



First HS/EHS Center Base Parent Teacher Conference Checklist Guide 2021-2022

Date: _____ Child's name: _____

During the Visit:

_____ Introduction: Begin by introducing yourself, greeting family, and thanking them for their time. Begin to develop a relationship with the child and the family.

_____ Inform the parent the estimated time of the visit could be up to 45 minutes and check to see if that is okay with the parent. If so, then continue with the visit.

_____ Inform parents if the center was to close due to COVID. There is a plan in place to continue with services for families and children remotely. Explain how they will receive bi-weekly home learning activities along with remote bi-weekly check-ins.

_____ Provide a brief overview of Creative Curriculum philosophy, discuss the basics of pre-school/ infant & toddler practices in the classroom. Inform parent(s) that our most important goal of our Early Childhood Curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, and inquisitive learners. We're teaching them how to explore and learn and we are allowing them to learn at their own pace and in ways that are best for them.

_____ Review the ASQ-3 & ASQ-SE-2- results. Review with the parent(s) the responses they provided to each question, check and see if the parent(s) wants to make changes to any of their answers. If no changes are made, then ask if the parent(s) has concerns with their child's development. If the parent(s) share they do have concerns, then explain the process of Interventions and referrals and see if the parent(s) is interested in one of the processes.

_____ Complete Home Language Survey and explain how this form is used to support English Language Acquisition (preschool only).

_____ If the child is on an IEP or an IFSP, then take the plan with you and review the goals that have been identified for the child. Share with parent(s) the goals that you are able to help support the child in the classroom. Ask the parent(s) if they are okay with one of the goals that were selected. Ask the parent(s) if they would like to make their child's IEP or IFSP goal a home goal or if they would like to keep two separate goals.

_____ Inform the parent(s) that you will be developing portfolio labels for the child's IEP / IFSP to share at the next visit.

_____ Introduce the TS Gold Progression levels form and the Objectives for Development & Learning. Explain how it determines what each skill level is in the child and the next step of learning. This helps the parents and the teachers focus on the "whole child" to promote learning in all areas of development; social & emotional, physical, cognitive, language, literacy, science, math,



art, and social studies. Provide the parent(s) a copy of both of the forms in their preferred language.

_____ Discuss the learning objectives from TS Gold with the parent(s) and then help parent(s) select a goal that is developmentally appropriate for child and explain how you will support the child's goal 2x a month and will send home task activities for parent's to work on goal on a weekly basis. Inform parent(s) that you will be using the progression level to show how a child is developing with their goal at the next visit.

_____ Give a brief overview of the curriculums: Transportation Curriculum, Preschool Cavity Free Kids Curriculum, and Second Step Curriculum (preschool).

_____ For Infant & Toddler, discuss and review an oral health activity lesson with the family (use the Cavity Free Kid Curriculum).

_____ For Infant & Toddler, discuss and review Transportation Curriculum Unit 3-Pedestrian Safety and Car Seat Recommendations for Children hand out.

_____ Introduce classroom daily schedules with parents and what the routine is. Inform the parents that we support the individual needs and interests of children and the routine may change at times.

_____ Discuss with the parent in dressing their child for school - by dressing their child in comfortable play clothes like closed-toe shoes, t-shirts, sweats, (no drawstring clothing or dangling jewelry). We want to make sure all children are safe, comfortable and dressed appropriately for the weather. Inform the parents that they can send extra clothes to the center for us to hold if they choose too.

_____ For families who use transportation services: Remind parents that the bus can only wait one minute and the children need to be ready to load. The bus will not honk when they are there. Parents can refer to the parent handbook for more information.

_____ Review the Celebration Policy information with parent(s) and explain why we do not celebrate holidays and or accept outside food, or candy or balloons at the center. provide the parents with a copy of the celebration policy.

_____ Share with the parent the "Very Important Person." Explain how their child can bring in the child's All about me poster or parent can join through zoom or virtually to share the all about me poster.. Parent(s) will select when they want their child to have the VIP. Write date on the VIP document.

_____ If needed, share the information from Parent Orientation or Family Handbook (if the parent(s) did not attend orientation or receive a handbook).

_____ Conclude the visit by thanking the parent(s) for taking time to meet with you and that you will be working with their child on home goal and also in other areas of development. Inform the parent(s) that you will contact them when it is time to schedule the next visit.



_____ Write in parent's name on the home visit log to show the visit was completed. The home visit log is kept with the teacher until the end of the month and then turned into the center manager. Home visits logs are **NOT** a source of in-kind, please **DO-NOT** submit them to the receptionist or accounting.

Conclusion of the Visit:

_____ Documentation of the visit will be completed in Child Plus under the education tab as an event. Title the event as the 1st parent /teacher conference. Document what was shared with the family and what the family has shared with you. Documentation should tell the story of the visit. Document what the child's identified goal was in the visit write-up. The visit must be entered into Child Plus **within 3 working days** of when the visit was completed. The checklist guide will not be filed in the child's file. The checklist is a guide for teachers on what to share at the parent-teacher conference.

_____ Enter results of HLS (Home Language Survey) in TS Gold, file HLS in child's file under Child Development tab (preschool only).

_____ Record the child's Individual Home Goal into the TS Gold assessment under the note section of the appropriate developmental area.

_____ Fill out the ASQ-3 and ASQ: SE 2 results form and send a copy of the forms to the Special Service & Mental Health Specialist, even if the parent or teacher does not have a concern. The result form needs to be filed in the child's file with the ASQ-3 and ASQ: SE-2.

_____ The parent ASQ-3 and ASQ: SE-2 questionnaires will be entered online after each home visit is completed and the parent has finalized their answers on the parent questionnaire. The teacher will finalize the online questionnaire, print the online questionnaire, and file both the parent questionnaire and English computer questionnaire in the child's file.