# **C:\Users\TEMP\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\P32E7Z9V\3K_Logo_FINAL_1 (002).pngWelcome Orientation for Families**

## Overview

Providing a “Welcome Orientation” event at the beginning of the school year, or even before school starts, is a great way to set a warm tone with families and share key information about your program’s policies, expectations, and goals. As you plan to welcome families to your site, we encourage you to think about the kinds of resources and presentation formats that work best for you and your community.

This document offers guidance around topics you might focus on as you orient families to your program. Feel free to use this document as an actual agenda for an orientation event, to share some of these topics in written format, or to discuss these issues in a one-on-one meeting with families. You know what is best for your families!

**Note: \* indicates resources on next page**

## **Potential Topics and Agenda:**

The suggested times run ~1 Hour

**Part 1- Welcome and Program Philosophy** (~30 Minutes) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Welcome & Overview **<** 5 minutes

##### Staff names and roles

##### Purpose of orientation

* + To help families and children transition to pre-K
	+ To share key information with families about program goals, policies, and expectations
	+ To address families’ questions and let them know how the program will respond to additional questions and concerns as they arise
	+ Build community around upcoming events and invite family participation in daily program activities

The Importance of Learning in the Early Years ~ 15 minutes

##### Brief Overview of Prekindergarten Foundation to the Common Core (PKFCC) and/or Early Learning Outcomes Framework (ELOF) for 3-year-olds\* and how it aligns to the curriculum

* + Approaches to Learning
	+ Physical Development and Health
	+ Social and Emotional Development
	+ Communication, Language, and Literacy
	+ Cognition and Knowledge of the World

##### Appropriate developmental expectations for 4-year-olds and/or 3-year-olds\*

##### Assessments & Screenings

* + Information on the screening tool your program uses and when screening will take place
	+ When families can expect feedback about their child’s screening
	+ Brief overview of the process for identifying possible need of further evaluation, referral, the IEP process, as well as the process for requesting “gifted and talented” testing\*

First Days of School~ 12 Minutes

##### Transition into Pre-K

* + Typical child responses to new environment and expectations
	+ Program- and teacher-level supports for managing separation anxiety
	+ How families can support their child and partner with teachers during this time\*

##### Daily schedule

* + Show families “A Day in the Life of a Pre-K Student” at your program using words and pictures
	+ A model classroom schedule to walk through with families\*
	+ Importance of transitions for safety, predictability, and learning

**Part 2- Program Policies and Expectations** (~10 Minutes)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Program Policies and Procedures\*

* Program Hours
* Drop-off/pick-up procedures
* Meal Services (meal times, menus, vendor)
* Appropriate Clothing
* Toileting\*
* Napping
* Fees Policy
	+ Only relevant for programs that provide services for a fee before/after Pre-K for All hours
* Program Safety Plan

**Note:** All information in Part 2 should also be available as a handout for families to take home, i.e. a “Family Handbook.” You may choose to have families sign and return a form saying they have received and understood this information.

**Part 3- Family Engagement** (~10 Minutes) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Family Engagement

##### Program philosophy on family engagement

* + Review [Pre-K for All Commitment to Families](http://schools.nyc.gov/NR/rdonlyres/19A54029-BB08-4EEE-A32C-8AFEF06882B3/0/CommitmenttoFamiliesFINAL.pdf)\*
* Strategies for families to support their child’s learning at home(See [Guide to Pre-K](http://schools.nyc.gov/NR/rdonlyres/B15C5A33-29B6-4DA8-8F18-EA23A5B87958/0/GuidetoPreKOnePagerfinal13114.pdf) Handout)\*

##### Two-Way Communication with Families

* + Sensitivity to language and scheduling needs
	+ Expectations for how families can expect to communicate with program staff
		- How program and teachers can support families that need additional communications supports (e.g., families who cannot read or understand English)
	+ Methods for families to provide feedback to program

#### Upcoming Dates for Further Family Engagement

* Upcoming family meetings or events
* Take the opportunity to ask what kinds of events families would like to see
* Explain and encourage ongoing volunteer opportunities (reading to class, helping with breakfast, field trips, etc…)

**Part 4- Questions and Wrap Up** (~ 5 minutes but time will depend on questions) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

##### Closing

##### Program staff contacts: Who should families call for what?

##### Questions

##### Thank you!

**\*\*Please see the next page for links to all the resources listed in this Welcome Orientation Agenda!\*\***

## C:\Users\TEMP\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\P32E7Z9V\3K_Logo_FINAL_1 (002).pngRecommended Practices

As you plan your Welcome Orientation, we encourage you to consider some strategies for helping families feel welcome at your site and engaging large groups. Consider the following recommended practices:

* Offer your orientation at a time that is convenient for most families
* Offer childcare for families during the orientation event
* Provide opportunities for feedback at the end of the orientation event
* Designate staff to answer questions and follow up with families after the orientation event
* Begin your orientation event with an “ice breaker” and include occasional “energizers”\*
* Include visual and written resources (translated into multiple languages, as needed, see below)

## Online Resources

* Universal Pre-K Approaches to Learning, see: [Pre-K Program Quality Standards](http://schools.nyc.gov/NR/rdonlyres/175F24FE-E23E-4B93-BF6C-0C4EF35663D2/0/NYC_PreK_for_All_Quality_Standards.pdf)
* Learning in the Early Years
	+ 4-year-olds, [Pre K Foundations for the Common Core](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)
	+ 3-year-olds, [Early Learning Outcomes Framework (ELOF) Implementation Guide](https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework-implementation-toolkit)
* [Developmental Milestones for 3-year-olds and 4-year-olds by domain](https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five)
* Universal [Pre-K Sample Schedule](http://schools.nyc.gov/NR/rdonlyres/DDD6B2DE-26C8-49E9-89A8-7F23B27EF61C/0/SamplescheduleFINAL.pdf) and [3K Sample Schedule](http://schools.nyc.gov/NR/rdonlyres/F15E82CF-9319-4C2D-A8D4-7C7026B3FBBA/0/District_School_and_PKC_Handbook_Addendum.pdf) (see page 18)
* [Handout for Families on managing Separation Anxiety](http://schools.nyc.gov/Academics/EarlyChildhood/educators/3KResoucres.htm)
* Resources on [Special Education Process in Preschool](http://schools.nyc.gov/Academics/SpecialEducation/FamilyResources/GuidesDocuments/default.htm) (See “Preschool” section, translations available)
	+ [Preschool Special Education Services: An Overview for Families](http://schools.nyc.gov/NR/rdonlyres/D16E9A27-9D77-4957-860B-D89849768D8E/0/PreschoolOverviewEnglish.pdf) (click link above for translations)
* Programs Policies and Procedures
	+ [Pre-K for All Policy Handbook, Version 2](http://schools.nyc.gov/NR/rdonlyres/B385CD4E-A136-49BB-A419-7D3AD58ED1B5/0/NYCEEC_Handbook_Version2_FINAL.pdf)
	+ [3K Addendum](http://schools.nyc.gov/Academics/EarlyChildhood/educators/NYCEECPolicyHandbook.htm?mo=7&yr=2017)
* [Toileting Guidelines for 4-year-olds](http://schools.nyc.gov/NR/rdonlyres/E89009A0-E7E5-4C20-804F-24D5EFAC1C1E/0/ToiletingGuidelines070114.pdf) and [Guidance for 3-year-olds](http://schools.nyc.gov/NR/rdonlyres/F15E82CF-9319-4C2D-A8D4-7C7026B3FBBA/0/District_School_and_PKC_Handbook_Addendum.pdf) (see page 3)
* [Pre-K for All Commitment to Families](http://schools.nyc.gov/NR/rdonlyres/19A54029-BB08-4EEE-A32C-8AFEF06882B3/0/CommitmenttoFamiliesFINAL.pdf) ([translations available](http://schools.nyc.gov/Academics/EarlyChildhood/parentfamilies/default.htm))
* [Guide to Pre-K Handout](http://schools.nyc.gov/NR/rdonlyres/B15C5A33-29B6-4DA8-8F18-EA23A5B87958/0/GuidetoPreKOnePagerfinal13114.pdf) on Building Skills at Home and in School ([translations available](http://schools.nyc.gov/Academics/EarlyChildhood/parentfamilies/default.htm))

### Additional Resources for Home-School Connections

* Learning On-the-Go Series for Families ([translations available](http://schools.nyc.gov/Academics/EarlyChildhood/parentfamilies/default.htm)):
	+ [Learning About Feelings](http://schools.nyc.gov/NR/rdonlyres/85EAC871-C078-41BA-AF97-418104B5B325/0/ParentGuidetoSocialEmotionalSupportfinal13114.pdf): A Parent Guide to Supporting Your Child’s Social Emotional Development
	+ [Learning to Read:](http://schools.nyc.gov/NR/rdonlyres/EF0464AE-2884-4518-843B-F6F939E48210/0/ParentGuidetoLiteracyFINAL13114.pdf) A Parent Guide to Literacy in Early Childhood

For more information, email the Division of Early Childhood Education’s Family Engagement team at: PreKFamilyEngagement@schools.nyc.gov.