

Head Start Performance Standards	ECEAP Performance Standard
1302.34 , 1302.51	CO-2, 5 , FEP-2 , FEP-3

Purpose

Conferencing with families promotes respectful relationships with parents and develops a broader understanding of each child, family culture and strengths. Conferences are conducted by education staff and enhance the family’s knowledge and understanding of the developmental progress of their child and how their learning can be supported at home and in the classroom.

The term conferencing with families refers to both parent-teacher conferences and home visits.

Process

Conferences are conducted face-to-face with families. They can occur in the family home, in the classroom, or another location that supports confidentiality.

- There should be **at least 4 conferences total for each year**
- At least 2 conferences **must be held in the family home** unless a family requests different arrangements, document parent request
- It is always acceptable to conduct more than four conferences.
- Phone conferences **will not be considered formal quarterly conferences**
- Conferences must be scheduled based on individual family needs and must be scheduled for a **minimum of 30 minutes**
- Staff will support family’s home language at conferences using interpreter services as needed

Documentation

- Document if a parent requests conferences not occur in the home
- Conferences must be documented in ChildPlus (and ELMS if ECEAP)

Initial Contact

- A time for staff and the family to get to know each other and to orient the family and child to the program and classroom
- Should occur in the home prior to a child entering the classroom if possible
 - Must occur no later than 30 days from first day of service (FDS)

Staff Role	Information to Share with Families
<p>Preparing for the:</p> <ul style="list-style-type: none"> ● Discuss advantages for a home visit ● Partnering to complete ASQ/DECA <p>During Conference:</p> <ul style="list-style-type: none"> ● Complete: ASQ and DECA (when possible) ● Home Language Survey ● Family Questionnaire ● Authorization to Exchange Information* ● Parent Baseline Assessment 	<ul style="list-style-type: none"> ● Classroom schedule, calendar, and start/end times ● Bathroom/diapering needs needed to support in the classroom. OESD supplies all materials ● Transition Discussion and Planning <ul style="list-style-type: none"> ○ OESD School readiness goals ○ Introduce the Early Learning Outcomes Framework (ELOF) ● Take a picture of the child and their family ● Verify Contact Information and Preferred Contact Method ● Does your child have an IFSP/IEP or currently being evaluated? If so, ask parent to sign Authorization to Exchange Information form and follow procedure. * ● Any additional information each site/staff determine is relevant for their space.

Fall Conferences

- Due before Winter Break

Staff Role	Information to Share with Families
<p>Preparing for the Conference:</p> <ul style="list-style-type: none"> ● Review ChildPlus child file prior to meeting with families. ● Review and prepare any paperwork that needs to be signed and/or updated prior to meeting with families. ● Partnering to complete the ILP goal. ● Transition Planning <p>During these conferences:</p> <ul style="list-style-type: none"> ● Share developmental progress using the TSG "Development and Learning Report." ● Briefly explain ELOF and program's School Readiness goals ● If a child is on an IFSP/IEP, use the determined goals and objectives when creating Individual School Readiness Goals. At least one goal must be related to the child's IFSP/IEP. ● Partner to complete the ILP goal. ● Provide information and follow-up about any rescreens or referrals. ● Review Parent Baseline Assessment 	<ul style="list-style-type: none"> ● Ask parent to share thoughts on how their child is doing ● Share upcoming volunteer opportunities, family gathering information ● Elicit ideas from family on how to embed family's language and culture in the classroom, family input into curriculum, program and lesson planning (classroom ideas) ● Attendance support ideas, if needed ● Share how the child is doing in the class ● Review and share DECA Parent Letter-Discuss strategies at home and in the classroom to support the child and family (Are they helpful? Does the family need additional supports?) ● Zeno check in, parent engagement (preschool only) ● Reading log (20 minutes a day and book check out)

Winter Conferences

- Due before April

Staff Role	Information to Share with Families
<p>Preparing for the Conference:</p> <ul style="list-style-type: none"> • Review ChildPlus child file prior to meeting with families. • Review and prepare any paperwork that needs to be signed and/or updated prior to meeting with families. • Partnering to complete the ILP goal. • Transition Planning <p>During these conferences:</p> <ul style="list-style-type: none"> • Share developmental progress using the TSG “Development and Learning Report.” • Explain ELOF and program’s School Readiness goals to guide and inform your discussion. • If a child is on an IFSP/IEP, use the determined goals and objectives when creating Individual School Readiness Goals. At least one goal must be related to the child’s IFSP/IEP. • Partnering to complete the ILP goal. • Provide information and follow-up about any rescreens or referrals. • Review Parent Baseline Assessment 	<ul style="list-style-type: none"> • Ask parent to share thoughts on how their child is doing • Share upcoming volunteer opportunities, family gathering information • Elicit ideas from family on how to embed family’s language and culture in the classroom, family input into curriculum, program and lesson planning (classroom ideas) • Attendance support ideas, if needed • Share how the child is doing in the class • Review and share DECA Parent Letter-Discuss strategies at home and in the classroom to support the child and family (Are they helpful? Does the family need additional supports?) • Zeno check in, parent engagement (preschool only) • Reading log (20 minutes a day and book check out) • Transition Discussion and Planning

Spring Conferences

- Due by end of June

Staff Role	Information to Share with Families
<p>Preparing for the Conference:</p> <ul style="list-style-type: none"> • Review ChildPlus child file prior to meeting with families. • Review and prepare any paperwork that needs to be signed and/or updated prior to meeting with families. • Partnering to complete the ILP goal. <p>During these conferences:</p> <ul style="list-style-type: none"> • Share developmental progress using the TSG “Development and Learning Report.” • Explain ELOF and program’s School Readiness goals to guide and inform your discussion. • If a child is on an IFSP/IEP, use the determined goals and objectives when creating Individual School Readiness Goals. At least one goal must be related to the child’s IFSP/IEP. 	<ul style="list-style-type: none"> • Ask parent to share thoughts on how their child is doing • Share upcoming volunteer opportunities, family gathering information • Elicit ideas from family on how to embed family’s language and culture in the classroom, family input into curriculum, program and lesson planning (classroom ideas) • Attendance support ideas, if needed • Share how the child is doing in the class • Review and share DECA Parent Letter-Discuss strategies at home and in the classroom to support the child and family (Are they helpful? Does the family need additional supports?) • Zeno check in, parent engagement (preschool only) • Reading log (20 minutes a day and book check out) • Transition Discussion and Planning

Center Based Conferencing with Families Procedure

<ul style="list-style-type: none"> • Partnering to complete the ILP goal. • Provide information and follow-up about any rescreens or referrals. • Share activities to support goals over the summer 	
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Summer Conferences (Full Year sites)

- Due by August 31

Staff Role	Information to Share with Families
<ul style="list-style-type: none"> • Review ChildPlus child file prior to meeting with families. Review and prepare any paperwork that needs to be signed and/or updated prior to meeting with families. • Share that you will be partnering to complete the ILP goal sheet. • During these conferences, the child's home routine, behaviors, and activities are discussed with the family. The child's developmental progress is shared with the family using the TSG "Development and Learning Report." • If a child is on an IFSP/IEP, use the determined goals and objectives when creating Individual School Readiness Goals. At least one goal must be related to the child's IFSP/IEP. • Follow-up about any rescreens or referrals. 	<ul style="list-style-type: none"> • Ask parent to share thoughts on how their child is doing • Share upcoming volunteer opportunities, family gathering information • Elicit ideas from family on how to embed family's language and culture in the classroom, family input into curriculum, program and lesson planning (classroom ideas) • Attendance support ideas, if needed • Share how the child is doing in the class • Reading log (20 minutes a day and book check out)