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ABSTRACT
          Estimates suggest that 20 to 25% of U.S. students change
schools each year, and this figure is higher in school districts with a
relatively large immigrant population. The guidelines in this technical
assistance packet provide strategic suggestions for welcoming newcomers to a
school or district, something that has become an essential facet of schools.
Chapter I presents a welcome program with strategies to enhance welcoming and
increase home involvement in schooling over three overlapping phases. The
first involves a broad focus that uses general procedures to welcome students
and facilitate adjustment and participation. The second phase targets those
who need a little more assistance, such as personal invitations or ongoing
support for interacting with others or becoming involved. The third phase
narrows the focus to those who have not made an effective adjustment or who
remain uninvolved. Each of the intervention phases involves the following
major intervention tasks: (1) establishing a mechanism for planning,
implementing, and evolving program activity; (2) creating welcoming and
initial home involvement strategies; (3) providing social supports and
facilitating involvement; and (4) maintaining support and involvement. Key
elements and activities are suggested for welcoming programs. Guidelines are
included, in English and Spanish, for parents to help their children adjust
to a new school. A section on welcoming "on a shoestring" provides
suggestions for cost cutting and enlisting the support of local businesses.
Chapter II contains 20 selected references, with annotations for some, on
welcoming and social support. Chapter III lists experts in the "Consultation
Cadre," who can provide technical assistance and support. Chapter IV contains
an article by Mary Beth DiCecco entitled "Welcoming: Facilitating a New Start
at a New School." Chapter V contains two sample digests from the Educational
Resources Information Center (ERIC) as examples of the type of information
available through ERIC. A final chapter lists resource aids for welcoming,
social support, and mapping a school's resources for helping students and
families make the transition to a new school. (SLD)

Mental Health in Schools
Center
Training and Technical Assistance

From the Center's Clearinghouse ...[*]

A Technical Aid Packet on

Welcoming and Involving
New Students and Families

U.S. Department of Health & Human Services
Public Health Service

HRSA
Health Resources & Services Administration
Maternal & Child Health Bureau
Office of Adolescent Health

UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS*

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: *To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.*

Through collaboration, the center will

- enhance practitioner roles, functions and competence

- interface with systemic reform movements to strengthen mental health in schools

- assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools

Consultation Cadre   *Clearinghouse*

Newsletter   *National & Regional Meetings*

Electronic Networking

Guidebooks   *Policy Analyses*

U.S. Department of Health & Human Services
Public Health Service

HRSA

Health Resources & Services Administration
Maternal & Child Health Bureau
Office of Adolescent Health

What is the Center's Clearinghouse?

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; eventually it will be accessible electronically over the Internet.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets, Resource Aid Packets, special reports, guidebooks*, and *continuing education units*. These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

Accessing the Clearinghouse

- E-mail us at   **smhp@ucla.edu**
- FAX us at   (310) 206-8716
- Phone   (310) 825-3634
- Write   School Mental Health Project/Center for Mental Health in Schools, Dept. of Psychology, Los Angeles, CA 90095-1563

Check out recent additions to the Clearinghouse on our Web site
http://smhp.psych.ucla.edu

All materials from the Center's Clearinghouse are available for a minimal fee to cover the cost of copying, handling, and postage. Eventually, we plan to have some of this material and other Clearinghouse documents available, at no-cost, on-line for those with Internet access.

If you know of something we should have in the clearinghouse, let us know.

Welcoming and Involving New Students and Families

Adolescents entering a new school and neighborhood are confronted with multiple transition challenges. The challenges are compounded when the transition also revolves recent arrival in a new country and culture. In the short run, failure to cope effectively with these challenges can result in major learning and behavior problems; in the long run, the psychological and social impacts may be devastating. The increased influx of immigrants to the United States and the changing dynamics of American society has resulted in renewed attention to the problem of welcoming and involving new students and families.

Cardenas, Taylor, Adelman, 1993

This Technical Aid Packet Contains: **Page/s**

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Welcome

Welcoming & Social Support: An Essential Facet of Schools

Estimates suggest that 20-25% of students change schools each year.

These figures are higher in school districts with high immigrant populations. Although, some make the transition easily, many find themselves alienated or "out-of-touch" with their new surroundings, making the transition into a new school difficult. Youngsters entering a new school and neighborhood are confronted with multiple transition challenges. The challenges are compounded when the transition also involves recent arrival in a new country and culture.

Youngsters vary in terms of their capabilities and motivation with respect to psychological transition into new settings. Students entering late in a school year often find it especially hard to connect and adjust. Making friends means adjusting to the new social milieu and personalities of the school population. A focus on school-wide strategies for successful school adjustment of newly entering students and their families is essential to reduce school adjustment problems, ease the process of bicultural development, and establish a strong psychological sense of community in the school. A commitment to welcoming new students and families not only focuses on those entering at the beginning of a term but for all who enter throughout the year.

Welcoming new students and their families is part of the broader goal of creating schools where staff, students and families interact positively with each other and identify with the school and its goals. An atmosphere can be created that fosters smooth transitions, positive informal encounters, and social interactions; facilitates social support; provides opportunities for ready access to information and for learning how to function effectively in the school culture; and encourages involvement in decision -making. Welcoming and social support are critical elements both in creating a positive sense of community at a school and in facilitating students' school adjustment and performance.

The following guidelines provide strategic suggestions for welcoming newcomers.

I. A Welcoming Program

A. Overview

•Phases of Intervention•

Strategies to enhance welcoming to a school and increase home involvement in schooling evolve over three overlapping phases:

1. The first phase involves a broad focus. It emphasizes use of general procedures to welcome and facilitate adjustment and participation of all who are ready, willing, and able.

2. The focus then moves to those who need just a bit more personalized assistance. Such assistance may include personal invitations, ongoing support for interacting with others and becoming involved in activities, aid in overcoming minor barriers to successful adjustment, a few more options to enable effective functioning and make participation more attractive, and so forth.

3. Finally, to the degree feasible, the focus narrows to those who have not made an effective adjustment or who remain uninvolved (e.g., due to major barriers, an intense lack of interest, or negative attitudes). This phase continues to use personalized contacts but adds cost intensive special procedures.

•*Interfering Barriers* •

One major concern in efforts to enhance welcoming and home involvement, of course, is overcoming barriers that make it hard for students and families to function in the new community and school. Research on barriers has suggested a variety of familial, cultural, job, social class, communication, and school personnel attitude factors that interfere with successful transitions to new settings and make involvement at school difficult.

Barriers can be categorized as *institutional*, *personal*, or *impersonal*, with each type encompassing negative attitudes, lack of mechanisms and skills, or practical deterrents.

For instance, *institutional* barriers encompass such concerns as inadequate resources (money, space, time), lack of interest or hostile attitudes on the part of staff, administration, and community toward interpersonal and home involvement, and failure to establish and maintain formal mechanisms and related skills. As examples, there may be no policy commitment to facilitating a sense of community through enhanced strategies for welcoming students and families; there may be no formal mechanisms for planning and implementing appropriate activity or for upgrading the skills of staff, students, and parents to carry out desired activity

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•*Key Intervention Tasks* •

In pursuing each intervention phase, there are *four* major intervention tasks:

1. Establishing a mechanism for planning, implementing, and evolving programmatic activity

2. Creating welcoming and initial home involvement strategies (e.g., information and outreach to new students and families; a school-wide welcoming atmosphere; a series of specific "New Student/New Parent Orientation" processes)

3. Providing social supports and facilitating involvement (e.g., peer buddies; personal invitations to join relevant ongoing activities)

4. Maintaining support and involvement--including provision of special help for an extended period of time if necessary

Each of these tasks is delineated on the following pages.

Task 1

A PROGRAM MECHANISM

Planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families requires institutional organization and involvement. This takes the form of operational mechanisms such as a *steering committee.* That is, for a program to be effective at a school, it must be school-owned, and there must be a group dedicated to its long-term survival.

In the case of efforts to enhance the welcoming and involvement of new students and families, a useful mechanism is a *Welcoming Steering Committee.* Such a committee is designed to:

> (a) adopt new strategies to fit in with what a school is already doing

> (b) provide leadership for evolving and maintaining a welcoming program over the years.

The group usually consists of a school administrator (e.g., principal or AP), a support service person (e.g., a dropout counselor, Title I coordinator, school psychologist), 1-2 interested teachers, the staff member who coordinates volunteers, an office staff representative, and possibly 1-2 parents. A change agent (e.g., an organization facilitator) is useful in helping initiate the group and can serve as an ex-officio member.

On the following page is a guide for structuring the first efforts of the steering committee.

Some First Activities for the Welcoming Program Steering Committee

I. Define the role of the steering group and identify possible additional members

II. Clarify activities already in place for welcoming and providing social support to students and their families

III. Find out about welcoming and social support activities carried out at other schools

IV. Plan ways to enhance welcoming and social support for New Students and their families
   A. Increase visibility of the activities
      1. Make presentations to introduce the program to the rest of the staff
      2. Design welcoming posters and other materials
      3. Designate a mailbox for staff suggestions and communications
      4. Establish locations for new students and families and staff to access welcoming and social support materials
   B. Do a needs assessment "walk through"
      (What do new students and families see and experience?)
      1. Are there appropriate Front Office welcoming messages and procedures? (e.g., Is anything more needed in terms of materials? other languages needed for communication with families?)
      2. Are there tour procedures for new parents and students?
      3. Are there procedures to welcome student into the classroom and introduce parents to teacher ? (e.g., Are there peer greeters and buddies? Materials to welcome newcomers to the class?)

V. Next Steps (plan specific ideas to be pursued over the next few months)

Task 2

CREATING WELCOMING AND INITIAL HOME INVOLVEMENT STRATEGIES

It is not uncommon for students and parents to feel unwelcome at school. The problem can begin with their first contacts. Efforts to enhance welcoming and facilitate positive involvement must counter factors that make the setting uninviting and develop ways to make it attractive. This task can be viewed as the welcoming or invitation problem.

From a psychological perspective, the welcoming problem is enmeshed with attitudes school staff, students, and parents hold about involving new students and families. Welcoming is facilitated when attitudes are positive. And, positive attitudes seem most likely when those concerned perceive personal benefits as outweighing potential costs (e.g., psychological and tangible).

A prime focus in addressing welcoming is on ensuring that most communications and interactions between school personnel and students and families convey a welcoming tone. This is conveyed through formal communications to students and families, procedures for reaching out to individuals, and informal interactions.

An early emphasis in addressing the welcoming problem should be on establishing formal processes that:

(1) convey a general sense of welcome to all
(2) extend a personalized invitation to those who appear to need something more.

In this respect, it can be noted that communications and invitations to students and their families come in two forms:

(1) general communications (e.g., oral and written communications when a new student registers, classroom announcements, mass distribution of flyers, newsletters)
(2) special, personalized contacts (e.g., personal conferences and notes from the teacher).

For those who are not responsive to general invitations, the next logical step is to extend special invitations and increase personalized contact. Special invitations are directed at designated individuals and are intended to overcome personal attitudinal barriers and can be used to elicit information about other persisting barriers.

Task 3

PROVIDING SOCIAL SUPPORTS AND FACILITATING INVOLVEMENT

Social supports and specific processes to facilitate involvement are necessary to:

(a) address barriers
(b) sanction participation of new students and families in any option and to the degree each finds feasible (e.g., legitimizing initial minimal degrees of involvement and frequent changes in area of involvement)
(c) account for cultural and individual diversity
(d) enable participation of those with minimal skills
(e) provide social and academic supports to improve participation skills.

In all these facilitative efforts, established peers (students and parents) can play a major role as peer welcomers and mentors.

If a new student or family is extremely negative, exceptional efforts may be required. In cases where the negative attitude stems from skill deficits (e.g., doesn't speak English, lacks social or functional skills), providing special assistance with skills is a relatively direct approach to pursue. However, all such interventions must be pursued in ways that minimize stigma and maximize positive attitudes. Some reluctant new arrivals may be reached, initially, by offering them an activity designed to give them additional personal support. For example, newcomers can be offered a mutual interest group composed of others with the same cultural background or a mutual support group (e.g., a bicultural transition group for students or parents -- Cárdenas, Taylor, & Adelman (1993); a parent self-help group -- Simoni & Adelman, 1993). Parent groups might even meet away from the school at a time when working parents can participate. (The school's role would be to help initiate the groups and provide consultation as needed.) Relatedly, it is important to provide regular opportunities for students, families, and staff to share their heritage and interests and celebrate the cultural and individual diversity of the school community.

Cárdenas, J., Taylor, L., & Adelman, H. S. (1993). Transition support for immigrant students. *Journal of Multicultural Counseling and Development, 21*, 203-210.

Simoni, J., & Adelman, H. S. (1993). School-based mutual support groups for low income parents. *The Urban Review, 25*, 335-350.

Task 4

MAINTAINING INVOLVEMENT

As difficult as it is to involve some newcomers initially, maintaining their involvement may be even a more difficult matter. Maintaining involvement can be seen as a problem of:

(a) providing continuous support for learning, growth, and success (including feedback about how involvement is personally beneficial)

(b) minimizing feelings of incompetence and being blamed, censured, or coerced.

A critical element in establishing a positive sense of community at a school and of facilitating students school adjustment and performance is the involvement of families in schooling. That is why parent involvement in schools is a prominent item on the education reform agenda for the 1990s. It is, of course, not a new concern. As Davies (1987) reminds us, the "questions and conflict about parent and community relationships to schools began in this country when schools began" (p. 147). A review of the literature on parents and schooling indicates widespread endorsement of parent involvement. As Epstein (1987) notes,

the recent acknowledgments of the importance of parent involvement are built on research findings accumulated over two decades that show that children have an advantage in school when their parents encourage and support their school activities. . . . The evidence is clear that parental encouragement, activities, and interest at home and participation in schools and classrooms affect children's achievements, attitudes, and aspirations, even after student ability and family socioeconomic status are taken into account . . . .

With respect to students with school problems, parent involvement has been mostly discussed in legal terms (e.g., participation in the IEP process). There has been little systematic attention paid to the value of and ways to involve the *home* in the efforts to improve student achievement. (The term, parent involvement, and even family involvement is too limiting. Given extended families and the variety of child caretakers, the concern would seem minimally one of involving the *home*.)

To involve the home, a staff must reach out to parents and encourage them to drop in, be volunteers, go on field trips, participate in creating a community newsletter, organize social events, plan and attend learning workshops, meet with the teacher to learn more about their child's curriculum and interests, and establish family social networks. It is imperative that the only contact with parents not be when they are called in to discuss their child's learning and/or behavior difficulties. Parents who feel unwelcome or "called on the carpet" cannot be expected to view the school as an inviting setting.

Davies, D. (1987). Parent involvement in the public schools: Opportunities for administrators. *Education and Urban Society, 19*, 147-163.

Epstein, J. L. (1987). Parent involvement: What research says to administrators. *Education and Urban Society, 19*, 119-136.

Welcoming and Social Support as Indicators of School Reform

How well a school addresses the problems of welcoming and involving new students and families is an important qualitative indicator of program adequacy and staff attitudes and, thus, is a probable predictor of efficacy. As such, programs and related mechanisms and processes for addressing these problems can be viewed as essential to any effort to restructure schools.

Interventions to enhance welcoming and home involvement are as complex as any other psychological and educational intervention. Clearly, such activity requires considerable time, space, materials, and competence, and these ingredients are purchased with financial resources. Basic staffing must be underwritten. Additional staff may be needed; at the very least, teachers, specialists, and administrators need "released" time. Furthermore, if such interventions are to be planned, implemented, and evaluated effectively, those given the responsibility will require instruction, consultation, and supervision.

The success of programs to enhance welcoming and home involvement is first and foremost in the hands of policy makers. If these programs are to be more than another desired but unachieved set of aims of educational reformers, policy makers must understand the nature and scope of what is involved. A comprehensive intervention perspective makes it evident that although money alone cannot solve the problem, money is a necessary prerequisite. It is patently unfair to hold school personnel accountable for yet another major reform if they are not given the support necessary for accomplishing it. In an era when new sources of funding are unlikely, it is clear that such programs must be assigned a high priority and funds must be reallocated in keeping with the level of priority. To do less is to guarantee the status quo.

B. Steps in Welcoming: Key Elements and Activities

In pursuing strategies for enhancing welcoming and home involvement a first concern is to ensure a positive welcome at the various initial encounters school staff have with a new student and family.

Each point of contact represents an opportunity and a challenge with respect to welcoming new students and families, linking them with social supports, assisting them to make a successful transition, and identifying those who do not so that school adjustment needs can be addressed.

On the following pages is a brief description of steps that can be taken at various points of contact and some examples of general welcoming strategies.

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~Making Initial Contacts Welcoming~

The following strategies are prevention-oriented and focus on welcoming and involving new students and their families. More specifically, they are designed to minimize negative experiences and ensure positive outreach during the period when students enroll.

1. FRONT DOOR: Set up a Welcoming Table (identified with a welcoming sign) at the front entrance to the school and recruit and train volunteers to meet and greet everyone who comes through the door.

2. FRONT OFFICE: Plan with the Office Staff ways to meet and greet strangers (to smile and be inviting). Provide them with welcoming materials and information sheets regarding registration steps (with appropriate translations). Encourage the use of volunteers in the office so that there are sufficient resources to take the necessary time to greet and assist new students and families. It helps to have a designated registrar and even designated registration times.

3. WELCOMING MATERIALS: Prepare a Welcoming Booklet that clearly says WELCOME and provides some helpful information about who's who at the school, what types of assistance are available to new students and families, and some tips about how the school runs. (Avoid using this as a place to lay down the rules; that can be rather an uninviting first contact.) Prepare other materials designed to assist students and families in making the transition and connecting with ongoing activities.

4. STUDENT GREETERS: Establish a Student Welcoming Club (perhaps train the student council or leadership class to take on this as a special project). These students can provide tours and some orientation (including an initial introduction to key staff at the school as feasible).

5. PARENT/VOLUNTEER GREETERS: Establish a Welcoming Club consisting of parents and/or volunteers to provide regular tours and orientations (including an initial introduction to key staff at school as feasible). A Welcoming Video can be developed as useful aid.

6. WELCOMING BULLETIN BOARD: Dedicate a bulletin board (somewhere near the entrance to the school) that says WELCOME and includes such things as pictures of school staff, a diagram of the school and its facilities, pictures of students who entered the school during the past 1-2 weeks, information on tours and orientations, special meetings for new students, and so forth.

7. CLASSROOM GREETERS: Each teacher should have several students who are willing and able to greet strangers who come to the classroom. Recent arrivals often are interested in welcoming the next set of new enrollees.

8. CLASSROOM INTRODUCTION: Each teacher should have a plan for assisting new students and families to make a smooth transition into the class. This includes a process for introducing the student to the others in the class as soon as the new student arrives. (Some teachers may want to arrange with the office specified times for bringing a new student to the class.) An introductory WELCOMING conference should be conducted with the student and family as soon as feasible. A useful Welcoming aid is to present both the student and the family member with Welcoming Folders (or some other welcoming gift such as coupons from local businesses that have adopted the school).

9. PEER BUDDIES: In addition to the classroom greeter, the teacher should have several students who are willing and able to be a special buddy to a new student for a couple of weeks (and hopefully a regular buddy thereafter). This can provide the type of social support that allows the new student to learn about the school culture and how to become involved in various activities.

10. OUTREACH FROM ORGANIZED GROUPS: Establish a way for representatives of organized student and parent groups (including the PTSA) to make direct contact with new students and families to invite them to learn about activities and to assist them in joining in when they find activities that appeal to them.

11. SUPPORT GROUPS: Offer groups designed to help new students and families learn about the community and the school and to allow them to express concerns and have them addressed. Such groups also allow them to connect with each other as another form of social support.

12. ONGOING POSITIVE CONTACTS: Develop a variety of ways students and their families can feel an ongoing connection with the school and classroom (e.g., opportunities to volunteer help, positive feedback regarding participation, letters home that tell "all about what's happening").

1. FAMILY COMES TO REGISTER

Designated staff/volunteer to welcome and provide information

> Prepared information (in primary languages) on:
> - (a) needed documents (e.g., Information card)
> - (b) how to get help related to getting documents
> - (c) directions for newcomers
> - (d) making a registration appointment

Telling families what information is necessary for registration can be made clearer if information also is available in writing--especially in their home language.

2. REGISTRATION APPOINTMENT

Designated registrar --with time to welcome, register, and begin orientation

Designated orientation staff and peers
-Welcome Interview (clarify interests and information desired)
-Provide Information desired about:
- (a) How the school runs each day
- (b) Special activities for parents and students
- (c) Community services they may find helpful
- (d) Parents who are ready to help them join in
- (e) Students ready to meet with new students to help them join in
- (f) How to help their child learn and do well at school
- (g) Tour
- (h) Initial Introduction to teacher, principal, and special resources

Based primarily on teacher preference (considering parent and student interests), student might stay for rest of school day or start the next day.

3a. STUDENT BEGINS TRANSITION-IN

Teacher introduces student to classmates and program

Peer "buddy" is identified (someone with whom to work with in class, go to recess and lunch -- at least for first 5 days)

Teacher or peer buddy gives student welcoming "gift" (e.g., notebook with school name, pencils); teacher gives peer buddy "thank you gift" (e.g. notebook with school name, certificate, etc)

Designated students introduce and invite new student to out of class school activities

3b. PARENT BEGINS TRANSITION-IN PHASE

Designated staff or volunteer (e.g., a parent) either meets with parents on registration day or contacts parent during next few days to discuss activities in which they might be interested

Designated parent invites and introduces new parent to an activity in which the new parent has expressed interest or may find useful

At first meeting attended, new parent is given a welcoming "gift" (e.g., calendar with school name; coupons donated by neighborhood merchants)

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CLASSROOM WELCOMING STRATEGIES
FOR NEWLY ARRIVED STUDENTS AND THEIR FAMILIES

Welcoming New Students

Starting a new school can be scary. Two major things a teacher can do to help new students feel welcome and a part of things:

(1) give the student a special *Welcome Folder*

(A folder with the student's name on the front, containing welcoming materials and information, such as a welcome sheet with teacher's name and room and information about fun activities at the school)

(2) assign a *Peer Buddy*

(Train students who are willing to be a special friend
- to show the new student around the class and school
- to sit next to the new student
- to take the new student to recess and lunch to meet schoolmates)

Welcoming New Parents

Some parents are not sure how to interact with the school. Two major things a teacher can do to help new parents feel welcome and a part of things:

(1) invite the parent to a *Welcoming Conference*

(This is meant as a chance for parents to get to know the teacher and school and for the teacher to facilitate positive connections between parent and school such as helping the parents connect with a school activity in which they seem interested. The emphasis is on *Welcoming* -- thus, any written material given out at this time specifically states WELCOME and is limited to simple orientation information. To the degree feasible, such material is made available in the various languages of those likely to enroll at the school.)

(2) connect the new parent with a *Parent Peer Buddy*

(identify some parents who are willing to be a special friend to introduce the new parent around, to contact them about special activities and take them the First time, and so forth)

4a. STUDENT BECOMES INVOLVED IN SCHOOL ACTIVITIES

Over first 3 weeks staff monitors student's involvement and acceptance if necessary, designated students are asked to make additional efforts to help the student enter in and feel accepted by peers.

4b. PARENT BECOMES INVOLVED IN SCHOOL ACTIVITIES

Over the first 1-2 months, staff monitors involvement and acceptance.

If necessary, designated parents are asked to make additional efforts to help the parents enter in and feel accepted

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ATTRACTING FAMILIES TO AN EVENT AT SCHOOL

Many family members, especially those whose contacts with school have not been positive, only come to school voluntarily for very special events. A variety of special events might be used to attract them. Two types of activities that seem to have drawing power are those where a family member can see the student perform or receive positive recognition and those where family members can gain a sense of personal support and accomplishment.

An example of the latter type of activity is that of offering a time limited, "parent" discussion group (e.g., 3 sessions) where fundamentals of handling child-rearing and school problems are explored and information about services available for students with problems is provided. Topics in which family members are interested include "Helping your child do better at school," "Helping the school do more for your child," and "Finding better ways to deal with problems at home and at school."

Examples of other events that schools find successful in attracting family members are support groups, friendship circles, ESL classes for parents, Citizenship classes, and special projects to help the school.

WHATEVER THE EVENT:

Remember, first and foremost it should be an activity that family members are likely to perceive and experience as positive and valuable. Once the special event to be pursued is identified, the following steps can be taken.

Arrange times and places with the principal and other involved school staff.
> A major consideration is whether the event will take place during the school day or in the evening; in some cases, it may be feasible to offer the event both during the day and again at night to accommodate a wider range of family schedules.

Plan the specifics of the event.
> For example, in the case of discussion groups, group leaders are identified, topics for discussion identified, materials to stimulate discussion prepared, child care volunteers and activities identified, and so forth.

Distribute general announcements.
> Flyers are sent home, posted, distributed at pick up time; announcements are made at existing parent activities. All announcements should account for the primary languages spoken by family members.

Extend personal invitations.
> Three types of personal invitation seem worth pursuing -mailing a letter home, preparing an invitation and RSVP that the student can take home, and calling the home with a reminder. In extreme cases, a home visit may be worth trying.

Accommodate differences and needs.
> In addition to offering the event at different times of the day, efforts need to be made to accommodate those whose primary language is not English.
>
> Child care at the site might be offered so that parents who cannot leave their children at home can participate in an event without distraction. Efforts also might be made to help organize car pools.

Ensure that each family member is received positively.
> Efforts should be made to ensure that family members are extended a personalized greeting when they sign-in at the event.
>
> If there are family members present who are already involved at school, they can be asked to participate in making newcomers feel accepted by taking them "under their wings" (e.g., orient them, introduce them to others).

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INTRODUCING OTHER OPPORTUNITIES FOR SUPPORTIVE FAMILY INVOLVEMENT

Toward the conclusion of events, offered to family members (e.g., during the last scheduled session of group discussions), those attending can be introduced to other endeavors the school offers as part of its efforts to establish a positive home-school connection and a sense of community at the school. This step encompasses a general presentation of ways family members can become involved in such endeavors, encouraging expressions of interest, and clarifying reasons for lack of interest.

* Presentations of Opportunities for Involvement

The emphasis here is on a vivid and impactful presentation of the various ways families can be involved. Posters, handouts, testimonials, slides, videos, products-- anything that will bring the activity to life might be used.

Such a presentation can be made by a school administrator or staff member or by parent representatives. In either case, it is useful to invite parent participants from various activities to come and tell about the endeavor and extend an invitation to join.

*Encouragement of Expressions of Interest

It is important to take time specifically to identify which family members are interested in any of the described endeavors and encourage them to sign up so that a follow-up contact can be made. It also is important to identify any barriers that will interfere with family members pursuing an interest and to explore ways such barriers can be overcome.

*Clarification of Lack of Interest

For those who have not indicated an interest, a "needs assessment" should be done to identify what they would like from the school and/or barriers to their involvement. This might be done informally after the presentation or through a follow-up phone or mail questionnaire.

Similarly, for those who do not participate, a personal (phone/mail) contact should be made to identify and address reasons why.

With specific respect to parents of at-risk students, efforts to ensure involvement are seen as involving: (a) immediate follow-up with each family and (b) maintaining communication and addressing specific needs.

*Maintaining Communication and Addressing Special Needs

Essentially, this task requires ongoing efforts to keep in close, personal contact with the family to ensure they feel their involvement is valued and to help them overcome barriers to continued involvement. The following are a few examples of such efforts:(a) sending special notes of appreciation after participation; (b) sending reminders about next events; (c) sending reminders about other opportunities and endeavors that may be of interest to parents; (d) checking periodically to appraise any discomfort a parent has experienced or other needs that should be addressed (including any barriers to continued involvement).

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5. ASSESSMENT AT END OF TRANSITION PERIOD

Three weeks after the student enrolls, designate staff interview:

(a) The teacher to determine if the student has made a good or poor adjustment to the school (Poor school adjusters are provided with additional support in the form of volunteer help, consultation for teacher to analyze the problem and explore options, etc.)

(b) The student to determine his or her perception of how well the transition-in has gone and to offer encouragement and resources if needed

(c) The parents to determine their perception of how well the transition-in has gone for the student and for themselves and to offer encouragement and resources if needed

6. FOLLOW-UP INTERVENTION

1. *Problem analysis*: This step involves going back to the person or persons who indicated dissatisfaction and asking for more specifics (e.g., what the specific problem is and what the person(s) think needs to be changed). It may also be appropriate and necessary to check with others (e.g., teacher, parent student).

2. *Intervention plan*: Based on the information gathered, plans can be made about what to do and who will do it. What to do may range from connecting the student/family with others for social support to helping to identify specific activities and ways to facilitate student/family involvement. Who will do it may be project staff, a volunteer, a teacher, an outreach coordinator, etc.

3. *Intervention written summary*: Once such an intervention is carried out the Extended Welcoming -- Summary of Intervention form can be filled out and given to the a case manager or other designated person who monitors follow-through related to interventions.

4. *Extended welcoming follow-up interview*: A week after the extended intervention is completed, another (modified) follow-up interview should be carried out respectively, with the student, parent, and teacher. If a problem remains, additional intervention is in order -- *if feasible*.

ENCOURAGING WELCOMING AT OTHER SCHOOLS

~Materials Sent to Schools into which Students Transfer~

When a student leaves to go to another school, the following material can be sent to the student's new principal along with school records.

As the accompanying letter indicates, the materials are meant to help the school, the classroom teacher, and the parents by indicating activity that can aid a successful transition.

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Re:

b:

Dear Principal:

We understand that the student named above has transferred to your school.

When a student moves, we use the opportunity to share some welcoming
ideas with the receiver school. Enclosed you will find three items:

- For your school: a brief description of some school-wide welcoming
  strategies that have been helpful

- For the classroom teacher: a description of a few classroom welcoming
  strategies (we hope you will copy and give this sheet to this student's
  teacher and perhaps all your teachers)

- For the parent: a description of a few things parents can do to help their
  child and themselves make a successful transition (we hope you will copy
  and give this handout to the student's parents and perhaps other newly
  arrived parents)

We send this to you in the spirit of professional sharing and with the
realization you may already be doing all these things and more. If you have
anything along these lines that you would care to share with us, we would
love to receive it. Thanks for your time and interest.

Sincerely,

**The items to be enclosed with this letter are
on the following four pages.**

SCHOOL-WIDE WELCOMING

The following strategies are prevention-oriented and focus on welcoming and involving new students and their families. More specifically, they are designed to minimize negative experiences and ensure positive outreach during the period when students and parents first enroll by enhancing

*SCHOOL-WIDE WELCOMING PROCEDURES

To ensure that first contacts are positive, welcome signs are placed prominently near or in the front office and new arrivals are given a special Welcome Packet and are greeted warmly by the office staff and any professional staff who are available.

The emphasis is on *Welcoming* -- thus, the written material given out at this time specifically states WELCOME and is limited to information that is absolutely essential to aid registration and introduction to the school. (To the degree feasible, this material is made available in the various languages of those likely to enroll at the school.)

*NEWCOMERS' ORIENTATION ACTIVITIES

- orientation meetings and tours
- peer student guides
- peer parent guides
- newcomer support groups for students
- newcomer support groups for parents/other family members

*PERSONAL INVITATIONS/SUPPORT TO JOIN ONGOING ACTIVITY

- organized outreach by students to invite and support new student participation in ongoing school activities
- organized outreach by parents to invite and support new parents' participation in ongoing parent activities

*SOCIAL SUPPORT NETWORKS

- a Peer Pairing or "peer buddy" program

*EXTENDED WELCOMING

- special outreach to address factors identified as interfering with the adjustment to the school of a new student and his or her family

CLASSROOM WELCOMING STRATEGIES
FOR NEWLY ARRIVED STUDENTS AND THEIR FAMILIES

Welcoming New Students

Starting a new school can be scary. Two major things a teacher can do to help new students feel welcome and a part of things:

(1) give the student a special *Welcome Folder*

(A folder with the student's name on the front, containing welcoming materials and information, such as a welcome sheet with teacher's name and room and information about fun activities at the school)

(2) assign a *Peer Buddy*

(Train students who are willing to be a special friend
- to show the new student around the class and school
- to sit next to the new student
- to take the new student to recess and lunch to meet schoolmates)

Welcoming New Parents

Some parents are not sure how to interact with the school. Two major things a teacher can do to help new parents feel welcome and a part of things:

(1) invite the parent to a *Welcoming Conference*

(This is meant as a chance for parents to get to know the teacher and school and for the teacher to facilitate positive connections between parent and school such as helping the parents connect with a school activity in which they seem interested. The emphasis is on *Welcoming* — thus, any written material given out at this time specifically states WELCOME and is limited to simple orientation information. To the degree feasible, such material is made available in the various languages of those likely to enroll at the school.)

(2) connect the new parent with a *Parent Peer Buddy*

(identify some parents who are willing to be a special friend to introduce the new parent around, to contact them about special activities and take them the First time, and so forth)

Helping Your Child Adjust to a New School

HELPING CHILDREN CHANGE SCHOOLS/CLASSROOMS
AYUDANDO A LOS NINOS CAMBIAR DE ESCUELAS/SALONES

1. Prepare
   Going to a new school can be scary--tell them it's OK to feel
   nervous.
   Making friends is hard--let them take their time.
   Have children go to bed early so they are rested.
   Have children get up early so they are not rushed.
   Show your child the way to school and walk it together.

   Para Preparar
   Entrando a una escuela nueva es difícil--dígales que es
    normal sentirse nervioso.
   Estableciendo amistades también es difícil--dígales que
    tomen tiempo suficiente.
   Para descansar bien, los niños deben de acostarse temprano.
   Para no estar demasiado apurados, los niños deben de
    levantarse temprano.
   Enseñarles el camino a la escuela y caminar juntos.

2. Always talk and listen to your child.
   Share your experiences/feelings in new places.
   Tell them you will help them to adjust.

   Favor de hablar con y escuchar a sus hijos.
   Hay que compartir con sus hijos sus propias reacciones cuando
    estan en situaciones nuevas.
   Hay que decirles que Ud. puede ayudarles a acostumbrarse al
    ambiente nuevo.

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3. Help your children meet other children.

   Hay que ayudar a su hijo conocer a otros ninos.

4.. Help children find something about school they love--ask about after
    school activities/homework clubs , etc.

   Ayudar a sus hijos a encontrar algo especial,
   muy querido para ellos, en la escuela--preguntar
   si hay actividades despues de la escuela/ clubes
   para hacer la tarea,etc.

5. Find help if your child needs it. Talk to your child's teacher. We
   are all here to help your child succeed.

   Buscar ayuda cuando su hijo lo necesite. Hablar con el
   maestro/a. Tener exito en sus careraras academicas;
   estamos todos aqui para ayudar a los ninos a sobrevivir.

C. WELCOMING - DOING IT ON A SHOESTRING

> The extension of a hand in welcoming, a smile, the exchange of names, a warm introduction to others ... Greeting those new to a school comes naturally to teachers and principals and can really help new students and their families feel the school is a place that wants them and where they will fit in.

In Utopia (where the number of incoming students is small and there is plenty of time and money to do everything educators would like to do), there is never any problem welcoming new students and their families.

Many schools, however, there is a constant stream of incoming students, and there are many competing demands for our limited time and money. Under these circumstances, it helps to have a few procedures that keep Welcoming a high priority and a natural occurrence--without placing excessive demands on the school's staff and budget.

Establishing and maintaining a few welcoming materials and steps can be an effective and relatively inexpensive way to address this need.

For new *students*, staff time might involve as little as a teacher assigning an official "Peer Welcomer" in the class for the week (or month) or identifying a "Peer Host" for each new student as s/he arrives. In terms of materials, the school could provide as little as a 1 page Welcome sheet for the new student and a 1-page Welcoming "script" to guide a class peer "Welcomer" or "Host."

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If more resources can be devoted to welcoming, materials might be expanded to include a welcome folder for each new student and a certificate of appreciation for the help of each peer host. Sometimes others, such as the student council, a student service group, several staff members, a parent group, think welcoming is so important that they take it on as a special focus. In doing so, the may generate additional resources, including possibly encouraging local business to provide additional welcoming activities and materials (such as giving discount coupons and donating school t-shirts).

For new *parents*, a minimal set of low-cost welcoming strategies might include:
    (1) providing office staff with a 1-page welcome sheet (and encouraging them to take a few extra minutes with new students and parents) and
    (2) having a teacher identify a parent volunteer who has agreed to be the room's official "Parent Welcomer"-- phoning new parents to welcome and invite them to school functions.

If more resources can be devoted to welcoming parents, additional steps can be taken to invite parent involvement. Among the possibilities are: additional welcoming and information sheets describing school activities, a special tour of the school, personal invitations to join ongoing parent activities, opportunities to sit down with the principal/other school staff/parents to learn more about their new school and community, and so forth.

The point is: *Welcoming is an essential part of creating and maintaining a school climate where students and families want to be involved. A few minimal steps and materials can help keep a basic welcoming program in place. And, additions can be made as priorities, time, resources, and talent allow.*

To Local Businesses & Community Groups

How Your Organization Can Help

Awareness of the increasing demands placed on local schools has led the business sector and other community organizations to offer various forms of help. One way an organization can help is to adopt a specific program at a local elementary school. For example a school may need support in welcoming new students and families.

The focus of such a program is on welcoming and assisting with the school adjustment. Strategies have been developed that are designed to help new students and families make a successful transition into the school and enhance a sense of partnership between the school and family. These strategies involve the use of a special set of materials and activities.

Sponsors are needed to help underwrite the modest expenses related to preparing the special materials that have been developed for this program (see attached list).

Sponsors also are needed to help underwrite the special activities (see attached list).

If you are interested in participating in this program, please contact us.

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How Sponsors Can Support Special Activities

As can be seen below, personnel costs related to carrying out the welcome program are not great by comparison to most special programs.

(1) *Program Coordinator - ½ time (800 hrs. per school year).* This paraprofessional keeps the school staff informed about the program, prepares and distributes the special materials, gathers and circulates follow-up feedback from new students and their families regarding the program's impact, and so forth. Hired as a "Community Representative" at $10/hour.

Cost: 800 hours/year X $10/hour - $8,000.

(2) *Parent Support Group.* This activity is designed to help parents become involved with the school and at the same time support their efforts to learn how to enhance their children's positive behavior and learning.

Cost: Group leader -- 2 hours/week, 40 weeks/year at $25/hour = $2,000.

(3) *Classroom Volunteers to Assist with School Adjustment.* Enthusiastic volunteers are recruited and trained to provide special support for specific students in the classroom who need additional help adjusting to school. (Another way the business sector and other community organizations support this program is by encouraging employees and others to volunteer.)

Cost: Volunteer recruiter and supervisor -- 3 hours/week, 40 weeks/year at $25/hour = $3,000.

How You Can Sponsor Special Materials

As can be seen below, the costs of the special materials are quite modest ($115 provides enough welcoming material to cover 100 new students and their families).

All special welcoming materials are printed in English and Spanish and some are available in other languages such as Korean, Vietnamese, Chinese, Western and Eastern Armenian, Tagalog.

(1) *Welcoming/Homework Folders for new students.* Each folder contains a special set of welcoming materials (e.g., a welcoming message, an activity sheet, several sheets of drawing/writing paper with the school's name printed on top). The folder can be used by the student to carry homework back and forth to school.

Cost: 100 folders and contents = $35.

(Folders = 20 cents each; Welcoming material = 15 cents each; total 35 cents for each unit)

(2) *Peer Welcomer Guideline/Homework Folders.* These are given to students who accept the role of a special welcomer. Each folder contains suggestions for how to help the new student join in (become acquainted with the school plant, activities, and students and staff). The folder also contains a Certificate of Appreciation for the Peer Welcomer's efforts. The folder can be used by the student to carry homework back and forth to school.

Cost: 100 folders and contents = $35.

(3) *Registration Information Sheets and a Welcoming/School Material Folder for new parents.* The Registration Sheet provides information on the specific steps involved in registering a new student at the school. The welcoming folder contains a special set of welcoming materials (e.g., a welcoming message, an introductory booklet to the school, a list of community resources, a handout on helping the student learn at home). The folder can be used by the parent to file away material and information provided by the school.

Cost: 100 Reg. Info Sheets, welcome folders and contents = $45

II. Selected References
Welcoming & Social Support

A. The Problem of School Transition and How Welcoming & Social Support Can Help

Transition Support for Immigrant Students
J. Cardenas, L. Taylor, H. Adelman. (1993). *Journal of Multicultural Counseling and Development, 21*, 203-210.

Welcoming: Facilitating a new start at a new school.
M.B. DiCecco, L. Rosenblum, L. Taylor, & H.S. Adelman. (1995). *Social Work in Education, 17*, 18-29.

Mobility and School functioning in the early grades.
P.S. Nelson, J.M. Simoni, & H. S. Adelman. (1996). *Journal of Educational Research, 89*, 365-369.

Kids, schools suffer from revolving door.
D. Williams. (1996). *American Educator*, 36-39.

A few more references with their abstracts

Mobility and school achievement.
R. Audette, R. Algozinne, & M. Warden. (1993). *Psychological Reports, 72*, 701-702.

Discusses concern for students who transfer schools frequently. The literature provides some solutions to problems associated with scheduled and unscheduled transfers: orientation programs, peer tutoring, buddy systems, and discussion groups led by peer guides.

Aiding the relocated family and mobile child.
J.P. Blair, K. H. Marchant, & F.J. Medway. (1984). *Elementary School Guidance & Counseling, 18*, 251-259.

> Methods are described that have proved successful in integrating mobile students into a new school. An overview of a program developed by the author to help highly mobile families deal with moving-related stress is outlined.

Confronting the social context of school change.
C. Cherniss. (1991). *American Journal of Community Psychology, 19*, 389-394.

> Discusses the distinction between prescriptive, participative, and collaborative approaches to change and argues that the collaborative approach used in this case has certain advantages. Other issues that are considered include the role of conflicting agendas in the change process, the importance of gaining support from district-level and school level leadership, the need to consider ways of insuring maintenance of change, and the relationship between individual, small groups, and cultural level change in educational reform.

B. Research Evaluating Model Support for Transition Programs

Planning the transition process: A model for teachers of preschoolers who will be entering kindergarten.
J.I. Gelfer & J. Mc Carthy. (1994). *Early Development and Care, 104*, 79-84.

Evaluation of a multidimensional program for sixth-graders in transition from elementary to middle school.
R.W. Green & T.H. Ollendick. (1993). *Journal of Community Psychology, 21*, 162-176.

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A few more references with their abstracts

Sources of stress and support in children's transition to middle school: An empirical analysis.
M.J. Elias, M. Gara, & M. Ubriaco. (1985). Special Issue: Childhood vulnerability: Family and life stress. *Journal of Clinical Child Psychology, 14*, 112-118.

> Examines the idea that children entering middle school are undergoing a life transition with considerable stress-inducing qualities.

Primary prevention during school transitions: Social support and environmental structure.
R.D. Felner, M. Ginter, & J. Primavera. (1982). *American Journal of Community Psychology, 10*, 277-290.

> Discusses the nature and evaluation of a primary prevention project for students during the transition to high school.

Planning the transition process: A model for teachers of preschoolers who will be entering kindergarten.
J.Gelfer & J.McCarty. (1994). *Early Child Development & Care, 104*, 79-84.

> This article presents a model for planning and carrying out the transition process (TP) of children from preschool to kindergarten.

Evaluation of a multidimensional program for sixth-graders in transition from elementary to middle school.
R. Greene & T.H. Ollendick. (1993). *Journal of Community Psychology, 21*, 162-176.

> Examines intervention for poor academic transition to middle school. Follow-up showed a significant improvement in GPA, depression, and teacher-reported behavior problems.

Developing, implementing, and evaluating a preventive intervention for high risk transfer children.
L.A. Jason, D. Betts, J. H. Joseph, A.M. Weine, and others. (1992). *Advances in psychology.* T.R. Kratochwill, S.N. Elliot, & M. Gettinger (Eds.). Lawrence Erlbaum Associates, Inc: Hillsdale, NJ, pp. 45-77.

Evaluates intervention for high-risk transfer children in grades 1-8.

Helping transfer students: Strategies for educational and social readjustment.
L. A. Jason; A.M. Weine; J.H. Johnson; L. Warren-Sohlberg; and others. (1992). Jossey-Bass Inc, Publishers: San Francisco, CA.

This book examines how children adjust to transferring to a new school. It offers educators, researchers, mental health professionals, and parents practical strategies for easing school transitions and helping children adjust to new environments. The authors integrate current theory and research into an in-depth discussion of the psychological, educational, and social dimensions of school transfer. They highlight difficulties that transfer students face, such as adapting to new peers, meeting new academic and behavioral standards, and adjusting to different teacher expectations. They examine transfer students coping strategies and show how the relationship between academic achievement, social competence, and self-concept can have a positive or negative effect on adjustment to a new school.

C. School Transitions and Special Education

Impact on a social intervention on the transition to university.
D. Lamothe, F. Currie, S. Alisat, T. Sullivan and others. (1995). *Canadian Journal of Community Mental Health, 14*, 167-180.

Empowerment in transition planning: Guidelines for special educators.
G. Lane. (1995). *LD Forum, 21*, 34-38.

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Expanding views of transition.
J.B. Repetto & V.I. Correa. (1996). *Exceptional Children, 62,* 551-563.

A few more references with their abstracts

Methods for assisting parents with early transitions.
E.M. Reis. (1994). *Journal of Instructional Psychology, 21,* 94-96.

> Presents methods designed to assist parents in developing a repertoire of transition skills that can be applied throughout the life of a child with a handicap.

A systematic approach to transition programming for adolescent and young adults with disabilities.
A. Halpern (1989). *Australia & New Zealand Journal of Developmental Disabilities, 15,* 1-13.

> Explores the dimensions of a systematic approach to change and innovation (transition program) to address the needs of students with disabilities as they leave school and prepare to enter the community. A statewide survey of teachers, administrators, and parents identified 5 areas of need that were addressed in the development of a program for changing the patterns of service and care: the transition team model. The components provide structure for successful implementation. These include program standards, local control, a developmental perspective on change, and procedure for effecting change.

III. Cadre With Expertise On Transitions

The Consultation Cadre consists of professionals, in urban and rural areas across the country, who have volunteered to network with others to share what they know. Some cadre members run programs, and many work directly with kids in a variety of settings and on a wide range of psychosocial problems; they include professionals working in schools, agencies, community organizations, clinics and health centers, teaching hospitals, and universities.

Someone asked how we screen cadre members. We don't! It's not our role to endorse anyone. We think it's wonderful that so many professionals want to help their colleagues, and our role is to provide a way for you all to connect with each other.

Our list of professionals is growing daily. Here are a few names as a beginning aid:

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IV. An Article on Welcoming

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Welcoming: Facilitating a
New Start at a New School

*Students and families who relocate often have problems
adjusting to new schools. Their involvement with a new
school often depends on the degree to which the school reaches
out to them. This article reports on the approach to
intervention developed by the Early Assistance for Students
and Families Project for use by schools to facilitate the initial
school adjustment of newly entering students and their
families. Specifically discussed are the concept of welcoming;
intervention phases, tasks, and mechanisms; and the special
focus on enhancing home involvement.*

*Key words: adjustment; facilitators; parent–school
relationship; student aid program*

Children who change schools, especially those who change schools frequently, are at risk for a variety of emotional, behavioral, and learning problems. For example, children who move frequently have higher rates of behavior problems and grade retention (Ingersoll, Scammon, & Eckerling, 1989; Wood, Halfon, Scarlata, Newacheck, & Nessim, 1993). Estimates suggest that 20 percent to 25 percent of students change schools each year. The figures are higher in poverty area schools. Many make the transition easily. For some, however, entry into a new school is difficult. Those entering late in a school year often find it especially hard to connect and adjust (Adelman & Taylor, 1991; Lash & Kirkpatrick, 1990; Stokols & Shumaker, 1982). School change means leaving old friends and having to fit into new social and school structures—often with different standards and expectations. When changes in residence are frequent, youths may feel a sense of powerlessness. Sensing little control over their fate, some give up or lash out.

For many of the same reasons, parents, too, may find the transition difficult. As they grapple with the problems associated with family relocation, their involvement with a new school often depends on the degree to which the school reaches out to them. A school's staff, parents, and students can use the crisis-like experience that often is associated with relocation as an opportunity to promote growth and enhance involvement in schooling for students and their families.

This article reports on the approach to intervention developed for use by schools to facilitate the initial school adjustment of newly entering students and their families, especially those who enter after a school session is under way (Early Assistance for Students and Families Project, 1993b). Also discussed are the type of structural mechanisms required to establish and maintain the desired intervention activity (Early Assistance for Students and Families Project, 1993a). The intervention has evolved from a collaboration between a school district and a university and reflects the efforts of a cadre of social

workers, psychologists, teachers, and community representatives. General discussions of the conceptual underpinnings for the work are found in the intervention literature on transactional and ecological perspectives, a psychological sense of community, and school-based services (for example, see Adelman & Taylor, 1993, in press; General Accounting Office, 1993; Germain, 1982; Pennekamp, 1992; Sarason, 1974). For specific approaches used to facilitate school transitions, the project benefited from experiences reported in earlier studies (see Cardenas, Taylor, & Adelman, 1993; de Anda, 1984; General Accounting Office, 1994; Hammons & Olson, 1988; Lash & Kirkpatrick, 1990; Lieberman, 1990; Newman, 1988).

Welcoming: Establishing a Psychological Sense of Community

The work reported in this article is being carried out as part of the Early Assistance for Students and Families Project, a demonstration project funded by the U.S. Department of Education. Initially, the project provided a special intervention program at 24 schools for students not making a successful adjustment to school (Adelman & Taylor, 1991). Project staff take as a given that "welcoming" is a first step toward helping new students and their families make a successful transition into a new school.

Welcoming should not be viewed simply as a set of activities for those at a school to carry out. The danger in approaching the topic in this way is that only those who are designated as welcomers may engage in the activity, and even they may only go through the motions. Consequently, there may be little commitment to helping new students and their families make a successful transition into the school, and the efforts that are made may not be seen in their broader context.

The project approaches the topic of welcoming new students and their families within the broad context of creating and maintaining a psychological sense of community at a school (McMillan & Chavis, 1986; Sarason, 1974). Essential to such a sense of community is the commitment of staff, students, and families to interact positively with each other and to provide social support, to reach out to new students and their families, and then to involve them in the life of the school. Extrapolating from the relevant literature, such a commitment is achieved best when mechanisms are put in place to ensure sufficient social support, ready access to information, instruction on how to function effectively in the school's culture, and appropriate ways to become involved in decision making.

Intervention

The authors conceptualize the intervention approach in terms of major phases and basic tasks. It is important to emphasize that the first major concern in efforts to enhance welcoming and home involvement is overcoming barriers that make it hard for students and families to function in the new community and school.

Research on barriers has suggested a variety of factors (for example, familial mores, cultural differences, job, social class, communication skills, attitudes of school personnel) that interfere with successful transitions to new settings and make involvement at school difficult. Barriers can be categorized as institutional, personal, or impersonal, with each type encompassing negative attitudes, lack of mechanisms and skills, or practical deterrents. Considerable attention is paid to barriers such as a student's shyness or lack of social skills and parent work schedules or lack of child care. We have found that less systematic attention is paid to institutional barriers. These barriers include inadequate resources (money, space, time) and lack of interest or hostile attitudes on the part of

staff, administration, and community toward interpersonal and home involvements; they also include the failure to establish and maintain formal mechanisms and related skills for involving homes. For example, there may be no policy commitment to facilitating a sense of community through enhanced strategies for welcoming students and families, and there may be no formal mechanisms for planning and implementing appropriate activity or for upgrading the skills of staff, students, and parents to carry out desired activities.

Phases

Strategies to enhance welcoming to a school and to increase home involvement in schooling evolve in three overlapping phases. The first phase involves a broad focus. It emphasizes use of general procedures to welcome and facilitate adjustment and participation of all who are ready, willing, and able to participate. The focus then moves to those who need just a bit more personalized assistance. Such assistance may include personal invitations, ongoing support for interaction with others and involvement in activities, aid in overcoming minor barriers to successful adjustment, a few more options to enable effective functioning and make participation more attractive, and so forth. Finally, to the degree feasible, the focus narrows to those who have not made an effective adjustment or who remain uninvolved because of major barriers, an intense lack of interest, or negative attitudes. This phase continues to use personalized contacts but adds cost-intensive special procedures.

Tasks

In pursuing each intervention phase, there are four major intervention tasks: (1) establishing a mechanism for planning, implementing, and evolving programmatic activity; (2) creating strategies for welcoming and initially involving new students and their families (for example, information and outreach to new students and families, a schoolwide welcoming atmosphere, a series of specific new student and new parent orientation processes); (3) providing social supports and facilitating involvement (for example, peer buddies or personal invitations to join relevant ongoing activities); and (4) maintaining support and involvement, including provision of special help for an extended period of time if necessary.

Establishing a Program Mechanism. Planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families requires institutional organization and involvement in the form of operational mechanisms such as a steering committee. For a program to be effective at a school, it must be a school program and not an add-on or special project, and there must be a group designated and committed to its long-term survival. In the case of efforts to enhance the welcoming and involvement of new students and families, a useful mechanism is a Welcoming Steering Committee. Such a committee is designed to adapt new strategies to fit in with what a school is already doing and to provide leadership for evolving and maintaining a welcoming program over the years.

The initial group usually consists of a school administrator (for example, principal or assistant principal), a support service staff member (for example, a dropout counselor, Chapter I coordinator, or school psychologist), one or two interested teachers, the staff member who coordinates volunteers, an office staff representative, and possibly one or two parents. A change agent (for example, an organization facilitator) is useful in helping initiate the group and can serve as an ex officio member. Eventually, such a group can evolve to deal with all school-related transitions.

The first tasks involve clarification of the specific role and functions of the group and identification of possible additional members. activities already in place at the school for welcoming students and their families, activities carried out at other schools (for example. extended welcoming activities, support for at-risk students, use of volunteers. parent involvement), and minimal structures necessary to ensure there is a focus on welcoming new students and families (for example, a planning group, budget for welcoming activities, evaluation procedures regarding enhancing welcoming). Based on the information gathered, a needs assessment walk-through of the school can be carried out with a view to what new students and families see and experience. The specific focus is on such matters as front office welcoming messages and support procedures: Are appropriate welcoming materials used? Is there a need for other languages to communicate with families? Are there tour procedures for new parents and students? Are there appropriate welcoming and social support procedures for a student in a classroom (for example, peer greeters and peer buddies and special welcoming materials for newcomers)? Are there appropriate procedures for introducing parents to their child's teachers and others? After completing the needs assessment, the committee can plan for introducing new strategies.

Introducing major new programs into a school usually involves significant institutional change. In such cases, a change agent may be a necessary resource. The Early Assistance for Students and Families Project has found that such an organization facilitator can help establish the mechanisms needed at the site, demonstrate program components and facets, and provide on-the-job inservice education for staff who are to adapt, implement, and maintain the mechanisms and program.

Creating Welcoming and Initial Home Involvement Strategies. It is not uncommon for students and parents to feel unwelcome at a new school. The problem can begin with their first contacts. Efforts to enhance welcoming and to facilitate positive involvement must counter factors that make the setting uninviting and develop ways to make it attractive. This task can be viewed as the welcoming or invitation problem. From a psychological perspective, the welcoming problem is enmeshed with attitudes of school staff, students, and parents about involving new students and families. Welcoming is facilitated when attitudes are positive, and positive attitudes seem most likely when those concerned perceive personal benefits as outweighing potential costs.

A prime focus in addressing welcoming is on ensuring that most communications and interactions between school personnel and students and families convey a welcoming tone. This is accomplished through formal communications to students and families, procedures for reaching out to individuals, and informal interactions. The following are some general strategies for making initial contacts welcoming:

• Set up a welcoming table (identified with a welcome sign) at the front entrance to the school, and recruit and train volunteers to meet and greet everyone who comes through the door.

• Plan with the office staff ways to meet and greet strangers (by smiling and being inviting). Provide them with welcoming materials and information sheets regarding registration steps (with translations as appropriate). Encourage the use of volunteers in the office so that there are sufficient resources to take the time to greet and assist new students and families. It helps to have a designated registrar and even designated registration times.

• Prepare a welcoming booklet that clearly says "Welcome" and provides

some helpful information about who's who at the school, what types of assistance are available to new students and families, and tips about how the school runs. (Avoid using this as a place to lay down the rules; this can be rather an uninviting first contact.) Prepare other materials to assist students and families in making the transition and connecting with ongoing activities.

• Establish a student welcoming club (perhaps train the student council or leadership class to take this on as a special project). These students can provide tours and some orientation for new students, including an initial introduction to key staff at the school as feasible.

• Establish a welcoming club consisting of parents and volunteers to provide regular tours and orientations for new parents, including an initial introduction to key staff at the school as feasible. A welcoming video can be developed as useful aid.

• Dedicate a bulletin board somewhere near the entrance to the school that says "Welcome" and includes such things as pictures of school staff, a diagram of the school and its facilities, pictures of students who entered the school during the past one or two weeks, information on tours and orientations, special meetings for new students and families, and so forth.

• Each teacher should have several students who are willing and able to greet strangers who come to the classroom. Recent arrivals often are interested in welcoming the next set of new enrollees.

• Each teacher should have a plan for assisting new students and families in making a smooth transition into the class. This plan should include a process for introducing the student to the others in the class as soon as the new student arrives. Some teachers may want to arrange with the office specified times for bringing a new student to the classroom. An introductory welcoming conference should be conducted with the student and family as soon as feasible. A useful welcoming aid is to present both the student and the family member with welcoming folders or some other welcoming gift such as coupons from local businesses that have adopted the school.

• In addition to the classroom greeter, the teacher should have several students who are willing and able to be a special buddy to a new student for a couple of weeks and hopefully a regular buddy thereafter. This buddy can provide the type of social support that allows the new student to learn about the school culture and to become involved in various activities.

• Establish a way for representatives of organized student and parent groups to make direct contact with new students and families to invite them to learn about activities and to assist them in joining in when they find activities that appeal to them.

• Establish groups designed to help new students and families learn about the community and the school and to allow them to express concerns and have them addressed. Such groups also allow new students and families to connect with each other as another form of social support.

• Develop a variety of ways students and their families can feel an ongoing connection with the school and classroom (for example, opportunities to volunteer help, positive feedback regarding participation, letters home that tell all about what's happening).

An early emphasis in addressing the welcoming problem should be on establishing formal processes that convey a general sense of welcome to all and extend a personalized invitation to those who appear to need something more. In this respect, communications and invitations to students and their families come in two forms: (1) general communications (for example, oral and written communications when a new

student registers, classroom announcements, mass distribution of flyers or newsletters) and (2) special, personalized contacts (for example, personal conferences and notes from the teacher).

For those who are not responsive to general invitations, the next logical step is to extend special invitations and increase personalized contact. Special invitations are directed at designated individuals, are intended to overcome personal attitudinal barriers, and can be used to elicit information about other persisting barriers.

Providing Social Supports and Facilitating Involvement. Social supports and specific processes to facilitate involvement are necessary to address barriers, to sanction the participation of new students and families in any option to the degree each finds feasible (for example, legitimizing initial minimal degrees of involvement and frequent changes in area of involvement), to account for cultural and individual diversity, to enable participation of those with minimal skills, and to provide social and academic supports to improve participation skills. In all these facilitative efforts, peers (students and parents) who are actively involved at the school can play a major role as welcomers and mentors.

If a new student or family seems extremely reluctant about school involvement, exceptional efforts may be required. In cases where the reluctance stems from skill deficits (for example, an inability to speak English or lack of social or functional skills), providing special assistance with skills is a relatively direct approach to pursue. However, all such interventions must be pursued in ways that minimize stigma and maximize positive attitudes. About half of those who enter late in the school year seem especially isolated and in need of very personalized outreach efforts. In such instances, designated peer buddies reach out and personally invite new students and parents who seem not to be making a good transition; they arrange to spend time with each individual introducing him or her to others and to activities in the school and community.

At some sites, newcomers are offered a mutual interest group composed of others with the same cultural background or a mutual support group (for example, a bicultural transition group for students or parents [Cardenas, Taylor, & Adelman, 1993] or a parent self-help group [Simoni & Adelman, 1993]). Parent groups might even meet away from the school at a time when working parents can participate. The school's role would be to help initiate the groups and provide consultation as needed. It is important to provide regular opportunities for students, families, and staff to share their heritage and interests and celebrate the cultural and individual diversity of the school community.

Maintaining Involvement. As difficult as it is to involve some newcomers initially, maintaining their involvement may be even a more difficult matter. Maintaining involvement can be seen as a problem of providing continuous support for learning, growth, and success, including feedback about how involvement is personally beneficial, and minimizing feelings of incompetence and being blamed, censured, or coerced.

Case Examples

Prototype

Jose and his family came to enroll at the school in March. The family had just moved into the area. As Jose and his mother entered the building, they were greeted at the front entrance by a parent volunteer. She was seated at a table above which was a brightly colored sign proclaiming "Welcome to Midvale St. School" (the words were translated into other languages common in the community). On hearing

that the family was there to enroll Jose. the volunteer gave them a welcoming brochure with some basic information about the school and the steps for enrollment. Jose's mother indicated she had not brought all the documentation that the brochure said was needed, such as evidence of up-to-date immunizations. The volunteer worked with her to identify where to obtain what she lacked and gave her some of the registration material to fill out at home. A plan was made for them to return with the necessary material.

The next day Jose was enrolled. He and his mother were introduced to the principal and several other school staff, all of whom greeted them warmly. Then Jose was escorted to his class. The teacher also greeted him warmly and introduced him to the class; she asked one of the designated welcoming buddies to sit with him. This peer welcomer explained about the class and told Jose he would show him around, introduce him to others, and generally help him make a good start over the next few days.

Meanwhile, back in the office, Jose's mother was talking with a parent volunteer who was explaining about the school, the local community, and the various ways parents were involved at the school. She was encouraged to pick out an activity that interested her, and she was told someone else who was involved in that activity would call her to invite her to attend.

Over the next week, Jose and his family received a variety of special invitations to be part of the school community. After a few weeks, Jose and his family were contacted to be certain that they felt they had made a successful transition into the school.

Importance of Follow-up

The case of Jessica illustrates the role of welcoming follow-up strategies in helping establish the need to address significant social and emotional

problems interfering with school adjustment. When a follow-up interview was conducted with Jessica, she indicated that the other children were picking on her. She also said she was having trouble with reading. A check with her teacher confirmed the situation; Jessica was seen as sad and depressed. It was decided that a trained volunteer supervised by a social worker would be assigned to provide additional support with a specific focus on social and emotional concerns.

As Jessica warmed to the volunteer, she began to tell about how she, her mother, and her younger brothers had all been physically abused by her father. She had also witnessed his drug dealing and finally his murder. The volunteer informed her supervisor, who made an independent assessment and concluded there was a clear need for therapeutic intervention. The social worker made a referral and coordinated a plan of action between the therapist and the involved school staff. A priority was placed on ensuring that Jessica would have a safe, supportive environment at school. Over the ensuing months, Jessica came to feel more secure and indicated she felt that way; those working with her agreed. As the volunteer working with her put it, Jessica was now "shining— looking brilliant."

How Follow-up Changes Perspective

Another poignant example is seen in the case of a family recently arrived from Mexico. The mother was a single parent trying to support two sons. Both boys had difficulty adjusting at school, especially Jaime, who was in the sixth grade. He had little previous schooling and could not read or handle school task expectations. Follow-up indicated that he was frequently absent. His teacher felt the mother was not committed to getting the boys to school. "I understand they go to the beach!" the teacher reported with some affect.

The principal decided that the problem warranted a home visit from a school social worker. The family lived in cramped quarters in a "residential hotel" about six blocks from the school. During the visit, the mother confided she was ill and would soon have gall bladder surgery. She also explained that Jaime went to the beach to search for aluminum cans as a source of family income.

With awareness of the family's plight, the perception of the school staff, especially Jaime's teacher, shifted. No one now believed the family did not care about schooling, and proactive steps were introduced to provide assistance. The school called on the Parent Teacher Association and a local merchant to provide some food and clothing. The social worker assisted the mother in making plans for the boys' care during her hospitalization. Volunteers were recruited to assist the boys with their classroom tasks. Both boys were enrolled in the after-school program, where they made new friends during play activities and also received assistance with homework. Subsequent follow-up found significant improvements in attendance and performance. Toward the end of the year, a counselor worked with the middle school Jaime would be attending to ensure there would be continued support for him and his mother during this next major transition.

Special Focus on Home Involvement

A critical element in establishing a positive sense of community at a school and in facilitating students' school adjustment and performance is the involvement of families in schooling. Parent involvement in schools is a prominent item on the education reform agenda for the 1990s (Comer, 1984; Haynes, Comer, & Hamilton-Lee, 1989; Jackson & Cooper, 1989; Marockie & Jones, 1987; Nicolau &

Ramos, 1990). It is, of course, not a new concern. As Davies (1987) reminded us, the "questions and conflict about parent and community relationships to schools began in this country when schools began" (p. 147).

A review of the literature on parents and schooling indicates widespread endorsement of parent involvement. As Epstein (1987) noted,

the recent acknowledgements of the importance of parent involvement are built on research findings accumulated over two decades that show that children have an advantage in school when their parents encourage and support their school activities. . . . The evidence is clear that parental encouragement, activities, and interest at home and participation in schools and classrooms affect children's achievements, attitudes, and aspirations, even after student ability and family socioeconomic status are taken into account. (pp. 119–120)

With respect to students with school problems, parent involvement has been mostly discussed in legal terms (for example, participation in the individualized education plan process). There has been little systematic attention paid to the value of and ways to involve the home in the efforts to improve student achievement. The terms "parent involvement" and even "family involvement" are too limiting. Given extended families and the variety of child care-takers, involvement of the home is the minimum required.
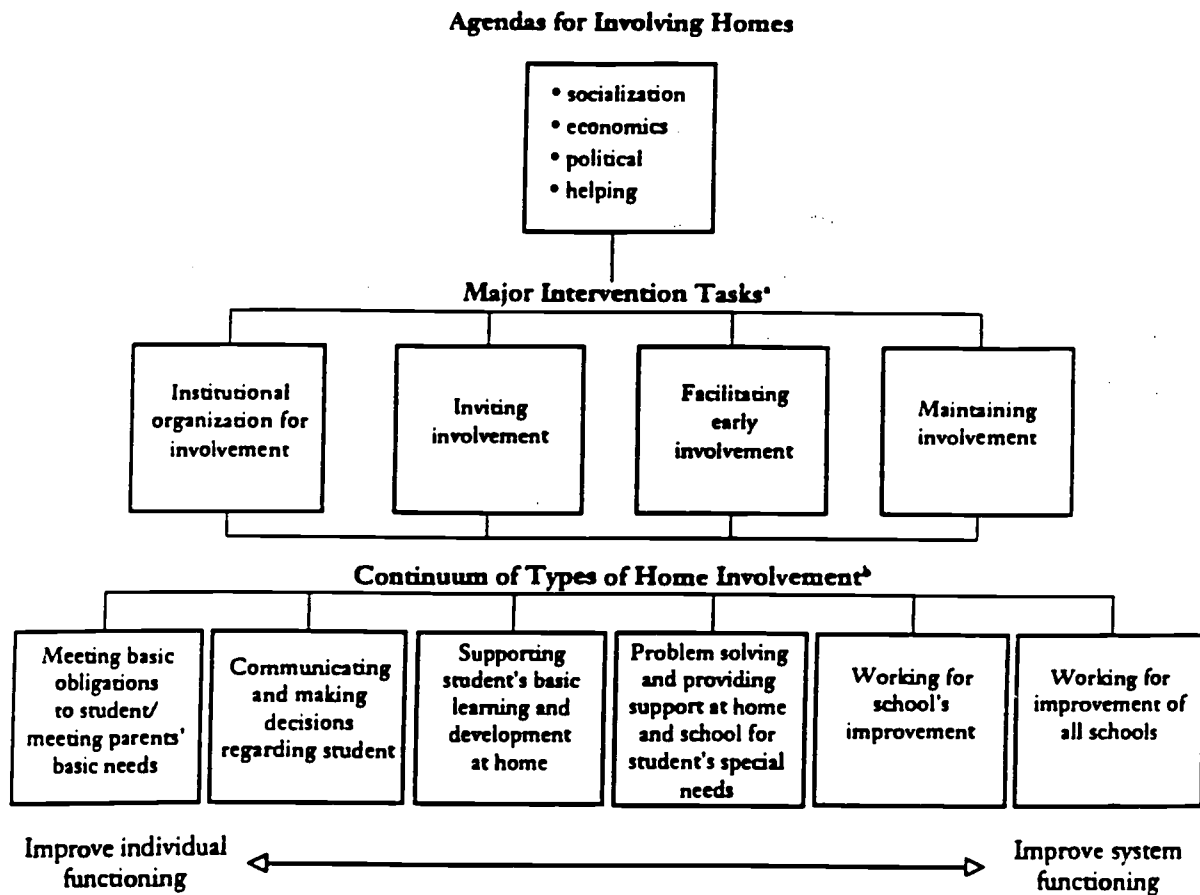
To involve the home, a staff member must reach out to parents and encourage them to drop in, be volunteers, go on field trips, participate in publishing a community newsletter, organize social events, plan and attend learning workshops, meet with the teacher to learn more about their

child's curriculum and interests. and establish family social networks. It is imperative that the only contact with parents not be when they are called in to discuss their child's learning or behavior difficulties. Parents who feel unwelcome or feel scolded cannot be expected to view the school as an inviting setting.

In keeping with the increased focus on enhancing home involvement in schools and schooling, project staff have worked to expand understanding of the concepts and processes involved in doing so (Early Assistance for Students and Families Project, 1993b; also see Adelman, 1994). Figure 1 provides a graphic outline of major facets dealt

Figure 1

Enhancing Home Involvement: Intent, Intervention Tasks, and Ways Parents and Families Might Be Involved

Agendas for Involving Homes

- socialization
- economics
- political
- helping

Major Intervention Tasks*

Institutional organization for involvement	Inviting involvement	Facilitating early involvement	Maintaining involvement

Continuum of Types of Home Involvement[b]

Meeting basic obligations to student/ meeting parents' basic needs	Communicating and making decisions regarding student	Supporting student's basic learning and development at home	Problem solving and providing support at home and school for student's special needs	Working for school's improvement	Working for improvement of all schools

Improve individual functioning ◁—————————————————▷ Improve system functioning

SOURCE: Adelman. H. S. (1994). Intervening to enhance home involvement in schooling. *Intervention in Schools and Clinics. 29*, 285. © 1994, PRO-ED, Inc. Reprinted by permission.

*Although the tasks remain constant, the breadth of intervention focus can vary over three sequential phases: (1) broadband contacts focused on those who are receptive, (2) personalized contacts added for those who need a little inducement, and (3) intensive special contacts added for those who are extremely unreceptive.

[b]Besides participating in different types of home involvement, participants differ in the frequency, level, quality, and impact of their involvement.

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with in this area. As is illustrated by the figure, schools determined to enhance home involvement must be clear as to their intent and the types of involvement they want to foster. Then, they must establish and maintain mechanisms to carry out intervention phases and tasks in a sequential manner.

Conclusion

The intervention described in this article was developed in a multidisciplinary effort that included social workers, educators, and psychologists, along with parents and students. Throughout the process, however, great care has been taken to avoid conveying any sense that development and implementation of such programs requires specialist personnel. Helping students and their families make a new start at a new school is the responsibility of everyone at the site, and the task of ensuring that programs are in place can be carried out by a variety of school staff. Social workers, of course, are uniquely equipped to lead the way.

How well a school addresses the problems of welcoming and involving new students and families is an important qualitative indicator of program adequacy and staff attitudes and, thus, is a probable predictor of efficacy. Programs and related mechanisms and processes for addressing these problems can be viewed as essential to any effort to restructure schools.

Interventions to enhance welcoming and home involvement are as complex as any other psychological and educational intervention. Clearly, such activity requires considerable time, space, materials, and competence, and these ingredients are purchased with financial resources. Basic staffing must be underwritten. Additional staff may be needed; at the very least, teachers, specialists, and administrators need "released" time. Furthermore, if such interventions are to be planned, implemented, and evaluated effectively, those given the responsibility will require instruction, consultation, and supervision.

The success of programs to enhance welcoming and home involvement is first and foremost in the hands of policy-makers. If these programs are to be more than another desired but unachieved set of aims of educational reformers, policy-makers must understand the nature and scope of what is involved. A comprehensive intervention perspective makes it evident that although money alone cannot solve the problem, money is a necessary prerequisite. It is patently unfair to hold school personnel accountable for yet another major reform if they are not given the support necessary for accomplishing it. In an era when new sources of funding are unlikely, such programs must be assigned a high priority and funds must be reallocated in keeping with the level of priority. To do less is to guarantee the status quo. ■

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V. Sample ERIC* Digests

Special Problems in Welcoming

The Migrant Student Record Transfer System (MSRTS):

An Update. Eric Digest

P. Cahape

An Eric /Caps Digest: Number RC019138

The MSRTS is a nationwide information program and service network that receives, transmits, and aggregates information to support the efforts of teachers, health providers, program planners, and others involved in the care and education of migrant children. The system has operated since 1969 under contracts with Arkansas Department of education. The MSRTS records, maintains, and transfers education and health information on more than 600,000 active, identified migrant children in 49 states, the District of Columbia, and Puerto Rico (National Commission on Migrant Education, 1991)

Migrant children face problems that compound the risks they share with many disadvantaged groups. The unique problems often include discontinuity in their educational programs and consequent isolation from the community, which, in turn, exacerbate linguistic and cultural barriers.

Causes of Anxiety

Author: D.M. Marlett

An Eric/Caps Digest: Number SP034600

This ERIC digest discusses exactly what transfer students are afraid of or nervous about when they start over in a new school and examines the implications these anxieties may have for teachers. During the transition, transfer students often suffer social, academic, and emotional distress which can impede their adjustment process and integration into the new classroom. With the support of parents, teachers can facilitate the adaptation process by anticipating anxieties that new students may experience and addressing these concerns before they become a hindrance.

*ERIC is an Education Clearinghouse that has, among other things, brief research syntheses on a variety of education issues. ERIC documents are available in libraries, over the internet, or can be ordered by phone: 1-800-LET-ERIC.

VI. Resource Aids

A. Welcoming

•*Registration Guide*
•*Sample Materials for Personally Welcoming*
>the Family
>a New Student
•Sample Materials for the Peer Buddy

B. Social Support

•*Sample Interview Forms for*:
>Student
>Family
>Teacher
•*Extended Welcoming Intervention*
>Summary Form for the Intervention
>Samples of Extended Follow-up Interview Forms
-Student
-Parent
-Teacher

C. Mapping a School's Resources for Helping Students and Families Make Transitions

•Survey
•An Example from One School

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A new boy came to my class. I said hello to him cheerfully. I asked if he would like to play with me. He said "Yes." Then I went walking with him to our house talking with him about things.

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A. Aids for Welcoming

- Registration Guide

- Sample Materials for Personally Welcoming
        --The Family
        --A New Student

- Sample Materials for the Peer Buddy

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Welcoming: **REGISTRATION GUIDE**

Telling families what information is necessary for registration can be made clearer if information also is available in writing--especially in their home language.

English and Spanish version provided

Translations also available in:

- Arabic
- Armenian
- Chinese
- Korean
- Tagalog
- Vietnamese

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WELCOME TO   SCHOOL

In order to register your child we will need to see:

- ▸ Something to show that you live in this school's area. This might be a utility bill, rent receipt or driver's licence.

- ▸ A health card signed by a doctor or clinic showing that your child has received innoculations for measles and TB.

- ▸ If you are not the parent, something that shows you are the guardian.

You can get the innoculations and health card from the Los Angeles County Health Department.

The nearest site is at:

_____

Their hours are: _____

If you have difficulty getting any of these documents, the person at this school that helps newcomers with registration is :_____.

You can ask for an appointment or call them at _____.

We're glad you're here and look forward to welcoming you to the school community.

BIENVENIDOS A   ESCUELA

Para registrar a su niño necesitamos ver:

- ▸ Algo que muestre que usted vive en la área de la escuela, esto puede ser un recibo de renta o su licencia de manejar.

- ▸ Una tarjeta de salud firmada por un doctor o una clínica que muestre que su niño ha recivido inoculación para el sarampión y tuberculosis.

- ▸ Si usted no es el padre, enseñe algo que muestre que usted es el guardiàn.

Se puede obtener inoculación y tarjeta de salud por médio del Departamento de Salud del Condado de Los Angeles.

La mas cercana se encuentra en:

_____

las horas son: _____.

Si tiene alguna dificultad en obtener algunos de estos documentos, la persona encargada de ayudar a los nuevos estudiantes es_____.

Puede hacer una cita o llamar al_____.

Estamos contentos de que esten aquí. Bienvenidos a la comunidád de la escuela.

Welcoming:
A PERSONAL WELCOME FOR THE FAMILY

An especially inviting early contact can be to provide a family with the type of welcoming opportunity to ask for additional information.

English and Spanish versions provided

Translations also available in:

- Arabic
- Armenian
- Chinese
- Korean
- Tagalog
- Vietnamese

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Welcome!!

We're really glad you're coming to our school.

We have a lot of ways to help you become part of the school community.

If you want it, we have

* information about how our school runs each day

* information about special activities for parents and students

* information about community services you may find helpful

* parents who are ready to meet with you to help you join in

* students who are ready to meet with new students to help them join in

* information on how to help your child learn and do well at school

Please circle any of the above you think might be helpful to you, so we can help you get off to a good start.

Your name:_____ Date: _____

Students' names: _____

Address: _____ Phone: _____

If no phone, message# _____

Bienvenidos!!

Estamós muy contentos que vienen a nuestra escuela.

Tenemos muchas maneras de ayudarles para que sean parte de la comunidad escolar.

Si Ud. gusta, tenemos

     ° informacíon de como funciona la escuela cada día

     ° informacíon de actividades especiales para los padres y alumnos

     ° informacíon sobre servicíos de comunidad que pueda ser útil

     ° Padres que estan listos para unirse con usted para ayudarle a ingresar

     ° Estudiantes que estan listos a conocer a nuevos estudiantes para ayudarles a ingresarse

     ° informacíon de como ayudar a su niño aprender y hacer bien en la escuela

Favor de hacer un círculo donde Ud. piense que podremos ayudarles. Queremos que beneficien y empiesen bien.

Su nombre: _____

Nombre del estudiante: _____

Domicilio: _____

Teléfono (Si no tiene teléfono, número
    donde se puede dejar mensaje): 70 _____

ERIC ia: _____

Welcome to Elizabeth Learning Center!

We are happy that you will be part of the Elizabeth Learning Center family. We have many ways of helping you become part of the community.

We'd like to offer you the following:

❖ A tour of the school and an orientation of what ELC offers you and your family

❖ Information about effective parenting

❖ Parent volunteers who invite you to become part of our community

❖ **The Family Center** offers a variety of activities and services, for example
   ◆ information regarding social and community services
   ◆ classes for adults (e.g., English, computers, knitting)
   ◆ information regarding health services for your family
   ◆ information about effective parenting

❖ A **Welcoming packet**:
   ◆ school map
   ◆ school calendar and schedule
   ◆ list of teachers and staff
   ◆ ideas about helping your child succeed at school and home
   ◆ information about the Family Center and Health Center at ELC
   ◆ parents' bill of rights
   ◆ schedule of adult classes
   ◆ volunteer application
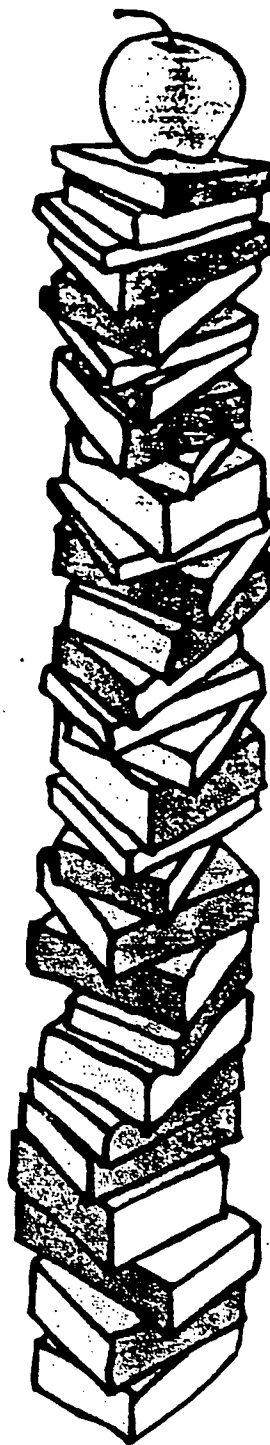
# Again, Welcome! And remember, we're here for you!

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Bienvenidos al Centro De Aprendizaje de Elizabeth

Nos alegra que usted asistá a nuestra escuela. Tenemos muchas maneras en que podemos ayudarle a ser parte de la comunidad.

Le ofrecemos:

❖ Una recorrida por la escuela y una orientación sobre lo que le ofrece ELC a usted y a su familia

❖ Información sobre como funciona ELC cada día

❖ Padres dispuestos a reunirse con usted para ayudarle a ser parte de nuestra comunidad

❖ **Un Centro de Familia.** el cual le ofrece una variedad de actividades y servicios, por ejemplo:
  ♦ información acerca de servicios sociales y comuniatrios
  ♦ clases para adultos. por ejemplo. ingles, tejido, y computación
  ♦ información acerca de la salud y el bienestar de ustad y su familia
  ♦ información acerca de como ser un padre de familia mas efectivo

❖ Un Paquete de Bienvenida:
  ♦ mapa de escuela
  ♦ el calendario y horario escolar
  ♦ lista de nombres de maestros y del personal administrativo
  ♦ ideas sobre como ayudarle a su niño a propserar en la escuela y en casa
  ♦ información acerca de los centro de familia y de salud
  ♦ lista de los derechos de los pardres
  ♦ horario de las clases de adultos
  ♦ aplicación para voluntarios
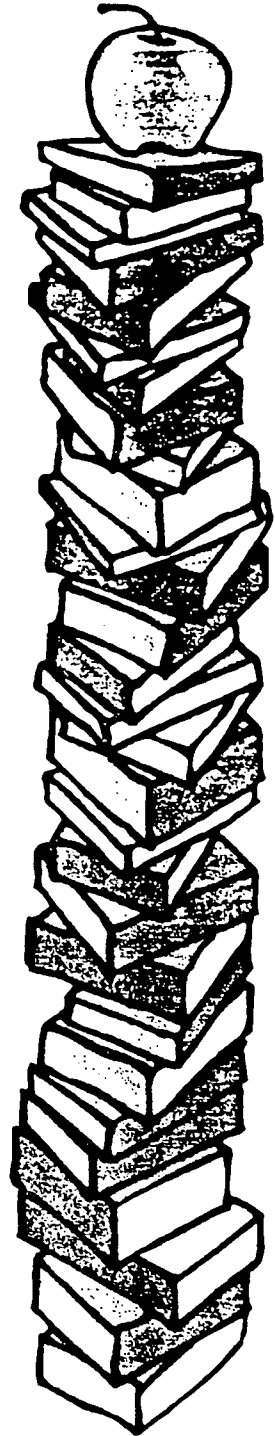
De nuevo le extendemos una cordial bienvenida, y recuerde, estamos aqui pare servirle

WELCOME TO

Monte Vista Street School

MONTE VISTA FALCONS

5423 Monte Vista St.

Los Angeles, California 90042

Telephone (213) 254-7261

Calendar

School Holidays

Independence Day
Labor Day
Veteran's Day
Thanksgiving Day
Winter Recess
Martin Luther King Day
Lincoln's Day
Washington's Day
Memorial Day

See the parent calendar for additional holidays.

Special School Events

Math Masters
Principal's Awards
Back-to-School Night
Perfect attendance
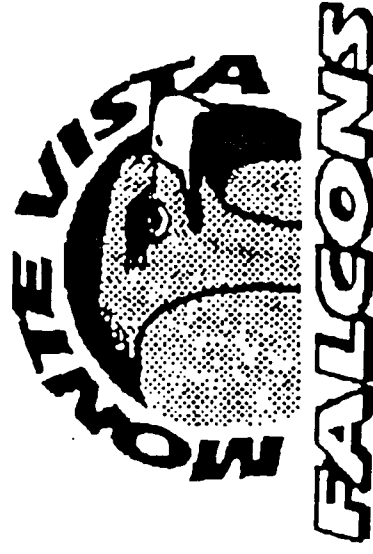Year End Student Recognition
Open House
Cinco De Mayo
Spring Dance
Opening of Writing to Read
Computer Lab
Winter Holiday Program
Morning Assemblies and Presentations

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WELCOME

We invite you to be part of our school family.

We try to provide a healthy, safe and stimulating place in which your child can learn and grow.

Families, students, teachers and staff each have a special role to play as partners in helping students learn and grow.

We like parents to come to school. Just let the teacher know when you'd like to visit. And, when you visit or come to volunteer, please sign in at the office and get a visitor's pass.

Please call on us whenever you have a question or comment --
(213) 254-7261

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And You Can Help Us Too!

1. When your child returns to school after being absent, please send a brief note, dated and signed by you, explaining the absence or fill out the note which we have provided.

2. We need current, accurate information about where to contact parents/guardians so we can reach you in an emergency.

3. If your child needs to take medication at school, please bring a doctor's note with specific instructions.

4. "Whose jacket is this?" Please put your child's name on jackets, sweaters, lunches, and homework folders.

5. If you need to deliver money, lunch or clothing to your child, please bring the item to the office, and we will make sure it is received.

We're Here For You . . .

We offer the following interest and support activities for parents:

*Volunteer Parents
*Parent education classes
*Advisory Council
*Bilingual Advisory Council
*Leadership Council
*SB 65 Consultant

We offer the following before and after school programs for students:

*Childrens' Center
*YMCA
*Youth Services (Hours 2:10 -6:00pm)
*After school sports
*Youth Community Service Star Serve Club
  Grades 5-6

In general, if you think we can help in some way, please call us.

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Who's Who at Monte Vista

Principal	Mrs. Marilyn Steuben
Assistant Principal	Mrs. Shirley Gideon
Office Manager	Mrs. Norma Alvarado
Office Assistants	Mrs. Betty Rodriguez
	Mrs. Evelyn Carrillo
	Ms. Elaine Koffman (4 hours)
School Psychologist	Dr. Susan Sheldon (Two days per week)
Resource Specialist	Mrs. Becky Crocker
Nurse	Ms. Anne Stang (One day per week)
Language Arts Teacher	Mrs. Mary Castaño
SB 65 Consultant	Mrs. Connie Velasco
Community Representative	Mrs. Eva Clark (3 hours)
Plant Manager	Mr. John Ramos
Custodians	Mr. Jose Corrales
	Mr. Jesus Lopez
Bilingual Coordinator	Mrs. Dominique Mongeau
Cafeteria Manager	Mrs. Rosemary Jaramillo
Cafeteria Worker	Mrs. Sylvia Villalobos
Ticket Clerk	Mrs. Bobbie Gaytan (3 hours)
Food Service Helpers (3 hours)	Ms. Elvia Inchauspe
	Ms. Trinidad Hernandez

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Teacher Conferences and Homework

You can ask to meet with the teacher whenever you want to come in and talk. The teacher will contact you to meet several times during the year.

Students are issued report cards three times a year.

Your child will bring homework each night except Friday.

A homework folder is important for carrying work to and from school each day.

School Hours

| Breakfast* | AM Kindergarten | 7:20am - 7:40am |
| | Grades 1-6 | 7:20am - 7:50am |

Class Hours	AM Kindergarten	7:45am -11:26am
	PM Kindergarten	11:26am - 3:07pm
	Grades 1-6	7:55am - 2:38pm

Recess	Grades 3 & 4	10:00am -10:20am
	Grades 1 & 2	10:25am -10:45am
	Grades 5 & 6	10:50am -11:10am

Lunches*	PM Kindergarten	11:00am -11:25am
	Grades 1 & 2	12:15pm -12:55pm
	Grades 5 & 6	12:40pm - 1:20pm
	Grades 3 & 4	11:50am -12:30pm

When there is a shortened or minimum day you will be notified in advance.

*For those who qualify, breakfast and lunch are provided.

BIENVENIDOS A

Monte Vista Street School

5423 Monte Vista St.

Los Angeles, California 90042

Teléfono (213) 254-7261

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Calendario

Días Festivos

Día de Independencia
Día de Labor
Día de Veteranos
Día de Gracias
Vacación de Invierno
Día de Martin Luther King
Día de Lincoln
Día de Washington
Día Memorial

Vea el calendario mensual de padres para días festivos adicionales.

Eventos Especiales de la Escuela

Peritos de Matemáticas
Premios del Director
Noche de Regreso Escolar
Asistencia Perfecta
Reconocimiento Estudiantil de Fin de Año
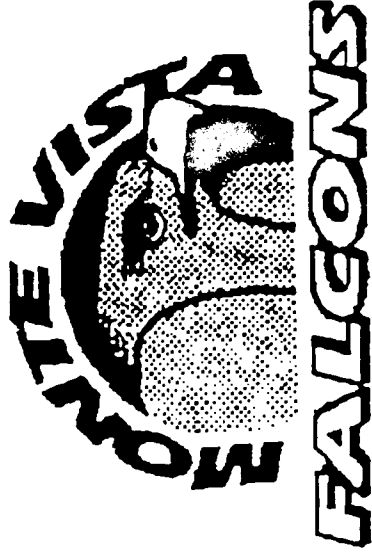Casa Abierta
Cinco de Mayo
Baile de Primavera
Comienzo de Escribiendo para Leer
Laboratorio de Computadoras
Programa de Invierno
Asambleas en la Mañana y Presentaciones

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Bienvenido

Los invitamos a que sean parte de nuestra familia.

Nuestra meta es proveer un ambiente sano, seguro y estimulante en el cual su hijo aprenda y se desarrolle.

Las familias, estudiantes, maestros, y personal tienen un papel especial como socios para ayudar en el desarrollo y educación de estudiantes.

Nos gusta que los padres vengan a nuestra escuela. Solo avise al maestro cuando quiera visitar. Y cuando visite o venga a ser voluntario, por favor vaya a la oficina para registrarse y recibir un pase de visitante.

Por favor llame cuando usted tenga una pregunta o comentarios:
(213) 254-7261

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¡Usted También Nos Puede Ayudar!

> Por favor disculpe a José por estar ausente el día 10 de Feb. El tenía un resfriado.
> Sra. Gomez.

1. Cuando su niño regrese de la escuela despues de haber estado ausente, por favor mande una nota breve, con la fecha y firmada por usted, explicando la ausencia o llene la nota que hemos provisto.
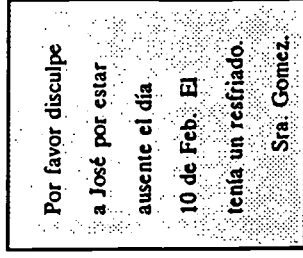
2. Necesitamos información reciente y exacta para poder ponernos en contacto con los padres o guardianes en caso de una emergencia.

3. Si su niño necesita tomar medicina durante la escuela, traiga un nota del doctor con instrucciones especificas.

4. "¿De quién es esta chaqueta?" Por favor ponga el nombre de su niño en la chaqueta, suéter, almuerzos y folder de tareas.

5. Si necesita enviar dinero, almuerzo, o ropa a su niño, por favor traer el objeto a la oficina, y nosotros vamos a asegurarnos que sea recibido.

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Estamos Aquí Para Servirle...

Ofrecemos las siguientes actividades de interés y apoyo para padres:

*Padres Voluntarios
*Clases de Educación para padres
*Consejo de Orientación
*Consejo de Orientación Bilingue
*Consejo de Líderes
*Consultador SB 65

Ofrecemos los siguientes programas para los estudiantes antes y después de la escuela:

*Centro de niños
*YMCA
*Servicios para jóvenes (2:10pm-6:00pm)
*Deportes después de la escuela
*Servicio Juvenil Comunitario (Grades 5-6)

Por lo general, si usted cree que le podemos ayudar de alguna manera, por favor llámenos.

Quién es Quién en Monte Vista

Director	Sra. Marilyn Steuben
Asistente de Director	Sra. Shirley Gideon
Supervisor de Oficina	Sra. Norma Alvarado
Asistentes de Oficina	Sra. Betty Rodriguez
	Sra. Evelyn Carrillo
	Sra. Elaine Koffman (4 horas)
Psicólogo de la Escuela	Dr. Susan Sheldon (2 días por semana)
Especialista de Recursos	Sra. Becky Crocker
Enfermera	Sra. Anne Stang (1 día por semana)
Maestro de Lenguaje de Artes	Sra. Mary Castano
Consultador SB 65	Sra. Connie Velasco
Representante de la Comunidad	Sra. Eva Clark (3 horas)
Supervisor de Planta	Sr. John Ramos
Custodios	Sr. José Corrales
	Sr. Jesus Lopez
Coordinador Bilingue	Sra. Jodie Danner-Rozbicki
Supervisor de Cafetería	Sra. Rosemary Jaramillo
Personal de Cafetería	Sra. Sylvia Villalobos
Oficinista de pases de comida	Sr. Carlos Zertuche (3 horas)

Horas de Escuela

Desayuno*	AM Kindergarten	7:30am - 7:45am
	Grados 1-6	7:30am - 7:50am
Horas de clase	AM Kindergarten	8:00am -11:20am
	PM Kindergarten	ll:20am - 2:40pm
	Grados 1-6	8:00am - 2:10pm
Recreo	Grados 1 & 2	9:50am -10:10am
	Grados 5 & 6	10:15am -10:35am
	Grados 3 & 4	10:40am -11:00am
Almuerzo*	Grados 1 & 2	11:35am -12:15pm
	Grados 5 & 6	12:00pm -12:40pm
	Grados 3 & 4	12:25pm - 1:05pm

Cuando haya un día mínimo o que se salga temprano usted va a ser notificado en avance.

*Para aquellos que califican, el desayuno y almuerzo van hacer provisto.

Conferencias de Maestros y Tareas

Usted puede solicitar ver y hablar con el maestro cuando quiera. El maestro va a a ponerse en contacto con usted para reunirse varias veces durante el año escolar.

Los estudiantes reciben reportes de calificaciones tres veces al año.

El niño va a recibir tareas cada noche a excepción de el viernes.

Un folder de tareas es importante para llevar y traer el trabajo a la escuela.

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ELIZABETH LEARNING CENTER

Dear parents:

We would like your assistance as our school volunteer: YOUR OFFER OF TIME IS TRULY A GIFT TO US. There are a number of ways for parents to be volunteers:

_____ Joining our "Welcoming Club" to assist 1 or 2 hours per week in welcoming new families to Elizabeth Learning Center at the main office

_____ Assisting out-of-classroom personnel (e.g., in the nurse's office--ability to speak both English and Spanish is helpful)

_____ Supervising children at breakfast or lunch

_____ Assisting in the library

_____ Supervising on the playground

_____ Supervising afterschool activities

_____ Assisting in childcare during parent meetings

_____ I cannot volunteer regularly, but I can assist with special events

PLEASE INDICATE ABOVE WHICH WAYS YOU WOULD LIKE TO HELP, AND RETURN THIS LETTER TO : NORMA CONTRERAS, VOLUNTEER COORDINATOR IN ROOM 303.

_____AT_____
　　　　　　　　day/days　　　　　　　　　　　　　　　time/times

Please call me at _____

My children at the school are: _____

_____

Teacher (s): _____

I am bilingual:　Yes_____　　　　　No_____

Date _____

My special interests and talents are: _____

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ELIZABETH LEARNING CENTER

Estimados Padres:

Nos gustaria contar con su ayuda voluntaria en nuestra escuela SU TIEMPO ES UN REGALO MUY IMPORTANTE PARA NOSOTROS. Hay varias maneras en que los padres pueden ser voluntarios:

___ingresando a nuestro "Club de Bienvenida" para ayudar 1 ó 2 horas por semana recibiendo nuevas familias en la oficina principal.

___ayudando a estudiantes en la escuela

___ayudando a empleados fuera de la clase (ej. la enfermera para esto es necesario que hable ingles y español

___supervisando a niños durante desayuno y almuerzo

___ayudando en la biblioteca

___supervisando en la yarda

___supervisando en actividades despues de la escuela

___ayudando a cuidar a los niños durante juntas de padres

___no puedo ser voluntaria regularmente, pero puedo ayudar en eventos especiales

HAGAN EL FAVOR DE INDICAR ARRIBA LAS MANERAS EN QUE PODRIAN AYUDAR Y REGRESEN ESTA CARTA A : NORMA CONTRERAS Coordinadora de padres voluntarios en el salon 303.

_____ a _____
       dia /dias   hora/horas

Por favor llameme a _____

Me llamo:_____

Soy bilingue_____ si _____ no _____

Mis niños que asisten a la escuela son: _____

_____

Carril _____ Maestro/a (s) _____

mis intereses ó talentos especiales son: (ej. cosiendo, horneando, tocar instrumento musical , etc.) _____

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GENERAL INFORMATION
(about referrals for health and social services)

INFO LINE -- (213) 686-0950 or 800-339-6993
   a free 24 hour daily service in English, Spanish,
   TDD, and some other languages)

CHILD CARE

Child and Family Services -- (213) 413-0777

Crystal Stairs, Inc., Child Care Resource & Referral
   (213) 299-8998

Foundation for Early Childhood Education
   (213) 261-8121

Hathaway Family Resources -- (213) 257-9600

St. Luke's Methodist Church -- (213) 256-3139
   5443 Ash St., L.A. 90042
   Grades 1-3, 3-6 pm

EMERGENCY

Police, Fire, Ambulance -- 911

EMPLOYMENT SERVICES

Avalon-Carver Community Center -- (213) 232-8113

Calif. Dept. of Industrial relations -- (213) 620-2310

Employment Development Dept. -- (213) 418-9400

L.A. School's Adult/Occupational Education/
   Employment Training -- (213) 625-6642

L.A. Urban League -- (213) 753-1301

L.A. County Dept. of Public Social Services
   (213) 586-6601

COUNTY HEALTH SERVICES

Child Health Program -- (310) 513-2324

Health Center -- (213) 974-8203

COUNSELING (Emergency Hotlines)

Alcohol referrals -- 800-662-4357

Drugs -- 800-237-6237
   Spanish Speaking -- 800-COCAINE

Battered Women (counseling and shelter)
   (310) 379-3620 / (213) 681-2626 / (310) 945-3939
   Spanish Speaking -- (213) 268-7564 / 800-548-2722

Child Abuse -- 800-4-A-CHILD
   Spanish Speaking -- 800-540-4000

Suicide Prevention -- (213) 381-5111
   (English and Spanish)

Rape -- (310) 392-8381 or (310) 657-1610
   Spanish Speaking -- (310) 419-4000

Gangs/Gangas -- (213) 485-GANG

IMMIGRATION SERVICES

International Institute of L.A. -- (213) 264-6210

Immigrants Assistance Center -- (213) 264-0198

One-Stop Immig. & Education Center
   (213) 268-8472

El Recate (Central American) -- (213) 387-3284

Carecen (Central American Refugees)
   800-231-7718

LEGAL ASSISTANCE

Center for Human Rights and Constitutional Law
   (213) 388-8693

Legal Aid Foundation of Los Angeles
   (213) 971-1102

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LOS RECURSOS DE LA COMUNIDAD*

INFORMACIÓN GENERAL
(acerca de referencias para servicios de salud y sociales)

LINEA DE INFORMACION
(213) 686-0950 o 800-339-6993
(un servicio gratis 24 horas al día en inglés, español, TDD y otras idiomas)

CUIDADO DE NIÑOS

Servicios para Niños y Familia -- (213) 413-0777

Crystal Stairs, Inc. -- (213) 299-8998
Referencias y recursos para cuidado de niños

Fundación para Educación Temprana de Niños
(213) 261-8121

Recursos Familia de Hathaway -- (213) 257-9600

Iglesia Metodista de San Lucas -- (213) 256-3139
5443 Ash St., L.A. 90042
Grado 1-3, 3-6 pm

EMERGENCIA

Policía, Bomberos, Ambulancia -- 911

SERVICIOS DE EMPLEO

Centro de Comunidad Avalon-Carver
(213) 232-8113

Departamento de Relaciones Industriales de
California -- (213) 620-2310

Educación para empleo de adultos de la escuela de
Los Angeles -- (213) 625-6642

Departamento del Desarrollo de Empleo
(213) 418-9400

Liga Urbana de Los Angeles
(213) 753-1301

Servicios Públicos Sociales del Departamento
del Condado de Los Angeles -- (213) 586-6601

SERVICIOS DE SALUD DEL CONDADO

Programa de Salud para Niños
(310) 513-2324

Centro de Salud
(   ) 974-8203

CONSULTAS (Números de Emergencia)

Referencias para Problemas de Alcoholismo
800-662-4357

Drogas -- 800-237-6237
hablan español -- 800-COCAINE

Mujeres Fisicamente Abusadas (consultas y refugio)
(310) 379-3620 o (213) 681-2626 o (213) 945-3939
hablan español -- (213) 268-7564 o 800-548-2722

Abuso a niños -- 800-4-A-CHILD
hablan español -- 800-540-4000

Prevención de Suicidios -- (213) 381-5111
(Inglés y Español)

Violación Sexual -- (310) 657-1610 o (310) 657-161
hablan español -- (310) 419-4000

Pandíllas -- (213) 485-GANG

SERVICIOS DE IMIGRACION

Instituto Internacional de Los Angeles
(213) 264-6210

Centro de Asistencia para Imigrantes
(213) 264-0198

Centro de Imigración y Educación -- (213) 268-847

El Recate (Centro Americano) -- (213) 387-3284

Carecen (Refugiados Centroamericanos)
800-231-7718

ASISTENCIA LEGAL

Centro de Derechos Humanos y Ley
Constitucional -- (213) 388-8693

Fundación de Ayuda Legal de Los Angeles
(213) 971-1102

* Los recursos comunitarios puestos arriba han sido
dados para asistirlo en buscar servicios. El Distrito
Escolar Unificado de Los Angeles no se hace
responsable por los servicios dados por las agencias
ni por los costos que puedan ser cobrados. Todos
los números son de area 213.
(8/26/92)

HELPING CHILDREN CHANGE SCHOOLS/CLASSROOMS
AYUDANDO A LOS NIÑOS CAMBIAR DE ESCUELAS/SALONES

1. Prepare
   Going to a new school can be scary--tell them it's OK to feel nervous.
   Making friends is hard--let them take their time.
   Have children go to bed early so they are rested.
   Have children get up early so they are not rushed.
   Show your child the way to school and walk it together.

   Para Preparar
   Entrando a una escuela nueva es difícil--dígales que es
     normal sentirse nervioso.
   Estableciendo amistades también es difícil--dígales que
     tomen tiempo suficiente.
   Para descansar bien, los niños deben de acostarse temprano.
   Para no estar demasiado apurados, los niños deben de
     levantarse temprano.
   Enseñarles el camino a la escuela y caminar juntos.

2. Always talk and listen to your child.
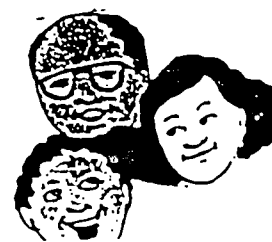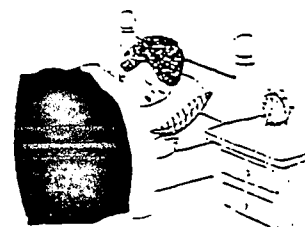   Share your experiences/feelings in new places.
   Tell them you will help them to adjust.

   Favor de hablar con y escuchar a sus hijos.
   Hay que compartir con sus hijos sus propias reacciones cuando
     estan en situaciones nuevas.
   Hay que decirles que Ud. puede ayudarles a acostumbrarse al
     ambiente nuevo.

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BEST COPY AVAILABLE.

3. Help your children meet other children.

Hay que ayudar a su hijo conocer a otros ninos.

4.. Help children find something about school they love--ask about after
school activities/homework clubs , etc.

Ayudar a sus hijos a encontrar algo especial,
muy querido para ellos, en la escuela--preguntar
si hay actividades despues de la escuela/ clubes
para hacer la tarea,etc.

5. Find help if your child needs it. Talk to your child's teacher. We
are all here to help your child succeed.

Buscar ayuda cuando su hijo lo necesite. Hablar con el
maestro/a. Tener exito en sus careraras academicas;
estamos todos aqui para ayudar a los ninos a sobrevivir.

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HELPING YOUR CHILD LEARN AT SCHOOL AND AT HOME

We all want to help your child learn!

And, we want to do this in a way that lets youngsters feel good about themselves, feel good about learning, and feel good about school.

Before children start school, parents play a very special role in helping them learn. It is important that you continue to play such a special role for your child.

Playing such a role is more a matter of attitude than it is one of having special materials or special ways of doing things.

Helping can make both you and your child feel good. But remember, if you are upset or angry, you probably won't be able to help your child learn much, and you may even cause some problems. So only try to help when you feel it is a good time to do so.

If you don't have to push, don't. And, if you decide that you must push, do it gently and with a lot of caring.

If you need help in learning how to help your child learn, ask the teacher or principal.

Here are some things you can do:

*Encourage curiosity. Children tend to be curious about a lot of things. Part of what you can do is simply to encourage your child to ask about anything. Then, you can help the child find and understand information.

*Activities. Children learn a lot by doing things, such as going to the zoo and taking part in special programs (before and after school clubs, scouts, sports). Besides taking your child places, you may find the youngster needs your help in getting started with and getting the most out of an activity. Children also learn when others at home read to them and when they read by themselves.

*Television. Some TV shows are good learning experiences. Too much TV watching, however, keeps children from doing many other good learning activities. Help your child find a good balance between TV watching and doing other things.

*Homework. Homework is supposed to help with learning. It is supposed to let students feel they are learning and can do well at school if they do a bit of work at home. If homework makes your child feel bad, that is a bad thing, and you will want to work with the teacher so that the problem is fixed.

*Volunteer at school. If you have time, volunteer to help at school. The more help that is available, the better we can do in helping all students learn.

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Queremos ayudarle a su niño a aprender

Y queremos hacerlo de una manera que les deje a los niños sentirse bien en si mismos, sentirse bien de aprender, y sentirse bien en la escuela.

Antes que los niños empiezan la escuela, los padres juegan un papel especial en ayudarles a aprender. Es importante que usted siga jugando ese papel especial por su hijo o hija.

Jugar ses papel es más una cuestión de actitud que tener materiales especiales o maneras especiales de hacer las cosas.

Aquí estan algunas cosas que usted puede hacer:

*Anime curiosidad. Los niños tienden a ser curiosos acerca de muchas cosas. Parte de lo que usted puede hacer es animar a su hijo que haga preguntas acerca de cualquier cosa.

*Actividades. Los niños aprenden mucho al hacer actividades, como yendo al zoológico y tomando parte en programas especiales (clubes que se reunen antes y después de la escuela, exploradores(scouts), deportes). Además de llevar a su niño a lugares, usted va a ha hallar que el niño necesita ayuda en ser encaminado y en hacer lo más de una actividad. Los niños también aprenden cuando en la casa alguien les lee algo y cuando ellos mismos leen solos.

*Televisión. Algunos programas de televisión pueden ser buenas experiencias para aprender. Sin embargo, ver la televisión mucho hace que los niños dejen de hacer otras actividades que son buenas para aprender.

*Tareas. Las tareas deben ayudar a aprender. Deben de hacer sentir a los estudiantes que estan aprendiendo y que pueden hacer bien en la escuela si hacen un poco de trabajo en la casa. Si las tareas hacen al niño sentirse mal, es algo malo, y va querer trabajar con el maestro para que el problema sea solucionado.

*Sea voluntario en la escuela. Si tiene tiempo, ofrescace como voluntario para ayudar en la escuela. Entre más ayuda haya disponible, mejor ayuda le podemos ofrecer a todos los niños.

Ayudar puede hacerle sentir bien a usted y a su niño. Pero recurede, si usted esta alterado o enojado, usted quizá no va a poder ayudarle a su niño a aprender mucho, y puede causar algunos problemas. Por eso solo trate de ayudar cuando crea que es un buen momento.

Si no debe de insistir, no lo haga. Y si decide que debe insistir, hagalo dócilmente y con mucho cariño

Si necesita ayuda en saber como ayudar a su niño a aprender, preguntele al maestro o al director.

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Make a folder to personally welcome a new student:

Welcoming:
A PERSONAL WELCOME FOR A NEW STUDENT
The New Student's Welcoming Folder

A folder with both the school and the student's name on it provides the new student with a tangible indication of being welcome and becoming part of the school's community. The folder might include:

*A brief, but inviting information sheet indicating the student's teacher, room,   and peer host in the student's primary language (see the following examples   first in English, then translated into Spanish)

*Some sheets of school "stationary"

*A pencil with the school name

or anything else that the school or a specific teacher thinks might help the student feel welcome.

*(The coloring activity on the following page is a useful thing to include in such a folder)

99

Your teacher is _____

Room # _____

Welcome to _____

we're glad you're here!

Your special friend is _____
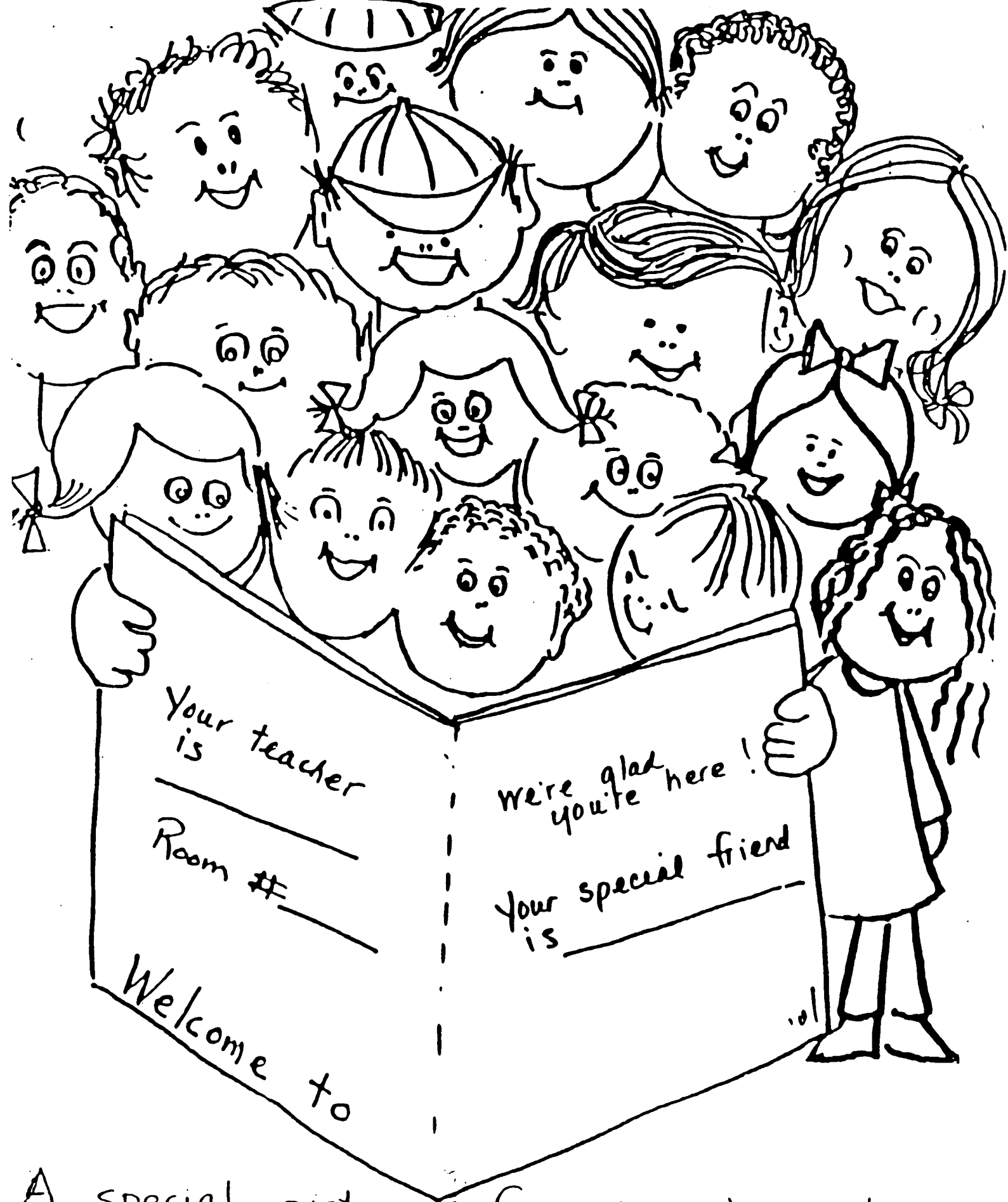
A special picture for you to color

Tu maestro/a
se llama
_____

Salón: _____

Bienvenido/a

¡Tenemos gusto
en conocerte!

Tu mejor amigo
se llama
_____

Un dibujo especial   Para colorear

Make a folder for the peer buddy:

Welcoming:
A SPECIAL FRIEND FOR A NEW STUDENT
The Peer Welcomer's Folder

A folder with both the school and the peer host student's name on it provides the "special friend" with a tangible indication (a) of being part of the school community's efforts to be welcoming to the new students and (b) of the school's appreciation. The folder might include:

*A guide sheet on which the peer host (or a school staff person) can write down the new student's name and on which there are suggested things the peer host might talk about in getting acquainted with the new student (see the following examples in English and Spanish)

*A guide sheet regarding what things to do with the new student (e.g., school tour, introduce to friends, show extra-curricular activities)

* A Certificate of Appreciation--filled in by the peer host's teacher

and anything else that might help the peer host.

Teachers:

Here are folders containing welcome materials for students new to the school and to your class. Your student council rep(s) or other selected "greeters" will present a folder to new students who enter your class.

Please place folder where these "greeters" have ready access.

"Greeters" will also:

1. Introduce the new student to classmates

2. Spend recess and lunch with the new student (or find someone who can) for the 1st week they are at the school.

We will be meeting with "greeters" to see how things are going and will appreciate your feedback as well.

Thank you,

EARLY ASSISTANCE FOR STUDENTS AND FAMILIES
PROJECT
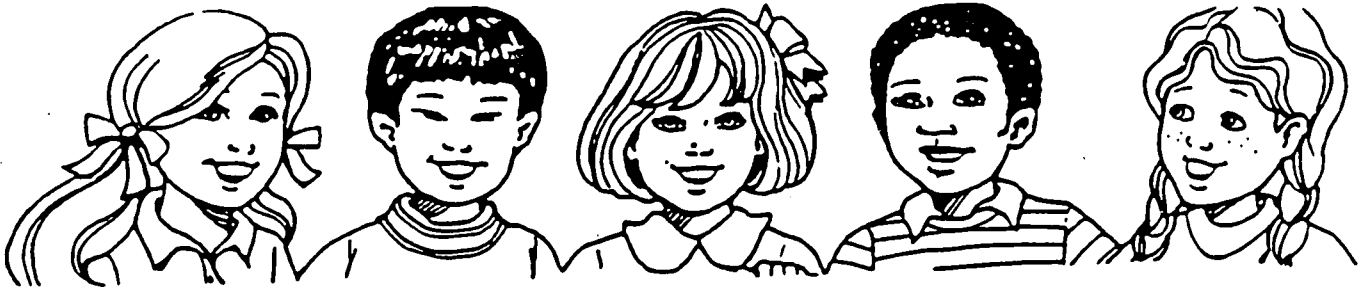
RESPONSIBILITIES OF STUDENTS ON "_____WELCOMING COMMITTEE"

1. Introduce yourself and explain you are a special greeter to new students.

2. Give student a blue folder, **after** completing pages inside

3. Introduce new student to other students in your class.

4. Spend recess and lunch with the new student for their first week at school, or find someone in your class who can.

5. Enjoy your new job! We appreciate you and so will the new students!

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Thank you for being a special friend to a new student!!!

1. To get started,

    Ask the new student's name and write it below

    _____

    Ask what school the student came from and write it below

    _____

2. To get to know each other,

    Ask what the new student likes best about school and say what you like best.

3. Show the new student around your class and the rest of the school.

4. For the first week, please go to recess and lunch with your new friend.

5. Introduce your new friend to other students

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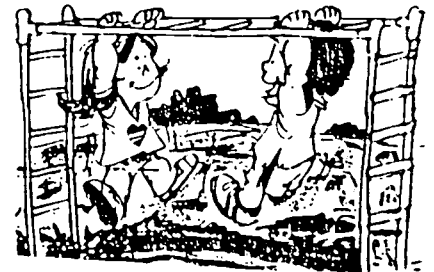
Gracias por ser un mejor amigo a un nuevo estudiante!!!

1. Para comenzar,

   Pregunte al nuevo estudiante su nombre y escribalo abajo.

   _____

   Pregunte de que escuela viene y escribalo abajo.

   _____

2. Para conocerse mejor,

   Pregunte al nuevo estudiante que es lo que le gusta sobre la escuela y dile que es lo que te gusta a ti.

3. Muestre al nuevo estudiante su clase y el otros partes de la escuela.

4. Para la primera semana, porfavor vaya al lugar de recreo y coma al almuerzo con su nuevo amigo.

5. Presente su nuevo amigo a otros estudiantes.
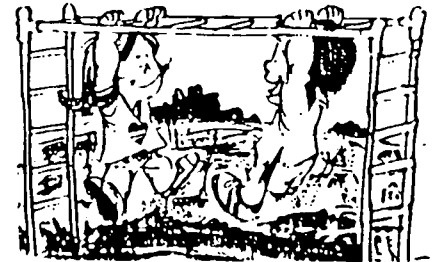
Blanca
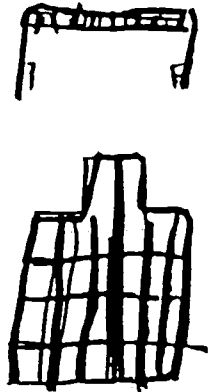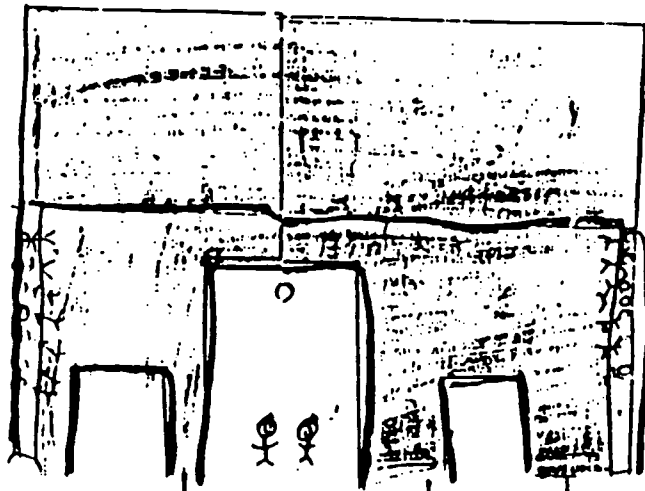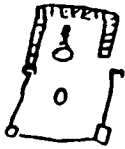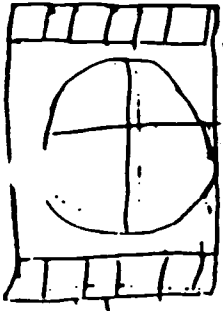
A new girl came to my class. I said hello to her. I become friends by taking her to the restrooms and showing her other things. I played with her all recess and ate with her too.

SCRIPT FOR PEER BUDDIES:

INTRODUCTION: Introduce yourself and explain that you are a special greeter to new students. Let them know that you'll be there for them if they have any questions about where to find things or what there is to do at Elizabeth Street.

"Hi I'm..."

SCHOOL TOUR: Give the student a tour of the school, making sure to int out important places (e.g., principal's office, bathrooms, cafeteria, classroom, and anywhere else you think they'll need to know).

WELCOMING
FOLDER: Give the new student a blue welcoming folder, after completing the page inside.

INTRODUCTION
TO CLASS: Introduce the new student to other students in your class and the teacher. Let the student know that if they want to talk to the teacher about the class and school she/he would like to meet with them at the end of the day.

"Everyone, this is..."

RECESS, LUNCH
& AFTERSCHOOL
ACTIVITIES: Think about how lonely it can feel at a place where you don't know anyone. Help the new student feel less lonely by spending recess and lunch with them for their first week of school. If you can't do this please find someone in your class who can. Remember to introduce them to your friends and invite them to join any afterschool activities that you know about and/or are involved in.

RECORD YOUR
GREETING: Write the name of the new student you welcomed to Elizabeth Street on the record sheet. Please write any problems that happened and/or any questions the student had that you could not answerer.

ENJOY YOUR NEW JOB! WE APPRECIATE YOU AND SO WILL THE NEW STUDENTS WHO YOU WELCOMED TO ESLC!

AFTER YOU LEAVE THIS TRAINING MEETING, PLEASE SHARE THESE MATERIALS WITH YOUR TEACHER.

ESCRITO PARA EL AMIGO ESPECIAL:

PRESENTACION: Presentese usted mismo y explique que usted es un amigo especial para los nuevos estudiantes. Dejeles saber que usted esta aqui para ellos y por si tienen alguna pregunta acerca de donde encontrar cosas o que hay hacer en Elizabeth Street.

"Hola, yo soy..."

RECORRIDO DE
LA ESCUELA: Dele al estudiante un recorrido de la escuela, a segurandose de ensenarle los lugares de interes (oficina del director, banos, cafeteria, salon de clase y cualquier otros lugares que usted piense ellos deben conocer).

FOLDER DE
BIENVENIDA: Dele al nuevo estudiante un folder azul de Bienvenida, despues de completar la pagina de adentro.

PRESENTACION
A LA CLASE: Presente el nuevo estudiante a los otros estudiantes en su clase y a el (la) maestro(a). Dele a saber al alumno que si quiere hablar con el (la) maestro(a) acerca de las clases que se una a ellos al final del dia.

"Para todos este es..."

ACTIVIDADES DE RECREO,
ALMUERZO, Y
PARA DESPUES
DE ESCUELA: Piense acerca de cuan solo se siente uno en un lugar donde ne se conce a nadie. Ayude al alumno a que se sienta meno solo compartiendo con el, el recreo y su almuerzo durante su primer semana en la escuela. Si no lo puede hacer, busque quien lo haga por usted. Recuerde de presentarlo con sus amigos(as) e invitarlo a participar de las actividades despues de escuela.

ESCRIBA UN
REPORTE DE SU
PRESENTACION: Escriba el nombre del estudiante a quien le dio la bienvenida a Elizabeth Street en la pagina de reporte. Por favor, escribe algun problema o alguna pregunta que no pudo contestar.

GOCE SU NUEVO TRABAJO! NOSOTROS LE APRECIAMOS Y DE IGUAL MANERA LO HARAN LOS NUEVOS ESTUDIANTES A QUIEN USTED LE DE LA BIENVENIDA AL ESLC!

DESPUES QUE USTED DEJE ESTA REUNION DE ENTRENAMIENTO. POR FAVOR, COMPARTA ESTE MATERIAL CON SU MAESTRO(A).

RECORD SHEET:

YOUR NAME: _____

NAME OF NEW STUDENT: _____

CLASS: _____

DATE: _____

PLEASE LIST ANY PROBLEMS OR CONCERNS YOU HAVE AS A PEER
BUDDY/GREETER OR ANY PROBLEMS OR CONCERNS THE NEW STUDENT HAS:

WERE THERE ANY QUESTIONS THE NEW STUDENT ASKED YOU THAT YOU
COULDN'T ANSWER? (circle one)   YES   NO

IF YOU CIRCLED YES, PLEASE INDICATE THE QUESTION(S) BELOW:

PLEASE ASK YOUR TEACHER OR OTHER SCHOOL STAFF FOR HELP IN
ANSWERING THE STUDENT'S QUESTION AND LET THEM KNOW YOU'LL GET
BACK TO THEM.

PAGINA DE REPORTE:

SU NOMBRE: _____

NOMBRE DEL NUEVO
ESTUDIANTE: _____

CLASE: _____

FECHA: _____

POR FAVOR, HAGA UNA LISTA DE CUALQUIER PROBLEMA O PRECAUCIONES
USTED TENGA COMO EL AMIGO ESPECIAL O QUE TENGA EL NUEVO
ESTUDIANTE:

HUBO ALGUNA PREGUNTA DEL NUEVO ESTUDIANTE QUE NO PUDO
CONTESTAR?   SI   NO

SI SU RESPUESTA ES SI, POR FAVOR EXPLIQUE A CONTINUACION:

POR FAVOR, PREGUNTA A SU MAESTRO(A) O ALGUN PERSONAL DE LA
ESCUELA POR AYUDA. PARA CONTESTARLE ALGUNA PREGUNTA DEL
ESTUDIANTE Y DEJELES SABER QUE LE DARA SU RESPUESTA.

Certificate of Appreciation

_____

is a special friend who

welcomes new students to

Martin Luther King Elementary School
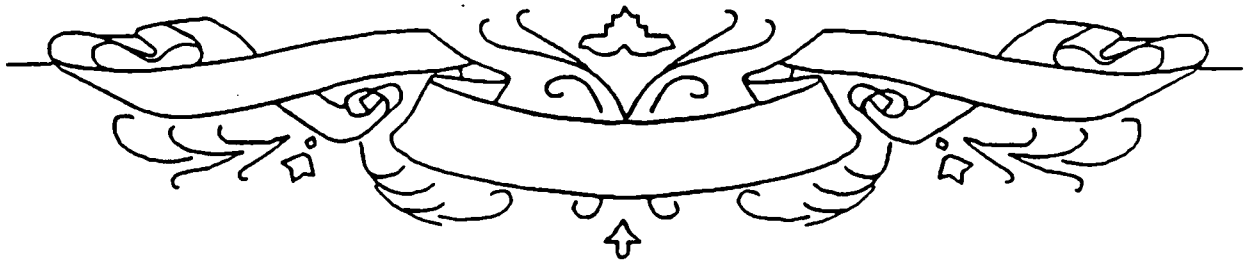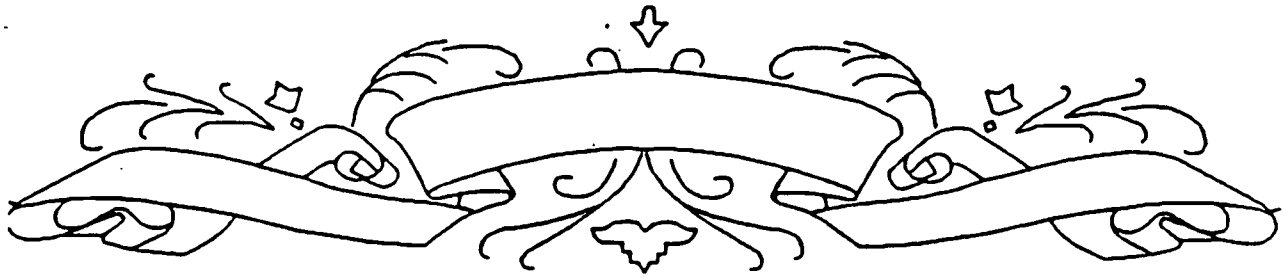
Certificado de Apreciación

_____

es un mejor amigo quien

da la bienvenida a nuevos estudiantes a

24th Street Elementary School

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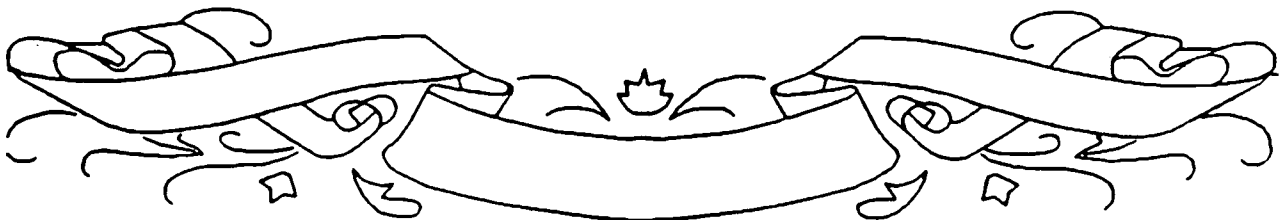
Peer Buddy Certificate

ABC
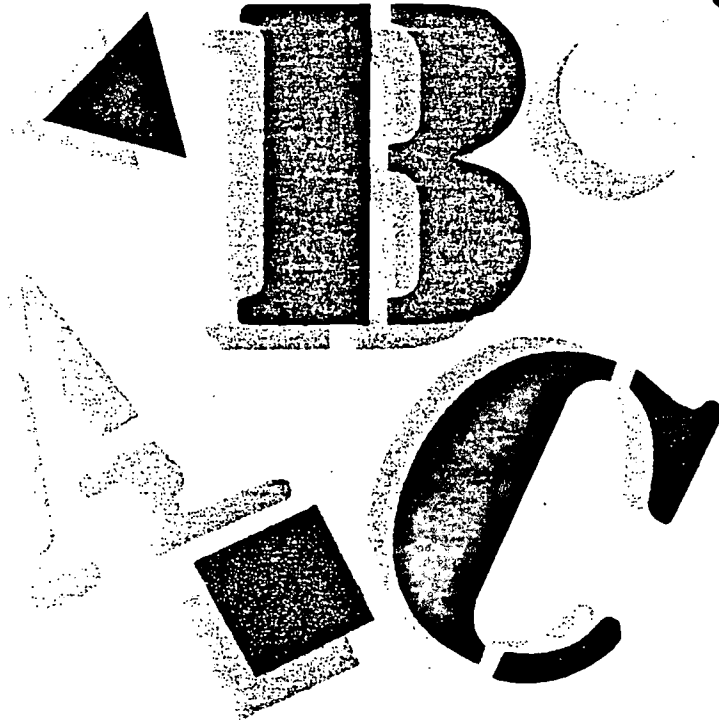
In appreciation for your
willingness to befriend a
new student to our
school!

Emilio Vasquez   M. Schneider
Emilio Vasquez & M. Schneider

B. Social Support

- Sample Interview Form
    - >Student
    - >Family
    - >Teacher
- Extended Welcoming Intervention
    - >Summary Form for the Intervention
    - >Samples of Extended Follow-up Interview Forms

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SAMPLE INTERVIEW FORMS

Assessment at the end of the transition Period

Three weeks after the student enrolls, designated staff interview:

> the Student to determine his or her perception of how well the transition-in has gone and to offer encouragement and resources if needed (see examples in English and Spanish)

> the parents to determine their perception of how well the transition-in has gone for the student and for themselves and to offer encouragement and resources if needed (see examples in English and Spanish)

> the Teacher to determine if the student has made a good or poor adjustment to the school (poor adjusters are provided with additional support in the form of volunteer help, consultation for teacher to analyze the problem and explore options, etc.) (see example in English)

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School Adjustment Follow-up -- STUDENT INTERVIEW

(Interview the 30 who entered before the welcoming intervention was in place and the first 20 welcomed.)

Name of Student: _____ BD: _____ Today's Date: _____

Teacher's Name: _____ Grade: _____ School: _____

Track: _____ Entry Date: _____ E-Code: ____ Last School: _____ How Long?: _____

Name of Greeter (if applicable): _____ Interviewer: _____

1. Were you ever at this school before?   Yes   No

2. When you first came (or came back) to this school, did you:

   Receive a special welcoming folder?   Yes   No   Have a special tour of the school?   Yes   No

   Get introduced to a special friend   Have a special talk with the teacher
   who showed you around?   Yes   No   about your new school?   Yes   No

Remember all the way back to when you first came to this school.
How did you feel about the way other kids and the adults treated you?

How unhappy or happy were you:

3. with the way <u>other kids</u> treated you   Very   Somewhat   Very
when you first came to this school?   Unhappy   Unhappy   Happy   Happy

4. with the way the <u>grown-ups</u>   Very   Somewhat   Very
at this school treated you?   Unhappy   Unhappy   Happy   Happy

How unhappy or happy you are <u>now</u>:

5. with the way <u>other kids</u>   Very   Somewhat   Very
are treating you at this school?   Unhappy   Unhappy   Happy   Happy

6. with the way the <u>grown-ups</u>   Very   Somewhat   Very
at this school are treating you?   Unhappy   Unhappy   Happy   Happy

7. What do you like best about coming to this school?

8. What don't you like about coming to this school? (If indicates a dislike, ask how we can help them with this)

9. Is there anything you feel you need some extra help with? Yes   No (if yes, what?)

Thank you for telling me what you think. (If the student is unhappy with the school, be sure to try to tell him/her that we will try to make it better.)

Indicate below how confident you are that the student understood and validly answered the questions. (Circle your rating)

| very confident | somewhat confident | somewhat unconfident | very unconfident |
| response is valid | response is valid | response is valid | response is valid |

Coninuación de Adaptamiento Escolar -- ENTREVISTA PARA ESTUDIANTES

(Entrevistar a treinta estudiantes que entraron antes de que el proceso de intervención de bienvenida tomara efecto y los primeros 20 que fueron bienvenidos.)

Nombre del estudiante: _____ Fecha de Nacimiento: _____ Fecha: _____

Nombre del maestro: _____ Grado: _____ Escuela: _____

Serie: _____ Fecha de ingreso: _____ Código E: _____ Ultima Escuela: _____ Cuanto tiempo?: _____

Nombre del que dio la bienvenida (si es aplicable): _____ Entrevistador: _____

1. Has estado en esta escuela antes?   Si   No

2. Cuando por primera vez viniste (o regresaste) a esta escuela:

Recibiste un boletín especial de bienvenida?   Si   No   Tuviste un recorrido especial de la escuela?   Si   No

Te presentaron un amigo/a especial que te   Si   No   Tuviste una platica especial con tu maestra   Si   No
llevo a conocer la escuela?   sobre tu nueva escuela?

Recuerda cuando por primera vez viniste a la escuela. Como
te sentiste acerca de como te trataron otros ninos y adultos?

Qué tan contento o descontento te sentiste:

	Muy Des-contento	Des-contento	Algo Contento	Muy Contento
3. con la manera en que <u>otros niños</u> te trataron cuando tu por primera vez viniste a esta escuela?	Muy Des-contento	Des-contento	Algo Contento	Muy Contento
4. con la manera en que los <u>adultos</u> en esta escuela te trataron?	Muy Des-contento	Des-contento	Algo Contento	Muy Contento

Qué tan contento o descontento te sientes <u>ahora</u>:

5. con la manera en que <u>otros niños</u> te estan tratando en esta escuela?	Muy Des-contento	Des-contento	Algo Contento	Muy Contento
6. con la manera en que los <u>adultos</u> en esta escuela te etan tratando?	Muy Des-contento	Des-contento	Algo Contento	Muy Contento

7. Qué es lo que más te gusta de venir a esta escuela?

8. Qué es lo que no te gusta de venir a esta escuela? (Si indica algo que no le guste, pregunta como le podemos ayudar con esto)

9. Hay algo en que to creas que necesites más ayuda?   Si   No   (si contesta si, qué?)

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Gracias por decirme lo que piensas. (Si el niño/a no esta contento, asegúrese de decirle que vamos a tratar de mejorarla.)

Indique abajo que tan seguro esta que el estudiante compredió y contestó con validez las preguntas. (Circule su evaluación)

muy seguro	algo seguro	algo inseguro	muy inseguro
respuestas son válidas	respuestas son válidas	respuestas son válidas	respuestas son válidas

School Adjustment Follow-up -- PARENT INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____
Interviewed: Mo.__ Fa.__ other caretaker (specify) _____ Teacher/School:_____/_____

"After a new student has been at our school for a while, we check to see what the student and the family think about our school and about how things are going. (etc.)"

1. When you first came to the school, did you feel:

   Very Unwelcome   A Bit Unwelcome   Somewhat Welcome   Very Welcome

2. Currently, when you think about going to the school, do you feel:

   Very Unwelcome   A Bit Unwelcome   Somewhat Welcome   Very Welcome

   What more do you think the school might have done to make you feel welcome?

3. When your child first came to the school, did s/he feel:

   Very Unwelcome   A Bit Unwelcome   Somewhat Welcome   Very Welcome

4. Currently, when s/he goes to school, does your child seeem to feel:

   Very Unwelcome   A Bit Unwelcome   Somewhat Welcome   Very Welcome

   What more do you think the school might have done to make your child feel welcome?

5. What special efforts has the school made to help you feel welcome? (If not mentioned, ask about specific components of the welcoming program-see probe sheet.)

6. What special efforts has the school made to help your child feel welcome? (If not mentioned, ask about specific components of the welcoming program-see probe sheet.)

7. What activities have you attended at the school?

   If none, why not? (extend another invitation)

8. What extra (not assigned) activities does your child participate in at school?

   If none, why not? (clarify opportunities)

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9. How well has your child adjusted to school?

Check (circle) whether you think the adjustment of your child has been Good, Average or Poor. In general, school adjustment is viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment
Exceptionally good
adjustment to school

Average school adjustment
Functioning on par with
most of her/his classmates

Poor school adjustment
Functioning below most of
her/his classmates

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems
( ) Aggressive
( ) Shy
( ) Overactive
( ) _____

Achievement Problems
( ) Poor skills
( ) Low motivation
( ) _____

Overall Academic Performance
( ) Above grade level
( ) At grade level
( ) Slightly below grade level
( ) Well below grade level

Absent From School
( ) Less than once a month
( ) Once a month
( ) 2-3 times a month
( ) 4 or more times a month

10. Is there anything you would like the school to do at this time to help your child? (specify)

11. Is there anything you would like the school to do at this time to help you feel more a part of the school? (specify)

Thank you for your time and ideas. We're glad you've come to our school, and we want to make it a good place for you and your child. (If things aren't going well, indicate you'll have someone call back to talk about what can be done to address the problems.)

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Continuación de Adaptamiento Escolar -- ENTREVISTA PARA PADRES

Nombre del Estudiante: _____ Fecha de Nacimiento: _____ Entrevistador: _____ Fecha: _____

Entrevistado: Ma.__ Pa.__ o guardián (especifique) _____ Maestro/Escuela:_____/_____

"Esta es otra revision para ver que piensa acerca de nuestra escuela y acerca de como las cosas van, etc."

1. Cuando por primera vez vino a la escuela, se sintió

      mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

2. Actualmente, cuando usted piensa ir a la escuela se siente

      mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

    Qué más cree usted que la escuela podría hacer para hacerla sentirse bienvenida?

3. Cuando su niño/a vino por primera a la escuela, ella/el se sintió:

      mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

4. Actualmente, cuando ella/el va a la escuela, su niño parace sentirse:

      mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

    Qué más cree usted que la escuela podría hacer para hacer su niño/a sentirse bienvenido?

5. Qué esfuerzos especiales ha hecho la escuela para ayudarla a sentirse bienvenida?   (Si no menciona, pregúntele acerca de los componentes especificos del programa de bienvenida.)

6. Qué esfuerzos especiales ha hecho la escuela para ayudar a su niño/a a sentirse bienvenida?   (Si no menciona, pregúntele acerca de los componentes especificos del programa de bienvenida.)

7. A qué actividades escolares ha asistido usted?

    Si ninguna, porqué no?
    (extienda otra invitación)

8. En qué actividades adicionales (no asignadas) su niño/a particpa en la escuela?

    Si no, porqué no?
    (clarifique oportunidades)

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9. Qué tan bien se ha adaptado su niño/a a la escuela?

Señale (circule) si usted piensa que al adaptamiento de su niño/a ha sido Bueno, Normal, o Pobre. En general, el adaptamiento escolar es visto en la habilidad del estudiante al hacer lo que se espera de ella/el (ej., escucha y sigue las direcciones, como trabaja y juega con otros niños, trabaja independientemente cuando es necesario).

<u>Buen adaptamiento escolar</u>
adaptamiento escolar
excepcionalmente bueno

<u>Normal adaptamiento escolar</u>
funciona al mismo nivel de
sus companeros

<u>Pobre adaptamiento escolar</u>
funciona a un nivel más bajo
de sus companeros

Si señalo <u>Pobre adaptamiento escolar</u>, favor de indicar cual de lo siguiente describe mejor el problema.

Problemas Sociales
( ) Agresivo
( ) Tímido
( ) Superactivo
( ) _____

Problemas de logro
( ) Habilidades pobres
( ) Motivación baja
( ) _____

Ejecución académica general
( ) Nivel de grado superior
( ) Al nivel de grado
( ) Un poco abajo de nivel
( ) Muy abajo de nivel de grado

Ausencias
( ) Menos de un mes
( ) Una vez al mes
( ) 2-3 veces al mes
( ) 4 o más veces

10. Hay algo que usted quisiera que la escuela hiciera para ayudar a su niño/a? (especifique)

11. Hay algo que usted quisiera que la escuela hiciera para ayudarle a sentirse más como parte de la escuela? (especifique)

Gracias por su tiempo e ideas. Estamos contentos que usted haya venido a nuestra escuela, y queremos hacerla unbuen lugar para usted y su niño. (Si las cosas no va bien, indique que otra persona lo va a llamar acerca de lo que se pueda hacer para resolver los problemas.)

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School Adjustment Follow-up --TEACHER INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____

Teacher's Name: _____ School: _____ Please return by _____

"We're interested in things teachers are doing in welcoming new students and their families, and in how well new students are adjusting."

1. How well has the child adjusted to school?

Circle whether you think the adjustment of the child has been Good, Average, or Poor. In general, school adjustment is viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment	Average school adjustment	Poor school adjustment
Exceptionally good adjustment to school	Functioning on par with most of your other students	Functioning below most of your other students

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems	Achievement Problems	Overall Academic Performance	Absent From School
( ) Aggressive	( ) Poor skills	( ) Above grade level	( ) Less than once a month
( ) Shy	( ) Low motivation	( ) At grade level	( ) Once a month
( ) Overactive	( ) _____	( ) Slightly below grade level	( ) 2-3 times a month
( ) _____		( ) Well below grade level	( ) 4 or more times a month

2. Is there anything more you think the school should do at this time to help the child? (specify)

3. Is there anything more you think the school should do at this time to help involve the parents? (specify)

4. If any of the following welcoming activities were used with this student and family, please check them off; write in any that are not listed. Indicate whether the focus of the activity was either (1) classroom based, or (2) School-wide activity or (3) both.

	(1) Classroom based activity for		(2) School-wide activity for		(3) Both classroom and school-wide	
	student	parent	student	parent	student	parent
Welcome materials given	____	____	____	____	____	____
Student "greeter" welcomed the	____	____	____	____	____	____
Parent "greeter" welcomed the	____	____	____	____	____	____
Welcoming conference-time with teacher for	____	____	____	____	____	____
Special tour of school for	____	____	____	____	____	____
Special intro to other school staff for	____	____	____	____	____	____
Peer buddy during transition period for	____	____	____	____	____	____
Follow-up interview discussing student and family adjustment to the new school -- held with	____	____	____	____	____	____
Other (please specify)						
_____	____	____	____	____	____	____
_____	____	____	____	____	____	____

Thank you for taking the time. If things aren't going well, would you like to talk to the project social worker about what else might be tried to address the problems?

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EXTENDED WELCOMING INTERVENTION

Obviously, the hope is that initial welcoming procedures will result in students and their families feeling WELCOME. However, there will be cases where the initial procedures will be insufficient. In such cases, welcoming efforts need to be extended.

An extended welcoming intervention is called for anytime a student, parent, or teacher indicates dissatisfaction with the outcome of the usual welcoming strategies.
After a problem has been identified and a decision made to intervene, designated staff or a qualified volunteer should analyze the problem and plan an extended welcoming intervention.

(See attached sample form for such an intervention)

A week after the extended intervention is completed, a summary of the intervention should be completed (see the following example) and another (modified) follow-up interview should be carried out, respectively, with the

> *Student (see attached examples in English and Spanish)
>
> *Parent (see attached examples in English and Spanish)
>
> *Teacher (see attached example)

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An extended welcoming intervention is called for anytime a student, parent, or teacher indicates dissatisfaction with the outcome of the usual welcoming strategies.

Extended Welcoming -- SUMMARY OF INTERVENTION

Intervener: _____ Today's Date: _____

Extended Welcoming was for: Student ____ Family/Home _____

Student's Name: _____ D.O.B. _____ School _____

Teacher's Name: _____ Grade: _____ Track: _____

Problem identification: Problem was noted through follow-up interview with (check all that apply)
    a) teacher ____
    b) parent ____
    c) student ____
Other (specify):

Problem analysis: What factors caused the poor transition into the school?

Intervention: What extended welcoming steps were taken and who implemented them?
   Steps taken:

   Carried out by: teacher ____
             other school staff (specify) _____
             project staff (specify) _____

What, if any, additional help is still needed?

What actions (steps, timetable), if any, are planned to provide the additional help?

Who is responsible for implementing the plan?

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Extended Follow-up -- STUDENT INTERVIEW

Name of Student: _____ BD: _____ Today's Date: _____

Teacher's Name: _____ Grade: _____ School: _____

Track: _____ Entry Date: _____ E-Code: _____ Last School: _____ How Long?: _____

Name of Greeter (if applicable): _____ Interviewer: _____

"It's time again to check and see what you think about our school and about how things are going."

Remember all the way back to when you first came to this school.
How did you feel about the way other kids and the adults treated you?

How unhappy or happy were you:

☹	😐	🙂	😊

1. with the way <u>other kids</u> treated you
when you first came to this school?
    Very Unhappy   Unhappy   Somewhat Happy   Very Happy

2. with the way the <u>grown-ups</u>
at this school treated you?
    Very Unhappy   Unhappy   Somewhat Happy   Very Happy

How unhappy or happy you are <u>now</u>:

3. with the way <u>other kids</u>
are treating you at this school?
    Very Unhappy   Unhappy   Somewhat Happy   Very Happy

4. with the way the <u>grown-ups</u>
at this school are treating you?
    Very Unhappy   Unhappy   Somewhat Happy   Very Happy

5. What do you like best about coming to this school?

6. What don't you like about coming to this school? (If indicates a dislike, ask how we can help them with this)

7. Is there anything you feel you need some extra help with? Yes No (if yes, what?)

Thank you for telling me what you think. We're glad you've come to our school, and we want to make it a good place for your. (If the student is unhappy with the school, be sure to try to tell him/her that we will try to make it better.)

Indicate below how confident you are that the student understood and validly answered the questions. (Circle your rating)

very confident response is valid	somewhat confident response is valid	somewhat unconfident response is valid	very unconfident response is valid

Continuación *Extendida* -- Entrevista para Estudiantes

Nombre del estudiante: _____ Fecha de Nacimiento: _____ Fecha: _____

Nombre del maestro: _____ Grado: _____ Escuela: _____ Serie: ____

Fecha de ingreso: _____ Código E: _____ Ultima Escuela: _____ Cuanto tiempo?: _____

Nombre del que dio la bienvenida (si aplicable): _____ Entrevistador: _____

"Otra vez es hora de averiguar y ver lo que tu peinsas de nuestra escuela y de como van las cosas."

Recuerda cuando por primera vez viniste a la escuela.
Cómo te sentiste acerca de como te trataron los otros niños y adultos?

Qué tan contento o descontento te sentiste:

	Muy Descontento	Descontento	Algo Contento	Muy Contento
1. con la manera en que <u>otros niños</u> te trataron cuando tu por primera vez viniste a esta escuela?	Muy Descontento	Descontento	Algo Contento	Muy Contento
2. con la manera en que los <u>adultos</u> en esta escuela te trataron?	Muy Descontento	Descontento	Algo Contento	Muy Contento

Qué tan conento o descontento te sientes <u>ahora</u>:

	Muy Descontento	Descontento	Algo Contento	Muy Contento
3. con la manera en que <u>otros niños</u> te están tratando en esta escuela?	Muy Descontento	Descontento	Algo Contento	Muy Contento
4. con la manera en que los <u>adultos</u> en esta escuela te están tratando?	Muy Descontento	Descontento	Algo Contento	Muy Contento

5. Qué es lo que mas te gusta de venir a esta escuela?

6. Qué es lo que no te gusa de venir a esta escuela? (Si indica algo que no le guste, pregunta como le podemos ayudar con esto)

7. Hay algo en que to creas que necesites más ayuda?   Si   No   (si contesta si, qué?)

Gracias por decirme lo que piensas. (Si el niño/a no esta contento, asegúrese de decirle que vamos a tratar de mejorarla).

Indique abajo que tan seguro esta que el estudiante comprendió y contestó con validez las preguntas. (Circule su evaluación)

muy seguro respuestas son válidas	algo seguro respuestas son válidas	algo inseguro respuestas son válidas	muy inseguro respuestas son válidas

ERIC

Extended Follow-up -- PARENT INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____

Interviewed: Mo.__ Fa.__ other caretaker (specify) _____ Teacher/School:_____/_____

"This is another check-up to see what you think about our school and about how things are going. (etc.)"

1. When you first came to the school, did you feel

      very unwelcome   a bit unwelcome   somewhat welcome   very welcome

2. Currently, when you think about going to the school, do you feel

      very unwelcome   a bit unwelcome   somewhat welcome   very welcome

   What more do you think the school might do to make you feel welcome?

3. When your child first came to the school, did s/he feel

      very unwelcome   a bit unwelcome   somewhat welcome   very welcome

4. Currently, when s/he goes to school, does your child seem to feel

      very unwelcome   a bit unwelcome   somewhat welcome   very welcome

   What more do you think the school might do to make your child feel welcome?

5. What special efforts has the school made to help you feel welcome? (If not mentioned, ask about specific components of the welcoming program.)

6. What special efforts has the school made to help your child feel welcome? (If not mentioned, ask about specific components of the welcoming program.)

7. What activities have you attended at the school?

  If none, why not?
  (extend another invitation)

8. What extra (not assigned) activities does your child participate in at school?

  If none, why not?
  (clarify opportunities)

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9. How well has your child adjusted to school?

Check (circle) whether you think the adjustment of your child has been Good, Average or Poor. In general, school adjustment is viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment	Average school adjustment	Poor school adjustment
Exceptionally good adjustment to school	Functioning on par with most of her/his classmates	Functioning below most of her/his classmates

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems	Achievement Problems	Overall Academic Performance	Absent From School
( ) Aggressive	( ) Poor skills	( ) Above grade level	( ) Less than once a month
( ) Shy	( ) Low motivation	( ) At grade level	( ) Once a month
( ) Overactive	( ) _____	( ) Slightly below grade level	( ) 2-3 times a month
( ) _____		( ) Well below grade level	( ) 4 or more times a month

10. Is there anything you would like the school to do at this time to help your child? (specify)

11. Is there anything you would like the school to do at this time to help you feel more a part of the school? (specify)

Thank you for your time and ideas. We're glad you've come to our school, and we want to make it a good place for you and your child. (If the parent or child is unhappy with the school, indicate you'll have someone call back to talk about what can be done to address the problems.)

Continuatión *Extendida* -- Entrevista para Padres

Nombre del Estudiante: _____ Fecha de Nacimiento: _____ Entrevistador: _____ Fecha:_____

Entrevistado: Ma.__ Pa.__ o guardián (especifique) _____ Maestro/Escuela:_____/_____

"Esta es otra extrevista para ver que piensa acerca de nuestra escuela y acerca deo como van las cosas. etc."

1. Cuando por primera vez vino a la escuela, se sintió

    mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

2. Actualmente, cuando usted piensa ir a la escuela se siente

    mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

Qué más cree usted que la escuela podría hacer para hacerla sentirse bienvenida?

3. Cuando so niño/a vino por primera a la escuela, ella/el se sintió

    mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

4. Actualmente, cuadno ella/el va a la escuela, so niño/a parece sentirse bienvenido?

    mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

Qué más cree usted que la escuela podría hacer para hacer su niño/a sentirse bienvenido?

5. Qué esfuerzos especiales ha hecho la escuela para ayudarla a sentirse bienvenida? (Si no menciona, pregúntele acerca de los componentes especificos del programa de bienvenida?

6. Qué esfuerzos especiales ha hecho la escuela para ayudar a su niño/a a sentirse bienvenida? (Si no menciona, pregúntele acerca de los componentes específicos del programa de bienvenida.)

7. A qué actividades escolares ha asistido usted?

  Si ninguna, porqué no?
  (extienda otra invitacion)

8. En qué actividades adicionales (no asignadas su niño/a participa en la escuela?

  Si ninguna, porqué no?
  (Clarifique oportunidades)

9. Qué tan bien se ha adaptado su niño/a a la escuela?

Señale (circule) si usted piensa que el adaptamiento de su niño/a ha sido Bueno, Normal, o Pobre. En general, el adaptamiento escolar es visto en la habilidad del estudiante al hacer lo que se espera de ella/el (ej., escucha y sigue las direcciones, como trabaja y juega con otros niños, trabaja independientemente cuando es necessario).

Buen adaptamiento escolar
adaptamiento escolar
excepcionalmente bueno

Normal adaptamiento escolar
funciona al mismo nivel de
sus companeros

Pobre adaptamiento escolar
funciona a un nivel más bajo
de sus companeros

Si señalo Pobre adaptamiento escolar, favor de indicar cual de lo siguiente describe mejor el problema.

Problemas Sociales
( ) Agresivo
( ) Tímido
( ) Superactivo
( ) _____

Problemas de logro
( ) Habilidades pobres
( ) Motivación baja
( ) _____

Ejecución académica general
( ) Nivel de grado superior
( ) Al nivel de grado
( ) Un poco abajo de nivel
( ) Muy abajo de nivel de grado

Ausencias
( ) Menos de un mes
( ) Una vez al mes
( ) 2-3 veces al mes
( ) 4 o más veces

10. Hay algo que usted quisiera que la escuela hiciera para ayudar a su niño/a? (especifique)

11. Hay algo que usted quisiera que la escuela hiciera para ayudarle a sentirse más como parte de la escuela? (especifique)

Gracias por su tiempo e ideas. Estamos contentos que usted haya venido a nuestra escuela, y queremos hacerla unbuen lugar para usted y su niño. (Si las cosas no va bien, indique que otra persona lo va a llamar acerca de lo que se pueda hacer para resolver los problemas.)

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____

Teacher's Name: _____ School: _____ Please return by _____

"This follow-up is an extension of an earlier one and is designed to see how well a specific group of new students and their families have adjusted after a longer period of time."

I. Initially, how well did the child adjust to the school?

Circle whether you think the adjustment of the child was Good, Average or Poor. In general, school adjustment is viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment   Average school adjustment   Poor school adjustment
Exceptionally good   Functioning on par with   Functioning below most of
adjustment to school   most of her/his classmates   her/his classmates

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems   Achievement Problems   Overall Academic Performance   Absent From School
( ) Aggressive   ( ) Poor skills   ( ) Above grade level   ( ) Less than once a month
( ) Shy   ( ) Low motivation   ( ) At grade level   ( ) Once a month
( ) Overactive   ( ) _____   ( ) Slightly below grade level   ( ) 2-3 times a month
( ) _____   ( ) Well below grade level   ( ) 4 or more times a month

2. Currently, how well has the child adjusted to the school?

Circle using above criteria.

Good school adjustment   Average school adjustment   Poor school adjustment

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems   Achievement Problems   Overall Academic Performance   Absent From School
( ) Aggressive   ( ) Poor skills   ( ) Above grade level   ( ) Less than once a month
( ) Shy   ( ) Low motivation   ( ) At grade level   ( ) Once a month
( ) Overactive   ( ) _____   ( ) Slightly below grade level   ( ) 2-3 times a month
( ) _____   ( ) Well below grade level   ( ) 4 or more times a month

3. Is there anything more you think the school
    a. should have done to help the child? (specify)

    b. should do at this time to help the child (specify)

4. Is there anything more you think the school
    a. should have done to help involve the parents? (specify)

    b. should do at this time to help involve the parents? (specify)

Thank you for taking the time. If things aren't going well, would you like to talk to the project social worker about what else might be tried to address the problems?

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C. Aids for Mapping a School's Resources for Helping Students and Families Make Transitions

- Survey: Support for Transitions

- An Example of One School's Mapping of its Resources for Supporting Transitions

Support for Transitions

The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transition concerns confronting students and their families. The work in this area can be greatly aided by advanced technology. Anticipated outcomes are reduced levels of alienation and increased levels of positive attitudes toward and involvement at school and in a range of learning activity.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. What programs for establishing a welcoming and supportive community are at the site?				
1. Are there welcoming materials/a welcoming decor?	___	___	___	___
Are there welcome signs?	___	___	___	___
Are welcoming information materials used?	___	___	___	___
Is a special welcoming booklet used?	___	___	___	___
Are materials translated into appropriate languages?	___	___	___	___
Is advanced technology used as an aid?	___	___	___	___
2. Are there orientation programs?	___	___	___	___
Are there introductory tours?	___	___	___	___
Are introductory presentations made?	___	___	___	___
Are new arrivals introduced to special people such as the principal and teachers?	___	___	___	___
Are special events used to welcome recent arrivals?	___	___	___	___
Are different languages accommodated?	___	___	___	___
3. Is special assistance available to those who need help registering?	___	___	___	___
4. Are social support strategies and mechanisms used?	___	___	___	___
Are peer buddies assigned?	___	___	___	___
Are peer parents assigned?	___	___	___	___
Are special invitations used to encourage family involvement?	___	___	___	___
Are special invitations used to encourage students to join in activities?	___	___	___	___
Are advocates available when new arrivals need them?	___	___	___	___
5. Other? (specify) _____	___	___	___	___
B. Which of the following transition programs are in use for grade-to-grade and program-to-program articulation?				
1. Are orientations to the new situation provided?	___	___	___	___
2. Is transition counseling provided?	___	___	___	___
3. Are students taken on "warm-up" visits?	___	___	___	___
4. Is there a "survival" skill training program?	___	___	___	___
5. Is the new setting primed to accommodate the individual's needs?	___	___	___	___
6. other (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this somethin; you want'
C. Which of the following are used to facilitate transition to post school living?				
1. vocational counseling	—	—	—	—
2. college counseling	—	—	—	—
3. a mentoring program	—	—	—	—
4. job training	—	—	—	—
5. job opportunities on campus	—	—	—	—
6. a work-study program	—	—	—	—
7. life skills counseling	—	—	—	—
8. Other? (specify) _____	—	—	—	—
D. Which of the following before and after school programs are available?				
1. subsidized breakfast/lunch program	—	—	—	—
2. recreation program	—	—	—	—
3. sports program	—	—	—	—
4. Youth Services Program	—	—	—	—
5. youth groups such as drill team				
interest groups	—	—	—	—
service clubs	—	—	—	—
organized youth programs ("Y,' scouts)	—	—	—	—
CA. Cadet Corps	—	—	—	—
other (specify)_____	—	—	—	—
6. academic support in the form of				
tutors	—	—	—	—
homework club	—	—	—	—
study ball	—	—	—	—
homework phone line	—	—	—	—
homework center	—	—	—	—
other (specify) _____	—	—	—	—
7. enrichment opportunities (including classes)	—	—	—	—
8. Other (specify) _____	—	—	—	—

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	Yes	Yes but more of this is needed	No	If no, is this something you want?
E. Which of the following programs are offered during intersession?				
1. recreation	—	—	—	—
2. sports	—	—	—	—
3. Youth Services	—	—	—	—
4. youth groups	—	—	—	—
5. academic support	—	—	—	—
6. enrichment opportunities (including classes)	—	—	—	—
7. other (specify) _____	—	—	—	—

F. What programs are used to meet the educational needs of personnel related to this programmatic area?

	Yes	Yes but more	No	If no
1. Is there ongoing training for team members concerned with the area of Support for Transitions?	—	—	—	—
2. Is there ongoing training for staff of specific services/ programs? (e.g., teachers, peer buddies, office staff, administrators)?	—	—	—	—
3. Other? (specify) _____	—	—	—	—

G. Which of the following topics are covered in educating stakeholders?

	Yes	Yes but more	No	If no
1. understanding how to create a psychological sense of community	—	—	—	—
2. developing systematic social supports for students, families, and staff	—	—	—	—
3. developing motivation knowledge, and skills for successful transitions	—	—	—	—
4. the value of and strategies for creating before and after school programs	—	—	—	—

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H. Please indicate below any other ways that are used to provide support for transitions.

_____   _____
_____   _____
_____   _____
_____   _____

I. Please indicate below other things you want the school to do to provide support for transitions.

_____   _____
_____   _____
_____   _____
_____   _____

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An Example of One School's Mapping of its Resources for Supporting Transitions

1. At a School Site

A. Programs to establish a Welcoming and Socially Supportive Community (especially for new arrivals)

Adopt-A-Student
Career Day
Child Health and Disability Prevention (immunization), TB Assessments, Control of Communicable Diseases, Psycho-Social Choices
Classroom Peer Buddy
Community Liaison
Family Care Center
New Pal Plan
Parent Meeting Doing Primary Language Assessment of Students
Pupil Services & Attendance
Resource Specialist Teacher
School Handbook
School Nurse
Welcoming Activities Steering Committee
Welcoming New Students
Welcoming Reception for New Parents

B. Program for Articulation (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work

Early Education Intervention
Early Intervention Education Assessment Program
Jr. High Articulation
Language Appraisal
School Psychologist
School Readiness and Language Development Program
Transition to English Curriculum Classes

C. Before and After - School Programs to Enrich Learning and Provide Recreation in a Safe Environment

After School Activities Sports, Drill Team, Flag Team
Drama Club
House Work Club
Los Ayudantes

Probation Department
Youth Services

D. Relevant Education for Stakeholders

Drug and Tobacco Education
English as a Second Language for Parents
Resource Coordinating Team
Instructional Material Lab
Instructional Transition Team
New Teacher Orientation Classes/Programs
On-Site Teacher Buddies

Programs we hope to add:

A. Programs to establish a Welcoming and Socially Supportive Community (especially for new arrivals)

Student Buddy System
Video for New Parents
Visit Newcomers
Welcome Wagon
Welcoming Committees
Welcoming Packet for New Students & Families

B. Programs for Articulation (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work)

Middle School

C. Before and After-School Programs to Enrich Learning and Provide Recreation in a Safe Environment

Afterschool Tutoring/Computer Assistance
Dance Club
Gifted Program Afterschool
Math Club
Noon and Afterschool Sports
Science Club
Scouting

D. Relevant Education for Stakeholders

2. District Programs to Support Transitions

Articulation Program

To focus on the transition needs of students moving from elementary to middle and from middle to senior high, each school is supposed to provide a means of improved communication among the three levels. Minimally, this includes meeting for parents, teachers, and counselors of the student's future school. Such meetings are designed to explain the school's program, requirements, and opportunities.

Counseling Support Program in Elementary and Middle Schools

To improve achievement and increase access to postsecondary opportunities, counselors are assigned to a limited number of targeted schools (the lowest achieving Predominantly Hispanic, Black, Asian, and Other Non-Anglo schools). They provide counseling, guidance, and referral services for at risk incoming sixth/seventh grade students (individually, in groups, and for entire classes) to help them develop academic and social skills for school success. The counselors also assist in school programs for other students, teachers and parents to alleviate the harms of racial isolation.

Integration/Traveling Student Program

Counselors who provide direct services involved in student integration programs.

Limited English Proficiency (LEP) Student Counseling Support Team

This is a resource for school personnel to facilitate their ability to provide services to students and families who have Limited English Proficiency (LEP). The team includes bilingual counseling and psychological personnel who provide staff development for classified and certified staff members regarding *special needs for* LEP students and *recently arrived students*, consultation service, informational material, and other appropriate support to school staff with LEP students. Among the services provided are classroom student presentations for LEP students which focus on topics such as self-esteem and coming to a bicultural / bilingual community agency referral resources.

Mentor Parents

Faculty from California State University, Los Angeles train parents at Murchison Elementary to mentors to newly arrived immigrant families.

Newcomer Schools

The demonstration models at Belagio Rd. (Presecondary) and Belmont (secondary) school sites are designed to focus on the need to go beyond the traditional curriculum and provide newly arrived immigrant students with an orientation to school and to American culture.

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Student Guidance, Assessment and Placement Center

The center provides a first contact model demonstration of how a school system can receive and provide for the special needs of newly arrived immigrant students and their families -- especially those whose primary language is not English.

Fighting to improve Retention and Student Transition (First)

This UCLA student-sponsored project works with potential first generation college students and their parents to provide support through workshops and academic tutorials.

We hope you found this to be a useful resource.
There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory
Packets and materials are available. Resources in the Clearinghouse are organized around
the following categories.

CLEARINGHOUSE CATEGORIES

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for
  program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and
    interprofessional education
- Comprehensive, integrated programmatic
  approaches (as contrasted with fragmented,
  categorical, specialist oriented services)
- Other System Topics: _____

- Issues related to working in rural, urban,
  and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards

Programs and Process Concerns:

- Clustering activities into a cohesive,
  programmatic approach
  - Support for transitions
  - Mental health education to enhance
    healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals
    (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention
    (including safe schools)

- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and
  family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics

- Other program and process concerns: _____

Psychosocial Problems

- Drug/alcoh. abuse
- Depression/suicide
- Grief
- Dropout prevention
- Learning Problems
- School Adjustment (including newcomer acculturation)

- Pregnancy prevention/support
- Eating problems (anorexia, bulim.)
- Physical/Sexual Abuse
- Neglect
- Gangs

- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Gender and sexuality
- Reactions to chronic illness

- Other Psychosocial problems: _____

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NOTICE

REPRODUCTION BASIS

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