

EHS FY Duration Conferences and Program Transition Services

Head Start Performance Standards

§ 1302.33 (b) § 1302.71

§ 1302.34 (a) (b) (1) (2) (3) (4) § 1302.72

§ 1302.70

Policy

Community Action uses **SmartTeach** to document observations and evaluate the developmental level of each child. At the end of each quarter, Teachers complete assessments by selecting the developmental level for each child on the continuum of “widely held expectations” for typically developing children of their age. Teachers then create the SmartTeach Report Card, which tells parent(s)/guardian(s) if their child is Progressing Toward Expectations; Meeting Expectations; or Exceeding Expectations for their age. Parent(s)/Guardian(s) are asked to provide additional insight and information regarding the child’s strengths, interests and areas of concern to empower them as the child’s first teacher and actively involve them in planning for their child’s education and development.

Community Action Head Start requires Teachers to conduct conferences every quarter the child is enrolled or as outlined in the **EHS FY Duration Home Visit and Conference Timelines for Later Enrolling Children**. Staff will maintain the ordinal number of the conference event, regardless of when the conference occurs. For example, if a child begins in February, the **1st** conference will be in April; the **2nd** in May; and the **3rd** will be the Transition Conference at the end of the program year.

Teachers will conduct a Transition Conference for every child who will be **3 years old on or before Sept.1** of the next program year. To facilitate transitions between EHS and Head Start (HS), Teachers will initiate transition planning at the first home visit. Transition planning will be noted on the home visit record and in the communication log as appropriate. Staff must review additional transition information in each Home Visit and Conference, except in the Spring quarter (in which the conference is a brief check-in because the Transition Conference is usually within the next 6 weeks). Staff will conduct a Transition Conference for all children transitioning out of Early Head Start to another program model or out of Community Action Head Start at the end of the program year.

If a child leaves the program during the school year, every effort will be made to schedule a Transition Conference before the child’s last day in the program.

For children with special needs, see the **Transition for Children with Special Needs Policy and Procedure** for additional requirements.

All conferences will be documented in ChildPlus under the education tab with the date of the conference. Teachers will attach a copy of the Report Card with supporting observations to the conference event.

Procedure

Community Action center-based classrooms use **SmartTeach™** to document observations and assess the developmental level and progress of each child. Parent(s)/Guardian(s) are asked to provide additional insight and information regarding the child’s strengths, interests, and areas of concern to empower them as the child’s first teacher and actively involve them in planning for their child’s education and development.

Teachers will complete assessments in the Fall, Winter, Spring and Summer cycles. Refer to the **EHS FY Duration Timeline for Home Visits and Conferences for Later Enrolling Children** form when scheduling Home Visits for children who start after September of the program year. After completing assessments, Teachers will complete a conference with the family following each quarterly assessment of children's development and progress. The **SmartTeach™ Report Card** is created after each assessment cycle. Staff may choose to use the alternative Parent-Home Visitor or Teacher Conference Form for later enrolling children if the child enrolled mid-quarter and assessments were not completed before scheduling the conference.

For the Fall and Summer conferences, Teachers will schedule time to meet with the family at the center. Teachers will offer to reschedule in the event the previously scheduled conference cannot take place. If rescheduling creates a hardship for the family or circumstances are such that the situation will not be resolved in a week or two, or the family is unable to meet in-person at any time in any location, **with approval from their direct supervisor**, the conference may be completed virtually or, as a last resort, by phone. Staff must document the reason for the virtual or phone conference. See **Home Visits-EHS FY and HS Duration Policy and Procedure** for guidelines regarding frequent cancellations.

For children enrolled following the completion of assessments *and more than four weeks before the next assessment cycle*, the alternate **Parent-Teacher or Home Visitor Conference Form** will be used instead of **SmartTeach™ Report Card** with supporting observations. When using the alternative Parent-Teacher Conference Form, follow the same procedures for printing observations.

Because the time period between the Spring and Summer assessments is so short, the Spring cycle is **optional**. EHS Teachers may choose to provide parents with a copy of the current Report Card at pick up or drop off following the completion of Spring assessments and invite parents to contact them with any questions or concerns they may have.

At the first home visit, Teachers will begin transition planning with the family for every child who will be 3 years old on or before September 1st of the next program year. Staff will ask if the family wishes to enroll the child in the Community Action Head Start program or will be transitioning to another early childhood education program for the following year. Regardless of where the child will be going, at each subsequent conference, Staff will use **Supporting Transitions Early Educators Partnering with Families** handout as a guide to continue developing the Transition Plan as outlined below and document progress on the **Home Visit Record-EHS FY and HS Duration**. For **all** children who will be transitioning **out** of Community Action Head Start to another early childhood program, Teachers will initiate the **EHS Transition Event** in ChildPlus. See **Documenting Conferences** on page 5.

For children with special needs, see the **Transition for Children with Special Needs Policy and Procedure** for additional requirements.

All conferences are documented in ChildPlus under the education tab with the date of the conference. A new Conference Event will be created for each conference.

Fall Quarter-1st Conference

After the first assessment cycle, the Teacher will create the **SmartTeach™ Report Card**.

To create a Report Card:

- From the Reports, select Report Card
- Select the appropriate Assessment Period
- After selecting the appropriate classroom and child (children), select the desired quarter.
- Select All in the Social Emotional, Physical, Language, Cognitive, Literacy and Math domains.

Forms Referenced:

[Parent Report or Report Card Comments Handout

Parent-Home Visitor or Teacher Conference Form, Emergency Contact,

Strengths and Needs Assessment and Family Partnership Agreement, EHS FY Duration Home Visit and Conference Timelines for Later Enrolling Children]



- Deselect All in the Spanish Language and Literacy Domains, Science and Technology, Social Studies and The Arts domains.
- Be sure the box for “Include ‘Not Yet’ Ratings remains Unchecked.
- Select English as the language to print the report.
- Click on Generate Report.
- Add some comments in order to save the report. It may be as simple as “Add Comments” to save the report for later editing. The report will not be saved until comments are added. Staff will edit the comment section to include information from the parents regarding their child’s progress after the conference.
- Print the form in English. For Spanish speaking families, another copy in Spanish may be printed for their records.

To print observations supporting the assessment of a child’s progress:

- Click on the Assess icon.
- Click on Filter Documentation.
- Select the site, class, staff member and the child to print the desired observations.
- Select the Assessment Period and then Filter Documentation.
- Teachers may Select ALL or check the boxes next to the specific observations to share. Then click on Print Documentation
 - Group observations may **not** be included until they have been individualized.
 - **Before printing photo observations:** Check the consent form for permission to share another child’s picture. If any parents did not consent to **any** photos, staff must remove any photos which include their child before printing another child’s observation print out.
 - If any parent(s)/guardian(s) did not consent to publicity photos, staff **must** ask permission from those parent(s)/guardian(s) before including photos of their child in someone else’s observation print out.

For children enrolled following the completion of assessments *and more than five weeks before the next assessment cycle*, the alternate **Parent-Home Visitor or Teacher or Home Visitor Conference Form**, with supporting observations, will be used instead. When using the alternative **Parent-Home Visitor or Teacher Conference Form**, follow the same procedures for printing observations and documenting the conference.

Scheduling the Conference

Teachers will contact the parent(s)/guardian(s) in person or by phone two to seven days in advance to schedule the conference. Offer several options for parent-child activities, using materials commonly found in the home as much as possible, if any materials are needed. The parent(s)/guardian(s) will select an activity to do during the home visit.

Forms Referenced:

[Parent Report or Report Card Comments Handout

Parent-Home Visitor or Teacher Conference Form, Emergency Contact,

Strengths and Needs Assessment and Family Partnership Agreement, EHS FY Duration Home Visit and Conference Timelines for Later Enrolling Children]

Begin Documentation

Create the Conference Event in ChildPlus and enter the date the Conference will occur (in the future). **This date will not change.** Add the appropriate notes in the notes section. For all future attempts to schedule/reschedule the conference, use **Add Action** to the event in ChildPlus and enter the notes there any time there is a change to the initial time and/or date of the Conference. There may be one several Actions associated with each Conference. If a family cancels or reschedules the conference more than twice, contact the Education Services Supervisor for assistance. Teachers will bring the following items to the conference:

- The Report Card and printed observations.
- Portfolio work samples.
- **Emergency Contact** form to review and update as needed.
- The **Strengths and Needs Assessment and Family Partnership Agreement** form (the same form in which the Preliminary Assessment of the Strengths and Needs portion was completed at the home visit)
- Teachers will bring the most recent ASQ and ASQ-SE results if they were not reviewed at the last home visit.

The Conference

- Review the Report Card and observations with the parent(s)/guardian(s) and discuss the child's strengths and areas needing support. Ask the family for their observations and input regarding the child's abilities. Document their comments on the bottom of the form. If they have not already done so, the Teachers will review the most recent ASQ and ASQ-SE results at the conference.
- Together with the parent(s)/guardian(s), identify two education goals for the child and record them in the Comments section of the Report Card.
 - See **Individualizing Policy and Procedure** for guidelines regarding establishing individual education goals, planning to support those goals, follow up with parent(s)/guardian(s) and documentation of progress.
- Brainstorm with families to create a list of ideas to support the child's continuing develop toward achieving the goals the parent(s)/guardian(s) can do with their child at home as well as a list of ideas for experiences and activities to do in the classroom.
- Include a short paragraph about the child's education goal as discussed at the parent(s)/guardian(s) conference. **Example:** "Mom says Jonathan likes to draw with crayons on the wall. We came up with the idea to cut open paper grocery sacks and tape them to a portion of the wall, so Jonathan has a defined space to color. She also said he loves to dump water from cup to cup in the bath. He really likes to help her make tortillas. He will do both activities for a very long time, and he is really relaxed and calm during and after cooking and bathing."
 - Use sentences or bullet points to include information about what the child enjoys or finds calming.
- For children with behavioral concerns, include sentences or bullet points to provide information about strategies which help the child succeed, if appropriate. See the **Parent Report or Report Card Comments Handout** for additional guidance in writing the comments.
- Keep the Report Card with you. Inform the family a copy will be sent home to them after the information is added to the database if they wish.
- Check for spelling and grammatical errors in all content areas of the Report Card and observations.
- Print a copy of the revised form and give it to the parent(s)/guardian(s).

Forms Referenced:

[Parent Report or Report Card Comments Handout

Parent-Home Visitor or Teacher Conference Form, Emergency Contact,

Strengths and Needs Assessment and Family Partnership Agreement, EHS FY Duration Home Visit and Conference Timelines for Later Enrolling Children]

Transition Services

For children who will be **3 years old on or before 9/1** of the following program year, staff must review additional transition information in each Conference and Home Visit. Teachers will:

- Review the **Listen section** of Supporting Transitions Early Educators Partnering with Families (pg. 1) with families. Add notes to the Home Visit Record.

For children with an IFSP, see **Transition for Children with Special Needs Policy and Procedure**.

Family Partnership Agreement:

- Introduce and complete the Family Partnership Agreement on the same Strengths and Needs Assessment and Family Partnership Agreement form in which the Preliminary Assessment of the Strengths and Needs portion was completed previously. See the **Family Partnership Agreement Family Goals and Plans Policy and Procedure** for guidance in completing the family goal setting process.

Documenting the Conference:

1. Create **New Education Goal** event in ChildPlus for each education goal selected.
2. The Status will be set to “**Continue to Monitor**” until observations show the child has met the goal.
3. In the description will be the goal, Use the **exact language** from the **SmartTeach™ Objectives for Development**. Use the notes section to add any additional information if necessary.
4. In the notes section, click on the clock to add the Staff member’s name, date, and time. Enter “See notes on Home Visit Record or Conference Attachment.”
5. Once the goal is met, change the status of the goal to **Complete**.
6. Add the New Education Goal set with the parents at the conference as described in steps 1-4.
 - See **Individualizing Policy and Procedure** for guidelines regarding establishing individual education goals, planning to support those goals, follow up with parent(s)/guardian(s) and documentation of progress.
 - For children with behavioral concerns, include sentences or bullet points to provide information about strategies which help the child succeed, if appropriate. See the **Parent Report or Report Card Comments Handout** for additional guidance in writing the comments.

Send the conference documentation to the Education/DMH Administrative Assistant to upload and complete the conference documentation and event.

- For children turning **3 years old on or before 9/1**, open the Transition Event. Set the Status to Continue to Monitor and enter “See notes on Report Card Attachment” in the notes section. Save the event.
- If the child withdraws or transitions to Head Start, see the **Transition Conference** on page 7.

Winter Quarter-2nd Home Visit and 2nd Conference

Preparing for the Home Visit/Conference:

Prepare for the conference as before

The Conference portion of the Home Visit:

- Review the Report Card and observations as before. Document the parent(s)/guardian(s) observations and comments about the child's progress and interest in the activities they have been doing at home to support those goals on the conference form.
- Update the child's progress regarding the educational goals with a clear indicator of the status of each goal. For example, the goal 'continuing', 'progressing' or 'complete' or the goal 'needs more time', 'going well' or 'met'.
- Set a new educational goal if the child has completed a previously set goal and develop a list of activities to support this goal as before. For children with an IFSP, at least one goal must align with the goals on the IFSP.

Transition Services

- For families who wish to continue into Community Action Head Start, an application for the Head Start will be completed with the family.
- Review the **Share** section of Supporting Transitions Early Educators Partnering with Families (pg. 2) with families. Add notes to the Home Visit Record, ChildPlus communication log or EHS Planning Form for Children Transitioning to Other Preschool Programs as appropriate.
- Staff will document planning updates on the Home Visit Record.

Family Partnership Agreement:

Complete the Mid-Year Assessment of the Strengths and Needs Assessment form. Review and update the status of the family goals on the Family Partnership Agreement. Document as before.

Documenting the Home Visit/Conference

Document as before.

Spring Quarter-3rd Conference

Because the time period between the Spring and Summer assessments is so short, the Spring cycle is **optional for FDFY Head Start only**. Staff or families may choose to hold a Spring Conference. If so, prepare and document as before.

Transition Services

- If the child is ineligible for Community Action Head Start, staff support the family with finding another appropriate preschool option if the family wishes. Document as before.
- If there are no remaining questions or concerns from the Share section of Supporting Transitions Early Educators Partnering with Families, begin moving into the **Plan** section (pg.3-4) of the Supporting Transitions Early Educators Partnering with Families document.
 - Review and make any updates to the plan as needed.

Forms Referenced:

[Parent Report or Report Card Comments Handout

Parent-Home Visitor or Teacher Conference Form, Emergency Contact,

Strengths and Needs Assessment and Family Partnership Agreement, EHS FY Duration Home Visit and Conference Timelines for Later Enrolling Children]

Summer Quarter-4th Conference or Transition Conference

This may be the 3rd or 4th conference depending on whether or not Spring Conference was held. This is the “**Transition Conference**” as it is near the end of the program year.

- Prepare the Parent Report and observations as before.
- Ask the family for their observations and assessments of the child. Document the parent(s)/guardian(s) comments about the child’s progress and interest in the activities they have been doing at home to support those goals on the conference form.
- Update the child’s progress regarding the educational goals with a clear indicator of the status of each goal. For example, the goal ‘continuing’, ‘progressing’ or ‘complete’ or the goal ‘needs more time’, ‘going well’ or ‘met’.
- Update progress on the educational goals. Give the families ideas for activities to continue their child’s learning and development until the new program year begins.
- Teachers may support parent(s)/guardian(s) in completing the Employment Related Day Care (ERDC) application, as necessary. ERDC is required to qualify for the Full Day Full Year program.

Family Services

- Review and update the status of the family goals on the Family Partnership Agreement as before.

Transition Services

- If there are no remaining questions or concerns from the Share section of Supporting Transitions Early Educators Partnering with Families, continue with the **Plan** section (pg.3-4) of the Supporting Transitions Early Educators Partnering with Families document.

Documenting the Conference

Document as before, with the exception of the Transition Event. open the Transition Event Update the EHS Transition Event by changing the Status to Complete. Use **Add Action** to add, “See Conference Documentation” and save.