

Greetings!

My name is Lauren A. McKinney and I serve as your Family and Community Engagement Consultant at the Region 10 Education Service Center. The purpose of this newsletter is to share local, state, and national information that is beneficial to the community members, families and stakeholders of Region 10. This quarterly correspondence is comprised of tips, tools, and resources that will assist all who serve our families and communities. We appreciate you sharing your school year events and allowing us to be a part of it. Thank you for time and I look forward to being an integral component of your 2016-2017 school year!



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Upcoming Events

- ⇒ Creating A Cultural Bridge that Empowers All Families, September 27, 2016
- ⇒ Parent Power Hour, *Cyber Bullying & Other Risky Behaviors*, October 3, 2016
- ⇒ Instructions Not Included, *Bullying Behaviors*, October 6, 2016
- ⇒ Parent Power Hour, *Encouraging Literacy At Home: Everyday Practices*, November 7, 2016
- ⇒ The Trust Factor: Building Relationships, Communicating Effectively, and Empowering Families, November 29, 2016
- ⇒ Statewide Parental Involvement Conference, *Catch the Wave*, December 8, 2016

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How Can High-Poverty Schools Engage Families and the Community?

Editor's note: This piece was adapted from [Turning High-Poverty Schools into High-Performing Schools](#) by William H. Parrett and Kathleen M. Budge.

"I was headed to the home of one of my second graders to let the parents know that Luis was coming to after-school tutoring on time and doing well. When I knocked on the door, Grandma and Dad greeted me warmly in Spanish, inviting me in. Luis' mom was preparing dinner. Dad asked me to come directly to the kitchen to show me what Luis had begun doing at home since he started the tutoring program. On the cupboards were taped a mishmash of cereal boxes, pasta containers, dairy product holders, and simple drawings. All were in English. Dad smiled and explained, 'He's teaching all of us to read English! We learn five, maybe ten words every day!'" (Elementary teacher, high-performing, high-poverty school in the Northwest)

The story of Luis is a good example of the benefits of engaging parents and families. A simple home visit by the teacher revealed how, previously unbeknownst to the school, a young ESL student was connecting his tutoring and schoolwork with his family. In turn, Luis' family was most appreciative of their son's progress in school and welcomed his newly gained English skills that were helping them learn.

The Critical Importance of Trust

In a recent study of public schools in Chicago, Anthony Bryk, president of the Carnegie Foundation for the Advancement of Teaching, and his colleagues concluded, "Relationships are the lifeblood of activity in a school community" (Bryk, Bender Sebring, Allensworth, Luppescu, & Easton, 2010, p.137). In one high-poverty elementary school, a teacher remarked, "Without a trusting environment in our classroom and with the families of my kids, it's all uphill. We never make the progress we could. . . we never can 'click.' Trust is what makes it all happen for us." The development of trusting relationships lies at the heart of successfully engaging parents, families, and the community.

Here are seven strategies and practices to build trust between schools, students, and families.

Create Full-Service Schools and Safety Nets

Many HP/HP schools connect vital social and medical services with their students. These **full-service schools** typically provide services such as social workers, physicians, dentists, vision and hearing specialists, grief counselors, and family counselors on site. Some schools provide a childcare center, a family resource center, or hunger/homelessness support to assist families in meeting their basic needs. Research shows that when a full-service school works well, student achievement increases, attendance rates go up, suspensions drop, and special education placements decrease (Dryfoos, 1994; Dryfoos & Maguire, 2002).

Create Links Between School and Home

Strengthening the family's ability to support their children's academic achievement and other forms of success in school is a priority in HP/HP schools. One school organizes a learning academy on Saturday mornings to assist families of refugee students. Other schools employ school-family liaisons who connect families with schools in a variety of ways. Sadowski (2004) identifies six activities that a school might consider to establish linkages between students' homes and school:

1. Dual-language classes for students
2. English as a second language, GED, and parenting classes
3. Home-school liaisons (with fluency in the home language)
4. Preschool and early literacy programs
5. Early assessment
6. Community and school activities and events

Offer Mentoring to Students

Most educators have long known that a meaningful relationship with an adult is what kids want and need most. Mentors provide such a relationship. The National Dropout Prevention Center identifies mentoring as one of the most effective strategies to keep kids engaged and in school. The Western Regional Center for Drug-Free Schools and Communities identifies five positive outcomes of mentoring programs (Jackson, 2002):

1. Personalized attention and care
2. Access to resources
3. Positive/high expectations for staff and students
4. Reciprocity and active youth participation
5. Commitment

Many HP/HP schools operate their own programs with local staff and volunteers; others access the help of Big Brother/Big Sister programs, local YMCA/YWCA services, and a host of other community-affiliated programs that offer adult mentoring.

Provide Opportunity for Community-Based and Service Learning

"Our kids actively work to support their community. Through clubs and classes, they raise money for families in need, work on a 'coats for kids' project, plant trees, build park benches, help with efforts of the Northwest Blood Center, Children's Miracle Network, American Cancer Society, March of Dimes, Red Cross, and many others. They rake leaves in our parks and do yard work for our elderly folks in need. Our students feel better because of these efforts, and our community values the extra help that the school gives back to them. When everyone is supporting one another, it makes Tekoa a great place to live and raise children." (Wayne Roellich, principal, Tekoa High School)

Noted for connecting academic learning to real-world problems beyond school, community-based learning, particularly service learning, has become common in HP/HP schools. Many benefits accrue from service learning (Billig, 2000a, 2000b):

- Enhanced academic achievement
- Increased school attendance
- Improved student motivation to learn
- Decreased risky behaviors
- Increased interpersonal development and student ability to relate to culturally diverse groups
- Improved school image and public perception

Community-based learning also provides an excellent means to initiate career exploration, internships, shadowing, and jobs.

Conduct Home Visits

Many HP/HP schools encourage and conduct some form of home visits. Fourteen years ago, test scores in the Mason County School District ranked in the lowest quartile of all districts in Kentucky. Inspired by the idea of building closer connections to students' home lives, the district, with a cadre of volunteer teachers, embarked on a goal of visiting every home of the 2,800 kids enrolled. Maintaining this commitment over the years, together with positive administrative and collegial support and the requisite professional development, has resulted in every family receiving at least one home visit annually from their child's teacher. The district has experienced consecutive years of student achievement growth and a 50-percent drop in discipline referrals, as well as reduced achievement gaps and increased attendance.

Ensure Effective Two-Way Communication

We know that a "whatever it takes" attitude prevails in HP/HP schools. This is especially true in their efforts to communicate with the parents and families. Despite often-limited resources, educators in these schools make it a priority to develop authentic connections with students' parents and families. The goal of fostering two-way communication between school and home requires school leaders to be relentless in their insistence that communications be respectful, honest, and timely.

Use the School as a Community Center

Many HP/HP schools engage parents, families, and other community members by opening their doors and expanding their schedules to offer clubs, parent support and education, early childhood activities, GED programs, advisory groups, community education classes, and a host of other events and activities of interest to the community. These HP/HP schools partner with community or city organizations, local foundations, state and municipal agencies, service clubs, universities, and businesses to host these valued endeavors in their buildings, as well as offer services at times that better fit families' work schedules.

The Principal's Role

Principals, working with teacher-leaders and staff leaders from various vantage points within the school, are positioned to address the wide spectrum of environmental needs that confront high-poverty schools. HP/HP school [principals can take a variety of actions](#) (PDF) that will surround every student with the positive supports and scaffolds necessary to ensure his or her individual success.

High-performing, high-poverty schools don't go it alone -- and they don't reinvent the wheel. They access support, resources, and guidance whenever and wherever they can to foster a healthy, safe, and supportive learning environment. The resources and organizations listed below can guide a school's efforts to build strong relationships with parents and families:

[Boys and Girls Clubs of America](#) [Coalition for Community Schools](#) [Communities in Schools](#)

[National Network of Partnership Schools](#) [YMCA](#) and [YWCA](#) Programs

ACTION ADVICE

- **Monitor data to ensure a safe learning environment.** Are we making sure that every student is always safe?
- **Build a common understanding of how poverty impacts learning.** Do we all understand how living in poverty may negatively influence the ability of our underachieving students to catch up?
- **Plan for mobility.** Are we ready for mobile students' arrival -- providing welcome packets, diagnostic testing, and appropriate placements? Do we develop "catch-up" plans if needed? Do we provide built-in opportunities for new friendships with peers? Do we make it a practice to communicate with parents during the first six weeks after enrollment? Do we address transportation issues if a student is mobile within our district?
- **Make sure that all students are connected to a caring adult.** Do we know which students come to school without the support of a caring adult?
- **Start student advisories.** Is every secondary student connected to an adult at school who regularly monitors his or her progress?
- **Personalize relationships through small learning environments.** Is the size of our school presenting problems for some students and preventing us from forming caring relationships?
- **Provide opportunities for all students to participate in extracurricular activities.** Do our students have an equitable opportunity to participate?
- **Work to engage every family with school.** Do we have a plan in place for guiding our efforts to build trust and connect with our families?
- **Personalize the connection between school and the student's home.** Who among our staff visits the homes of our kids?
- **Initiate an effective mentoring program.** How are we connecting students with caring adults and positive role models?
- **Offer community-based learning and service-learning opportunities to all students.** Are we connecting students with the community? Are we teaching students about the value of giving back? Are we providing opportunities for students to explore career options in the local community?
- **Visit every student's home.** Do we have a plan in place to guide us in conducting productive home visits?
 - **Ensure two-way communication between homes and school.** This includes:
 - Language-appropriate written and verbal contacts
 - Translation assistance when needed
 - Respectful and clear communications
 - Frequent contact through the most effective mode
 - Authentic requests for feedback or response
 - Willingness to help with requests and family needs
 - Personal invitations to participate in school conferences
 - Timely invitations to activities and events
- **Open the school to the community.** Have we created a plan to provide welcome and needed services to our community?

Join a network to enhance school, family, and community relationships. Can we improve our connections with our families and communities?

How Can I Help My Child Be Ready to Read and Ready to Learn?

- Talk to your infant and toddler to help him learn to speak and understand the meaning of words. Point to objects that are near and describe them as you play and do daily activities together. Having a large vocabulary gives a child a great start when he enters school.
- Read to your baby every day starting at six months of age. Reading and playing with books is a wonderful way to spend special time with her. Hearing words over and over helps her become familiar with them. Reading to your baby is one of the best ways to help her learn.
- Use sounds, songs, gestures and words that rhyme to help your baby learn about language and its many uses. Babies need to hear language from a human being. Television is just noise to a baby.
- Point out the printed words in your home and other places you take your child such as the grocery store. Spend as much time listening to your child as you do talking to him.
- Take children's books and writing materials with you whenever you leave home. This gives your child fun activities to entertain and occupy him while traveling and going to the doctor's office or other appointments.
- Create a quiet, special place in your home for your child to read, write and draw. Keep books and other reading materials where your child can easily reach them.
- Help your child see that reading is important. Set a good example for your child by reading books, newspapers and magazines.
- Limit the amount and type of television you and your child watch. Better yet, turn off the television and spend more time cuddling and reading books with your child. The time and attention you give your child has many benefits beyond helping him be ready for success in school.
- Reach out to libraries and community and faith-based organizations. These organizations can:
 - Help you find age-appropriate books to use at home with your child;
 - Show you creative ways to use books with your child and other tips to help her learn; and
 - Provide year-round children's reading and educational activities.



Source: U.S. Department of Education, Office of Intergovernmental and Interagency Affairs, Educational Partnerships and Family Involvement Unit, *Reading Tips for Parents*, Washington, D.C., 2003.

Simple Strategies For Creating Strong Readers

Without doubt, reading with children spells success for early literacy. Putting a few simple strategies into action will make a significant difference in helping children develop into good readers and writers.

Through reading aloud, providing print materials, and promoting positive attitudes about reading and writing, you can have a powerful impact on children's literacy and learning.

- Invite a child to read with you every day.
- When reading a book where the print is large, point word by word as you read. This will help the child learn that reading goes from left to right and understand that the word he or she says is the word he or she sees.
- Read a child's favorite book over and over again.
- Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as he or she reads along with you.
- Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"
- Stop and ask about the pictures and about what is happening in the story.
- Read from a variety of children's books, including fairy tales, song books, poems, and information books.

Reading well is at the heart of all learning. Children who can't read well, can't learn. Help make a difference for a child.

The Five Essential Components of Reading

Reading with children and helping them practice specific reading components can dramatically improve their ability to read. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read. Adults can help children learn to be good readers by systematically practicing these five components:

- Recognizing and using individual sounds to create words, or **phonemic awareness**. Children need to be taught to hear sounds in words and that words are made up of the smallest parts of sound, or phonemes.
- Understanding the relationships between written letters and spoken sounds, or **phonics**. Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and "decode" new words.
- Developing the ability to read a text accurately and quickly, or **reading fluency**. Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.
- Learning the meaning and pronunciation of words, or **vocabulary development**. Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.
- Acquiring strategies to understand, remember and communicate what is read, or **reading comprehension strategies**. Children need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

A Reading Checklist:

Helping Your Child Become A Reader

There are many ways that you can encourage your child to become a reader. Here are some questions that you can ask yourself to make sure that you are keeping on track:

For Babies (6 Weeks to 1 Year)

- Do I provide a comfortable place for our story time? Is my child happy to be in this place?
 - Am I showing my child the pictures in the book? Am I changing the tone of my voice as I read to show emotion and excitement?
- Am I paying attention to how my child responds? What does she especially like? Is she tired and ready to stop?

For Toddlers (1 to 3 years)

All of the questions above, plus:

- Does my child enjoy the book we are reading?
- Do I encourage my child to "pretend read," joining in where he has memorized a word or phrase?
- When I ask questions, am I giving my child enough time to think and answer?
- Do I tie ideas in the book to things that are familiar to my child? Do I notice if he does this on his own?
- Do I let my child know how much I like his ideas and encourage him to tell me more?
- Do I point out letters, such as the first letter of his name?



For Preschoolers (3 and 4 years)

All of the questions above, plus:

- Do I find ways to help my child begin to identify sounds and letters and to make letter-sound matches?

For Kindergartners (5 years):

All of the questions above, plus:

- Do I find ways to help my child begin to identify some printed words?
- Do I let my child retell favorite stories to show that she knows how the story develops and what's in it?

For Beginning First-Graders (6 years):

All of the questions above, plus:

- Do I give my child the chance to read a story to me using the print, picture clues, his memory—or any combination of these ways that help him make sense of the story?

Best Ways to Support Writing at Home

Author: Great Schools Staff

Follow these tips to support your child's writing at home.

Provide a place for your child to write.

The area should be an area that is quiet and well lit. Stock the "writing center" with supplies such as paper, pencils and crayons. You can also gather family photos and magazines in the center that can be used as story starters.

Read, read, read!

The best activity to improve writing is reading. If your child reads good books, he will be a better writer. Reading exposes students to general vocabulary, word study and content-specific vocabulary. Through reading, students see a variety of authors' techniques that they can use in their own writing.

Encourage your child to keep a [reflective journal](#).

This is excellent writing practice, as well as a good outlet for venting feelings. Encourage your child to write about things that happen at home and school. This reflective journal can be used to develop the "senses" of writing. Have your child write about what he saw, heard or felt on a trip or adventure. Provide experiences in your community that will interest your child and spark her writing. Especially encourage your child to write about personal feelings — pleasures as well as disappointments. When reading your child's journal (only if your child invites you to, of course), share your own feelings and ideas paired with positive feedback about your child's writing.

Provide authentic writing opportunities for your child.

Have your child write his own thank-you notes, party invitations and letters to family. Let your child make the grocery list. Finding a pen pal for your child would make writing "real." Helping children make the connection between writing and the "real" world will increase an interest in writing.

Be a writing role model.

Make sure your child sees you as a writer. Point out times that you use writing to communicate with others. Discuss authentic writing in the community such as articles and letters in the newspaper, on billboards or in written advertisements. Discuss the purpose of the writing and the target audience. When your child writes, you should write. You can schedule a day of the week that you will turn off the television and share your writing.

Start a vocabulary notebook.

Teach your child new words each week and encourage her to use them. Make it into a game and give points for using the new words. Your child can keep a vocabulary note

book and get rewarded for the number of new words learned. The words will begin to appear like magic in her oral language and writing.

Ask questions.

Always ask your child questions when he writes. Ask specific questions about your child's writing such as: "How did that happen?" "How did that make you feel?" "Can you tell me more about that...?" "What are some other words you could use to describe...?"

Help your child publish her writing.

Share her writing with others, place it on the refrigerator or encourage her to write for kids' magazines. When your child's writing is published in a children's book, she will be on her way to becoming a lifelong writer and author. Check out these options for publishing children's work:

[Stone Soup](#) [CyberKids](#)

Source: Great! Schools

Retrieved on September 12, 2016.

Source Location: [Writing Strategies](#)

Tips For Busy Parents

Author: [National Science Teachers Association](#)

Do you panic when your child comes home from school asking for help with his or her science fair project? Do you ever wonder how you can help your child learn science? You are not alone. Many parents—especially those who didn't pursue careers in science—may be apprehensive, sometimes even fearful, about this endeavor.

We commend you for your desire to help guide and support your children in their education, specifically in the field of science. Science is a way of understanding the world, a perspective, and a pattern of thinking that begins in the very early years. That is why parent involvement is so important in a child's science education.

Families who explore together nurture great young scientists! Studies show that the family experiences that students bring to school are some of the biggest predictors of success (Hazen and Trefil 1991). With this in mind, the National Science Teachers Association has created a set of resources for parents—[Help Your Child Explore Science](#).

Here are some additional tips:

See science everywhere. Parents can take opportunities to ask "What would happen if ...?" questions or present brainteasers to encourage children to be inquisitive and seek out answers. Children need to know that science isn't just a subject, but it is a way of understanding the world around us.

Lead family discussions on science-related topics. Dinnertime might be an ideal time for your family to have discussions about news stories that are science based, like space shuttle missions, severe weather conditions, or new medical breakthroughs. Over time, children will develop a better understanding of science and how it affects many facets of our lives. Movies and TV shows with science-related storylines are also great topics for discussion. For example: After watching Jurassic Park, you might want to discuss with your children the significance of the name of the movie or how human involvement in natural processes can cause drastic consequences.

Encourage girls and boys equally. Many fathers might be inclined to fix a problem for a daughter without challenging her to find the solution on her own. Many girls are left out of challenging activities simply because of their gender. Be aware that both girls and boys need to be encouraged and exposed to a variety of subjects at a very early age.

Do science together. Children, especially elementary-age children, learn better by investigating and experimenting. Simple investigations done together in the home can bolster what your child is learning in the classroom. Check with your child's teacher on what your child is currently learning in class and what activities you can explore at home. There are also many books on the market and [numerous websites](#) that present ideas for investigations. *For example:* Using a penny and a water dropper, ask your child to guess how many drops of water will fit on top of it. Ask your child to count the drops as he or she drops them on the penny. Why doesn't the water spill off after a few drops? Water molecules across the surface are attracted

to each other. The attraction is strong enough to allow the water to rise above the penny without spilling. At some point, the molecules of water can no longer hold together and spill off the penny.

Obtain science resources. Follow up science discussions, home experiments, or classroom lessons with books, magazines, CDs, and other resources. Science themes will be reinforced through further exploration, and over time your family will have plenty of resources on which to draw.

Explore nonformal education sites. In an informal learning situation—the kind of learning that happens outside the traditional confines of the classroom, at science centers, museums, zoos, and aquariums—children are encouraged to experiment on their own and ask questions about what they are experiencing.

Connect science with a family vacation. Family vacations are a great way to explore science. It could be a hiking trip where you explore nature or a discussion on tides during a beach vacation.

Become active in your children's formal education by getting to know the teacher and the curriculum. Refer to our [checklist](#) for a high-quality science education. Participate in your child's school science program by locating scientists and others to be guest speakers, or accompany your child on a field trip to a science-related place.

Show excitement for science.

Source: National Science Teachers Association Retrieved on September 12, 2016.

Source Location: [Professional Learning](#)

10 Ways to Give Your Students the World

Author: Justine Kendall

As a caregiver, it's in your power to make sure your kids are learning geography to get the most out of our amazing world and their bright future. Here are some tools to get started, including things you can do at home, at school, and in your community. Get started with the 10 tips below, and then check out the [GeoWeek Toolkit page](#) and the following additional resources for great links to help you and your family kick-off your celebrations!

1. Geography is more than you think.

It's more than maps. Geography is about cultures and environments. It's about people shaping places and places shaping people. Geography is the framework that helps you understand the world.

2. Bring the world into your home.

Do you own a globe, maps, or a world atlas? Do you use them to look up places in the news? Use our [interactive map](#) with customizable data-layers, markers, and stickers to explore your world! Another great way to do this is by celebrating [Geography Awareness Week](#) every third week of November!

3. Check your family's knowledge.

Do you and your children know the fundamentals of geography from the local to the global? Read the [NG Education Blog](#) for fun ideas and articles from NGS staff that teach about the world.

4. Know what's going on.

Do you and the kids watch news programs, listen to news radio, read the newspaper? Don't forget to check kid-friendly Web news sites such as [BBC Newsround](#), [Time for Kids](#), and [National Geographic Kids News](#). Talk about what's going on—not just in your community but also in your state, your country, and all around the world.

5. Get out there.

Go on adventures! Go on "missions" and see how other kids are exploring their world. Visit new places—nearby towns, different neighborhoods, local museums and parks, even other countries—on day trips, weekends, or vacations.

6. Know where you are and where things come from.

Everything's connected. Make it a family mission to know your community—why it's where it is, how it was settled, who lives there now, and its connections to the world through business,

arts, music, technology, and sports. What are the global connections in the food your family eats, the clothes you wear, the games you play, and the music you listen to?

7. Broaden your children's horizons.

[Courses](#), [educational activities](#), and extracurricular activities expand kids' understanding of their world—as do books, magazines, videos, and [games](#) that feed their natural curiosity.

8. Support your schools.

Does your child's school have what it needs to teach about the world? Does it offer geography courses? Does it have up-to-date maps, globes, atlases, and software? Find your local parent-teacher organization and get involved. Start a [geography club](#).

9. Spread the word.

[Contact your legislators](#) and your school-district leadership. Let them know you support increased emphasis on and funding for geography and geography-related courses. And [tell others](#) about Geography Awareness Week.

10. Sign up for the NGS Education e-newsletter.

You'll get helpful tips, the latest news, links to great resources and fun games, information about contests and offers, and much more. [Sign up now—and help give kids the power of global knowledge.](#)

Source: National Geographic

Retrieved on September 12, 2016.

Source Location: [10 Ways](#)

Creative Play With Math

Author: Rebecca Goldin

Most math-traumatized adults don't realize how creative and inventive mathematics can be. Creative mathematics doesn't always make it into the classroom—at least not for preschool and early elementary school-aged kids. While elementary school math often includes drilling basic “skills” and “facts” into kids' heads, creative mathematics allows kids to come up with consistent systems of mathematical ideas that explain their world or math problems they identify themselves. Inventive mathematics inspires interest without students having to try too hard. Kids are naturally mathematically curious; lots of mathematical ideas just seem like they are part of a game. The creative and curious problem can stick in a kid's mind long after the lights are turned out for the night.

Below are some math activities to inspire inventive and creative thinking.

Arranging Utensils for Multiple Possibilities

Ask your child if he or she knows how to count. “Of course,” they will respond. But the question is, “What are they counting?”

For example, if you give your child a fork, a knife, and a spoon, it's only three objects. How many ways can she arrange them in a row? Here's where it gets interesting:

- Savvy table-setters might quickly say “Six ways”: fork, knife, spoon; knife, spoon, fork; spoon, fork, knife; spoon, knife, fork; fork, spoon, knife; and knife, fork, spoon.
- Ah! But what if you allow the possibility of flipping the utensils upside down, so the handles face away from your body? The answer is then 48.
- And if you can also flip the utensils over, so they face either way? With all four possible orientations of each utensil, the answer is 196.
- Should your child be able to figure this entire story out, go ahead and add a salad fork to increase the complexity of the problem. Or, generalize to n different utensils. On the other hand, if it's a little too challenging, try to solve the puzzles with only a fork and a spoon, saving the knife for another time.

Counting and Cutting Pasta

Creative play lends itself to inventiveness. Parents play a big role in teaching their kids to view their environment as a big mathematical sandbox. The table is fertile ground for creative and exploratory mathematics, but the trick to coming up with good problems is to make them relevant to what's on hand. And here's where pasta comes in.

- A favorite trick with spaghetti is to stretch a cooked piece across the mouth of a glass, using the edge of the glass to cut it to the length of that distance (or, for longer spaghetti pieces, to stretch them across the diameter of a plate).
- Then ask how many pieces of spaghetti that size will be needed to go around the rim of the glass (or the plate).

- Sure enough, by playing around with the spaghetti (and who doesn't like playing with spaghetti?) you find it's just a little more than three pieces.
- Voilà, an introduction to the number pi (π), which is the ratio of the circumference to the diameter!

Division and multiplication, in edible form, also rear their heads at the dinner table. Continuing with the pasta theme, how about estimating how many pieces of pasta each person will have if the box contains 454 pieces? (You may ask: Why 454 pieces? It's about one gram of pasta per piece, and 454 grams make a pound.)

In fact, there were 505 pieces of penne in the 375-gram box of whole-wheat pasta my seven-year-old and I counted this evening. (See photo.)

While you might be tempted to ask tedious questions like, "How many grams does each piece weigh?" and hope your genius child will come up with $375/505 = .74$ grams per piece of pasta, it's better to focus on the mathematical thinking. "Is it more or less than gram?" "Is it more or less than half a gram?" Don't worry if your child dismisses the question in favor of playing with the pasta! Plenty of time spent simply counting the pieces and emptying and filling the box, creates the emotional conviction that mathematics is worth the effort.

Cooking and the Commutative Property

To get more abstract, the commutative property is at play in cooking! The commutative property describes how an operation (such as addition or multiplication) is applied to numbers. The commutative property tells us that $5 \times 3 = 3 \times 5$, and $2 + 7 = 7 + 2$. In other words, the order in which the numbers appear doesn't change the result of the operation. In contrast, subtraction is not commutative, because $5 - 3$ is not the same as $3 - 5$. If the concept is taught in school, it's usually introduced in around fourth or fifth grade, but even little kids can understand it in the context of the operations of making pasta.

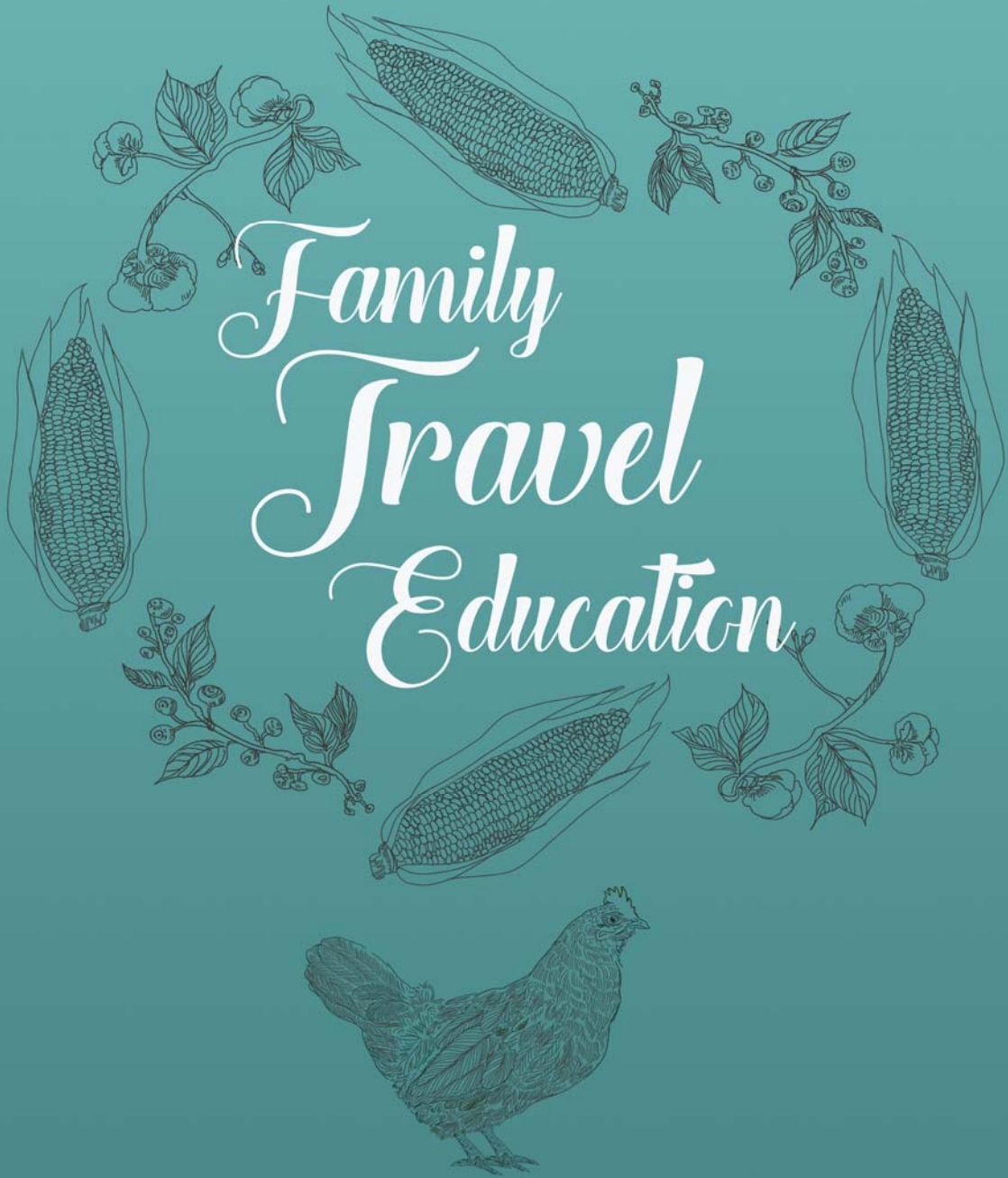
- Would your pasta sauce be the same if you added oregano and then basil, compared to adding basil and then oregano? (For the most part, sure!)
- Would it be the same to boil the water, then put the pasta in, compared to putting the pasta in and then boiling the water? (Definitely not!)
- But why is every young mathematical thinker so sure that $5 + 3$ is the same as $3 + 5$? When kids first learn about multiplication, they often find it surprising that 3×5 (3 copies of 5) matches 5×3 (5 copies of 3). Why is that?
- All it takes is laying out a 3×5 grid of pieces of pasta to see it. Try turning the table and see that it's also a 5×3 grid!

Most important, have fun with mathematics. Let your child invent crazy ideas that don't make sense, think about questions that don't seem so mathematical, and grapple with "basic" mathematical ideas that might seem obvious to you.

Because if math is fun, then your child may actually want to think about math all the time. And creating "real math" is fundamentally, well, creative.

MIGRANT EDUCATION

MIGRANT EDUCATION PROGRAM



Family Travel Education

If you and your family have moved in search of agriculture-related work, your children may be eligible to receive additional educational benefits.
Si usted y sus hijos han salido en busca de trabajos agrícolas, sus hijos podrían tener derecho de recibir beneficios educativos adicionales.
Contact Domitila Smith 972-348-1412 for more information.



Definitions

- ⇒ A **refugee** (as defined by Section 101 (a) 42 of the Immigration and Nationality Act (INA) based on the United Nations 1951 Convention and 1967 Protocols relating to the Status of Refugees) is a person who is unable or unwilling to return to his or her home country because of a *well-founded fear of persecution due to race, membership in a particular social group, political opinion, religion, or national origin*.
- ⇒ An **asylee** is an individual outside his or her country of origin seeking refugee status based on a *well-founded fear of persecution on account of race, religion, nationality, social group, or political opinion*, but whose claim has not been legally substantiated.
- ⇒ A **refugee-parolee** is a qualified applicant for conditional entry, between February 1970 and April 1980, whose application for admission to the United States could not be approved because of inadequate numbers of seventh preference visas. As a result, the applicant was paroled into the United States under the parole authority granted to the Secretary
- ⇒ **Verification of Release Form:** This is the official documentation of release of an unaccompanied child from federal custody to a sponsor. This sponsor may be a family member or sponsoring agency. The goal of release is for the unaccompanied child to be in the care of a responsible entity that will ensure the child appears in court at his/her scheduled time for immigration proceedings.



Texas Facts

Data from the Office of Refugee Resettlement (2011) indicates that, since the year 2000, more refugees have been settled in Texas than any other state. Some key reasons for this increase are:

- ⇒ Texas has a strong economy.
- ⇒ Texas has affordable housing.
- ⇒ Texas has a robust network of community service providers.
- ⇒ Texas has a strong network of cultural groups where many newcomer/refugee families are from.
- ⇒ Texas has well coordinated resettlement efforts.

North Texas Data

The Dallas-Fort-Worth metropolitan area is the ninth-largest metropolitan area in the U.S.

- ⇒ The Dallas-Fort Worth area encompasses 19 counties.
- ⇒ From the beginning of the fiscal year – October 1, 2015 to February 29, 2016, two thousand sixteen refugees arrived in Texas.
- ⇒ About 400 people move to the DFW area every day.
- ⇒ Seventy percent of these 400 people that move to the DFW area are foreign-born.
- ⇒ One in six people living in Texas is an immigrant.
- ⇒ In 2014, Texas had 16.8% of foreign-born immigrants compared to 9.0% in 1990.
- ⇒ DFW area has experienced 19% growth in foreign born population in the past decade, the second largest growth rate in the state.



Community Service Providers

Name	Contact Person	Title	Phone	E-Mail	Website
UT Dallas Asia Center	Monique Wedderburn	Director	972.883.2902	Mmw110030@utdallas.edu	www.utdallas.edu/asiacenter
Catholic Charities of Dallas	Avril Knox, MSW, ACSW	Director Refugee Services	972.246.6010	Aknox@ccdallas.org	www.ccdallas.org
United Nations Association USA-Dallas Chapter	David Reid	President	Email is preferred method for contact.	Unausa.Dallas@gmail.com	www.dallas-una.org
City of Dallas WIC Program	Mercy Kamau	Clinic Supervisor	214-670-7200	Mercy.Kamau@dallascityhall.com	www.dallascityhall.com
Human Rights Initiative of North Texas.	Elisabeth Hagberg	Volunteer Coordinator	214-855-0520	EHagberg@hrionline.org	www.HRIOOnline.org
Jewish Family Services of Greater Dallas	Tanya Morshed	Clinical Social Worker	972-437-9950	TMorshed@jfsdallas.org	www.JFSDallas.org
¡Profes! Grant	Gilbert Hernandez	Associate Director	903-468-8773	Gilbert.Hernandez@tamuc.edu	sites.tamuc.edu/profes/

Parent Involvement Greatly Declines as Children Complete Elementary School

Author: Rose Davidson, Community Liaison, Marsh Preparatory Academy

Organization: Dallas Independent School District

Parent involvement greatly declines as children complete elementary school (Zill & Nord, 1994; Epstein, 1990). Many parents feel because they have spent a great deal of time with their children in elementary years, they can step away as they enter secondary schools. This belief is furthest from the truth. Parents remaining involved in the life of their child once they begin middle school is more crucial than ever. Students begin to seek out their identities and are struggling with all the changes they are experiencing. They begin to set a course of action pertaining to their goals and dreams in life. The presence of a guardian is fundamental to this development. The challenge is how we help parents understand the importance of their presence at the secondary level.

Research shows that we lose many of our parents when students enter the sixth grade. By eighth grade, unless a child is involved in sports, parents have become nonexistent. So, how do we prevent this from happening?

New Parent Welcome – We know that most parents are wary of their child leaving the safe haven of an elementary campus and moving to a middle school one. A high level of anxiety in many cases is higher in a parent than in the student. Several schools offer a sixth grade orientation. Consider offering a parent orientation when students are dropped off to attend. In the same manner that students are given the opportunity to know a little bit more about their schools and teachers, parents are given that same opportunity to know about the staff and opportunities available to remain involved. Use this orientation to emphasize to parents the need to remain active in the life of their child.

Parent Surveys - Many times as educators we feel we know what's best for both parent and child. We choose the workshops believing that parents will benefit most when taught how to support their child. Although this can definitely be true in some cases, consider asking the parent what they would like to learn more about. Which topics would pique their interest? Include possible hobbies that parents will consider doing with one another. For example, a group of moms decided to start walking together to start a healthy habit. Soon after, a community partner approached the school to bring nutritional classes to help our families. Since the interest in health had a natural overlap with the interest in nutrition, it wasn't long before the moms' walking group was collaborating with the nutrition partner. This can be the beginning of a strong community of friends that will support the school in upcoming events.

Advocacy – We assume that only the student is entering a confusing time when attending secondary schools. Consider that the parent is also learning to adjust to the new independence and personality of their child. Sometimes parents become frustrated with the lack of

FAMILY ENGAGEMENT SPOTLIGHT

communication. Students no longer have those nice little Thursday folders to share what is going on at school. Create a line of communication that parents will feel comfortable using. When the school assigns a staff member to advocate for the parents, a foundation of trust is formed.

Parents will look to this person for advice on issues pertaining to the school. A situation that can be misunderstood can be turned around to a win-win situation.

Lack of parent involvement in the secondary schools does not have to be the norm. Most parents want to be there for children, every step of the way. We just need to figure out what motivates our parents. We especially need to help them understand that this is really when their child needs them the most.

References: Epstein, J. L. (1990). School and family connections: Theory, research, and implications for integrating sociologies of education and family. *Marriage and Family Review*, 15(1-2), 99-126. Zill, N., & Nord, C. W. (1994). *Running in place: How American families are faring in a changing economy and an individualistic society*. Washington, DC: Child Trends Inc

Rose Davidson serves as the Community Liaison at [Thomas C. Marsh Preparatory Academy](#) in the Dallas Independent School District under the leadership of Principal Martha Bujanda.

Parent Involvement Greatly Declines as Children Complete Elementary School

Author: Lorraine Mantei, Superintendent

Organization: La Academia de Estrellas Charter School

La Academia de Estrellas Charter School hosts monthly gatherings called "Fruit with Families (FWF)" at both campuses. Coffee, along with fruit and muffins, are served in an informal gathering at the start of the school day. Hosting this event at 8:00 a.m. allows many parents to attend prior to heading off to work. School administrators join the superintendent and provide information about campus activities and how they can best support their children at home. Oftentimes outside speakers are invited to inform parents about community resources and upcoming events. At the end of each session, parents are invited to celebrate their children's school successes and to bring any concerns they may have to the school administrators. Fruit with Families is a hugely successful program which gives parents access to school administrators in a low risk environment.



Fruit With Families, September 13, 2016

General Frequently Asked Questions

What is the Texas Virtual School Network?

The Texas Virtual School Network (TxVSN) was established by Texas Legislature in 2007 to provide Texas students with equitable access to quality, online courses. Since its inception in January 2009, the TxVSN has provided Texas students and schools with a valuable avenue for interactive, collaborative, instructor-led online courses taught by state certified and appropriately credentialed teachers.

The Texas Education Agency (TEA) offers state-supported online learning opportunities to students across the state through the Texas Virtual School Network (TxVSN) using a network approach that works in partnerships with districts. TEA, under the leadership of the commissioner of education, administers the TxVSN, sets standards for and approves TxVSN courses and professional development for online teachers, and has fiscal responsibility for the network. Education Service Center (ESC) Region 10 serves as central operations for the TxVSN, oversees the day-to-day operations of the network, and conducts the review of courses submitted for inclusion in the TxVSN.

The TxVSN is made up of two components - the TxVSN statewide course catalog and the TxVSN online schools program.

What is TRxVSN Online Schools?

The TxVSN Online Schools Program (OLS) offers full-time virtual instruction through eligible public schools to Texas public school students in grades 3 - 12. Instruction provided through the TxVSN OLS is 100 percent virtual and students participating in the program are not required to be physically present on campus during instruction.

Which Students Are Eligible?

A student is eligible to enroll in a course provided through the state virtual school network only if on September 1 of the school year, the student: is younger than 21 years of age; or is younger than 26 years of age and entitled to the benefits of the Foundation School Program under Section 42.003; had not graduated from high school; and is otherwise eligible to enroll in a public school in this state.

Contact: Phone: 1-866-93-TXVSN

Website: www.TxVSN.org



THE TEXAS TUITION PROMISE FUND



Today it's back to school.
Tomorrow it's off to college.

The Texas Tuition Promise Fund®, the state's prepaid college tuition plan, allows families to lock in today's prices for tomorrow's tuition and school-wide required fees at Texas public colleges and universities. Tuition units purchased in the plan may be used for all or a portion of these costs, and our flexible payment options fit almost any budget.

You may enroll in the plan at any time between **Sept. 1 and Feb. 28 (Feb. 29 in leap years)**. Enrollment for newborns or children less than one year old extends through July 31.

The easiest way to open an account is to enroll online at **TuitionPromise.org** or visit the website to download or order an enrollment kit. You can also call **1-800-445-GRAD (4723)**, option #5, for more information.

Matching Scholarships Available to Plan Enrollees

The Texas Match the Promise Foundation™ awards scholarships to fifth-through ninth-graders who are enrolled in the Texas Tuition Promise Fund. The foundation encourages families to save for college by supplementing

their contributions to the plan. Eligible students can apply between Sept. 1 and the end of December. More details can be found at **MatchThePromise.org**.

Purchasers should carefully consider the risks, administrative fees, service and other charges and expenses associated with the contracts, including Plan termination and decreased transfer or refund value. The Plan Description and Master Agreement contains this and other information about the Plan and may be obtained by visiting the website or calling the 1-800 number above. Purchasers should read these documents carefully before purchasing a contract. Only the Purchaser may direct or receive withdrawals, or may direct rollovers, contract changes and changes in the Designated Beneficiary. Participation in the Texas Tuition Promise Fund does not guarantee admission to any college or university. Comments or Complaints may be forwarded to the Prepaid Higher Education Tuition Program, Office of the Comptroller of Public Accounts, P.O. Box 13407, Austin, Texas 78711-3407, or by calling: 1-512-936-2064.



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Tips For Increasing Physical Activity

Make Physical Activity A Regular Part Of The Day

Choose activities that you enjoy and can do regularly. Fitting activity into a daily routine can be easy — such as taking a brisk 10 minute walk to and from the parking lot, bus stop, or subway station. Or, join an exercise class. Keep it interesting by trying something different on alternate days. Every little bit adds up and doing something is better than doing nothing.

Make sure to do at least 10 minutes of activity at a time, shorter bursts of activity will not have the same health benefits. For example, walking the dog for 10 minutes before and after work or adding a 10 minute walk at lunchtime can add to your weekly goal. Mix it up. Swim, take a yoga class, garden or lift weights. To be ready anytime, keep some comfortable clothes and a pair of walking or running shoes in the car and at the office.

More Ways To Increase Physical Activity

At Home:

- Join a walking group in the neighborhood or at the local shopping mall. Recruit a partner for support and encouragement.
- Push the baby in a stroller.
- Get the whole family involved — enjoy an afternoon bike ride with your kids.
- Walk up and down the soccer or softball field sidelines while watching the kids play.
- Walk the dog — don't just watch the dog walk.
- Clean the house or wash the car.
- Walk, skate, or cycle more, and drive less.
- Do stretches, exercises, or pedal a stationary bike while watching television.
- Mow the lawn with a push mower.
- Plant and care for a vegetable or flower garden.
- Play with the kids — tumble in the leaves, build a snowman, splash in a puddle, or dance to favorite music.
- Exercise to a workout video.

At Work:

- Get off the bus or subway one stop early and walk or skate the rest of the way.
- Replace a coffee break with a brisk 10-minute walk. Ask a friend to go with you.
- Take part in an exercise program at work or a nearby gym.
- Join the office softball team or walking group.

At Play:

- Walk, jog, skate, or cycle.
- Swim or do water aerobics.
- Take a class in martial arts, dance, or yoga.
- Golf (pull cart or carry clubs).
- Canoe, row, or kayak.



Making Family Mealtimes Fun

Sitting down together for a meal whenever you can is a great way to connect with your family. Keeping it relaxed is key to making sure you are getting the most out of this time together, including talking, laughing and choosing healthy foods. Here are some tips from families for making meals more relaxed in your home:

- **Remove distractions.** Turn off the television and put away phones and tablets, so that your attention is on each other.
- **Talk to each other.** Focus conversation on what family members did during the day, for example, what made you laugh or what you did for fun. Other conversation starters include:
 - Give each family member the spotlight to share their highlight, lowlight, and “funnylight” from the day or week.
 - If our family lived in a zoo, what animals would we be and why?
 - If you could have one super power, what would it be and why?
 - If you were stranded on a desert island and could only have one food to eat, what would it be and why?
- **Pass on traditions.** Tell children about the “good old days” such as foods grand-ma made that you loved to eat.
- **Let kids make choices.** Set a healthy table and let everyone, including the kids, make choices about what they want and how much to eat.
- **Let everyone help.** Kids learn by doing. The little one might get the napkins and older kids help with fixing foods and clean up.
- **Make-your-own dishes** like tacos, mini pizzas, and yogurt parfaits get everyone involved in meal time.
- **On nice days, opt for a change of scenery.** For example, go to a nearby park for a dinner picnic.
- **Reserve a special plate** to rotate between family members, for example on birthdays, when someone gets a good grade, or any other occasion you’d like to recognize.

Your Table, Your Tips:

“With children you have to keep offering them a variety. You can’t just offer them something once & because they didn’t like it the first time give up...You’ll be surprised that after a few tries often children will change their minds. Mine did.”

– Lisa, mom of 4 boys from Virginia



The Flu: A Guide for Parents

FLU INFORMATION

What is the flu?

Influenza (the flu) is an infection of the nose, throat, and lungs caused by influenza viruses. There are many different influenza viruses that are constantly changing. Flu viruses cause illness, hospital stays and deaths in the United States each year.

The flu can be very dangerous for children. Each year about 20,000 children younger than 5 years old are hospitalized from flu complications, like pneumonia.

How serious is the flu?

Flu illness can vary from mild to severe. While the flu can be serious even in people who are otherwise healthy, it can be especially dangerous for young children and children of any age who have certain long-term health conditions, including asthma (even mild or controlled), neurological and neurodevelopmental conditions, chronic lung disease, heart disease, blood disorders, endocrine

disorders (such as diabetes), kidney, liver, and metabolic disorders, and weakened immune systems due to disease or medication. Children with these conditions and children who are receiving long-term aspirin therapy can have severe illness from the flu.

How does the flu spread?

Most experts believe that flu viruses spread mainly by droplets made when people with the flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby. Less often, a person might get the flu by touching something that has flu virus on it and then touching their own mouth, eyes or nose.

What are the symptoms of the flu?

Symptoms of the flu can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, fatigue and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.

How long can a sick person spread the flu to others?

People with the flu may be able to infect others from 1 day before getting sick to 5 to 7 days after. However, children and people with weakened immune systems can infect others for longer periods of time, especially if they still have symptoms.

PROTECT YOUR CHILD

How can I protect my child against the flu?

To protect against the flu, the first and most important thing you can do is to get a flu vaccine for yourself and your child.

- ▶ Vaccination is recommended for everyone 6 months and older.
- ▶ It's especially important that young children and children with long-term health conditions get vaccinated. (See list of conditions in "How serious is the flu?")
- ▶ Caregivers of children with health conditions or of children younger than 6 months old should get vaccinated. (Babies younger than 6 months are too young to be vaccinated themselves.)
- ▶ Another way to protect babies is to vaccinate pregnant women. Research shows that flu vaccination gives some protection to the baby both while the woman is pregnant and for several months after the baby is born.

Flu vaccine is updated annually to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season. Flu vaccines are made using strict safety and production measures. Over the years, millions of flu vaccines have been given in the United States with a very good safety record.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

Is there a medicine to treat the flu?

Antiviral drugs are prescription medicines that can be used to treat influenza illness. They can make people feel better and get better sooner. Antivirals can mean the difference between having milder illness instead of very serious illness that could result in a hospital stay. Antiviral drugs are different from antibiotics, which fight against bacterial infections. They work best when started during the first 2 days of illness. It's very important that antiviral drugs are used early to treat the flu in people who are very sick (for example, people who are in the hospital) or who are at high risk of serious flu complications. Other people with flu illness may also benefit from taking antiviral drugs. These drugs can be given to children and pregnant women.

What are some of the other ways I can protect my child against the flu?

In addition to getting vaccinated, you and your children can take everyday steps to help prevent the spread of germs:

These include the following:

- ▶ Stay away from people who are sick.
- ▶ If your child is sick with flu illness, try to keep him or her in a separate room from others in the household, if possible.
- ▶ CDC recommends that your sick child stay home for at least 24 hours after his or her fever is gone, except to get medical care or for other necessities. The fever should be gone without the use of a fever-reducing medicine.
- ▶ Cover your mouth and nose with a tissue when you cough or sneeze. Throw the tissue in the trash after it has been used.
- ▶ Wash hands often with soap and water. If soap and water are not available, use an alcohol-based hand rub.
- ▶ Avoid touching your eyes, nose and mouth. Germs spread this way.
- ▶ Clean and disinfect hard surfaces and objects that may be contaminated with germs, including bathroom surfaces, kitchen counters and toys for children. Clean by wiping them down with a household disinfectant according to directions on the product label.



These everyday steps are a good way to reduce your chances of getting sick. However, a yearly flu vaccine is the best protection against flu illness.

These everyday steps are a good way to reduce your chances of getting sick. However, a yearly flu vaccine is the best protection against flu illness.

IF YOUR CHILD IS SICK

What can I do if my child gets sick?

Talk to your doctor early if you are worried about your child's illness.

Make sure your child gets plenty of rest and drinks enough fluids. If your child is 5 years and older and does not have other health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed.

Children younger than 5 years of age – especially those younger than 2 years old – and children with certain chronic conditions, including asthma, diabetes and disorders of the brain or nervous system, are at high risk of serious flu-related complications. If your child is at high risk for flu complications, call your doctor or take them to the doctor right away if they develop flu symptoms.

What if my child seems very sick?

Even previously healthy children can get very sick from the flu.

Make sure your child gets plenty of rest and drinks enough fluids. If your child is 5 years or older and does not have other health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed:

- ▶ Fast breathing or trouble breathing
- ▶ Bluish or gray skin color
- ▶ Not drinking enough fluids (not going to the bathroom or not making as much urine as they normally do)
- ▶ Severe or persistent vomiting
- ▶ Not waking up or not interacting
- ▶ Being so irritable that the child does not want to be held
- ▶ Flu symptoms improve, but then return with fever and worse cough
- ▶ Has other conditions (like heart or lung disease, diabetes, or asthma) and develops flu symptoms, including a fever and/or cough.

Can my child go to school, day care or camp if he or she is sick?

No. Your child should stay home to rest and to avoid giving the flu to other children or caregivers.

When can my child go back to school after having the flu?

Keep your child home from school, day care or camp for at least 24 hours after their fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C) or higher.

For more information, visit www.cdc.gov/flu or call 800-CDC-INFO

OPPORTUNITIES FOR ENGAGEMENT



In Honor of DEA Agent Enrique "Kiki" Camarero 1947-1985

Learn from the experts how to minimize gang and drug activity on your campus!

Get the 411 on Drugs & Gangs!

Curtis Clay
Keynote Speaker
Associate Director
Texas School Safety Center

When: Friday / Sept. 23
9:00 AM - 4:00 PM

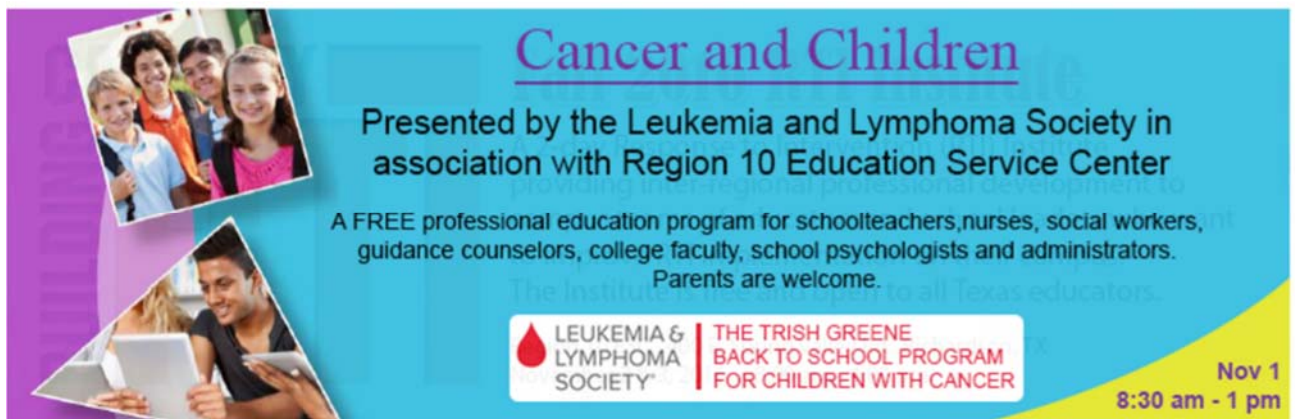
Where: Dallas Co. Schools Training Center
5151 Samuell Blvd.
Dallas, TX 75228

2016 Red Ribbon Conference: The 411 on Drugs & Gangs

Contact: Victor Cheatham

E-Mail: Victor.Cheatham@Region10.org

Website: [Information](#)



Cancer and Children

Presented by the Leukemia and Lymphoma Society in association with Region 10 Education Service Center

A FREE professional education program for schoolteachers, nurses, social workers, guidance counselors, college faculty, school psychologists and administrators. Parents are welcome.

LEUKEMIA & LYMPHOMA SOCIETY | THE TRISH GREENE BACK TO SCHOOL PROGRAM FOR CHILDREN WITH CANCER

Nov 1
8:30 am - 1 pm

Contact: Mary Jo Drake

E-Mail: MaryJo.Drake@Region10.org

Website: [Information](#)



Healthy Bodies, *Healthy Minds*:

A Day of Solutions – Wellness Summit

Top presenters will discuss child and adolescent eating disorders, mental health issues, body image concerns and difficult family situations.

Register Here

the elisaPROJECT EDEC

December 8, 2016
8:00 am – 4:00 pm

Region 10 ESC
Spring Valley Bldg.

Contact: Victor Cheatham

E-Mail: Victor.Cheatham@Region10.org

Website: [Information](#)



FINDING THE RIGHT INFORMATION, resource or person, to meet your specific needs or those of someone in your family, can be both challenging and frustrating. We want to help!

Please join us and spend the day connecting the dots with us. You can connect with our experts by attending our breakout sessions, where you will learn about valuable resources and ask any questions you may have. You can also connect with any of the exhibitors we will have on hand that day. To really connect the dots, you have to have a little fun, so we have arranged for some cool activities for the kids!

2016 - 2017 Expo Dates and Locations

All events will be held 10:00 AM to 2:00 PM

West		East	
Oct. 22 2016	Ranchview High School 8401 Valley Ranch Pkwy E Irving, TX 75063 Sponsoring LEAs: Carrollton-Farmers Branch ISD, Irving ISD, Grand Prairie ISD, Dallas ISD	Feb. 4 2017	Utley Middle School 1201 T L Townsend Dr Rockwall, TX 75087 Sponsoring LEAs: Forney ISD, Rockwall ISD, Royse City ISD, Sunnyvale ISD
South		Texoma	
Nov. 12 2016	Bessie Coleman Middle School 1208 E Pleasant Run Rd Cedar Hill, TX 75104 Sponsoring LEAs: Cedar Hill ISD, Dallas ISD, Duncarville ISD, Lancaster ISD, Life School Charter, Midlothian ISD, Red Oak ISD	Feb. 25 2017	Hilton Garden Inn 5015 US-75 Denison, TX 75020 Sponsors: Bonham ISD, Denison ISD, Grayson Co. SSA, Sherman ISD, TCOG (Texoma Council of Government), Texoma Community Center, United Healthcare, Cigna HealthSpring
North			
Jan. 21 2017	Region 10 ESC-Abrams Building 904 Abrams Rd Richardson, TX 75081 Sponsoring LEAs: Allen ISD, Dallas ISD, Garland ISD, Mesquite ISD, Plano ISD, Richardson ISD, Wylie ISD		

••● **Families** ●••
*Attend as many events
as you want!*



Community and Family Engagement Professional Development Offerings: Fall 2016

DATE	TITLE	TIME	LOCATION
September 1, 2016	Title 1 Parent Involvement Planning, Policies, and Compacts	9:00 am - 4:00 pm	Region 10 ESC/Spring Valley Site Dallas Room
September 12, 2016	Cultivating Campus Family Engagement T.O.T. (Trainer of Trainers) (Bring Your Own Device)	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Hunt Room
September 27, 2016	Creating a Cultural Bridge that Empowers All Families	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Hunt Room
September 27, 2016	The Trust Factor: Building Relationships, Communicating Effectively, and Empowering Families	1:00 pm - 4:00 pm	Region 10 ESC/Spring Valley Site Hunt Room
October 10, 2016	Parent Involvement –vs– Parent Engagement: Why They Are Both Beneficial	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Hunt Room
October 11, 2016	Data Decisions and Dialogues with Families	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Dallas Room
October 25, 2016	Community Collaborations: The Who's, The What's, and The How's	9:00 am - 3:00 pm	Region 10 ESC/Spring Valley Site Hunt Room
November 15, 2016	Communicating with Disengaged Families	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Dallas Room
November 15, 2016	Creating a Cultural Bridge that Empowers All Families	1:00 pm - 4:00 pm	Region 10 ESC/Spring Valley Site Dallas Room
November 29, 2016	The Trust Factor: Building Relationships, Communicating Effectively, and Empowering Families	9:00 am - 12:00 pm	Region 10 ESC/Spring Valley Site Grayson Room
November 29, 2016	Data Decisions and Dialogues with Families	1:00 pm - 4:00 pm	Region 10 ESC/Spring Valley Site Grayson Room

Follow Community and Parent Involvement on Twitter @R10_Comm_Parent and sign up for our Listserv!

<http://www.region10.org/parentinvolvement>



Children don't come with a user manual. Despite parent/guardian best intentions, sometimes they need a little help.

"Instructions Not Included" is a series that offers free information geared towards parent(s)/guardian(s) who would like to learn new strategies to better understand and help their child(ren).

TITLE	DATE	TIME	DISTRICT	LOCATION
Parent Involvement: Taking An Active Role	September 6, 2016	6:00 pm - 7:30 pm	Region 10 Education Service Center	Spring Valley Building 400 E. Spring Valley Road, Richardson, TX 75081
Bullying Behaviors: Prevention and Intervention	October 4, 2016	6:00 pm - 7:30 pm	Region 10 Education Service Center	Spring Valley Building 400 E. Spring Valley Road, Richardson, TX 75081
Understanding and Supporting the Teenage Brain	November 1, 2016	6:00 pm - 7:30 pm	Grand Prairie Independent School District	LB Johnson DAEP 650 Stonewall Dr., Grand Prairie TX 75052
FAFSA & Scholarships: What Parents Should Know	January 10, 2017	6:00 pm - 7:30 pm	Desoto Independent School District	Belt Line Conference Cntr 200 E. Belt Line Road, DeSoto, TX 75115
Parents Guide to STAAR	February 7, 2017	6:00 pm - 7:30 pm	Region 10 Education Service Center	Spring Valley Building 400 E. Spring Valley Road, Richardson, TX 75081
Anger Management and Violence Prevention	March 7, 2017	6:00 pm - 7:30 pm	Grand Prairie Independent School District	LB Johnson DAEP 650 Stonewall Dr., Grand Prairie TX 75052
What Parents Need to Know About Substance Abuse Trends in Adolescents	April 4, 2017	6:00 pm - 7:30 pm	Desoto Independent School District	Belt Line Conference Cntr 200 E. Belt Line Road, DeSoto, TX 75115
Combating Summer "Brain Drain"	May 16, 2017	6:00 pm - 7:30 pm	McKinney Independent School District	Faubion Middle School 2000 Doe Rollins, McKinney, TX 75069

These **complimentary offerings** will be hosted by our partner districts listed above. Space is limited! To register for any of these events, complete the registration form and fax it to (972) 348-1749 today. For more information, contact Elaine Fackler at (972) 348-1486 or Elanie.Fackler@region10.org.

Want to receive more information about Parent and Community Involvement events? **Join our Listserv and follow us on Twitter @R10_Comm_Parent!**



Sponsored by the Family and Community Engagement Department.



Parent Power Hour



WHAT IS IT?

Parent Power Hour (PPH) is held once a month from 10:00 am to 11:00 am and provides tips, tools, and strategies for parents to use to help their child(ren) succeed in school and life. PPH is free for all participants and we encourage you to invite your friends and colleagues to join the discussion. Need Continuing Professional Education (CPE) hours? All webinars can be found on the webpage and in the Online Learning Center. Parent Power Hour gives you the opportunity to participate from the comfort of your school or home. Register today!

WEBINAR DATES & TOPICS

<p><i>Topic:</i> Understanding the Graduation Plan</p> <p><i>Date:</i> September 6, 2016</p> <p><i>Guest Speaker:</i> DeShandra O'Neal</p> <p>Registration Link</p>	<p><i>Topic:</i> Cyber Bullying & Other Risky Behaviors</p> <p><i>Date:</i> October 3, 2016</p> <p><i>Guest Speaker:</i> Victor Cheatham</p> <p>Registration Link</p>	<p><i>Topic:</i> Encouraging Literacy at Home: Everyday Practices</p> <p><i>Date:</i> November 7, 2016</p> <p><i>Guest Speaker:</i> Robyn Hartzell</p> <p>Registration Link</p>
<p><i>Topic:</i> The Trigger Law: Know Your Rights</p> <p><i>Date:</i> December 5, 2016</p> <p><i>Speaker:</i> Lauren A. McKinney</p> <p>Registration Link</p>	<p><i>Topic:</i> Math Tips for Parents</p> <p><i>Date:</i> January 9, 2017</p> <p><i>Guest Speaker:</i> Brittany Goerig</p> <p>Registration Link</p>	<p><i>Topic:</i> Career Exploration for Your Child</p> <p><i>Date:</i> February 6, 2017</p> <p><i>Guest Speaker:</i> Travis Waddell</p> <p>Registration Link</p>
<p><i>Topic:</i> Tips for Parents of English Language Learners</p> <p><i>Date:</i> March 6, 2017</p> <p><i>Guest Speaker:</i> Myrna Reyna</p> <p>Registration Link</p>	<p><i>Topic:</i> Homeless and Foster Care: Parental Rights and Resources</p> <p><i>Date:</i> April 3, 2017</p> <p><i>Guest Speaker:</i> David Ray</p> <p>Registration Link</p>	<p><i>Topic:</i> CTE Summer Internships: The Importance of Engaging in Them</p> <p><i>Date:</i> May 1, 2017</p> <p><i>Guest Speaker:</i> Eon Meusa</p> <p>Registration Link</p>

Registration links can be found on the Family and Community Engagement webpage.

For more information, contact Elaine Fackler at (972) 348-1486 or Elanie.Fackler@region10.org.



2016 Conferencia estatal de participación de los padres

¡Marque su calendario!

8-10 de diciembre del 2016
Corpus Christi, TX

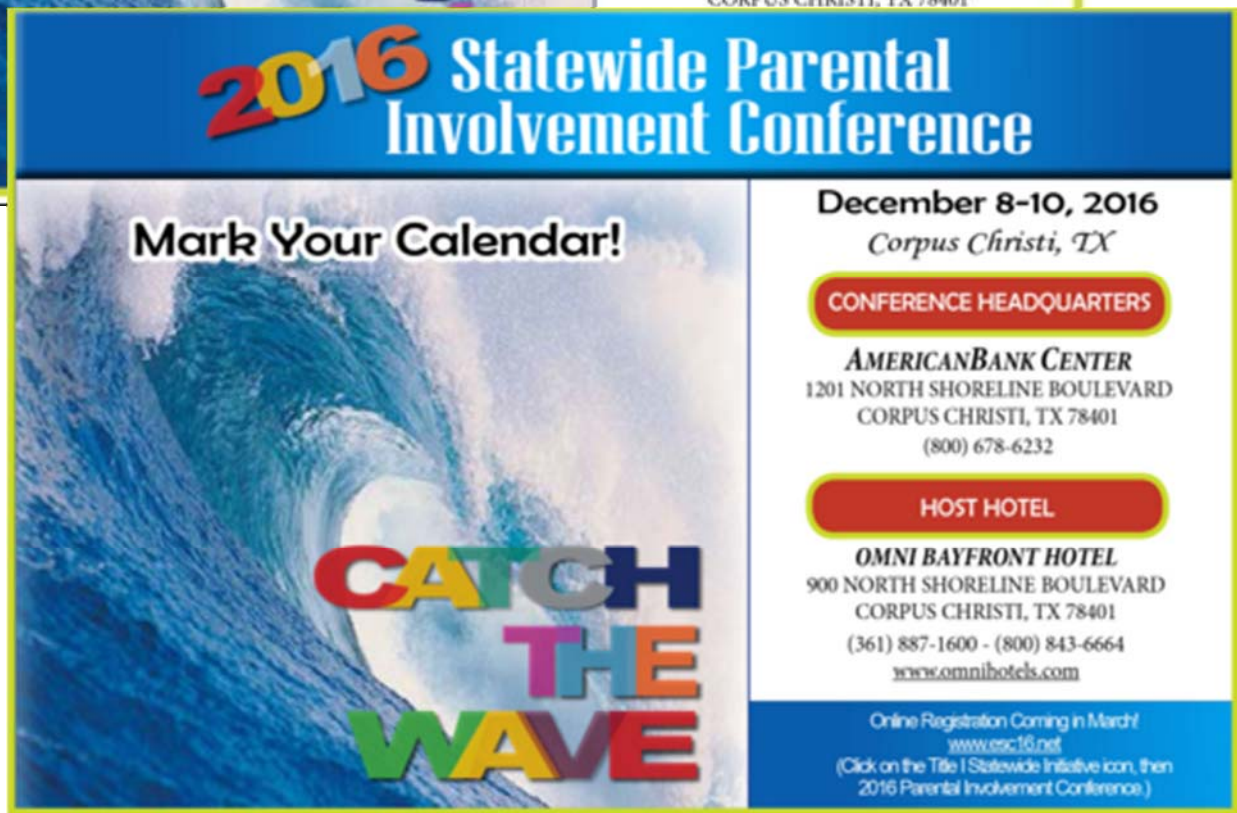
Sede de la conferencia

AMERICANBANK CENTER
1201 NORTH SHORELINE BOULEVARD
CORPUS CHRISTI, TX 78401
(800) 678-6232

Anfitrión del hotel

OMNI BAYFRONT HOTEL
900 NORTH SHORELINE BOULEVARD
CORPUS CHRISTI, TX 78401

Coja



2016 Statewide Parental Involvement Conference

Mark Your Calendar!

December 8-10, 2016
Corpus Christi, TX

CONFERENCE HEADQUARTERS

AMERICANBANK CENTER
1201 NORTH SHORELINE BOULEVARD
CORPUS CHRISTI, TX 78401
(800) 678-6232

HOST HOTEL

OMNI BAYFRONT HOTEL
900 NORTH SHORELINE BOULEVARD
CORPUS CHRISTI, TX 78401
(361) 887-1600 - (800) 843-6664
www.omnihotels.com

Online Registration Coming in March
www.esc16.net
(Click on the Title I Statewide Initiative icon, then 2016 Parental Involvement Conference.)

CATCH THE WAVE

[CONFERENCE WEBSITE](#)

[HOTEL](#)



Terri Stafford
Coordinator, Title 1 Statewide School Support/
Family and Community Engagement Initiative
2016 Conference Chair
[Region 16 Education Service Center](#)



Identification. Prevention. Recovery.

WHAT IS IT?

Identification. Prevention. Recovery. is a monthly webinar held from 8:00 am to 9:30 am. It provides tips, tools, and strategies to help students succeed in school and life. I.P.R. is free for all participants and we encourage you to invite your friends and colleagues to join the discussion. Continuing Professional Education (CPE) hours are available and can be obtained by enrolling in the topics accompanying courses in the Online Learning Center. Register today!

Webinar Dates & Topics

<p><i>Topic:</i> Who, What, & Why</p> <p><i>Date:</i> September 19, 2016</p> <p><i>Speaker:</i> Lauren A. McKinney</p> <p>Registration Link</p>	<p><i>Topic:</i> Danger, Will Robinson! (Early Warning Signs)</p> <p><i>Date:</i> October 3, 2016</p> <p><i>Speaker:</i> Lauren A. McKinney</p> <p>Registration Link</p>	<p><i>Topic:</i> Integrated Student Supports for At Risk Students</p> <p><i>Date:</i> November 7, 2016</p> <p><i>Guest Speaker:</i> Dr. Judith Allen-Bazemore, Communities in Schools</p> <p>Registration Link</p>
<p><i>Topic:</i> A Family Affair: The Role that the Household Plays</p> <p><i>Date:</i> December 5, 2016</p> <p><i>Speaker:</i> Lauren A. McKinney</p> <p>Registration Link</p>	<p><i>Topic:</i> Academic Consequences of Substance Abuse Trends</p> <p><i>Date:</i> January 9, 2017</p> <p><i>Speaker:</i> Lauren Roth, The Council on Alcohol and Drug Abuse</p> <p>Registration Link</p>	<p><i>Topic:</i> Preventing the Crisis</p> <p><i>Date:</i> February 6, 2017</p> <p><i>Speaker:</i> Lauren A. McKinney</p> <p>Registration Link</p>
<p><i>Topic:</i> Recovering Those Who Left</p> <p><i>Date:</i> March 6, 2017</p> <p><i>Speaker:</i> Lauren A. McKinney</p> <p>Registration Link</p>	<p><i>Topic:</i> Alternative Options for Schooling</p> <p><i>Date:</i> April 3, 2017</p> <p><i>Guest Speaker:</i> Dr. Laura Hodges, Texas Virtual School Network</p> <p>Registration Link</p>	<p><i>Topic:</i> Career Education & Workforce Options</p> <p><i>Date:</i> May 1, 2017</p> <p><i>Speaker:</i> Lauren A. McKinney</p> <p>Registration Link</p>

For more information, contact Elaine Fackler at (972) 348-1486 or Elaine.Fackler@Region10.org.

www.Region10.org/Dropout

SPONSORED BY: The Dropout Team in the Department of Teaching and Learning.

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FUTURE PUBLICATIONS

Future publications will be released quarterly and occur on the following dates for the 2016-2017 school year:

* November 15, 2016 * February 15, 2017 * May 15, 2017

For current information, please join our listserv, visit our website, and follow us on Twitter!

Listserv: [Family and Community Involvement Listserv](#)

Website: [Family and Community Involvement](#)

Twitter: [@R10_Comm_Parent](#)

Website: [Region 10 Education Service Center](#)