



School of Education and Behavioral Sciences
School Psychology

SP707 Family, School, and Community Partnerships

Online M 5:30 - 9:20

Credits: 3

Section: 1

Term: Accelerated Winter 2026

Instructor Information



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Virtual Office Hours: by appointment

Communication

Email is the best way to contact me, and I will respond within 24 hours.

Course Description & Materials

Catalog Course Description

This course provides an overview of strategies for building collaborative family-school-community partnerships to enhance educational outcomes for students. Models of family engagement, community collaboration, and culturally-responsive practices will be examined. Skills for effective teaming, communication, consultation, and conflict resolution with diverse families and stakeholders will be developed. School-based programs and services that support student needs through partnerships will be emphasized.

Course Overview

This course examines the essential role of family and community engagement in the educational process and the development of the "whole child." Rooted in ecological systems theory and social justice, candidates will explore evidence-based strategies to build authentic, culturally responsive partnerships with diverse families and community agencies.

Emphasis is placed on moving beyond traditional "parent involvement" (e.g., bake sales) toward true "partnership" (shared decision-making). Candidates will learn to design home-school

communication systems, facilitate Conjoint Behavioral Consultation (CBC), and leverage community resources to support student mental health and academic success.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend 37.5 hours in class, 48 hours researching and writing a ten-page essay, 1 hour each week writing reflection papers (15 hours total), and 10.5 hours studying for and taking the final exam. There will be an additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week.

Required Materials

Primary Text (Culture & Engagement):

*Grant, K. B., & Ray, J. A. (2024). **Home, School, and Community Collaboration: Culturally Responsive Family Engagement** (5th Edition). SAGE Publications.*

Why this text: This book provides the framework for understanding barriers to engagement and offers practical strategies for working with diverse families, directly aligning with NASP Domain 8.

Primary Text (Consultation Model):

*Sheridan, S. M., & Kratochwill, T. R. (2007). **Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions** (2nd Edition). Springer.*

Why this text: This is the definitive manual for the CBC model, which is required for your graded role-play assignment and aligns with NASP Domain 2.

Additional selected readings and online resources will be provided and noted within the Canvas course shell

Canvas (<https://chaminade.instructure.com>)

Canvas is a web-based learning management system and is the platform to access and manage online course learning materials and communicate regarding the course throughout the semester.

Learning Outcomes

Program Learning Outcomes (PLOs)

EdS in School Psychology students will:

1. Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision-making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4)
2. Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7)
3. Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8)
4. Exhibit legal, ethical, and professional standards in the application of skills in communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)
5. Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 1, 5, & 9)

Course Learning Outcomes (CLOs)

Upon completion of **SP707**, the student will be able to:

1. **Analyze** barriers to family engagement (cultural, linguistic, systemic) and develop strategies to overcome them using an ecological framework.
2. **Design** and implement culturally responsive home-school communication systems that facilitate two-way dialogue.
3. **Apply** the stages of Conjoint Behavioral Consultation (CBC) to address student concerns in partnership with parents/guardians.
4. **Map** community assets and resources to create a "resource bank" for referring families to outside agencies (mental health, food security, housing).
5. **Develop** and deliver a psychoeducational workshop or training for families based on identified needs.

NASP Domains Addressed:

- **Domain 7: Family, School, and Community Collaboration:** (Primary Focus)
- **Domain 8: Equitable Practices for Diverse Student Populations:** (Secondary Focus)
- **Domain 2: Consultation and Collaboration:** (Secondary Focus)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles of this charism, and you are encouraged to reflect upon the role of these characteristics in your education and development:

Education for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Integral, Quality Education

Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit (*'Ohana*)

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit”. Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables

Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation and Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

(Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton. See also <https://www.marianist.com/education/>)

Each of these characteristics is integrated, to varying degrees, in this course however, the main focus is on the Marianist values of **Educate in Family Spirit (‘Ohana)** and **Educate for Service, Justice, and Peace**. These values guide this course through its focus on recognizing families as the primary educators, and the development of and advocating for equitable access to school resources for all within our communities.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.

2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.**
4. **Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.**
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Course Activities

Course Approach

We will be using an online seminar approach. Therefore we will be incorporating class discussions via our online format in Canvas and/or Zoom. Please complete the readings prior to class otherwise the discussions will not be informed ones. This course and cohort should be a safe, supportive environment. Healthy discussion and debate is most welcome. In this course, and within a professional school environment please discuss differences in a respectful manner.

★ A note on the use of Artificial Intelligence (AI)

AI is a tool that is used more frequently and has become more commonplace. The ultimate goal of this course and this graduate program is to prepare students to function effectively and fulfil responsibilities of a school psychologist in schools and other professional settings. Arguably one of the most critical needs for a practicing school psychologist is to be able to think analytically, communicate effectively, and to “think on your feet” in real-time situations. Writing reports and other communications are core functions for a practicing school psychologist and often a major component of the job. Most assignments in this course involve writing and analytical thinking. While it is acknowledged that AI may be utilized as a tool, please consider that the purpose of the assignments are to develop your skills, and there most certainly will be circumstances in your professional career when you will need to communicate without access to these tools. As such, postings, research, and other writings ***should not be generated entirely*** by AI as this may be deemed an act of academic dishonesty.

*Also please **caution** (both for now and for future professional practice) using personally identifiable student or family information in AI platforms. Note the importance of ensuring usage of a FERPA-compliant platform.

Attendance and in-class discussions (100 points)

Due to the accelerated nature of the course, and the importance of discussion and dialogue within the cohort, it is critical that students attend all scheduled class meetings. Absences should be for illness that prevents participation or for other serious unanticipated reasons. Barring exceptional circumstances, students must notify the instructor prior to missing a class or assignment.

Readings and Homework

Students are expected to complete assigned readings and post to discussions weekly. Students are expected to have engaged the material such that they are prepared with questions and reflections, to enable more active and informed participation in the course discussions.

Major Assignments & Assessments

(These are designed to become Portfolio Artifacts for Internship)

1. Community Asset Map & Resource Guide (60 points)

- **The Task:** Identify a specific school community (can be your practicum site). Research and create a "Resource Guide" for that specific zip code. You must identify at least 5 local agencies (e.g., culturally specific mental health providers, food pantries, after-school programs).
- **Deliverable:** A professional handout/brochure that could be given to a family in need.
- **NASP Connection:** Domain 7 & Domain 6 (Preventive/Responsive Services).

2. The "Welcoming Schools" Audit (60 points)

- **The Task:** Conduct an environmental scan of a school site. Walk into the lobby (or website) through the lens of a non-English speaking parent or a parent with past trauma. Checklist items include: Are signs in multiple languages? Is the front desk staff welcoming? Is the process to sign in intimidating?
- **Deliverable:** A 3-page "Audit Report" with 3 specific, low-cost recommendations for the principal to improve the welcoming climate.

3. Conjoint Behavioral Consultation (CBC) Script & Role-Play (90 points)

- **The Task:** You will be given a case vignette. You must write a script for the "Needs Identification Interview" (NII) using the CBC model, ensuring you validate the parent's expertise and facilitate shared problem-solving between the teacher and parent.
- **Deliverable:** A written script and a 10-minute video recording of you role-playing the facilitator.

- **NASP Connection:** Domain 2 & Domain 7.

4. Capstone Project: Home-School Communication System or Parent Workshop (90 points)

(Select ONE option - directly aligns with Internship Portfolio Artifacts)

- **Option A: Home-School Communication System:** Design a Daily/Weekly Report Card (DRC) or communication log for a specific student case. Include the rationale, the data collection method, and the plan for how you will train the parent and teacher to use it.
- **Option B: Parent Workshop:** Develop a 45-minute workshop presentation (PPT + Handouts) for parents on a relevant topic (e.g., "Helping Your Child with Anxiety," "Navigating the IEP Process," "Positive Discipline at Home").
- **Deliverable:** All training materials, handouts, and a plan for evaluation.

Course Policies

Late Work

Barring exceptional circumstances, students must notify the instructor prior to missing a class or assignment. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade. Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Provost and Records Office by the instructor. Students are expected to actively participate in course discussions and posting within the due dates indicated.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein at any time. Should any changes be required students will be advised of such changes as soon as feasible.

Grades of Incomplete

A grade of incomplete may be provided by the instructor per his sole discretion when there is a determination made of extenuating circumstances that prevented submission within established due dates.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above	360 - 400 points
B = 80-89%	320 - 359 points
C = 70-79%	280 - 319 points
D = 60-69%	240 - 279 points
F = 59% and below	0 - 239 points

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:
<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Readings, Assignments, & Due Dates

Please note, due to the accelerated format of this course, classes **meet as scheduled on holidays: MLK Day (1/19) and Presidents Day (2/16)*

Class date	Themes	Reading	Due Dates
WEEK 1 1/12/2026	Course introduction/syllabus	syllabus	
	Theoretical Foundations: Ecological Systems Theory & The "Family Spirit."	Grant & Ray Ch. 1 (in-class review)	1/19 Review Grant & Ray Ch 2, Sheridan & Kratochwill Ch 1
WEEK 2 1/19/2026	Supporting family diversity within the school community	Grant & Ray Ch. 4 & 5	
WEEK 3 1/26/2026	Addressing family challenges and barriers to engagement: stress, transition, obstacles, trauma and abuse	Grant & Ray Ch. 6, 7, & 8	
WEEK 4 2/2/2026	Working with families with exceptionalities, supporting families through the special education process	Grant & Ray Ch. 10	2/2 Community Asset Map & Resource Guide
		Documents added to CANVAS: special education regulations; SPIN/SEAC A Parent's Guide to Partnership in Special Education	

WEEK 5 2/9/2026	Family/school partnership: educator preparation; effective teacher communication; active listening skills supporting home carryover, homework; school advocacy and engagement	Grant & Ray ch 3, 9, 11, 12	
WEEK 6 2/16/2026	Introduction to Conjoint Behavioral Consultation (CBC): The Model	Sheridan & Kratochwill Ch. 2	2/16 The "Welcoming Schools" Audit
WEEK 7 2/23/2026	CBC in Practice: Conducting the Needs Identification Interview.	Sheridan & Kratochwill Ch. 3	
WEEK 8 3/2/2026	Collaborating with Community Agencies: Systems of Care (Wraparound)		
WEEK 9 3/9/2026	Designing Parent Trainings & Adult Learning Theory	supplemental materials to be provided in CANVAS	3/9 Conjoint Behavioral Consultation (CBC) Script & Role-Play
WEEK 10 3/16/2026	Presentation of Capstone Projects (Resource Guides & Workshops).		3/16 Capstone Project: Home-School Communication System or Parent Workshop
		points	
	Weekly attendance and in class discussion of material	100	
	Community Asset Map & Resource Guide	60	
	The "Welcoming Schools" Audit	60	

	Conjoint Behavioral Consultation (CBC) Script & Role-Play	90	
	Capstone Project: Home-School Communication System or Parent Workshop	<u>90</u>	
		400	
	<i>A = 90% and above 360 - 400 points</i>		
	<i>B = 80-89% 320 - 359 points</i>		
	<i>C = 70-79% 280 - 319 points</i>		
	<i>D = 60-69% 240 - 279 points</i>		
	<i>F = 59% and below 0 - 239 points</i>		