

## OESD 114 Head Start/ECEAP Part-Day Preschool

### Baseline Assessment Procedures

#### **1302.34 Parent and family engagement in education and child development services.**

(a) *Purpose.* Center-based and family child care programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.

(b) *Engaging parents and family members.* A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure:

- (1) The program's settings are open to parents during all program hours;
- (2) Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior;
- (3) Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program;
- (4) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program;
- (5) Parents and family members have opportunities to volunteer in the class and during group activities;
- (6) Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress;
- (7) Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff.

### **ECEAP Performance Standard: E-5 Curriculum Planning**

The planned curriculum must encompass:

Each component of the daily routine.

Enrolled children's learning styles, interests, special needs, and goals including Individualized Education Program (IEP) goals.

Information gained from child observation and assessment (E-11).

Parent ideas for the curriculum

### **E-12 Parent-Teacher Conferences**

The teacher must meet with each child's parent(s) a minimum of three hours per school year.

Conferences may occur in the home, school, or other location convenient to the parent.

Conferences must be in person, except phone contact may be used on a limited basis if a parent is unable to meet face-to-face. During conferences, teachers:

Learn about the family's culture and language.

Discuss parent and teacher observations of child's development and progress.

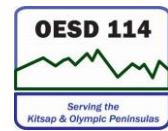
Share screening and assessment results.

Obtain parent input for program and curriculum planning.

Jointly plan goals for the child.

**Purpose:** Baseline assessment is used to determine the child's level of knowledge, skills and ability as they enter our classrooms beginning each fall. This also gives us a wonderful opportunity to collaborate with the child's first teacher, their parent or guardian, and learn from them about their child and acknowledge their expertise about their child. By not waiting until mid year to score we are able to better portray the child's development and learning over the course of the whole school year and better plan activities to individualize for each child. These assessment determinations are derived from parent input at initial contact, teacher observation and through parent questionnaires.

**The Parent Baseline Questionnaire will be completed for all children at their initial contact and reviewed with the parent at each contact visit to discuss the child's growth and development and make necessary changes. Staff will add the date to the Baseline when reviewed with parent.**



## **Procedure:**

### **Teachers and Teacher Advocates**

As the Teacher/Advocate meets with the family for the first time, whether it is enrollment or initial contact, they will have the family member(s) complete the Parent Baseline Questionnaire. For children who enter the program mid-year, the assessment will be completed at the first meeting with the family. The Baseline Parent Questionnaire will be updated at each contact visit to discuss child's growth and development both at school and home.

After the meeting, the Teacher/Advocate will assess the items on the Parent Questionnaire according to levels in TS GOLD. The answers given by the family member will determine the rating for these objectives and dimensions on the assessment as this is a collaborative process. Teachers will enter the Parent Baseline for each assessment period and updating to a new level when the child has achieved the next level. The TS GOLD objective/dimension number is listed alongside each question.

For the remaining objectives and dimensions not completed, the teacher will gather documentation on those in-class prior to completing the child's TS GOLD assessment.