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<b>Ref #: 1302.34(a); 1302.34(b)(1-7)</b>	<b>Policy Council Approval Date:</b> 07/27/2021

**COMPONENT: EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

**SUBJECT: PARENT INPUT, STAFF-PARENT CONFERENCES AND HOME VISITS**

**PERFORMANCE OBJECTIVE:** To ensure that parents/guardians are invited to become involved in the program’s curriculum and provided opportunities to increase their child observation skills, to share assessments with staff that will help plan the learning experiences, and encouraged to participate in staff-parent conferences and home visits.

**POLICY AND PROCEDURE:**

There shall be opportunities made available to parents/guardians to participate in two staff-parent conferences and home visits by members of Head Start staff. No less than two home visits will be made per child per year. The Teacher, Teacher Assistant, Bus Driver and/or Family Advocate will jointly make visits whenever possible.

**PARENT INPUT INTO THE CURRICULUM**

- Parents/Guardians will be involved in the curriculum by providing input on the curriculum questionnaire.
- Parents/Guardians will be involved in the development of the program curriculum by being asked for input at the monthly Parent Meetings.
- Parents/Guardians will be encouraged to participate in self assessment committees which will review how the program’s curriculum is working.
- Parent/Guardians will be encouraged to participate in Ready Rosie activities.

**PARENT OBSERVATION AND ASSESSMENT**

- Teachers will communicate with parents/guardians on a regular basis regarding their child’s everyday routines.
- Parents/Guardians and staff will discuss each child’s progress during Parent/Teacher Conferences.

**HOME VISITS**

**1. INITIAL HOME VISIT**

- The purpose of the initial home visit is to meet the child and family, to smooth the transition from home to school for the parent and the child, and to share information about the beginning of school and to encourage parent’s/guardian’s involvement. This visit will be made prior to the beginning of classes and prior to the first day for new enrollees.

- Teachers must encourage parents/guardians to actively participate in home visits to share effective observations that enhance children’s learning experiences at school and home.
- Teachers will contact all families to arrange for a home visit regardless of when the child enters the program. Home visit dates are set aside in the agency calendar annually. However, staff must make every effort possible to schedule home visits at a mutually convenient time. Parent/Guardian requests/needs for different days and times should be accommodated if at all possible.
- Every attempt must be made to meet in the home. If parent/guardian refuses to meet in their home, documentation must show why and an alternate location must be established.
- Three attempts must be made to complete the home visit (i.e. phone call that results in speaking to the parent/guardian, a face to face contact, or a written notice [keep a copy]. If contact is not made, documentation including the date and time the teacher attempted to make the home visit, as well as the reason why the home visit did not take place, must be recorded, and attempts noted in Child Plus under **the initial** Education Home Visit.
- If staff observes any social service needs during the visit, the information will be shared with the appropriate Family Advocate via email.

**During the initial home visit the Teachers are required to complete and/or discuss the following:**

Welcome Letter  
 Initial Home Visit Form  
 Monthly Newsletter/Calendars  
 Classroom Schedule  
 Attendance Works Policy  
 I’m Safe Transportation Training  
 Meeting Time Donation (In-Kind)

SR Education Crosswalk  
 Curriculum Questionnaire/Parent Input  
 TSG Assessment Overview  
 Personal Safety / Keeping Kids Safe  
 Ready Rosie Parent Curriculum  
 Emergency Report (CP 1520)

**2. END OF YEAR HOME VISIT**

- Home visit dates are set aside in the agency calendar annually. However, staff must make every effort possible to schedule home visits at a mutually convenient time. Parent/Guardian requests/needs for different days and times should be accommodated if at all possible.
- Three attempts must be made to complete the home visit (i.e. phone call that results in speaking to the parent/guardian, a face to face contact, or a written notice [keep a copy.]) If contact is not made, documentation including the date and time staff attempted to make the home visit, as well as the reason why the home visit did not take place, must be recorded, and attempts noted in CP under **End of the Year** Education Home Visit (**CP 2511**).

**During the End of the Year Home visit, Teachers are required to complete and/or discuss the following:**

Summer Transition Packet  
 TSG Development & Learning **Report**  
 Child Portfolio

End of Year Home Visit Form

## PARENT/TEACHER CONFERENCES

Parent/Teacher Conferences will be scheduled in October and February and held at the child's center to discuss the child's progress and review information. **All children must have two conferences regardless of entry date. Conferences should be scheduled for late enrollees upon completion of screenings and assessments.**

- Teachers will discuss Lending Library opportunities.
- Teachers will obtain Ready Rosie feedback from parents.
- Teachers must encourage parents/guardians to actively participate in Parent/Teacher Conferences to share effective observations that enhance children learning experiences at school and home.
- Teachers must contact all families to arrange for a Parent/Teacher Conference **regardless of when the child enters the program**. Teachers must make every effort possible to schedule Parent/Teacher Conferences at a mutually convenient time. Parent/Guardian requests/needs for a different day and/or time should be accommodated if at all possible.
- Teachers must attempt to schedule these appointments by contacting parents/guardians by phone or written note. Ensure documentation of your efforts is maintained in each child's file, and attempts noted in Child Plus.
- During the first Parent/Teacher Conference, teachers will review results from the growth assessment, vision, hearing, Brigance, Fluharty and TABS (Temperament and Atypical Behavior Scale) screenings and discuss any concerns they and/or the parent/guardian may have. **If a conference is needed, and screenings have not been completed due to unforeseen circumstances then please be prepared to conduct the conference and provide information to the parent regarding progress to include transitions, routines, and schedules.**
- At BOTH Parent/Teacher Conferences teacher will provide parents/guardians with a copy of the ChildPlus report #3030 Participant Health Summary if requested. Teachers will discuss the results and Parents/Guardians are to sign the original at both Parent/Teacher Conferences. These signed documents will be scanned and will be maintained in the yellow file. A new report **CP 3030** will be printed for each conference.
- During **both** Parent/Teacher Conferences, teachers will provide the parent/guardian with the Parent Survey to be completed.
- Teachers will solicit Parent input relative to the curriculum during **both** Parent/Teacher conferences.
- The second conference is to discuss the transition of their child into kindergarten. **Both the Record Release and Parent survey will be completed.**
- At both Parent/Teacher Conferences, teachers will discuss the **TSG Development & Learning Report**. At both Parent/Teacher Conferences, teachers will review Emergency Report (**CP 1520**) and ensure all information is still accurate. If not, have parent make changes **sign and date the report** and then follow the steps on the Emergency Contact SOP.