
PTA Development Days

Engaging Families of Students who are Differently-Abled and Neurodivergent in PTA

Workshop

Hosted by Doris Heckert, LAPTA Chair Special Populations Committee

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Why are we here? Why do you PTA?

To make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

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- **Collaboration:** We will work in partnership with a wide array of individuals and organizations to broaden and enhance our ability to serve and advocate for all children and families.
- **Commitment:** We are dedicated to children's educational success, health, and well-being through strong family and community engagement, while remaining accountable to the principles upon which our association was founded.
- **Respect:** We value the individual contributions of members, employees, volunteers, and partners as we work collaboratively to achieve our association's goals.
- **Diversity:** We acknowledge the potential of everyone without regard, including but not limited to: age, culture, economic status, educational background, ethnicity, gender, geographic location, legal status, marital status, mental ability, national origin, organizational position, parental status, physical ability, political philosophy, race, religion, sexual orientation, and work experience.
- **Accountability:** All members, employees, volunteers, and partners have a shared responsibility to align their efforts toward the achievement of our association's strategic initiatives.

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Building an Inclusive Parent Teacher Association






Introduction to the Standards

The National Standards for Family-School Partnerships provide a framework for building effective relationships between families and schools.

Standard 1: Welcoming all families into the school community



Schools must provide a welcoming environment for all families.

Families should be treated as partners in their child's education.

Schools must provide clear and effective communication with families.

Standard 2: Communicating effectively



Provide regular and accessible communication between school and families.

Use culturally responsive methods to effectively communicate with diverse families.

Create opportunities for two-way communication and feedback between families and school staff.

Standard 3: Supporting student success



Establish a positive and respectful relationship between families and educators.

Provide families with frequent and meaningful communication about their child's academic and social-emotional development.
Collaborate with families to support student learning and success.

Standard 4: Speaking up for every child



Encourage all families to advocate for their children.

Provide resources and support for families who may face barriers to advocacy.

Collaborate with families to develop and implement strategies to support their child's success.

Standard 5: Sharing power



Build trusting relationships between families, educators, and community members.

Recognize and respect the diverse cultures, experiences, and perspectives of families.

Involve families in decision-making processes that affect their children's education.

Standard 6: Collaborating with community.

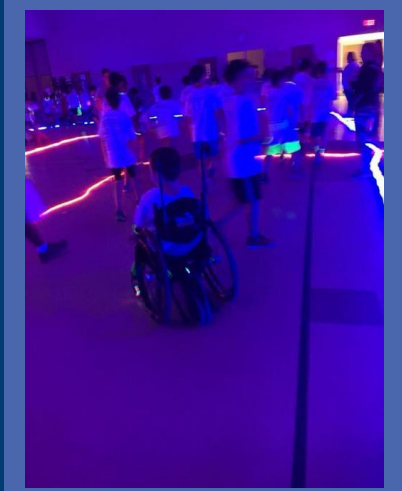


Establish partnerships with community organizations.

Engage families and community members in decision-making processes.

Develop programs and initiatives that help families and schools work together more effectively.

**Inclusion is
an approach
not a
program!**



<https://www.louisianapta.org/toolkits>

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