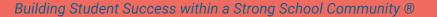






CONNECTION

Home Visits





School Community Network

Core Beliefs

A school community rests upon mutual respect, strong relationships, shared responsibility, and focused attention to students' learning. Its core beliefs are that:

- all parents have dreams for their children and want the best for them.
- all teachers are inspired by professional standards and personal conviction to see that their students succeed.
- student success is bolstered when parents, teachers, and other members of the school community work in unison in their behalf.
- school leaders are the prime movers in establishing and nurturing the processes and practices necessary in intentionally strengthening the school community.

Outcome Goals for a School Community

- 1. Reading & Literacy. Every student, and students of all ages, will learn to read well, read often, enjoy reading, and achieve literacy through a focused alliance of family support and powerful classroom instruction.
- 2. Self-Directed Learning. Every student will become a self-directed learner through teaching that incorporates study skills and learning strategies, homework practices that build effective study habits, and school and family guidance that encourages self-directed learning.
- 3. Respect & Responsibility. Every student will develop a sense of responsibility and respect for self and others that fosters social and emotional well-being through consistent direction and support from the family and the school.
- 4. Community. The school will function as a community of its members—students, their families, teachers, administrators, school staff, and volunteers.

Further Resources Available

http://www.schoolcommunitynetwork.org/ - School Community Network website

<u>http://www.schoolcommunitynetwork.org/resources/</u> - Parent and School Resources, including Parent-Child Activities in English and Spanish, searchable databases, and more

http://www.indistar.org/action/Community.html - Indicators in Action - School Community Course,
 professional development modules with video clips of effective practices in action (Courses on Instruction and Leadership are also available)

http://www.centeril.org/personalcompetencies/ - Personal Competencies - Supporting the teacher's ability to influence a student's learning and personal competencies (cognitive, metacognitive, motivational, and social/emotional) by virtue of their personal knowledge of and interaction with the student and the student's family.

Home Visitor Training

Table of Contents

Agenda

Purpose of Home Visits

Home Visit Procedures

♦ How to Have a Successful Home Visit

Materials Needed for Home Visitor Training

- Home Visit Calling Script
- Home Visit Contact Form
- Home Visit Letter (for families without telephones)
- Home Visit Reminder Cards
- Parent Feedback Cards
- Thank You Cards
- ◆ Home Visit Schedule
- Solid Foundation Home Visit Reporting Form
- Solid Foundation Home Visiting Weekly Report
- Photo Permission Form
- Home Visit Entry Form
- Completed Home Visits (Sample Report Generated from Data Entry)
- Home Visit Summary Report

Handouts for Folders

Building Reading Habits

English

Spanish

Homework is Habit Forming

English

Spanish

Preparing for a Parent-Teacher-Student Conference

English

Spanish

Discussing Your Child's Report Card

English

Spanish

Agenda for Home Visitor Training

Welcome and Introductions

Purpose of the Home Visits

Contents of a Family Folder (sample folder)

Home Visit Procedures

- ♦ "How to Have a Successful Home Visit"
- ♦ Lists of Families to Visit
- ♦ Making Appointments (Phone Script)
- ♦ What if they have no phone?
- ♦ The Postcards

The Home Visit Reporting Form

Reviewing Each Visitor's Schedule

Date of Next Meeting of Home Visitors to Review Progress

Role Playing Visits

Questions and Answers

Evaluations

Purpose of Home Visits

A home visit is when a representative of the school visits a single home. Home visits enable a school to reach families, especially those who might not come to school, with a welcoming message, materials, and helpful advice.

Home visits require training for the home visitors, an agreed-upon group of students whose homes will be visited, and a system for tracking the results. For example, a school might decide to visit all second graders in the late spring and summer to boost summer reading. The children would be given books, and the parents would be given information to help them encourage their children's reading habits. The materials for the parents would also include a letter of greeting from the principal and information about family activities at the school. Information about summer reading programs at the public library or recreation center might be included.

A middle school might decide to visit the homes of incoming sixth graders the summer before they begin attending the school. The emphasis for these visits might be on study skills and homework habits. Again, a welcoming letter from the principal and information about the school and its activities for families would be included.

Home visits might be made by school employees (teachers, parent liaisons, teacher aides) or community members employed especially for this purpose.

Please note that "parent" as used throughout this manual includes any family member or guardian acting in the parental role for a student.

Home Visit Procedures

Step 1: Define your purposes.

- a. Make a warm and friendly connection between the child's school and the child's family.
- b. Encourage families to participate in important school activities such as:
 - ♦ Open House
 - ♦ Parent-teacher-student conferences
 - ♦ Parent education programs
 - ♦ PTO, PTA, or other parent organization meetings
 - Programs in which students perform
- c. Provide important information to parents, such as:
 - ♦ A copy of the school's Compact
 - ♦ The school's homework guidelines
 - Tips for preparing for parent-teacher-student conferences
 - Tips for talking with children about report cards
 - ♦ Tips for building children's reading habits
 - Tips for building children's study habits and getting homework done
 - → Tips for building children's sense of respect and responsibility
 - ♦ A school directory
 - ♦ A welcome letter from the principal and/or teacher
- d. Provide materials for students, such as:
 - Storybooks and other reading material
 - Assignment notebooks
- Step 2: Decide which families will receive visits.
 - a. Will you target a certain grade level or several grade levels?
 - b. Will you target students in a certain program?
- Step 3: Develop a Family Folder appropriate to the families you plan to visit and the purposes for the visits
 - a. Include materials appropriate to your purposes (see list above).
 - b. Make a sample Family Folder and show it to a few parents and teachers for suggestions.
 - c. Get the principal's approval of the Family Folder's contents.
- Step 4: Get a list of students whose families will be visited, with addresses and phone numbers.
 - a. The school or district probably has a policy on release of names.
 - b. Be sure you have the names of the students (and siblings, if possible) as well as the names of the parents in their household (surnames are not always the same).

- c. Be sure you know which school the student is attending (if the visits take place in the summer, know which school the student will attend in the fall).
- Step 5: Set the ground rules for the home visitors.
 - a. Who will make the visits?
 - b. Will the visitors make visits individually, in pairs, or as teams?
 - c. How will visits be scheduled? What if the family does not have a telephone? (See Home Visit letter for families with no telephone.)
 - d. How many visits will a home visitor be expected to make per day? Per week?
 - e. What is the beginning date and the end date for making the visits?
 - f. What are the guidelines for the visitors' clothing?
 - g. What follow-up will occur after the visit?
- Step 6: Fill out a Contact form for each family.
- Step 7: Train the home visitors.
 - a. Use the "Tips for a Successful Home Visit."
 - b. Practice the Home Visit Calling Script.
 - c. Role play conversations in a home with parents.
 - d. Review the procedures.
- Step 8: Home Visitor: Schedule home visits using Contact form and Schedule form.
 - a. Call parents using the telephone script (use a conversational tone).
 - b. If the family has no telephone, send a Home Visit Letter home with the child.
- Step 9: Home Visitor: Send a Visit Reminder postcard to the parents 3 to 5 days before each visit.
- Step 10: Home Visitor: Enjoy the visits!
- Step 11: Home Visitor: Leave a Parent Feedback postcard for parents to fill out and mail back.
 - a. Be sure the postcard is stamped.
 - b. Be sure to print your name on the postcard.
 - c. Be sure the postcard is addressed to come to you (or your supervisor).

How to Have a Successful Home Visit

- 1. Attend Home Visitor training.
- 2. Follow the procedures developed by your Home Visit supervisor.
- 3. Make calls to set up your appointments. (Use your calendar and Schedule Form so you do not get overbooked.)
 - Verify names of parents and children in home.
 - Verify address and directions.
 - Use the Home Visit letter for families with no telephone.
- 4. Allow 15-30 minutes per visit plus travel time.
- 5. Try to group your visits to specific areas so you do not waste time traveling.
- 6. Send the Visit Reminder card 3-5 days before your visit.
- 7. Have Family Folders ready to go. Organization counts.
- 8. Your appearance should be neat and professional. (Please, no jeans and tee-shirts.)
- 9. Be on time: You only get one chance to make a first impression!
- 10. SMILE and introduce yourself. Listen carefully to the names of the people you meet. Give them eye contact. Repeat their names. Be friendly.
- 11. Let the family know you are visiting on behalf of the child's school.
- 12. Don't attempt to handle "complaints" about the school or teachers. Kindly ask the parents to take the matter to the principal and change the subject.
- 13. Go over the Family Folder with the parent(s) and answer any questions.
- 14. Keep the conversation positive and happy. Include children in the conversation.
- 15. Give the parents the Parent Feedback postcard before leaving. Make sure your name and the date are already filled in, the card is stamped and properly addressed to you (or your supervisor).
- 16. Leave with a smile and a thank you.
- 17. Send a Thank You postcard the next day.

Common Sense Safety Tips

- 1. Know the neighborhood.
- 2. Know when to visit in pairs.
- 3. Know the best time of day to visit.
- 4. Carry a cell phone.
- 5. Be sure someone knows your schedule for the day: where you will be and when.

Materials Needed for Home Visitor Training

- 1. Home Visit Contact forms with homes to be visited for each home visitor.
- 2. Materials for Family Folders (including letter from principal).
- 3. Postcards (set of two blank cards and a pre-printed Parent Feedback card for each visit and a few extras).

- 4. Stamps for postcards.
- 5. Sample text for postcards.
- 6. Copy of calling script for each home visitor.
- 7. Copy of "How to Have a Successful Home Visit" for each home visitor.
- 8. Copies of Home Visitor Reporting Form.

Twas The Night Before the Home Visit

Twas the night before the home visit
And all through my house
Were folders and a book about a little school mouse
As I closed my eyes for a good night's rest
I had visions of families eager for me to come to their nest
The next day I sprang from my bed to start my fun
I gathered my materials and out the door I did run
I knocked on the door with a smile on my face
With hopes I had arrived at a friendly place
To my delight I was greeted with a great big hug
And they made me feel welcomed as a bug in a rug
As I left that home with the child waving bye
I had sunshine in my heart and a tear in my eye

Linda Mathis (home visitor)

Home Visit Calling Script

Hello,	, my name is	I am calli	ng from
	school. I woul	d like to stop by your home	e for a few minutes to
share with you some inform	nation from the school. I al	lso have some materials for	your family. I will be
visiting families next week.	What would be a good tir	ne for me to visit with you	?
Great! Let me check your a	ddress before I get off the 1	phone with you.	
I look forward to seeing yo	u on	at	
Thanks and good-bye			
Note: Verify directions			
Comments:			

Home Visit Contact Form

Note: Supervisor fills in top portion of each section, Home Visitor the bottom portion.

District:		
School:		
Include only the names of parents re	esiding in home with child.	
Child's first name:	Child's last name:	
Father's first name:	Father's last name:	
Mother's first name:	Mother's last name:	
Street:	City:	Zip:
Home telephone: ()		
Visit date:	Visit time:	
Home Visitor making call:		
Date postcard was sent:		
Directions to the home:		
Child's first name:	Child's last name:	
Father's first name:	Father's last name:	
Mother's first name:	Mother's last name:	
Street:	City:	Zip:
Home telephone: ()		
Visit date:	Visit time:	
Home Visitor making call:		
Date postcard was sent:		
Directions to the home:		

Home Visit Letter [for families without telephones]

Dear			
I am a Home Visitor fr	om		School. I would like
•	•	•	e information about the
,	u a Family Folder. We a	•	
			ould work best for your
•	letter to school with ye		
I look forward to visit	ng you and your family	y. Thank you very mucl	n.
Sincerely,			
[Name of Home Visito	or]		
Child's name:			
Is this the correct add	ress?		
Please check the time	below that is best for	you:	
Day:	Date:	Time:	
Day:	Date:	Time:	
Day:	Date:	Time:	
I'm sorry, none	e of these times works	for us.	

[Visitor's Name]	[visitors name]
	(1.5) the of A annual
See you then!	see you meni
If you are unable to make this date and time, please call me at ()so we can set up another time.	rtime.
I am excited about sharing some information about your child's school and giving you some materials for family activities.	family activities. If you are unable to make this date and time, please call me at () so we can
[Day of week and date] [Time]	[Day of week and date] [Time] I am excited about sharing some information about your child's school and giving you some materials for
I look forward to our visit on at	at
Dear	
HOME VISIT REMINDER	HOME VISIT REMINDER
HOME VISIT REMINDER	HOME VISIT REMINDER
Dear	Dear
at	I look forward to our visit on at at
[Day of week and date] [Inme] I am excited about sharing some information about your child's school and giving you some materials for family activities.	school and givi
If you are unable to make this date and time, please call me at ()	If you are unable to make this date and time, please call me at ()so we can set up another time.
See you then!	See you then!
[Visitor's Name]	[Visitor's Name]

					Thank you!						Thank you!	
					Comments:						Comments:	
NO	YES	the school.	ons with	connecti	I look forward to my connections with the school.	NO	YES	chool.	ons with the s	onnectio	I look forward to my connections with the school.	
NO	YES		is one	sits like th	I would like more visits like this one	NO	YES		s one	ts like thi	I would like more visits like this one	
	NO	ily YES	o my fan	s helpful t	The information was helpful to my family		NO	YES	my family	helpful to	The information was helpful to my family	
NO	YES			dly	The visitor was friendly	NO	YES			Ÿ	The visitor was friendly	
Please circle	Plea					Please circle	Plea					
					City:						City:	
					Your Child's School:						Your Child's School:_	
_Date:					Name of Visitor:	Date:					Name of Visitor:	
		about our visit.	:hought a	hat you t	Please let us know what you thought about our visit.			our visit.	nought about	nat you th	Please let us know what you thought about our visit.	
		PARENT FEEDBACK	PA					PARENT FEEDBACK	PARENT			
		PARENT FEEDBACK	¥					PARENT FEEDBACK	DBACK			
Please let us know what you thought about our visit.	ıt you thou	ght about our visit.				Please let us know what you thought about our visit.	at you thou	ught about our	visit.			
Name of Visitor:				٥	.Date:	Name of Visitor:				Ī	Date:	
Your Child's School:						Your Child's School:						
City:						City:						
				Please circle	circle					Pleas	Please circle	
The visitor was friendly				YES	NO	The visitor was friendly	>			YES	ON	
The information was helpful to my family	elpful to m		YES	9		The information was helpful to my family	elpful to m	ıy family	YES	ON N		
I would like more visits like this one	like this or	ЭС		YES	ON	I would like more visits like this one	s like this o	ne		YES	ON	
I look forward to my connections with the school.	nnections	with the school.		YES	ON	I look forward to my connections with the school.	onnections	with the schoo	÷	YES	ON	
Comments:						Comments:						
Thank you!						Thank you!						

ily Folder is useful and fun. you and learning more about your family. I hope the Fam-Thanks for letting me visit with you. I enjoyed talking with Thanks for letting me visit with you. I enjoyed talking with you and learning more about your family. I hope the Fam-THANK YOU! THANK YOU! [Name of Visitor] [Name of Visitor] ily Folder is useful and fun ily Folder is useful and fun. you and learning more about your family. I hope the Fam-Thanks for letting me visit with you. I enjoyed talking with Thanks for letting me visit with you. I enjoyed talking with you and learning more about your family. I hope the Fam-THANK YOU! **THANK YOU!** [Name of Visitor] [Name of Visitor] ily Folder is useful and fun.

Home Visit Schedule

Home Visitor:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Name:	Name:	Name:	Name:	Name:
Time:	Time:	Time:	Time:	Time:
Phone:	Phone:	Phone:	Phone:	Phone:
Address:	Address:	Address:	Address:	Address:
Name:	Name:	Name:	Name:	Name:
Time:	Time:	Time:	Time:	Time:
Phone:	Phone:	Phone:	Phone:	Phone:
Address:	Address:	Address:	Address:	Address:
Name:	Name:	Name:	Name:	Name:
Time:	Time:	Time:	Time:	Time:
Phone:	Phone:	Phone:	Phone:	Phone:
Address:	Address:	Address:	Address:	Address:
Name:	Name:	Name:	Name:	Name:
Time:	Time:	Time:	Time:	Time:
Phone:	Phone:	Phone:	Phone:	Phone:
Address:	Address:	Address:	Address:	Address:
Name:	Name:	Name:	Name:	Name:
Time:	Time:	Time:	Time:	Time:
Phone:	Phone:	Phone:	Phone:	Phone:
Address:	Address:	Address:	Address:	Address:
Name:	Name:	Name:	Name:	Name:
Time:	Time:	Time:	Time:	Time:
Phone:	Phone:	Phone:	Phone:	Phone:
Address:	Address:	Address:	Address:	Address:

Solid Foundation Home Visit Reporting Form

	State: Last Name Last Name
	Last Name
	Last Name
	Last Name
State:	_ Zip:
	_ 1
Asian/Pacif	ic Islander Hispanic
American I	ndian/Alaskan Native
Attempted 3	Completed
_ Relationship: _	
•	
1	
1	
	Asian/Pacif American I Attempted 3 _ Relationship: Relationship: Relationship: _

◆ All blanks on this form — MUST be filled out before submitting!

Solid Foundation Home Visiting Weekly Report

School:	_ Date:
Name of Home Visitor:	
For the week of:	
Number of completed visits this week:	

Solid Foundation Home Visiting Weekly Report

School:	_ Date:
Name of Home Visitor:	
For the week of:	
Number of completed visits this week:	

Photo Permission Form

I hereby give permission to have a photograph of my child(ren)/family used for newsletter or promotion purposes by the school and its partners.

Date:	School:	
Parent Name:		Child Name:
Address:		
Phone Number:		<u> </u>
Signature of Parent or		
	Photo	Permission Form
I hereby give permission purposes by the so		ph of my child(ren)/family used for newsletter or promo-
Date:	School:	
Parent Name:		Child Name:
Address:		
Phone Number:		
Signature of Parent or	Guardian	

Home Visits Summary Form

eporting Period: Beginn chool:			Distric	ct:			
ity:				State	·:		
Grade Levels	K Totals	1 Totals	2 Totals	3 Totals	4 Totals	5 Totals	6 Totals
Number of Students Visited by Grade							
Ethnic Group: Black/Not Hispanic							
Ethnic Group: Asian/Pacific Islander							
Ethnic Group: Hispanic							
Ethnic Group: White/Not Hispanic							
Ethnic Group: American Indian/Alaskan Native							
Ethnic Group: Other							
Student Present							
		1	ı				
otal number of Parent Fe	eedback Ca	ards returne	ed:				
lumber of Feedback Que	estions Ans	wered Yes	on followin	ng			
isitor friendly:							
nformation helpful:							
More visits requested:							

Look forward to connections with the school:

Tip Sheets for Home Visiting Materials

The tip sheets on the following pages are examples of what may be included in the materials provided to parents during home visits.

Building Reading Habits

Most children learn how to read, but not all children acquire the habit of reading. Parents play a large role in helping their children develop good reading habits. The following tips may be helpful to you:

- *Talk with your children about reading*. Ask your children to tell you about books and stories they have read. Tell your children about your own reading. Make reading the topic of family discussions.
- *Visit the library with your children.* Visits to the library can be a great family activity. Enjoy browsing with your children. Be sure your children know how to use a library card.
- *Make time for family reading*. Family life can be very busy, leaving little time for reading. Make reading a family activity by occasionally setting aside 30 minutes or more for everyone to read. Turn off the television. Let each family member select his or her own reading material. Enjoy quiet time reading together.
- *Give books as gifts to your children*. Books make wonderful gifts for birthdays and other special occasions.
- Read aloud with your children. Children are never too old to read aloud. Parents often read to their children when the children are small. When children first learn to read, they read aloud to their parents. But when children get older, they often stop reading aloud with their parents. Keep alive the enjoyable activity of reading aloud. Share favorite passages with your children.
- Use the newspaper and the Internet as tools for encouraging the habit of reading. Talk about the newspaper and its sections, and discuss things you read on the Internet with your children. Show children and youth ways to find appropriate content and different kinds of information. Emphasize safe and responsible browsing and reading to learn. Share what you are reading for your own enjoyment with your children.
- Encourage children to read to prepare for family activities. Before a family vacation, outing, or special event, ask your children to read about the location or activity and to report the information to the family.

Creando Buenos Hábitos Para Leer Building Reading Habits

La mayoría de los niños aprenden a leer, pero no todos adquieren el hábito de leer. Los padres desempeñan un gran papel ayudando a sus hijos a crear buenos hábitos para la lectura. Los consejos que a continuación le ofrecemos puede que le sirvan de ayuda:

- Hable con sus hijos sobre la lectura. Pregunte a sus hijos cosas sobre los libros e historias que hayan leído. Coménteles sobre la clase de lectura que usted lee. Haga que la lectura sea un tema de conversación familiar.
- Haga frecuentes visitas con sus hijos a la biblioteca. Visitar de vez en cuando la biblioteca puede resultar siendo una gran actividad familiar. Disfrute en compañía de sus hijos hojeando libros. Enseñe a sus hijos como usar la tarjeta de la biblioteca.
- Haga tiempo para leer en familia. La vida familiar puede ser a veces muy ajetreada, dejándonos poco tiempo libre para leer. Haga que la lectura sea una actividad para la familia, creando lapsos de tiempo de por lo menos 30 minutos para que todos lean. Apague el televisor. Dé a cada miembro de la familia la oportunidad de seleccionar su lectura favorita. ¡Leyendo juntos disfrutarán de un tiempo de tranquilidad!
- Regale libros a sus hijos. Los libros son el mejor regalo de cumpleaños o de cualquier otra ocasión especial.
- Lea con sus hijos en voz alta. Los niños no tienen porqué ser de corta edad para leer en voz alta. Por lo regular, los padres suelen leer a sus hijos cuando éstos son pequeños. Cuando los niños aprenden a leer, leen a sus padres en voz alta. Comparta con sus hijos estas preciadas etapas.
- Para estimular el hábito de leer, use el periódico como "herramienta". Hable con sus hijos sobre el contenido del periódico. Enséñeles a saber diferenciar las diferentes secciones que en él existen. Recorte algunos de los artículos que sean de su interés y compártalos con sus hijos. Así mismo, anímelos a que ellos recorten también artículos de su interés y los compartan con la familia.
- Aconseje a sus hijos a leer para preparar actividades en familia. Antes de tomar unas vacaciones, ir de excursión o de asistir a un acontecimiento especial, dígale a sus hijos que le lean lo referente a la localidad en que el lugar está situado, actividades disponibles...y que ellos le presenten toda la información obtenida a la familia.

Homework is Habit Forming

Because children acquire the habit of studying at home from their parents, the following tips may be helpful to you:

- Help your child establish a regular time for studying at home. Homework is only part of study time. Help your child get in the habit of studying at home, even when homework is done. Help your child plan a weekly schedule that includes study time.
- Set a minimum amount of study time. Ten minutes per grade level, per day, five days a week is a reasonable expectation. For example, a fourth grader would spend no less than 40 minutes per day studying, and an eighth grader would study no less than 80 minutes per day.
- When homework is done, students can use the remaining study time. Homework assignments are only a part of study. After completing assignments, the rest of study time can include review, reading material related to what is being studied, working extra problems, or organizing notes.
- *Breaks are important*. A short break every 20 minutes keeps the brain alert. While study time should be quiet time, it is not nap time. Help make your child's study time more effective. Encourage him/her to sit up and take a short break every 20 minutes. Provide adequate lighting in the study place.
- Talk with your child about his/her study habits. The habit of studying at home is taught by parents, not by teachers. Parents teach their children many good habits. Studying at home can be one of them. Once established, the study habit will stay with a child through school and beyond. As an adult he or she will continue to find time at home to read and learn.
- Monitor your child's study time. Let your child know you are interested. Check on his/ her progress. Provide encouragement and support.

La Tarea Es Formar Un Hábito Homework is Habit Forming

Ya que los niños adquieran el hábito de estudiar en casa por medio de los padres, los consejos que le damos a continuación puede que le sirvan de ayuda.

- Ayude a que su hijo establezca un horario para estudiar en casa. La tarea es solamente una parte del tiempo de estudio. Ayude a su hijo a acostumbrarse a estudiar en casa, aunque la tarea haya sido terminada. Ayude a su hijo a planificar un horario semanal que incluya tiempo para los estudios.
- Establezca un tiempo mínimo de estudio. Diez minutos por nivel de curso, por día, cinco días a la semana es una expectativa razonable. Por ejemplo, un niño del cuarto grado no estudiará menos de 40 minutos al día y un niño del octavo grado no estudiará menos de 80 minutos al día.
- Cuando la tarea está completada, los estudiantes pueden usar el tiempo restante para estudiar. Las asignaturas son solamente una parte del estudio. Después de completar las asignaturas, el tiempo restante se puede usar para el repaso, leyendo materiales que estén relacionados con lo que se está estudiando, haciendo trabajos extras, organizando las notas.
- Los descansos son importantes. Un breve descanso cada 20 minutos, alerta al cerebro. Aunque la hora de estudio debe ser un tiempo de silencio, no quiere decirse que ésta sea la hora de la siesta. Ayude a hacer la hora de estudio de su hijo más efectiva. Anímele a que se siente en una postura correcta y a que tome un breve descanso cada 20 minutos. Proporciónele una iluminación apropiada en el lugar de estudio.
- Hable con su hijo de sus hábitos de estudio. El hábito de estudiar en casa es enseñado por los padres, no por los maestros. Mucho de los buenos hábitos son enseñados por los padres. Estudiar en casa puede ser uno de ellos. Una vez establecido, el hábito de estudiar se quedará con su hijo durante sus años escolares y después. Al hacerse un adulto seguirá encontrando tiempo para leer y aprender.
- Supervise el tiempo de estudio de su hijo. Hága saber a su hijo que usted está interesado. Vigile el progreso de su hijo. Déle ánimo y apoyo.

Preparing for a Parent-Teacher-Student Conference

To be sure you go away from a parent-teacher-student conference with all of the information you want, consider the following suggestions:

- *Make a list of questions to ask the teachers*. This is your chance to ask questions of your child's teacher. Take time before the conference to make a list of questions that you want answered.
- *Talk with your child before the conference*. Discuss what your child has been learning. Find out about recent class activities. See if your child has questions for you to ask the teacher. Is anything bothering your child that the teacher should know about?
- Be ready to pass on some "good news" to the teacher. Teachers need and deserve good news. Be ready to let the teacher know when your child has reported good news from school. Remember the special help from the teacher, the words of encouragement, the topics that interested your child.
- *Talk openly and honestly*. Share your frustrations and successes regarding your child's schooling and home life. A better understanding of your child's concerns and priorities can help a teacher in relating to your child.
- Identify ways you can best help your child. Talk to the teacher about ways you can help your child at home. Maybe it's providing a regular time and place for study. Maybe it's talking more with your child about school or listening to your child read aloud. Ask the teacher for suggestions.
- View your child through the teacher's eyes. Some children behave differently in school than at home. Use the conference as a way to learn more about your child, and to help the teacher understand more about him/her, too.
- Express your concerns. Don't be afraid to express your concerns about your child's performance, the classroom environment, peer pressure or any other area that may be affecting your child's education.

Preparandose para Una Conferencia de: Padre—Maestro—Estudiante

Preparing for a Parent-Teacher-Student Conference

Considere las sugerencias que a continuación le ofrecemos para asegurarse de que cuando usted salga de la conferencia entre padres y maestros, se lleve consigo toda la información que usted quiere.

- Haga una lista de todas las preguntas que usted quiere hacer a los maestros. Esta es su oportunidad para hacer preguntas al maestro de su hijo. Tome tiempo antes de la conferencia para hacerse una lista con las preguntas que usted quiere que le sean contestadas.
- Antes de la conferencia hable con su hijo. Hable sobre el progreso del aprendizaje de su hijo. Entérese de las actividades más recientes de la clase. Asegúrese si su hijo tiene alguna pregunta para que usted le pregunte al maestro. ¿Hay algo que le molesta a su hijo que debería saber el maestro? ¿Ha colaborado el maestro en ayudar a su hijo de alguna manera especial? Tome unas cuantas notas.
- Dispóngase a dar algunas "buenas noticias" al maestro. Los maestros necesitan y se merecen recibir buenas noticias. Esté dispuesto a informar al maestro de cuando su hijo le ha traído buenas noticias de la escuela. Acuérdese de la ayuda especial que el maestro ofreció a su hijo, las palabras de ánimo y estímulo, los consejos sobre los temas de mayor interés de su hijo.
- *Hable abierta y honestamente*. Comparta sus frustaciones y éxitos con respecto a la vida escolar y familiar de su hijo. Un comprensivo entendimiento de las preocupaciones y de las prioridades de su hijo ayudará al maestro a relacionarse mejor con su hijo.
- Averigüe formas para poder ayudar mejor a su hijo. Hable con el maestro sobre las formas en que usted puede ayudar a su hijo en casa. Quizás sea proporcionándole un horario y un buen lugar de estudio. Puede que sea conversando a menudo con su hijo sobre la escuela o escuchándole leer en voz alta. Pida sugerencias al maestro.
- Visualice a su hijo mediante los ojos del maestro. Algunos niños se comportan en la casa muy diferentemente a como se comportan en la escuela. Aproveche la conferencia para saber más del comportamiento de su hijo, también para ayudar a que el maestro entienda mejor a su hijo.
- **Exprese sus preocupaciones.** No tenga miedo de expresar su preocupación con respecto al rendimiento en la escuela de su hijo, el ambiente de la clase, la presión de los estudiantes o cualquier otra cosa que pueda estar afectando la educación de su hijo.

Discussing Your Child's Report Card

A report card is one way teachers communicate with parents and students. The report card is the teacher's appraisal of the student's work for the past grading period. The following tips may be helpful to parents in discussing a child's report card with the child:

- *Meet privately* with your child, without distractions.
- *Be sure you have enough time.* Your child deserves your attention without interruptions. Be sure you allow enough time for a relaxed discussion.
- Start with a review of what the child has learned in each subject during the past grading period. Ask your child to tell you about the activity in each subject. Talk about what the child has learned.
- *Ask your child to tell you how the report card grade was determined* in each subject. Tests? Homework? Reports? Class participation?
- Ask your child to tell you if he/she is satisfied with the grade. If not, what could the child do to improve the grade? Discuss concrete steps your child could take. How can parents help?
- Review other indicators on the report card, for example the teacher's comments, number of absences, marks for effort, conduct, and attitude. Listen to your child's explanation of each indicator.
- *Discuss your child's goals for the next grading period.* Are the goals reasonable and challenging?
- *Help your child plan his or her next steps.* Should your child talk with the teacher to discuss concerns, explain new goals, or ask for the teacher's suggestions? Are changes needed in your child's study habits at home? Is your child interested in learning more about certain topics?
- *Discuss your next steps*. If your child is to talk with the teacher, will you discuss the meeting with your child afterwards? How will you help your child meet his/her goals? If your child is interested in learning more about certain topics, what can you do to help?
- How about meeting with the teacher or sending the teacher a note? As a result of your discussion with your child about his/her report card, do you have questions to ask the teacher? Do you now have information about your child that would be helpful to the teacher? Do you want to show your appreciation for the teacher's work or just say "thanks?"
- When praise is in order, let your child know you are proud of his or her efforts. When changes must be made, let your child know that you will help. Leave the discussion with a firm understanding of everyone's next steps.

Hablando Sobre Las Calificaciones Escolares De Su Hijo

Discussing Your Child's Report Card

Una de las maneras que existe para comunicarse entre el maestro, los padres y el estudiante, es mediante las calificaciones escolares. Las calificaciones son el resultado de progreso y de los trabajos del estudiante en el curso pasado valorado por el maestro. A continuación damos algunos consejos que le pueden servir de ayuda ante una posible discusión con su hijo referente a las calificaciones escolares.

- Reúnanse en privado, padres y hijos, sin ninguna distracción.
- *No limite el tiempo*. Su hijo se merece recibir atención sin interrupciones. Asegúrese que dispone de suficiente tiempo, poder plantear el tema relajadamente le favorecerá.
- Empiece repasando lo que su hijo ha aprendido en cada asignatura del pasado curso. Pregúntele sobre las distintas actividades llevadas a cabo entre asignaturas. Hable de su progreso.
- Pregunte a su hijo cómo se determinan las calificaciones del curso ¿por asignatura? ¿por exámenes? ¿por las tareas? ¿reportajes? ¿participación en clase?
- Pregúntele si está satisfecho con las calificaciones que recibió. Si su respuesta es "no", pregúntele qué cree él/élla que se puede hacer para mejorarlas. Plantee en concreto los pasos que puede tomar. ¿Cómo pueden ayudar los padres?
- Repase otro tema reflejado en las notas, por ejemplo: los comentarios del maestro, faltas de asistencia a clase, esfuerzos, conducta, actitud, etc...Escúchele mientras él le explica.
- Comente con él, cuáles son sus metas para el próximo curso. ¿Son éstas unas metas razonables? ¿o son de desafío?
- Ayúdele a planificar sus próximos pasos. ¿Debería su hijo hablar con el maestro para discutir sus preocupaciones, o explicarle sus nuevas metas, así como preguntar que le de consejos? ¿Necesita su hijo hacer algunos cambios dentro de sus hábitos basándose en cómo estudia en casa? ¿Tiene su hijo interés en aprender más sobre algún tópico en particular?
- Hablen de los pasos que van a tomar. Si es que su hijo decidiera hablar con el maestro ¿Va usted a interesarse en los resultados de esta reunión? ¿Cómo cree usted que puede ayudar a su hijo a lograr alcanzar su meta? Si su hijo demuestra interés en aprender más sobre algún tópico en particular ¿Qué puede usted hacer para ayudarle?
- ¿Qué tal si usted se reuniera con el maestro o decidiera enviarle una nota? Como resultado de la conversación con su hijo en referencia a las notas escolares, ¿Tiene usted alguna pregunta que hacer al maestro? ¿Cree usted que ahora tiene más información sobre su hijo que el maestro debería saber? ¿Desea usted demostrar su agradecimiento al maestro por el trabajo o simplemente decir "gracias"?
- Cuando todo va en orden, demuestre a su hijo su orgullo por los esfuerzos demostrados. De esta forma siempre que sea necesario hacer cambios, su hijo sabrá que usted estará de su lado para ofrecerle apoyo. Concluya la conversación dejando una afirmada comprensión sobre los pasos que cada uno han de tomar.

Contact Us to Just Connect® www.schoolcommunitynetwork.org Building Student Success within a Strong School Community ® © 2000- , Academic Development Institute. All Rights Reserved