

**Six Types of Involvement
in Family-School-Community Partnerships**

<i>Types of Involvement</i>	<i>Definition</i>	<i>Examples</i>
<i>Parenting</i>	Schools help families with families' basic obligations.	Parent Education classes on basic health, safety, discipline of family members; referral services, etc.
<i>Communicating</i>	School's obligation to communicate clearly to families about school programs and children's progress. Families should communicate issues child is facing at home and how they are being handled	Letters, memos, phone call, back-n-forth book, conferences, newsletters, etc.
<i>Volunteering</i>	Families come to school to support the learning environment in the classroom.	Reading to children; leading art project or other activity; parent "show-n-tell"; etc.
<i>Learning at Home</i>	School responds to parent or child-initiated requests and ideas from teachers to assist families in working with their children at home in learning activities that are coordinated with the child's classroom instruction.	Assisting with homework, monitoring and assisting in web searches, providing activities typically done at home that coincide with classroom activities.
<i>Decision-Making</i>	Guarantees that parents and community activists are consulted and involved in the decision-making of parent associations, advisory committees, and school improvement groups.	PTA, Policy Council, CDM, etc.
<i>Collaborating with the Community</i>	School and families involve the institutions that share responsibility for children's development and success.	Programs that provide access to community support services for children and their families.

Adapted from Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G. & Simon, B. S. (1997). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks CA: Corwin Press.