

**Sacramento City Unified School District**  
**Child Development Department**  
**Home Visiting/Parent Conference Guidance 2022-23**

**Home Visit Parent IDP Orientation**

Orientation is such an important piece to starting the partnership between families and the classroom. This first step after enrollment is the Orientation. This packet is designated as a Home Visit and should occur during Slow Start. If this is not feasible, then this packet should be completed within 5 days of the first day of attendance.

*Performance Standard: Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child's learning and development*

**Preschool Information to be review during visit:**

- Emergency Card
- earning Genie Permission Form
- Family Worksheet
- Special Concern Form
- Nutrition History
- Health History
- Toileting Plan, if applicable
- IEP, if applicable
- Parent Handbook

This is a time to encourage parents to share information to help us get to know their child. Were there any items you had follow-up questions about? Are there more details the parent wants to add? The Parent Information Sheet will be kept with the Packet #1 file documents in the IDP section of the file.

**Attendance/Calendar**

Regular attendance is essential to the growth and progress of a child's preschool experience. Share with the families the expectations of the program as well as the benefits to their child and family by reviewing the following documents:

- Attendance information in Parent Handbook
- Parent Participation/Volunteering in Classroom
- School Year Calendar

This would be a good time to give parents the classroom phone number and explain how they can best contact you to report any necessary absences. Some teachers or centers make a magnet to keep on the family's refrigerator or a small card they can keep in their wallet.

**Parent Volunteer Information**

A parent may want to volunteer in the classroom but may be nervous or unsure about what that actually means. These documents help teachers support families as they get involved. Included are convenient suggestions of activities that volunteers can implement in the classroom.

## **IEP Information**

This is a time for you to get information on possible IEP's or special needs that the student may have. If the child has an IEP then you will let the parent know that you will be working in partnership with them. It is ok if the parent does not have the exact IEP date at this time.

## **Parent Handbook**

The Parent Handbook has so much information for parents. Take time to go over key policies and guidance.

This includes:

- Program Philosophy
- Hours
- Sign in/out
- Attendance Policy – late arrivals and late pickup
- When not to send child to school
- Medications
- Incident/Injury reports
- Outside Food Policy
- Celebrations/Holidays
- Classroom Expectations

## **ASQ/ASQ-SE**

Work with parent to complete the ASQ/ASQ-SE screening tools during this home visit.

## **Parent and Teacher Conference- Fall DRDP DRDP –Parent Report - Fall Results**

By this time a rapport should have been built between staff and the family. This parent conference is also a time to discuss the DRDP results from the fall period. It is an opportunity to update any needed information for documentation. Together parents and teacher will include additional information to the Parent Report with individualized information. Discuss the results with the family and together identify areas that will be the focused of their goal(s) over the next assessment period. Once areas (domains) are identified, **select three domains** by circling or highlighting one ***measure in the three (3) selected domains***. This can either be a developing skill or strength to build on.

## **DRDP – Fall Results**

### **Parent Report - No. 1 (IDP)**

The Individualized Developmental Plan (IDP) form is automatically generated based on the information submitted on the DRDP for each child.

## **Screening Follow-up**

The ASQ & ASQ-SE were either completed at the Orientation or Home Visit or shortly thereafter. By this time, any screenings that required a referral should have been sent to the assigned Coordinator or assigned Resource Teachers. Review both the ASQ and ASQ-SE results

with the family. Discuss if there is any flow-up that is needed. This can be individualized support that can be added or can be a formal referral. If a formal referral is required, please see the referral process.

Some re-screenings may not be necessary for children with IEP's. In these cases please write "Active IEP on the Home Visit.

### **Documentation/Follow-Up**

After completing the IDP Parent Report, a copy will be made and given to the family. The completed IDP-Parent Report is kept in the child's file in the Education section.

After developing individual strategies for each child, it is important to follow up. The strategies developed should be incorporated into the weekly lesson plans through changes to the environment and planned activities.

### **Temperament/Learning Style**

Discuss and identify the child's temperament and learning style together with the parent. Knowing a child's learning style and temperament will help individualize the best approach.

Describe the different Temperaments.

- Feisty (high activity levels, intense reactions to change)
- Flexible (easily adapts, generally positive mood)
- Cautious (slow to warm or express moods, needs time to adjust)

Describe the different Learning Styles:

- Kinesthetic (learns by doing)
- Auditory (learns by hearing)
- Visual (learns by seeing)

Once these items are identified, circle them on the Packet #2 cover page.

### **Parent's Guide to School Readiness**

This is a great tool to guide discussions around development plans. This guide is organized by the five essential domains of the Head Start Early Learning Outcomes (ELOF) Framework just like the IDP. Parents are able to look at each domain to get ideas about how to support learning at home. They can also see the kindergarten expectations for that domain based on information from Sacramento County Office of Education.

### **Home Visit – Winter DRDP**

#### **DRDP Parent Report - Individual Development Plan) - Winter Results**

This Parent conference is a time to discuss the DRDP results from the winter period. It is also an opportunity to update any needed information. Together parents and teacher will complete the Individualized Development Plan (see IDP Guidance). Discuss the results with the family and together identify areas that will be the focused of their goal(s) over the next assessment period. Once areas (domains) are identified, **select three domains** by circling or highlighting one **measure in the three (3) selected domains**. This can either be a developing skill or strength to build on.

### **Parent Observations/Feedback**

It is so important for the parents to be involved in the assessment process. Parent can add information based on their home experiences.

### **Kindergarten Checklist**

(This form is only to be completed for children that are age eligible for the kindergarten the next school year.)The kindergarten checklist is a collection of skills to work on prior to transitioning to kindergarten. Gathering documentation about where a child is in the process of obtaining these skills can be done over time. Share this information with parents and discuss.

### **Parent and Teacher Conference – Spring DRDP**

#### **DRDP Parent Report– IDP (Individual Development Plan) - Spring Results**

This parent conference is a time to discuss the DRDP results from the spring period. It is also an opportunity to update any needed information by documenting on the back of the cover sheet/top half. Together parents and teacher will complete the Individualized Development Plan. Discuss the results with the family and together identify areas that will be the focused of their goal(s) over the next assessment period. Once areas (domains) are identified, **select three domains** by circling or highlighting one ***measure in the three (3) selected domains***. This can either be a developing skill or strength to build on.

### **Transition Plan- Kindergarten Readiness**

This is the conclusion for the year. In this IDP we are solidifying the information about the child's transition. If the child has an IEP, it is important to review the IEP information pertaining to the child's transition. Encourage parents to share this information with their child's next teacher.

For Kindergarten-bound student(s), provide ideas for summer activity to encourage and support kindergarten transition.

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## **Completing the DRDP Parent Report- Individualized Development Plan (IDP) with Parent/Guardians:**

The Individualized Developmental Plan (IDP) form is automatically generated based on the information submitted on the DRDP scantron for each child.

### **Identifying Information**

The IDP is formatted with the following on the top of the form:

- Child's info. (name, home language, age-group, id number)
- School site and Year

- Reporting Period
- Assessment Date

### **Domains/Measures**

The assessment results are separated by the six (6) domains in the DRDP (2015) Fundamental View + OHS

- Approaches to Learning – Self Regulation
- Social and Emotional Development
- Language and Literacy Development
- ELD English- Language Development
- Cognition, including Math and Science
- Physical Development and Health

Within each domain are the DRDP assessment measures that correspond to the domain.

Discuss the results with the family and together identify areas that will be the focused of their goal(s) over the next assessment period. Once areas (domains) are identified, **select three domains** by circling or highlighting one **measure in the three (3) selected domains**. This can either be a developing skill or strength to build on.

### **Teacher Strategy Section**

In this section, identify the strategies that will be implemented in the classroom to support the individual child's goals in each domain. These may be activities, materials, or changes to the environment. Please be specific enough to ensure the strategy is clear.

### **Parent Input/Home Strategies Section**

In this section, the parents will identify what they would like to do at home to support their child's goals in each domain. The *Parents Guide to School Readiness* is a great tool for parents who may need ideas on how they can support their child's growth.

### **Additional Comments**

There is a blank section of the form that is available to add any additional comment that the teacher or parent may have. This is not required.

### **Signatures**

The teacher and parent will both sign the bottom of the second page after completing the plan. The teacher must circle whether this plan took place at a Home Visit or Parent Conference by circling HV or PC.

### **Documentation/Follow-Up**

After completing the IDP, a copy will be made and given to the family. The completed Parent Report. IDP is kept in the child's file in the Education section.

After developing individual strategies for each child, it is important to follow up. The strategies developed should be incorporated into the weekly lesson plans through changes to the

environment and planned activities. (See DRDP (2015) Fundamental View plus OHS Classroom Planning Record for Individualization Sheet in lesson plan binder)