



4.3 First Parent Teacher Conference/ Developmental Progress (HS) **Instruction Sheet**



PURPOSE STATEMENT:

The First Parent Teacher Conference/Developmental Progress form documents the contents of the first PTC. The Parent Teacher Conference (PTC) provides parents/guardians and teachers with the opportunity for an in-depth discussion of the child's development and adjustment to the program.

TIMELINE:

The teaching staff schedule parent/teacher conferences to comply with the current Education Timeline requirement.

STAFF RESPONSIBLE:

Teacher, Site Supervisor/Assistant Site Supervisor

INSTRUCTIONS:

1. Prior to meeting with the parent/guardian, review the following:
 - Child's portfolio and assessment reports, ensuring accuracy
 - Attendance report
 - Number of completed "Watch Me Grow at Home" forms returned to school
 - Site Family Engagement Plan for the year
2. Complete the top portion of the form, including:
 - Print child's first and last name, date of birth, name of site, and date of conference.
 - Document "Yes" if a father/father figure participated in the First Parent Teacher Conference, and document "No" if a father/father figure did not participate.
3. Explain to the parent/guardian what the DRDP helps teachers to assess their child's developmental progress in achieving school readiness goals in the five domains. Use the Parent Progress Report to show how the tool measures growth in different areas.
4. Introduce the Learning Genie digital portfolio. Discuss how it supports DRDP ratings, and share work samples. Check the box when finished.
5. Ask how the parent/guardian is doing with the "Learning Games" at home and if they have any questions about them.
 - If they have completed "Watch Me Grow at Home" forms, congratulate them on making time to support their child's school



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- readiness. Emphasize how their observations support curriculum planning and the accurate assessment of their child's learning.
- If they have not completed "Watch Me Grow at Home" forms, discuss ways to support them in engaging in interactions that support their school readiness.
 - Check the box when finished.
6. Discuss the child's progress using the "Child Progress Report" and the child's digital portfolio.
- Document the child's strengths and the areas in which the child is currently working.
 - Include any areas that there were concerns on ASQ-3/SE2 results.
 - Document the parent's feedback.
7. Have parent and teacher sign page 2 of "Parent Progress Report," and initial the "Child Progress Report" in the upper right corner. Provide a copy of both documents. Check the box by the "Parent/guardian signed, and received a copy of, Child and Parent Progress Reports" once this is completed.
- On the page 2 of the "Parent Progress Report", write "See Parent Teacher Conference form (month/date/year)" above signature lines.
8. Identify and document goals for the child.
9. If the child has an active IEP, complete this section. If the child does not have an active IEP, check the "N/A" box.
- Refer to the current IEP Support Plan and discuss focus of IEP goals.
 - Modify as needed.
10. Discuss and document the ways to support the goals in the classroom and outside of the classroom.
- Include any parent education opportunities that will be available at the site, Area, or provided by the agency.
11. Ask the parent/guardian about the family engagement activities or trainings they have participated in.
- If they have, discuss and record their experience participating.
 - If they have not, discuss challenges or barriers encountered for participation and possible strategies for managing them.
 - Encourage connection with their site's Family Service Advocate for additional support.



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- Encourage parent/guardian to engage, or continue engaging, in classroom, site, and/or program activities.
12. Review the child's attendance history using the PROMIS Year to Date Absence Reason Report.
- Discuss any challenges/barriers to attendance. Check the box when completed.
 - If the PROMIS report was unavailable, use available site records to support discussion.
13. Determine if the child will be eligible for TK/K.
- Mark the N/A box if he/she is not.
 - If he/she is eligible for TK/K, ask if they have completed a TK/Kindergarten application.
 - If yes, document the school the child will be attending.
 - If no, assist the parent with determining needs.
 - Review the related activities from the TK/Kindergarten Checklist. Update the Date/Initial of the TK/Kindergarten Transition Checklist form in Section 1 of the Child File.
14. Add any additional comments from teacher or parent(s). If none, write "N/A."
15. Parent/guardian and staff print and sign their names at the bottom of the form. Staff must also indicate their title. Additional family members and/or staff present may sign and date in the space below.
16. Enter the Parent Teacher Conference in PROMIS, per the PROMIS Record Keeping Standard Operating Policy and Procedure, and file the completed form, with the signed "Parent Progress Report" and initialed "Child Progress Report" attached, in the Child File under Section 4: Education.