

# You Matter and What You Do Matters

Presented by  
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Partnerships help  
make the difference!



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Enjoy the Memories!



Did someone support you when you were in school? How did that matter for you?



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DISCUSSION DICE



Let's Get to Know Each  
Other Better!



Roll the dice and answer questions  
about **YOUR** experiences with family  
and community involvement!

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## Why It Matters



### Research Shows

- Students need multiple sources of support to succeed in school and in their communities.

### And So...

- If children don't think anyone cares, they often think what they are doing doesn't matter and they don't perform as well as they could.

Reprinted with permission: Epstein, J. L., Sanders, M. G., Simon, S. S., Salinas, K. C., Janssen, N. R., & Van Voorhis, F. L. (2002). *School, Family, and Community Partnerships: Your Handbook for Action* (Second Edition). Thousand Oaks, CA: Corwin Press.

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## Research Shows



Why is it important to involve families and community in children's education?

### Research shows that:

- Students with involved parents, no matter what their income or background are more likely to do better in school, stay in school longer, and like school more.
- Partnership programs can increase student achievements, attendance, improve behavior, and promote better social skills.
- When partnership practices are carefully linked to school goals, they involve families in ways that directly assist students' learning and success.

Reprinted with permission: *School, Family, and Community Partnerships* Third Edition, by J. L. Epstein et al. © 2009 by Corwin Press.

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## Studies Also Reveal . . .



- A child's disability may affect the entire family. Parents and other family members may face various stresses, such as:

- Securing services for their children.
- Understanding common emotions, including: Denial, Blame, Sadness, Fear, Guilt, Anger, Isolation, and Acceptance.

### But also:

Pride in students' accomplishments.  
Love, Gratitude, Enjoyment.

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## Your Child Matters



### As a Parent

- What are the best qualities about your child? What are your dreams for your child?
- What do wish your child's teacher knew about your child, your family?
- How do you think your child's school could help build on your child's best qualities?
- What can you do to help your child's school do this?

### As an Educator

- What would be helpful to know about the children in your class/school?
- What would be helpful to know about the families of the children in your class/school?
- What can you do in your role to make this happen?

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## Resources That Might Help



### • Creating a Welcoming Environment

Survey adapted from National Education Association Urban Initiatives (2000). *Family, School, Community Partnerships*.

### • Eight Strategies for Partnering with Parents of Students with Special Needs

Nagro, S. (Oct. 2013) used at NNPS Conference.  
*Templates included*

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## What Can You Do That Matters?



### You can be....

- **An encourager** - be a cheerleader for your child, play games, keep scrapbooks, journals
- **A role model** - read to your child, attend school events
- **A supporter** - listen to your child, help your child gain the skills needed to be a successful student, volunteer
- **A connector** - extend and enhance what teachers are doing in the classroom - help your child build study skills that lead to success
- **An advocate** - help your child resolve problems, help build a partnership program at your child's school

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From "little rocks"  
huge mountains grow!



**School-Family-Community Partnerships** working to create a solid foundation for our students and families that matters!

**Share Your Wisdom**

What piece of advice can you give that helped you and might help someone else - share what matters most!



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A Mountain of  
Knowledge



**Share Your Wisdom**

Read each other's advice. Is there any advice here that you think might be especially helpful to you in your role?

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Strong Partnerships =  
Strong Relationships



**You can help your school be a  
partnership school**

**NNPS can help you do this!**

Knowing is not enough; we must apply.  
Willing is not enough; we must do.  
**Johann Wolfgang von Goethe**  
Johann Wolfgang von Goethe was a German writer and statesman.

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**Helps to make**



School more home - like

Home more school - like

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**Primary Components of the NNPS Model**

- ✓ Framework of Six Types of Involvement
- ✓ Action Team for Partnerships
- ✓ One-Year Action Plan for Partnerships
- ✓ Evaluation

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**Keys to School, Family, and Community Partnerships  
EPSTEIN'S FRAMEWORK OF SIX TYPES OF INVOLVEMENT**


- 

**PARENTING**  
Understand child development. Educators know families.
- 

**COMMUNICATING**  
TWO-WAY connections about school programs and children's progress.
- 

**VOLUNTEERING**  
At school, in class, at home, and as audiences.
- 

**LEARNING AT HOME**  
Connections on homework, course choices, other talents.
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**DECISION MAKING**  
All major groups represented on school committees.
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**COLLABORATING WITH COMMUNITY**  
Resources and volunteers from many groups, agencies. From community and FOR the community.

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Type 1 - Parenting



**Health Fair**

Edward D. Sadler Elementary School  
Gastonia, North Carolina

**Family Resource Center**

Bell City School  
Lake Charles, Louisiana



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Type 2 - Communicating



**Milestone Checklist for IEPs**

Keewaydin Discovery Center  
Kennewick, Washington



**Parents' Day**

Salem Middle School  
Virginia Beach, Virginia

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Type 3 - Volunteering



**Me 2! Getting Parents into Middle School**

Park Middle School  
Kennewick, Washington

**Student Organizational Help Program**

Roosevelt Middle School  
Blaine, Minnesota

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## Your Turn



How have you seen Types 1-3 activated in your school(s) or district that matter for student success?

- Type 1 - Parenting
- Type 2 - Communicating
- Type 3 - Volunteering

Did you hear an example you would like to adopt or adapt?

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## Type 4 - Learning at Home



### Reading At Home Awareness

Ellen Ochoa Middle School  
Pasco, Washington

### The Point O'View Reading Prize Patrol

Point O'View Elementary School  
Virginia Beach, Virginia

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## Type 5 - Decision Making



### Science Night

White Bluffs Elementary School  
Richland, Washington

### World Café Parent Meeting

Grove Elementary School  
Wisconsin Rapids, Wisconsin

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Type 6 - Collaborating with the Community



**Red Tie Club**  
Timrod Elementary School  
Florence, South Carolina

**First Annual Citizenship Awards**  
Pasco High School  
Pasco, Washington

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Your Turn



How have you seen Types 4-6 activated in your school(s) or district that matter for student success?

- Type 4 - Learning at Home
- Type 5 - Decision Making
- Type 6 - Collaborating with the Community

Did you hear an example you would like to adopt or adapt?

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Reach Results for Student Success



Write an Annual Action Plan for Partnerships



Without goals and plans to reach them, you are like a ship that has set sail with no destination.  
F. Dodson - American author

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## Reach Results for Students with Disabilities

<b>Type 1 - Parenting</b>	→	<ul style="list-style-type: none"> <li>Family Reading Nights with sample activities for readers with dyslexia</li> <li>Workshops on ADHD or ADD</li> </ul>
<b>Type 2 - Communicating</b>	→	<ul style="list-style-type: none"> <li>Student-led parent-teacher conferences on IEP progress</li> <li>Special column in newsletter</li> </ul>
<b>Type 3 - Volunteering</b>	→	<ul style="list-style-type: none"> <li>A Reading-Buddy System</li> <li>Organized volunteers to match student needs</li> </ul>
<b>Type 4 - Learning At Home</b>	→	<ul style="list-style-type: none"> <li>TIPS Interactive Homework</li> <li>Guidelines for parents about homework policies and how to help at home</li> </ul>
<b>Type 5 - Decision Making</b>	→	<ul style="list-style-type: none"> <li>PTA/PTO support for materials to adjust to the diverse needs or disabilities of students</li> <li>Family Dinner Night w/Principal</li> </ul>
<b>Type 6 - Collaborating with the Community</b>	→	<ul style="list-style-type: none"> <li>Info on community services, programs, opportunities</li> <li>Career awareness and connections for transitioning</li> </ul>

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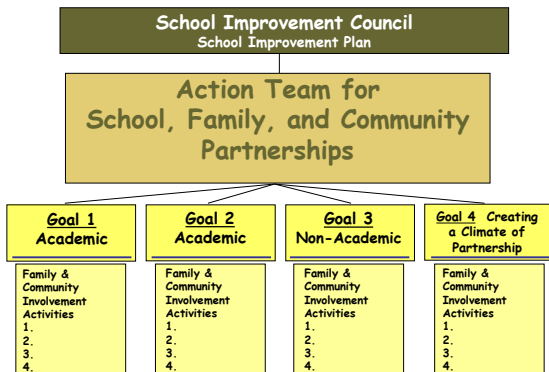
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## Goal-Oriented Partnerships




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### ELEMENTARY SCHOOL EXAMPLES *READING GOAL* for a One-Year Action Plan for Partnerships to *IMPROVE READING ACHIEVEMENT*

- TYPE 1** Workshops for parents on various ways to read aloud with young children
- TYPE 2** Parent-teacher-student conferences on reading goals and reading progress
- TYPE 3** Reading-partner volunteers, guest readers of favorite stories, and other organized, ongoing read-with-me activities
- TYPE 4** Family Reading Night to demonstrate reading strategies for parents and activities to conduct with students at home
- TYPE 5** PTA/PTO support for a family room or parent center to provide information on children's reading
- TYPE 6** Donations from business partners of books for classrooms, for the school library, and for children to take home

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

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## What Is In Your Future?



Imagine you enjoyed a meal at your favorite Chinese restaurant and the fortune cookie arrives. If you opened your cookie, what would it tell you about the fortune of your family and community engagement work? Write your fortune and be ready to share.

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## Partnerships Matter



**Unity**

Author Unknown

Take pride in how far you have come, have faith in how far you can go!

Christian Larson was a New Thought leader and teacher

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THANK YOU!



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"Unless someone like you cares a whole awful lot,  
Nothing is going to get better. It's not."  
-- from "The Lorax"

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