

**Respect Activities**

School to Home

<http://www.tolerance.org/>

* Principals and teachers must support parent involvement by
* Making parent involvement a priority.
* Recognizing and removing barriers to parent involvement.
* Sharing decision-making power with parents and community members.
* Working to understand class and cultural differences.(pta.org)

(Turnbull et al.)

* Honor Cultural Diversity
	+ pay attention to differences in cultural values
	+ learn by talking to families, colleagues
	+ tie content of the curriculum to skills and knowledge that are valued in the students’ cultures
	+ incorporate projects that allow students to reflect on their culture
	+ determine the family’s priorities
	+ strive for a “common ground”
	+ recognize disabilities as another form of diversity
	+ use "teachable moments" from classroom situations
* Affirm Strengths
	+ Parents like to hear their children praised
	+ inform parents without burdening them with finding solutions
	+ affirm strength of family as well as student
* Treat Students and Families with Dignity
	+ avoid condescension
	+ consider cultural differences
	+ Do not label as "minority", non-English speaking, etc. . .
* Attend IEP meetings and be present the whole time--shows respect for parents’ time

Home to School

* Write thank you letters (www.nami.org)
* Communicate esteem for staff through words and actions
* Take cultural values and personal preferences of teacher into account - share yours with staff
* Focus on strengths and positives about your child and family
* Regard teacher as partner in helping your child

RESOURCES:

*Beyond the Bake Sale*, by A.T. Henderson et al., 2007 by The New Press.

*Families, Professionals, and Exceptionality, Seventh Edition*, by A. Turnbull et al, 2015 by Pearson Education, Inc.

S*chool, Family, and Community Partnerships*, *Third Edition*, by J. L. Epstein et al., 2009 by Corwin Press.

*What Successful Schools Do To Involve Families: 55 Partnership Strategies*, by N.A. Glasgow & P.J. Whitney, 2009 by Corwin Press.