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2a. Center-Based Education Home Visits — Parent/Guardian/Teacher Conference

Corrected 01/2020

(See FS/PE 7a2. Home Visit Plan Form Procedure - [link coming soon](#))

(See FS/PE 7a3. Family Contact Form – English/Spanish - [link coming soon](#))

Policy

Center-Based Head Start teachers and ECEAP teachers will conduct home visits and/or parent/teacher conferences according to the requirement of Head Start or ECEAP performance standards.

Philosophy

Home visits and Parent/Teacher conferences provide opportunities to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.

Schedule

- Center-based Head Start teachers will conduct a minimum of two home visits and two parent/teacher conferences each year.
- ECEAP teachers will conduct a minimum of three parent/teacher conferences.

Procedure

1. Home visits and parent-teacher conferences will be face to face with the parent.
2. Parents will be encouraged to share about their family, culture, language and child development.
3. Teachers will discuss results of screenings and assessments with parents.
4. Parents will be informed about their child's routine, activities and behavior in the classroom.
5. Teachers will complete a school readiness individualized plan with parents (EDUC 1b1). This will include child strengths, goals and strategies or activities that parents can use when working with their child. Review and update goals and strengths set at previous conferences or home visits.
6. During conferences or home visits, teachers also share:
 - a. Their observations of the child's skills, interests and development.
 - b. The child's progress toward meeting their goal(s).
 - c. Kindergarten readiness.
 - d. Information on kindergarten transition.

7. Information will be given to parents about the curriculum used in the classroom and will have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program.
8. Parent will be given information on how they can volunteer in their child's classroom.
9. Teacher will provide strategies and ideas to implement with their child that meets the goals they have set on the school readiness individualized plan.
 - a. Teacher will share School Readiness Home Learning In-Kind form for the parent to complete during the month.
10. Teachers will discuss attendance, health, safety and family goals.
11. Additional home visits/conferences may be added on an individual basis.
12. Home visits and Parent/Teacher Conferences should be well planned.
 - a. Each home visit and Parent/Teacher Conference will be centered around the child's development and a school readiness activity will be provided and implemented with parental input.
 - b. Home visits will take place in the family's home except in cases where certain situations may require a visit to take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff. The staff will discuss these situations with their Area Manager.
 - c. Parent/Teacher Conferences will take place at the site the child attends. A parent may request that the conference be held at a different location if needed. The staff will discuss these situations with their Area Manager.
 - d. Home visits/conferences should be done in family home language whenever possible.
 - e. Education Home Visits should be conducted separately from Social Service visits.

Tips for a successful visit include:

- Be punctual and prepared.
- Confirm with the parent upon arrival the length of the visit to determine any barriers, which may interfere with the visit.
- Sit next to the parent, but never between the parent and child.
- Keep good eye contact, look at and relate to parents and acknowledge others who may be in the home.
- Clearly state the purpose and schedule of the visit.
- Get to know the family. Ask questions. Be a good model when you interact with them by being willing to share about yourself in an appropriate manner.
- Use family friendly language. Do not assume all parents can read and write.
- Show enthusiasm and acceptance.
- Encourage parents to serve as facilitator leading activities with their children and siblings.
- Encourage parents to utilize materials and routines in the home for educational purposes.

Documentation:

Use the family contact form to plan for and document information for the visit and from the parent

(FS/PE 7a3 - **link coming soon**). Document in case management. See information below and Case Management (FS/PE 3a - **link coming soon**) for further instructions.

Head Start Only:

- Document Home visits or parent teacher conferences in the education section of ChildPlus.
- This should be completed within one week of the conference or home visit.
- See education module Data Guide for ChildPlus.net instructions.

ECEAP Only:

- Teachers must document in ELMS:
- Date, location, topics, amount of time and summary of discussion for each parent-teacher conference.
- Document referrals and follow-up plans.
- Follow-up and document contacts between parents and teachers outside of regular conferences.
- This should be completed within one week of the conference.

Refer to:

- FS/PE 7a. ECEAP Home Visit Policy - **link coming soon**;
- FS/PE 7a2. Head Start Home Visits Policy - **link coming soon**;
- FS/PE 7a3. Family Contact Form - **link coming soon**

2b. Pre-Conference and Home Visit Survey

- *Created 07/03*
 - *Reviewed 06/23*
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- [2b. Pre-Conference & Home Visit Survey \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2b_Pre-Conference_Home_Visit_Survey.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2b_Pre-Conference_Home_Visit_Survey.pdf)
 - [2b. Cuestionario Previo a la Conferencia y Visita al Hogar \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2b_Pre-Conference_Home_Visit_Survey-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2b_Pre-Conference_Home_Visit_Survey-Spanish.pdf)

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2c. Pyramid Model Reinforcer-Inventory

- *Created 06/19*
- [2c. Pyramid Model Reinforcer-Inventory \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2c_Pyramid_Model_Reinforcer-Inventory.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2c_Pyramid_Model_Reinforcer-Inventory.pdf)
- [2c. Inventario de reforzadores \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2c_Pyramid_Model_Reinforcer-Inventory-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2c_Pyramid_Model_Reinforcer-Inventory-Spanish.pdf)

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2g. Pet Policy and Procedure

- *Corrected 5/04*
- *Approved by the HSAC on May 17, 2004*
- *Approved by Policy Council on August 23, 2004*
- *Reviewed 4/18*

*Policy and procedure complies with WAC 288-295-5170 - **link coming soon***

Policy

In order to provide children with enjoyable and safe educational experiences with pets, staff members will prepare in advance for pet placement and/or visits to their center. The care and well being of pets will be included in lesson plan(s) prior to and during the stay or visit of the pet. Staff members, pet owners and volunteers will model appropriate pet handling and care behaviors to children.

Procedure

Child Pet Allergies/Reactions

At Intake and/or Welcome Visits, pertinent information (*child pet allergies, reactions, etc.*) will be noted on the Health History form and shared with other appropriate staff members.

Prior Approval

Prior to any animal and/or pet visiting or being placed in a classroom, an [Activity Proposal Form \(EDUC 9d\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form) ([lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form)) must be completed and submitted to both the building Area Manager and Child Development Specialist for approval. (Please note: Childcare Licensing requires that animals are not allowed in rooms typically used by infants and toddlers.)

Management and Care of Pets upon Approval

- Prior to a dog/puppy or cat/kitten visiting our program, proof of current rabies vaccinations will be given to the Area Manager to place on file at the center. Student Medical Concerns/Allergies lists will also be reviewed, by the classroom staff, to prepare in advance for accommodating those children with pet allergies.
- Children will be organized into small groups for supervised activity when handling pets.
- If a pet (guinea pig, etc.) is kept in a classroom on an ongoing basis, the Direct Service Team will ensure an appropriate written schedule for providing food, water, and cleaning is created and posted.
- Pets (excluding aquatic animals) showing signs of illness are removed from the facility until they have been seen, treated and given approval to return to the center

by a veterinarian. Written proof of veterinary visits will be given to the Area Manager to place on file.

- Reptiles and amphibians must be in an aquarium or other totally self-contained area except during educational activities involving the reptile. Per the Center of Disease Control (CDC), children five years of age or less must not physically handle reptiles and amphibians. Reptiles and amphibians are not allowed to become classroom pets.
- Animals with a history of biting or other aggressive behaviors are not allowed on any program premises.
- LCC Campus – Refer to [Policy 650 - Pets on Campus \(lowercolumbia.edu/publications/administrative-policies/600/650\)](https://www.lowercolumbia.edu/publications/administrative-policies/600/650).
- Direct Service Team members must ensure children and adults wash their hands after handling animals.

Containers and Cages

- Pet containers and cages are not hung in hallways, entryways or over where children eat, sleep, and play. They also will not be in or near food preparation areas including sinks used for food prep and/or clean-up.
- Container and cage debris must be prevented from spilling out.
- Direct Service Team members clean and disinfect pet containers and cages weekly and more frequently if needed.

Parent Guardian Review of Pet Policy and Procedure

The program Pet Policy and Procedure will be reviewed at Parent Orientations. This information will include sharing of the following potential health risks associated with animals:

- **Allergies:** Allergens such as hair, fur, dander, urine, feces or parasite are associated with animals. Signs of allergy include: red, sore, watery or itchy eyes, running nose, sneezing, coughing, shortness of breath, and skin rash.
- **Bites, Scratches and Kicks:** Persons interacting with animals are at risk of being bitten, scratched, or kicked.
- **Zoonosis:** Animals can have organisms, which can possibly cause disease in people. Such a disease is called a Zoonosis. Breathing in infected dust or droplets may spread a disease. Disease can also be spread by ingestion, by contaminated food or water, or through cuts and scratches or by bites.

Notification to Parent/Guardians Required Prior to an Animal Coming to a Center

Following approval by both the Area Manager and Child Development Specialist of a DST submitted [Activity Proposal Form \(EDUC 9d\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form) and prior to an animal being at a center, a Notification to Parent/Guardian of Animals on Premises form must be completed by the DST. This is done whether the animal is visiting or becoming a classroom pet. The form is to be: distributed to the parent/guardians of the students who the animal is visiting or becoming a classroom pet of, posted in the classroom(s) and copies given to the Area Manager and the Child Development Specialist. Parent/guardians are to be instructed to return the bottom of the form to the DST with their signature and date indicating their understanding of the potential health risks of the animal(s) stated on the form. This documentation will be maintained in a folder in the Area Manager's office.

2g1. Notification of Animal on Premises

- *Created 04/18*
 - *Reviewed 09/23*
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- [2g1. Pyramid Model Reinforcer-Inventory \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2g1_Notification_of_Animal_on_Premises.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2g1_Notification_of_Animal_on_Premises.pdf)
 - [2g1. Notificación a padres/tutores sobre la presencia de animal\(es\) en el sitio \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2g1_Notification_of_Animal_on_Premises-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2g1_Notification_of_Animal_on_Premises-Spanish.pdf)

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