



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







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

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, B. S., Salines, K. C., Jansern, N. R., & Van Voorhis, F. L. (2002). School, Family, and Community Partnerships Your Handbook for Action (Second Edition). Thousand Odel, C.A. Cerwin Press.

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.

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.

Everyone wants HEALTHY and SUCCESFUL SCHOOLS and STUDENTS.

Can educators do this work alone?



Build Trust	
What is important to k	now about school, family, and

What is important to know about school, family, and community partnerships?

schools and successful stu	udents.
But also "WHAT" is needed in an excellent partnership program?	
and "HOW" to organize and sustain high-quality and effective programs of family and community involvement.	

How can we think in new ways about leadership for partnerships at the school and classroom level?

A special acknowledgement to the LEAs that are participating in PaTTAN's NNPS Establishment Site grant – and they are....

NNPS Establishment Sites in PA



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Western Regio	on (Pittsburgh)	Central Regio	Central Region (Harrisburg)		ion (Malvern)
Name of LEA	Type of LEA	Name of LEA	Type of LEA	Name of LEA	Type of LEA
Derry Area SD - Derry Area Middle School	School, 6-8	Jersey Shore Area SD - Salladsburg Elementary	School, K-5	Roberto Clemente Charter School	School, 6-12
General McLane	District, K-12	Moshannon Valley SD - Moshannon Valley Elementary	School, K-6	School District of Philadelphia - Watson T. Comly Elementary School	School, K-5
Riverview IU 6	Organization	Lincoln Charter School	School, K-5	Centennial School District – Davis Elementary School	School, K-5

"A goal without a plan is just a wish." Antoine de Saint-Exupery, French Writer

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?

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

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

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!





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?





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. National Network of Partnership Schools (NNPS)



Helps to make

School more home - like

Home more school - like



Primary Components of the NNPS Model

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

	ichool, Family, and Community Partnerships FRAMEWORK OF SIX TYPES OF INVOLVEMENT
Type 1	PARENTING Understand child development. Educators know families.
Type 2	COMMUNICATING TWO-WAY connections about school programs and children's progress.
Type 3	VOLUNTEERING At school, in class, at home, and as audiences.
Type 4	LEARNING AT HOME Connections on homework, course choices, other talents.
Type 5	DECISION MAKING All major groups represented on school committees.
Type 6	COLLABORATING WITH COMMUNITY Resources and volunteers from many groups, agencies. From community and FOR the community.



Health Fair

Edward D. Sadler Elementary School Gastonia, North Carolina

Family Resource Center Bell City School Lake Charles, Louisiana









Parents' Day Salem Middle School Virginia Beach, Virginia



Me 2! Getting Parents into Middle School Park Middle School Kennewick, Washington

> Student Organizational Help Program Roosevelt Middle School Blaine, Minnesota



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?



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



Science Night White Bluffs Elementary School Richland, Washington

> World Café Parent Meeting Grove Elementary School Wisconsin Rapids, Wisconsin



Red Tie Club Timrod Elementary School Florence, South Carolina

First Annual Citizenship Awards Pasco High School Pasco, Washington



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?



the School Improvement Plan

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

Reach Results 10	or Students with Disabilities
Type 1 - Parenting	 Family Reading Nights with sample activities for readers with dyslexia Workshops on ADHD or ADD
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	 Workshops on ADHD or ADD
Type 2 - Communicating	 Student-led parent-teacher conferences on IEP progress Special column in newsletter
Type 3 - Volunteering	 A Reading-Buddy System Organized volunteers to match student needs
Type 4 - Learning At Home →	 TIPS Interactive Homework Guidelines for parents about homework policies and how to help at home
Type 5 - Decision Making	 PTA/PTO support for materials to adjust to the diverse needs or disabilities of students Family Dinner Night w/Principal
Type 6 - Collaborating with the Community	 Info on community services, programs, opportunities Career awareness and connections for transitioning

Goal-Oriented Partnerships

				vement Counc ovement Plan	il	
	Scho	ool, Family	,	eam for and Comm rships	u	nity
	a <u>l 1</u> demic	<u>Goal 2</u> Academic		<u>Goal 3</u> Non-Academic		<u>Goal 4</u> Creating a Climate of Partnership
Family a Commun Involver Activitie	ity nent	Family & Community Involvement Activities	_	Family & Community Involvement Activities		Family & Community Involvement Activities

Activities 1. 2. 3. 4

1. 2. 3. 4.

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

2.

Activities

2.3.4

- $\begin{array}{c} \textbf{TYPE 1} & \textit{Workshops for parents on various ways to read aloud with} \\ \textit{young children} \end{array}$
- 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

MIDDLE S for a One- to IMPRO	SCHOOL EXAMPLES Year Action Plan for Partnerships TENDANCE IVE ATTENDANCE COAL
TYPE 1	"Attendance Summit" for parents on the importance of student attendance. Speakers may include school administrators, counselors, legal experts, teachers, health service providers, students, and family members
TYPE 2	Recognition postcards for good or improved attendance
TYPE 3	Family volunteers as attendance monitors
TYPE 4	Interactive homework for students and family partners to create a poster about why good attendance is important
TYPE 5	PTA/PTO communications, translated as needed, for all families on requirements for student attendance and on-time arrival, and steps to take when students return to school after illness
TYPE 6	Agreement with local businesses to post signs that students are welcome only during nonschool hours
AND	MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT









2015 Award Winning Team from Dolby Elementary School Lake Charles, LA

> Reprinted with permission: Epstein, J. L. et al. (2009). School, Family, and Community Partnerships: Your Handbook for Action (Third Editor). Thousand Daks, CA: Convin Press.

Members of the ATP work together to review school goals; select, design, implement, and evaluate partnership activities; and improve partnership practices.



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Required for ATP

- 2-3 teachers or more
- 2-3 parents/family members or more
- 1 administrator (principal or assistant principal)
- 1-2 students (required in high school
- Other members (nurse, counselor, community partners
- Recommended- Diverse ATP - 1 special education teacher
 - 1-2 parents of students with disablilities
 - Chair of special education ARD manager
 - Transition specialist School psychologist
 - Students with
 - disabilities

NNPS PUBLICATIONS





From Eye on Education 2nd Edition, 2015





SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

JOYCE L. EPSTEIN



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.





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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