



Lexington Public Schools
Sixpence Family Engagement Program
Parent Handbook



Early Learning Academy
1503 Plum Creek PKWY
Lexington, NE 68850
(308) 324-1841

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Welcome to LPS Sixpence Family Engagement Program

The Lexington Public Schools and staff would like to welcome you into our program. We are looking forward to working with you and your child. Our program includes:

Program Description

The LPS Sixpence Family Engagement Program will provide early childhood education services to children birth to three years of age, as well as prenatal, education services to their parents, and ongoing staff training to the community early childhood educators involved with the program. The program is designed to assist children with early language development, social and emotional development, and equip parents with the skills and knowledge to successfully support their child's growth. The result will be a strong foundation of learning for the child, which will prepare him/her for success in school.

Program Goals

How will this program help your child be ready for school?

- Your child will have the skills he/she needs to be successful in school.
- The parent/child support and education groups will build your child's social, emotional and language development skills which are essential for success in school.
- As a parent, you will learn how to support your child's language development and pre-literacy education.
- Transition to school activities will help you and your child connect to the pre-school or kindergarten he/she will attend.

Privacy and Confidentiality

The staff in our program work together on behalf of families, so discussions with co-workers or supervisors regarding the work of the program will occur. This only happens for the purpose of working together. All LPS staff are mandated reporters of child abuse or neglect. That means that if we have reason to suspect that a child is being abused or neglected, we must report this to the appropriate child protective services.

There may be other times that information might need to be shared without prior permission (for example if there is a life-threatening illness or accident). When the law or a medical emergency requires it, program staff will share information as needed. Otherwise, you will be notified and will sign a consent giving permission before we share any information about you or your family with any other person or organization.

Importance of Parental Involvement

- Parental involvement increases academic performance in school. The more intensely the parent is involved, the greater chance of academic success.
- Parental involvement leads to better child behaviors.
- A parent's involvement can affect the child's attitude toward school, school behavior, self-esteem and motivation.

- Reading together at home greatly improves reading skills.
- Parental involvement benefits both children and parents. Parents gain a better understanding of the school expectations and activities and communicate better with their children.

Partnership Agreement

The LPS Sixpence Family Engagement Program understands how important it is for you that your child is ready for school. By working together, we hope to support you in being your child's first and lifelong teacher.

As partners, we both agree to:

- Be flexible
Have open and honest communication
- Maintain confidentiality
Focus on strengths
- Be respectful of each other
- Solve problems together
- Share ideas
Have fun!

As the Early Childhood Coordinator, I agree to:

- Help you understand how your child learns and grows
- Support you in helping your child develop language and literacy skills
- Provide and model everyday activities that you can do with your child
- Arrive on time and be prepared for the home visit
- Let you know in advance if I need to reschedule a home visit and work with you to find another date
- Offer opportunities for you to be part of monthly parent-child play groups
- Bring resources and materials that interest you and your child, and meet your family's needs
- Be knowledgeable about community resources that can support your child and family
- Conduct developmental screenings so you can see how your child is growing and share information, including concerns with you, about your child's development. When necessary, we will recommend making a referral for further assessment.

As a family, we agree to:

- Actively participate during regularly scheduled home visits two times a month
- Share information about my child's interests, learning and development
- Be prepared for the home visit by:
 - Thinking about stories and observations I can share about my child
 - Turning off the TV
 - Finding space where we can all be together
 - Making sure my child is ready to participate
- Try out activities between home visits
- Help plan the next home visit
- Let you know (preferably a day ahead) if I need to cancel the home visit, and work with you to reschedule in order to complete two home visits a month
- Participate in parent-child groups
- Participate in the Early Steps to School Success evaluation

Guidelines for Attendance:

The LPS Sixpence Family Engagement Program is a **voluntary** home visiting program that serves a limited number of children and families. Consistent attendance and participation to program activities is vital for program effectiveness and in providing the strongest positive results for you and your child. Participation guidelines require families to complete **three home visits per month and attend one monthly parent-child socialization meeting**. Home visits will be scheduled to best accommodate the schedules of both the family and the home visitor. A missed visit is any scheduled visit that does not occur because it was cancelled by the parent/caregiver or was a “no show”. Missed visits must be made up as soon as possible, preferably within the same week.

If home visits become inconsistent, the home visitor will meet with family and discuss a plan of action to work with the family to make up home visits and establish a consistent schedule for ongoing home visits. If the expected three home visits are not made within any particular month, extra rescheduled home visits may be done in subsequent months to ensure the intensity of home visits is met.

Despite best laid plans, families may occasionally have difficulty developing the routines necessary for ensuring their availability for home visits. When a family does not maintain consistent home visits or have contact with the home visitor the following process will taken:

- Send a letter expressing concern about the family situation and inquiring about the reason for the missed visits. This letter will:
 - Remind the family of the expectations related to visits and recognize that the family’s interests might have changed.
 - Encourage the family to contact the ECC and inform them that if they do not respond, they will be terminated so that another family can be enrolled.
 - Finally, the letter will invite the family to re-enroll at a later date if their situation changes.

Transition

At enrollment, the home visitor will provide the family with an overview of the transition process, support provided, and planning for early childhood center-based classroom opportunities for their child at age three. When the child is 24 months old a written Transition Plan will begin. Together, the home visitor and parents will establish a Transition Plan to accommodate the family and child before transitioning out of the home visiting program. This Transition Plan may include, but not be limited to:

- Providing the family with information about early childhood opportunities for 3-year-olds, an overview of the transition process and the activities available that support successful transition.
- Asking parents what they would like for their child when (s)he turns three; what educational opportunities would they like to pursue?
- Providing parents with child development information about the importance of group educational activities for children ages 2 ½-3 years.
- Identifying information/ideas for making transitions as smooth as possible.
- Providing support and encouragement to assist parents in planning for their child’s transition.
- Discuss activities that support successful transition for both the parent and child. Talk about questions and concerns.

- Discussing early childhood opportunities and referral options for 3-year-olds.
- Discussing and participating in activities that support successful transitions for both parent and child.
- Supporting the child by including activities to encourage self-help skills
- Making sure that paperwork/applications, and arrangements are in place/complete for transition at age three.
- Arranging an opportunity for the parent and child to visit classroom and/or meet Preschool teacher
- Discussing and planning ways to be involved in a child's preschool.
- Scheduling a time to follow up with the family regarding the transition.

LPS Sixpence Family Engagement staff will support families to place 3-year-old children in a center-based or group child-care in lieu of home visitation. The LPS Sixpence Family Engagement staff will work with local entities to try to establish a regular group meeting available to 3-year-old children that are not able to enroll in a center-based or group child-care. In the absence of a center-based or group child-care option and the absence of a regular group meeting, home visits may continue until one of these becomes available. The frequency and intensity of home visits for 3-year-old families and children will be determined by staff and administrators, based on need. There will be a continual effort to transition 3-year-olds to a group setting where they will get the most benefit for this developmental stage.

Program Activities

- Home visits from a trained early childhood educator
- Parent/child education groups in school and community settings
- Child play groups and storybook hours
- A developmentally appropriate book exchange program for children

Assessments and Evaluations

Permission is necessary for LPS Sixpence Family Engagement staff to complete the following assessments. By granting permission to complete these assessments/evaluations the family is agreeing to allow the program staff to:

- Exchange information related to the above child(ren) and family with the program evaluation staff at the Munroe-Meyer Institute (MMI) and
- Allow MMI staff to complete child and family assessments listed below as part of the evaluation of the program.

Assessment/Evaluation	Date of Completion
ASQ Developmental Screenings	Every 2 month until age 2; every 3 months from age 2-3
ASQ-SE	Upon Enrollment and periodically throughout the program – Home Visitor Discretion
Keys to Interactive Parenting Scale (KIPS)	Every 6 Months - Spring/Fall
Home Visit Rating Scale (HoVRS)	Fall
Home Visit Observations	Every 6 Months - Spring/Fall
The Early Communication Indicator (ECI)	Every 6 Months - Spring/Fall
GOLD Checkpoints	Every 6 Months – Spring and Fall Checkpoints
Family Satisfaction Survey	Once a Year - Spring
Devereux Early Childhood Assessment (DECA)	Every 6 Months - Spring/Fall (4 months and older)
Survey of Health/ Risk Indicators and Parent Education Outcomes	Once a year - Spring

Ages & Stages Questionnaire (ASQ)- ASQ is a series of parent-completed questionnaires designed to screen the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, personal-social skills, and overall development across time. The age-appropriate scale is completed by the parent or caregiver. The items on the scale represent behaviors that the child should be able to perform at that age.

Ages & Stages Questionnaire Social Emotional (ASQ-SE) – The ASQ-SE is a series of parent-completed questionnaires designed to screen the developmental performance of children solely on social emotional development. The age-appropriate scale is completed by the parent or caregiver. The items on the scale represent behaviors that the child should be able to perform at that age.

Keys to Interactive parenting Scale (KIPS)- The KIPS is a structured observation tool of parent-child interaction. The parent-educator will video tape the parent during free play interactions for approximately 6-8 minutes. The video will be uploaded and reviewed by a third party.

Home Visiting Rating Scales (HoVRS)- The HoVRS is an observational measure that evaluates the effectiveness of the home visit, e.g., responsiveness to the family. All home visitors from each program will have a home visit videotaped for evaluation by the Program evaluator.

Home Visit Observations-During the family's time in the Sixpence Program, the Program Manager will shadow the Sixpence home visitor's time with the family. The Program Manager will evaluate the home visitor's preparedness, strengths, and family engagement towards the home visitor. The program

manager will provide any necessary feedback to the home visitor regarding the visit and partnership with the family.

The Early Communication Indicator (ECI) The ECI consists of four key skill elements: gestures, vocalizations, single words, & multiple words. All home visitors from each program will have each Sixpence child videotaped for evaluation by the Program evaluator. The Program Evaluator will score the behaviors as they occur during a six-minute assessment.

Teaching Strategies GOLD- Teaching Strategies GOLD is an authentic, observational assessment system for children from birth through kindergarten. The assessment blends ongoing, authentic, observational assessments for all areas of development and learning with intentional, focused, performance-assessments tasks for selected predictors of school success in the areas of literacy and numeracy.

Family Satisfaction Survey- The survey is given to families each Spring. The family completes the survey concerning the relationship with the home visitor and provides feedback for the Sixpence program.

Devereux Early Childhood Assessment (DECA)- The DECA is a survey to assess your child's social-emotional development. Social-emotional examples include how your child interacts and plays with others, handles his/her feelings, and enjoys activities. For children over 24 months, the DECA also measures the child's behaviors. Behavior examples include your child's ability to focus on tasks and react appropriately to peers.

Survey of Health/Risk Indicators and Parent Education Outcomes- Each Spring staff will need to complete a data form for each family that indicates whether they met the project's health/risk/family indicators. Indicators will be established for the following areas: child health indicators, infants meeting established birth outcomes, and mother meeting established prenatal outcomes.

Emergency Procedures

If an emergency occurs during a home visit, the home visitor will contact local help as needed. It is the parent's responsibility to notify home visitor of any health issues or concerns of members living in the home. It is also necessary to provide emergency contact information (name, address, phone) of at least two other individuals that can be notified in the case of an emergency.

School Policy

Transportation: Home visitors will not be able to transport families in their own vehicles. The only time transportation will be available will be to Parent-Child group meetings in a school activity van.

Weather-Related Closing: If school is called off because of bad weather or for any other reason, it will be announced on KRVN radio, NTV, and the district's website (www.lexschools.org) and Twitter/Facebook accounts. Home visitors will contact the parent if a home visit needs to be rescheduled due to bad weather or school closing.

Personal Leave: Home visitors will notify families of personal absence and schedule accordingly with families.

Child Care: Home Visitor Specialists are not meant to provide childcare for families. They are to coach parents in educating their own children. It is not appropriate to ask a home visitor specialist to watch your children.

Policy of Dignity and Respect

The Board of Education believes it is part of our responsibility to provide a positive, orderly and harmonious environment in which respect for the dignity and worth of every member of the school community is recognized and promoted. The Board believes that all employees, parents/guardians and students are entitled to be treated and are obligated to treat others with courtesy, fairness and decency. Only through the commitment and ongoing attention of each of us to a safe, caring and supportive atmosphere can we expect to achieve our objective of enabling all of our students to become capable and responsible life-long learners.

Lexington has a diverse, multicultural school community; a fact the board considers an asset and a source of pride and enrichment. This diversity, however, underscores the importance of sensitivity to the backgrounds, feelings, and concerns of students and community members and of meeting the moral imperative of an equal opportunity society free of prejudice and discrimination. Accordingly, in this school district, statements or behavior by any member of the school community which insults, degrades, harasses or stereotypes any other person on the basis of race, gender, handicap, physical condition, socioeconomic background, ethnic or national origin, or religion is unacceptable.

Contact Information for Questions or Concerns

If you should have questions or concerns regarding activities, policies, or procedures while participating in the LPS Sixpence Family Engagement Home Visiting Program, please address your questions and concerns to:

Tracy Naylor
ELA Director
308-324-1841

I/We have read the handbook, along with our home visitor specialist, and agree to the terms laid about regarding attendance, responsibility for interaction, and assessment information.

Parent Signature _____

Date _____

Parent Signature _____

Date _____

Home Visitor Specialist Signature _____

Date _____

Emergency Contact Information:

Contact #1:

Name _____

Phone Number _____

Relationship _____

Contact #2:

Name _____

Phone Number _____

Relationship _____