Table of Contents

Parent Academy Overview ........................................................................................................ 3

Modes of Instruction ..................................................................................................................... 4

Ways to Get Involved .................................................................................................................. 4

Three-Year Implementation Plan ............................................................................................... 5

Year 1: District-Wide Offerings .......................................................................................... 5

Year 2: Alignment with School Improvement Plans .................................................... 6

Year 3: Continuous Improvement ................................................................................... 7

Monitoring ...................................................................................................................................... 7

Conclusion ..................................................................................................................................... 7

Appendix A Parent Academy Spring/Summer 2015 Offerings ........................................... 8
Appendix B MMSD Family and Community Engagement Standards .................................... 14
Appendix C Input from Parent Task Force Meetings ............................................................ 21
Appendix D Parent Academy Central Office Cross-Functional Team ................................. 33
**Parent Academy and the MMSD Strategic Framework**

MMSD’s Strategic Framework is anchored in the vision that **every school will be a thriving school that prepares all children for college, career and community.** Central to that vision are these beliefs:

- Families and community members are essential partners for thriving schools
- When efforts are aligned and everyone has a charge – educators, parents and community members alike – children will benefit

To this end, the Strategic Framework has outlined goals for building effective family-school partnerships for student success. Last year, over 300 parents, staff and community members helped to create family and community engagement standards for MMSD (see Table 1). This year, the launch of Parent Academy—a hub for parent learning and leadership development—will help to bring these family and community engagement standards to life.

<table>
<thead>
<tr>
<th>Table 1: MMSD Family and Community Engagement Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>See Appendix A and mmsd.org/facestandards for more information on the six MMSD Family and Community Engagement Standards.</strong></td>
</tr>
<tr>
<td><strong>Standard 1: Welcoming All Families into the School Community</strong></td>
</tr>
<tr>
<td>Families feel welcomed, valued, and connected to each other, to school staff and to what students are learning and doing in class. Families are active participants in the life of the school.</td>
</tr>
<tr>
<td><strong>Standard 2: Communicating Effectively</strong></td>
</tr>
<tr>
<td>Families and MMSD staff engage in regular, two-way, meaningful communication about student learning.</td>
</tr>
<tr>
<td><strong>Standard 3: Supporting Student Success</strong></td>
</tr>
<tr>
<td>Families and MMSD staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</td>
</tr>
<tr>
<td><strong>Standard 4: Speaking Up for Every Child</strong></td>
</tr>
<tr>
<td>Families are empowered to be advocates for all children’s access to thriving schools that prepare every student for college, career and community.</td>
</tr>
<tr>
<td><strong>Standard 5: Sharing Power</strong></td>
</tr>
<tr>
<td>Through the School Improvement Plan cycle and other opportunities, families and community members participate in decision making around policies, practices, and programs.</td>
</tr>
<tr>
<td><strong>Standard 6: Collaborating with Community</strong></td>
</tr>
<tr>
<td>MMSD staff work collaboratively with community members &amp; groups to support children and families.</td>
</tr>
</tbody>
</table>

**Parent Academy Overview**

Parent Academy will provide learning opportunities for parents to build their knowledge and their networks for leading their children’s education and for participating in advocacy around education issues.

The MMSD Family and Community Engagement department will coordinate face-to-face, online, and phone-based courses and workshops on topics including supporting learning at home, child

*Parent Academy uses the term “parents” to refer to parents, guardians, family members, fictive kin, and other caring adults who play the parent role in the lives of young people.*
Parent Academy Overview, continued

development, navigating the school system and education advocacy. Parent Academy will:

- Provide opportunities for parents and family members to build their knowledge, skills, and networks for leading their children’s education and advocating for thriving schools—for their children and for all children

- Support the implementation of the district’s Family and Community Engagement Standards by providing information and opportunities for parents, community members, and staff to fulfill their roles in building family-school partnerships

- Align with School Improvement Plans (SIPs) by including specialized focus areas that schools and families identify as a fit for their needs

Progress on meeting these goals will be measured by:

- Number of Parent Academy course and workshop offerings

- Attendance rates and satisfaction survey data for courses/workshops

- Survey data on participants’ attitudes, expectancies, and/or relationships between family and school

- Tracking of correlation between parent participation and changes in student attendance, behavior and achievement data

- Other information collected through parent and community surveys and input sessions

Modes of Instruction

Parent Academy courses and workshops will be delivered by MMSD staff, community partners, and national experts. Courses and workshops will take place in schools, at community sites, and online:

- In-Person Opportunities - courses and workshops will be offered for district-wide groups as well as school-based groups in multiple languages, in a variety of settings, and at places and times that are convenient for participants

- Electronic Opportunities - via webinar, Moodle, conference calls, Madison College’s Blackboard, and other platforms

- Print Information - Parent Academy will also help to coordinate and promote print information on supporting learning and child development at home

Ways to Get Involved

There will be many ways to get involved in Parent Academy:

- Drop-In: Some offerings require no registration, and will be open to all

- Register: Some offerings will require RSVP or pre-registration
Ways to Get Involved, continued

- Workshops: Parent Academy workshops will be experiences that consist of one or two meetings
- Courses: Parent Academy courses will be experiences that consist of three or more meetings
- College Credit or Other Credentials: some offerings will carry college credit and/or lead to other credentials.
- Leadership: Parent Academy will seek parent and community conveners, facilitators, and mentors to create and deliver the Parent Academy curriculum

Three-Year Implementation Plan

Over the course of the last few school years, over 300 individual parent and community members have provided input on the district’s Family and Community Engagement Standards and the Parent Academy model. The Parent Academy three-year implementation plan defines short-term (one-year), mid-term (two-year), and long-term (three-year) outcomes.

| Table 2 Benchmarks for Program Implementation, 2014-15 through 2017-18 |
|-------------------------------------------------|------------------|------------------|------------------|
| District-Wide Parent Academy Offerings | Year 1 SY 14/15 | Year 2 SY 15/16 | Year 3 SY 16/17 |
| Number of Offerings (in-person and online, offered by MMSD staff) | 10 | 12 | 15 |
| Number of Offerings (in-person and online, offered by external partners) | 75 | 125 | 150 |
| Number of Vocational Skills Courses | 2 | 4 | 5 |
| Number of Partners Offering Parent Academy Courses and Workshops | 3 | 5 | 10 |
| Number of Registrations* for Parent Academy Offerings | 860 | 1410 | 1700 |
| School-Based Offerings | Year 1 SY 14/5 | Year 2 SY 15/16 | Year 3 SY 16/17 |
| Number of offerings | 0 | 20 | 40 |
| Number of Registrations* for Parent Academy Offerings | 0 | 1610 | 2100 |

* Projections based on 10 parents for each offering, and represent number of registrations, as opposed to unduplicated numbers of participants

Year 1: District-Wide Offerings

In its first year, Parent Academy offerings will consist of district-wide courses and workshops. The calendar of spring and summer offerings for the 2014-15 school year can be found in Appendix B; the full master
Parent Academy calendar is online at face.mmsd.org/parent-academy.

- **Course Offerings:** The Year 1 menu of Parent Academy offerings will continue the Department of Family and Community Engagement collaboration with Madison College for two 3-credit vocational Early Childhood Education courses.

- **Workshop Offerings:** A catalog of eighty-five Parent Academy offerings will be offered in the first year, with ten offerings delivered by district staff and with seventy-five others delivered by external partners and promoted through Parent Academy.
  
  - **Parent Academy Team Workshops** Parent Academy will convene a cross-functional team (see Appendix D) of representatives from MMSD departments to develop, with input from families and community members, ten courses and workshops on information, skills and network building for parents to lead their children’s education and advocate for thriving schools.
  
  - **Department of Public Instruction Partnership** MMSD will partner with DPI to offer two newcomer orientations welcoming families to the American public school system and MMSD.
  
  - **Wisconsin FACETS, Wisconsin Association for Talented and Gifted, Madison College, Urban League of Greater Madison partnerships** These organizations’ parent learning opportunities on advanced learning, college planning, special education, services for students with special needs, and employment training will be promoted through the Parent Academy master calendar.
  
  - **Parent Empowerment Group Workshops** designed to engage and train parents from underrepresented groups on leadership development and community organizing.

**Year 2: Alignment with School Improvement Plans**

In Year 2, schools will have the opportunity to align their own Parent Academy offerings to their School Improvement Plan family engagement goals. Schools will receive support to a) choose which Parent Academy offerings to promote in their school communities, b) use the Parent Academy tools and brand to offer their own school-centered Parent Academy learning and leadership opportunities (using, for example, a menu of offerings available for delivery at school sites; support identifying partners and networking with other schools; promotional tools and templates), and c) share ideas for working with parent groups to develop school-based Parent Academy programming. The Parent Academy cross-functional team will set district-wide goals for increased participation and satisfaction results for Years 2 and 3. Beginning in Year 2, schools will also have the choice to establish school-based goals for increased Parent Academy participation and satisfaction as a part of their School Improvement Planning process.
Year 3: Continuous Improvement

By Year 3, a full complement of course offerings will be offered both district wide and directly through schools. The focus of Year 3 will be on continuing to increase the quality of services, with increased input from school-based teams.

Monitoring

Every step of the way, Parent Academy will evaluate progress:

- Parent Academy participants will complete evaluations for all internal offerings
- Evaluations and attendance numbers will be analyzed quarterly
- Parent groups and education groups in the community will receive regular Parent Academy updates during the year, and will be asked for continuous input and feedback
- MMSD central office departments and schools will indicate staff satisfaction with Parent Academy school supports
- District parent climate survey will provide indicators of parent satisfaction with school-based offerings
- Past input will be reviewed and incorporated in the continuous improvement of the model (see Appendix C for information on past parent input sessions on the Parent Academy model)

Conclusion

Parent Academy will create new systems for building parent knowledge, skills and networks for leading their children’s education and advocating for thriving schools—for their children and for all children. This three-year Implementation Plan outlines the tools and platforms for bringing the Parent Academy vision to reality. Watch the MMSD FACE Department website for Parent Academy updates:

http://face.mmsd.org
Parent Academy is a series of workshops and courses for helping develop knowledge, skills, and networks for leading your child’s education and advocating for thriving schools.

Madison Metropolitan School District (MMSD) staff, community partners, and national experts offer courses and workshops in person, online, and via phone.

### Supporting Student Success

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit</th>
<th>Location</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Provider/Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edgewood College Daily tours</td>
<td>No</td>
<td>Edgewood College</td>
<td>Mon-Fri</td>
<td>Ongoing</td>
<td>11:00, 1:00 or 2:00</td>
<td>Edgewood College</td>
</tr>
<tr>
<td>Edgewood College offers daily tours to learn about the college and how to apply. To register call (608) 663-2294 or go to <a href="http://www.edgewood.edu/Prospective-Students/Undergraduate/Visit">http://www.edgewood.edu/Prospective-Students/Undergraduate/Visit</a>.</td>
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<tr>
<td>Edgewood College Junior Preview Day</td>
<td>No</td>
<td>Edgewood College</td>
<td>Sat</td>
<td>4/26/15</td>
<td>9:30 AM – 12:00 PM</td>
<td>Edgewood College</td>
</tr>
<tr>
<td>Come to a special presentation for high school juniors and their families. Learn about the college, admissions, and receive a tour. Call (608) 663-2294 or go to <a href="http://www.edgewood.edu/Events/Junior-Preview-Day">http://www.edgewood.edu/Events/Junior-Preview-Day</a> to register.</td>
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<tr>
<td>UW Admissions Information Session and Walking Tours</td>
<td>No</td>
<td>UW - Madison</td>
<td>Mon - Fri</td>
<td>Ongoing</td>
<td>10:30-1:00 PM</td>
<td>UW - Madison</td>
</tr>
<tr>
<td>UW Admissions Information Sessions and Walking Tours occur almost every weekday from 10:30-1 PM. Reservations are recommended. To register, go to <a href="http://admissions.wisc.edu/visitbucky/">http://admissions.wisc.edu/visitbucky/</a> or call (608) 263-2400.</td>
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<tr>
<td>Edgewood College Sneak Peek Saturdays</td>
<td>No</td>
<td>Edgewood College</td>
<td>Sat</td>
<td>3/7/15, 5/2/15</td>
<td>10:00 - 11:45 AM</td>
<td>Edgewood College</td>
</tr>
<tr>
<td>The day includes a one-hour walking tour of campus followed by an informative presentation and Q&amp;A session with an admissions counselor. To register, go to <a href="http://www.edgewood.edu/Events/Sneak-Peek-Saturdays">http://www.edgewood.edu/Events/Sneak-Peek-Saturdays</a> or call (608) 663-2294.</td>
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<tr>
<td>Madison College Instant Application Nights allow students to apply to Madison College free of charge. Knowledgeable Madison College staff will be on site to help complete applications. Financial aid advisors and academic advisors are also available to answer questions.</td>
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<tr>
<td>Serving on Groups that Make Decisions (Section 7 &amp; 8)</td>
<td>No</td>
<td>Webinars</td>
<td>Thurs</td>
<td>3/12/2015</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>This workshop introduces you to a resource to help you navigate decision-making groups, give information about the roles of families in decision-making groups, and offer practical tips and strategies for putting your decision-making skills into practice.</td>
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<tr>
<td>Skills for Effective Parent Advocacy</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Tues</td>
<td>3/17/2015</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
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<tr>
<td>Learn:</td>
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<tr>
<td>• What advocacy means – speaking up for yourself and others</td>
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</tr>
<tr>
<td>• How to improve your advocacy skills - skills you need to be an effective advocate.</td>
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</tr>
<tr>
<td>• How you can make a difference!</td>
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<tr>
<td>Experience College – Arts &amp; Sciences/Liberal Arts</td>
<td>No</td>
<td>Madison College Truax</td>
<td>Fri</td>
<td>4/10/2015</td>
<td>12:30 – 4 PM</td>
<td>Madison College</td>
</tr>
<tr>
<td>Experience Madison College lets students explore programs and meet current students and instructors. Students are able to tour the campus and participate in a mini-class setting. Students who attend also receive a free application.</td>
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<tr>
<td>Course Name</td>
<td>Credit</td>
<td>Location</td>
<td>Day</td>
<td>Date</td>
<td>Time</td>
<td>Provider/Instructor</td>
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</tr>
<tr>
<td>Summer School Overview for Immigrant/Refugee Communities</td>
<td>No</td>
<td>Catholic/Multicultural Center</td>
<td>Tues</td>
<td>3/31/15</td>
<td>5:30 PM</td>
<td>MMSD, Lutheran Social Services of Wisconsin</td>
</tr>
<tr>
<td>MMSD Overview for Immigrant/Refugee Communities</td>
<td>No</td>
<td>Catholic/Multicultural Center</td>
<td>Wed</td>
<td>7/1/15</td>
<td>5:30 PM</td>
<td>MMSD, Department of Public Instruction, Lutheran Social Services of WI</td>
</tr>
<tr>
<td>Welcome to MMSD Webinar for New Families</td>
<td>No</td>
<td>Webinar</td>
<td>Mon</td>
<td>8/3/15</td>
<td>4:30 PM</td>
<td>MMSD Family and Community Engagement (See face.mmsd.org)</td>
</tr>
</tbody>
</table>

These courses are provided by MMSD and are free of charge. Call (608) 663-5977 to register.

In this section: opportunities to learn about navigating MMSD systems.

Using your personal experience to help change policies in the state.

- **Experience College – Applied Science, Engineering & Technology**
  - No
  - Madison College
  - Fri 4/17/2015
  - 12:30 – 4 PM
  - Madison College

- **Experience Madison College** lets students explore programs and meet current students and instructors. Students are able to tour the campus and participate in a mini-class setting. Students who attend also receive a free application.

Using your personal experience to help change policies in the state.

- **Experience College – Business and Applied Arts**
  - No
  - Madison College
  - Fri 4/24/2015
  - 12:30 – 4 PM
  - Madison College

Using your personal experience to help change policies in the state.

- **Experience Madison College** lets students explore programs and meet current students and instructors. Students are able to tour the campus and participate in a mini-class setting. Students who attend also receive a free application.

Using your personal experience to help change policies in the state.

- **Experience College – Health Education**
  - No
  - Madison College
  - Fri 5/1/2015
  - 12:30 – 4 PM
  - Madison College

Using your personal experience to help change policies in the state.

- **Experience Madison College** lets students explore programs and meet current students and instructors. Students are able to tour the campus and participate in a mini-class setting. Students who attend also receive a free application.

Using your personal experience to help change policies in the state.

- **Experience College – Human and Protective Services**
  - No
  - Madison College
  - Fri 5/8/2015
  - 12:30 – 4 PM
  - Madison College

Using your personal experience to help change policies in the state.

- **Experience Madison College** lets students explore programs and meet current students and instructors. Students are able to tour the campus and participate in a mini-class setting. Students who attend also receive a free application.

Using your personal experience to help change policies in the state.

- **Guiding Children’s Behavior Course** YES *See below*
  - Warner Park Community Recreation Center
  - Thurs 6/11/15-9/17/15
  - 5:30 – 8:30 PM
  - MATC/MMSD Family & Community Engagement

This course examines positive strategies to guide children’s behavior in the early childhood education setting. Course competencies include: summarize early childhood guidance principles; analyze factors that affect the behavior of children; practice positive guidance strategies; develop guidance strategies to meet individual needs; create a guidance philosophy.

Using your personal experience to help change policies in the state.

- **Panel Discussion: Parents of Gender Expansive and Transgender Youth in MMSD**
  - No
  - MMSD Central Office Building, 545 W. Dayton Room 103
  - Wed 8/5/15
  - 5-6:30 PM
  - MMSD LGBTQ+ Department

Using your personal experience to help change policies in the state.

- **Overview of Advanced Learning in MMSD**
  - No
  - MMSD Doyle Building, 545 W. Dayton Room 103
  - Mon 8/24/15
  - 5:30 PM
  - MMSD Personalized Pathways

Using your personal experience to help change policies in the state.

- **Information on nurturing child development at home and accessing advanced learning services for your child**
  - No
  - MMSD Doyle Building, 545 W. Dayton Room 103
  - Tues 8/25/15
  - 5:30 PM
  - MMSD Advanced Learning

Using your personal experience to help change policies in the state.

- **Overview of new tools for individualized academic and career planning for middle and high school students**
  - No
  - MMSD Doyle Building, 545 W. Dayton Room 103
  - Wed 8/26/15
  - 5:30 PM
  - MMSD LGBTQ+ Department

Using your personal experience to help change policies in the state.

- **Welcoming Schools: LGBTQ Embracing Family Diversity**
  - No
  - MMSD Central Office Building, 545 W. Dayton Room 103
  - Wed 8/26/15
  - 5:30 PM
  - MMSD LGBTQ+ Department

Using your personal experience to help change policies in the state.

- **Learn about new work in MMSD for welcoming lesbian, gay, bisexual, and transgender students and families in MMSD school communities.**
  - No
  - 545 W. Dayton St, Room 100A
  - Wed 3/18/15
  - 4:30 - 6 PM
  - Melissa Scholz, Scholz Nonprofit Law Office

Using your personal experience to help change policies in the state.

Come and learn about how to find out whether your parent group is a recognized nonprofit organization, whether it should be or not, and where MMSD parent group leaders can get support and coaching in this area.

* 3 MATC Credit-Leads to Entry Level Provider Certificate

For New MMSD Families

These courses are provided by MMSD and are free of charge. Call (608) 663-5977 to register.

<table>
<thead>
<tr>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section: opportunities to learn about navigating MMSD systems.</td>
</tr>
<tr>
<td></td>
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<tr>
<td>-------------</td>
</tr>
<tr>
<td>Summer School Overview for Immigrant/Refugee Communities</td>
</tr>
<tr>
<td>MMSD Overview for Immigrant/Refugee Communities</td>
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<tr>
<td>Welcome to MMSD Webinar for New Families</td>
</tr>
</tbody>
</table>

A DEPARTMENT OF
MADISON METROPOLITAN SCHOOL DISTRICT

www.mmsd.org/face

Family & Community Engagement

Parent Academy Three-Year Implementation Plan 9
## Resources for Families of Children with Special Needs

To register call WI FACETS (877) 374-0511
All classes are free of charge.

In this section: trainings and workshops for parents and families of children with special needs. Many of these opportunities are useful for all.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Location</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Provider/Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring Appropriate Accommodations for Students with Disabilities on State Assessments</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>3/4/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>This workshop revolves around a discussion of the I-7 form. The following is discussed:</td>
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<tr>
<td>• I-7 SBA (Smarter Balanced Assessment) Grades 3-8</td>
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<tr>
<td>• I-7 ACT Aspire, Grades 9-10</td>
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<tr>
<td>• I-7 ACT Plus Writing &amp; WorkKeys, Grade 11</td>
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<tr>
<td>Wisconsin Special Education Mediation System (WSEMS): Mediation</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Mon</td>
<td>3/9/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>This workshop includes information about the free mediation services available from the WI Special Education Mediation System; federal and state laws related to mediation; and when and how to request mediation; who are the mediators; participation in mediation; and more.</td>
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<tr>
<td>Transition Improvement Grant &amp; Predictors of Post School Success</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>3/11/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>• Increased positive outcomes in the areas of education, employment, and independent living skills are the hope and dream of students and families. Learn how families can work with schools, outside agencies, and their child to make the most out of the transition years and to secure the best outcomes possible.</td>
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<tr>
<td>Transición del Programa Nacimiento a 3 a la Escuela</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Fri</td>
<td>3/13/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Workshop is presented in Spanish</td>
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<tr>
<td>El presentador hablará sobre el proceso de transición sistemático y de apoyo que se ofrece para un niño que va a salir del Programa Nacimiento a 3 y quien va a ingresar al programa preescolar de educación especial de una agencia de educación local.</td>
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</tr>
<tr>
<td>Independent Living Centers: Services &amp; Resources</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>3/18/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Learn about independent living centers for people with disabilities.</td>
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<tr>
<td>Parent Rights in the IEP Process</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>3/25/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>This presentation covers what those rights are, and topics include when parental consent is needed, content and timing of notices, and what school districts must do to afford parents the opportunity to participate in the process.</td>
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<tr>
<td>A Night for Parents of Students with Disabilities</td>
<td>No</td>
<td>Community Ties, 2122 E. Owen</td>
<td>Thurs</td>
<td>3/26/15</td>
<td>5:45-8 PM</td>
<td>MMSD Student Services</td>
</tr>
<tr>
<td>Join MMSD for an evening program for parents of MMSD students with disabilities. Learn about programs and connect with staff at this interactive event.</td>
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<tr>
<td>Defendiendo los Derechos de su Hijo con Necesidades Especiales</td>
<td>No</td>
<td>Phone Conference Call – Spanish</td>
<td>Fri</td>
<td>3/27/15</td>
<td>12-1PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Workshop is presented in Spanish</td>
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<tr>
<td>El objetivo de este taller es que los padres aprendan destrezas de abogacía y estrategias que puedan utilizar en situaciones diferentes, tanto en las agencias como en los sistemas de atención o servicio. Los padres entenderán lo que significa “abogacía”; aprenderán las habilidades necesarias y tendrán la oportunidad de practicar estas habilidades claves para ser un defensor eficaz.</td>
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<tr>
<td>Practical Evidence-Based Interventions for Learners with ADHD</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>4/1/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Learn about practical tools to support learners with attention deficit/hyperactivity disorder.</td>
<td></td>
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<tr>
<td>Family-School Partnerships: Preparing for Effective Family Engagement</td>
<td>No</td>
<td>Webinars</td>
<td>Thurs</td>
<td>3/4/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Although geared toward families of students with special needs, this training is useful to any family member working to build tools for partnering with their child's school.</td>
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<tr>
<td>Completing the Post-Secondary Transition Plan (PTP) Live</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Tues</td>
<td>4/7/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Please join us to learn more about using the Postsecondary Transition Plan (PTP) for your child and how you can have an active role in your child's transition planning!</td>
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<tr>
<td>Ayudando a Nuestro Hijos con la Lectura</td>
<td>No</td>
<td>Phone Conference Call – Spanish</td>
<td>Fri</td>
<td>4/10/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Workshop is presented in Spanish</td>
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<tr>
<td>Este Taller contiene información básica sobre Rti (Respuesta a la Intervención) Es una forma de enseñanza que asegura que todos los estudiantes reciban una educación de alta calidad y cómo las escuelas y las familias pueden trabajar juntos para promover el éxito académico del estudiante.</td>
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<tr>
<td>IEP Part 1</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Tues</td>
<td>3/14/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
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<tr>
<td>This workshop contains basic information on the rules and regulations related to creating the Individualized Education Program (IEP), The IEP Process and Product is divided into two parts.</td>
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<tr>
<td>IEP Part 2</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Thurs</td>
<td>3/16/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>This workshop contains basic information in a continuation of the IEP Process and Product Part I.</td>
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</tbody>
</table>

www.mmsd.org/face
Family & Community Engagement
Parent Academy Three-Year Implementation Plan
To register call WI FACETS (877) 374-0511
All classes are free of charge.

In this section: trainings and workshops for parents and families of children with special needs. Many of these opportunities are useful for all.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Location</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Provider/Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Discipline Requirements</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>4/22/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>This presentation covers the special education disciplinary requirements under the Individuals with Disability Education Act.</td>
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<tr>
<td>School-Based Evaluations &amp; How They Differ from Medical Evaluations</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>4/29/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Learn the difference between school-based evaluations and evaluations performed by medical professionals outside the school building.</td>
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<tr>
<td>¿Es su hijo objeto de intimidación y acoso escolar?</td>
<td>No</td>
<td>Phone Conference Call – Spanish</td>
<td>Fri</td>
<td>5/1/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Workshop is presented in Spanish. Este taller ofrece información básica sobre el hostigamiento y el acoso escolar. Se dará especial atención al niño con una discapacidad quien es objeto de acoso escolar.</td>
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<tr>
<td>Yes, Your Child Can Work</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>5/6/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
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<tr>
<td>This webinar provides information on tools and supports that parents and students will need to start the ball rolling with this process.</td>
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<tr>
<td>Wisconsin Special Education Mediation System (WSEMS); How to Conduct Family Friendly and Productive IEP Meetings</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Mon</td>
<td>5/11/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Based on feedback from parents &amp; districts that the WI Special Education Mediation System surveyed about what worked &amp; what could have been improved in IEP meetings; this workshop provides practical tips &amp; techniques that can increase the productivity of an IEP meeting.</td>
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<tr>
<td>Transición del Programa Nacimiento a 3 a la Escuela</td>
<td>No</td>
<td>Phone Conference Call - Spanish</td>
<td>Wed</td>
<td>5/13/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Workshop is presented in Spanish. El presentador hablará sobre el proceso de transición sistemático y de apoyo que se ofrece para un niño que va a salir del Programa Nacimiento a 3 y quien va a ingresar al programa preescolar de educación especial de una agencia de educación local.</td>
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<tr>
<td>The ABCs of Reading: Fostering the Skills, Detecting Problems Early</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>5/20/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Questions about whether a child is meeting milestones for development? Come to this workshop to learn more about what to look for and how to get support.</td>
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<tr>
<td>Grupo de Autismo: Transición: Planeando la Vida después de la Escuela</td>
<td>No</td>
<td>Phone Conference Call – Spanish</td>
<td>Sat</td>
<td>5/23/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Workshop is presented in Spanish. Este taller contiene información básica que ayudará a los estudiantes con discapacidades y sus familias a planear temprano sus vidas después de la escuela secundaria. Las familias recibirán información y recursos sobre el nuevo Plan de Transición Postsecundaria (PTP).</td>
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<tr>
<td>Shortage of Speech &amp; Language Pathologists in WI Schools &amp; Update of Speech and Language</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>5/27/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Learn more about speech and language services in Wisconsin schools and what you can do to help get those services for your child.</td>
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<tr>
<td>Educación Especial: ¿Qué Necesito Saber?</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Fri</td>
<td>5/29/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>This workshop will be presented in Spanish. Este taller contiene información básica que ayudará a los estudiantes con discapacidades y sus familias a planear temprano sus vidas después de la escuela secundaria. Las familias recibirán información y recursos sobre el nuevo Plan de Transición Postsecundaria (PTP).</td>
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<tr>
<td>Benefits Counseling: How to Access and Resources Available</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>6/3/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
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<tr>
<td>Learn more about how to access benefits for people with disabilities.</td>
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<tr>
<td>Tips for Preventing Problem Behaviors</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>6/10/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
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<tr>
<td>This proactive training identifies pragmatic strategies to prevent problem behaviors before they occur by making environmental modifications, schedule manipulations, using visual supports and teaching appropriate replacement behaviors.</td>
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<tr>
<td>Getting &amp; Keeping Your First Job</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Thurs</td>
<td>6/11/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>“Getting and Keeping the First Job” is a workshop designed to help families understand the realities of employment for all youth, with a special emphasis on strategies youth with disabilities can use to improve employment prospects.</td>
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<tr>
<td>Opciones para Solucionar Desacuerdos sobre Educación Especial</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Fri</td>
<td>6/12/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Workshop is presented in Spanish. El Sistema de Mediacion en Educacion Especial de Wisconsin (WSEMS) ha estado ayudando a los padres y las escuelas a resolver disputas acerca de la educación especial desde 1996. Aprenda sobre las opciones gratuitas que a través de este Sistema están disponibles para resolver conflictos tempranamente.</td>
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<tr>
<td>Navigating the Special Education Maze</td>
<td>No</td>
<td>Phone Conference Call</td>
<td>Wed</td>
<td>6/24/15</td>
<td>12-1 PM</td>
<td>Wisconsin FACETS</td>
</tr>
<tr>
<td>Learn more about navigating the system when working to meet the needs of students with disabilities.</td>
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</table>

www.mmsd.org/face
Family & Community Engagement
Parent Academy Three-Year Implementation Plan 11
### Job Training and Employment Services

**To register call Urban League of Greater Madison - (608) 729-1228**

All classes are free of charge.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Location</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Provider/Instructor</th>
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</thead>
<tbody>
<tr>
<td><strong>Advance Employment Services Information Session</strong></td>
<td>Yes</td>
<td>Urban League of Greater Madison</td>
<td>1st or 3rd Monday of each month</td>
<td>1/5/2015</td>
<td>10:00 AM - 12:00 PM</td>
<td>Urban League of Greater Madison - Contact Michelle Bozman at 608-729-1228</td>
</tr>
<tr>
<td><strong>Guiding Children's Behavior Course</strong></td>
<td>Yes</td>
<td>Warner Park Community Recreation Center</td>
<td>Thurs</td>
<td>6/11/15 - 9/17/15</td>
<td>5:30 – 8:30 PM</td>
<td>MATC/MMSD Family &amp; Community Engagement</td>
</tr>
</tbody>
</table>

This is an information session that is required to start the career path in the following areas of trades offered at Urban League of Greater Madison: Healthcare Administration, Trades, Customer Service & Sales, Information Tech.

This course examines positive strategies to guide children’s behavior in the early childhood education setting. Course competencies include: summarize early childhood guidance principles; analyze factors that affect the behavior of children; practice positive guidance strategies; develop guidance strategies to meet individual needs; create a guidance philosophy.

* 3 MATC Credit-Leads to Entry Level Provider Certificate
Face-to-Face, Online, and Phone Workshops and Courses

Develop Skills & Networks to Lead Your Child’s Education

College Credit Options

For information on current offerings and the many ways to get involved, contact the MMSD Family and Community Engagement Department:

(608) 663-5977
www.mmsd.org/face

Parent Academy is open to parents, guardians, family members, fictive kin and other caring adults who play a parent role in the lives of young people.
Research continues to point to a positive and convincing relationship between family involvement and student success, regardless of race, ethnicity, income, or parents’ level of education. When families are involved in their children’s learning both at home and at school, children do better in school. Modeled with permission after the National PTA Standards for Family-School Partnerships, MMSD Family and Community Engagement (FACE) standards provide guidance, aligned with current research, on how to effectively partner with families and community for student success.

**Standard 1**
**Welcoming All Families into the School Community**
Families feel welcomed, valued, and connected to each other, to school staff and to what students are learning and doing in class. Families are active participants in the life of the school.

**Standard 2**
**Communicating Effectively**
Families and MMSD staff engage in regular, two-way, meaningful communication about student learning.

**Standard 3**
**Supporting Student Success**
Families and MMSD staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

**Standard 4**
**Speaking Up for Every Child**
Families are supported in becoming advocates for all children’s access to thriving schools that prepare every student for college, career and community.

**Standard 5**
**Sharing Power**
Through the School Improvement Plan cycle and other opportunities, families and community members participate in decision making around policies, practices, and programs.

**Standard 6**
**Collaborating with Community**
MMSD staff work collaboratively with community members & groups to support children and families.

For more information on the MMSD standards for family and community engagement, see mmsd.org/facestandards or call 663-5977.
Standard 1

Welcoming all Families into the School Community

Families feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Families are active participants in the life of the school.

Objective 1: Create a welcoming climate

Do families feel the school is inviting and that they “belong”?

- Develop trust and personal relationships with families
- Create a family-friendly atmosphere
- Provide varied opportunities for volunteering

Objective 2: Build a respectful, inclusive school community

Do the school’s policies and programs reflect, respect, and value the diversity of the families in the community?

- Create a climate of respect for all families, with focus on all dimensions of diversity—ethnicity, language, sexual orientation, culture, disability, etc.
- Remove economic obstacles to participation
- Remove language barriers to engagement
- Ensure accessible programming

High-Yield Strategies for Welcoming All Families Into the School Community:

1. Establish expectations and norms for welcoming all families into your school community. See Karen Mapp’s Joining Process.
2. Establish a strong and diverse volunteer program in your school. See Ten Steps to a Great Volunteer Program from Guilford County Schools, and watch this MMSD link for updates to the district volunteer program.
3. Collaborate with partners to establish sliding scale fees and open donation options for school events.

6 Standards for Family & Community Engagement in MMSD

Standard 1

Welcoming All Families into the School Community

Standard 2

Communicating Effectively

Standard 3

Supporting Student Success

Standard 4

Speaking up for Every Child

Standard 5

Sharing Power

Standard 6

Collaborating with Community

For more information on the MMSD standards for family and community engagement, see mmsd.org/facestandards or call 663-5977.
Standard 2
Communicating Effectively
Families and MMSD staff engage in regular, two-way, meaningful communication about student learning.

Objective 1: Share information between school and families.
Do all families feel that the school keeps them informed on important issues and that it is easy to communicate and share feedback with teachers, the principal, and other staff?

- Use multiple communication modes
- Survey families to identify issues and concerns
- Ensure families have access to staff
- Provide information on current issues
- Facilitate connections among families
- Remove language barriers to engagement

High-Yield Strategies for Communicating Effectively:
1. Seek, encourage, and value input from families about the best ways for the school to engage in two-way communication about student learning.
2. Implement a School Communications Plan for how your families will receive regular, up-to-date information from their teachers and from the school; in their languages and through multiple two-way communication paths.
3. Recruit and support Room Parents for every classroom in your school.
4. Provide language interpretation and translation for your families.

For more information on the MMSD standards for family and community engagement, see mmsd.org/facestandards or call 663-5977.
Standard 3

Supporting Student Success

Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Objective 1: Communicating About Student Progress
Do families know and understand the practices in their child’s classroom, how well their children are succeeding in school and how well the entire school is progressing?

- Promote home-school communication about school & classroom expectations, practices
- Teachers communicate home about student progress
- Link student work to academic standards
- Share information about school progress, assessments
- Train staff on best practices for home-school partnerships

Objective 2: Supporting Learning by Engaging Families
Are families active participants in their children’s learning at home and at school?

- Engage families in classroom learning
- Support families in strengthening learning at home
- Promote after-school time that prepares for college, career, and community

High-Yield Strategies for Supporting Student Success:
1. Utilize an established parent education program, such as Strengthening Families.
2. Use interactive homework to connect families with what is happening in the classroom.
3. Train staff and parents on Joyce Epstein’s 6 types of parent involvement.
4. Organize a Data in a Day experience for your school.

6 Standards for Family & Community Engagement in MMSD

Standard 1
Welcoming All Families into the School Community

Standard 2
Communicating Effectively

Standard 3
Supporting Student Success

Standard 4
Speaking up for Every Child

Standard 5
Sharing Power

Standard 6
Collaborating with Community

For more information on the MMSD standards for family and community engagement, see mmsd.org/facestandards or call 663-5977.
Standard 4
Speaking Up for Every Child
Families are supported in becoming advocates for all children’s access to thriving schools that prepare every student for college, career and community.

Objective 1: Understanding How the School System Works
Do parents know how the school and district operate, how to raise questions or concerns, and their rights and responsibilities under law and policy? Are there many types of training in this area, to meet a range of needs?

- Help families understand how the school and district operate
- Help families understand rights and responsibilities under federal and state laws
- Help families learn about school and community resources
- Help families connect with resources to resolve problems and conflicts at school and in the community

Objective 2: Equipping Families to Navigate the Educational System
Are parents prepared to monitor students’ progress and guide them toward their goals through high school graduation, postsecondary education, and a career?

- Develop families’ capacity to be effective advocates
- Help families in planning for students’ futures
- Support transitions from school to school and level to level (elementary to middle, middle to high, high to college, career, community

High-Yield Strategies for Speaking Up for Every Child:
1. Provide information to families on how to navigate their child’s education, and provide training for staff on how to support and engage with parent advocates.
2. Build strong relationships with the other schools in your feeder pattern, and collaborate to support transitions.
3. Share info on WI FACETS trainings with families and staff.
4. Establish a MALDEF Parent-School-Partnership program at your school.

6 Standards for Family & Community Engagement in MMSD

Standard 1
Welcoming All Families into the School Community

Standard 2
Communicating Effectively

Standard 3
Supporting Student Success

Standard 4
Speaking Up for Every Child

Standard 5
Sharing Power

Standard 6
Collaborating with Community

For more information on the MMSD standards for family and community engagement, see mmsd.org/facestandards or call 663-5977.
Standard 5
Sharing Power

Through the School Improvement Plan cycle and other opportunities, families and community members participate in decision making around policies, practices, and programs.

Objective 1: Strengthening the Family’s Voice in Shared Decision Making
Do all families have decision making opportunities around issues that affect their children at school?

- Support families in having a voice in decisions that affect their children
- Address equity issues
- Develop parent leadership

Objective 2: Building Social and Political Connections
Do families and community have strong, broad-based organizations and supports that offer regular opportunities to develop relationships and raise concerns with local leaders—including school board, public officials, and business and community leaders?

- Connect families and community members to local leaders
- Help develop effective parent involvement organizations that represent all families

High-Yield Strategies for Sharing Power:
1. Develop a strong, effective parent organization that truly represents all families in your school.
2. Establish an action plan for identifying and resolving equity issues in the school.
3. Build strong relationships between your school and your local elected officials.

For more information on the MMSD standards for family and community engagement, see mmsd.org/facestandards or call 663-5977.
Standard 6
Collaborating with Community
MMSD staff work collaboratively with community members & groups to support children and families.

Objective 1: Connect the School with Community Resources
Do staff and volunteers work with community members and groups to strengthen the school--making resources available to students, staff, and families?

- Link schools to community resources
- Organize support from community partners
- Establish the school as a hub of community life

Objective 2: Align Partnerships to Improve Outcomes for All Students
Do partnerships with community members and groups align with the supports provided through the MMSD partnerships policy?

- Align school partnerships to school & district goals and priorities
- Use a system to track and monitor partnerships

High-Yield Strategies for Collaborating with Community:

1. Work with a community partner to identify and share community resources with families in your school community
2. Establish an Action Team for Partnerships to work closely with your School Based Leadership Team to develop and align school-community partnerships to improve outcomes for all students
3. Implement a strategy for recruiting more organizational partners to support your school.

For more information on the MMSD standards for family and community engagement, see mmsd.org/facestandards or call 663-5977.
The planning for Parent Academy actually began in the 2012-13 school year, when think tank gatherings made up of parents, community members, school staff, and community agency representatives were convened by high school attendance area to brainstorm and prioritize needs and solutions for their school communities. One of the planned next steps was to build a hub for parent learning and leadership. The Parent Academy Three-Year Plan incorporates data from those sessions. The word cloud graphics below represent input from sessions held on March 7, 2013.

- Career Readiness
- Resume writing
- Interviewing skills
- College preparedness – for parents and kids (financial & academic)
- Career goal setting
- Vocational education options/alternatives
- Post-secondary option
- Summer camp fair
- Trips to college campuses
- Assistance with scholarship funds
- Wide variety of career options offered
- Community projects
- Citizenship -- clean public spaces, help with meals on wheels, help design the programs they want to see
- Visits to Capitol – talks with local representatives. Could get involved in doing something like letter writing
- Community Garden
- Technology training and trades
- Personal finance/literacy (loan/credit applications, savings programs, identity protection)
- Intro to different colleges/universities/technical schools
- Local internships with business owners in variety of positions
• Community newspaper each taking a part
• Career Day
• College tours
• Global awareness
• Parent classes
• Discipline
• Study skills
• Psychology of the child
• Multi-language support
• Access to and training on computer programs
• College Application Help
• AVID Expansion
• Continuing Education
• Field Trips for various career choices
• Bring back and expand Play & Learn
• Child development class for parents
• Parent support groups
• Work with parents from pregnancy on – nutrition, reading to children/infants
• Parenting skills classes
• Diet, exercise, food pyramid
• Playground politics for parents – what to expect at different times (one-year-old, toddler behavior)
• Parenting skills
• Anger management
• Positive reinforcement
• Daddy boost camp for first-time fathers
• Workshops on diet & nutrition
• Cooking lessons
• Shopping lessons – how to shop wisely
• Positive encouragement and social involvement with school (more integration)
• Summer Drop-in for parents and kids
  o Reading groups
  o Puzzles
  o Exercise/sports
  o Zumba
  o Yoga
  o Free play with educational materials
  o Peer support
  o Exposure to culture/fine arts
  o Networking connections
  o Awareness of social norms
  o Screening: health/emotional/academic
  o Camping
  o Nutrition
  o Small class size
• Parent skills to navigate school system for child’s success
• Tutoring strategies and technique training for parents
• Accessible and engaging/attractive systems
• Wisconsin issues:
  o Classes for people newly moved to Madison focusing on issues pertinent to Wisconsin (political, school-related, etc.)
• Maybe we shouldn’t call it “Parent University” as it may alienate. How about “Parent
Resource Center” or “Parent Learning & Support Center.”

- More parent liaisons
- Food
- Social events
- Potlucks
- Parents serve as tutors/kids/mentors/resources for their kids and the students at the Community Schools (programming at night).
- Parental best practices – roundtable discussions of parenting strategies/learning/teaching strategies. Maybe different topics suggested by parents
- Discussion board forums
- Communication
- Technology rules/protocols
  - Addressing cyber-bullying
- Open School House
  - Provide parent/family game night
- Basic curriculum information
- More communication to parents
- Referrals to other resources/listings, i.e., health, academic, summer camps
- Group activities
- Meeting space for groups to reserve
- Assistant with parents
  - Providing positive reinforcement and discipline to help with child’s educational success (help with parenting skills, if necessary)
- Family networking
  - What are family assets
- Outreach
  - Bringing families together
  - Strengthening peer-to-peer
  - Drop-in sports (soccer, baseball)
- Classes/Fitness Nights
  - Family exercise classes
  - MSCR-like family focus
  - Computer classes
  - Job search assistance
  - Language courses, involving local “talent”
  - Music
- Service opportunities (i.e., volunteer to help school)
- Trips to Overture/Children’s Museum/Institutes of Discovery/Babcock
- Homework Club
- Learning through fun – have kids create educational games
- Collaborate with other schools
- Movies/videos
- Use of Khan Academic online resources/PBS online resources
- Teacher identified areas for improvement
- Themed “clubs”, e.g., classic Greece/Egypt with variety of activities
- Research skills – Great Blue/Big Blue
- Play calling/game plan development
- Music/video production
- Speech/theater activities
- Dance/choreography
- Computer code/building skills
• English as a Second Language for parents and students
• Computer time and training
• Education for parents: How to help students
• Career exploration – parents and students
• Parent/kids foreign language classes
• Enrichment: science club, art club, music, chess, computers, nutrition/cooking, culture, environmental club, learning about other countries/cultures
• Structured recreation – games
• Current events – discussion/implications
• Community service
• Subject-based clubs (expanding school clubs into the summer)
  o Science
  o Math
  o Writing
• Learning how to “Live Green”
  o Organic gardens/community gardens
  o UW Discovery Center
  o Local museums
  o State parks
• Full day summer programs
• Learning about how to serve your community with peers
• Science fiction club
• Job/employment apprenticeships
  o Skill building
  o WHA studio
  o Vilas
• Writing group – fiction
• Classes on self-advocacy resiliency
• Adopting parks for care
• Open space for MathCounts, etc.
• Sports tutoring
• Tutoring
• Leadership clubs
• Fitness and wellness programs
• Music/Choir lessons
• Art studio
• School forest/gardens
• Youth apprenticeship programs
• Intern training
• Work corps (mow lawns)
• Business community outreach about expectations/tours
• Summer and after-school programs
• Computer skills
• Mentoring
• Behavioral skills
• Conflict resolution
• Community services such as neighborhood clean-up/recycling
• How to make learning fun/interesting
• Learning code
• Cooking and baking
• Renewable resources education (going green)
• After school clubs (reading, writing, Scouts, music, sports, math, science, drama, world education)
• Technical Education – trades (changing tires, fix kitchen faucet)
• Citizenship – How to be active. What is needed to support community
• Service work/learning
• World education
• Conversational/appropriate skills
• Teamwork – how to work within a team
• Challenge solving
• Family recreational opportunities
• Nutrition opportunities: community garden/help with “healthy shopping’/healthy school meal programs
• Kids learning how to navigate emotional issues and help friends who are going through tough times/peer support for kids and parents
• Single parent support network
• Tie-in with Theresa Terrace Court
  o Specific to Falk
  o Boys & Girls Club at Meadowridge
• Resource referrals
  o Develop database of mentors/experts for social support
• Drop-in mental health clinic, mental health support groups
• Conflict resolution
• Anger management for adults and children
• Training/informational support for teachers for kids with differing abilities
• More support for IEP/more staff for IEP
• Programs for birth on up: proper nutrition/vocabulary development/Headstart for early childhood/infancy
• Mental health programs for adults and children
• Parents day out
• Dental/vision/hearing
• Health care literacy – what Badger Care and other programs can/can’t do for you
• Stress reduction activities
• AODA training/awareness
Family/Community Discussion
La Follette Attendance Area Meeting Notes
March 7, 2013

College, Career & Citizenship
- Promote volunteerism in middle school
  - Partnering with business
- Require a college success course in high school
  - College process in general
- Offer test prep classes
- Organize college tours for parents and kids
- Invite college student speakers
- Invite veterans to speak to students
- Career alternatives to college
- Offer info on how to become a citizen
- Offer tax planning
- What is citizenship – define
- Create apprenticeships with school and businesses
- Teaching self-responsibility
  - Early Childhood Development
  - Services wanted
  - Diversity training for early childhood teachers
  - Rotating tutor that could possibly visit homes
  - Uniformity of sub teachers
  - Early nutrition education
  - Consistency in healthy cafeteria food
  - Mutual respect between students and school staff
  - General manners by teachers while teaching
  - On-site prepared food prepared by students
  - More parents/adults in the classroom
  - Educate parents about proper sleep habits
- Teach kids self-responsibility (define)
- How can we support students’ learning about culture and race to break down “clicks” and barriers
- Offer support groups for families in English to help them assimilate
- There should be more of a focus on African history vs American’s history focused on slavery. Go to the roots of Africa – other continents
- How can we motivate students (from diverse backgrounds) to participate in extra-curricular activities other than sports (incentives?)
- Spanish opportunities for non-dual language immersion schools (i.e., Elvehjem, Kennedy)
- Science fair or high level exciting project in elementary schools
- In-service and workshops for TAG advocacy for parents
- Gathering/support groups for parents with students with special needs (TAG and IEPs)
- Understanding more cultures through workshops
- More after-school clubs
- More opportunities for after school at low or no cost
- More career planning for students at middle and high school
- Two parent teacher conferences each year
- More effective communication between parents and teachers
- Foreshadowing the future lessons
- Backing initiatives with meetings for parents
- Pre-meeting with teachers/parents
- School orientation in Sept/Oct (i.e., newsletter, resources, online access, library)
- Homework help K-12
- Summer opportunities centralized (i.e., instead of sending a bunch of flyers)
- Back to school nights K-12 all district
- Bus drop off after summer school at 12 pm
- Cross communication between schools within the attendance area
- Email groups between parents
- Sexual health and safety
- Smiles – dental service
- Self-esteem group/social emotional
- Healthy eating/cooking
- Lunch bunch
- Financial planning/management
- Stress management
- Open gym/wellness
- Skills co-op
- Emotional management
  o Peer-to-peer support
  o Peer pressure
  o Abuse
  o Additional staffing
- Identify student interest/talent for school, college and career development. (Embrace and develop the student.) Value them!
- Do smaller group learning and activities. Kids are not just a number, they need relationships
- Uniform expectations from school to school (behavior, academics, social).
Family/Community Discussion
West Attendance Area Meeting Notes
March 7, 2013

Parent Engagement
• Offer English as a second language to parents
• Offer literacy programs
• Offer kids Spanish that were told they were too dumb in school
• Offer Spanish to adults
• Teach parents how to teach the phonic awareness
• Get the Gillian G. back in schools
• Identify resources that can be used with homework
• How to access and use computers
• Create a parent support network
• Parent to Parent mentors
• Teach parents how to give homework support

Youth Development Activities
• Sports
• Different sport programs
• Small group focus
• Arts & Music
• Empowerment through the arts
• Groups- family, transition, death, witness trauma
• Fitness & Wellness
• Nutrition Awareness
• Martial Arts: Focus on discipline, self-control & self defense
• Swimming
• Vocational Exploration: Sewing, Cooking, Manufacturing
• Expand Multico
• Computer Literacy
• Writing workshops
• World Language
• STEM Preparation
• College visits and tours EARLY

Expanded Learning Opportunities
• Credit recovery
• More summer learning opportunities
• Night classes
• More advanced homework
• Teach parents how to advocate and how to be heard
• Teach kids self-advocacy skill
• Weekend classes
• Work credit
• Apprenticeship programs

Health & Social Support
• High school kids with disabilities- tell the kids how they have to respect the Mental Health issues that they have because it can affect them with core academics.
• Cultural observation when given support
• Let’s find common ground to get united in racial and ethnicity
• Sensitivity to ethnically diverse groups
• Understanding and appreciation to all cultures
• Professional group and support to children of families that are in transition
• Providing and Offering all sessions in Spanish & Chinese

Early Childhood Development
• Early childhood development
• Child development
• How can a parent can learn and support a child about attachment, development of physical, academic, & cognitive
• Health & nutrition
• More parent participation
• Having high school kids read to kids
• Have high school kids talk to kids about career goals
• For kids who are in 9-12 grade, build the kids by telling them about graduation
• Expand Pre-K summer programs
• Saturday Pre-K programs

College & Career & Citizenship
• College and financial counseling/ students under a visa
• Citizenship classes
• Bring in unions (community first for job programs)
• Internship and Apprenticeship
• Expand high school apprenticeship opportunities
• Mentorship
• Teach children college path
• Direction & stepping stones needed to prepare from K-12
  (step by step what must be accomplished to prepare for college)
• Pre-K through 16 vocational explorations
Other Comments & Suggestions
Some of the parents were trying to communicate their sense of urgency regarding the students currently in high school who are at risk of not completing the high school requirements and successfully complete these. For those current students a four step process was suggested to be implemented by MMSD:

- Identify those students who are at risk of non-graduation during this 2013
- Identify the reasons why they are failing and areas of needs (tutoring/mentoring)
- Matching tutors
- Identify budgetary allocation

Provide all services in the language that the parents can understand/communicate

Clarify whether the community schools serve the African American community or how the fit into the Gap Plan

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Family/Community Discussion
East Attendance Area Meeting Notes
March 7, 2013

Youth Development

Parent University

- Class for parents: what are “today’s” issues that we are seeing

Services

- Classes that teach kids how to deal with social situations: i.e., aggressive behavior, cultural differences, etc., and the emotions that come along with them
- Time managements skills
- “GAP Busters” ➔
  A student-led club to support multicultural & promote closing the gap (fun and educational). Breaking down barriers (EMPOWERING)
- A place for kids/parents to use internet – check IC homework, etc.
- Expanded Learning
  - Parent University
- Activities to encourage white families and families of color to engage/breakdown barriers (PTO doesn’t work!)
- Support Groups: Single moms new to district, guardian, grandparents, families
- Classes: Exploring the Gap, healthy cooking, homework helper, bullying/technology
- Technology classes
- Grade level specific learning goals, examples & teaching methods

### Services
- K-5 foreign language
- Internet clubs
- Parent & child planned focused learning activities
- Books clubs
- Community partnerships: reps to talk @ programs (Boys & Girls Club, 100 Black Mean, etc.)
- Junior Achievement (JA)
- Environmental club (nature club) led by UW students or community member volunteers
- Intro to music (Parent talent swap – feel needed and valued)

### Family Engagement

<table>
<thead>
<tr>
<th>Parent University</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTO/PTA districtwide form to communicate</td>
<td>Communal sense to school functions (meals/meet &amp; greet before PTO functions)</td>
</tr>
<tr>
<td>Raise awareness</td>
<td>Community potlucks that encourage family involvement with topics that address current school issues as they arise</td>
</tr>
<tr>
<td>Newly introduce fellow building relationships/sharing resources</td>
<td>Teach parents how to advocate for their kids – how to navigate district resources</td>
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<tr>
<td>Planned school events: at-risk families, domestic violence support group</td>
<td>Continue parent liaisons</td>
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<tr>
<td>Class on “What I can do to help my child succeed,” research on parent involvement</td>
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<tr>
<td>New parent/mentor plan meeting</td>
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<tr>
<td>F.A.S.T.</td>
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<tr>
<td>Parent panels for new parents (What I’ve learned” advice)</td>
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</tbody>
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### Health & Social Support

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<tr>
<th>Parent University</th>
<th>Services</th>
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<tbody>
<tr>
<td>Outreach and support classes for families struggling with mental illness/depression</td>
<td>Social worker support</td>
</tr>
<tr>
<td>Classes around supporting children with health, educational or physical needs</td>
<td>Tenant Resource Center</td>
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<tr>
<td>WI health care 101 – what is available to me?</td>
<td>Planned events around exercise – skating, sledding – biking – pool – skiing – hiking</td>
</tr>
<tr>
<td>Body awareness and Body image (anorexia/bulimia) for parents and kids</td>
<td>Health Club</td>
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<tr>
<td>Education/intervention for kids depression, violence, drugs, sexual appropriateness</td>
<td>MSCR</td>
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<td>Warner Park</td>
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<td></td>
<td>Nutrition – cooking “healthful cooking &amp; shopping, marketing education)</td>
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<td></td>
<td>Dental /Health Clinic, eye check</td>
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<td></td>
<td>Family physical classes – both active and meditative</td>
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<td></td>
<td>Yoga</td>
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<td>Flu shots</td>
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### Early Childhood Development

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<tr>
<th>Parent University</th>
<th>Services</th>
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</table>

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Parent Academy Three-Year Implementation Plan 31
- Weekly new parent support (411) group led by pediatrician/nurse
- Discipline with love classes

- Story hour – toddlers
- Music/gross motor play hour
- New child “stuff” swap
- Child care co-op
- Toddler hearing/eye language development checks
- ☐ Developmental screening

<table>
<thead>
<tr>
<th>Parent University</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Early planning for college (financial advice)</td>
<td>• College application assistance</td>
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<tr>
<td>• Computer courses</td>
<td>• Scholarship and grant help essay review</td>
</tr>
<tr>
<td>• Language-learning</td>
<td>• ☐ Job application help (resumes)</td>
</tr>
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<td></td>
<td>• legal help, citizens, etc., tutoring</td>
</tr>
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Appendix D Parent Academy Central Office Cross-Functional Team

Each MMSD Central Office department will identify a point person to act as their representative on a Parent Academy cross-functional team. Team members will inform the Parent Academy model and curriculum, and will help to lead family engagement work within their departments.

The table below indicates FACE department responsibilities and cross-functional team member responsibilities.

<table>
<thead>
<tr>
<th>FACE Department Responsibilities</th>
<th>Cross-Functional Team Member Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>• Convene cross-functional team, maintain communication with members</td>
<td>• Collaborate on Parent Academy course and workshop content</td>
</tr>
<tr>
<td>• Help departments to stay connected to Parent Academy developments and other family engagement work</td>
<td>• Actively participate as thought partners in cross-functional team meetings</td>
</tr>
<tr>
<td>• Respond to requests for information and assistance from departments, through School Support Plan as well as direct requests</td>
<td>• Share regular updates with your department on Parent Academy and other family engagement work</td>
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<tr>
<td>• Create content for Parent Academy courses and workshops</td>
<td>• Provide feedback and input on Parent Academy model, help to develop yearly district Parent Academy goals</td>
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<tr>
<td>• Support other department offerings</td>
<td>• Integrate two-way communication tools with families in all department external communication</td>
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<tr>
<td>• Identify opportunities for courses and workshops</td>
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<tr>
<td>• Market course and workshops</td>
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<tr>
<td>• Evaluate courses and workshops through review participation and satisfaction data</td>
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</tbody>
</table>