



## **Initial Home Visits & Conference Procedure 0-5**

### **PROCEDURE / APPROACH**

Family engagement is an integral component of Head Start. We recognize parents as their children's primary teacher. One of the ways this occurs is through home visits and family conferences. Head Start teachers are required to make two visits to the home of each child; one is the initial home visit and the other at a family conference. In addition, there are two to three more family conferences, which typically are held at the center. However, these conferences may occur in the family's home, or another agreed upon location.

#### **HEAD START PROGRAM PERFORMANCE STANDARDS:**

1302.33 Child screenings and assessments

1302.34 Parent and family engagement in education and child development services

1302.50 Family engagement

1302.34 Parent and family engagement in education and child development services

1302.50(b) Family Engagement Approach

1302.51 Parent Activities to promote child learning and development

### **PROCEDURE:**

#### **Family / Teacher Contact #1 - INITIAL HOME VISIT (IHV)**

#### **Approach:**

- ❖ Remember: the goal of the first home visit is to build partnerships and relationships. This visit is a time to reinforce the family as the child's first and forever teacher. The family is the senior partner in the relationship and knows the child best. The partnership focuses on school readiness.
- ❖ This visit is an opportunity for the teacher to learn from the family about the child's strengths, interests and needs, and the family's goal for their child's school experience.
- ❖ Ask any relevant questions based on the file review. The visit should be ONE hour in length. Initial home visits, which include the ASQ screening, may take up to an hour and a half. **Be on time.** (Mention the time you need to leave at the beginning of the visit.) Remember, you are a representative of the Agency. **Be professional,**

**respectful and appropriate.** Sit near the family member, but not between the child and the family member. Speak with enthusiasm and in a positive, accepting manner.

- ❖ If an interpreter is needed, remember the conversation is still between you and the family member.
- ❖ As you begin to fill out the forms, discuss with the family how this information is used to support development of the curriculum and individualization for their child. This information also will contribute to the first checkpoint.
- ❖ All forms become part of the child's file.
- ❖ The Home Visit form is to be completed in English.

### **SAFETY PRACTICES:**

- ❖ Southern Oregon Head Start values a Safe and Responsive Culture. Therefore, our sub-value "Be Proactive and Protective" must be applied. "Be proactively vigilant of your surroundings and ready to protect yourself and others from potential harm and danger".

During the scheduling call for the Home Visits, Teachers should be sure to discuss safety and comfort level of staff and families. The safety plan with prescribed questions including cell service, GPS, animals, who will be in the home, should be filled in and documented per Scheduling Call Guide.

Plan Ahead:

- ❖ IHV's will be done in the home to the greatest extent possible utilizing a "buddy" system for new families.
  - This can include the FA, TA, CA, SM or an Education Supervisor etc.
  - With the Buddy system, plan for the activities in advance and be prepared. (Teacher completes ASQ while FA discusses documents with parent. OR Teacher talks with mom while TA engages child with puzzle etc.)
- ❖ Prior to each visit, complete the destination log and include the child's last name, why you are leaving (IHV) time you left, where, and when you intend to return.
- ❖ Ensure you have a fully charged cellphone (utilizing agency cellphone if needed)
- ❖ You have enough gas in your vehicle
- ❖ Be aware of your surroundings

**\* If you find yourself in an unsafe situation** in which your phone calls are being monitored use the code phrase "purple file" to alert caller that authorities will need to be called. Example: "Can you have that purple file ready for me when I return?"

(Refer to Home Visit Safety Training for more details on how to be prepared and safe)

If a family declines an in-home visit, document as always and conduct the visit at the center.

**Documentation Example:**

9/5/23 Spoke with Joey, Jonny's father. IHV is scheduled for Wednesday, 9/12/23 at 10am with SP SS and TA NH at the family's home. Joey and mom Christine will be present – nobody else is in the home. Joey states that parking is limited, so it is best to park on the street. The apartment is upstairs and GPS is accurate. There is one small dog, but Joey reports she is friendly. No other safety concerns. SS

**Before Home Visit:**

1. Read the entire electronic child file (all tabs in SHINE, including the transition report)
2. Include all the following on the Initial Home Visit Form (gathered below):
  - Any referrals
  - A current IFSP or any other counseling services
  - Primary Language spoken in the home
  - Any other relevant information, including past years in EHS and / or Head Start
3. Gather appropriate forms:
  - [Initial Home Visit Form](#)
  - [Home Language Survey](#) from TS Gold
  - Next Steps post card
  - EHS in center only- Blank Individual Care Schedule
  - Health Individual Care Plan, if applicable
  - ASQ-3 Screening (Required for all newly enrolled children including EHS to HS transitioning children. Not required for children on an IFSP).
  - ASQ-SE Screening (Required for all newly enrolled children including EHS to HS transitioning children and children with an IFSP)
  - Articulation Screening for newly enrolled children 3 and older. (not used for children on an IFSP).
  - If a child has an IFSP bring a copy to the home visit to review goals with the family.
  - Copy of Daily Schedule – Give a brief description of an average Head Start/Early Head Start day. Talk about family-style meals, and bottle feeding of infants (if applicable). Discuss Safe Sleep practices for infants (if applicable).
  - Schedule / share other important day(s) and time(s).
  - Emergency Form – **Must be completed before the child may begin school.** Sent and updated via Playground App. [Review current form at the visit.](#)
  - Camera: to take a photo of the child to upload into SHINE, and family pictures for displays in class.

- Appropriate toys/activities for child and siblings for visit and ASQ Kit (supplies).
- 4. IHV will be scheduled by the Teacher/Specialist Request an interpreter as needed.
- 5. **If the child is entering the program, this visit will be completed within two weeks of the child's enrollment. If possible, complete visit before child begins class.** For EHS the Individual Care Plan Must be Completed PRIOR to the child attending the center.
  - **Complete Initial Home Visit form**
  - **Document in SHINE as IHV and Conference** if enrolled 3 or less weeks before a checkpoint or 3 weeks after a Checkpoint has occurred.
    - In the conference documentation note section include: who was present and the child goals that were created. Note to see IHV for form. Sample: IHV and Fall conference completed with Linda (mom) and Sue (grandma). Child goals: learn letters and sounds. Enter play with peers and ask for help when needed. See IHV documentation for more info.
  - Paper forms to be uploaded into the SHINE Child File. Then shredded (for confidentiality)

#### **Required activities during Home Visit:**

1. Thoroughly complete Initial Home Visit form with detailed information.
2. Complete the Home Language Survey from My Teaching Strategies (attached to IHV form). Return form to Area Assistant to be data entered into My Teaching Strategies.
  - a. If child is identified as a Dual Language Learner, the Area Assistant will set My Teaching Strategies to assess the child in Spanish language and literacy.
3. Discuss and review the Daily Classroom Schedule; Discuss Staggered Start for Head Start families.
4. Complete EHS Individual Care Schedule, if applicable
5. Review Health Individual Care Plan, if applicable (follow up with Health Coordinator if updates/changes are needed)
6. Complete ASQ and ASQ/SE if applicable.
7. Complete IFSP review if applicable.
8. Complete Guidance Plan review/update, if applicable.
9. Ensure the emergency form is accurate.
10. Take a photo of the child to upload into SHINE, and any additional photos for classroom displays.

11. Discuss My Teaching Strategies. Encourage families to accept an invitation from the teacher to create an account in My Teaching Strategies or to refer to their account if they have one from previous years.
12. Discuss Next steps or any follow ups needed.

### **After the IHV:**

Complete 1<sup>st</sup> staffing with Family Advocate and document in SHINE per procedure.

### **Follow Up Documentation:**

1. Document Home Visit in SHINE:
  - a. Education Tab>Home Visit
    - i. Display Name: Initial Home Visit (IHV)
    - ii. Date Home Visit occurred
    - iii. Location of visit (e.g., Family Home, center)
    - iv. Check mark if father figure was present/involved
    - v. Notes: include brief note for your reference (e.g., mom, grandma, and grandpa present. Completed ASQ and ASQ-SE. No concerns).
    - vi. Include the goals you developed with the family **the Individual Child Planning Form**, then into the Ed (**add these goals to Planning/Debrief Binder**).
  - b. Upload/Attach Initial Home Visit form into SHINE
2. Complete ASQ & ASQ SE scoring, per ASQ procedure.
3. Submit to Area Assistant to upload into SHINE.
4. Upload all paper forms into SHINE Child File. Then Shred (for Confidentiality)
5. Individual Care Plan as needed- if a change or update is needed email the Health Coordinator in accordance with the Policy and Procedure.
6. Send families the invitation through My Teaching Strategies.
7. Add relevant observations into My Teaching Strategies observed in the home and gathered through the ASQs.
8. **EHS in center only-** Data enter the Individual Care Plan in MTS, file original in the debrief binder.
9. Document IFSP review with parent in SHINE (if applicable):
  - a. Go to Disabilities and Mental Health Tab>Notes Section and use title "Case Conference" and associate with IEP/IFSP
  - b. State in note that the IFSP review was completed during IHV and give summary listing any concerns.

### **Family / Teacher Conferences:**

### **Approach:**

- ❖ Each family will receive 3 Family Conferences. (Fall, Winter and Spring)
- ❖ All EHS classes will receive a 4<sup>th</sup> Family Conference (Summer).
- ❖ **A minimum of 1 Family Conference is required to be completed in the family's home.**
- ❖ The goal of subsequent home visits (Family Conference in the home) is to continue building partnerships and relationships. This visit is for both the family and teacher to share information about the child and the progress the child has made. **This is a time to celebrate the child and their efforts and accomplishments.**

### **Before Conferences:**

1. Schedule Family Conference with the family/guardian.
  - ☐ The visit/conference should be an hour in length. **Do not schedule visits/conferences too closely together.**
2. If a child is entering the program mid-year the visit will
3. Materials to bring to the visit:
  - ☐ Portfolio/Work Sample (HS) or photo of child engaged in classroom activity
  - ☐ Family Conference form
  - ☐ Health Individual Care Plan as needed
  - ☐ EHS in center- Current Individual Child Care Schedule
  - ☐ Toys and activities
  - ☐ Development and Learning Report for setting child goals (and any other relevant data)
  - ☐ Family Progress Report

### **Required activities are:**

1. Remember to sign out in the destination log when going to the family's home.
2. The information that should be completed and shared on the Family Conference Form are the Strengths listed in all Domains in the top two boxes. **On the Family Conference Form include individualized observations from TS gold**, minimum of 1 observation for each domain (Social-Emotional, Physical, Language, Cognitive – 1<sup>st</sup> section- and 1 each in Literacy & Math –2<sup>nd</sup> section-) with a focus on the past goals created for the child. \*Best practice is to keep this to one page so as not to overwhelm families.
3. For families that have a home language other than English, the conference form is to be completed in English first and then translated.
4. It is essential families share their observations and input. Discuss My Teaching Strategies Family App. Encourage families who do not have an account to accept an invitation from the teacher to create an account.
5. Add any **family comments in each of the three sections** of the family conference form.
6. You and the Family will develop and record specific plans for their child. The **plan should include individualized school readiness goals**. These goals should be

developed to meet the child at their development level. The plans include home and school activities. Remember, the IFSP goals and Child Guidance Plans have identified the needs of the child; these also should be considered in the Family Conference Plan.

7. **After completing the Family Conference Form**, the teacher and the family member will sign both copies of the form. One copy will be left with the family, and the other copy will be placed in the child's electronic file, Upload to SHINE and shred the original copy. Early Head Start families will review, update, and sign the Individual Care Schedule at this time.

#### **After the Family Conference is Completed:**

1. The Conference is documented in SHINE, on the Ed tab. Include, who was present, the location (home or center), goals with home and school activities and parent feedback. (Shred original copy)
2. EHS date input any updates to the child's Individual Care Schedule and file in debrief binder
3. Individual Care Plan- send email to Health Coordinator if changes/updates are needed.
4. Send any relevant activities and materials from My Teaching Strategies to the family to support children's goals in the home.
5. After IHV & conferences all children's goals will be added to the Child Planning Form and added to the planning/debrief binder for reference.
- \* After 3 attempts to schedule a conference with planning notes in SHINE of all attempts, please find an alternative way to get the Family Conference Form and Family Progress Reports to families (e.g. Email, Mail, Pick Up/Drop Off). Then document in SHINE as a new Parent-Teacher Conference Documentation Note, following the aforementioned steps.

#### **For the final Family Conference: Complete the Transition Report**

1. List activities to do over the summer to support plans for the child.
  - a. For children transitioning from EHS to HS or from HS to Kindergarten or into another program, list transition activities and **include what school they will attend next year.**
2. Share a copy with the family, share an electronic copy of the Transition Report with your AA to be uploaded into SHINE.

\* After 3 attempts to schedule a conference with planning notes in SHINE of all attempts, please find an alternative way to get the Transition Report and Family Progress Reports to families (e.g. Email, Mail, Pick Up/Drop Off). Then document in SHINE as a new Parent-Teacher Conference Documentation Note, following the aforementioned steps.