**Home Visit and Parent Teacher Conference Guidance**

**Home Visits are 1 ½ hours and Parent Teacher Conferences are 1 hour**

**1st home visit (August-November)**

Informal conversation to continue to build your relationship. Notice something about their home, pets, child, hobbies, etc. If the 1st home visit takes place after class is in session, share a story about their child – something they did or said in the classroom that will help the parent see that you know and care about their child.

Examples of questions you can ask if the home visit is before school starts:

* How do you think your child is going to adjust to school?
* What does your child enjoy doing?
* What concerns do you have with the transition to school?

Examples of questions you can ask if the home visit takes place after school starts:

* How has your child adjusted to attending school?
* What does your child share about school?
* Do you have any questions so far about the classroom and your child?

Developmentally appropriate activity for the child and parent to do together. This is an opportunity to discuss development and what their child is learning while doing the activity with them and how they can use their home as a learning environment. This is a time to share with the parents that they are the 1st and #1 teacher of their child.

Discussion about the GOLD assessment and share the objectives and dimensions you will be assessing their child on 3 times a year. Explain the GOLD parent piece and how they can respond to your email to sign up so they can see the assessment results on-line. Discuss your collaboration with the ISD and how you partner with them to provide comprehensive services when needed.

Share the school readiness goals and how they tie into the assessment. Together with the parent, set a goal for the child, based on what they would like to focus on with their child until you meet again. The more simple the goal, the more likely the parent will work towards the goal with their child. You can give them examples of what they can do in the home environment to support the goal to help them understand that they play an important role in promoting their child’s success as they get ready to enter school.

Discuss with the parents the ReadyRosie program and how it is an early education tool that helps families deepen their family engagement efforts. Parents will receive an email/text to sign up for ReadyRosie and will then begin receiving weekly emails/and or text messages with videos and activities. The free subscription also allows parents to download the ReadyRosie mobile app for their iPhone or Android device. Parents will have access to the entire ReadyRosie video library. ReadyRosie uses the power of video modeling, family workshops, and mobile technology to build powerful partnerships with the teaching staff, resulting in preparing their child to be lifelong learners.

***Devereux, DECA-P2 and Clinical e DECA.*** – Home visits or PTC(s) are good times to discuss completing an e deca and/or reviewing the post e deca for a returning child when it may be helpful to assess a child’s social and emotional skills and protective factors. For returning children who had completed e deca(s) from the previous year, start over with the new year by beginning with a new “pre” e deca or Clinical e deca. Children transitioning to your classroom from another program option needs to be transferred under your classroom – do not create them as a new child in e deca. Thereafter, follow up with completing a mid-year and then a post e deca. It is important to also have parents complete the e deca or Clinical e deca for the pre, mid and post.

**Clinical e deca** Ages (2-5): Complete when a child is displaying extremely challenging or withdrawn behaviors and/or when there is a history of trauma and disrupted attachments. Automatically complete the Clinical e deca when aware of disrupted attachments or history of trauma. *You may only complete a Teacher e deca for children who attend in the classroom, not for virtually enrolled children, however, parents can complete their e deca for virtually enrolled children. See e Deca Guidance on weebly.*

***Devereux, Your Journey Together “YJT”*** is our parenting curriculum. *Devereux YJT and e deca* are trauma sensitive and support social and emotional capacity through building protective factors and resilience. When working with challenging or withdrawn behaviors, you can use both the e deca and YJT together. The YJT *Caregiver Checklist(s*), *My Special Child*, *My Child is Unique* and the *DARS – Adult Resiliency Survey* are just a few of the activities to do with parents for partnering and supporting family resilience. Some *YJT* activities can be used as a third-point reference for addressing difficult conversations. YJT activities can be adapted and used as leave behind activities, which can count as Inkind.

If the child has an IEP, discuss the progress the child is making and see if the parent has any questions about the goals and how the parent can support the goals at home. The goal you set with the parent in the home visit will reflect one of the IEP goals.

**Family Partnership Process and Goal Setting at the Home Visit and Parent Teacher Conferences**

***Updated Family Partnership Surveys (The Family Needs Assessment and the Family Outcome Tool) for 2021-2022:*** *The former FOT Needs Assessment is now called: the Family Needs Assessment. The former Home Practices and Routines is now titled the Family Outcomes Tool* because it surveys pre/post *PFCE outcomes* for families during our program. Both surveys are for Head Start or Head Start-GSRP blended families and are facilitated by the Family Engagement (FES) staff. *FES will share the data from these surveys.*

***Family Goal Setting:*** *FES staff partner with Head Start or Head Start-GSRP blended families to identify family goals. Early Head Start (EHS) staff work with dual-enrolled families to set family goals.* GSRP Teachers work with families on their Family Goal.

**Forms to be reviewed / completed at 1st home visit**:

* Child and Family School Readiness Agreement
* Social Service Tracking / PIR:Complete or directly enter in Child Plus after the home visit.
* **FES** - **Prior to their 1st HV**: Text, email or post the ***1st*** *Family Outcome Tool survey and the Family Needs Assessment links. The 2nd Family Outcome Tool survey link is completed in May. Refer to the Family Outcomes Tool, Family Needs Assessment and Family Goal Guidance.*

**Social Service Tracking:**Review for documenting your home visits, and Parent Teacher Conferences, and all direct services provided to a family during the year for Head Start or Head or Head Start-GSRP blended families. - Complete your Social Service Tracking and update the PIR after your home visits, parent teacher conferences and any parent contact involving a direct service.

* **Classrooms with FES:** Teachers will not document resources or referrals for families on their SS Tracking, but will refer these family needs to the FES for documenting and tracking.
* **Documenting ISD Referrals and follow up:** Teachers are responsible for documenting and following up on ISD referrals in SS Tracking.

**Classrooms without Family Engagement Specialists: *Contact your area FES, even if not assigned to your classroom for questions about area community resources and referral sources for families.***

**1st Parent Teacher Conference (December and January)**

Share a story about their child. Ask how they feel their child is doing and if they have any questions.

Refer back to the parent's goals for the child from the 1st home visit. Discuss any areas of growth, if they feel like they have accomplished the goal you can let them know you will be writing another one once you share the assessment information.

Share the portfolio contents to discuss their child’s interests and activities by showing the documentation you have collected since the beginning of the year.

Share the assessment information on the Development and Learning Report – ask them if they have seen signs of their child developing in any of the areas. Share the School Readiness goals and how they tie into our curriculum and what we are assessing their child on.

Write a school readiness goal for the child with the parent that the family will focus on until your next visit. Explain how they can help their child accomplish the goal in the home environment. For children with an IEP, discuss progress and current status and tie the goal into the IEP goals.

**Family Feedback is important:**

1. Are we meeting your preschool expectations?
2. How could we work with your child and your family even more successfully?
3. Do you have any questions or concerns about the curriculum, the center or upcoming events?
4. Any other input or suggestions?

Continue to remind families the importance of their role in their child’s school readiness and ask if there are resources or activities that we could help them with to extend the school curriculum into their home. Emphasize the importance of reading at home.

Discuss with the parents the ReadyRosie program to make sure they are receiving the emails, ask what they have tried in the videos they have watched and what they are learning by watching the videos.

Highlight any upcoming activities: parent meetings, engagement activities or workshops, small groups, volunteering opportunities, or transition activities.

***Devereux, DECA-P2 and Clinical e DECA.*** The PTC can include completing an e deca and/or reviewing a previous e deca, celebrating growth and completing a mid-year e deca. Remember ***YJT*** *activities and resources****.***

Summarize the key points of the conference and review what you will be doing for their child in the classroom and how they can support that in the home environment.

**Forms to be reviewed / completed at the Parent Teacher Conference**:

* Child and Family School Readiness Agreement (follow up)
* Social Service Tracking / PIR:Complete after the PTC OR direct entry in Child Plus.

**2nd home visit (February-April)**

Share a story about their child.

Examples of some questions you can ask:

* Does your child talk about school? If so, how?
* Have you noticed any other changes that seem related to your child’s experience in our program? (more curious, discussing alphabet & numbers, more independent)
* Tell us about your child’s home reading: What books does he/she enjoy and with whom? Have you seen changes/growth in their interest in books?

Have a developmentally appropriate activity for the child and parent to do together. This is an opportunity to discuss development and what their child is learning while doing the activity with them and how they can use their home as a learning environment.

Discuss with the parents the ReadyRosie program to make sure they are receiving the emails, ask what they have tried in the videos they have watched and what they are learning by watching the videos.

***Devereux, DECA-P2 and Clinical e DECA.*** The home visit is a good time to review a previous e deca and celebrate the child’s growth and complete a mid or post e deca, which would require following up with strategies and planning. Remember ***YJT*** *activities and resources****.***

Review child’s School Readiness Goal. Celebrate successes and ask if the family wants to focus on any other goals. How does the family feel about their progress made with goals? Does the family want support with their goals? Use the current Development and Learning Report to make sure you are writing goals that are reflective of where their child is developmentally. Is the family looking for any child/family information or community resources?

If a child has an IEP, review the goals and review any upcoming dates when the IEP update will occur.

Review any recent changes or significant events in the family.

* Has our program helped support you with these events?
* How could we have supported you better?
* Do you have any suggestions for improving our program?

**Transition discussion** – talk about what school their child will be attending in the fall, see if they have any questions about their child transitioning into Kindergarten and let them know of the upcoming transition events that have been planned. ***YJT*** also has activities helpful for transitions – *My Special Child* and *My Child is Unique.*

**Forms to be reviewed/completed at 2nd home visit**:

* Have the parent fill out the Transfer of Records so we have their signature to send their child’s info onto the next school setting.
  + **e DECA-P2 or Clinical e DECA included in the Transfer of Records -** It could be helpful to send the comparison reports and/or strategies and plans for transitioning. – Be sure the post e deca is completed, including the home strategies and goals for summertime.
* For returning eligible single session Head Start children, complete the R-15 Recertification Form – original to DMT – copy Child’s File.
* Child and Family School Readiness Agreement
* Social Service Tracking / PIR:CompleteOR direct entry in Child Plus after the home visit.
* **Second Family Outcome Tool and Family Needs Assessment and Family Goal follow up:**  FES will ensure there is 6 months between the 1st and 2nd Family Outcome Tool and provide ongoing follow up on any identified needs from the Family Needs Assessment, and any Family goal needs or progress. EHS staff completes this process with dual-enrolled families.

**2nd Parent Teacher Conference (completed last week of school)**

Share a story about their child.

Share the contents of the portfolio and let the parent take the items home.

Share the Development and Learning Report with the parent. Discuss the growth you have seen in their child throughout the year and how they should be proud of their child’s growth.

Discuss ways that the parent can continue learning through the summer by giving ideas that they can do in their daily routine. Discuss the importance of reading to their child over the summer and how that benefits their child’s school readiness.

***e DECA-P2 or Clinical e DECA.*** The PTC is a good time to discuss reviewing a previous e deca and celebrating growth and complete a post e deca, which would require following up with strategies and planning. Remember ***YJT*** *activities and resources****.***

Share the Transfer of Records packet and what will be going to their child’s next school setting.

See if they have any questions about their child’s next school setting to ease any fears that they may be feeling about the transition.

**Forms to be completed at the parent teacher conference**:

* *Child and Family School Readiness Agreement (follow up)*
* *Transition Forms*
* *Consider the post* ***e deca*** *or* ***Clinical******e deca****, comparison reports and strategies for transitioning and summer plans for home.*
* *Parent Satisfaction Survey to leave with you in a sealed envelope.*
* *Social Service Tracking / PIR:**Complete**OR direct entry in Child Plus after the PTC.*

**Thank them for all their support and input over the year and wish them well!**

**HSPPS 1302.34 (b) (3), 1032.50 (a) (b), 1302.51 (a) (b), 1302.52 (a-d), 1302.62(a) (1)**

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