**How to Plan Your WaKIDS Family Connections**

You will need:

* Class Lists
  + Information you may want to use when generating class lists
    - Parent info. From the kindergarten registration packet
    - PreK to K Transition report

***Family Connections***

What is this?

* First 3 days of school meet with each child and their families during a 30 minute conference.
* Get to know your students and parents before you start the year.
* Students and parents get to see the classroom and meet the teacher in a one-on-one setting.
* Family shares interests, strengths, concerns, and early learning experiences.
* The whole class comes to school for the first time together on the 4th day of school (1st Monday).

**Importance of Family Connection**

The goal is to start to build a strong parent/teacher relationship and to get the parents feeling comfortable coming to school and talking with the teachers. Teacher, parents, and students get to have a positive communication experience before any issue related phone call is made. Teachers can learn about the child’s life experiences. They can get good working phone numbers, find out who might pick the students up and who is not allowed contact, and gather information that might help teacher strategically plan seating arrangements, etc.

**How to get a hold of parents and set appointments?**

*Decide as a building:*

* Scheduling Preparations:
  + Class lists – when will it be available?
  + Methods of appointment scheduling
  + Personal Phone call
  + Connect –ed message with predetermined scheduled time
  + Post card with appointment day and time
  + Schedule the meeting during kindergarten registration
  + Schedule the meeting at kindergarten orientation
  + Who will contact the family?
    - Teacher
    - Office Staff
    - Para Educator
    - Connect-Ed Message from the teacher or school principal

* + Who will request an interpreter for families?
    - Teacher
    - Office Staff
    - Para Educator
  + Will families receive a reminder of their scheduled appt?
    - Personal phone call from teacher, office staff or para educator
    - Connect-ed message reminder
    - Post card mailed home

Buildings may want to consider -

* Keeping a master list of all the family connections meetings scheduled
* Creating a “check-in” procedure and communicating it to the families when scheduling appts.
* Asking students to bring supplies with them to meeting
* Using para educators
* Meeting length before scheduling appointments (30, 45, 60 minutes)

**What will the conferences look like?**

* Fill out the ***Introducing Me*** books (provided by the state) with the parents and child. And, complete the ***Home Language Survey*** together.
* Some questions you can add to the ***Introducing Me*** book: Did you go to preschool? How will you get to and from school? Check to see if the child is right or left handed? What grade are siblings? Any allergies or food preferences (ex- don’t eat meat)? Would parents like to volunteer, if so when and give volunteer form.
* You might:
  + Take a family photo (use the photo to create a class family book)
  + Take a picture of the child’s 3-point grip. (Physical Objective7b)
  + Have student write name on Introducing Me booklet (Literacy Objective 19 a)
  + Show the student his/her locker, desk, bathrooms, where to put supplies, etc.
  + Share with the family and student school procedures (arrival, lunch, recess, dismissal)
  + Share volunteer opportunities
  + Have families fill out transportation information (buser, walker, etc)
  + Start a list of any follow-up communication that might need to be made (example: talk to speech teacher, talk with counselor, get parent form…)

*\*\*give 10-15 minutes between appointments in case you run over or parents run late. Save some open slots at the end of day 3 for new students or rescheduling.*

**How to Use Paras/Education Assistants:**

* Greet the parents in the office and walk them to the classroom at set time. Any forms they could help fill out- free & reduce lunch…
* Assess: Have KARK (Everett school District) papers copied and ready for use
  + 20a (math- rote counting, counting objects, order a 1-10 number line.)
  + 16a (letter naming- upper & lower case)
  + 16b (letter sounds)
* If time, the Para/EA can end with a quick tour of the school and then head back to the office to get the next family.

*\*\*Jump Start Districts—Edmonds and Seattle—Paras or EAs can do a jump start station or input the data that was collected during jump start.\*\**