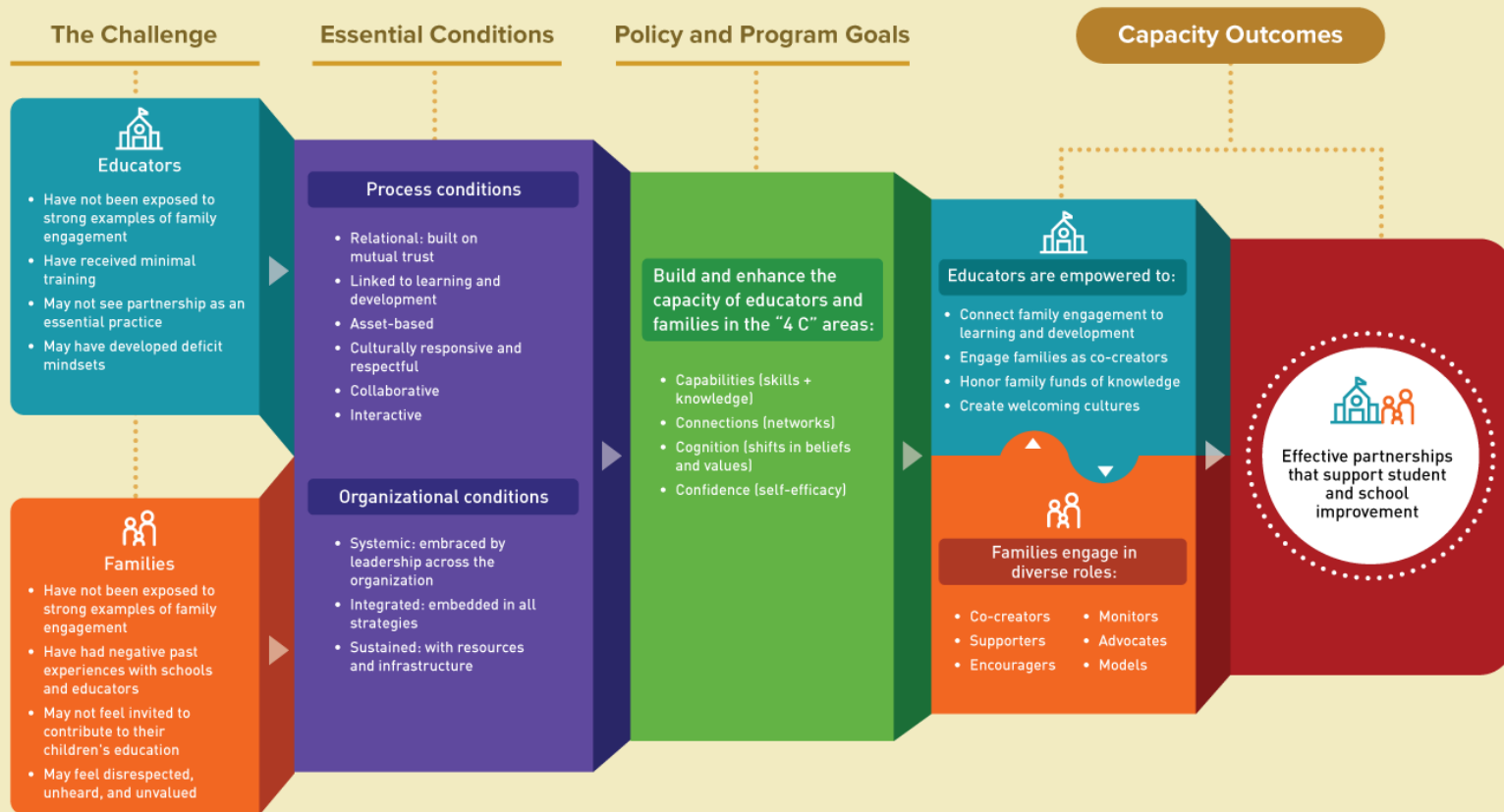


Dual Capacity-Building Framework for Family-School Partnerships

Implementation plan

NOTE: The content included in this file is a working draft and has **NOT** been approved for official publication or use. This handout is strictly for reference to provide an example of valuable content that our team currently has in development.

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)





Dual Capacity-Building Framework for Special Education Family–School Partnerships

(Rooted in research from Harvard Graduate School of Education)

Special Education Focus & Rationale

In special education, families are not optional partners—they are **legally, instructionally, and ethically essential**. This plan intentionally builds:

- **Educator capacity** to collaborate, communicate, and share power
- **Family capacity** to understand systems, advocate effectively, and support learning
- **Shared responsibility** for student outcomes across home and school

This approach aligns family engagement with:

- IDEA requirements
 - IEP development and implementation
 - Transition planning
 - Inclusive and equitable practices
-

Phase 1: Foundation & Readiness (Months 1–2)

Special Education Goals

- Establish trust with families of students with disabilities
- Align family engagement to IDEA and IEP processes
- Address historical power imbalances

Key Actions (SPED-Specific)

- Form a **Special Education Family Partnership Team**
 - Include special educators, related service providers, administrators, family members, and community advocates
- Review current practices:
 - IEP meeting structures
 - Family communication norms
 - Procedural safeguards understanding
- Provide professional learning on:
 - Dual Capacity core conditions **through a disability and equity lens**
 - Family-centered IEP practices
 - Trauma-informed and culturally responsive engagement

Outputs

- Shared vision for family partnership in special education
 - SPED-specific needs assessment
 - Family-friendly explanation of rights and processes
-

Phase 2: Capacity-Building Design (Months 3–4)

Special Education Goals

- Increase family understanding of special education systems
- Increase educator skill in partnership-centered practices

Key Actions

For Educators

- Training on:
 - Conducting collaborative IEP meetings
 - Plain-language communication
 - Shared goal setting with families
- Coaching for case managers and service providers

For Families

- Learning sessions on:
 - Understanding the IEP and evaluation reports
 - Progress monitoring and data
 - Supporting IEP goals at home
 - Preparing for IEP and transition meetings
- Provide:
 - Multilingual resources
 - Flexible scheduling and virtual options
 - Peer-to-peer family mentoring

Outputs

- SPED professional learning plan
- Family learning series calendar
- Accessible IEP tools and guides

Phase 3: Implementation & Practice (Months 5–10)

Special Education Goals

- Embed partnership practices into daily SPED systems
- Normalize two-way communication and shared decision-making

Key Actions

- Redesign IEP meetings to be:
 - Family-centered
 - Strengths-based
 - Interactive (not compliance-driven)
- Implement:
 - Family–educator learning conferences
 - Regular progress check-ins beyond required timelines
- Integrate family partnership into:
 - MTSS and intervention decisions
 - Transition planning (early childhood, secondary, postsecondary)
 - Behavior and support planning

Outputs

- Revised IEP meeting protocols
 - Family–school communication tools
 - Documentation of partnership practices
-

Phase 4: Evaluation & Sustainability (Months 11–12)

Special Education Goals

- Measure impact on families, educators, and students
- Sustain effective practices beyond one year

Key Actions

- Evaluate:
 - Family confidence and participation in IEP processes
 - Educator self-efficacy in family engagement
 - Student progress toward IEP goals
- Share findings with families in accessible formats
- Embed practices into:
 - Job descriptions
 - SPED procedures
 - District policy and improvement plans

Outputs

- Annual SPED family partnership report
 - Sustainability plan
 - Refined goals for the next year
-

Implementation Roadmap

(Special Education Focus)

Phase	Timeline	Key Actions	Responsible Parties	Evidence of Implementation
Foundation	Months 1–2	Form SPED partnership team; conduct needs assessment; train on Dual Capacity + IDEA alignment	SPED Director, Admin, Family Reps	Team charter; needs assessment; vision statement
Design	Months 3–4	Develop educator PD; design family learning series; remove access barriers	SPED Staff, Family Liaisons	PD plan; family calendar; translated resources
Implement	Months 5–10	Redesign IEP meetings; launch family learning conferences; embed practices into MTSS & transitions	Case Managers, Related Services, Families	Revised IEP protocols; participation data; feedback surveys
Evaluate & Sustain	Months 11–12	Analyze outcomes; share results; embed practices into policy	Leadership Team, Families	Evaluation report; sustainability plan

Indicators of Success (Special Education)

- Families report feeling **heard, prepared, and respected** in IEP processes
 - Educators demonstrate **confidence and consistency** in partnership practices
 - IEP meetings shift from compliance to collaboration
 - Family engagement is clearly connected to **student progress and outcomes**
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Alignment Overview

This implementation plan intentionally integrates **family–school partnerships** into compliance, outcomes, and continuous improvement, aligning with IDEA Part B Indicators and monitoring expectations from the Tennessee Department of Education.

IDEA Indicator Alignment (Special Education)

Indicator 8 – Parent Involvement

Percent of parents with a child receiving special education services who report schools facilitated parent involvement as a means of improving services and results.

Direct Alignment

- Family learning sessions on:
 - Understanding the IEP
 - Progress monitoring
 - Transition planning
- Redesigned, family-centered IEP meetings
- Regular two-way communication beyond annual IEP requirements

Evidence Produced

- Parent survey results (Indicator 8)
- Family participation logs
- Family feedback from IEP meetings
- Training attendance records

Dual Capacity Connection

- Builds **family confidence, cognition, and capability**
- Builds **educator skill and confidence** in partnership practices

Indicator 3 & 7 – Assessment and Preschool Outcomes

Participation and performance of students with disabilities on statewide assessments and early childhood outcomes.

Direct Alignment

- Family education on assessments and data interpretation
- Collaborative goal setting tied to IEP outcomes
- Family–educator learning conferences focused on progress

Evidence Produced

- IEP goals aligned to assessment data
- Family-facing progress reports
- Documentation of instructional adjustments

Dual Capacity Connection

- Links family engagement **directly to learning outcomes**
- Reinforces shared responsibility for student growth

Indicator 13 – Secondary Transition

Percent of youth with IEPs aged 16+ with measurable postsecondary goals and transition services.

Direct Alignment

- Family transition workshops (postsecondary education, employment, independent living)
- Family involvement in transition assessments and planning
- Cross-agency collaboration with families as partners

Evidence Produced

- Transition-focused IEP documentation
- Family attendance at transition meetings
- Transition planning tools and resources

Dual Capacity Connection

- Builds **family advocacy and systems navigation**
 - Strengthens educator collaboration with families and agencies
-

Indicator 14 – Post-School Outcomes

Percent of youth who are enrolled in education, training, or employment after exiting school.

Direct Alignment

- Family engagement embedded in transition planning
- Family coaching on adult services and supports
- Follow-up communication with families post-exit

Evidence Produced

- Post-school outcome survey data
- Transition service documentation
- Family outreach records

Dual Capacity Connection

- Sustains partnerships beyond compliance timelines
 - Supports long-term student success
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Tennessee State Special Education Monitoring Alignment

Family Engagement & Procedural Safeguards

TN monitoring emphasizes **meaningful family participation**, not just compliance.

Aligned Practices

- Plain-language explanations of procedural safeguards
- Family-friendly IEP documents
- Interpreter and translation supports
- Advance sharing of IEP drafts and data

Monitoring Evidence

- Procedural safeguards distribution records
 - Translated materials
 - IEP meeting agendas and notes
 - Family communication logs
-

IEP Quality & Implementation

TN monitoring looks for **IEPs that are individualized, implemented, and focused on results.**

Aligned Practices

- Strengths-based, collaborative IEP development
- Family input documented in present levels and goals
- Ongoing family communication on progress

Monitoring Evidence

- IEPs showing family input
 - Progress monitoring records
 - Documentation of instructional adjustments
-

Equity & Disproportionality

TN monitoring reviews equitable access and outcomes for students with disabilities.

Aligned Practices

- Culturally responsive family engagement training
- Targeted outreach to underrepresented families
- Family voice included in program evaluation

Monitoring Evidence

- Disaggregated participation data
 - Equity-focused improvement plans
 - Family feedback surveys
-

Crosswalk: Dual Capacity → IDEA → TN Monitoring

Dual Capacity Element	IDEA Indicator(s)	TN Monitoring Focus	Evidence
Capabilities	8, 13	Parent understanding of processes	Training materials, surveys
Connections	8	Family–school communication	Contact logs, meeting notes
Cognition	3, 7	Data-informed IEPs	IEPs, progress reports
Confidence	8	Meaningful participation	Family feedback
Linked to Learning	3, 7, 13	Outcomes-focused services	Student progress data

Compliance + Continuous Improvement Narrative

The district implements the Dual Capacity-Building Framework to ensure meaningful family participation in special education decision-making. Family engagement is intentionally aligned to IDEA indicators, including parent involvement, assessment participation, and transition outcomes. Through family-centered IEP practices, targeted professional learning, and accessible family education, the district builds educator and family capacity simultaneously, resulting in improved IEP quality, stronger partnerships, and increased student outcomes. These practices are embedded into district systems and monitored for fidelity and impact.
