

# IN TOUCH WITH OUR SCHOOL, OUR COMMUNITY

VALERIE DURRELL, PARENT COORDINATOR



## DATES TO REMEMBER

January 6-7, 2021	Staff Development
January 8, 2021	2 <sup>nd</sup> Semester Begins
January 14	Report Card Pickup
January 18	Dr. Martin L. King, Jr. Holiday

### UPDATES FROM THE DIRECTOR OF FEDERAL PROGRAMS

#### WHAT IS Title 1, Part A?

The [Every Student Succeeds Act \(ESSA\)](#) provides financial assistance through the Mississippi Department of Education to districts and public schools with the highest percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I funds are used in the Franklin County School District for children from preschool through grade 12. FCSD uses its Title I funds to operate school wide programs designed to upgrade the entire educational program.

### MAKING THE CONNECTION

#### FALLING THROUGH THE CRACKS: STRATEGIES FOR STOPPING LEARNING LOSS

- COMMUNICATE WITH KIDS
- Encourage Feedback
- Have Family Night
- Ask Questions

**"The Only Real Legacy  
That One Can Leave  
Behind Is A Book!"**

*by 'I Want To Write A Book'*

### FEATURED BOOKS OF THE MONTH

FLES: The Mitten by Jan Brett

Synopsis: One by one, animals in a snowy forest crawl into Nicki's lost mitten to get warm until the bear sneezes, sending the animals flying out of the mitten.

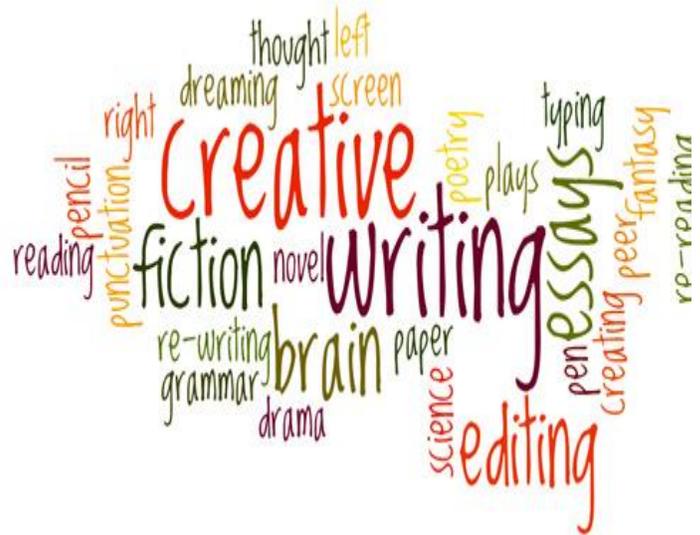
## FEATURED BOOKS CONT.

**FUE: How Full Is Your Bucket?** By Tom Rath and Don Clifton

**Synopsis:** This book reveals how even the briefest interactions affect your relationships, productivity, health, and longevity.

**FMS: Make Your Bed** by William McRaven

**Synopsis:** This book is based on a speech by Admiral McRaven. He gives positive daily habits that lead to success.



### Teamwork: Parents and Teachers Working Together

**Carol Gooch, M.S., LPC, LCDC, LMFT**

Parents and teachers have a common goal: to facilitate the best educational experience possible for students. When parents and teachers communicate with one another, they are able to work together towards this common goal. Technologies like texting and e-mails have made communication between home and school more efficient, and improved in both quantity and quality. Parents and teachers alike would be well served to seek out opportunities for communication with one another on a regular basis to ensure that all students have their physical, emotional and intellectual needs met. We know that the best educational outcomes occur when each of these needs are met.

A partnership implies that all parties work together — as equals — with specific rights and responsibilities toward a common goal. Each party contributes their own specific skills and knowledge toward meeting the objectives. Unfortunately, much home/school communication is one-sided and school-directed. Information is shared... but *power* is not shared. This approach is not conducive to creating a genuine partnership. The great majority of home/school crises are a direct result of poor communication.

*The Beginning Stage* requires teachers to establish their credibility as competent and confident professionals. They must set the tone for ongoing collaboration and outline the specific goals, roles and responsibilities of each member of the new partnership.

*The Maintenance Stage* requires teachers to use ongoing conferencing and communication to continue and enhance the partnership.

*The Ending Stage* brings appropriate closure to the partnership by creative and effective and well-planned transition to the next step in the student's academic progression. Teachers must provide the family with encouragement as they face this new step.

The final stage can be difficult for teachers and parents at certain academic levels. Especially with very young children, parents often develop a dependency on a teacher and are reluctant to end the relationship. Teachers must communicate to the parents that they will communicate with the student's next teacher and that they will be involved in the transition.

Neither teachers nor parents should become defensive or argumentative with each other when faced with a challenging situation. Do not attempt to construct a defense with a series of excuses or rationales. This approach only serves to anger the person and weakens the partnership.

Merely apologize for the error and express your regret for the situation. Outline steps that will be taken to prevent a re-occurrence. Even the most upset person will generally respond well to this approach. Sincere apologies are not a reflection of weakness or incompetence. Rather, they reflect strength and confidence.

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