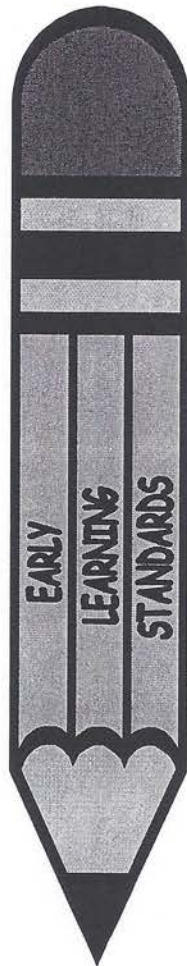
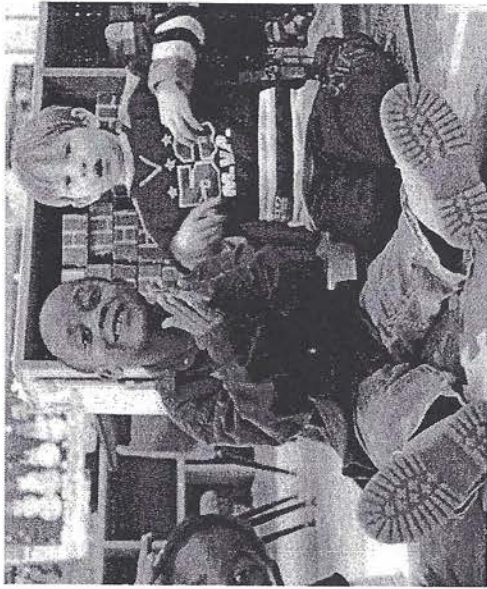


PROGRAM PARTNERSHIPS



for Pre-Kindergarten



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Early care and education programs must work together with parents to assure children's school success. The partnership that is developed helps to create a seamless experience between home and school that allows children to learn in a comfortable, consistent environment. The link is established when parents and teachers share information about the child, the family, and the home and school culture and jointly develop programming that respects all aspects of individual children's experiences.

Standard: Quality ECE Programs must work closely with parents to advance their child's development and learning in the program and at home, as well as help parents gain confidence and competence as their child's primary teacher. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	Examples	Supportive Practices
<p>PP 1.1 Programs must provide parents with opportunities to share information about their child including their child's stage of development, interests and skill levels.</p>	<p>Parents will:</p> <ul style="list-style-type: none"> • Provide program staff with information about their child's interests (eg, He is fascinated by trucks) skill level (he can count to 10) and development (this week he "read" The Snowy Day to me) in order to plan experiences in the program and at home that will advance their child's learning and development 	<p>Program staff will:</p> <ul style="list-style-type: none"> • Regularly seek information from parents about their child's development, interests and skill levels through face-to-face contact and written communication. This process will begin when the family first contacts the program about enrollment, and will continue throughout the child's experience in the program
<p>PP 1.2 Programs must work collaboratively with parents to prepare their child for the age appropriate screening process.</p>	<ul style="list-style-type: none"> • Discuss screening processes with program staff, ask questions about their purpose, provide written permission for their child's participation, and prepare their child for developmental and health screening procedures in order to reduce their child's fears and anxiety 	<ul style="list-style-type: none"> • Discuss all screening procedures and their purpose with parents prior to conducting the screenings, answer parents' questions, obtain written permission to conduct the screening procedures, and assist parents to prepare children appropriately in order to reduce fear and anxiety
<p>PP 1.3 Programs must conduct, within 45 calendar days of the child's entry, an age appropriate screening to identify strengths and concerns. The screening must be sensitive to the child's cultural background and delivered in the language spoken by the child.</p>	<ul style="list-style-type: none"> • Review the information gathered during the screening process, consider their own observations of their child's interests and development, and together with the child's teacher will plan individualized goals for their child in the framework of the program's curriculum. They will plan and implement experiences at home that will support the child's advancement toward the goals. They will observe and discuss their child's progress with the child's teacher on a regular basis. 	<ul style="list-style-type: none"> • Review the information gathered during the screening process with each child's parents, consider the parents' observations of their child's interests, skills and development, discuss the program's curriculum framework with the parents, and together with the child's parents set individualized goals for the child.
<p>PP 1.4 Programs must use the information gathered from the screening process, and in collaboration with parents, set goals for the child and determine how best to provide appropriate programming.</p>		

Standard: Quality ECE Programs must work closely with parents to advance their child's development and learning in the program and at home, as well as help parents gain confidence and competence as their child's primary teacher. Programs must have written procedures that are consistently implemented to assure that the objectives are met. (continued)

Indicators	Examples	Supportive Practices
<p>PP 1.5 Programs must provide parents with opportunities to enhance their parenting skills, their knowledge and understanding of the developmental needs and activities of their children, their child observation skills, and their ability to provide nurturing/supportive environments and relationships.</p>		<p>Program staff will:</p> <ul style="list-style-type: none"> Plan individualized classroom experiences based on the child's interests and skills that will support the child's advancement toward the agreed upon goals for that child. They will regularly seek the parents' observations on their child's progress Provide written information and group training opportunities pertaining to child development and parenting skills

Standard: Quality ECE programs must connect parents to necessary and appropriate community services that may help the child and/or the family. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	Examples	Supportive Practices
<p>PP 2.1 Programs must have current information about community resources and services available to young children and their families.</p>	<p>Parents will:</p> <ul style="list-style-type: none"> Discuss with staff their own observations, staff observations and information gathered through screening procedures to identify any need to refer their child for further services 	<p>Program staff will:</p> <ul style="list-style-type: none"> Maintain an up-to-date resource directory of community services and resources available to young children and their families. (see PP2.4 for types of resources)
<p>PP 2.2 Programs must provide parents with information on medical, dental, nutrition, and mental health education programs in the community.</p>	<ul style="list-style-type: none"> Participate in IEP meetings or other meetings to plan for additional services for their child 	<ul style="list-style-type: none"> Maintain interagency agreements or policies and procedures for referral of children to early intervention, mental health, physical health and child protective services
<p>PP 2.3 Programs must identify, through family and staff observation and dialogue, the family/child's need for and interest in additional services.</p>	<ul style="list-style-type: none"> Seek information on community services and resources as appropriate to their own educational, cultural or family needs 	<ul style="list-style-type: none"> Recognize and respond to signs and symptoms of need for crisis intervention or family support
<p>PP 2.4 Program personnel must connect families with resources and services appropriate to their needs and interests, including Early Intervention, Mental Health Services, Physical Health Services (including medical, dental, vision and hearing), Social Services, Adult Education Services (including family literacy), and Cultural Resources (such as libraries, museums and parks).</p>	<ul style="list-style-type: none"> Evaluate the effectiveness of the services received 	<ul style="list-style-type: none"> Utilize culturally sensitive techniques of referring families to appropriate resources in the community
<p>PP 2.5 Program personnel must support families in evaluating the effectiveness of the services received, and in identifying next steps.</p>		<ul style="list-style-type: none"> Follow up with families to determine if referral sources met the family/child's needs, and to discuss next steps

Standard: Quality ECE programs must work with parents to identify strengths and needs of their child to facilitate successful transition for the child from one setting to another. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	Examples	Supportive Practices
<p>PP 3.1 Programs must offer parents an individual meeting, in addition to the regular parent conference, to provide written information about their child's strengths and needs related to transitioning to another classroom or educational setting.</p>	<p>Parents will:</p> <ul style="list-style-type: none"> • Discuss their child's strengths, needs and progress with program staff in preparation for the child's transition to another educational setting • Provide written consent for the transfer of records to their child's next educational setting • Plan with program staff strategies to assist their child prepare for the new setting, such as: <ul style="list-style-type: none"> • A visit to the new classroom prior to enrollment • A series of conversations with the child on "what do you think ___(the teacher, the building, the playground, etc) will be like?" • Suggested books to read together with the child about new schools, new friends, etc. 	<p>Program staff will:</p> <ul style="list-style-type: none"> • Help parents plan for their child's transition by: <ul style="list-style-type: none"> • Providing them with information about the new educational setting • Suggesting strategies for introducing themselves and their child to the new setting • Suggesting strategies to assist the child to prepare for the new setting • Discuss records to be transferred to the new educational setting, and obtain written consent to share
<p>PP 3.2 Programs must assist parents as they prepare their children for the new educational setting.</p>		
<p>PP 3.3 Programs must work collaboratively with the receiving program to enhance continuity of experiences for the child.</p>		
<p>PP 3.4 Programs must work collaboratively with the receiving program to determine content and format of transition information to be documented.</p>		
<p>PP 3.5 Programs must transfer relevant child records, with consent of the parents, to the receiving school or program.</p>		

Standard: Quality ECE programs must work with parents to participate in governance of the program, being informed of early childhood education services and establishing effective services for children in the community. Programs must have written procedures that are consistently implemented to assure that the objectives are met.

Indicators	Examples	Supportive Practices		
PP 4.1 Provide parents with opportunities to have input on program policies and procedures at least annually.	<p>Parents will:</p> <ul style="list-style-type: none"> Communicate concerns or complaints through means that assure anonymity and freedom from reprisal Participate in active governance or advisory committee structure that results in implementation of program improvement strategies 	<p>Program staff will:</p> <ul style="list-style-type: none"> Actively seek parent feedback on the quality of services they and their child receive through multiple means, such as <ul style="list-style-type: none"> Periodic surveys Advisory committee participation Annual program self assessment participation "How are we doing?" questionnaires Staff will use the results of the feedback in planning continuous quality improvement goals. Provide parents with a clear process for expressing concerns about the program. Provide opportunities for parents to volunteer in multiple capacities to assist program operations 		
PP 4.2 Provide parents with opportunities to participate in annual assessment of program progress.				
PP 4.3 Provide information about the program philosophy, curriculum, operating procedures, volunteer and governance opportunities.				
PP 4.4 Provide information about quality improvement initiatives (such as Keystone Stars).				
PP 4.5 Provide information about proposed or final regulatory or policy changes affecting the program for their child through newsletters, newspaper articles, bulletin boards, etc.				
PP 4.6 Provide a means of expressing early concerns and/or resolving concerns about differences between program implementation and parent.				