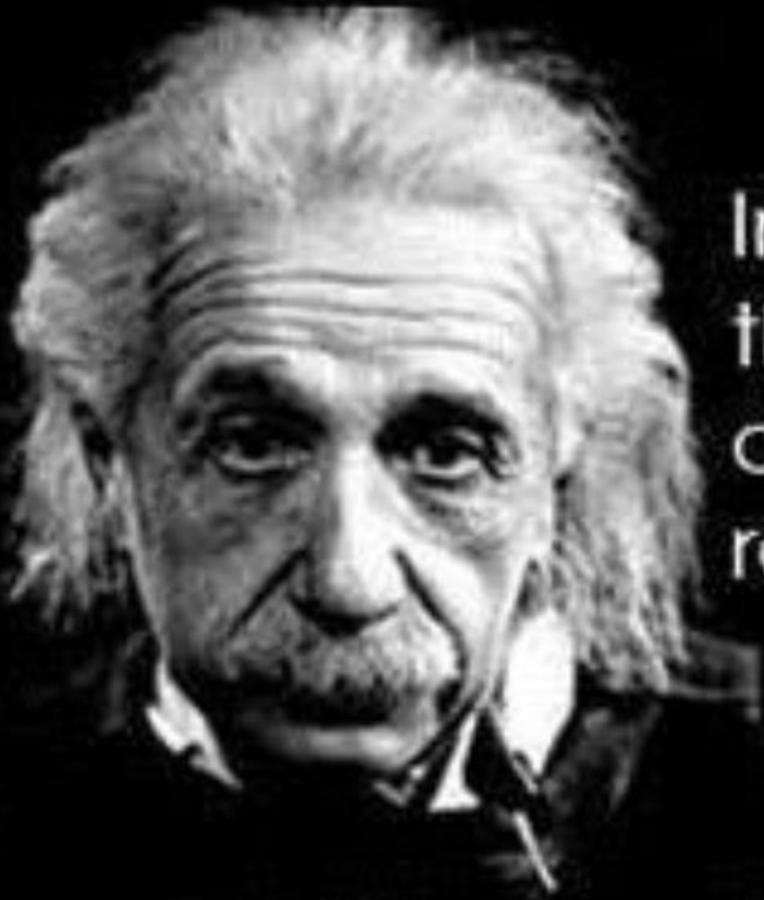
Your response
to the
problem(s)

Re-building
trust

Re-entry and
support ideas

**They left for a reason. Will they
leave again for the same reason?**

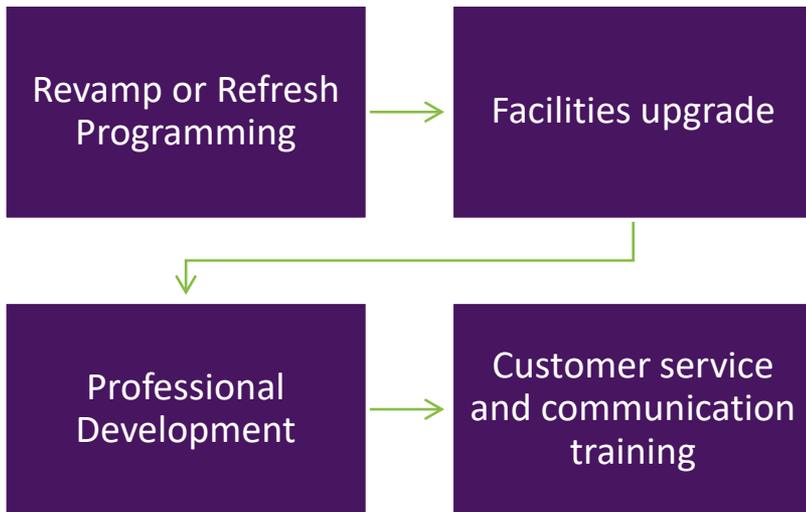
**Insanity =
believing one model fits all families**



Insanity is doing the same thing over and over again and expecting different results.

- Albert Einstein

What do you need to do to turn the frown around?



Successful re-entry starts with high quality customer service





**What are your
\$6000 eggs?**



Start before they arrive: before re-entry

What you need to learn

Understand their previous concerns and get to the **root of the problem**

What **challenges their student has** in school (motivation, mental health, social-emotional needs, etc.)

When and how the parent likes to **communicate**

How the parent can or does **support learning at home**

Discuss the **structural or program issues** that impact their child and the academic deficits the child has

What you need to DO

Identify a **protocol** for them to voice concerns

Create a **behavior plan** that addresses what everyone will do when the student struggles

Set **expectations for teachers for parent communication** and schedule check in calls on your calendar

Ideas for creating a way for parents to **know how to help** and connecting them to the channels that exist (ex set up their Parent Portal account for them)

Get creative. Would this child do better with half day in class and half day online?

Behavior plans – Creating If...Then statements to PREVENT problem behavior

If we know the problems and stressors that lead to disengagement, we can give students tools to self-advocate and prevent problems

Problem	Solution
I get stuck and forget what we just learned	I am going to write the steps to the math problems and Mrs. X will check that I have them down and help me think of ways to remember them
I prefer to use a method I understand how to do	I am going to raise my hand and ask Mrs. X to help me understand why I am doing the problem a different way – “What math concept am I trying to get by doing it this way?”
If I don't understand the lesson	I will raise my hand and ask
I need to get my math homework completed	I am going to do it instead of draw when I am finished with my classwork and I am going to do it in R&E
I still don't get it	I am going to tell Mrs. X and she will email my mom so I can work on it with my tutor

Address emotion – anxiety, anger or depression? Which is the go-to emotion?



Behavior/Stress Stage	What student does	What teacher does	What NOT to do
Stage 1: Hands sweating, face red, body frozen, might not respond if talked to	Deep breathing Sense recognition (sight, sound, smell) – far to near Gum or mint	Know this stage is short Wait before approaching – chance for self-regulation Move me to a quiet space Remind me of calming exercises	Get in my space
Stage 2: “I don’t know what to do.” foot tapping, shoulders tense, mumbling, talking back	Techniques above again Raise hand and ask (scared to do this now)	Watch for foot tapping or head rubbing Let me take a brief break and remind me to do my mindfulness exercises Go over the steps to the task I am supposed to be doing – help me start	Send me to Mr. Jones Say vague comments like “get working”.
Stage 3: “I can’t do this. It’s too late. I might as well give up.” Hands shake, can’t hear well, overwhelmed	Needs your help – he cannot do it himself	Let me go to a safe space to draw or send me on errand Use non-verbal signals to help me remember to breathe	Ask a lot of questions or expect answers. Escalate the situation by yelling or calling me defiant

The first day

1. Welcome the student in the hallway upon arrival
2. Have a buddy student to welcome them and eat lunch with them that day (selected carefully)
3. Let teachers know the student is returning and ask them to say hello and tell the student they are glad to see them back
4. Check in with the student after lunch to see how everything is going
5. Call the parent to discuss the day and reiterate that you are glad the student is back. Set a call one week out to discuss how the student is doing.



After week 1

1. Meet with the student to see how things are going and if there is anything they need.
2. Ask teachers to identify one positive thing the student has done and email the parent positive feedback.
3. Put the student on the teacher based team agenda to discuss the transition and troubleshoot issues.



Design your approach to build

TRUST

Benevolent

Reliable

Competent

Honest

Open

Do ***YOU*** and do your ***TEACHERS***?

Benevolent

- Do you communicate positively
- Are you flexible and student centered
- Does the parent believe you care about their child

Reliable

- Do you follow up
- Did everyone follow the re-entry plan?

Competent

- Do you provide plausible suggestions
- Do you demonstrate that you understand the student's needs

Honest

- Are you creating a realistic approach for the student
- Do you cover up negatives or face them with honesty

Open

- Do you allow the parent to share information
- Do you admit mistakes and say you are sorry
- Are you easy to reach and talk to

A-Ha and Oh Boy!

What did you learn?
What will you do?
How can we help?



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