



The Parent-Centered Early School

*Highland Community School
of Milwaukee*

Michael R. Williams



Parent Centered Early School

Karen L. Bierman, Susan M. Sheridan



Parent Centered Early School:

The Parent-Centered Early School Michael R. Williams, 2021-12-12 First Published in 1997 This case study of a small independent parent run program in Milwaukee's inner city finds that several factors combine to make the school effective parental involvement at all levels including governance a clear and shared sense of mission and a coherent Montessori curriculum that takes children from preschool through the third grade The study employed data from several surveys of parents teachers interviews with participants and observation over five years Begun twenty seven years ago by parents and community members alienated from dysfunctional public schools and still supported mostly by contributions Highland today is one of only a dozen schools in the United States receiving some of its revenue under a voucher program that provides state funds to independent schools After an overview of Highland's history demographics and measures of success two chapters examine the school's commitment to diversity nonviolence child nurturance and egalitarianism Other chapters focus on how Highland involves its parents and how parents alone govern the school analyze the role of Highland's trustees and details the school's Montessori curriculum The final chapter explores the possibility of applying some of Highland's lessons to public school curriculums

From Parents to Partners Janis Keyser, 2006-10-11 With effective communication as its theme *From Parent to Partner* explores the reasons and basis for developing ongoing partnerships with parents and families of children in childcare settings and provides the tools and strategies to build the support network within which these partnerships thrive

Family-School Partnerships During the Early School Years Karen L. Bierman, Susan M. Sheridan, 2021-11-25 This book presents research based family school intervention programs that target the specific developmental period of preschool through the early elementary years focusing on promoting positive child transitions into school It explores critical intervention issues including the need to understand mechanisms of efficacy issues with real world implementation and methods for scaling family school interventions The volume references developmental research to highlight the importance of family school partnerships at this critical transition period Several chapters briefly describe research on proven intervention models that are effective in promoting family school partnerships as children enter kindergarten and foster positive school outcomes Each chapter concludes with a review of the most critical next steps in family school intervention research within the context of the early school years At the end of the book several commentary chapters address overall implications for future research and methods for advancing the field including perspectives on research informed family school practices and policies Not only does the volume highlight interventions that work effectively to engage families with schools it focuses on identifying critical components and processes that may underlie effective intervention outcomes and offers agendas for future research and intervention diffusion efforts Key topics of coverage include Presenting the logic model of the intervention program Exploring questions concerning critical elements of family school partnerships that may account for children's positive outcomes Discussing the challenges and strategies for scalability and broad diffusion Family School

Partnerships During the Early School Years is a valuable resource for researchers professionals and graduate students in child and school psychology educational policy and politics family studies developmental psychology sociology of education sociology and anthropology **Child, Family, and Community** Janet Gonzalez-Mena, 2012-02-28 This is the eBook of the printed book and may not include any media website access codes or print supplements that may come packaged with the bound book The sixth edition of *Child Family and Community Family Centered Early Care and Education* continues to provide you with essential information in a friendly and assessable manner It discusses the socialization and education of young children in home child care and educational contexts from birth to 8 years old The sixth edition is written to and provides concrete strategies for a broader audience to better meet the needs of aspiring professionals of all types including educators social workers and parents The theme of the revision is advocacy and new Advocacy in Action features present personal stories of well known professionals who have made a difference in the lives of others This new edition will truly inspire you to become an advocate to improve the lives of children and families education and society [A Parent Resource Handbook to Support a Family-centered Approach to the Transition from Early Intervention to Preschool Special Education Services](#) Chris Hedges Hess, 2014 It was the intention of Congress for a child with special needs and his/her parents to transition from early intervention family centered services to child focused center based preschool special education programs smoothly However the research literature reveals that this transition is not always smooth and parents often feel that they are not equal partners in the transition process and subsequent individual education planning Lovett Haring 2003 Factors that contribute to parents anxiety during their child's IEP include unfamiliar special education terminology and procedural safeguards written at reading levels that may be too high for some adult readers In fact the current author was not able to locate a parents rights document in her district that was written at a reading level below the tenth grade which is a concern since forty nine percent of adults read at an eighth grade reading level or below Fitzgerald Watkins 2006 Clearly there is a need to provide parents and guardians with information that is written at accessible reading levels and has parent input in mind The purpose of this project was to create a parent resource handbook written at approximately a seventh to eighth grade reading level to explain parental rights information and unfamiliar special education terminology in non legalese wording To provide further rationale and gather information for the handbook three parents of children with special needs and three special education preschool teachers in the current author's school district were interviewed to explore the difficulties and barriers that parents face in the transition of their child from early intervention services to preschool special education programs The content of the handbook includes information about a child's starting preschool procedural safeguards eligibility categories and related services Family centered best practices suggest that ongoing collaborative partnerships with parent begin with special educators creating an ongoing dialogue with the parents The hope is that this parent resource handbook will serve as one tool to assist in facilitating this dialogue **Congressional Record** United States. Congress, 1972 [A Guide for](#)

Developing Early Childhood and Family Education Programs Lois E. Engstrom, 1984

Success in Early Intervention

Arthur J. Reynolds, 2000-01-01 This book is a valuable source of information on the long term effects of early intervention programs on the education of children living in economically disadvantaged areas and in other contexts Early intervention programs such as Head Start enjoy popular and legislative support but until now policymakers and practitioners have lacked hard data on the long term consequences of such locally and federally mandated efforts Success in Early Intervention focuses on the Child Parent Center CPC program in Chicago the second oldest after Head Start federally funded early childhood intervention program Begun in 1967 the program currently operates out of twenty four centers which are located in proximity to the elementary schools they serve The CPC program's unique features include mandatory parental involvement and a single sustained educational system that spans preschool through the third grade Central to this study is a 1986 cohort of nearly twelve hundred CPC children and a comparison group of low income children whose subsequent activities challenges and achievements are followed through the age of fifteen The lives of these children amply demonstrate the positive long term educational and social consequences of the CPC program

The Chicago Child-Parent Center and Expansion Program Arthur J. Reynolds, 1999

Child, Family, and Community Pearson Etext Access Card Janet

Gonzalez-Mena, 2016-01-15 NOTE Used books rentals and purchases made outside of Pearson If purchasing or renting from companies other than Pearson the access codes for the Enhanced Pearson eText may not be included may be incorrect or may be previously redeemed Check with the seller before completing your purchase This access code card provides access to the Enhanced Pearson eText With its focus on the socialization of the child this book helps readers understand how the child develops in a variety of contexts including the family community and early childhood institutions Child Family and Community gives readers the tools they need to work effectively with both children and parents in ways that support children to be healthy secure and socialized members of their families and eventually society Guidance strategies are presented as well as child rearing strategies that parents parent educators and other professionals and practitioners can put to immediate use The author relates the many contexts in which the child exists family school and community to Bronfenbrenner's ecological systems theory which divides a person's environment into five different levels the microsystem the mesosystem the exosystem the macrosystem and the chronosystem The Enhanced Pearson eText features embedded video and assessments Improve mastery and retention with the Enhanced Pearson eText This access code card provides access to the new Enhanced Pearson eText a rich interactive learning environment designed to improve student mastery of content The Enhanced Pearson eText is Engaging The new interactive multimedia learning features were developed by the authors and other subject matter experts to deepen and enrich the learning experience Convenient Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad R and Android R tablet Affordable Experience the advantages of the Enhanced Pearson eText for 40-65% less than a print bound book The Enhanced eText features are

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The Massachusetts register, 1987-09-04

Child, Family, and Community: Family-Centered Early Care and Education with Enhanced Pearson Etext -- Access Card Package Janet Gonzalez-Mena, 2016-01-10

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Parents and Schools Anne M. Bauer, Thomas M. Shea, 2003

The challenges of teaching a child who has a disability are many and varied Nothing helps the process more than strong collaboration between the child's teachers and the child's parents This new book is all about creating that collaboration

maintaining it and using it to help children who have disabilities reach their personal educational potential The authors take a developmental approach to their subject focusing on the uniqueness of each family and each child from infancy through the primary grades to middle school high school and adulthood Throughout the book the voices of real parents lend authenticity to the material and the essential role of the family in the education of its children is seen as of paramount importance This book also addresses current educational trends toward maximum inclusion for all children children with ethnic cultural and linguistic differences as well as those with physical and mental disabilities For Special Education teachers

Parent Education ,1930 **"Code of Massachusetts regulations, 1991"** ,1991 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 "*Code of Massachusetts regulations, 1987*" ,1987 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 Parents on the Team Sara L. Brown,Martha S. Moersch,1978 "Code of Massachusetts regulations, 1990" ,1990 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **"Code of Massachusetts regulations, 1995"** ,1995 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

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