

Conferencing with Families

Purpose

Conferencing with families promotes respectful relationships with parents and develops a broader understanding of each child in the program. Conferences enhance the family's knowledge and understanding of the developmental progress of their child and how their learning can be supported at home and in the classroom.

Conferences are conducted by teachers and FCC Providers in the family's home language or with an interpreter during the program year. During conferences, teachers and Providers learn about the family's culture, discuss the child's development and progress, share screening and assessment results, obtain parent input for program and curriculum planning, and jointly plan support for the child. Teachers and Providers must maintain written documentation of these discussions. **Conferences must be conducted quarterly with families during the program year.**

HS

EHS

At least two of the conferences must be held in the family home unless the parent requests different arrangements. When requested, home visits may occur at another safe location that affords privacy, or at the center. This request by the family must be documented on the [Family Contact Log](#). The other two conferences may be conducted at the center.

ECEAP

To count as one of the required conferences, each conference must be:

- A minimum of 30 minutes
- Face-to-face with the parent
- In a location agreed upon with the family
- Scheduled based on individual family needs
- Be planned and individualized for each child

All conferences, content of conferences, and communication regarding the scheduling of conferences must be documented in ELMS.

Procedure

The chart below explains the content of each conference.

<p>Enrollment</p> <p>The first contact is a time for teachers and the family to get to know each other and to orient the family to the program and classroom.</p>	
	<ul style="list-style-type: none"> • Teachers and Providers are strongly encouraged to conduct this initial conference in the family’s home. Complete the following with the family: <ul style="list-style-type: none"> ○ <i>Child Enrollment Information Form</i> (Infant/Toddler or Preschool) ○ If possible - Ages and Stages Questionnaire (ASQ-3) AND Ages and Stages Questionnaire – Social/Emotional (ASQ:SE-2) <ul style="list-style-type: none"> ▪ May be left with the family to be returned to the teacher, no later than by 45 days of enrollment. • Document the completed conference in the Family Contact Log.
	<ul style="list-style-type: none"> • Teachers and Providers are strongly encouraged to conduct this initial conference in the family’s home. Complete the following with the family: <ul style="list-style-type: none"> ○ <i>Child Enrollment Information Form</i> (Infant/Toddler or Preschool) ○ If possible - Ages and Stages Questionnaire (ASQ-3) <ul style="list-style-type: none"> ▪ May be left with the family to be returned to the teacher, no later than by 45 days of enrollment. • Document the completed conference in ELMS.
<p>Child Assessment and Support Planning Conferences</p> <p>By November 30, February 28, and May 31</p> <p>These conferences may be conducted in a location agreed upon with the family, in alignment with the guidance for each program written in the previous page. During these conferences, the child’s home routine, behaviors, and activities are discussed with the family. The child’s developmental progress is shared with the family using the “Development and Learning Report” or report card printed from the <i>MyTeachingStrategies</i> reports page.</p>	
<p>Preschool-aged children</p>	<ul style="list-style-type: none"> • Briefly explain the Early Learning Outcomes Framework (ELOF) to guide and inform your discussion. • Collaborate with the family to develop at least 3 child school readiness goals and support strategies for the next assessment period. Use the Individual School Readiness Goals Form to document these goals. Include the appropriate ELOF domains and the strategies, activities, and materials that will be used in the classroom and at home to support the child in achieving the goal. <ul style="list-style-type: none"> ○ Goal 1: Developed to build on the child’s strengths and interests. This strengths-based goal will support the child’s school readiness by further developing their individual talents.

	<ul style="list-style-type: none"> ○ Goal 2: Developed to build on the child’s relative area of need. This goal will target an area where the child may need focused opportunity to meet the widely held expectations for their age group prior to entering Kindergarten. ○ Goal 3: Developed to support the child in meeting their next development level, or to support learning in one additional area that is part of your site’s School Readiness Goals. Connect with your Center Director or PSESD Site Support Team for any further clarification around Program School Readiness Goals. ● February conference: begin discussing Kindergarten transition for children who will turn 5 before September. ● May conference: continue the Kindergarten transition discussion, assist with transition as needed, and provide summer learning opportunities and information about other services (e.g., Free Lunch Program).
<p style="text-align: center;">Infants and toddlers</p>	<ul style="list-style-type: none"> ● Briefly explain the Early Learning Outcomes Framework (ELOF) to guide and inform your discussion. ● Use the Individual Development Support Strategies Form to document the topics discussed. Include strategies developed to support ongoing development and learning over the next assessment period. ● Discussion and planning with the family for preschool transition should begin at least 6 months prior to the child turning 3 years old. ● Continue transition planning with families as needed during conferences.
<p style="text-align: center;">All teachers and Providers</p>	<ul style="list-style-type: none"> ● Encourage families to share ideas for the classroom curriculum related to their child’s interests and emerging skills. ● Provide information and follow-up about any health rescreens or referrals. ● Document the completed conference in the Family Contact Log or in ELMS, including any other valuable information discussed with the family.
<p>August Conferences By August 31 This conference may be both a child assessment and a re-enrollment conference, depending on whether the child is transitioning out of the program or re-enrolling for the new program year. Follow the procedures above as is appropriate. If the child will be going to Kindergarten or preschool in the fall, assist the family with any needed final support. Document the completed conference in the Family Contact Log or in ELMS, including any other valuable information discussed with the family.</p>	