



4.3A First Parent-Teacher Conference (EHS) **Instruction Sheet**



PURPOSE STATEMENT:

The Parent-Teacher Conference (PTC) provides parent/guardians and teachers with the opportunity for an in-depth discussion of each child's development and adjustment to the program. The PTC provides a time for parent/guardians to share their observations of their children, ask questions, discuss their expectations, or express concerns. The First Parent Teacher Conference (EHS) form documents the contents of the first PTC.

TIMELINE:

The teaching staff schedule PTCs to comply with the current program year's Education Timeline.

STAFF RESPONSIBLE:

Early Head Start (EHS) Teacher, EHS Associate Teacher, Site Supervisor/Assistant Site Supervisor

INSTRUCTIONS:

- Complete the top portion of the form and fill in the child's name, date of birth, site, and date of the meeting. Mark 'Yes' or 'No' indicating whether or not the father/father figure participated.
- Explain to the parent/guardian what the DRDP tool is, and how it helps teachers to assess developmental progress towards achieving school readiness goals. Help the parent/guardian understand what the five domains are by explaining what types of skills are measured per domain. Introduce the Learning Genie portfolio and share work samples to help further explain their child's progress.
- Indicate that you discussed the portfolio with the parent/guardian by checking "Yes".
- Indicate whether you have provided the parent/guardian with the Learning Genie Child Report.
 - Because the questions included on page 1 of the report are the same questions included on the PTC form, staff will write "see PTC form" to both questions on the report.
 - Both the parent/guardian and staff will then sign the report. The parent/guardian receives the original signed report; the copy of the signed report is filed behind the PTC in the Child File.



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- Indicate whether you reviewed and/or updated the first INHQ/TNHQ form with the parent. Both the parent/guardian and staff sign the original INHQ/TNHQ form after it has been reviewed/updated.
- When reviewing the Learning Genie Child Report discuss what areas their child has strengths in and which ones he/she is currently working on. Document the parent/guardian's feedback.
- Discuss and document both the teacher's and the parent/guardian's goals for the child.
- For families with an IFSP: discuss the current focus on the IFSP goals as noted by both the teacher and the parent/guardian. If this question is not applicable, write "N/A."
- Suggestions for Action: List any activities and/or Creative Curriculum Learning Games that the teachers and parents can do in the classroom and at home that can help support growth in the targeted areas. Staff may provide the parent/guardian with copies of the Learning Games.
- Review the child's attendance history using the PROMIS Year to Date Absence Reason Report. Discuss any challenges/barriers to attendance. Indicate that attendance was discussed by checking the "Yes" box.
 - If the PROMIS report was unavailable, use available site records to support discussion
- For families with children over 24 months: If the Transition Planning Meeting has occurred, remind the parent/guardian to complete a HS application or provide an update on transition opportunities. If the Transition Planning Meeting has not yet occurred, explain the transition process to the parent/guardian.
- Parent/guardian and staff print and sign their names.
- Enter the conference in PROMIS, per the PROMIS Record Keeping Standard Operating Policy and Procedure, and file the completed form and the signed copy of the Learning Genie Child Report in the Child File under Section 4: Education.