

Introduction

“The mutual responsibility of families, schools and communities to build relationships to support student learning and achievement, support family well-being and the continuous learning and development of children, families, and educators. Family engagement is fully integrated in the child’s educational experience and is both culturally and linguistically appropriate.” Texas Administrative Code §102.1003.

San Felipe Del Rio CISD, in accordance with the House Bill 3 High-Quality Prekindergarten guidelines, created a High-Quality Individualized Prekindergarten Family Engagement Plan to promote a partnership between our school, families, and community to ensure the successful outcomes for our youngest learners in prekindergarten programs. Collaboratively, we all share the responsibility to encourage and support initiatives, activities, and practices that enhance the success of student learning and achievement.

Family Engagement Plan Development Committee Members:

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Family Engagement Plan

Family Engagement Plan Component	Component Description	Activity/Event/Practice Details and Timing
Facilitate Family-to-Family Support	Inclusive, transparent communications allow school personnel to create a safe and respectful environment to promote supportive interaction between households.	<ul style="list-style-type: none"> Kindergarten Transition parent training Family Outcomes Survey (3 times per year) Frog Street Weekly Newsletter Open House Student & Parent Orientation Community Resources Fair (Fall) Pre-K Round-Up at the Park
Establish a network of community resources	SFDRICISD will build strategic partnerships with community organizations to leverage community resources for caregivers through the community resources handbook, and ongoing district-wide events.	<ul style="list-style-type: none"> Monthly Community Agency Showcase Literacy Festival (Fall & Spring) Nutrition Parent Training (3 times per year) SFDRICISD Community Resource Guide Memorandums of Understanding with local agencies
Increase family participation in decision making	Throughout the year, participation in district and school-wide decision-making empowers caregivers as their child’s first teacher and advocate.	<ul style="list-style-type: none"> Policy Council LPAC Parent Group Health & Safety Advisory Committee Campus Improvement Plan Parent Committee Meeting

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Equip families with tools to enhance and extend learning	Caregivers have multiple opportunities to learn about student progress and ways to support success at home. Caregivers also have personal extended learning opportunities.	<ul style="list-style-type: none"> Family conferences required twice each year Home visits required twice a year ESL Classes Monthly Kinder Readiness Academy Monthly Parenting Classes Monthly Families Reading Together Events
Provide ongoing professional development opportunities for educators	Prekindergarten teaching staff participate in professional development opportunities to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies and enhance instruction.	<ul style="list-style-type: none"> CLI/CPMA Data wave review for BOY, MOY, EOY Frog Street Curriculum CPR Certification Child Abuse Reporting Classroom Management Disabilities HQPK Early childhood specific training for 3 and 4 year old children. Such as cognitive, social/emotional, academic, fine/gross motor, etc. New teachers will be mentored with a HQPK teacher with 3 to 5 more years of experience.
Evaluate family engagement efforts and use results for continuous improvement	Ongoing campus/district needs assessment cycle will seek input to improve the quality of instruction, climate, and family engagement	<ul style="list-style-type: none"> Campus Improvement Plan cycle District/Campus Climate Surveys Title I Parent Survey District Performance Report Beginning-of-Year student-centered goal setting and family checkpoint conferences/sessions

Transition Activities:

- Engage with local kindergarten teachers to develop a plan to align school readiness goals.
- Facilitate school tours to assigned elementary schools to encourage smooth transitions to kindergarten.
- Create a transition plan to support children and families moving from pre-kindergarten to kindergarten.
- Provide a parent training by elementary school counselors.

Linguistic & Culturally Inclusive Practices:

- Ensure Human Resources Dept. routinely implements linguistically and culturally inclusive hiring practices
- Provide ongoing professional development to educators on culturally responsive topics with an early childhood focus
- Use culturally relevant materials in classrooms and for homework sent to families
- Use home languages for all communications sent to families
- Provide translators and interpreters during all events/activities for caregivers
- CLASS DOJO is in English and Spanish
- Paperwork, Calendars, notes, cafeteria menus, etc., are in English and Spanish

Conclusion:

The SFDR CISD HQPK Family Engagement Plan is one of the strategies our district uses to guide collaborative success and a HQPK individualized curriculum. SFDR CISD will establish positive relationships with families by following the HQPK Family Engagement plan with fidelity, help build a shared understanding of how we can work together to ensure every child will reach their full potential in school and the community.