

FAMILY INVOLVEMENT

OUTCOME: FAMILIES ARE RESPECTED AS PRIMARY DECISION MAKERS FOR THEIR CHILDREN. THEY RECEIVE FAMILY-FOCUSED, CULTURALLY SENSITIVE SERVICES.

STANDARD 1: Families are recognized as primary in the care and education of their children and are respected as their children's first teachers.

	<i>Not Addressed</i>	<i>Describing/planning</i>	<i>Demonstrating</i>	<i>Integrating</i>	<i>Enhancing</i>	Description of Current Practice
Communication with families about their child's learning experiences, needs, and progress is reciprocal and ongoing.						
Families receive information designed to enhance their skills as their child's principal educator through participation in activities such as parenting workshops, adult literacy programs, toy-lending libraries, and play/support groups.						
Opportunities for family involvement and participation in planning and decision making are available through advisory councils, policy making roles, and parent meetings.						
Families are offered flexible options for participating in their child's learning experiences. Multiple opportunities are offered for accessing activities and resources in a variety of settings.						

Action Plan for Standard 1:

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STANDARD 2: Quality early childhood programs recognize the diversity of all families and value their strengths.

	<i>Not Addressed</i>	<i>Describing/planning</i>	<i>Demonstrating</i>	<i>Integrating</i>	<i>Enhancing</i>	Description of Current Practice
The needs of families are addressed through diverse and flexible learning opportunities built on the family's strengths and differences.						
Families are respected and supported in their primary role in the learning process.						
The cultural and ethnic uniqueness of all families is respected.						
Action Plan for Standard 2:						