

## Family Engagement using the Frog Street Curriculum

### **HB4 Family Engagement Definition:**

Family engagement is the mutual responsibility of families, schools, and communities; which builds relationships to support student learning and achievement and to support family well-being, family-student relationships and on-going learning and development of children, families, and educators. Family engagement is fully integrated in the child’s educational experience and supports the whole child. It is culturally and linguistically responsive and is continuous through a child’s life.

### **HB4’s Components and Strategies of a Family Engagement Plan:**

- Creates a foundation for collaboration of mutual partnership
- Embraces the individuality and uniqueness of families
- Promotes a culture of learning that is child-centered and family driven
  - Culture
  - Child-centered
  - Family driven
- Establishes and articulates expectations
- Evaluates and improves family engagement efforts

**Liberty Hill Elementary School will combine campus strategies with those provided by Frog Street to ensure effective family engagement. The campus will implement some, but not all, of the strategies listed below.**

HB4 Core Components	Frog Street’s Response and Plan
(A) Facilitate family to family support.	<p>Frog Street believes that families are their child’s first teachers. We also believe in empowering families to advocate for their students and lead their communities through active engagement.</p> <p>Frog Street supports a platform where families gather to share strategies, to discuss situations and to learn from and with each other as communities are advanced and family support strengthens. This initiative can be performed using multiple strategies:</p> <ul style="list-style-type: none"> <li>• family to family meetings/activities</li> <li>• lunch and learns</li> <li>• family newsletters</li> <li>• evening activities and those designed to support the Parents as Teachers too (PATT) approach</li> </ul>

	<ul style="list-style-type: none"> <li>• Frog Street Pre-K curriculum provides a variety of activities to extend learning from the classroom into the home: <ul style="list-style-type: none"> <li>○ The <b>Family Connections CD-ROM</b> provides Family Theme Newsletters, Notes, PATT Mats, take-home books, and reminders for classroom projects, field trips, and celebrations. Letters introduce themes and provide hands-on activities for families to reinforce the learning that is occurring in the classroom. All communication to families provided in this resource is available in English and Spanish.</li> <li>○ The <b>Digital Online Library</b> offers opportunities for families to participate in their child’s learning with eBooks.</li> </ul> </li> <li>• community forums</li> <li>• cultural awareness/sensitivity</li> <li>• school activities</li> </ul>
(C) Increase family’s participation in decision making.	<p>Decision making for families includes various dimensions from those connected to school choices, to those supporting community involvement and others aligned with their child. Families should be knowledgeable in the topics of best and developmentally appropriate practices when expressing their concerns/interest and when making these pertinent decisions.</p> <p>Frog Street supports family education forums and activities designed to:</p> <ul style="list-style-type: none"> <li>• explain the differences between just being present and actively engaged.</li> <li>• advise regarding making informed decisions (the decision tree matrix).</li> <li>• impact decisions as to their students’ progress (within and from grade to grade) based on academic success, learning styles, special needs, language, and developmentally appropriate practices.</li> <li>• support cultural sensitivity and awareness.</li> <li>• increase school to home communications.</li> <li>• explore the components of advocacy.</li> <li>• value themselves as an integral component of the school; its successes and mission.</li> </ul>
(D) Equip families with tools to enhance and extend learning using strategies such	Research documents that a child who has an enriched home environment (family and educational supports) will

<p>as: home educational resources, creation of a home learning environment, providing families with information, best practices and training related to developmental expectations etc.</p>	<p>thrive faster and longer as this foundation is linked to the health and well-being of their success. This success is comprehensive as it includes all components of the learning domains (social/emotional, physical, language and cognitive).</p> <p>Frog Street supports and provides an abundance of tools designed to equip families with the tools needed to enrich their home environments. These tools are embedded within the curriculum's structure as seen in PATT (parents as teachers too) mats, online technology (families access to digital books), home to school calendars that coincide with themes, make-and-take activities and recipes.</p> <p>More importantly, families will be introduced to developmentally appropriate practices and ways they can support their students at home with simple activities (eg: cooking, cleaning, reading, outside play etc.).</p> <p>Frog Street is equipped to provide training/activity sessions and discussion forums to assist families in acquiring new knowledge and in support of their students. Families will understand the importance of literacy/numeracy, discussing their student's day, advocating, and making the most of simple everyday household activities with children in tow.</p>
<p>(E) Develop staff's skills in evidence-based strategies that support families in meeting their children's learning benchmarks.</p>	<p>If families are to be successful in partnering with their child's school, educators and administrator's must provide a robust platform to welcome and support such.</p> <p>Frog Street supports family engagement trainings designed to foster family participation, to bridge communication gaps and to ensure families are integrated into the school's partnership plan. During these trainings participants will explore:</p> <ul style="list-style-type: none"> <li>• effective communication strategies</li> <li>• how to actively engage families in their child's learning</li> <li>• advocating with families</li> <li>• families as partners</li> <li>• inclusion/cultural sensitivity/awareness: <ul style="list-style-type: none"> <li>○ The <i>From the Experts</i> section located in the front of each teacher guide includes an excerpt from Dr. Alma Flor Ada that informs teachers how to be aware of and approach cultural sensitivity in relation to the concepts presented</li> </ul> </li> </ul>

in that theme (e.g., the excerpt in **Theme 2/ My Family and Friends**, p. 13, discusses and provides concrete activities that guide teachers on how to present content in a manner that eliminates the concept of *other* and *difference* and instead focus on *diversity* and *uniqueness*).

- sharing of benchmarks and students' progress (supportive and nurturing vs. insensitive and impersonal).

These interactive sessions will include multiple formats inclusive of classroom observations, coaching, environmental assessments, accountability structures and on-going evaluations.