About Parent Teacher Home Visits

Parent Teacher Home Visits (PTHV) is a high-impact family engagement strategy designed to build trusting home-school partnerships centered on shared hopes and dreams. Recent studies reveal that PTHV’s model for relational home visits strengthens relationships, shifts mindsets, improves teaching, and bolsters student outcomes. These studies also reiterate how critically important implementation fidelity is to realizing the full potential that the model offers.
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Yesenia Ramirez, Co-Founder, Senior Advisor, PTHV

Yesenia Ramirez, founding parent and now Senior Advisor at PTHV, tells the story here: pthvp.org/yesenia-ramirez-there’s-a-magic-that-happens. Here’s how Yesenia and others advocated to make change in their children’s schools and to collaborate to develop the PTHV model we still use today.
Founded by Advocates

After a chance encounter with a vice principal at her daughter's school, Yesenia and two other parents, PTHV’s other cofounders, the late Jocelyn Graves, and Sandy Johnson, joined forces. They helped build relationships between the school staff (who Yesenia said “wanted absolutely nothing to do with us”) and families of children attending the school. There was a resource teacher and another educator who joined in and shared their personal time with Yesenia, Sandy, and Jocelyn, coaching them in ways to help their kids. Then a community organizer from Sacramento ACT named Gina Martinez, now PTHV’s executive director, showed the group how to organize. They learned organizing methods to assess problems, identify who had the power to fix them and come up with strategies to create change.

Yesenia and Jocelyn conducted more than 150 1-on-1s, or relationship-building conversations with parents in the community. Then they held focus groups with schools to determine what the needs were and how to build a bridge between families and schools. This work went on for two years, and in time more teachers and principals from other schools joined in the effort. From there, the groups went to the teachers’ unions, who “were amazed by all the work we had done with the community organization and loved the model we created.” The unions pledged their support.

The next step was to take results of the research, 1-on-1s, focus groups, newly formed core practices and present the idea to the superintendent of schools, then Dr. Jim Sweeney. That first visit was a lot like Yesenia’s early visits to the school. He wouldn’t meet with the group, so they returned the next day, and he agreed to see them. He heard their ideas about home visits, about how members of the community, including families and teachers and others, had told them what they needed from the schools, and how home visits, modeled after 1-on-1s would be a revolutionary solution.

The superintendent thought the unions would not agree to teachers going into families’ homes, but Yesenia let him know they already had union buy-in. They were there to get support to pilot the home visits project, and they wanted a commitment that educators would be compensated for their time when they conducted home visits. Yesenia and her colleagues invited the superintendent to a community meeting to discuss the plan in detail. More than 2,000 families came. They challenged him to go on home visits and requested $100,000 to conduct the initial pilot. He agreed to do 20 home visits but didn’t agree to the money right away.

Yesenia recalls, “by the fifth visit, he totally got what we were talking about. He said he saw the power in it, and that’s how we launched in those first eight schools.”

The PTHV founding story reminds us of some critically important rules in advocacy. You have to be persistent, gather support from lots of people and organizations, and show people rather than just telling them. This toolkit gives you some tools, templates, and guidance to support your advocacy for PTHV in your school and district.

Remember, too, that decision-makers like to continue to be involved. Even if you’re not asking them to make a big change, maintaining a relationship will help the PTHV program. **Simple messages of thanks, invitations to celebrations, and opportunities to experience home visits are all ideas that will keep decision-makers engaged in your PTHV practice.**
Reaching Out to Decision-Makers

Phone Calls

A phone call is an effective way to voice your opinion and ideas but also add a personal touch to your request. It is important to be courteous but also direct, clear, and concise. Here are a few reminders for when you call.

- Think carefully about who to call, and ask for help from people who know how the system works.
  - Plan to speak to the school board member representing your specific school community. This person is likely to be most familiar with your area and will be far more likely to respond positively to your request. Sometimes school board members are elected districtwide, so you should contact all of them too.
  - Reach out to the superintendent but expect that they might have another administrator be your primary contact. Sometimes it’s other administrators who make decisions about budgets and training.
- Introduce yourself. Provide your phone number, email address, and mailing address so they can verify that you are a parent, employee, or other constituent and allow them to follow up.
- Let them know why you are calling. Sample scripts are provided in this toolkit but be sure to add personalized data and anecdotes about why Parent Teacher Home Visits is important in your community.
- Use our PTHV Talking Points resource to find additional facts that you can share on your call.
- Give them time to ask questions and be prepared to answer.
- Finally, follow up on your conversation, thank them for their time, and ask what they suggest you do next.
Letters and Emails

Email is probably more commonly used than letters in most school districts, but writing a letter can still have an impact. Whether you send an email or write a letter, remember the following tips.

- Write to the right people, and ask for help identifying them from people who know how the system works.
  - Plan to contact the school board member representing your specific school community. This person is likely to be most familiar with your area and will be far more likely to respond positively to your request. Sometimes school board members are elected districtwide, so you should contact all of them too.
  - Reach out to the superintendent but expect that they might have another administrator be your primary contact. Sometimes it’s other administrators who make decisions about budgets and training.
- Make sure you include your phone number, email address, and mailing address so that they can verify that you are a parent, employee, or other constituent and allow them to follow up.
- Be clear about why you are writing. Letter templates are provided in this toolkit but be sure to add personalized data and anecdotes about why Parent Teacher Home Visits is important in your community.

School Board Public Comment

One way to share a letter or email, or any message, with the whole school board and many administrators is to attend a school board meeting. It’s common that a school board includes time for public comment on the agenda at each regular meeting. This is a planned time for people to speak to all the decision-makers in a school district. If you want to speak during the public comment portion, here’s what you should know.

- School boards might request or require that you sign up before the meeting starts. Look on the school board’s website for their rules.
- You will have a time limit, and it will go fast. It’s a good idea to have a plan for what you’re going to say. You can read a letter, for example.
- Sometimes you can leave something behind for the school board to review, like a copy of your letter.
- Usually, the school board won’t respond to speakers at the meeting, but they will listen and often follow up.
- You might be able to watch a past meeting recording online to see how public comment works.
- It’s okay to feel nervous, but the school board and administration want to hear from you!
Model School Board Proclamation to Announce PTHV Week

WHEREAS family engagement is an opportunity to transform schools. Studies show that parent involvement in a child’s education is a significant factor in student success – twice as predictive as family socioeconomic status. It leads to higher test scores and graduation rates, increased motivation and self-esteem, and lower rates of suspension and chronic absenteeism.

WHEREAS schools that succeed in engaging diverse families build trusting, collaborative relationships among teachers, families, and community; recognize, respect, and address families’ needs and differences; and embrace shared power and responsibility.

WHEREAS schools with strong levels of trust with families have a greater chance of making significant improvements in reading, math, and social-emotional learning competencies while schools with little or no trust have almost no chance of improving.

WHEREAS schools continue to struggle engaging families as equal partners. Deficit mindsets, negative assumptions, and implicit biases negatively influence home-school communication, limiting the known benefits of effective family engagement.

WHEREAS, in 1998, parents from a low-income neighborhood used community organizing principles of empowerment to develop a strategy that interrupts a cycle of blame between parents and teachers for low student achievement. The resulting Parent Teacher Home Visits model was refined and successfully piloted in eight Sacramento, California schools with the goal of building productive partnerships centered on trust and mutual accountability. Today, the model is implemented in 700 communities across 28 states and Washington, DC, as well as in the province of Saskatchewan, Canada.

WHEREAS rigorous research has proven that Parent Teacher Home Visits strengthen family-school partnerships, shift mindsets and disrupt implicit biases, decrease chronic absenteeism, and increase proficiency on standardized English Language Arts exams when systematically implemented at a school site.

WHEREAS Parent Teacher Home Visits produces these transformational results through high-quality implementation of its five core practices:

1. Visits are voluntary for all and scheduled in advance.
2. Educators are trained and compensated for visits outside of the school day.
3. The focus of the first visit is relationship-building; educators and families discuss hopes and dreams.
4. There is no targeting; visits occur with all or a cross-section of students, so there is no stigma.
5. Educators conduct visits in pairs and, after the visits, reflect with their partners.

WHEREAS [school district name] embraces high-impact family engagement efforts. Parents and families are valued as co-educators and respected for the skills, assets, and experience they bring to the education of their children.

WHEREAS [school district name] specifically endorses Parent Teacher Home Visits as an evidence-based family engagement strategy, given its emphasis on building authentic, trusting relationships. Since [year], [number of home visits] home visits have been successfully conducted by trained educators across [number of schools] [school district name] sites.
NOW, THEREFORE BE IT RESOLVED that [official name of governing body] stands with districts across the nation in declaring the week of September 18-23, 2023, as “Parent Teacher Home Visits Week.” We hereby commit to supporting the sustainability and growth of a strong home visit practice so that more of our students, families, and educators can realize the full benefit that the model offers. We recognize that, to cultivate effective partnerships that support student and school improvement, we must not only build the capacity of educators and families to engage in true collaboration but ensure that system conditions are addressed in a way that promotes relationships. It is our goal that, through Parent Teacher Home Visits Week activities and support, we [Enter goal(s) here. Examples include conducting # home visits during the designated time, increasing visits by #% compared to the previous year, etc.].

Specifically, we will: [List how your district intends to celebrate Parent Teacher Home Visits Week and recognize participating families and educators. Below are examples that can be adapted to your local community and home visit practice.]

▪ Promote Parent Teacher Home Visits as a proven approach to family engagement through strategies such as sharing stories of impact via school and district communication channels, engaging local media to spotlight the practice, and participating in home visits.

▪ Celebrate educators and families participating in Parent Teacher Home Visits, including recognition at board meetings and through district communication channels, issuing Hopes and Dreams certificates, and incentivizing increased participation during Parent Teacher Home Visits Week.

▪ Ensure that educators who learn about and become interested in building relationships of trust with families through Parent Teacher Home Visits are afforded the opportunity to become trained home visitors.

▪ Measure and evaluate the impact of our home visit practice both during Parent Teacher Home Visits Week and beyond using both qualitative and quantitative data. Results will be shared with stakeholders and will be used to inform continuous improvement of our practice.

▪ Allocate adequate funding and human resources to support attainment of our stated Parent Teacher Home Visits Week goal(s).

▪ Leverage the excitement and momentum built through Parent Teacher Home Visits Week to engage stakeholders in collaboratively planning and executing a long-term plan to sustain and expand our home visit practice to [Enter future goal(s) here. Examples include # of new sites, # of newly trained educators, # of students receiving a home visit, etc.] by [Enter a time period/date].
Dear [Title Name],

I am writing to share with you my interest in Parent Teacher Home Visits (PTHV) as an evidence-based practice that builds trust between educators and families. I believe that [name of School District] could significantly benefit from the extensive positive outcomes – backed by rigorous research and 25 years of experience – that emerge from the practice. PTHV home visits result in:

- Higher student scores on English Language Arts assessments
- Reduced rates of chronic absenteeism
- Increased student motivation and sense of belonging
- Increased educator motivation and connection to professional purpose
- Increased parent confidence in regularly communicating with educators
- Identification of and changes in implicit biases among educators and parents

Recent research by Johns Hopkins University (Sheldon & Jung, 2018) found that when schools implemented this model with at least 10% of their students, they realized increased academic proficiency and reductions in chronic absence at the whole school level – even for students who did not receive a home visit. Parent Teacher Home Visits have the
potential to change both individual and systemic outcomes for a relatively modest investment. Nationwide, the average cost for one home visit is roughly $80.

A small group of colleagues and I are passionate about promoting this practice in [name of School District] and would like to meet with you in the coming weeks to discuss it further. Meanwhile, please feel free to contact me at [contact info] with any questions, and please visit the PTHV website for more information.

Sincerely,
[Name]
[Title]

Phone Script for School Board Members:
Supporting the Launch of PTHV in the District

Good [afternoon/morning].

This is [your name] calling for [Title, Board Member Name]. I’m calling to express my interest in launching a Parent Teacher Home Visits practice here in [Name of School District].

I am a [teacher, parent, community member, other role] here in [Name of School District], and I [live/work] in [Name or number of school district voting sector].

Among educators and families, Parent Teacher Home Visits develop relationships of trust and authentic partnerships that support student success. They also provide a sense of belonging and community that can support healing and recovery from the pandemic and other traumas.

I believe Parent Teacher Home Visits can benefit our students, families, and educators by [insert your list of benefits here. Examples include increased academic achievement, decreased chronic absence rates, increased student motivation and sense of belonging, increased educator motivation and connection to professional purpose, increased parent confidence in communicating with educators, and identification of and changes in implicit biases].

A small group of members of our school community would appreciate an opportunity to talk with you in more detail about the practice and the potential to bring it to our own schools.

Would you be open to meeting with us?

[If leaving a message:] Please call or text me at [phone number] to let me know if this will work for you. Or you can email me at [email address]. Thank you so much!
School Board Resolution – Model Language to Launch a PTHV Practice

WHEREAS [school district name] values parents and families as co-educators, respects the skills, assets, and experiences they bring to the education of their children, and prioritizes high-impact family engagement efforts.

WHEREAS [school district name] recognizes that schools with strong levels of trust have a greater chance of making significant improvements in reading and math while schools with little or no trust have almost no chance of improving.

WHEREAS the following five non-negotiable Parent Teacher Home Visit practices have been proven to result in positive, trusting relationships between educators and families:

1. Visits are voluntary for all and scheduled in advance.
2. Educators are trained and compensated for visits outside of the school day.
3. The focus of the first visit is relationship-building; educators and families discuss hopes and dreams.
4. There is no targeting; visits occur with all or a cross-section of students, so there is no stigma.
5. Educators conduct visits in pairs and, after the visits, reflect with their partners.

WHEREAS Parent Teacher Home Visits has been shown to significantly strengthen family-school partnerships, shift mindsets, improve teaching, decrease chronic absenteeism, and increase proficiency on standardized English Language Arts exams when implemented systematically at a school site. Effective implementation and enabling systems conditions are necessary to achieve the depth of practice necessary to realize such significant outcomes.

WHEREAS [school district name] understands that the greatest success is realized when implementing schools have an engaged principal who serves as a Parent Teacher Home Visits champion; at least 50% of teachers in support of the practice even if they are not conducting visits themselves; adequate funding to uphold the non-negotiable practice of compensating teachers; and clear processes and procedures to administer and evaluate the project.

NOW, THEREFORE BE IT RESOLVED, that the [school district governing board name] endorses Parent Teacher Home Visits as an evidence-based family engagement strategy that produces transformational results given its emphasis on building authentic, trusting relationships.

BE IT FURTHER RESOLVED that the [school district governing board name] directs the Superintendent and district staff to support the formation of a Parent Teacher Home Visit Steering Committee. The Steering committee shall be comprised of diverse stakeholders, including [list here – district and school leaders, parents, students, educators, and local teachers’ union leaders are recommended according to best practice]. The Steering Committee shall develop a comprehensive plan to implement Parent Teacher Home Visits at an initial cohort of schools. The plan shall address critical elements of a strong Parent Teacher Home Visits practice, including:

- Funding
- Implementation Timeline
- School Selection and Readiness
- Key Roles and Responsibilities
- Administrative Process and Procedures
- Training and Ongoing Support for Staff
- Data Collection and Evaluation

BE IT FURTHER RESOLVED that district leadership shall present the implementation plan and recommendations to the Board of Education within 90 days of the passage of this resolution.
Seeking Leadership Support for Additional Funding or Expansion of PTHV Practice

Sample Advocacy Letter or Email Sharing Interest in Expanding PTHV Practice

[Date]
[Name]
[Title]
[Street Address]
[City, State, Zip]

Dear [Title Name],

I am writing to share with you my interest in expanding Parent Teacher Home Visits (PTHV) as an evidence-based practice that builds trust between educators and families within [name of School District]. Backed by rigorous research and 25 years of experience, PTHV home visits result in increased academic proficiency, reduced rates of chronic absence, and the identification of and changes to implicit biases among educators and parents.

Personally, I believe in Parent Teacher Home Visits because [share a brief personal story or example].

Locally, [School Name(s)] launched PTHV home visits [X] years ago and have seen incredible outcomes so far.

- [Add local outcomes you wish to highlight; some examples below]
- Higher student scores on English Language Arts assessments
- Reduced rates of chronic absence
- Increased student motivation and sense of belonging
- Increased educator motivation and connection to professional purpose
- Increased parent confidence in regularly communicating with educators
- Identification of and changes in implicit biases among educators and parents
Recent research by Johns Hopkins University (Sheldon & Jung, 2018) found that when schools implemented the PTHV model with at least 10% of their students, they realized increased academic proficiency and reductions in chronic absence at the whole school level – even for students who did not receive a home visit. Parent Teacher Home Visits have the potential to change both individual and systemic outcomes for a relatively modest investment. Nationwide, the average cost for one home visit is roughly $80.

A group of colleagues and I are passionate about growing this practice district-wide and would like to meet with you in the coming weeks to discuss this opportunity. Meanwhile, please feel free to contact me at [contact info] with any questions, and please visit the PTHV website for more information.

Sincerely,

[Name]
[Title]

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**Phone Script for School Board Members**

**Supporting Expansion of PTHV within the District**

Good [afternoon/morning].

This is [your name] calling for [Title, Board Member Name]. I'm calling to express my interest in expanding the Parent Teacher Home Visits practice here in [Name of School District].

I am a [teacher, parent, community member, other role] at [Name of School(s)], and I [live/work] in [Name or number of school district voting boundary].

Among educators and families, Parent Teacher Home Visits develop relationships of trust and authentic partnerships that support student success. They also provide a sense of belonging and community that can support healing and recovery from the pandemic and other traumas.

We've seen positive changes at [Name of School(s)] because of Parent Teacher Home Visits. Personally, I believe in Parent Teacher Home Visits because of my own experience with them. [Insert your own story here].

A small group of members of our school community would appreciate an opportunity to talk with you in more detail about our own experiences with the practice and the potential to scale it district-wide.

Would you be open to meeting with us?

[If leaving a message:] Please call or text me at [phone number] to let me know if this will work for you. Or you can email me at [email address]. Thank you so much!
Additional Activities to Build Support

Ride Along

You may download a pdf copy of just this guidance here: pthvp.org.

Being trained and visiting with a partner are non-negotiable PTHV practices. On special occasions, schools and districts may wish to invite key decision-makers and other dignitaries such as superintendents, school board members, and legislators on home visits to not only promote but deepen support and commitment to the practice. While encouraged, PTHV urges appropriate care and preparation for these special visits to ensure families’ comfort and confidentiality.

Denver Public Schools was an early adopter of ride-along home visits. According to Don Diehl, a former DPS teacher and current PTHV trainer, it was a 2010 ride along visit with new superintendent, Tom Boasberg, and a local television news reporter that changed the growth and trajectory of Denver’s home visit practice. A local school, Fairview Elementary, had successfully implemented PTHV for 10 years but it never expanded to other sites. The new superintendent’s support and media coverage spurred enough interest for the district to invest $50,000 and expand PTHV to four additional schools that year.

The practice of bringing school board members, area superintendents, and other administrative personnel, as well as engaging media outlets such as newspapers and radio, continues to be employed by enthusiastic PTHV educators across the district. As interest grew, so did district investment. Currently, DPS is an accredited PTHV partner district with 134 schools conducting more than 7,500 home visits in the 2020-2021 school year.

Ride Along Pre-Visit Preparation Checklist

- The purpose of this special visit has been explained to families, and all questions have been thoroughly addressed.
- Families have been prepared for the visit and have provided explicit consent. Below are talking points to consider using when preparing families:
  - Ask them if they would feel comfortable with the special guest visitor joining the visit.
▪ Offer thoughts to the family on why it would make a difference for the guest visitor to be there.
▪ Assure them that the purpose of the visit has not changed and that the guest visitor wants to build a relationship with families too.
▪ Assure them they are not being targeted for participation.
▪ Encourage them to just be themselves so that the guest visitor can get a true picture of their experiences, hopes, dreams, etc.

☐ Special guest visitors have been made aware of the purpose of the visit and the model's core practices. They are prepared and understand what to expect during PTHV home visits. Below are talking points to consider using when preparing guest visitors:
  ▪ Make sure that they understand the purpose of the visits.
  ▪ Prepare them to listen to and engage with families conversationally.
  ▪ Schedule more than one visit, if possible, so that families do not feel singled out.
  ▪ Home visit logistics have been confirmed.
  ▪ If the local press has been engaged to cover the visit, families have signed media release forms.

Ride Along Post-Visit Follow-Up Checklist

☐ Home visit documentation has been completed and submitted per school or district guidelines. Educators have been compensated.

☐ Families have been formally thanked for their participation. They have been invited to share their experiences and become vocal advocates for home visits.

☐ Official follow-up correspondence has been sent to ride-along visitors that includes a message of thanks and concrete next steps to continue growing their support for the practice.

☐ Local media is monitored for coverage of the visit and shared through school and district communications channels.

Letter to Families

Dear Families,

[Name of School or District] invites you to join us in celebrating National Parent Teacher Home Visits Week from September 18-23, 2023. The goals for PTHV Week are to celebrate educators and families who build relationships with each other, let more people know about Parent Teacher Home Visits, and to do as many visits as possible during the week.

[Name of School or District] has been doing Parent Teacher Home Visits since [date] because we want to build positive and productive relationships with our students’ families. During these visits, families and educators come together – either in your home, another location of your choice, or even virtually – to get to know one another and share hopes and dreams for your student.

Studies show that Parent Teacher Home Visits bring teachers and families closer together, create opportunities for better communication between home and school, and improve student academic achievement and attendance.

[Name of School or District] is celebrating PTHV Week by:
• Insert bulleted list here (examples include: conducting Parent Teacher Home Visits; highlighting Parent Teacher Home Visits on our social media feeds; recognizing participating educators and schools; sharing stories of impact, etc.)

We are excited to have you celebrate with us. Below are some suggested ways for you to get involved during this special week.

▪ Follow us on social media at [insert handle information] to see how we are celebrating the impact of this proven family engagement strategy.

▪ Learn more about Parent Teacher Home Visits by visiting pthvp.org.

▪ Contact your student's teacher or [name and contact information for designated person] to request a Parent Teacher Home Visit or, conversely, welcome a home visit if requested by your student's teacher.

▪ Consider sharing how Parent Teacher Home Visits has impacted your family by contacting [insert name and contact information for designated person.]

▪ [Insert other suggested activities specific to your school or district.]

We value your partnership and support of our home visit practice, and sincerely hope that you will help celebrate [name of school or district] [# of years] of Parent Teacher Home Visits.

Warmest regards,

[Name]
Some partnering districts, including Washoe County School District in Reno, Nevada, have embraced mini-conferences as a way to extend their practice. These half-day professional learning opportunities typically kick off with a ceremonial start with key messages by supportive superintendents and school board members as well as educator awards, which is then followed by a general assembly and breakout sessions. Read on for a sample PTHV Mini-Conference Agenda from Washoe County School District.

**Mini-Conference**

PTHV Mini-Conference Agenda

<table>
<thead>
<tr>
<th>Welcome &amp; Awards 4:00-4:50 PM</th>
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</thead>
<tbody>
<tr>
<td><strong>PTHV Training 5:00-7:00 PM</strong></td>
</tr>
<tr>
<td><strong>Title</strong></td>
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</tbody>
</table>
| General Training | Are you interested in Parent Teacher Home Visits about? Do you and want to be part of the program next school year? Attend this training to be cleared to go on home visits starting next school year. | M-2 | Caree Walker  
Lennox Valley Elementary School  
Mike Recchia  
Sun Valley Elementary School |
| **Session 1 5:00-5:45 PM** |
| **Title** | **Description** | **Room** | **Facilitators** |
| Chronic Absenteeism | Chronic Absenteeism is a primary cause of poor academic achievement and increases the likelihood of students withdrawing from school before graduating. Join this session and learn about the resources available to support families to increase students’ school attendance. | Faculty Lounge | Rechelle Murrillo  
Unity Support Coordinator |
| Keeping Up with the Resources Available for Immigrant Families | Do you know the difference between immigrants, refugees, asylum seekers, and migrants? Join this session to learn the differences, legislative changes and the resources available to our families whom identity in each category in the state of Nevada. | B-9 | Maria Edwards  
Catholic Charities of Northern Nevada |
| School Social Work in WCSD | Join this session to learn about the emergence of school social work in WCSD and the important services that school social workers provide. | M-1 | Eric Ohlson  
PEACE Grant Coordinator |
| **Session 2 5:55-6:40 PM** |
| **Title** | **Description** | **Room** | **Facilitators** |
| Revisiting the “Why” | Parent Teacher Home Visits (PTHVs) builds meaningful relationships between the schools and families. Join this session to learn more about the findings from the Johns Hopkins Study Report and what we can continue to do to implement effective practices with PTHVs. | Faculty Lounge | D’Lisa Crain  
Family-School Partnerships  
Tara O’Brien  
Triner Middle School |
| Keeping Up with the Resources Available for Immigrant Families | Do you know the difference between immigrants, refugees, asylum seekers, and migrants? Join this session to learn the differences, legislative changes and the resources available to our families whom identity in each category in the state of Nevada. | B-9 | Noah Montague  
Washoe Legal Services |
| Engaging Families at all Levels: Tips and Resources | Family engagement is an essential ingredient to children’s academic success. As children move along the educational pathway, the families’ roles start shifting and family engagement looks different for the elementary and secondary levels. Join us to explore various tips and resources that can support your efforts to engage families at different stages along the path to graduation. | M-1 | Maria Fernandez  
Ana Anderson  
Family-School Partnerships  
Mary Stach  
Title I |

**Feedback/ Evaluations: 6:45-7:00 PM - CAFETERIA**
Parent Teacher Home Visits

P.O. Box 189084
Sacramento, CA, 95818

(916)448-5290

info@pthvp.org

www.pthvp.org