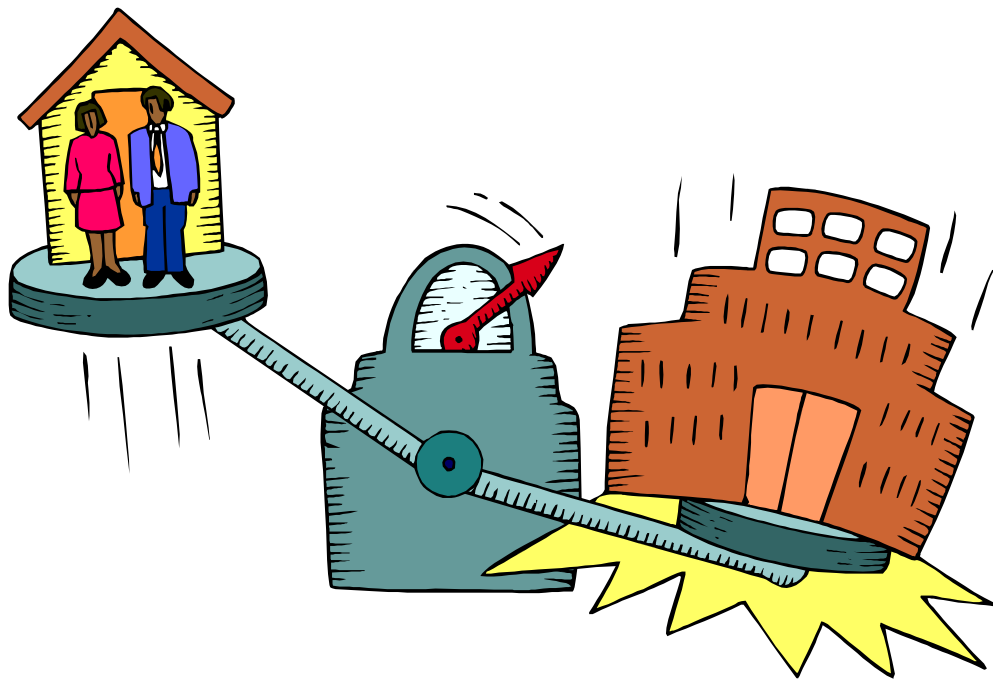


Developing a Community Outreach Plan



Ohio Education Association

Great Public Schools For Every Child

Why Participate in a Community Outreach Program?



Your local association is a vital part of any community. Whether you live in a rural area, a small community or a large city, people are interested in the activities of people who have an impact on their lives and on the lives of their family or friends. As members of the United Education Profession, you and your local association play a vital role in shaping the lives of your area's children and young adults. Study the flyer titled "Messages on Community Involvement" for additional rationale on why your local association should be involved in a community outreach program.

Many local associations have a communications program in place. Along with the internal communications that should be a part of every local association's activities, you should also include a public relations (PR) program aimed at the community. If you do not have a PR program currently in place in your local association, this may be an excellent time to start one! All it takes is a little time, effort and money.

There are a number of ways your local association can reach out to the community:

- ★ Community Newsletter
- ★ Brochures on Education Topics for parents and/or community members
- ★ Participation in Community Events, Service Groups, Economic Development Groups or other local groups

Samples of these are included in this packet. In addition, there is a start-up manual titled, "Developing a Community Outreach Program".

If you would like more help in putting together a Community Outreach Program, contact your OEA Labor Relations Consultant or Communications/Political Action Consultant.



Whatever method you use, your goal is to reach parent, community leaders, and other who are viewed as the "movers and shakers" in your area so as to promote "**Great Public Schools for Every Child.**"

Getting Started



Appoint a **COMMUNITY RELATIONS Committee**



Ideally, the local president should appoint someone with authority to chair the **COMMUNITY RELATIONS Committee**. This chair should be able to recruit volunteers and work effectively with others. Membership on the committee should be as broad as possible to gain the perspectives of as many different schools, jobs, age groups, etc.



Set Goals

To do this you'll need to take a realistic look at your local's ability to reach these goals. What resources are available in terms of:

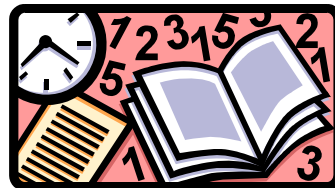
- ❑ Number of members who can help with the communications program;
- ❑ Time and \$\$\$\$;
- ❑ The association's level of commitment to making the program work;
- ❑ Who else might be available to help (PTA, PTO, school district, parents, etc.)

As for the goals themselves, these should be set by the elected leadership, along with the **COMMUNITY RELATIONS Committee** *and as many other members as you can find*. Remember, the more people you have involved in the goal-setting, the greater the support your program will have! Examples of possible goals include:

- ❑ To improve the image of school employees and public schools.
- ❑ To establish the local association as the voice for better teaching and learning in the community.
- ❑ To encourage members to take a more active role in their association.
- ❑ To increase association membership.

- ❑ To build stronger rapport between members and parents.
- ❑ To let the community know the association cares about improving education.
- ❑ To correct misunderstandings caused by misinformation or lack of information.

★ Develop Objectives, Activities



Once the goals are set, you can develop activities to reach out to the community to accomplish these goals. Objectives should be specific and measurable and structured so that the easiest to achieve are the first ones you attack. **Remember: Don't bite off more than you can chew! Better to do a few activities well than lots of activities not so well.**

★ Target Audiences

- Decide which audiences you need to reach your goals and objectives. Targeting audiences prevents wasting efforts on the "shotgun" approach (trying to reach every audience in hopes of hitting the right ones). Targeting audiences puts association resources where they'll do the most good.
- Your audiences will probably include parents, school administration, community leaders, business people, friends, and neighbors.
- Key external audiences can be ranked in the following order—based on their ability to help or hinder public schools:
 - Opinion-makers and power leaders (people to whom others look for opinions).
 - Leaders of senior citizens and "empty nester" groups—those with no school age kids. These taxpayers (often well over half the population) who don't have obvious reasons to support public schools.



- Teachers.
- School staff.
- Parents and families of current students.
- Elected and appointed officials.
- Current students.
- PTA/PTO advisory bodies, support groups, and other members of the school family. These are listed last because we often have them on the team already. But if that's not the case, you might focus particular attention on targeting your outreach to these crucial folks.

 **Remember...**

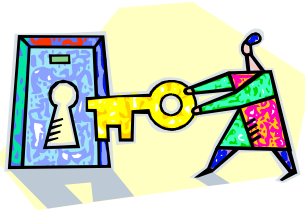
- ➔ An effective Community Relations program is *ongoing*.
- ➔ Many of your goals will remain constant, but objectives and activities will be continually updated.
- ➔ The more you involve members in planning and goal setting, the more they'll buy in and get involved.
- ➔ It takes lots of people to help your program fly!

➔ Collaborate: If you can involve your district, your local PTA/PTO or others in parts or your entire plan, you'll be way ahead of the game. Think unified message!

Evaluate Your Program as You Go Along




The evaluation process lets you know if you're staying on target in terms of meeting your goals and objectives, and whether your activities are an effective use of association resources. Ongoing evaluation will help you fine-tune the program as you go along.



Keys to Successful Plans

- Establish reasonable, realistic goals and activities.
- Have an association program reason for everything you do.
- Select members to carry out jobs based on their abilities and interests.
- Follow-up every activity in writing. Keep a folder or a notebook with pertinent documents, contact names and numbers, etc., so you or your successor won't have to "reinvent the wheel" next time around.
- Make sure the association is visible and gets credit for all activities.
- A program does not require tons of financial resources.
- Personalize all community contacts.

- Identify and remember your audience for each activity.
- Don't speak with more than one voice.
- Repeat the message.
- Repeat the message.



*Communications is a means to an end,
not an end in itself!*

Some Month-by-Month Ideas (both internal and external)



August

Update/compile your local news media contact list, including deadlines, names, fax/phone numbers. *Get to know the reporters.*

Prepare a back-to-school news release.

Talk with local broadcasters about producing back-to-school public service announcements.

Publish your first newsletter featuring back-to-school tips.

Get together with the membership committee. Sponsor a welcome activity for new employees with a "welcome back!" for returning members.

September

Begin developing plans for observing American Education Week (in November).

Create a speakers' bureau and showcase the expertise of your members. Contact local civic and service organizations and offer to have speakers available for meetings.

Set up a telephone tree for members.

Sponsor "breakfast with your bus driver"—host breakfast for a different group each week to allow children, parents, and the bus driver (or teacher or school secretary) to get to know each other as family.

On the 25th day of the school year, give silver-wrapped candy kisses and a Happy 25th card to school staff.

October

Sponsor an activity around Fire Community Protection Week.

Use reflective Halloween bags for students.

Sponsor an "I'm a Member" day to promote membership.

Finalize your American Education Week plans. Think about holding classes at a local mall or business, a "teacher for a day" program, an event to encourage community members to come into the classroom.

Publish a list of Halloween safety tips. Use them in PSAs, news releases, and memos to parents.

When are parent-teacher conferences? When do first report cards come out? Use these events as a reason for PSAs, news releases, and guest editorials.



November

Sponsor an activity around Child Safety and Protection Month, Hunger Awareness Month, National Diabetes Month, etc.

Observe American Education Week. Get news and the business community involved in your local activities.

Sponsor a night to honor support personnel.

Plan a potluck Thanksgiving lunch or dinner for members.

Invite legislators to visit school for a day (maybe "teacher for a day").

Organize/sponsor an "Eggs 'n' Issues" breakfast for legislative concerns.



December

Set up a holiday safety project.

Send holiday cards to media, legislators, school board members, administrators, and members.

Plan with other groups to provide toys, food for those in need.

Write a news release or PSA suggesting educational gifts for children.



January

January is Human Resources Month, March of Dimes Birth Defects Prevention Month, National Eye Health Care Month, National Volunteer Blood Donor Month. Plan an activity around any of these!

Plan a public library display around education in your community.

Plan a Teacher Fair at a local shopping center with displays from your schools.

Visit your local radio announcers/DJs—take them coffee and rolls when they go on the air early in the morning.

February

February is American Heart Month, American History Month, Black History Month, National Children's Health Month, and more. Plan an article or activity around any of these.

Send a valentine to local members.

Sponsor a student essay on the meaning of a free public education system.

Report on the positive economic impact of public schools in the community.

Begin planning a "Teacher for a Day" program for National Teacher Day in May.

March

Begin plans for end-of-the-year honor program for retiring teachers. Consider buying NEA-Ohio membership for retirees.

Finalize plans for National Teacher Day.

Begin a dial-a-teacher or homework hotline program for parents to check their children's homework assignments. This could be done with the help of the local library or telephone company.

Sponsor an activity to raise money for a student scholarship.

 **April**

Send out thank-you notes to local legislators for their support of education issues (if they did).

Provide tips on retiring for retiring members.

Sponsor a recognition day for those who have contributed to school improvements.

Sponsor parent-teacher workshops on college admissions, financial aid, career opportunities, etc.

Sponsor an evening of the arts—form an alliance with local arts groups and sponsor an annual arts gala where the works of students and community artists are showcased for the community.

April is Alcohol Awareness Month, Child Abuse Prevention Month, etc. Pick an issue and help make people aware.

 **May**

Publish a news release, guest editorial, or PSA telling parents how they can help their kids learn during the summer.

Hold a sidewalk art show demonstrating student work.

Place a quiz on the school district in the local newspaper.

Consider an end-of-the-year bash for members.

Ask local business people to give discounts for National Teacher Day.

Sponsor an entertainment night for community members, school board members, and administrators.

May is American Lung Association Clean Air Campaign Month, National Arthritis Month, Safe Babies Month, and more. Pick a topic and plan an event!

Evaluate your year. How can you improve your communications plan next year?

Make sure the association has said "thank you" to association volunteers, etc.



Have a picnic!

Create Your Own Yearly Plan!



August



September



October



November



December



January



February



March



April

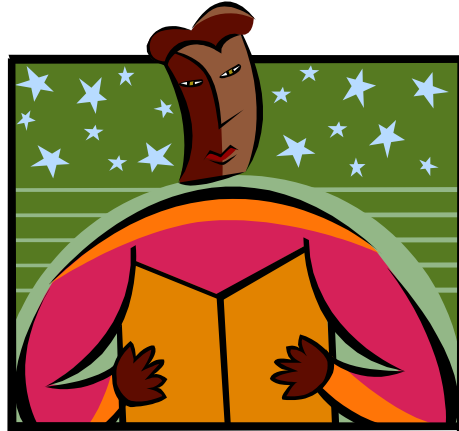


May



June

Why Publish A Community Newsletter?



Your local association is a vital part of any community. Whether you live in a rural area, a small community or a large city, people are interested in the activities of people who have an impact on their lives and on the lives of their family or friends. As members of the United Education Profession, you and your local association play a vital role in shaping the lives of your area's children and young adults.

Most local associations have a communications program in place. Along with the internal communications that should be a part of every local association's activities, you should also include a public relations (PR) program aimed at the community. If you do not have a PR program currently in place in your local association, this may be an excellent time to start one! All it takes is a little time, effort and money.

While the OEA has a variety of proven community PR programs, your local association may want to consider publishing a community newsletter. This publication is one of the best ways to reach community leaders, the "movers and shakers" in your area. It can reach those who have an impact on your job, such as elected officials or civic groups that support schools and the programs in them.

What Does the Local Association Want to Accomplish by Publishing a Community Newsletter?

Before you begin working on your community newsletter, first consider what it is you are trying to accomplish. If you feel the relationship your local association has with other community leaders or groups is nonexistent, weak or even strained, then one of the goals of producing a local association community newsletter will be

to foster ties and project your local in a positive light. If your local association has a good relationship with community leaders and groups, you may want to consider publishing a community newsletter to strengthen those ties and facilitate better communications.

One good way to assess your relationship with these groups is to look at the communications you receive from them. If you have frequent contact with the movers and shakers of your community, if they send you information about their programs, and if they cultivate a relationship with your local association, then you can be assured the relationship is very good. On the other hand, if you never receive information about the activities of other groups or community leaders, then the ground is ripe for cultivating a good relationship between those people and /or groups and your local association. And, the community newsletter is an excellent way to begin!

For more help with starting a community newsletter, talk to your OEA Labor Relations Consultant, (LRC), or Communications/Political Action Consultant, (COMPAC).

AEA Community Communiqué

A Special Publication from the Anytown Education Association/OEA/NEA

April 2003

“Community Communiqué” is a special newsletter for members of the Anytown community. The Anytown Education Association’s objective is to keep community leaders aware of important educational issues and what is going on in the schools. AEA welcomes your comments.

“Back to School” Project Launched

In an effort to acquaint community leaders with the real world of today’s classroom, the Anytown Education Association has begun work on a project called “I’ve Been Back to School,” which was developed by the Ohio Education Association. The AEA will first identify community members to be invited to participate. They will be matched with “host” teachers who will plan an entire day of teaching activities—everything from regular classroom instruction to such activities as hall, bus, cafeteria, and playground duties.

Although a specific date has not been set, “Back to School” day will probably be held during American Education Week in November. “Back to School” day has been sanctioned by the Anytown School District.

Anytown Board Considers \$15 Million Budget

Dr. Martin Strange presented a tentative budget of about \$15 million for the 2003-04 school year at the March meeting of the Anytown Board of Education. The meeting was highlighted by considerable debate regarding finances of the district. The

board took the budget proposal under consideration.

Action was taken on many items on a lengthy agenda. A brief summary of some of the actions taken follows.

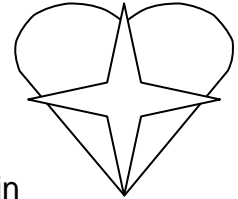
- Some personnel were approved for the summer recreation program to be held at the secondary buildings throughout the district.
- The 2004 summer driver training program was approved.
- A summer reading program for students presently attending grades three through eight was approved.
- Elementary students from Rose Boulevard and house numbers 24 through 90 on Portage Path were reassigned to Dorset School



Class Size – A Question of Common Sense

Anytown teachers agree with the experts in suggesting that one should rely on common sense when considering the question of class size. However, that is not to say that there are no statistical studies that support the use of small class sizes. In fact, studies that favor smaller class sizes outnumber studies that favor larger class sizes by a 2-1 margin.

Results of such studies show that children in small classes are more likely to develop better skills, be more creative, be better behaved, and to develop more positive attitudes. One study flatly states, “Any way one tries to slice it, smaller classes produce significantly higher test scores than larger ones.”



The AEA has on file many sources dealing with class size, ranging from educational journals to school superintendents’ reports. If you are interested in looking into the question, please contact us.

Education Reform Movement in Trouble, Report States

The National Education Association reports the education reform movement is in trouble as the nation’s schools face an array of financial problems, according to a recently released NEA report, “Estimates of School Statistics: 2003-04.”

“What makes these school financial problems different than those in previous years are federal budget cuts and collapsing energy and farm prices, and a tax revolt at the national level,” said NEA Executive Director John Wilson.

According to current estimates, 32 states will fail to match this year’s 7.1 percent national average increase in educational revenues. Increases in public school revenues have only barely kept up with inflation over the past 10 years.

Teacher salaries, meanwhile, remain too low to attract large numbers of talented young people into the teaching profession. On the average, annual salaries rose to \$xxxxx this year, a xx percent increases over xxxxx. But a total of 31 states have average salaries below \$xxxxx. Ohio’s overall average teacher salary is \$xxxxx. The average teacher salary in Anytown is slightly below the state average at \$xxxxx.

AN AEA HELPFUL HINT TO PARENTS – Be aware that television takes valuable playing-working-growing time away from children, so plan deliberately for other activities.

Community Communiqué staff: Wilma Humphrey, Ruth Akers, and Bob McClain. Comments should be mailed to Community Communiqué Committee, 2691 Fifth Street, Anytown, OH 44032

Sample Art

Following are several samples of OEA's "Great Public Schools for Every Child" art work, as well as some additional clip art to assist you in your community outreach efforts.

The Association is working to brand "Great Public Schools for Every Child" as a unifying message in all of its efforts to promote high quality public education for every student. OEA encourages the use of this message and/or art on all materials produced by leaders and staff for use by OEA and any affiliate of the organization.

PLEASE NOTE: The following pages are intended simply as a reference. Please go to the "**Clip Art.GPS**" folder on this **CD-ROM** to download specific images shown here.

LO RES (Low Resolution) art is *intended solely for use in electronic communications*. If you intend to print hard copies of a publication, please use the versions in the HI RES (High Resolution) image folder.





GREAT PUBLIC SCHOOLS For Every Child!

The Ohio Education Association

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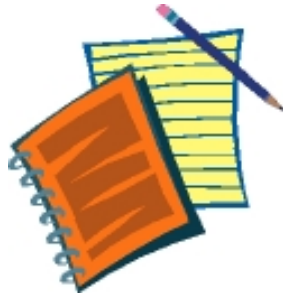
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Happy Holidays



Sample Materials

Also included in this packet are sample materials used by various OEA locals in their community outreach efforts. These items are provided as a resource for locals and can be downloaded and personalized to fit each local's needs (See "Sample Materials" folder on this CD-ROM).

THINKING SKILLS: HOW PARENTS CAN HELP

What does “The Process of Thinking” mean?

Thinking and being aware of our own thoughts are skills that make us human. Thinking is an active process. It encompasses events that range from daydreaming to problem solving. It is a kind of ongoing, internal dialogue that accompanies actions like performing a task, observing a scene, or expressing an opinion

What Does "Teaching Thinking in School" Mean?

The "teaching thinking" movement goes beyond the learning of facts. It encourages students to ask questions of the information and ideas presented in class. It helps students learn how to identify unstated assumptions, to form and defend opinions, to see relationships between events and ideas.

There are many approaches to teaching thinking. Some educators teach students to use a set of identifiable skills - such as discriminating between relevant and irrelevant points in a particular argument, or generating questions from written material. Others try to involve students in classroom experiences that will help them think more actively - such as a classroom debate or a mock court case.

What Are Some Examples of Thinking Skills Instruction?

In an American history class, students might use a simulation exercise to understand the points of view of the colonists and the

British at the time of the Revolution. That is, after studying background information, students would play roles of persons on both sides of the conflict, debating the issues as they reflect their imagined families, work, and community.

In a mathematics class, students might work together in pairs. While one student acts as problem solver, talking aloud his/her thinking on how to solve a problem, the other student is an active listener, asking questions and helping the problem solver think through the process. Later, these students would exchange roles.

In a first grade classroom, the teacher might engage students in a discussion of the reliability of evidence after reading them the story of Chicken Little. The teacher might lead this discussion by asking students whether the other animals should have trusted Chicken Little, and how they could have determined the truth or falsity of her story.

After viewing a film on the Lewis and Clark expedition, a fifth grade teacher might ask students to work in pairs, listing the steps involved in planning and carrying out the expedition.

Children of all ages can do team research. For example, elementary school children might investigate the effects of the gold rush on westward expansion, while secondary students might study the traffic flow in a major intersection of their community.

Thinking skills can even be taught in performance courses, such as band or woodworking. In band, students might be asked to think about how a piece would sound if the tempo or volume were changed. They

might mark their scores with different tempos and volumes, then play the re-marked scores to hear the resulting differences in the music. Woodworking can be seen as a series of problems requiring solution. For example, instead of constructing a table by following a preset model, students might be encouraged to draw several ways of making a table (such as differing arrangements of legs or other supports, various tabletop shapes), and experiment with each design on small models, determining which are the most stable, pleasing to the student, and so on.

How Can Students' Thinking Skills Be Evaluated?

First, it's important to say that evaluating thinking skills is not the same as evaluating the number of words students spell correctly - students are not graded on how well they do, and there is generally no "right" answer. The teacher evaluates students' thinking skills to see where they are at a given time, and to see where they may need extra work.

Students' thinking skills might be evaluated orally or with a paper-and-pencil test. For example, a teacher might be interested in evaluating students' skills in analysis - a breaking-down process to find out how parts fit together to make a whole. Students might be asked to list the steps involved in solving a particular problem, or to break down a task (such as making a bed) into its component parts.

How Can Parents Help Their Children Think More Actively?

As a parent you can:

Encourage your children to ask questions about the world around them.

When reading to or with young children, ask them to imagine what will happen next in the story.

Actively listen to your children's conversation, responding seriously and non-judgmentally to the questions they raise.

When your children express feelings, ask why they feel that way.

Suggest that your children find facts to support their opinions, and then encourage them to locate information relevant to their opinions.

Use entertainment - a TV program or a movie - as the basis of family discussions.

Use daily activities as occasions for learning. For example, instead of sending a child to the store with a simple list of items to purchase, talk with the child first about how much each item might cost, how much all the items might cost, how much all the items might add up to, and estimate how much change s/he should receive.

Reward your children for inquisitive and/or creative activity that is productive.

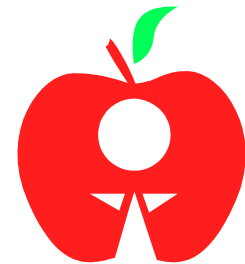
Ask your children what questions their teachers are raising in class. For example, a history class might be "asking" how American westward expansion began.

Remember, if your children are active participants in a home where there is talk about the why and the how of things, they are more likely to be active thinkers both in and out of school.

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PARENTAL
INVOLVEMENT
IMPROVES STUDENT
ACHIEVEMENT

THINKING SKILLS:
HOW PARENTS CAN
HELP



PUBLICATIONS COURTESY OF:
EASTERN LOCAL CLASSROOM
TEACHERS' ASSOCIATION

EASTERN LOCAL SCHOOL SUPPORT
PERSONNEL ASSOCIATION

OHIO EDUCATION ASSOCIATION

TALKING WITH YOUR CHILD

Have you ever thought about the difference between talking with and talking to someone? Talking with someone puts you and the other person on an even footing. It gives more than one person a chance to express a belief or opinion. Talking to someone, on the other hand, is being - well, patronizing, or worse, domineering, even tyrannical. So only one person has a chance.

Every child knows the difference between being talked with and talked to. But many of us, when we talk - and children are the audience - don't stop to distinguish between with and to. We respond to the needs of the moment - what must be said. As adults and parents, we feel responsible for what our children do and for what happens to them. We feel especially responsible when we have done our best and a son or daughter is not responding.

Blaming Ourselves

Let's suppose that eight-year-old David is having trouble reading. He seems to be falling farther and farther behind at school. You have always helped him with his homework. You've always gone to parent-teacher conferences. You've read to him and had books in the house for him ever since he was small. Now you say to yourself, "What did I overlook when he was a baby? I followed those experts who said that certain toys would have far-reaching effects. But maybe the toys I put in his crib weren't the right ones."

From your point of view as an adult, that makes good sense. Your experience makes it possible for you to be wise about the skills that make adult life better and easier.

Try Listening Instead

But have you ever tried to find out how David feels about his reading right now? Have you listened to him talk about it and thought what his words meant? Maybe he says that reading a book isn't as much fun as playing with his friend Tracy, or as interesting as watching the TV programs you allow him to see, or as exciting as working math problems. Maybe the trouble he has had figuring out the words causes him to be shy about reading in class.

In addition to listening to him, try to ask him the kinds of questions that may encourage him to give you specific information about his feelings. Don't wait for the opportunity to stage a conversation, but talk with him about his day at school while he's helping you put away the groceries or water the plants. With the data that comes from careful listening you can go to your next parent-teacher conference really prepared to work with David's teacher to help him improve his reading performance.

When Stress Threatens to Get the Better of Us

Patiently listening is one thing. But what can we do about those times when we can't help showing our anger in the most spectacular way? This spring Ann amazed you by going out for the baseball team. You're just getting used to thinking of her making homeruns when one afternoon, just as you've pulled into the driveway and are lifting your briefcase off the back seat, Anne and five other neighborhood kids approach you looking a

little sheepish. Anne tells you hesitantly that one of her homerun hits has just broken Mrs. Gavilan's window. "Mother," Anne says, "I didn't mean to, I was just thinking about getting Tommy and Jose and me back to home plate."

You're furious - with the kids, with baseball in general, with Mrs. Gavilan, who doesn't seem to like children anyway, with that briefcase full of papers you've brought home to work on this evening. And there stands Anne, the handiest target for your anger. You explode. "What business has a girl like you, from a family like ours..." Anne is crushed, the neighborhood kids either pin you with their stares or look everywhere but at your face, until finally one of them says, "Oh, Mrs. O'Connell, it wasn't Anne's fault," and Anne murmurs, "It's OK, Mom. I'll fix it." So chagrin is added to all the other burdens of the day, and you go indoors feeling a complete failure as a parent.

Be Honest

It might help to explain yourself right then. You might put out your hand to Anne and say, "I'm sorry. Sometimes I lose my temper when things don't go according to my plans." Then find out from Anne and the others how the accident occurred. You might even ask if she wants you to go with her to Mrs. Gavilan to see what can be done about the broken window. That would certainly change your plans for the evening.

But it would assure Anne and her friends of your support, your understanding of the accidental nature of the incident, and your ability to be fair in spite of all your other concerns. And it would disarm Mrs. Gavilan before she could organize her offensive against children "with working mothers." Such

a show of support would also assure Anne and her friends that you weren't just being mean when you asked them to change the location of the neighborhood game so that no one's windows were endangered.

Some Suggestions to Foster Better Communication

Whenever you want your children to know what you think and desire of them, you might keep in mind a few things that will help you focus on talking with, rather than talking to them:

Communicate as clearly as possible exactly what you mean. Listen to your words and think how they might be misinterpreted if they don't reflect exactly what is on your mind.

Listen to what your children are saying. Try to understand exactly what their words mean.

Whenever you talk with your children, take an even, reasonable, conversational tone. If you show anger, make sure later that they understand its cause. You can explain it without being overly apologetic.

If your children have subjects they are enthusiastic about, let them teach you something about those areas of knowledge.

Contribute your wisdom. You have had the opportunity to learn a great deal from your experiences. Don't feel put down when your children say "in your day" or "in olden times, when you were a kid...." Remember that young people are interested in how things were done in the past, and they

haven't lived long enough to have your sense of time.

- Encourage your children's curiosity, interest in discovery, and intellectual independence. Ask questions that make them think about their interests and want to learn more about them.

Final Thoughts

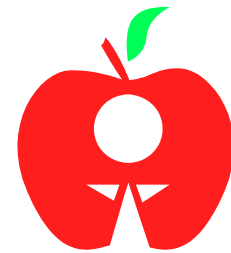
If a child is having problems in or out of school, don't waste time blaming yourself. Although you certainly share the responsibility for your children's development, yours is not the only influence on their behavior. Touch base often with your children about the problems they may be having. Be practical and help them look for solutions, both short and long term.

Keep in mind that you can't shield your children from the problems of the real world. Nor can you keep accidents from happening. Some attempts at good parenting may be overzealous. By trying to avoid being too protective and solicitous for your children's concerns you can help them to become truly independent people. An adult who is independent can also appreciate the warmth and support of close human relationships. Talking with a child is one of the best ways to show that you understand the value of that warmth and support and know how to give it.

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PARENTAL INVOLVEMENT IMPROVES STUDENT ACHIEVEMENT

TALKING WITH YOUR CHILD



PUBLICATIONS COURTESY OF:

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TEACHERS' ASSOCIATION

EASTERN LOCAL SCHOOL SUPPORT
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HOW TO HELP YOUR CHILD LEARN STUDY SKILLS

We live in an increasingly complex society in which getting a good education is no longer an option, but a necessity. Yet many children don't do as well in school as they or their parents would like. The difference between children who do poorly in school and those who do well often relates to what their parents do at home to help.

When parents take the time to help, it can influence school success as much or more than a child's intellectual capacity or the quality of the school he or she attends. Good study skills will provide your child with a basic tool needed to succeed in school. So, what can you do to help?

❑ **Help With a Study Schedule**

When helping your child arrange a study schedule, keep several points in mind:

- ❑ **The time arranged for study should occur at the same time each day.**

Most children, like adults, are creatures of habit. When they get used to doing something at the same time each day, it becomes easier to remember and do rather than if it occurs at different times each day.

- ❑ **Work with your child to set aside times for study when he or she is most alert.**

Involve your child in making the schedule. Children are more likely to accept a study schedule that they have been involved in

setting up than one that has been imposed upon them. Help your child be realistic in the amount of time scheduled.

❑ **Help With Study Goals**

Children who have daily study goals are more organized, focused and motivated during study sessions. The reason is that study goals provide something specific to strive for.

Encourage your child to:

- ❑ **Develop goals based on homework assignments.**

Three or four small goals that your child can attain one by one work better than one large goal. Check off each goal as it is completed. Every time your child checks off a goal, it will give him or her a sense of accomplishment and satisfaction. This helps provide the incentive to keep going.

- ❑ **Promote studying for understanding.**

When children understand what they study, they remember it more easily than if they simply memorize it. Guide your child in these ways. Begin each study session with the assignments that are most difficult to learn and understand. Use the "survey-read-resurvey" procedure. Tell your child first to survey for the main ideas in the chapter. Reading the introduction and summary to the chapter and any study questions that might be listed at the beginning or end of the chapter can do this. Once your child gains an understanding of the main ideas, he or she should carefully read the chapter. Finally, have your child look back through or resurvey the chapter and try to further understand and remember the main ideas and important details.

- ❑ **Think about what is being studied and figure out a "point of view."**

For example, when studying weather, or more specifically rain, encourage your child to form an opinion about what causes rain. Once a point of view is determined, your child can then decide what information or evidence supports and does not support that point of view.

- ❑ **Formulate questions.**

While it may seem time-consuming and awkward at first, once your child learns how to make up and seek answers to questions while studying, the task becomes more interesting, fun, and more understandable and meaningful. It is not critical which questions your child asks. But it is essential that he or she ask questions because this will promote an active, involved, and thinking approach to studying.

- ❑ **Summarize.**

Outlining is one way of summarizing. The simplest way to outline is to use the textbook headings and subheadings, listing the major points covered underneath each heading.

- ❑ **Note taking is another summarizing technique that has been found to be very helpful in fostering understanding and remembering.**

The benefits of note taking are that your child not only summarizes what is studied but also is involved in translating what is being studied into his or her own words.

- ❑ **Underlining or highlighting important key ideas, facts, and details to be remembered also can be helpful.**

Organize important facts and information into categories whenever possible. The process of putting things into categories can help your child recognize, understand, and remember essential information.

- ❑ **Take a few minutes at regular intervals to reflect on what was just learned.**

When doing this, your child may want to talk about what was learned or write notes about it. If your child understands what was just studied, he or she will be able to visualize it and talk intelligently about it during reflection time. If not, encourage your child to reread or restudy the material.

- ❑ **Recognize Achievements**

A child who receives recognition for academic achievement is much more likely to want to excel in school. Thus, focus on what your child does right - that is, look for achievements. Remember that a major key to improving your child's school success is making him or her feel successful. Train yourself to look for the good things your child does - look for success. Let your child know you like it and encourage it. If you focus on, expect and recognize success, you will get more of it.

While it's important to recognize and pay attention to your child's achievements, you should focus recognition and attention on those accomplishments that are new or challenging to your child. Excessive recognition for everything, no matter how

trivial, can result in your recognition losing its worth or value for encouraging your child to learn and try new things.

Two Final Tips

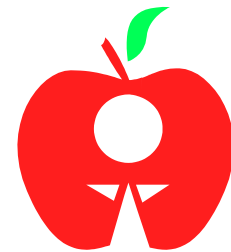
- ❑ Consider the time you have to help, and pick those techniques you have the time and energy to direct and supervise.
- ❑ Always save time after each session, at the end of a week or at another scheduled time for you and your child to look at what has been accomplished and take pride in those accomplishments.

Copyright © 1988 William and Susan Stainback. Susan and William Stainback are professors at the College of Education of the University of Northern Iowa, Cedar Falls.

(Excerpted from William and Susan Stainback's "How to Help Your Child Succeed in School," Meadowbrook Press, 18318 Minnetonka Blvd., Deephaven, MN 55391, 800/ 338- 2232.) \$5.95. For mail order, add \$1.25. National Education Association, Washington, DC 20036-3290, Stock No. 5187-4-00

PARENTAL INVOLVEMENT IMPROVES STUDENT ACHIEVEMENT

HOW TO HELP YOU CHILD LEARN STUDY SKILLS



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SAFETY TIPS

Teach Your Children:

- ✓ Their full names, addresses and phone numbers.
- ✓ How to make a long distance call (both directly to you using the area code and by dialing "O" for the operator).
- ✓ Never to go into anyone's home without your permission. Children should know whose homes they are allowed to enter.
- ✓ If they become separated from you while shopping not to look for you, but to go to the nearest checkout counter and ask the clerk (1) if he or she works there and (2) for assistance. Never go to the parking lot.
- ✓ To walk with and play with others. The child is most vulnerable when alone. If your child walks to school, have him/her walk with other children.
- ✓ That adults do not usually ask children for directions. If someone should stop in a car asking for directions, the child should not go near the car.
- ✓ If someone is following them, they should go to a place where there are other people, to a neighbor's home or into a store. They should ask for help. They should not try to hide behind bushes.
- ✓ Never to go near a car with someone in it; never to get into a car without

your permission. They should know in whose car they are allowed to ride. Warn your children that someone might try to lure them into a car by saying you said to pick them up. Tell them never to obey such instructions.

- ✓ That a stranger is someone they and you don't know well.
- ✓ Never to tell anyone over the phone that they are home alone.
- ✓ Never to answer the door when home alone. Teach your children how to call your community's emergency assistance number. Make sure that they know a neighbor they can call if someone tries to get into the house or if there is an emergency.
- ✓ To tell you if any adult asks them to keep a "secret."
- ✓ That no one has the right to touch them or make them feel uncomfortable. They have the right to say "no."
- ✓ To tell you if someone offers them gifts or money or wants to take their picture.
- ✓ To yell "**HELP**", not just scream.

As Parents You Should:

- ✓ Know your children's friends.

- ✓ Never leave children unattended; never leave children alone in the car.
- ✓ Be involved in your children's activities.
- ✓ Listen when your child tells you he or she does not want to be with someone; there may be a reason you should know about.
- ✓ Notice when someone shows your child a great deal of attention and find out why.
- ✓ Have your child's fingerprints taken; know where to locate dental records.
- ✓ Be sensitive to changes in your child's behavior or attitudes. Encourage open communication. Never belittle any fear or concern your child may express to you.
- ✓ Take a photograph of your child each year (four times a year for children under age 2).
- ✓ Have a set plan with your child outlining what he/she should do if you become separated away from home.
- ✓ Do not buy items that have your child's name on them such as hats, jackets and t-shirts. An abductor could start a friendly conversation with your child after reading the child's name.
- ✓ Make a game of reading license plate numbers and remembering their colors. This will help children

recognize the numbers and letters on license plates and their states of origin.

- ✓ Be sure your children's day care center or school will not release children to anyone but the children's parents or persons they designate. Instruct the school to call you if your child is absent.

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Safety Tips For Parents To Prevent Missing Children



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Bill Dollar - *Treasurer*

Why Conferences?

Today's teachers realize that report cards and

other written evaluations of a child's performance in school are inadequate to tell parents precisely how that student's education is progressing. Besides, the help of parents is needed if the student is to have a happy and productive school experience.

For instance, when teacher and parent confer, the parent may supply information about the child which is useful in helping the child learn. On the other hand, the teacher may suggest ways that the parents can assist at home to make the educational process easier for the student.

Overall, a person-to-person discussion between teacher and parent provides the setting in which the teacher may come to know the student better and the parent to understand their child's strengths and weaknesses. Teachers and parents are natural allies in the effort to give children the best possible education, and they should talk about it occasionally.

Preparing to Confer

The parent-teacher conference requires preparation by both parties. The teacher probably will collect samples of the student's work, such as tests or records, and present ideas and impressions of the child. Here are some tips for the parent's or guardian's preparations.

- Consider in advance the questions you have for the teacher. If there are two parents or guardians, both should attend the conference if possible. If you are worried about the amount or type of homework the student brings home, tell the teacher. If some of your child's stories

about school cause concern, ask about the incidents. If you have any complaints about the school, air them. Whatever your inquiries or worries, talk them over with the teacher. If your child's teacher doesn't have satisfactory answers for you, he or she can refer you to someone who does.

- Bring information to the conference in addition to seeking it. Your child's time with the teacher is much shorter than that with you. Relate your child's special enthusiasms and interests; talk about your youngster's relationships with friends; mention things which seem to bore or turn your child off. The more teachers know about your child both as a student and as an individual, the more they can help your child in school.
- Leave the student and any brothers and sisters at home when you go to the parent-teacher conference. Before meeting the teacher, however, ask your child if there is anything about which you should talk to the teacher. Use good judgment in reporting back what you learned from the teacher. Your child may not understand comments or advice from the teacher that have been meant for you and may be hurt or resentful upon hearing them. For the most part, the parent-teacher conference should remain an adult enterprise.

During the Conference

Beyond the special concerns which you will be prepared to discuss when you and your child's

teacher meet, certain general areas of inquiry are usual. Questions such as these are often asked by parents and guardians:

- "What is my child's ability level? Is my child working at that level?" (The teacher's answer probably will come in general terms, rather than a specific IQ score or similar measurement, but even a three-level scale such as "poor/average/good" is informative.)
- If the school "groups" children roughly by ability, you may want to ask "To which group is my child assigned and what is the basis for that assignment?"
- "How is my child doing in reading (math, geography, etc.)?"
- "Does my child show any particular skills or abilities in schoolwork?"
- "How does my child get along with other students?"
- "Does my child cause any trouble?" "Is my child well-behaved and responsive to direction?" Or, if your child is in the middle grades or higher, "Does my child demonstrate initiative and responsibility in schoolwork?"

The teacher also will have questions to ask. Some of them may be along these lines:

- How does your child spend time

outside of school?

- What are your child's special interests and abilities?
- What does your child say about school? In particular, what is the student's attitude toward it?
- What are your child's special interests and abilities?
- Does the student have any physical or emotional problems?
- Where and how does the student do homework? Does he or she receive help?
- Does the student live with rules and responsibilities at home? What sort of discipline is most effective?

Remember that your child's teachers are not attempting to pry or interfere. They, too, want to help your child.

Making Use of the Conference

In whatever fashion is easiest for you, keep a brief record of the discussion you have with the teacher so that you may better judge your child's subsequent progress and also help with whatever problems or concerns have been discovered.

Certain aspects of the conference undoubtedly should be shared in some way with your child. Discuss relative strengths and weaknesses in your own way, using your own terms. Suggestions on how to help oneself, or how you can help, should be put forward

positively.

Make sure your child understands that talking to the teacher is not meant as "checking up" on him or her but rather as another way to help with school.

Don't hesitate to ask your child's teacher for another conference if you feel it is needed, or to call the teacher to learn first hand about your child's progress. An interested parent is the educator's best friend.

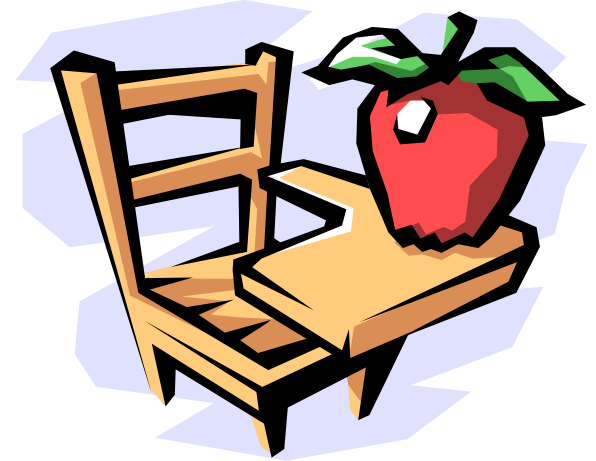
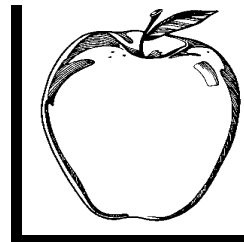
After your first parent-teacher conference, you'll learn to make each successive one more valuable. The one who is the winner in this cooperative venture is your child.

OEA

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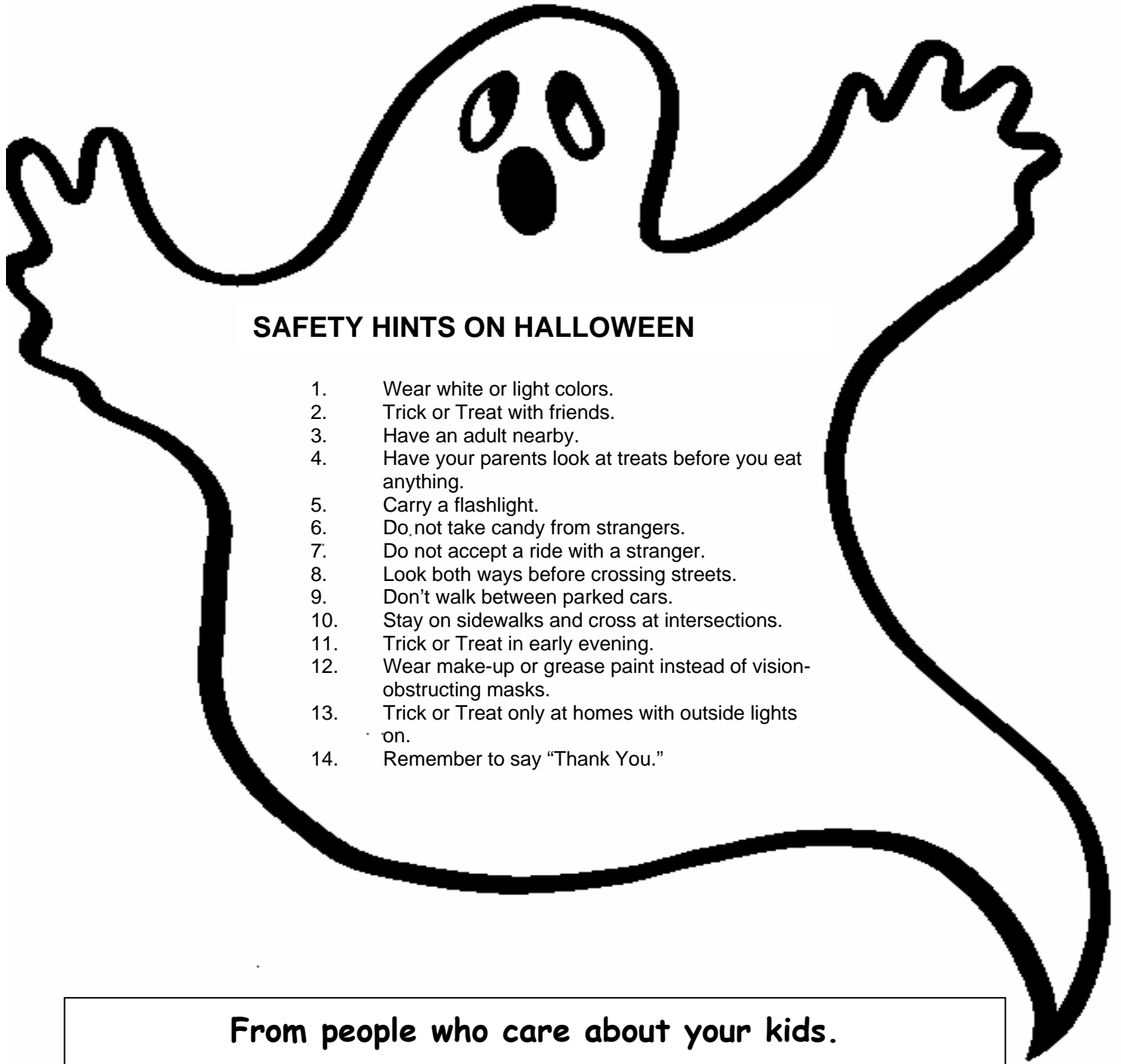
Conferring Successfully with Your Child's Teacher

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THE ANYTOWN EDUCATION ASSOCIATION HALLOWEEN SAFETY CAMPAIGN



SAFETY HINTS ON HALLOWEEN

1. Wear white or light colors.
2. Trick or Treat with friends.
3. Have an adult nearby.
4. Have your parents look at treats before you eat anything.
5. Carry a flashlight.
6. Do not take candy from strangers.
7. Do not accept a ride with a stranger.
8. Look both ways before crossing streets.
9. Don't walk between parked cars.
10. Stay on sidewalks and cross at intersections.
11. Trick or Treat in early evening.
12. Wear make-up or grease paint instead of vision-obstructing masks.
13. Trick or Treat only at homes with outside lights on.
14. Remember to say "Thank You."

From people who care about your kids.

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THE ANYTOWN EDUCATION ASSOCIATION
THE OHIO EDUCATION ASSOCIATION/NATIONAL EDUCATION ASSOCIATION**

Parental Involvement Improves Student Achievement

When parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children go farther in school—and the schools they go to are better.

—*A New Generation of Evidence: The Family is Critical to Student Achievement.* A.T. Henderson and N. Berla. Washington, D.C.: National Committee for Citizens in Education.

Parents want and need information about what's happening in their child's classroom and how they can help. The information and resources presented here can help meet that need.

Some parents and families are able to be involved in many ways. Others may only have time for one or two activities. Whatever your level of involvement, do it consistently and stick with it because you will make an important difference in your child's life.

Involvement can mean:

- Reading to your child
- Checking homework every night
- Discussing your children's progress with teachers
- Voting in school board elections
- Helping your school to set challenging academic standards
- Limiting TV viewing on school nights
- Becoming an advocate for better education in your community and state.

Or, it can be as simple as asking your children, "How was school today?" But ask every day. That will send your children the clear message that their schoolwork is important to you and you expect them to learn. Here are just some of the reasons it is important for parents to be actively involved:

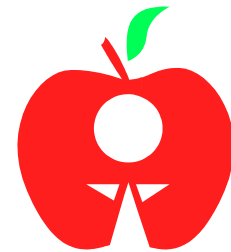
- The family makes critical contributions to student achievement from pre-school through high school. A home environment that encourages learning is more important to student achievement than income, education level or cultural background. (Henderson and Berla)

- In 1994, the College Board found that reading achievement is more dependent on learning activities in the home than is math or science. Reading aloud to children is the most important activity that parents can do to increase their child's chance of reading success.
- When parents are involved at school as well as at home, children do better and stay in school longer. (Henderson and Berla)
- When children and parents talk regularly about school, children perform better academically. (Aston & McLanahan, 1991; Ho & Willms, 1996; Finn, 1993)
- Three kinds of parental involvement at home are consistently associated with higher student achievement: actively organizing and monitoring a child's time, helping with homework and discussing school matters. (Finn, 1998)
- Parents who read to their children before they enter school give their children a boost toward reading success. Talking to children about books and stories read to them also supports reading achievement. (Lawrence Erlbaum Associates, Inc. 1996. *Developing Engaged Readers in School and Home Communities.* Rahway, N.J.: Author.)

- The earlier that parent involvement begins in a child's educational process, the more powerful the effects. (Kathleen Cotton and Karen Reed Wikelund. "Parent Involvement in Education," *Research You Can Use*. NW Regional Educational Laboratory.)
- Positive results of parental involvement in their children's schooling include improved achievement, reduced absenteeism, improved behavior, and restored confidence among parents in their children's schooling. (Institute for Responsive Education. *The Home-School Connection: Selected Partnership Programs in Large Cities*. Boston: Author.)

The World Wide Web offers an abundance of resources to help parents help their children. Some of the best are available from both the National Education Association and other sources. Go to www.nea.org for more information.

PARENTAL INVOLVEMENT IMPROVES STUDENT ACHIEVEMENT



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MOTIVATION FOR LEARNING: PARENTS CAN HELP

As parents, we want our children to learn. We know the benefits of being able to read well, to write clearly, to solve problems and to communicate effectively.

Not only do these abilities allow us to earn a decent living, but they also help us to enjoy life and to appreciate its wonders and beauty.

So, as many generations before us, we preach the benefits of a good education and try with deliberate effort to uphold, at least verbally, the values of studying, of "hitting the books and burning the midnight oil."

But with our sermonettes, cajoling, and in some instances, begging and threatening our children to study and learn, many of them seem to turn away and perceive us simply as nagging parents with little impact on their daily learning.

We, in turn, often feel guilty and fatigued by these constant battles for our children's benefit, and resent our roles as minister- wardens in the service of modern education.

What Can Parents Do?

There is much that we can do. What follows is a checklist of parental behaviors that can facilitate the motivation of our children to learn. None of these suggestions in and of itself is enough to spell the difference between a child who studies and one who does not. Rather, it is their combination and employment as a totality that can realistically help our sons and daughters to consistently involve themselves in the pursuit of learning at school as well as at home.

- **Actively demonstrate your value for learning.** The basic question here is "Can your children see that you are still a learner?" Do you read books, go to the library, watch educational TV programs, write letters, or attend local school functions? Do you discuss ideas at home, share opinions on social and political change, or wonder out loud about new scientific and aesthetic discoveries? Do you read to your children, play educational games like Monopoly and chess with them, or facilitate their involvement in creative projects?

Our modeling is a powerful incentive to our children's learning. If they see us doing it, then they know it's worthwhile and can identify with us. If they don't see us enjoying learning, they can dismiss our support for learning as another example of "not practicing what we preach."

- **Show a non-threatening interest in your child's learning.** This means that you care and want to know what your child is learning, but not for purposes of criticism or surveillance. In this manner you might ask about what s/he is learning in school or indicate your desire to see papers and projects s/he is creating.

The dinner table is an excellent setting for exploration of new things your child has learned at school. On these occasions your disposition should be to understand and share in the enjoyment of your child's learning. They are not situations in which to criticize or be demanding of the child to improve or to show superior work. Such reactions will usually cause the young person to avoid discussions of this nature, or worse, to resent schoolwork for the oppression it brings to home life.

- **Consistently offer your child a sincere expectancy that s/he can learn effectively.** In order to learn, children must believe that they **can** learn. Much of this attitude is influenced by the work they do in school and the expectations and feedback they receive from teachers and other students. You as a parent, however, are the most important adult in your child's life. Whatever you say or do regarding his or her ability to learn will have a major impact on the child's self-concept as an effective learner.

By acknowledging effort as well as

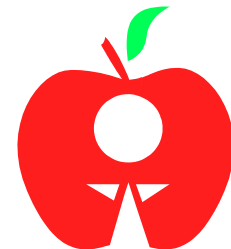
success, you tell the child that the intrinsic act of learning is valued. This approach builds an appreciation of learning for the sake of learning.

- **Get involved in your child's school.** At one time it was believed that students did not learn because they were lazy or stupid. We now know that this is a misleading and injurious fallacy. At least two other erroneous beliefs continue to misguide us, however - one, that students don't learn because their teachers are not effective; the other, that students will not learn because their parents don't care and therefore don't prepare them to learn. Both may have some partial truth, but both are far too simplistic to explain the causes behind poor student motivation.

It is far more likely that the student, the teacher, and the parent all play significant roles in determining how motivated the student is to learn. As parents, we can do our part by being involved in the life of those schools that educate our children. By knowing the teachers, by being aware of the curriculum, and by supporting the school itself, we ourselves can be more knowledgeable and, indeed, motivated to facilitate the motivation of our children to learn.

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PARENTAL INVOLVEMENT
IMPROVES STUDENT
ACHIEVEMENT
MOTIVATION FOR
LEARNING:
PARENTS CAN HELP



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Remember Homework?

A wide range of feelings about homework exists among parents and teachers. But one thing is highly probable – you remember having homework when you were in school yourself. You may remember it as a bore, a drudgery, something to avoid. Or you may remember it as challenging, interesting and worthwhile.

What is important for your child, however, is your attitude and approach to homework now. If you take a positive attitude about homework, so will your child. That's good, because homework is a valuable part of education.

Why Homework?

As teachers, we view homework as an extension of the classroom. It gives students practice in using what they learned in class. It allows students to develop self-discipline, self-confidence and a positive self-image. Homework provides students with an opportunity to work independently, to use time wisely and to develop a sense of responsibility. It fosters good study habits that will be useful throughout the student's school career. Homework provides a link between home and school. It lets you see what your child is doing in school, gives you an idea of your child's abilities, and opens up avenues of communication between you and your child. It gives you an opportunity to get involved in your child's education.

Not only that, but parent involvement in a child's schoolwork encourages him or her and provides positive reinforcement.

A child works better knowing you're interested. So, both for you and your child, we urge you to get involved in homework.

Homework Guidelines

- **Provide a Study Area** – The specific room chosen for homework makes little difference. The atmosphere in that room, however, is important. The child should have an area that has good lighting, proper seating and sufficient space to place materials. Distractions such as radio, TV or other children should be kept away. Reference materials such as a dictionary, atlas and encyclopedia are helpful.
- **Provide a Specific Time Period** – Provide your child with a specific time period each day for homework. You may want to establish firm rules against using the phone, watching television, listening to music or participating in certain activities until homework is completed.
- **Think Positively** – Homework assists your child's progress in learning. Don't pressure your child just for grades. Try to get him or her to see the value of the knowledge being acquired. Don't tell your child that he or she doesn't have to complete work he or she doesn't want to do, and don't do the work yourself. Give as much assistance as possible, but remember that the homework is your child's responsibility.
- **Call the Teacher** – If your child is having difficulty with homework, a call to the teacher will often clarify or solve the problem. Try not to complain to your child about the homework. This may cause him or her to lose confidence in the teacher or lose interest in schoolwork. If your child seems to have too much homework, check with the teacher.
- **Watch for Signs** – If your child is having difficulty completing homework, check his or her study habits. Moving lips when reading, writing slowly or unclearly and using poor study skills are signs your child may have problems that reduce his or her ability to get homework done. Help the child work on these areas. Your child could be having personal problems unrelated to the schoolwork. If so, help him or her deal with these distractions.
- **Supervise Homework** – Make sure your child has enough time, understands directions and works carefully. Your supervision and discipline will gradually help your child develop his or her own discipline with regard to homework.
- **Help Get the Homework Habit** – When your child doesn't bring work home, find out if he or she is completing it in school, forgetting it or failing to bring it home. Get your child into the habit of doing homework.

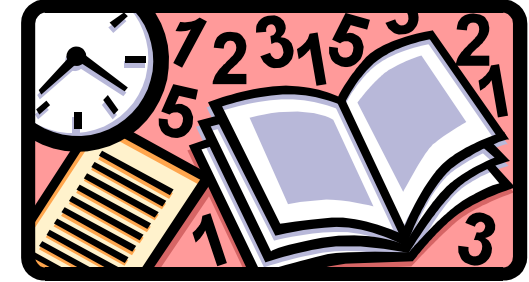
But if you find your child actually has little or no homework to do – relax. Learning is not how much time a child puts in at home or how many homework papers he or she completes, but the understanding that develops from what is done.

Homework Hints

Here are some specific ways you can help your child with homework:

- Help with memory work, drills or reviews by calling out words or questions for your child, or by listening to your child recite memorized work.
- Help find materials and resources such as magazines, books and newspapers you have in your home.
- Give some ideas for projects related to the homework.
- Discuss work that's been completed. Encourage your child to talk about the work and share ideas.
- Praise the things your child does well. Don't dwell on shortcomings.
- Provide breaks in the time periods established for homework.
- Be persistent in your daily attention to your child's school work.

Help us
teach your child.



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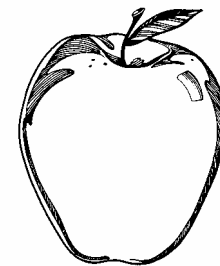
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How You
Can Help
Your Child
with
Homework



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DISCIPLINE THAT WORKS

The hope of every parent is to have children who are responsible, concerned members of society. Discipline is, of course, part of this effort. Research has repeatedly shown that, despite the importance of the peer group, parents usually have much more influence than they realize. Disciplining children takes a great deal of effort, but the main idea is that children and parents can change.

Changing behavior requires much time and well-thought-out reactions. Some parents think they do not have the time, energy, or patience to attempt to motivate change in the child or even in themselves. It is not easy, but read on. You will be convinced that it can be done. *You Can Do It!*

Some Suggestions for Positive Steps Toward Better Discipline

Let your children know you like them.

Tell your children how much you admire their good qualities. Don't take their good behavior for granted. Remember to reward them once in a while. These rewards may take the form of extra time reading to your child, time spent in an activity chosen by your child, or even something as simple as a hug.

Listening to your children, hugging them, smiling or talking with them are all rewards, the kind that you can give hundreds of times every day. One of the most powerful rewards for children is the love, interest, and

attention they receive from their mother and father.

Let your children know exactly what you expect of them - set limits. Youngsters, who would be the last to admit it, find too much freedom frightening. Set limits for the actions that your children are not ready to control themselves. Children need to know exactly what parents expect of them and also how parents will react to their behavior.

It is important to state your request clearly. For example, it is much easier for the child to follow the direction, "Please put your glass in the center of the table" than "Be careful with your mil. It's so close to the edge of the table it will fall off." Set rules that you think are important and be firm in seeing that your children follow them. Above all, do not make rules you have no intention of enforcing.

Encourage responsible decision-making.

Whenever possible, find areas in which you know your children can make decisions for themselves. If your child approaches you with a request you feel you should deny, try saying, "What would you say if you were in my place? What should I say? What would be my reason?" You'll find that if you treat children as responsible individuals, their level of responsibility increases rapidly.

Set a good example. Remember that children are great imitators. While you are telling your children why you think they should not steal, cheat, or be cruel to others, be sure they cannot cite some example of your behavior that contradicts these values. Be honest yourself - *hypocrisy shows.*

Encourage your children to respect proper authority. At home, in school, and in other areas of their lives, your children need to know the importance of respecting authority. It is a simple fact that some things cannot or will not be changed. Certain rules must be followed. Help your children understand that it is harmful to them, as well as to everyone else, to have constant arguments, fights, and problems with peers and adults. Let your child see how his/her misbehavior affects other people.

Have fun with your children. Young people need to interact with adults. Try choosing a regular time each week to do things as a family. Engaging in sports, playing games, sharing hobbies, visiting museums are some of the many activities that parents and children can enjoy together. In addition, initiate your children to join you in some activities in which they may not usually be asked to participate. Also encourage your children to ask questions and to express their own points of view.

What About Punishment?

Thus far, we have approached the subject of discipline from a very positive standpoint. Changing behavior with positive methods is the best way. But it is a rather slow process, and you may find some behaviors of your child that you need to change more quickly.

Punishment, if used properly, will produce rapid changes in behaviors that disrupt the family. It is strongly recommended, however, that you use punishment

sparingly. It does encourage the child to refrain from certain behaviors, but your real task as a parent is to teach the child to be a person. By using the more positive methods described earlier, you can teach the child positive ways of behaving.

Effective punishment relies on withholding rewards or privileges and provides a clear-cut method of earning them back. Before punishing, it is a good idea to give a cue (a physical or verbal warning that the behavior is to stop at once). Then punishment should follow immediately after the offense so that the child understands the association between the misbehavior and the punishment.

Avoid physical punishment because other forms of discipline (short periods of isolation or withholding privileged activities) focus more on the behavior and less on the self-concept of the child. Hatred builds quickly when punishment hurts the child physically.

Realistically, however, because some physical punishment is likely, care should be taken that it is neither severe nor prolonged. Physical punishment can be harmful to a child and does not accomplish the goal. Besides, no parents want their children to fear them. If a parent slaps or hits a child in anger, the undesirable behavior may stop, but two things are wrong with this method:

- both parent and child are likely to be upset for some time, and
- no parent can hit a child every time he or she does something undesirable.

Don't Give Up

Consistency will determine the success of whatever discipline methods you use. Each time you ask your children to do something, you also have a job. Be predictable - follow through. Remember, too, that your children may have been misbehaving for some time. If this is the case, when you start to correct them, they may not think you mean it. They will learn that you mean business when you continue to follow your program consistently.

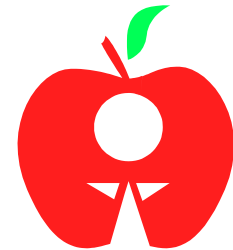
If you see your children slipping into behaviors you cannot correct by yourself, it may be time to seek outside assistance. When you feel you have exhausted your own efforts, your child's teacher, school counselor, or principal, your pastor or rabbi, or a child or adolescent psychologist may be able to suggest some helpful ideas and strategies.

Remember, changing or establishing parental discipline is a long, slow, often tedious, process. The important thing is to form a clear objective, then take a few steps at a time in that direction.

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DISCIPLINE THAT WORKS



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Messages on Community Involvement

Public schools are at the heart of any community.	Schools are only safe when the surrounding community is safe.
Schools that have transformed did so when the whole community got involved.	Community involvement can bring learning to life.

Community Involvement

Public schools are at the heart of any community.

- Public schools and communities are so closely intertwined that we cannot revitalize one without revitalizing the other. In the same way, if we neglect one, we imperil the other.
- By improving a school, we improve the lives of all who are touched by that school -- students, families, and others who live in the area.

Schools are only safe when the surrounding community is safe -- that is, when the parents and other adults in the community participate in the lives and development of young people.

- Parental involvement programs, mentor programs, and community awareness are the essence of any successful school safety effort.

Schools that have transformed did so when the whole community got involved.

- Schools that have transformed -- from low-performing to high-performing -- were able to make the change because of the involvement, resources, and participation of the whole surrounding community.
- *(Cite local examples of schools that have changed when parents, local businesses, and other community agencies got involved).*

Community involvement can bring learning to life.

- Community resources, such as museums and libraries, add a dimension to learning beyond the four walls of the classroom.
- School-to-work, vocational programs, and other partnerships with area businesses help prepare students for the real world.

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