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# Home Visits Toolkit



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# HOME VISITS TOOLKIT

Home visiting has proven to be an effective tool in supporting children’s school readiness, health, and socioemotional development (Henke, 2011; McKie et al., 2021; Sheldon & Jung, 2015, 2018; Wright et al., 2018). Though home visiting programs have been around for decades, home visiting has gained increased prominence in recent years. Children in low-income, newcomer, immigrant, and refugee families and households where a language other than English is spoken (multilingual learners) are an important audience as they are disproportionately likely to face risk factors, such as poverty and malnutrition, that can negatively affect their well-being and long-term academic and behavioral outcomes.

## Why conduct home visits?

Studies report that the communication established during home visits helps parents and teachers develop a sense of trust and bonding which promotes long-term, positive relationships (Aguerreberre, 2009; Henke, 2011; Sheldon & Jung, 2015, 2018). Visits give school staff members an “increased ability to put themselves in other people’s shoes” (Henke, 2011, p. 40). This leads to a variety of improved outcomes for all involved and, ultimately, the students. First used mostly in early childhood, we now have evidence that home visits can be conducted in a developmentally appropriate and beneficial manner with all student age groups and with a wide variety of family populations (Brown & Jain, 2022; Scher & Lauver, 2021; Soule & Curtis, 2021).

With sound training and guided reflection, home visits can help school staff to throw off biases and alleviate inequities (Johnson, 2014). In a study by McKnight et al. (2017), one teacher said:

These home visits really give me insight into families and the community as individual people with their own lives and issues. It just breaks apart a stereotype, because if you have those counterexamples, the stereotypes can no longer exist. (p. 27)

Home visits are an effective strategy for engaging students and families on a personal level to strengthen relationships and support students’ social-emotional wellbeing and academic progress. In

addition to building a stronger sense of belonging and respect between homes and schools, home visits have been shown to contribute to:

- increased academic achievement,
- improved attendance and homework completion,
- increased parental involvement,
- improved student and parent attitudes about school,
- better classroom behavior,
- and reduced suspension and expulsion rates (e.g., Henke, 2011; McKie et al., 2021; Priority Schools Campaign, 2011; Sheldon & Jung, 2015, 2018; Wright et al., 2018).

For newcomer, immigrant, and refugee families, home visiting can also offer integration-related supports, such as helping parents navigate unfamiliar early childhood, elementary and secondary education, health, and social service systems.

Not only does learning about families and communities broaden educators' perspectives on their students' abilities, experiencing this through home visits helps teachers scaffold classroom topics more easily and contour lessons around the students' individual learning needs. Home visits also allow a teacher to learn more about the child and the family's funds of knowledge (an existing reservoir of family knowledge and experiences), which can support culturally responsive and differentiated instruction leading to enhanced relationships and increased school success (Cornett et al., 2020; Goldin et al., 2018; Moll & González, 2004).

Initial home visits should not be done for remediation purposes. Home visits are meant to enhance communication between parents and educators and should not be initiated around a negative context. In fact, if a student is struggling at school (academically or behaviorally), a home visit based on non-academic topics may encourage the student to be more engaged at school following the visit. Home visits may be done at the beginning of the school year for students and families to be introduced to their new teacher or a home visit may be conducted to provide a homework packet for a student who has been absent due to illness. Transitions from elementary to secondary is an ideal time for a home visit to answer any concerns or questions, or any time there is a new student arriving to the school or classroom, a home visit is a good way to acclimate the student and his/her family to the new school.

## **How do I prepare and conduct home visits?**

A home visit is when someone representing the school visits a student's home. When teachers visit their students' homes, they have a unique opportunity for private, face-to-face communication with the student's family in order to build a relationship with them (Hiatt-Michael, 2010; Mapp et al., 2022). Home visits may also be conducted by others—parents, principals, school counselors, community members, teacher aides, family advocates—trained for the job (Henderson et al., 2007; Redding, 2006). Home visits enable a school to reach parents and caregivers, especially those who might not

come to school, with a welcoming message, informational and learning materials, and friendly advice (ADI, 2011).

If families prefer, the visit can take place at a local site rather than their home, such as a community center, house of worship, or another place in the family's neighborhood. Visitors should remember that "listening to the parents is paramount" (Redding, 2011, p. 19).

Good organization is the key to a successful home visit. Home visitors must be trained and given a purpose for the visit (ADI, 2011; Redding, 2006, 2011). Support from the principal and other leaders is crucial (Venkateswaran et al., 2018). Training should be site-specific, typically including:

- information on how to introduce yourself to the parent(s) or caregiver and schedule visits,
- entering the home in a culturally appropriate manner,
- explaining the purpose of the visit,
- how to ask questions and exchange information,
- and what resources to bring and leave with the family (Hiatt-Michael, 2010; Redding, 2011; Venkateswaran et al., 2018).

Training on listening and communication skills is vital and should include opportunities for role playing, practice, and reflection (Henke, 2011; Symeou et al., 2012). Most home visiting programs incorporate a pair of visitors for safety, accountability, to increase the visitors' comfort level in a potentially different culture, and to facilitate shared reflection (Hiatt-Michael, 2010; McKnight et al., 2017).

According to their website, the [Parent Teacher Home Visits](#) organization uses a model with these five core practices:

- Visits are voluntary.
- Educators (or others doing the home visit) are trained and compensated.
- We share hopes and dreams.
- We do not target students (e.g., all students in a class are offered a visit).
- Educators go in pairs (when possible) and reflect afterward. If visiting in pairs is not possible, teachers can take notes on the visit immediately after (and not during) for further reflection. The creation of a form with prompts or a home visit log may assist in this (see table below for link to home visit log examples).

The visit should be conversational, with a "get-to-know-you" feel (Redding, 2006); families need to be reassured when first contacted that the visit is **not** because the child did anything wrong (McKnight et al., 2017). One teacher described her approach this way:

Over 50% of the time, I meet families in their homes, but sometimes they're not ready for that, so we meet at a park or coffee shop. First visits always seem more formal....I always

ask if there is anything they want me to keep an eye on. Every one of us at school does a home visit in the summer and a second one later in the year. One of my favorite things is watching the parents' faces soften as they realize this is a real conversation. They relax and speak naturally. (Henke, 2011, p. 40)

In one unique longitudinal research project with follow-up after 13 years, teachers made multiple home visits with a goal “to help students achieve academically by providing effective instruction that linked students' learning in school to their background of knowledge and experiences” (Kyle et al., 2005, p. 29; see also Kyle, 2011; Moll & González, 2004). The research team found four themes in the teachers' reflections on the visits: “how they began to see the child as the parents did, the support parents provided for their children, the challenges and concerns families faced and shared, and how the families viewed their children's school experiences” (Kyle et al., 2005, p. 34). After this deeply engaged work, the authors offer this advice:

We offer this caveat, however: We do not recommend family visits without structured time for reflection. Schools would be wise to allocate time for careful planning; much discussion ahead of time about purpose, assumptions, and strategies; and guided reflection time afterward. This approach is especially important as teachers first engage in this work. Our concern is that some teachers may come away from the family visits, especially visits with students of poverty, with a deficit view of students and an attitude that the students cannot learn much. Instead, teachers need to process what they observe with a skilled guide, one who can help them see strengths, discern funds of knowledge, and, if necessary, think more deeply about any tacit assumptions and biases that might be shaping their interpretations. (Kyle et al., 2005, p. 49)

Culture and language differences can be overcome with preparation and help from trained interpreters and local cultural brokers. For example, in some cultures it is important to talk informally before discussing any matters of business. Nodding or other body language may mean something different to the family and the teachers (Moosa et al., 2001). Both the home visitor and the interpreter should focus on helping the family build a relationship with the visitor, not the interpreter—some tips for doing this include the visitor maintaining eye contact with the family and interacting directly with them, the interpreter using first person direct interpretation, and the interpreter providing only the words each person says without interjection (Gardner, 2020; see table below for link to a brief video).

Home visits are often easier to conduct when planned for in three distinct phases: before, during, and after the visit. Listed below are suggested techniques that can help guide the process during each phase:

### **Phase 1: Before the Visit**

- Inquire about and adhere to Board of Education, State Education Agency, Charter School Commission, District, Complex-Area, school, or other existing school policies on home visits.
- Consider incorporating community input into home visit program design.

- Identify the home languages of participating families.
- Find school or community assistance with translation of invitations, documents, or phone calls.
- Consider partnerships with community-based organizations that can assist in the provision of services to harder-to-reach communities.
- Research and leverage home visiting program models that explicitly incorporate principles of trauma-informed care to mitigate the effects of trauma and stressors that newcomer, refugee, and other immigrant families may experience.
- Mail, email, and/or send letters home with all students describing purpose of home visits.
- Talk to students and parents about home visits in person when informal occasions arise.
- Set up the home visit according to appropriate days/time for the family.
- Research culturally sustaining practices for visits.
- Collect home visit props and resources (school calendars, activity and club information, work samples, photographs, games, food, etc.).
- Find a home visit partner/volunteer (friend, colleague, coach, counselor, community liaison). Check on existing requirements for background checks for volunteers.
- Ask other faculty and administrators to share successful practices and experiences as well as a history of visits with the participating families (if available) so that you are aware of any previous interactions (positive or negative).
- Consider compiling (or accessing and sharing an existing) a list of community resources that might be useful to the family.
- Dress casually, though conservatively.

Sending a letter home to the family is a great first step in setting up a home visit. Notifying the student of the letter and the purpose for the home visit is also advised. Below are some suggested points to consider when writing a letter to a student's family to explain your purpose for conducting a home visit.

- The letter should be brief and personal (avoid including this information on a widely distributed letter about a school event).
- Introduce yourself by including a bit of personal information such as where you grew up, a hobby, or your favorite sports team.
- Explain that you enjoy meeting parents outside of school and are willing to meet them at their home or somewhere in the community.
- The letter should have a warm tone and include at least two positive examples of the students' work and/or behavior.
- At the end, allot space for parent signature and additional space for correspondence.
- Send the letter home with the student AND mail a copy.
- Include a self-addressed stamped envelope with the mailed copy.

Translated template letters can assist in the development of a home visit letter. The template included in the Appendix (see Appendix: Sample Tools) contains space for educators to include the personalized information about themselves and the student in English (unless they can write it in the

home language). The second part of the letter includes a uniform message about the purpose of conducting home visits in the family's home language.

## Phase 2: During the Visit

- When introducing yourself, provide a school business card and let the family know what name they can use with you (e.g., Ms./Mr./Dr./Coach last name; or by first name). Ask what name and naming protocols they prefer.
- Greet everyone present, including elders and young children.
- Try to always accept refreshments, though provide information about allergies if you cannot consume something being offered.
- Discuss topics that aren't related to school (e.g., food, favorite books, television programs, movies, sports), if possible. Some sample questions include:
  - What do you see as your child's greatest strengths or skills?
  - What do you hope your child says about his/her experience in school this year?
  - What are your concerns about your child in this year of school?
  - What are your concerns about the school and community learning environment?
  - How and when would you like me to be in touch with you this year?
  - Is there anything else you can tell me about your child that you think would help me support his/her learning?
- Avoid "teaching" and focus on "learning" about the family's home, customs, children, pets, etc.
- If visitors are welcome at your school, mention to parents that you enjoy having parents visit your class—extend an invitation if they seem interested.
- Ask if the parents have any questions about the school or your class.
- Make sure the family has your contact information (as well as information for school interpreters/home visitors and school counselors).

## What do we talk about?

The purpose of a home visit is to create a positive atmosphere. Most educators will be inclined to discuss their student's performance in school. Avoid mentioning challenges or problems. If possible, try to shape the conversation around other topics so that you can get to know the family (and vice versa). In most cases, conversations will naturally develop around topics like family, pets, food, books, movies, language, and travel experiences.

If the conversation isn't flowing, a good topic to begin bridging school content and personal experiences for families of older students is college or career readiness, especially if the parents come from an immigrant background and/or have not attended college themselves. For all families, an explanation of the school system and the different levels is a starting point since school systems in other countries are often organized very differently than in the U.S. Other related topics might include:

- Registering for kindergarten
- Making families aware of any afterschool programs

- Transitioning between grade levels, especially the difference between elementary-middle school, middle-high school, and high school-college and where they can find support for transitions
- How the grading system works and the importance of grades (especially what it can mean for older students wanting to attend post-secondary education)
- State mandated standardized tests
- Academy and pathway programs
- Out of school or afterschool activities such as sports, clubs, and other activities
- Free and reduced-price lunch programs
- Resources for students and families experiencing homelessness or unstable housing or other community resources that can benefit the family as they adjust to a new community
- Upcoming school and/or community events
- Applying to college
- Internships and career development resources

Discussing this information not only empowers parents with the knowledge to support their children, but it also shows the parents that you see academic potential in their child. If parents have further questions, you can help them by finding contact information for public libraries, social services offices, college admissions offices, etc.

### **Phase 3: After the Visit**

- Record details of visit (time, place, discussion topics, etc.) in a home visit log.
- Develop an inventory of the student's/family's "funds of knowledge."
- Send a "thank you" note home with the student.
- Share your experiences with administrator or person assigned for a debrief discussion.
- Invite multiple families to your classroom for a parent day.
- Personally extend invitations to school open house events, family and community engagement activities, etc.
- Maintain informal communication: e.g., send a personal note home to one family per week, or drop by the families' homes periodically to say hi.
- Invite an administrator and/or colleague to accompany you on a visit-especially to a home that you have already visited.
- Offer to accompany a colleague on a home visit.
- Develop an ongoing checklist of procedures, tips, and logistics that you can share with colleagues.
- Build understanding of what home visiting models and strategies work for diverse families.



Preparing for and Conducting Home Visits Tools or Articles with Links	Description
<a href="#">Parent Teacher Home Visits</a>	Toolkit with resources including tips, home visit documentation, conversation starters (look under Toolbox/Educator resources)
<a href="#">Working with Interpreters</a>	Brief video on working with interpreters for home visits
<a href="#">Building Relationships with Families through Interpreters: What We Can Learn from Marie Kondo</a>	This post offers relatable information to help build relationships in spite of language barriers and offers reminders of obligations under federal law
<a href="#">Home Visits   Learning for Justice</a>	This page lists best practices, tips to differentiate home visits, and checklists for before, during, and after visits
<a href="#">How Do We Pay for Home Visits?   Parent Teacher Home Visits (pthvp.org)</a>	Funding a home visit program
<a href="#">Sample Home Visit Log   Parent Teacher Home Visits (pthvp.org)</a>	Home visit log template
<a href="#">Reflection and Debrief Guidance   Parent Teacher Home Visits (pthvp.org)</a>	Debriefing suggestions (post-home visit)
<a href="#">Home Visit Log Checklist   Parent Teacher Home Visits (pthvp.org)</a>	Checklist template
<a href="#">Sample Letters to Parents   Parent Teacher Home Visits (pthvp.org)</a>	Letters to parents (templates/examples)
<a href="#">conversation-starters.pdf (pthvp.org)</a>	Questions for conversation starters
<a href="#">Debrief Cards   Parent Teacher Home Visits (pthvp.org)</a>	Questions to consider during a debrief

## Other Considerations for Home Visits

### How do I communicate with families whose home language is not English?

It is common for educators to perceive language differences as an obstacle to conducting a home visit. That said, confronting language differences demonstrates to parents that teachers value their home language and are willing to do whatever it takes to communicate (think of how the parents feel when they come to school for parent-teacher conferences). Many state and local educational agencies, districts, and schools have staff who can accompany you to help interpret. These types of school system employees are usually well connected within the community and can help ease any anxiety teachers might have during the visit. Although these individuals are a great resource, not having them on the visit can keep the conversation more focused on the objective of the visit: to strengthen

relationships between the family and the teacher. Some teachers prefer to have a bilingual staff member accompany them on the first visit only, or just until they get used to the process. The Hawai'i Department of Education employs Bilingual/Bicultural School-Home Assistants that serve as liaisons between school and project staff and groups of parents, providing language and cultural capacity building.

When conducting a visit without an interpreter, teachers might ask the student and other family members to help communicate with the parents. Having the student help interpret is especially powerful when discussing positive aspects of her/his academic performance. In these cases, teachers should not put the student in a position where s/he is interpreting negative information to the parents. It is never appropriate for students to serve as interpreters for vital information to which parents must have access through a qualified interpreter. Again, the purpose of the home visit is to establish a relationship between the family and the school, get to know the students, and establish the teacher or home visitors as a reference person for future communication needs.

With the proliferation of translating technology, many teachers have found it useful to use interpretation apps on their telephones to help communicate. Google Translate, iTranslate, Speak & Translate, Microsoft Translator, and TalkingPoints are current examples of translation apps that teachers use in the classroom and to communicate with their students' families. It is important to note that these types of programs do not always produce accurate translations, so educators should be careful when using this informal strategy.

Communicating with families whose first language is not English Tools or Articles with Link	Description
<a href="#">Home Visiting Services for Refugee, Immigrant, Migrant, and Dual Language Learner Families - National Home Visiting Resource Center</a>	A practice brief discussing special considerations for those new to the country
<a href="#">Working with Interpreters</a>	Brief video on working with interpreters for home visits
<a href="#">Building Relationships with Families through Interpreters: What We Can Learn from Marie Kondo</a>	This post offers relatable information to help build relationships in spite of language barriers and offers reminders of obligations under federal law
<a href="#">English Learner Tool Kit</a>	OELA's EL Tool Kit was published in 2015 as a companion to support the 2015 Dear Colleague Letter (DCL) produced by the Department of Education, Office for Civil Rights, and the Department of Justice, outlining legal obligations for ELs. Some chapters of the tool kit have been updated related to the Every Student Succeeds Act of 2015 (ESSA)

<a href="#">Pacific Language Cards</a>	<p>Greetings and common phrases in Refaluwasch, Talaabwogh, Finu' Chamorro, Fino' CHamoru, Fóósun Chuuk, 'Ōlelo Hawai'i, Kahs Kosrae, Kajin Aelōñ Kein, Tekoi er a Belau, Mahsen en Pohnpei, Gagana Sāmoa, and Thin nu Waqab.</p>
<a href="#">Hawai'i Language Roadmap Initiative</a>	<p>The Hawai'i Language Roadmap guides the Initiative's efforts to create policies and effect actions that promote the creation of a competitive multilingual workforce for Hawai'i.</p>

### How do I support families experiencing homelessness or unstable housing?

School is often the only place of stability for students experiencing homelessness or unstable housing. Teachers play an important role in creating safe and supportive learning environments for all students, including those who are highly mobile and have experienced the traumas that come with being homeless. Unhoused students from immigrant or multilingual families often face unique challenges requiring a holistic and inclusive approach.

Supporting families experiencing homelessness Tools or Articles with Link	Description
<a href="#">National Center for Homeless Education</a>	<p>Website devoted to Homeless Education</p>
<a href="#">Minors Experiencing Homelessness or Unstable Housing</a>	<p>FAQ on minors experiencing homelessness or unstable housing.</p>
<a href="#">What Can Your Public School Liaisons Do For You?</a>	<p>Information on Hawaii – Community Homeless Concerts Liaisons</p>
<a href="#">Educational Practices to Identify and Support Students Experiencing Homelessness</a>	<p>Summary of research to provide educators with evidence-based information to best serve students.</p>
<a href="#">Tips for Teachers &amp; Staff: How to Support Students Experiencing Homelessness</a>	<p>The following resources outlines helpful tips for supporting students and families in unstable housing.</p>
<a href="#">Hawaii DOE   Resources for Families in Unstable Housing</a>	<p>Infographic on enrolling in school and other resources for families in unstable housing.</p>

### Where can I find information about different cultures?

Your school system's home visitors, counselors, community engagement division, parent-community networking centers, and the students themselves are good resources for talking and learning about cultural practices.

An important part of engaging families from different cultural, ethnic, and/or socioeconomic status backgrounds involves understanding how one's own cultural identity can affect how we view the practices and beliefs of others. By understanding your own cultural biases, you can move beyond seeing yourself as "normal" and realize that everyone's cultural practices should be understood as

appropriate in terms of their individual cultural contexts. Being open, friendly, and interested in other people's practices and beliefs is an important component of family engagement activities.

Information on Multiple Cultures Tools or Articles with Link	Description
<a href="#">Hawaii DOE   Parent-Community Networking Centers</a>	HIDOE: Parent Community Networking Centers
<a href="#">Hawaii DOE   Student Services Branch</a>	Provision of statewide leadership in the implementation of supports to strengthen the social, emotional and physical well-being of all students and their families and communities to impact student achievement.
<a href="#">Kamakūokalani Center for Hawaiian Studies</a>	<a href="#">Kamakūokalani Center for Hawaiian Studies</a> , <a href="#">Kawaihuelani Center for Hawaiian Language</a> , <a href="#">Ka Papa Lo'i O Kānewai Cultural Garden</a> , and <a href="#">Native Hawaiian Student Services</a>
<a href="#">The Japanese Cultural Center of Hawai'i</a>	Japanese Cultural Center: Honoring our heritage. Embracing our diversity. Sharing our future.
<a href="#">East-West Center</a>	The East-West Center promotes better relations and understanding among the people and nations of the United States, Asia, and the Pacific through cooperative study, research, and dialogue.
<a href="#">The Pōpolo Project</a>	<i>The Pōpolo Project</i> is a Hawai'i-based nonprofit organization that redefines what it means to be Black in Hawai'i and in the world through cultivating radical reconnection to ourselves, our community, our ancestors, and the land, <i>changing what we commonly think of as Local and highlighting the vivid, complex diversity of Blackness</i>
<a href="#">The Korean American Foundation Hawaii</a>	The Korean American Foundation Hawaii promotes Korean culture, heritage, and history
<a href="#">FILCOM Center</a>	Perpetuating Filipino culture and customs in the State of Hawai'i
<a href="#">Center for Philippine Studies</a>	The Center for Philippine Studies plays an important role in promoting interest in the Philippines and Filipinos in the diaspora as an academic field of study.
<a href="#">Center for Chinese Studies</a>	The Center's mission is to further strengthen Chinese Studies within the University system by supporting research, student learning, and community outreach

<p><a href="#">Center for Pacific Island Studies</a></p>	<p>The Center for Pacific Islands Studies is an academic program focusing on the entire Pacific region and the Center serves as a National Resource Center for this region recognized and supported by the US Department of Education.</p>
<p><a href="#">Celebrate Micronesia</a></p>	<p>The annual Celebrate Micronesia Festival showcases traditional and contemporary art, dance, fashion and music of the people and cultures of the Republic of Palau, the Commonwealth of the Northern Marianas, Guam, Yap, Chuuk, Pohnpei, Kosrae, Kiribati and the Republic of the Marshall Islands.</p>
<p><a href="#">Hawaii's Annual Hispanic Heritage Festival</a></p>	<p>The annual festival promotes and strengthens the Hispanic culture and educates people about Hispanic Heritage in Hawaii.</p>
<p><a href="#">Native Hawaiian Education Council</a></p>	<p>Coordinates, assesses, and reports &amp; make recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment of Native Hawaiians.</p>
<p><a href="#">Office of Hawaiian Affairs</a></p>	<p>OHA works to improve the wellbeing of Native Hawaiians through advocacy, research, community engagement, land management and the funding of community programs.</p>
<p><a href="#">Association on American Indian Affairs</a></p>	<p>The Association on American Indian Affairs is a non-profit serving Native Country protecting sovereignty, preserving culture, educating youth and building capacity.</p>
<p><a href="#">Alaska Federation of Natives</a></p>	<p>Enhances and promotes the cultural, economic and political voice of the Alaska Native community.</p>
<p><a href="#">Bureau of Indian Affairs</a></p>	<p>Maintains government-to-government relationships with Indian tribes and facilitates support for tribal people and tribal governments.</p>

## How can I learn more about students “funds of identity” assets?

A simple definition is the life experiences and histories of a person that helps to form their identity at any point in time. Who we are as individuals is made up of a myriad of components which mix and infuse to become our own special fingerprint in the world. Understanding and tapping into a student’s fund of identity helps to personalize their learning experience and make it meaningful and relevant. It honors what they know, where they’ve been, what they have experienced, the family and culture they’re a part of, and who they are as a unique blend of all of that.

Funds of Identity/Assets Tools or Articles with Link	Description
<a href="#">Funds of Identity: A new concept based on the Funds of Knowledge approach</a>	Article from Culture & Psychology on Funds of Identity based on Funds of Knowledge
<a href="#">Funds of Identity   Linda Hogg - Academia.edu</a>	Links to free PDFs on the topic of Funds of Identity
<a href="#">Engaging Methods for Exploring ‘Funds of Identity’ in Early Childhood Contexts</a>	Research synthesis with activity examples.

## What are some examples of home visiting policies and programs?

Creating a home visit policy establishes the home visiting program as one of importance to the school and ensures that the program will be carried out consistently across school years, across grade levels and across all staff. Providing for ongoing home visiting training, especially for teachers new to the school or teachers new to the teaching field communicates that your school takes home visiting seriously and supports those providing that service. Putting your home visiting policy and procedure into writing also communicates to your families and extended school community that your school values its relationship with the families of the students and considers their input and continued partnership of highest importance.

Home Visiting Policies and Programs Tools or Articles with Link	Description
<a href="#">Parent Teacher Home Visit Program</a>	Parent-Teacher Home Visit Program (Denver Public School Equity and Engagement)
<a href="#">Board Policy 5200 Family Engagement</a>	District Family Engagement Policy 5200, Washoe County School (Nevada)
<a href="#">Why HOME WORKS!</a>	Home Works! The Teacher Home Visit Program

## Is there a community resource directory that I can share with families?

Community Resources Tools or Articles with Link	Description
<a href="#">Sharing Our 'Ulu Resource List</a>	Resource lists provided by Hawai'i Department of Health
<a href="#">Pacific Territories, Commonwealth, and Freely Associated States Resources</a>	Rural Health Information Hub

## Where can I find more resources?

Tool or Article with Link	Description
<a href="#">Family and Community Engagement Infographics (Multiple Languages)</a>	These 12 Family and Community Engagement Infographics from the Region 19 Comprehensive Center share evidence-based strategies for engaging families and supporting student success and achievement. The infographics, six of which are designed for teacher use, and six for parental use, are available in Fóósun Chuuk (Chuukese), Kahs Kosrae (Kosraean), Kajin Aelōñ Kein (Marshallese), Tekoi er a Belau (Palauan), Mahsen en Pohnpei (Pohnpeian), Thin nu Waqab (Yapese), and English.
<a href="#">National Home Visiting Resource Center</a>	The NHVRC provides information about early childhood home visiting. Its goal is to support sound decisions in policy and practice to help children and families thrive
<a href="#">Home Visits Forge School, Family Links   Education World</a>	Stories and reports from home visiting programs
<a href="#">Home Visits   Learning for Justice</a>	This page lists best practices, tips to differentiate home visits, and checklists for before, during, and after visits
<a href="#">Living Room Education: Home Visits as a Prevention Tool   The Public Purpose</a>	This article describes nurse visits then teacher visits, each as a prevention tool for children and families
<a href="#">Newcomer Tool Kit</a>	The U.S. Department of Education's Newcomer Tool Kit can help educators and others who work directly with immigrant students—including asylees and refugees—and their families
<a href="#">Handbook on Family and Community Engagement</a>	This "Handbook" offers a broad definition of family and community engagement, seen through the lens of scholars and practitioners with a wide-ranging set of perspectives on why and how families, communities, and schools collaborate with one another
<a href="#">Impacts of Home Visits on Students in District of Columbia Public Schools (ed.gov)</a>	Publication brief describing the impact of home visiting

## APPENDIX: SAMPLE TOOLS

### Sample Home Visit Request & Scheduling Letter

Language: English

INSERT DATE

Hello Dr./Mr./Ms. INSERT LAST NAME,

INSERT personalized message written by the teacher. This positive note can be in English, and your student can share it with his or her parents in their home language.

- introduce yourself, your position, school name
- two positive examples of the student's work and/or behavior in class

As a way to better support my students, I enjoy meeting with their families outside of school. If you are available, I would love to visit your home to get to know you better and tell you more about myself. If your home is unavailable, we can also meet at another location (e.g., coffee shop, park, library, community center) that is more convenient for you. If you are interested in setting up a visit, please let me know what days and times are best for you in the space below.

You can also tell me the best way to contact you (phone, text, letter, email). I look forward to meeting you!

Thank you,

INSERT TEACHER NAME

Phone number: INSERT TEACHER WORK PHONE NUMBER

Email: INSERT TEACHER WORK EMAIL

**Parent Reply (Include your contact information and possible dates and times.)**

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Language: Chamorro

INSERT DATE

Hafa Adai Dr. / Siñot. / Siñora INSERT LAST NAME,

INSERT personalized message written by the teacher. This positive note can be in English, and your student can share it with his or her parents in their home language.

- introduce yourself, your position, school name
- two positive examples of the student's work and/or behavior in class

Kumo un mañera ni pot para bai hu supotta mas I Estudiante ku. Hu gogosa I tiempo yanggen man matachong ya man afana ham yan I familian niha un lugat fuera ki gi eskuela. Yanggen taya' achaki mu, sumen malago' yu bumisita hao gi gima mu pot para bai hu ke tungo' hao mas yan lokkue para bai hu na ke tungo' hao mas pot guahu. Yanggen chatsaga na para ta asodda' gi gima mu. Siña ha umasodda' hit otro na lugat tat kumo (Sagan gumimen Kafe, Park, library, community center.) Amano mas kombinente para hagu. Yanggen intiresao hao na para ta alie', guaha kampo gi San papa' ni siña un tuge' halom hafa na dia Yan keora ni maulek para hagu pot fabot. kosa ki bai hu tungo'.

Siña ha' lokkue un na tungo' yu hafa taimano mas maulek para hagu yanggen para bai hu agang hao. ( tilifon, text, katta, email ) hu disese ha na para ta alie'.

Si yu'us maase,

INSERT TEACHER NAME

Phone number: INSERT TEACHER WORK PHONE NUMBER

Email: INSERT TEACHER WORK EMAIL

**Parent Reply (Include your contact information and possible dates and times.)**

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Language: Marshallese

INSERT DATE

lokwe Dr./Mr./Mrs. INSERT LAST NAME,

INSERT personalized message written by the teacher. This positive note can be in English, and your student can share it with his or her parents in their home language.

- introduce yourself, your position, school name
- two positive examples of the student's work and/or behavior in class

Einwōt juon wāween eo em̄man nān kōkmanmōn lak jipar̄ ko nān ri-jikkul ro ao, eitoklimoin jela elaploḵ kajien baamle eo an ri-jikuul eo ilo ijoko jabrewōt ijelokin im̄on jikuul eo. Eḷanīē ejjelōḵ am utamwe, imonono in naj lo waj eok ilo kabijuknen eo am nān kajeon jela elaploḵ kajjiem barāinwōt kwalok nān eok elaploḵ kin wōn na. Eḷanīē imweo imōm̄ ejjab bojak ak bellak, jemaron in bar iōn dron ilo ijoko jet (nān waan jennok, jikin koppe ko, paak ko, librare ko ak community center ko) ijo wōt im koj loe ke enaj em̄man nān kwe. Eḷanīē ewōr am itok-limo nān karrok ien lō waj eok, jouj im kaalikkar tok nān eō ran kab awa eo em̄man nān kwe ilo itotal ijo emoj kaalikkar nān droor melele ko ie.

Kom̄arōn in bar kaalikkar nān eō wāween eo em̄man im bidodo nān tobar eok (taleboon, text, letta, email). Ij reimāanlok nān ao jela elaploḵ kajeem im bok melele ko rellaploḵw̄k jen kwe.

Kom̄ool,

INSERT TEACHER NAME

Nomba in talboon: INSERT TEACHER WORK PHONE NUMBER

Email: INSERT TEACHER WORK EMAIL

**Uaak eo an jinen, jemen ak eo ej bok eddoon ri-jikuul eo  
(kaalikkar wāween tobar eok ekoba ran kab awa ko)**

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Language: Palauan

INSERT RAHN

Mogethin Maing INSERT LAST NAME,

INSERT personalized message written by the teacher. This positive note can be in English, and your student can share it with his or her parents in their home language.

- introduce yourself, your position, school name
- two positive examples of the student's work and/or behavior in class

A ta er a ungil rael el mo ngosuul a ngalk er a skuul, e dmeu a renguk e rengii, a mesterir a rechad er a blirir. Ma le ngar ngii a temiu, eng meral soak e leko oldingel er a blimiu e mo ungil medengellkemi e kuk ouchais er kemi, me ke mo medengelekak Ea el sekum meng diak el sebechel e le ko er a blimiu, eng kmal di sebeched el mo er a ta er a basio,(ua restorand, park, library, me a community center) er sel ungil er kemi el sebeched el mo er ngii e kasues. Ea l sekum eng kuk somiu el tibir a ungil taem e ke de mo kasues, e mouchais el kmo oingerang el sils ma taem el ungil er kemi, e mlechesii er tial babier.

Ngdirrek a sebechem el ouchais er ngak er a ungil teletelel eng mo sebecek el metik er kau (dengua, tengami, email).

Ak meral di mad el tmuil er kau!

Thank you,

Ke mesulang,

INSERT TEACHER NAME

Phone number: INSERT TEACHER WORK PHONE NUMBER

Email: INSERT TEACHER WORK EMAIL

**Mo er a Edam/Edil (Me mlechesii a dengua er kau me a ungil sils me a taem el sebeched el mo kasues.)**

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Language: Chuukese

INSERT DATE

Ràn Ànnim Dr./Mr./Ms. INSERT LAST NAME,

INSERT personalized message written by the teacher. This positive note can be in English, and your student can share it with his or her parents in their home language.

- introduce yourself, your position, school name
- two positive examples of the student's work and/or behavior in class

Ew anen ai upwe sopwei ai aninis ngeni nei chon sukun, ukan mochen awora fansoun ai upwe chuuri ar kewe famini non neeni epwe tongeni tufich ie me nukun ewe sukun. Ika pun en mi tawe ngeni, uwa aneanei pun upwe tongeni tori non imwomw ai upwe kaeo ngeni ussun en me ai upwe pwan affata ngonuk ussun porausei. Ika pun esapw tufich ren imwomw we, kich mi pwan tongeni chu fengen non ew neeni me nukun ( awewe ren ekkan nenien uun kofi, park, library, ika neenien mwiich) minne epwe tongeni mecheres ngonuk. Ika en mi pwapwaiti ach sipwe chufengen, kose mochen affatatiw non ena kinikin me faan ika ifan ekkan ran me kunok kopwe tongeni tawe eoch ngeni.

En mi pwan tongeni affatatiw ia sipwe tongeni tour ngonuk me ian (fon, teks, taropwe, email). Anean pun sipwe tongeni tufich chufengen!

Kinisou,

INSERT TEACHER NAME

Phone number: INSERT TEACHER WORK PHONE NUMBER

Email: INSERT TEACHER WORK EMAIL

**Ponuwan Me Ren Iin Ika Sam (Pachenong anen ach sipwe tongeni tour ngonuk fiti menni rààn me kunok kopwe tongeni tawe ngeni)**


Language: Kosraean

INSERT DATE

Paing kom Dr./Mr./Mrs. INSERT LAST NAME,

INSERT personalized message written by the teacher. This positive note can be in English, and your student can share it with his or her parents in their home language.

- introduce yourself, your position, school name
- two positive examples of the student's work and/or behavior in class

In suk in akwoyela inkacnek in kahsru nusin tulik lutlut luk inge, Nga engan in osun nusin sucu lalos ke pal elos tia lutlut. Fin kom mesas, nga lungse fasrot mutata lohmi sum an nga in etekomla ac sramsram nusum keik sifana. Fin lohmi sum an tiana mesas, kut kuh pac in osun ke sie acn saya (sie acn in nim coffee, ke park, library, ku community center) ma ac wo nusum. Fin kom engan in orala sie len in mutata ah luk nu yurum, nunakmunas akkalemye len kom mesas ac wi ao ma wo emeet nusum ke space se ten inge.

Kom oayacpa ku in akkalemye lah pia inkaneke se wo emeet nga in sruokkowi kac (phone, text, letter, ku email). Nga engan in tari osun nusum!

Kulo,

INSERT TEACHER NAME

Phone number: INSERT TEACHER WORK PHONE NUMBER

Email: INSERT TEACHER WORK EMAIL

**Top lun Nina ac Papa (fa sumusla (1) Inkanek wo nga in contact ikom kac, (2) Len ac ao ma ac wo sum).**


Language: Pohnpeian

INSERT RAHN

Kaselehlie Maing INSERT LAST NAME,

INSERT personalized message written by the teacher. This positive note can be in English, and your student can share it with his or her parents in their home language.

- introduce yourself, your position, school name
- two positive examples of the student's work and/or behavior in class

Ni wiepen utung ahi tungoal serihn sikuhl kan, ikin perenki tuheng arail tungoal Nohno, Pahpa, de peneinei likin wasahn kasikuhl. Imen peki ma ikak mwomwaitih komwi de kumwail pwe kitail en kak wehwehpene. Ma sohte kak ni tehnpasomwi de tehnpasomwail, ah ehu wasa tohrohr (karasepe ni coffee shop, park, library, de community center) me pahn mwahu. Ma komw kupwurki pekpekwet ah komw kupwur kalahngan oh audehda pah rahn oh kuloak me pahn keiu mwahu en kitail en tuhpene.

Komw pil kupwur kalahngan oh kasalehda wiepen alei komwi de kumwaildi ie (ni telephone, text, kisin likou, de email). Ipahn awiawih oh kaskasik atial pahn tuhpene ansou keren.

Kalahngan oh ni wahu, (this says thank you and with respect)

INSERT TEACHER NAME

Phone number: INSERT TEACHER WORK PHONE NUMBER

Email: INSERT TEACHER WORK EMAIL

**En Nohno/Pahpa de peneinei pasapeng (wiepen aleikomwidi oh rahn oh kuloak.)**


Language: Yapese

INSERT RAHN

Mogethin Maing INSERT LAST NAME,

INSERT personalized message written by the teacher. This positive note can be in English, and your student can share it with his or her parents in their home language.

- introduce yourself, your position, school name
- two positive examples of the student's work and/or behavior in class

Rogon ni ngug ayuweg e student rog, ma rib fel ni gube mad eg e tabinaw ko fare tiir u wuruu e clock ro school. Fanra ba puuf u pulwom ma gura yib nga tabinaw nugu mad'eg gem fa gamew nge yag ni gog boch marnga geg ko gal labthir ko fare tiir. Fanra dabiyog ko tabinaw ni ngug gub ma rayog ni ngan madaa nga biyang ni bod e park, gin ni yima pii e coffee riy, library, fa gil e ulung ko fare community ni fanra ir e ram biyang ni be moom ko gal labthir. Fanra be magan num ko re visit ney mag gog ngog e rran nge time nib mag, gara yoloy ko fapi line nib bay u buut ko ragi babyor ney.

Rayog ni ngam mog ngog e gin nib moom ngom ni gura contact nigem ngay, telephone, text message, babyor , ara email. Gube look forward ni ngug mad eg gem.

Thank you,

Kammagar,

INSERT TEACHER NAME

Numba ko telephone: INSERT TEACHER WORK PHONE NUMBER

Email: INSERT TEACHER WORK EMAIL

**Fulweg ko gal labthir ko gin ni yira contact nigem ngay nge rofen ni rayor ni ngan madaa nge gin ni rayog ni ngan mad eg gem/mew nga.**

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# Sample Home Visit Calling Script for Telephone Scheduling

## Home Visit Calling Script

Hello, \_\_\_\_\_, my name is \_\_\_\_\_.

I am calling from \_\_\_\_\_ school. I would like to stop by your home for a few minutes to share with you some information from the school. I also have some materials for your family. I will be visiting families next week. What would be a good time for me to visit with you?

Great! Let me check your address before I get off the phone with you.

I look forward to seeing you on \_\_\_\_\_ at \_\_\_\_\_.

Thank you and good-bye.

*Note: Verify directions*

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*Comments:*

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## Sample Parent Feedback Card (for after home visit)

### Parent Feedback

Please let us know what you thought about our visit.

Name of Visitor: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Your Child's Teacher: \_\_\_\_\_

	<i>Please circle</i>	
<i>The visitor was friendly</i>	Yes	No
<i>The information was helpful to my family</i>	Yes	No
<i>I would like more visits like this one</i>	Yes	No
<i>I look forward to my connections with the school</i>	Yes	No

Comments:

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Thank you!

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