



## Second HS/EHS Center Base Parent Teacher Checklist Guide 2021/2022

Date: \_\_\_\_\_ Child's name: \_\_\_\_\_

### During the Visit:

\_\_\_\_\_ Begin by introducing yourself, greeting the family, and thanking them for meeting with you. Continue to develop and build on the relationship with the child and family.

\_\_\_\_\_ Inform the parent that you estimate the visit will take about 45 minutes and check to see if that is okay with the parent, if so then continue with the visit.

\_\_\_\_\_ Ask parent(s) how they are doing and if there is anything they would like to share about their child or family. Focus on seeing if the parent shares any changes or growth in their child since they've been in the program. Document what the parent shares with you in child plus documentation.

\_\_\_\_\_ Review ASQ & ASQ-SE- **if not previously shared or if follow-up is needed from the previous visit.**

\_\_\_\_\_ Share with the parent the growth and development you have seen in the child since they have started the program.

\_\_\_\_\_ Introduce and review Report card (wintercurrent preliminary). **Print and share** observations of the child from the summer checkpoint, if you have not already sent observations. Use your observations, work samples, photos of the child to share the growth and development you have seen in the child with the parent during the visit. Make sure children are at the correct levels to ensure staff share current child progress. Inform parents that at the end of the winter checkpoint parents will receive a copy of observations.

\_\_\_\_\_ Ask parent(s) how they see their child progressing, and then ask about how they are doing with the child's goal. **Utilizing the progression level form**, share with the parent the level the child is at with their goal. Ask parent(s) if they would like to continue with the same goal or if they would like to change their goal. If the parent chooses to change the goal, please reintroduce the objectives and support them in selecting a goal that is age-appropriate for their child utilizing the progression level.

\_\_\_\_\_ After creating a minimum of 2 portfolio labels for children who are on an IEP or IFSP, share and give portfolio labels to parent(s) after you explain to them how you are working on the IEP or IFSP goal at the center. Check and see if the parent wants to continue with the same goal. (scan email portfolio labels to SCS prior to visit)



\_\_\_\_\_ If the child has a Positive Behavior Support Plan, then take the plan with you and review the goals that have been identified for the child. Check and see with the parent(s) how they see their child progressing. Share the progress you have seen in the child in the classroom. Is there any follow-up that needs to occur?

\_\_\_\_\_ If the parent requests or agrees with intervention, create a minimum of 2 portfolio labels for children, please share and give portfolio labels to the parent how the child is doing and ask them if they see progress in their child. Follow the next steps needed if an out of agency referral is requested. (scan email portfolio labels to SCS prior to visit)

\_\_\_\_\_ For Preschool, inform the parent(s) what curriculums and study guide you are currently implementing in the classroom and share some of the lessons and skills you have been working on with the children. Ask parent(s) if they are receiving the weekly parent letters.

\_\_\_\_\_ For Toddler, inform the parent(s) what study guide you are currently implementing in the classroom and share some of the lessons and skills you have been working on with the children. Ask parent(s) if they are receiving the parent letters.

\_\_\_\_\_ For Infant & Toddlers, review one lesson from the Infant & Toddler Cavity Free Curriculum and focus on a Practical Point to share with the parent and complete a related activity that relates to that practice.

\_\_\_\_\_ For Infants & Toddlers share with the parent(s) how their child is developing in the areas of basic care (Hello's & Goodbyes, Diapering & Toileting, Eating & Mealtimes, Sleeping & Nap Time, and Getting Dressed).

\_\_\_\_\_ Share data of how much time the child is using the Hatch tablet. Remind parents of the importance for children to use the tablet no more than 30 minutes a week and for the child to answer the questions on their own. Share with parents to remember to connect to the internet at least once a week for the system to sync data into TS Gold. Share a few hatch observations with families, and what level they are currently in. Ask if they have any questions or concerns at this time.

\_\_\_\_\_ Share data of how many model videos the family watched in the Ready Rosie system. Remind parents of the importance of family using Ready Rosie Model videos in order to close the achievement gap. Share what developmentally areas the videos focused on and how these videos will help with child progress throughout the program. Ask if they have any questions or concerns at this time.

\_\_\_\_\_ Ask parents if they have registered their child for kindergarten and see if they need any support with this process.

\_\_\_\_\_ Complete and review Kinder Transition form



\_\_\_\_\_ Inform and provide parents: preparing child for kindergarten, A Guide to preparing your child for school, transition information to share with parents, and kindergarten registration information.

\_\_\_\_\_ Share Summer Kinder Transition Calendar with families in order to provide additional summer activities and strategies for families to continue to work with their child throughout the summer.

\_\_\_\_\_ In-kind form, explain and share with parents the in-kind form and how it will be sent and returned that will reflect the home goal that was selected. Emphasize to parents the importance of collecting in-kind for the program.

\_\_\_\_\_ Thank the parent for taking the time to meet with you and that you will be working with their child on their home goal and also in other areas of development. Inform the parent 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 2<sup>nd</sup> Education Parent Conference. Document what was shared with the family and what the family has shared with you. Documentation should tell the story of the conference. 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 conference 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 home visit.

\_\_\_\_\_ Remember to use the timestamp in Child Plus when documenting your conference (see Child Plus Manual).

\_\_\_\_\_ Record Child's Individual Home Goal into the TS- Gold assessment under the note section of the appropriate developmental area.

\_\_\_\_\_ Follow-up on any concerns or needs that the parent may have shared with you.

\_\_\_\_\_ The parent conference guide checklist does not need to be filed and the home visit write-up from Child Plus does not need to be printed or filed.

\_\_\_\_\_ File Kinder Transition Form (if applicable)

\_\_\_\_\_ Winter observations must be filed in the child's file after the winter checkpoint has been finalized and a copy has been sent to the family.



\_\_\_\_\_ A copy of the Report Card for winter must be filed under Child Development according to the child's file checklist.

\_\_\_\_\_ Portfolio labels are not required to be filed in a child's file.