



2020-2021 Family Engagement Toolkit

****This guidance may be amended by DPfC and the NC PreK state office as needed in accordance with changes in trends related to COVID-19. All programs must adhere by the following requirements (private centers, Head Start and DPS). Mandates from DCDEE will be streamlined with DPfC requirements. Please understand that the start of the school year may look different due to local, state, and federal health and safety measures. The form in which requirements are completed may look different this school year. Failure to comply with requirements may directly affect a site's slot allocation for the following school year.****

<u>Requirement</u>	<u>Description</u>	<u>Deadline</u>	<u>Responsible Agency</u>	<u>Method</u>
MyTeachingStrategies™ <i>*In addition to TSG, sites may also use other communication apps/strategies to communicate with families:</i> Communication Apps: Parent Square, Bloomz, Class Dojo, Remind, ClassTags, TalkingPoints, GroupMe, Classting, One Green Apple Video Conferencing Apps: Zoom, WebEx, Google Duo, Google Classroom, GoToMeeting, Skype, Google Hangouts, Google Meet, BlueJeans, Slack, Appear.in, BigBlueButton Social Media Apps: Instagram, Facebook, Twitter, Youtube	observation-based assessment system	Log into accounts prior to 1st day of school in the event you do not have access; Encourage families to download Family Portal	Pre-K site	Via email, phone, web
Home Visits	1 per family per school year	September 4 th	Pre-K site	Face-to-face or virtual Documentation must be completed



<p>Formal parent/teacher conferences</p> <p><i>*Conferences may be conducted in lieu of required family engagement check-ins. Sites are highly encouraged to utilize TS Gold to conduct conferences, however, the site may use their own template.*</i></p>	<p>1 conference per quarter</p>	<p>By TS Gold Checkpoint dates (October 16, 2020, January 15, 2021, March 26, 2021)</p>	<p>Pre-K site</p>	<p>Face-to-face, Virtual, via phone</p> <p>In the event that a parent/guardian declines the conference, it must be documented with parent/guardian signature; <i>Suggestion: Use SignUp Genius, Google Forms, Doodle Poll to schedule</i></p>
<p>Family Engagement Activities</p>	<p>At least 4 per school year</p> <p>(1 activity outside of traditional work/schools hours, 1 activity must be focused on the transition to kindergarten)</p>	<p>At minimum, 2 out of 4 activities should be completed by mid-January.</p> <p>At least 4 activities should be completed by April 30th</p>	<p>Pre-K site</p>	<p>Face-to-face or virtual</p> <p>Documentation must be completed</p>
<p>Fall Site Survey</p> <p><i>*This survey is a requirement for Directors and Lead Teachers.</i></p>	<p>Evaluates the six components of family engagement and the program's strengths, goals, and needs from the Pre-K site perspective</p>	<p>September 30th</p>	<p>DPfC</p>	<p>Via Google Form or SurveyMonkey; results will be compiled and shared with Pre-K site</p>



<p>Spring Site Survey</p> <p><i>*This survey is a requirement for Directors and Lead Teachers.</i></p>	<p>Evaluates the six components of family engagement and the program's strengths, goals, and needs from the Pre-K site perspective</p>	<p>March 30th</p>	<p>DPfC</p>	<p>Via Google Form or SurveyMonkey; results will be compiled and shared with Pre-K site</p>
<p>Family/Child Check-ins</p>	<p>Opportunities for the lead teacher (with teacher assistant as an optional participant) and a child/family to connect live through two-way communication (the teacher communicates with the child/family, and the child/family communicates back) every week while the child/family is participating in remote learning</p>	<p>On a weekly basis</p> <p>Hybrid Learning Classrooms: <i>Coordinate and provide at least one (1) 'Check-in' per week for each remote learner/family.</i></p> <p>Full Remote Learning Classrooms: <i>Coordinate and provide at least two (2) 'Check-ins' per week for each remote learner/family.</i></p>	<p>Pre-K site</p>	<p>Via call, video conference, or through a socially-distanced in-person visit while everyone wears face coverings</p>



Family Engagement Monitoring *(approved locally by School Readiness/NC Pre-K Committee)*

Please note the Family Engagement Specialist will complete formal site visits twice a year to ensure the adherence of program requirements, share site assessments results, share parent survey results, and to provide an opportunity for Directors to express concerns/ask questions. Unscheduled family engagement visits may also occur. The Family Engagement Site Monitoring Tool will be used during visits. Formal site visits will be completed during:

- October 1st-October 31st
- April 1st-April 30th

A web-based scheduling tool, such as Doodle Poll or SignUpGenius, will be sent to directors via email in September and March to sign up for a 1-hr slot.

FES will complete visits at the following sites:

- Private child care centers
- Head Start locations
- Durham Public Schools Pre-K classrooms

FES will provide a review of visit, specific resources and suggestions as a follow-up within **two weeks** of visit.

The **Durham's Partnership for Children Family Engagement Site Monitoring Tool** is a checklist used to monitor site information biannually for all NCPK/DPK classrooms. This tool should serve as a summary of all family engagement requirements for NC Pre-K and/or DPK classrooms located at each site. At least half (50%) of each classroom will be reviewed. Failure to comply with requirements may directly affect a site's slot allocation for the following school year.

Interim COVID-19 Reopening Policies for NC Pre-K Programs *(published by DCDEE on 8/3/2020)*

Remote Learning Requirements (Section 6)

H. Attendance in Hybrid or Full Remote Instruction

A child/family's attendance and participation in remote learning is defined as participating in weekly check-ins (either 1 or 2 depending on the mode of instruction). While participation in Remote Moments is beneficial for children/families, it will likely be more reliable for teachers to document ongoing participation in Check-ins as a way to track attendance.

Reporting Requirements (Section 8)

C. Method of Reporting:

Each NC Pre-K Contracting Agency will be emailed a personalized Excel workbook that is prepopulated with their NC Pre-K sites (based on the information in the NC Pre-K Plan database). Each workbook contains one worksheet for reporting each site's mode of classroom instruction (due September 4th) as well as separate, identical worksheets for each two-week reporting period. Contracting Agencies will complete the relevant worksheets and email the workbooks to Patricia McCarter, NC Pre-K Coordinator at patricia.mccarter@dhhs.nc.gov by the specified due date.

****DPfC is required to report to DCDEE on a biweekly basis, however, all sites are required by DPfC to track and report family engagement check-ins on a weekly basis. Guidance on this process will be provided by DPfC. Failure to comply with requirements may directly affect a site's slot allocation for the following school year.****



Family Engagement Activity Ideas

Family Engagement will be implemented within the childcare program and also within the home to support the home-to-school and school-to-home learning exchange. Please see family engagement ideas/suggestions referenced below.

<p>Pre-K Site Events</p>	<p>Arts & Crafts Night, Family Yoga Night, Instrument Petting Zoo, Puzzle Night, Talent Shows, Exceptional Education Success Night, Family Reading Night (board games, etc.), Classroom Carnival, Wildlife Night, Field trips, Male Engagement Specific Activities, Host events to encourage parent involvement, Orientation Video explaining class requirements/expectations, Parents may volunteer to read to classes, Parents may help classroom monitoring needs, Parents may volunteer to be guest speakers, Parents may chaperone field trips, Share fun and engaging classroom activities with parents, Plan trainings for parents, Offer classes understanding the use of technology, create email addresses, Invite parents to speak with school staff to share parent perspective, Conduct a tour of neighborhoods for teachers/next year parents, Schedule events out of the regular school day to meet the needs of working families, Locate outside resources to support families</p>
<p>Home Activities</p>	<p>Visit the public library monthly, Name the shapes of different street signs, Sort and match clothes by color, Find the letters of your name in books/magazines, Play card games, cook together, Time yourself-brush your teeth in two minutes, Practice buttoning a shirt/tying shoes, Read together with a family member, Praise child's accomplishments, let them know how important to you that they do well, Parents fill out cards of encouragement that were given to their children, Talk to your child about feelings everyday, Remind your child how much they have learned since the beginning of the school year, Create a learning center (tri-fold board with numbers, shapes, colors, child's name, birthday, left vs. right, days of the week, months of the year, seasons, alphabet)</p>

Culturally Responsive Teaching

Culturally responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). It plays a role not only in communication and receiving information, but also in shaping the thinking process of groups and individuals. It provides a way for students to maintain their cultural integrity while succeeding academically. Not only must teachers encourage academic success and cultural competence, they must help students to recognize, understand, and critique current social inequities. "Culturally responsive" appears to refer to a more dynamic or synergistic relationship between home/community culture and school culture. By observing students in their home/community environment, teachers are able to include aspects of the students' cultural environment in the organization and instruction of the classroom. Culturally responsive teaching can be seen as a beginning step for bridging the gap between home and school. Teachers must be prepared with a thorough understanding of the specific cultures of the students they teach; how that culture affects student learning behaviors; and how they can change classroom interactions and instruction to embrace the differences. This can be carried out by doing each of these actions:

- Require each teacher to obtain proper certification, training, and professional development
- Increase teacher motivation to recognize diverse learners' strengths, as well as their needs
- Decrease dependence on packaged instructional materials and increase implementation of strategies and techniques targeted to the needs of specific student groups
- Integrate the use of technology into instructional practice to bridge the generational divide
- Recruit and retain high-quality teachers for schools in rural and remote areas



The following holidays/observances may be incorporated/celebrated within the childcare program and in conjunction with parent/family interests:

<p><u>January</u></p> <p>Monthly Observances: National Blood Donor Month, National Braille Literacy Month</p> <p>New Year's Day National Law Enforcement Appreciation Day Martin Luther King Jr. Day</p>	<p><u>February</u></p> <p>Monthly Observances: American Heart Month, Black History Month, Canned Food Month, International Friendship Month, National Bird-Feeding Month</p> <p>Give Kids a Smile Day Chinese New Year Valentine's Day Presidents Day</p>	<p><u>March</u></p> <p>Monthly Observances: National Women's History Month, Child Life Month, Youth Art Month, Social Workers Month, National Nutrition Month</p> <p>Saint Patrick's Day National Doctor's Day</p>	<p><u>April</u></p> <p>Monthly Observances: Child Abuse Prevention Month, Autism Awareness Month, Financial Literacy Month, Lawn and Garden Month, Stress Awareness Month</p> <p>World Health Day Easter Earth Day National Pet Day Siblings Day</p>
<p><u>May</u></p> <p>Monthly Observances: Foster Care Month, Mental Health Awareness Month, National Military Appreciation Month, Haitian Heritage Month</p> <p>National Teachers Day Mother's Day Memorial Day</p>	<p><u>June</u></p> <p>Monthly Observances: National Safety Month, African-American Music Appreciation Month, National Fresh Fruit and Vegetables Month</p> <p>World Environment Day Father's Day Juneteenth</p>	<p><u>July</u></p> <p>Monthly Observances: National Ice Cream Month, National Picnic Month, National Blueberry Month</p> <p>Independence Day Parents Day Cousins Day Aunt and Uncle's Day</p>	<p><u>August</u></p> <p>Monthly Observances: National Immunization Awareness Month, Family Fun Month</p> <p>National Friendship Day National Night Out</p>
<p><u>September</u></p> <p>Monthly Observances: Classical Music Month, Self-Improvement Month, National Yoga Awareness Month, National Hispanic Heritage Month</p> <p>Labor Day Grandparents Day World Heart Day</p>	<p><u>October</u></p> <p>Monthly Observances: National Bullying Prevention Month, Fire Prevention Awareness Month, Filipino American History Month, Italian-American Heritage and Culture month, National Vegetarian Month</p> <p>Columbus Day S.A.V.E. Day Halloween</p>	<p><u>November</u></p> <p>Monthly Observances: Aviation History Month, Native American Heritage Month, National Caregivers Awareness Month, National Sleep Comfort Month</p> <p>Veterans Day World Kindness Day Thanksgiving</p>	<p><u>December</u></p> <p>Monthly Observances: Bingo Month, Human Rights Month, Write a Friend Month</p> <p>National Volunteer Day Christmas Hanukkah Kwanzaa</p>



Family Engagement Resources (*underline indicates hyperlink*)

- ❑ Family Engagement Welcome Packet- *packet created by DPfC to welcome families to Pre-K*
- ❑ Family Engagement Newsletters- *sent quarterly to sites and families with program updates*
- ❑ [Photo/Video Release](#)- *consent form completed by parents/guardians to use photos and/or videos to promote Universal Pre-K and for remote learning*
- ❑ [Pre-K Child Introduction Questionnaire](#)- *form that introduces the child to the Pre-K staff. It addresses a child's interests, child's strengths, allergies, learning styles, and preferred method of parental involvement. ***Can be used for home visits; available in English and Spanish.***
- ❑ [Pre-K Child Profile](#)- *form used to capture demographic information, best way to contact parent, family participation, child's progress, suggested development strategies, etc; may also assist in parent/teacher conference dialogue. ***Can be used for conferences.***
- ❑ [Home Visit Request Form](#)- *form used to assist sites in scheduling home visits*
- ❑ [Home Visiting Practices/Resources](#)- *resource document created for sites to reference when planning home visits*
- ❑ FE Teacher Check-ins- *PD sessions to share FE ideas, strategies and best practices*
- ❑ FE Family Check-ins- *virtual sessions to make contact with families*
- ❑ [TSG/Creative Curriculum Letters to Families](#)- *letters embedded within TS Gold used to communicate with families about curriculum (Available in English and Spanish)*
- ❑ Take Care Tuesday Wellness Cafe- *open space for parents/guardians*
- ❑ Monthly contact- *resources will include DPfC events, community events, free resources, FE tips/tricks, etc.*
- ❑ [NC Pre-K Reopening Guidance](#)- *Interim COVID-19 Reopening Policies for NC Pre-K Programs*
- ❑ Additional resources as needed or by request