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FAMILY ENGAGEMENT AND SUPPORT



Program Guidelines for High Quality Early Education: Birth Through Kindergarten

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5.1 There is two-way communication between staff and families on a regular basis.

5.2 Families are provided with resources and opportunities to foster their child's optimal development and become active partners in their child's education.

5.3 Parents are involved in the process of assessing and making decisions about the nature and operations of the early education program.

Three Family Engagement and Support GUIDELINES



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Activity: THE ROLE OF THE FAMILY

1. On 1 index card identify 3 positive perspectives about working with families.

2. On the backside, identify 1-3 things you find challenging when working with families.

Positive Experiences	Challenges
1. _____	1. Leave space between ideas
2. _____	2. _____
3. _____	3. _____

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Activity: THE ROLE OF THE FAMILY (Pt 2)



~~Challenges~~
OPPORTUNITIES!
1. Overprotective of their child
REFRAMED:
2.
3.

1. Share your positive experiences with a partner.
2. Share your challenges.
3. Collectively, reframe challenges so they become OPPORTUNITES. Jot down the opportunity directly under the perceived "challenge."

Be prepared to share

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JACKSON ELEMENTARY SCHOOL
EARLY CHILDHOOD PROGRAM
Family Handbook
Home and School Partnership

Guideline 5.1 There is two-way communication between staff and families on a regular basis.

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Periodic Visits to the Home

- Learn about the child and family
- Eases transition to new school/classroom
- Learn about family hopes and dreams
- Share information about school and home—in general and child-specific
- Gain some awareness of cultural values and beliefs
- The opportunity to create an authentic partnership with families

Guideline 5.1 There is two-way communication between staff and families on a regular basis.

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Periodic Visits to the Home

General Guidelines

1. Go in pairs
2. Be prepared
3. Be open-minded
4. Know that distractions happen
5. Be a guest, not a judge



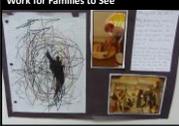
Guideline 5.1 There is two-way communication between staff and families on a regular basis.

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Informal Phone Calls



Thoughtfully Displaying Children's Work for Families to See



Positive Notes Home



2-Way COMMUNICATION

- Positive, respectful, on-going communication with families
- Even when there is conflict!

Guideline 5.1 There is two-way communication between staff and families on a regular basis.

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Family Resources

parenting skills • nutrition • physical health • medical health • dental health • mental health • behavioral health



Guideline 5.1 There is two-way communication between staff and families on a regular basis.

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Regularly Scheduled Newsletters

Early Childhood Education

Guideline 5.1 There is two-way communication between staff and families on a regular basis.

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Conferences occur at least twice a year
Teachers work collaboratively with families to identify goals
Referrals are made as needed

Guideline 5.1 There is two-way communication between staff and families on a regular basis.

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PATH TO ENGAGING & SUPPORTING FAMILIES

Capture all the important details we've discussed around the pebbles.

We will implement By when:

PREPARED BY: _____
TEACHER: _____
DATE: _____

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GENUINELY WELCOMING FAMILIES

- Personally greet families
- Encourage them to visit, observe, play, share skills
- Offer opportunities to volunteer during program time as well as outside program schedule



Guideline 5.2. Families are provided with resources and opportunities to foster their child's optimal development and become active partners in their child's education

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Program provides resources, educational opportunities, and referrals to meet the needs and interests of parents.

- Parenting skills
- Activities to support language and literacy development in the home
- Activities to support parents with transitions
- Medical/dental topics;
- Mental/behavioral health
- Nutrition and physical health;
- Typical and atypical child development;
- Parent/community partnerships;
- Family support topics, (e.g. employment skills, budgeting, single parenting, education opportunities, adult literacy)
- Support for families of children with special needs

JACKSON EARLY CHILDHOOD PROGRAM

PARENT MEETING

November 23, 2012
Family Resource Room
5:00-7:00 PM

Child care provided
Snacks provided

TOPICS:

- **Classroom Updates:** The cool stuff we're doing and learning.
- **Guest Speaker:** *Why Won't My Child Behave? An exploration of why children behave the way they do and what you can do to help them!*

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Varying family schedules are considered when planning field trips, conferences, workshops, etc.

Upcoming Family Events

PARADOX: BIRTHDAY & BIRTHDAY

all things begin with a birthday celebration...
The celebration is the most important time of the year...
It is the time when we celebrate our child's life...
It is the time when we celebrate our child's life...
It is the time when we celebrate our child's life...

UPCOMING EVENTS

November 23, 2012
November 23, 2012
November 23, 2012

FIELD TRIPS

Field trips are an important educational activity...
We want to make sure that everyone has the opportunity to...
We want to make sure that everyone has the opportunity to...
We want to make sure that everyone has the opportunity to...

Guideline 5.2. Families are provided with resources and opportunities to foster their child's optimal development and become active partners in their child's education

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Procedures are shared with volunteers that enable them to interact directly with children in developmentally appropriate ways.

Guideline 5.2. Families are provided with resources and opportunities to foster their child's optimal development and become active partners in their child's education

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Developmentally appropriate activities offered regularly to families

Based on individual developmental needs

Specific experiences for those with disabilities and/or English language learners

Guideline 5.2. Families are provided with resources and opportunities to foster their child's optimal development and become active partners in their child's education

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UPCOMING TRANSITION EVENTS

1. Family Conferences to develop Individual Transition Plans beginning May 1
2. Begin in-classroom transition activities (i.e. making yearbooks of our school year, setting up a classroom in our room, planning our Family Celebration)
3. Visits to Kindergarten Classrooms begins May 1
4. Practice Kindergarten Days: Early Release Wednesdays for the whole month of May, children may visit Kindergarten classrooms from 1:00-3:00 PM.
5. Celebrating Our Year Together: Family Celebration & Gathering May 29

*Additional Transitional Plans: Transitioning into the program, within the program, and exiting program (even if not kindergarten)

Guideline 5.2. Families are provided with resources and opportunities to foster their child's optimal development and become active partners in their child's education

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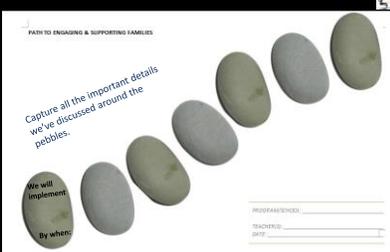
Families preferences and goals for their children are acknowledged with respect and sensitivity and are considered when making program decisions.

ESTABLISHING A RECIPROCAL RELATIONSHIP WITH FAMILIES IS CRITICAL TO THE DEVELOPMENT OF HEALTHY SUCCESSFUL LEARNERS.

Guideline 5.3 Parents are involved in the process of assessing and making decisions about the nature and operations of the early education program.

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PATH TO ENGAGING & SUPPORTING FAMILIES



Capture all the important details we've discussed around the pebbles.

We will implement _____
By when _____

PROFANEEDING: _____
TEACHERS: _____
DATE: _____