Chapter Four:

Building Compassionate School-Community Partnerships That Work

I. Lesson Plan
   a. Purpose: To identify key terms and learn the basic strategies and elements to establishing Compassionate School-Community Partnerships.
   b. Objectives:
      i. Understand
      ii. Identify
      iii. Apply
   c. Time: 90 minutes
   d. Preparation/Materials
      i. PowerPoint Slides, computer, LCD projector, markers, post-it notes, easel and adhesive easel pad
      ii. Print copies of page 165 and 173 to handout to participants

II. Training Session Content
   a. PowerPoint Slides
      Slide 4-1: Chapter Overview
      Slide 4-2: Getting Started
      Slide 4-3: Quote, Hertel (2009)
      Slide 4-4: Community
      Slide 4-5: School-Community Partnership
      Slide 4-6: Asset Mapping
      Slide 4-7: Needs Assessment
      Slide 4-8: Strengths-Based Problem Solving
      Slide 4-9: Compassionate Learning Team (CLT)
      Slide 4-10: Diversity and Strength-Based Problem Solving
      Slide 4-11: Connecting Education and Community-Based Resources
      Slide 4-12: Anxiety and Classroom Strategies
III. Reflection and Application
   a. Reflection Questions
      i.  What did you learn (or re-learn) about the importance of engaging
          students, families, or the community in your work?
      ii. What personal or professional experience have you had in providing
          outreach to families and the community?
      iii. How do you currently provide support to families?
   b. Application Questions
      i. What agencies, organizations, or individuals are apparent partners in
         your work? Are there non-traditional partnerships to consider?
      ii. What strategies do you consider to increase student/family voice?
      iii. What formal or informal processes are in place or could be expanded
          upon to augment partnerships (health services, local businesses,
          communities of faith, local public agencies, etc.)?

IV. Additional Resources Available
   a. Chapter 1 Resources from page 32-33
   b. Chapter 2 Resources from page 62
   c. Chapter 3 Resources from page 130-131
   d. Chapter 4 Resources from page 175
   e. Chapter 5 Vignettes 177-99
   f. Chapter 6 Resources for text from page 202-218
      i. Books and Journal Articles
      ii. Websites
iii. OSPI Resources
Slide 4-1: Building Compassionate School-Community Partnerships That Work - Contents

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Materials Needed: Trainer and Participant Manuals
- PowerPoint
- Markers
- Adhesive easel pad
- Post-it notes

Trainer Tips: Smile, and Relax! Feel Free to move around the room. Gauge time when participants ask questions or raise topics, encourage the use of the ‘Parking Lot’ if running short on time or need to research/locate answers.

Please note: The content of this slide coincides with page 134 of the text.

What to Do, What to Say:

Say: Here is a preview of what we will cover. Chapter four is broken down into four sub-sections.

Do: Go over slide with participants.
Slide 4-2: Getting Started!

**Content of this slide adapted from:** Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Please note:** The content of this slide coincides with page 133 of the text.

**What to Do, What to Say:**

**Say:**  *Here we begin by getting started with the first of the four sub-sections in chapter four.*

**Do:**  Briefly, cover slide with participants.

**Say:**  *We begin with the language in this chapter. Remember to write down any questions to post in the ‘parking lot’.*
“Our inability to see the potentials that lie before us is often rooted in the fact that we feel as though we must bear the challenges we face on our own. Our ability to see and affect a solution is directly proportional to the number of eyes and hands on the problem.”

(Hertel, 2009)

Slide 4-3: The Language of this Chapter

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 133 of the text.

What to Do, What to Say:

Say: Considering the language used in this chapter and before we move into connecting education and community-based resources and mental health terminology, I would like to share with you a quote from the text.

What thoughts do you have about this quote?

Do: Review slide with participants.
**Community**: A specific area that includes individuals and families who live in the area. It also includes businesses, schools and agencies. There is a common interest in the well-being and safety of those who live in the area.

_Wolpow, et al., “The Heart of Learning and Teaching” (2009)_

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**Slide 4-4: Community**

**Content of this slide adapted from**: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Please note**: The content of this slide coincides with page 134 of the text.

**What to Do, What to Say:**

**Say**: Community members do not see children from the perspective of "student". They see them as other members of the community. When students are in school, they are in a structured environment with close interactions from school staff and their peers. The dynamics are different. Although they are the same children, the context provides a different view of their functioning and behavior.

When these two viewpoints, school and community, are combined, there is more information for understanding how children and families contribute to their communities. Therefore, there is a potentially different approach on how we might meet their needs.
School-Community Partnership(s): A relationship between the school and the community to achieve the goal of helping families find resources. The partnership is based on cooperation and responsibility to achieve this goal. A compassionate schools coordinator is responsible for the work of the partnership.


Slide 4-5: School-Community Partnership

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with pages 134-135 of the text.

What to Do, What to Say:

Say: In "The Heart of Learning and Teaching", a school-community partnership is defined as a relationship between the school and the community to achieve the goal of helping children to learn and help families connect with resources.

The partnership is based on cooperation and responsibility to achieve these goals. A Compassionate Learning Team (defined later) is responsible for the work of the partnership. When a school partners with the community, the basic needs of children and their families are more likely to be met. We have learned in previous chapters that anxiety and toxic stress can interfere with learning and excessive needs may often be the source of that stress. Therefore, when the needs of children and families are collectively met, students are better able to focus on learning.

Students come from and return to a wide variety of family related structures. Some live with their parents, grandparents, or other extended family. Others live with foster families. Some come from and return to loving, nurturing learning environments
where their safety and growth is of primary focus. Others come from and return to homes with challenges such as mental or physical illness, addiction, violence, or poverty where a foundation of safety and growth is more difficult to experience.

We cannot see the full aspect of students’ lives only from inside school walls. The events in a student’s life outside of school affect the ability of the child to function in school and what happens in their lives outside of school can have a huge impact during the school day. Schools and communities working together can have a profound impact to help students develop skills to cope with life stresses.
**Asset Mapping**: A formal process for listing the resources of a community. This includes names of associations and businesses. The asset map lists parks, hospitals, schools, colleges and universities. Natural resources such as lakes, rivers, and forests are highlighted. An asset map also includes the gifts and abilities of individuals who live or work in the community. In other words, the asset map provides a picture of the strengths of a community.


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**Slide 4-6: Asset Mapping**

**Content of this slide adapted from**: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Please note**: The content of this slide coincides with pages 134 and 168 of the text.

**What to Do, What to Say:**

**Say**: One term of importance is asset mapping. Asset mapping is a formal process for identifying the resources of a school and community. This includes assets from schools and their staff, associations and businesses as well as parks, hospitals, schools, colleges and universities, and natural resources. All assets are considered relevant in the beginning and need to be considered in a strength-based approach to enhancing life and solving problems.

An asset map also includes the talents, gifts, and abilities of individuals who work in the school itself or work elsewhere in the community. In other words, the asset map provides a holistic picture of the strengths of a community.
**Needs Assessment:** A formal process for determining the needs for the school and community.


**Slide 4-7: Needs Assessment**

**Content of this slide adapted from:** Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Please note:** The content of this slide coincides with page 134 of the text.

**What to Do, What to Say:**

**Say:** School staff see students in the classroom, the lunchroom, the playground, and sometimes field trips. They mostly see students at school or school related activities. Yet, every student is involved outside the context of school that has a profound influence on their functioning at school and overall development.

In "The Heart of Learning and Teaching", a needs assessment is a formal process. It is designed to determine and clearly articulate the needs of the school and the community and can take many different forms (e.g., forums, focus groups, online or emailed surveys, etc.) The approach will vary by community. Once completed, the needs assessment can provide a valuable picture of future directions for developing strategies.
Strengths-Based Problem Solving: A model that uses strengths to compensate for limitations. Strengths include assets, talents and resources. Limit actions are needs. To be most successful, this type of problem solving requires a formal or informal assessment of both strengths and limitations.


Slide 4-8: Strength-Based Problem Solving

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Trainer Tips: If time allows, ask for strength based examples or case-studies from participants.

Please note: The content of this slide coincides with pages 134-168 of the text.

What to Do, What to Say:

Say: The “Heart of Learning and Teaching” adopts a model that uses strengths to compensate for limitations rather than focusing on challenges. If we focus on what's working, we can build on that to compensate for the limitations our students face. Strengths include assets, talents, and resources. Challenges include the basic needs our students require to thrive such as health, food, shelter, and emotional stability.

To be most successful, this type of problem solving requires a formal or informal assessment of both strengths and limitations as seen in the previous slide. Using this model, schools can develop a strength-based approach to facing everyday challenges. Once the assets and needs of an individual or group have been determined, it is an intentional action to look at strengths as a means to meet needs.
For example: a student may come from a family that struggles to financially cover the costs of school fees like supplies, field trips, and athletic activities, but has a strong emotional support system at home and ability to connect with others. Intervention would focus on family support and guiding them in directions to engage with available community resources and to draw on the strength of their relationship and support for one another. Remember in working with families, it is important to plan with them, not for them.
Compassionate Learning Team (CLT): A team of 4-6 individuals responsible for outreach to other staff, oversight of overall development and of school partnerships. Collectively, they hold the vision that was created by partnership. The Team has the experience and skills necessary to network with a wide array of stakeholders.

Hertel, Compassionate School Training (2010)

Slide 4-9: Compassionate Learning Team

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with pages 134-135 and 145 of the text and is expanded from an individual person to a team of people.

What to Do, What to Say:

Say: Compassionate School development works best when each building designates a team of 4-6 individuals who are responsible for oversight of a Compassionate School framework and school/community partnerships. This team holds the vision and leads the way for development. It is ideal to include staff from various disciplines within the school and could also include members of the community who have a specific interest in the school.

It is highly recommended to include student representation on the team whenever possible. It is important that all staff in the school who touch the lives of students receive Compassionate School related training. The team members should be selected based on the skills needed to outreach to and network with a wide array of stakeholders in order to create a comprehensive vision of the school and community for Compassionate School framework development.
Diversity and Strengths-Based Problem Solving

Examples Including, But Not Limited To:
• Age
• Education
• Talents
• Culture
• Gender
• Sexual Orientation
• Spirituality

Slide 4-7: Diversity and Strengths-Based Problem Solving

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 139 of the text.

What to Do, What to Say:

Say: The diversity of the community provides a rich texture for school and community events. In addition to drawing from the strengths of that diversity, the partnership can consider issues from different viewpoints. It also teaches the children in a community how to build stronger connections and relationships through collaboration. The poet, Kahlil Gibran, said, ‘The strength of the columns is in that they stand apart.’

If a school-community partnership is strengths-based, that is, solving problems and meeting needs from the strengths within the community, it cannot overlook the specific strengths of a diverse community population. It is the differences and diversity, the standing apart, that bolsters the strength required to fully support the community and school.
Annually, 21% of children experience a severe emotional disturbance. Less than 20% receive services (Kutash, 2006).

Slide 4-8: Connecting Education and Community-Based Resources

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with pages 137-139 of the text.

What to Do, What to Say:

Say: Compassionate schools seek to address many needs of children and families. These needs are complicated and involve many factors. In this section, we will address mental wellness coordination, integration, social justice, and ideas to coordinate partnership activity.

Nearly every student misbehaves at one time or another. This may be the result of many factors. It could be stress or attention seeking behavior. Other times misbehavior may be the result of a lack of awareness of expectations. Most students can control their behavior when they are taught the skills to do so. However, there are some who have a great deal of difficulty with this. Their behavior may be due to changes in brain chemistry due to stress, compromised cerebral functioning from chemical imbalances, congenital brain differences, brain injuries, or lack of social and emotional skill development.
Compassionate schools emphasize promoting mental-wellness, but sometimes students experience mental health issues. These issues may be divided into mental health diagnosis and developmental disabilities.

Helping students self-regulate their behavior and seeing them as individuals, free of labels and capable of learning, is vital to positive teaching. Nonetheless, educators should be somewhat familiar with diagnoses used by mental health professionals to classify some forms of student behavior.

Beginning on page 140 of the text is a medical terminology chart provided for your information and learning. Mental health labels can create stigma in schools from both students and staff. Therefore, we strongly advise not labeling students with any diagnosis when discussing their behavior. That should be left to mental health professionals who may be discussing various options based on specifically prescribed treatments. Stigma must be guarded against in all possible ways. Use diagnostic information for your own understanding and as an introduction to the language of the mental health profession and a pathway for further study.
Anxiety Disorder: Excessive, irrational dread of everyday situations that become disabling. Anxiety encompasses an overwhelming feeling of self-consciousness in everyday situations.


Slide 4-9: Anxiety

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Trainer Tips: If time allows engage participants to share helpful tips and strategies they have discovered effective.

Please note: The content of this slide coincides with page 140 of the text.

What to Do, What to Say:

Say: Moving into mental health terminology we are covering disorders by alphabetical order, not in level of intensity or frequency in the school setting. For the sake of this training, not all disorders discussed in the text are covered here today.

Anxiety is described as an excessive, irrational dread of everyday situations that becomes disabling. It encompasses an overwhelming feeling of self-consciousness in everyday situations. Student examples include an intense fear of being watched, judged, or called upon in class.

Some strategies for relieving classroom anxiety include removing triggers, talking with the student during times of distress, maintaining a calm demeanor and presentation, using low volume when speaking, listening and encouraging students to see the school
counselor, not forcing the student to talk during class time by ‘calling on them’, and perhaps, most importantly, fostering an environment of respect so students can slowly gain comfort interacting with others.
Classroom Strategies:

- Structure
- Early Intervention
- Stand in close proximity
- Check with school nurse (medication management)
- Shorten lessons
- Family support
- Social & emotional learning

Attention Deficit Hyperactivity Disorder (ADHD): Hyperactive symptoms include constant moving, fidgeting, difficulty with tasks, trouble sitting still. Impulsive symptoms include, blurring out, impatience, acting without regard for consequences. Easily bored, confused and distracted.

Slide 4-10: Attention Deficit Hyperactivity Disorder

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Trainer Tips: If time allows engage participants to share helpful tips and strategies they have discovered effective.

Please note: The content of this slide coincides with page 140 of the text.

What to Do, What to Say:

Say: Attention Deficit Hyper Activity Disorder (ADHD) includes an array of symptoms that include constant motion, fidgeting, aggression, and trouble sitting still. ADHD also accompanies impulsivity symptoms such as blurring out answers, interrupting, acting without regard for consequences, and impatience. Students with ADHD are often easily bored, confused, inattentive and may appear to daydream.

Potential challenges teaching students with ADHD can include disruptive behaviors, distracting other students, inability to self-regulate, and requiring intervention. Students can be easily sidetracked and have great difficulty paying attention.

Classroom strategies for students with ADHD should revolve around having a quiet place where they can go to "self-regulate" by providing external structure. External structure can provide a sense of safety for students who do not have a sense of self-
regulation. Learning behavior and body cues of the student can lead to earlier intervention before the behavior escalates. Shortening lessons can help focus as well as standing near a student who is having difficulty with attention span. It can be a good idea to check in with the school nurse to find out if the student is on medication and if the school nurse has availability to medication in the event the student arrives to school without taking it. It is also helpful to engage the parents for support, open communication, and to further develop social and emotional skill development.
Autism Spectrum Disorders: Difficulty communicating with others. May exhibit repetitious behaviors, such as rocking, head banging, touching or twirling objects. Limited range of interest, upset by changes to environment or routine. Difficultly reading people and situations.

Classroom Strategies:
- IEP
- Diet
- Teach Social Interaction Skills
- Personal Space
- Routines & Structure
- Break-up Assignments

Slide 4-11: Autism Spectrum Disorders

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Trainer Tips: If time allows engage participants to share helpful tips and strategies they have discovered effective.

Please note: The content of this slide coincides with page 141 of the text.

What to Do, What to Say:

Say: Students diagnosed with Autism Spectrum Disorder generally have severe and pervasive impairment in thinking, feeling, language, the ability to relate to others, and challenges in reading emotional cues. They often have difficulty communicating and may exhibit repetitious behaviors, such as rocking back and forth, head banging, or touching or twirling objects. These students may have a limited range of interest and activities and may easily become upset by a small change in the environment or daily routine.

Possible challenges in the classroom for the student may be the ability to demonstrate appropriate social interactions or the ability to join and exit a group of peers. They may be challenged to demonstrate good sportsmanship, require assistance handling teasing, bullying or arguments, and be a target for bullying or harassment.
Classroom strategies for students with Autism Spectrum Disorder include specially designed instruction, dietary interventions, careful teaching of social interaction skills, and potential one-on-one attention and help from a teacher or support staff. It is important to ask for and give personal space to students and maintain a highly structured routine and classroom in order to help them feel safe. Breaking classroom assignments into small steps over a period of time may also help students with autism spectrum disorder increase completion success.
Depression: Difficulty with relationships, complaints of physical illness, frequent sadness or crying. Low energy, low self-esteem. Persistent boredom, poor concentration, thoughts of suicide, lost of interest in activities that were once enjoyable.

Slide 4-12: Depression

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Trainer Tips: If time allows engage participants to share helpful tips and strategies they have discovered effective.

Please note: The content of this slide coincides with page 142 of the text.

What to Do, What to Say:

Say: Students with depression may exhibit difficulty with relationships and voice frequent complaints of physical illness. They may experience frequent crying or sadness, low energy, low self-esteem, persistent boredom, poor concentration, thoughts of suicide, and loss of interest in activities that were once enjoyable.

Possible challenges for depressed students in the classroom may include an overall unwillingness to participate in class activities or even pay attention. An ‘empty’ feeling may lead to students disregard for anything and lead to disassociation with what is happening in the classroom.

Classroom strategies for students experiencing depression include continual support and being present for students even if they are not showing improvement. Informing students you are there to talk to if they ever wish to confide in someone and
communicating information to the student about the school counselors as well as passing the students information onto your school counselors along with your observations of the student in class.

Sometimes, students who are depressed are very skilled at hiding that part of their lives. Internally, their depression is extreme but they are able to put on a smile and in some cases act in unaffected ways. Deep inside, they are in great pain and yet, outwardly, the symptoms may be difficult to spot. This takes a keen eye on part of the school staff. These students are often at greatest risk for suicide as it takes an enormous effort to mask the symptoms of severe and chronic depression. Educators should continue to seek professional development about suicide indicators throughout their career.
Post-Traumatic Stress Disorder (PTSD): An anxiety disorder that can develop after exposure to a terrifying event or ordeal in which grave physical harm occurred or was threatened.

Classroom Strategies:
• Attune to potential triggers
• Create consistency and predictability
• Calm Environment
• Listen
• Establish Routines
• Transition Notification
• Refer to Counselor


Slide 4-13: Post-Traumatic Stress Disorder

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Trainer Tips: If time allows engage participants to share helpful tips and strategies they have discovered effective.

Please note: The content of this slide coincides with page 144 of the text.

What to Do, What to Say:

Say: Post-Traumatic Stress Disorder (PTSD) is an anxiety disorder that can develop after exposure to a terrifying event or ordeal in which physical harm occurred or was threatened.

Possible challenges for students with PTSD in the classroom are distractibility or daydreaming. Students may express fear and may speak of memories of the event in class. The student will often detach and is easily startled. Reducing "triggers" is a consideration of paramount importance.

Some classroom strategies for combating PTSD involve maintaining a calm environment, providing an ear to listen to the student if they choose to talk about the event, and being careful to terminate the conversation if any anxiety begins to develop.
Please utilize and refer the student to the school counselor or community health treatment.
Slide 4-14: School Community Partnerships that Work

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Trainer Tips: Check the time, is now a good place for a break?

Please note: The content of this slide coincides with page 134 of the text.

What to Do, What to Say:

Say: We are about to start the third subsection of chapter four in "The Heart of Learning and Teaching." We will cover an array of topics on School-Community Partnerships before moving into the final sub-section.
Compassionate Learning Team (CLT): A team of 4-6 individuals responsible for outreach to other staff, oversight of overall development and of school partnerships. Collectively, they hold the vision that was created by partnership. The Team has the experience and skills necessary to network with a wide array of stakeholders.

**Slide 4-15: School-Community Partnerships That Work**

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 145 of the text.

**What to Do, What to Say:**

Say: A school-community Partnership is organized to meet the basic health and wellbeing needs of children and families as a means to enhance learning. When a student’s needs are not met, they can create barriers to learning. The school-community partnership assists families in locating services and resources within and beyond the boundaries of the school and community.

Regardless of household income, families have basic needs which may include mental health services and counseling of various types. Access to these services vary by family. Some families have insurance, some must rely on public funding or non-profit agencies.

There are three parties to the partnership: the school, the families, and the community. This diagram represents the three parties. As you can see, the student is at the heart of this group. They are the focus and the priority of this work.
Coordination is necessary to ensure stable community partnerships. In many school-community partnerships, that coordination comes from the Compassionate Learning Team whose holds the responsibility to identify available supports and resources.

The role of the Compassionate Learning Team is different from that of an individual school counselor, school psychologist, social worker, or other school employee. In addition to oversight and development of the Compassionate School framework, the team acts collectively to connect students and their families with a network of resources. The resources include natural supports and networks of community members as well as formal supports from agencies and local businesses that are both traditional and non-traditional partners. In these partnerships, we encourage you to think outside the box. There are many people in the community who embrace being a part of shaping future citizens who will eventually contribute to the functioning of that community.

When a Compassionate Learning Team is present, teachers and other school staff can better focus their energies on the role for which they were hired. In addition, schools with Compassionate Learning Teams report that connecting families with support and services they need helps reduce at-risk behaviors and provides them with a "go to" place to seek that kind of support. Schools and communities are discovering value in saving resources in the long-term through investment of collaborative prevention and early intervention strategies and activities.
Slide 4-16: Family Resource Centers

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 149 of the text.

What to Do, What to Say:

Say:  
Strong families make strong students, and families are a resource. A Family Resource Center can be located in the school or accessed in the community. Family Resource Centers create a respectful, safe, relaxed, and comfortable place for families to explore advocacy, support, and find community resources. They can connect them with training, case management, a resource lending library, onsite technology, and many other resources. They focus on providing support when no other resource exists.

In "The Heart of Learning and Teaching", families are recognized as the first teachers. Family Resource Centers offer support to families and community members who assist children in thriving and learning. In turn, they become resources for other families. This support provides a foundation for schools to help reduce the effects of trauma and struggles faced by students and families. Family Resource Centers strengthen families and allow schools to harness the synergy that becomes available when family members are advocates and supporters of their students as well as the whole education system.

Do:  
Review Slide on Benefits of Family Resource Centers with participants.
Slide 4-17: Six Types of Parent Involvement

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with pages 149-151 of the text.

What to Do, What to Say:

Say:  Families, like their children, have experiences outside of school that can be a huge asset to the school. They have jobs, friends, and extended families. They have knowledge and skills used in their jobs, families, faiths, and hobbies. Many work long hours and have long commutes. Many of them desire and are willing to be engaged in schools if they believe their presence makes a contribution.

When we think of family engagement, we should think of adults beyond the walls of the student’s immediate home. There is the potential for engagement by grandparents, aunts, uncles, and other adults who either do not have children or whose children are adults.

There are many ways for families to be engaged in the lives of their children. Several years ago, but still very relevant today, Joyce Epstein of John Hopkins University, defined six different types of parent engagement that you see listed here. Further examples of her work can be found at the website listed on the top of the slide and
includes the challenges inherent in fostering each type of parent engagement, as well as the expected results of implementing them for students, parents, and teachers.
Parent Engagement and Leadership

- Utilizing practices that are responsive to diverse linguistic, cultural, ethnic values and morals
- Involving diverse adults in the classroom and school
- Parent and student voice/leadership in all aspects of programming
- Helping families and students understand and navigate systems needed to move toward self-sufficiency
  - Education / career training / re-training
  - Social services
  - Health care
  - Local government

Slide 4-18: Parent Engagement and Leadership

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 150 of the text.

What to Do, What to Say:

Say: Families are at the core of family-school partnerships. For children to succeed, families must succeed. Those families must be treated with respect, their strengths and abilities need to be recognized. When developing a plan for a student and family with challenges, it is important that the family has a central role in its design.

The sense of involvement in the creation of the plan helps them become more successful. It is important to plan with families, not for them. Family engagement in all aspects of programming is vital. Families are capable of contributing even though they may be experiencing difficulties; just as teachers are capable of teaching when they experience difficulties.

Every parent, regardless of circumstance, has the ability to advocate for his or her child utilizing strategies that are responsive to diverse linguistic, cultural, ethnic values and morals. Therefore, it’s important to invite adult engagement that represents the diversity of the community, authentic family, and student voice/leadership in all aspects of programming, and helping families and students understand and navigate systems needed to move toward self-sufficiency.
Slide 4-20: School Community Partnership Strategies

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with pages 164-174 of the text.

What to Do, What to Say:

Say:  This is the last of the four sub-sections. Here is an overview of some of the topics we will discuss.
Slide 4-24: Defining School and Community Roles

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 171 of the text.

What to Do, What to Say:

Say: Schools must take initiative for outreach to community members, inviting them to become active, involved and engaged in creating an educational environment that benefits all students. This outreach will encourage people to participate in making decisions about programming, expressing their opinions, and contributing their talents. Schools really can’t do it alone! Creating Compassionate Schools is a community-wide endeavor.
Developing a Compassionate School Infrastructure

- Engaging School Leadership
- Assessment
- Training School-Community
- Review of Similar Models
- Review of School Policies and Procedures
- Partnerships
- Action Plan with Short, and Long-Term Goals
- Reassessment and Evaluation

Full Pilot Report At:
http://www.k12.wa.us/compassionateschools/resources.aspx

Slide 4-21: Compassionate School Infrastructure

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 165-166 of the text.

What to Do, What to Say:

Say: In 2007-2008, Pierce County and Spokane County hosted 'Hurt to Hope' summits on Helping Traumatized Children Learn and the Adverse Childhood Experiences Study that drew over 1,000 educators from across WA State. After the summits, The Office of Superintendent of Public Instruction (Washington State Education Agency) began working with the Mental Health Transformation Grant to begin the Compassionate Schools Initiative. Spokane and Pierce counties (East and West sides of the state) were chosen as pilot sites to develop Compassionate Schools into a working practice.

Eleven school sites between the two different counties were chosen. The complete Compassionate Schools Pilot Report can be found at the website listed on the bottom of the slide.

Key components to developing a Compassionate School framework are bulleted on this slide. The chart on the following slide provides additional detail for each of components.
Do: Review slide with participants. Encourage participants to visit the link for more information on the Compassionate Schools pilot project.
Slide 4-22: Infrastructure Details

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Materials Needed: Hardcopies of this planning tool (handout)

Trainer Tips: Pass-out a hard copy of this Developing a Compassionate School Infrastructure from pages 165-166.

Please note: The content of this slide coincides with page 165-166 of the text.

What to Do, What to Say:

Say: This chart provides additional detail regarding the planning for a Compassionate School framework. Before we begin reviewing the chart, it is important to state that Compassionate Schools is not a program, it is a framework and process designed to uniquely fit each school and community based on the needs and assets that have been identified.

The discussions regarding the content of this chart should first be internal with the Compassionate Learning Team (CLT) to create a plan of approach and brainstorm ways to engage school staff. The CLT would then convene a school-wide discussion regarding implementation strategies and an action plan which can be put on the logic model found on the following slide.
Please take a few moments to read the handout.

**DO:** Allow time for them to read the handout.

**Say:** *What challenges would you anticipate in your schools in taking this step?*
<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>CURRENT STATUS (AVAILABLE DATA SOURCES)</th>
<th>SCHOOL/COMMUNITY ASSETS</th>
<th>SCHOOL/COMMUNITY NEEDS</th>
<th>DESIRED RESULTS (GOALS)</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Slide 4-23: Logic Model/Forming a School Community Partnership**

**Content of this slide adapted by:** N/A

**Materials Needed:** Hardcopy of this logic model (handout)

**Trainer Tips:** Pass-out a hard copy of this logic model and be ready for people to begin working in teams, as they are ready.

**Please note:** The content of this slide coincides with pages 168-170 of the text.

**What to Do, What to Say:**

**Say:** *This chapter has provided guidance for mapping the assets and resources of a community and performing a needs assessment. The chart on the previous slide provides detail and structure.*

*Developing a Compassionate School framework benefits all students, whether or not they are affected by trauma, supporting school-wide improvement in overall culture and climate. The Compassionate School framework is dependent on resources that are available in the school and community, and the main resources are its individuals and the collective characteristics and resources of all members within the community.*

*All communities and individuals have combinations of both strengths and limitations. Everyone you will meet compensates for limitations by using strengths. It is the same*
with communities; the combined strengths of the individuals within a community compensates for the limitations of individuals of the community. In other words, a strong partnership will use strengths of the individuals and community to solve the problems experienced by the community. It is a matching process of finding available resources to meet the needs within the community.

This slide depicts a logic model that can be used for the purpose of creating a map for both long and short term action planning: one logic model should be used for each. The process of completing the logic model should be led by the Compassionate Learning Team to create both long and short term action plans with input from a variety of school staff and relevant members of the community. The logic model is goal driven and begins with providing an inventory of resources and strengths found within a community, identified needs, articulated results, and strategies to achieve those results. It is important to identify specific data sources that you can point to in measuring the results of your strategies and actions.

It is highly recommended to not try to accomplish too much at one time; pick one focus area to begin with and pick only a couple of goals that are likely to be readily completed. Designing the model for success is found in identifying realistic, specific, and achievable goals.

Once the logic model is completed, it is important to determine roles both within the school and in the community. Roles should be clear and as uncomplicated as possible to allow people to work in areas they are interested in and have talent or expertise. Once the needs assessment and logic model have been completed, the school-community partnership should form an overarching strategic plan with individual goals under each need.

A logic model must be flexible and adaptable and continually evaluated, on a least an annual basis, in terms of outcomes.
Slide 4-25: Quick Strategies for Building Collaboration

Content of this slide adapted from "The Heart of Learning and Teaching."

Trainer Tips: Pass out or ask a participant to help pass out this handout.

Please note: The content of this slide coincides with page 173 of the text.

What to Do, What to Say:

Say:  Here are quick strategies for building collaborations. This handout is a great quick reference to guide your planning.
Summary

• Communities consist of interdependent systems.
• Trauma seldom occurs in isolation.
• Mental health service availability is important to schools.
• Community-Partnerships benefit all students not just those who experience trauma.
• Each community must determine its own unique and individual needs and strengths in order to tailor specific development.
• Asset mapping and needs assessments should be done prior to action in order to understand what assets are readily available and what may need to be brought in or developed to meet the needs of students and families.

Slide 4-26: Summary

Content of this slide adapted by: N/A

Trainer Tips: Address ‘Parking Lot’ questions if time allows.

Please note: The content of this slide coincides with page 174 of the text.

What to Do, What to Say:

Say:  As we wrap up, here are summary points of the chapter we just completed.

Do:  Go over slide with participants.
Slide 4-27: Activity

Content of this slide adapted by: N/A

Please note: The content of this slide coincides with page 174 of the text.

What to Do, What to Say:

Say: Please take a look at the following reflection and application questions. Let's take a few minutes to reflect; and for those of you who are comfortable in doing so, participate in a conversation about thoughts and impressions that you have taken from this chapter.

Do: Encourage people to designate which question they are responding to for the discussion.
Slide 4-28: Closing

Content of this slide adapted by: N/A

What to Do, What to Say:

Say:  We have made it through Chapter 4 of “The Heart of Teaching and Learning” and have covered the main focus points of the book. The remainder of the book has additional resources to what we have covered in the first four chapters.

Thank you all for your participation. If you have additional questions, please refer to the contact information on this slide.

Thank you for your time today, and I wish you well in your application of this information.