**SECOND VISIT TOOLKIT**

Congratulations on the relationships you have developed with students and families thus far! You have made it to the point of your journey where your budding relationships are turning into partnerships that will continue to positively impact your students. The next step in your joint journey is the second visit of the year focusing on developing academic partnerships that will support the learning and growth of our students. Partnerships leverage each person’s strengths, drive towards a shared vision, and are founded on trust and open communication. This toolkit will guide you through how to effectively plan for that second visit experience through the use of adaptable resources and planning tools.

**First, Reflect!**

As you prepare for your second visits with your students and families, let’s pause and reflect on what you have already accomplished. Think of the student and family you are about to visit for the second time:

1. **What strengths have you learned about your student and their family?**
2. **What are the hopes and dreams of your student and their family? How are you playing a role in making that come true?**
3. **In order to reach that hope or dream, what resources or supports for academic partnership could you provide for your student and their family?**
4. **What have my families suggested, or requested, for what we can accomplish during the second visit?**

**Then, Make a Plan!**

Based on your responses to the questions above, you can make a variety of choices on how to best maximize the second visit experience:

* Do you want to build more agency and parent voice into the second visit experience? Take a look at our sample **“Second Visit Request Form.”**
* Ready to share a vital resource with a family, but want to do so in a way that is asset-based and culturally responsive? Utilize the **“Sharing Resources”** planning tool.
* Do you have that activity or strategy that families can use to support student learning from home? Check out the **“Academic Partnership”** planning tool.
* Want to talk with someone on the Parent Teacher Home Visit team? Contact Iesha Mitchell ([iesha\_mitchell@dpsk12.org](mailto:iesha_mitchell@dpsk12.org)) or Cody Ostenson ([cody\_ostenson@dpsk12.org](mailto:cody_ostenson@dpsk12.org)) and we will be a thought partner!

**Second Visit Interest Form**

**Thank you for the opportunity to join your family for a home visit this year! I would love the opportunity to come and visit your family for a second visit.** The purpose of our second visit together will be to find specific and meaningful ways that we can support your student in achieving their hopes and dreams. In order to make this as meaningful for you as possible, I would love to learn more about what topics, concerns, supports, or resources you would like for us to focus on during our time together. Please fill this out and return it with your student as soon as possible and I will be sure to reach out to you to schedule our visit.

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| **CONTACT INFORMATION *(Name used when registering your student)*** | | |
| **Name:** | | **Telephone:** |
| **Address:** | **City:** | **Zip Code:** |
| **Email:** | **Preferred Method of Contact: \_\_\_\_\_\_\_\_ Call \_\_\_\_\_\_\_\_ Text \_\_\_\_\_\_\_\_ Email** | |
| ***Please select the days and times that work best for you (you may select more than one)***  **Mon Tues Weds Thurs Fri Sat Sun** | | |

**In as much detail as you would like to share, are there any specific topics, concerns, supports, or resources you would like us to focus on as part of our second visit together?**

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| **INTERESTS: *(Please check what topics you would be interested in.)*** | | | | | |
| **□** | **Supporting Learning at Home** | **□** | **Constituency Services (Help with a concern)** | **□** | **ESL Classes (For Parents)** |
| **□** | **Special Needs for my Student** | **□** | **Parent Family Leadership Opportunities** | **□** | **Focus Groups** |
| **□** | **Supporting a path to College & Career** | **□** | **Para Professional Training Opportunity** | **□** | **Energy Bill Assistance** |
| **□** | **Health and Wellness** | **□** | **Being a DAC/CSC Member** | **□** | **Center for Family Opportunity CFO (training and resources for GED, Financial Literacy, workforce assistance)** |
| **Other:** | | | | | |

**Formulario de interés de la segunda visita**

**¡Gracias por recibirme en la primera visita al hogar! Me encantaría tener la oportunidad de poder reunirme con usted en una segunda visita.** El propósito de la segunda visita consiste en que juntos encontremos maneras específicas y significativas que permitan apoyar a su estudiante en el logro de sus esperanzas y sueños. Para hacer que este tiempo sea lo más productivo para usted, me gustaría aprender más sobre los temas, inquietudes, apoyos o recursos que le interesaría conversar durante esta visita. Por favor complete esta forma y envíela con su estudiante lo más pronto posible y me aseguraré de comunicarme con usted para programar la visita.

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| **INFORMACIÓN DE CONTACTO (Nombre que utilizó al inscribir al estudiante)** | | |
| **Nombre:** | | **Teléfono:** |
| **Domicilio:** | **Ciudad:** | **Código postal:** |
| **Correo electrónico:** | **Método de contacto preferido: \_\_\_\_\_\_ Llamada \_\_\_\_\_\_ Texto \_\_\_\_\_\_ Correo electrónico** | |
| ***Seleccione los días y horarios que mejor se adapten a sus necesidades (puede seleccionar más de uno)***  **lunes martes miércoles *jueves**viernes**sábad*o *domingo*** | | |

**Déjeme saber si hay algún tema específico, inquietud, apoyo o recurso en el que le gustaría que nos enfoquemos como parte de nuestra segunda visita juntos. (Por favor, provea tantos detalles como sea posible).**

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| **INTERESES: (Por favor, escoja que temas le interesaría)** | | | | | |
| **□** | **Apoyo del aprendizaje en el hogar** | **□** | **Servicios constituyentes (Ayuda con una inquietud o problema)** | **□** | **Clases de inglés como segundo idioma (ESL) (Para Padres)** |
| **□** | **Necesidades especiales para mi estudiante** | **□** | **Liderazgo para padres/familias** | **□** | **Grupos de discusión/debate** |
| **□** | **Apoyo para la vida universitaria y profesional** | **□** | **Oportunidad de Capacitación Profesional Para** | **□** | **Asistencia con el pago de la factura energética** |
| **□** | **Salud y bienestar** | **□** | **Ser un miembro de DAC/CSC** | **□** | **Centro Oportunidad y Familia CFO (capacitación y recursos (GED, ESL, Alfabetización Financiera)** |
| **Otro:** | | | | | |

**SECOND VISIT PLANNING TOOL: SHARING RESOURCES**

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| **RESOURCE**  What is the resource? Does it have a cost that would be covered by the school, a community organization, or the family? |  |
| **PURPOSE**  Is this a resource that my family requested or one that I want to recommend?  How does this resource provide opportunity for academic partnership with the student, family, and myself as the educator? |  |
| **INTRODUCING THE RESOURCE TO MY FAMILY**  How do I plan to introduce this resource in a way that is asset-based and culturally responsive? |  |
| **ACCESS**  Are there additional supports that my family would need in order to access the resource? (interpretation, community navigator, translation, transportation, financial support, etc.) |  |
| **MAXIMIZING VISIT TIME** Is this a resource I can go to/set up as part of the visit?  Can I use time during the visit to help the family prepare to go to/set up the resource for themselves after the visit? |  |
| **FOLLOW-UP** How will we measure the effectiveness of this visit?  What tools can we use to measure our success? |  |

**SECOND VISIT PLANNING TOOL: ACADEMIC PARTNERSHIP**

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| **DATA DIVE**  What does my student’s academic data suggest about their progress towards their hopes and dreams?  How is the student progressing towards end of year academic preparedness? |  |
| **ACADEMIC PARTNERSHIP PLAN**  What is the highest leverage area of support that the family is ready to provide after the experience of this home visit?  How will I explain this strategy or activity in the most family-friendly way? |  |
| **TEACHING THE ACADEMIC PARTNERSHIP PLAN**  What will I do to model/teach this strategy/activity to the family during the home visit in ways that are asset-based and culturally responsive?  What materials do I need to bring? |  |
| **MAINTAINING AND SUPPORTING THE ACADEMIC PARTNERSHIP PLAN**  What will I do to make this a sustainable and practical activity for the family for after the visit?  What materials do I need to leave? |  |
| **FOLLOW-UP** When will I know to update/shift/propose a new strategy to my family? (data observations, final product, conferencing, third visit, etc.)  What is the plan for communicating the student’s progress at home? |  |