



Head Start / EHS / ECEAP

Family Services / Parent Engagement Handbook (FS-PE)



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1a. Family Partnership Activities Outline– Head Start

- Created 06/06
- Reviewed 07/23

*****Staff to bring Community Resource Directory to home visit*****

Documentation

Ongoing Documentation of Family Contact Should be recorded in Case Management.

- Who/When/Where/What/Plan of Action
- Forms completed/Forms turned in – document on Form Log for Head Start Families
- Action Plans/FLUP
- Referral/FLUP

Welcome Home Visit

Benchmark: Before orientation

Length: 60-90 minutes

Activities:

- Lead Teacher welcomes parents to Head Start.
- School Readiness Parent/Child activity.
- Inform about upcoming events (open house, orientation & slow start)
- Explain the role of the Family Advocate in the family engagement process.
- Follow-up on Health History information
- If a returning family, review previously set School Readiness goals for children.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year.
- Ensure all releases are up to date.
- Start engaging the family in the school readiness portion of the Family Picture/ Family Culture.
- Assess School Transportation needs.
- Make referrals as needed.
- If a returning family, review and update previously set Family Partnership goals.

Forms:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green)
- Parent Agreement Contract
- Family Picture/Family Culture
- Releases UTD (school district, doctor, dentist, specialist)
- USDA food program enrollment
- Family Interest Survey

- Health History (returning children only)

Handouts:

- Folder Containing:
 - School Readiness Home Learning/In-kind
 - School Readiness Program Goals
 - Nutrition Handouts
 - Ways to Say Goodbye
 - Copy of Parent Agreement Contract

Parent Orientation

Benchmark: In conjunction with slow start or within 2 weeks of enrollment

Length: 1 – 2 hours

Activities:

- Review Classroom sign in/out procedure and form.
- Orient parents to Head Start with an explanation of our philosophy, including all component areas and parent opportunities.
- Use parent handbook to cover required content pieces.
- Review importance of School Readiness at Home/In-kind.
- Provide tour of classroom and site.
- Give date for first parent meeting.
- Educate and recruit parents for Policy Council.

Forms:

- Orientation Checklist

First Parent Meeting

Benchmark: Two weeks prior to October Policy Council Meeting

Activities:

- Social Time/Ice Breaker
- Elect Classroom Representatives and Alternates for Policy Council
- Elect Parent Committee Officers.
- Ask for parent curriculum input.
- Review School Readiness at Home/In-kind.

Forms:

- Parent Committee Meeting Agenda (FS/PE 14j)
- Parent Committee Meeting Minutes (FS/PE 14l)

Handouts:

- Job description for classroom reps, classroom alternates, and committee officers.
- Class Representative and Committee Officer training dates

First Family Visit

Benchmark: October/November/December

Length: 1 – 2 Hours

Activities:

- Update Contact Information Form.
- Education Check-in: child goals, IEP status, School Readiness at Home/In-Kind.
- Follow-up on child's attendance.
- Establish Family SMART Goal.
- Make referrals as needed. Follow-up on any previous referrals.
- Update Family Picture/Family Culture.
- Conduct first PFCE Assessment.
- Conduct PFCE Assessment.
- Encourage father involvement.
- Complete Family Interest Survey.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year.
- Follow-up on Health History information as needed.
- Follow-up on Nutrition Assessment/Handouts.
- Begin Home Safety Checklist and discuss fire escape plan.

Forms:

- Family Contact Form
- Updated Contact Information Form
- Updated Release of Information
- Change of Status
- Update the Family Assessment
- Family Partnership Agreement
- Family Picture/Family Culture (update existing)
- PFCE Assessment
- Parent Agreement Contract
- Home Safety Checklist
- Fire Escape Plan

Handouts:

- Relevant brochures/articles will be given at visit and documented within 10 working days.
- Fire Drill Sheet.

- 911 Safety Card.
- Copy of Home Safety Checklist.
- Copy of Family SMART Goal.

Second Family Visit

Benchmark: January/February/March

Length: 1 – 2 Hours

Activities:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green).
- Education Check-in: child goals, IEP status, School Readiness at Home/In-Kind.
- Follow-up on child's attendance
- Review and/or follow-up on Family Partnership Agreement
- Make referrals as needed. Follow-up on previous referrals.
- Update Family Picture/Family Culture.
- Final PFCE Assessment.
- Discuss parent education opportunities and support groups.
- Encourage father involvement.
- Follow-up on information on Family Interest Survey.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year
- Follow-up on Nutrition Assessment/Handouts.
- Home Safety Checklist Review
- Sibling Application
- Transitions/Registration for Kindergarten

Forms:

- Family Contact Form
- Update Contact Information Form
- Update Release of Information
- Change of Status
- Family Picture (update existing)
- PFCE Assessment
- Family Partnership Agreement (update existing)
- Applications for siblings
- Home Safety Checklist (update)

Handouts:

- Relevant brochures/articles will be sent following visit and documented within 10 working days.
- Family Partnership Agreement

Third Family Check-In

Benchmark: Final follow-up for the following activities.

Length: 20 – 30 minutes

Activities:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green).
- Follow-up on attendance.
- Follow-up on Family SMART Goal.
- Make referrals as needed. Follow-up on previous referrals.
- Follow-up on any outstanding items from the Family Interest Survey.
- Conduct final PFCE Assessment.
- Review physical status, dental status, nutrition status, and specialist status any need for followup and check-ups that are coming in the summer months or the next year.
- Sibling Application/Income Verification
- Transitions/Registration for Kindergarten
- Summer Information

Forms:

- Family SMART Goal
- Application for Sibling
- Family Interest Survey
- PFCE Assessment

1a1. Family Partnership Activities Outline – ECEAP

- Created 10/18
- Reviewed 07/23

*****Staff to bring Community Resource Directory to home visit*****

Documentation

Ongoing Documentation of Family Contact should be recorded in Case Management.

- Who/When/Where/What/Plan of Action
- Forms completed/Forms turned in –document on Form Log for ECEAP Families
- Action Plans/FLUP
- Referral/FLUP

First Family Visit

Benchmark: Before orientation

Length: 60-90 minutes

Activities:

- Welcome parents to ECEAP.
- Inform about upcoming events (open house, orientation & slow start)
- Explain the role of the Family Advocate in the family engagement process.
- Follow-up on Health History information
- Engage family in the Bridge to Child & Family Self-Reliance.
- Engage family in family SMART Goal setting.
- If a returning family, review and update previously set Family Partnership goals
- If a returning family, review previously set School Readiness goals for children.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year.
- Promote family engagement in program governance and policy council.
- Ensure all releases are up to date.
- Make referrals as needed.
- Assess school transportation needs

Forms:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green)
- Parent Agreement Contract
- Family Picture/Family Culture
- Releases UTD (school district, doctor, dentist, specialist)
- USDA food program enrollment
- Family Interest Survey

- Health History (returning children only)

Handouts:

- Folder Containing:
 - School Readiness Home Learning/In-kind.
 - School Readiness Program Goals
 - Nutrition Handouts
 - Ways to Say Goodbye
 - Copy of Parent Agreement Contract

Parent Orientation

Benchmark: In conjunction with slow start or within 2 weeks of enrollment

Length: 1 – 2 hours

Activities:

- Review sign in/out procedure and form.
- Orient parents to ECEAP with an explanation of program philosophy, including all component areas and parent opportunities.
- Use parent handbook to cover required content pieces.
- Review importance of School Readiness at Home/In-kind.
- Provide tour of classroom/site.
- Give date for first parent meeting.
- Educate and recruit parents for Policy Council.

Forms:

- Orientation Checklist

First Parent Meeting

Benchmark: Two weeks prior to October Policy Council Meeting

Activities:

- Social Time/Ice Breaker
- Elect Classroom Representatives and Alternates for Policy Council.
- Elect Parent Committee Officers.
- Ask for parent curriculum input.
- Review School Readiness at Home/In-kind.

Forms:

- Parent Committee Meeting Agenda (FS/PE 14j)
- Parent Committee Meeting Minutes (FS/PE 14l)

Handouts:

- Job description for classroom reps, classroom alternates, and committee officers.
- Review Class Representative/Alternate and Committee Officer training dates.

Second Family Visit

Benchmark: October/November/December

Length: 1 – 2 Hours

Activities:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green)
- Education Check-in: Child goals, IEP status, School Readiness at Home/In-Kind.
- Follow-up on child's attendance.
- Establish or follow-up on Family SMART Goal.
- Make referrals as needed. Follow-up on previous referrals.
- Update Family Picture.
- Update Bridge to Child & Family Self-Reliance.
- Encourage father involvement.
- Follow-up on information requested from the Family Interest Survey.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year.
- Follow-up on Health History information as needed.
- Follow-up on Nutrition Assessment/Handouts.
- Begin Home Safety Checklist and discuss fire escape plan

Forms:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green).
- Release of Information (up to date)
- Family Picture/Family Culture (update existing/2nd update)
- Update Bridge to Child & Family Self-Reliance
- Family SMART Goal
- Home Safety Checklist

Handouts:

- Relevant brochures/articles will be given within a timely manner
- Home Safety Card (911 card)
- Fire Drill Sheet.
- Copy of Home Safety Checklist
- Copy of Family SMART Goal

Third Family Visit

Benchmark: January/February/March

Length: 1 – 2 Hours

Activities:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green).
- Education Check-in: Child goals, IEP status, School Readiness at Home/In-Kind.
- Follow-up on child's attendance
- Review and/or follow-up on Family SMART Goal.
- Make referrals as needed. Follow-up on previous referrals.
- Update Family Picture/Family Culture.
- Final Bridge to Child & Family Self-Reliance
- Discuss parent education opportunities and support groups.
- Encourage father involvement.
- Follow-up on information on Family Interest Survey.
- Review physical status, dental status, nutrition status and specialist status and any need for follow up and check-ups that are coming in the next year.
- Follow-up on Nutrition Assessment/Handouts.
- Home Safety Checklist Review (second review)
- Sibling Application
- Transitions/Registration for Kindergarten.

Forms:

- Update Family Contact Information (cp.net 1520) on Change of Status form (green).
- Release of Information
- Family Picture/ Family Culture (update existing/3rd update)
- Final Bridge to Child & Family Self-Reliance
- Family SMART Goal (update existing)
- Applications for siblings
- Home Safety Checklist (second review)

Handouts:

- Relevant brochures/articles will be sent following visit and documented within 10 working days.
- Family SMART Goal (give final IEP)

Fourth Family Check-In

Benchmark: Final follow-up for the following activities.

Length: 20 – 30 minutes

Activities:

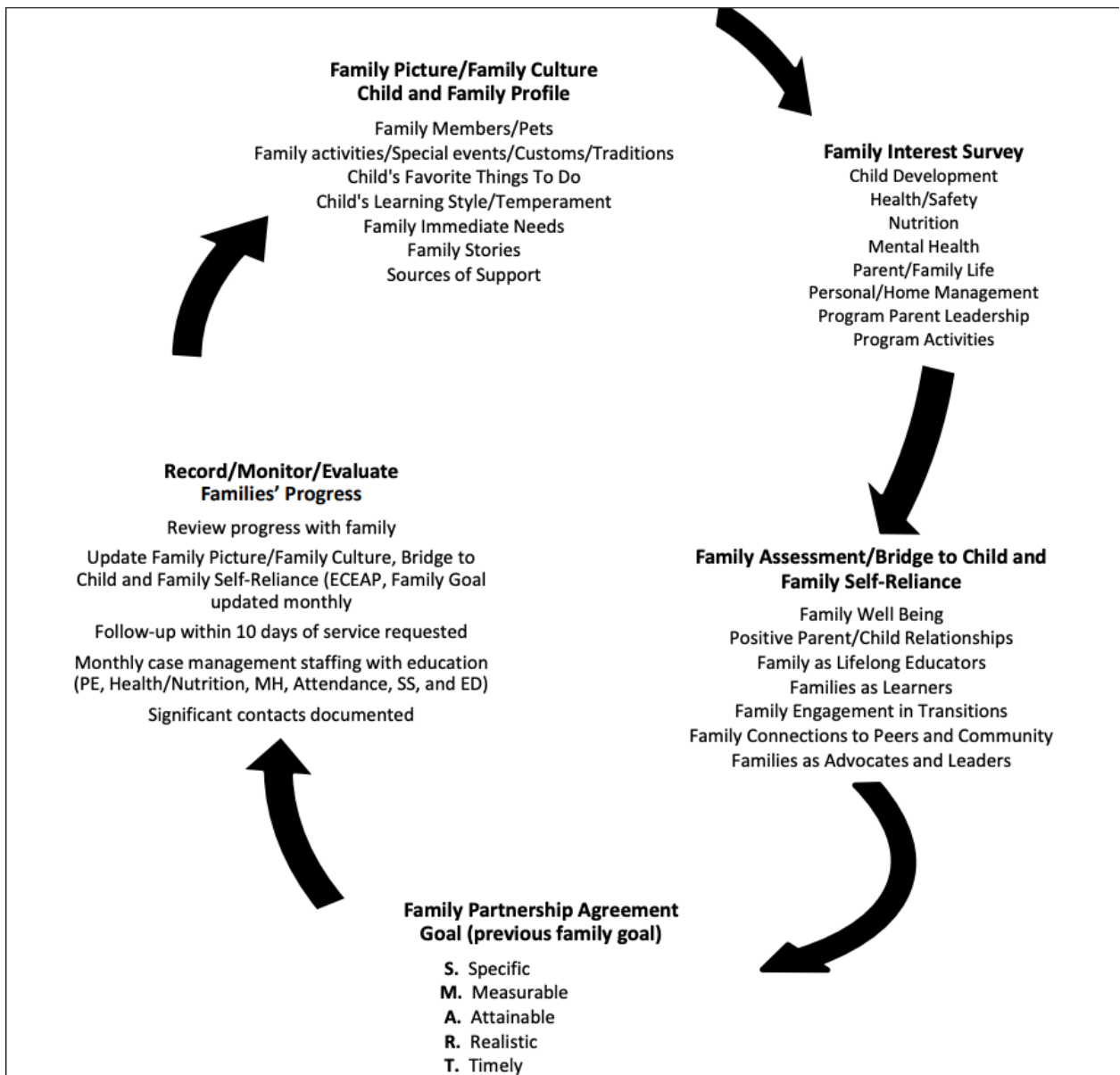
- Update Contact Information form.
- Follow-up on attendance.
- Follow-up on steps on the Family SMART Goal.
- Make referrals as needed. Follow-up on previous referrals.
- Follow-up with any outstanding items from the
- Family Interest Survey.
- Review physical status, dental status, nutrition status, and specialist status any need for follow-up and check-ups that are coming in the next year.
- Follow-up with sibling application/income verification
- Transitions/Registration for Kindergarten
- Summer Information (Food distribution sites and family fun activities ideas)

Forms:

- Family SMART Goal
- Application for Sibling
- Family Interest Survey

1b. Family Partnership Development Cycle

1. **Family Picture/Family Culture Child and Family Profile**
 - Family Members/Pets
 - Family activities/Special events/Customs/Traditions
 - Child's Favorite Things To Do
 - Child's Learning Style/Temperament
 - Family Immediate Needs
 - Family Stories
 - Sources of Support
2. **Family Interest Survey**
 - Child Development
 - Health/Safety
 - Nutrition
 - Mental HealthParent/Family Life
 - Personal/Home Management
 - Program Parent Leadership
 - Program Activities
3. **Family Assessment/Bridge to Child and Family Self-Reliance**
 - Family Well Being
 - Positive Parent/Child Relationships
 - Family as Lifelong Educators
 - Families as Learners
 - Family Engagement in Transitions
 - Family Connections to Peers and Community
 - Families as Advocates and Leaders
4. **Family Partnership Agreement Goal (previous family goal)**
 - S. Specific
 - M. Measurable
 - A. Attainable
 - R. Realistic
 - T. Timely
5. **Record/Monitor/Evaluate Families' Progress**
 - Review progress with family
 - Update Family Picture/Family Culture, Bridge to
 - Child and Family Self-Reliance (ECEAP, Family Goal updated monthly
 - Follow-up within 10 days of service requested
 - Monthly case management staffing with education (PE, Health/
Nutrition, MH, Attendance, SS, and ED)
 - Significant contacts documented
 - *Information from this phase of the cycle is used to inform the "Family Picture/Family Culture, Child and Family Profile" phase in step 1 above, and the cycle repeats.*



1c. Family Engagement Policy and Procedure

- Created 11/2020
- Revised 03/2026

Policy

LCC Head Start /EHS/ECEAP believe that engaging families is one of the most important aspects of the program. We respect parents/guardians, recognize that they are the first and most important teachers in their child's life, and are responsible for their child's well-being.

Procedure

LCC Head Start HS/EHS/ECEAP will facilitate family engagement by:

1. Offering opportunities for parents/guardians to participate in a research-based parenting curriculum that builds on parent's/guardian's knowledge and offers parents/guardians opportunities to practice parenting skills.
 - a. Parenting curricula will be reviewed for relevance each year in the Family Engagement Committee. Curricula will be reviewed yearly in the spring with parents for program planning and fall implementation.
2. Opportunities will be provided for families to volunteer and engage with their child, such as: volunteering during class time, joining a classroom mealtime with their child, accompanying their child on the class field trip, completing out of class projects (cutting, prepping projects),etc.
3. Expressing to parents/guardians that participation in family engagement opportunities is encouraged but is not a condition of a child's enrollment.
4. Investing in professional development to strengthen staff skills and practices. Offer staff development and reflective practice opportunities to address biases and attitudes that address biases and attitudes that interfere with building positive staff parent/guardian relationships.
5. Valuing fathers' role in strategic planning and continuous program improvement. Analyze and use program self-assessment and community assessment data to set strategic long-term goals to provide family and father engagement services.
6. Staff will encourage that the following under-represented parenting population(s) are advocated for in all aspects of our program, specifically:
 - a. Families whose primary or home language is not English;
 - b. Parents or guardians working full time;
 - c. Fathers or father figures;
 - d. Family members who are not living at home, including deployed or incarcerated parents or guardians;
 - e. Other underrepresented families as applicable.

7. Advocacy for under-represented populations (fathers, cultures we serve, incarcerated adults) will occur by the following actions and other actions deemed appropriate by the program during the school year:
 - a. Using direct communication with nonresident family members (specifically nonresident fathers and other family members not living at home) and extending a personal invitation to participate in program services.
 - b. Creating family-friendly environments with welcoming pictures, materials, and furniture specific to under-represented populations.
 - c. Promoting inclusive communication. Using gender-neutral forms for information about parents without reference to mothers or fathers. Requesting information about non-residential parents.
 - d. Ordering and offering materials created for under-represented populations.
 - e. Presuming that all parents/guardians of enrolled children, especially those whom are under-represented, have a high-interest in their children's school readiness and family engagement opportunities.
 - f. Recognizing and reinforcing under-represented populations' contributions.
 - g. Learning what the populations our program serves, what they are interested in and bringing the relevant information to them. (FSPE 8f - Family Connections Tool).
 - h. Finding out about and responding to under-represented populations' individual circumstances.
 - i. Offering resources to achieve parenting and related goals.
 - j. Engaging under-represented populations in programming, either in concert with or separate from maternal family visits or parent/teacher conferences.
 - k. Seeking to understand family celebrations from the fathering perspective. Using and looking for moments of opportunity to engage fathers when they are especially motivated (e.g. baby's birth).
 - l. Forming under-represented populations' groups that plan activities and informal networks of fathers.
 - m. Ensure flexible staff schedules if needed to accommodate under-represented populations for meetings.
 - n. Be welcoming of all cultures, languages, and alternative family arrangements.
 - o. Provide understanding that the experience of a parent being incarcerated can be overwhelming for both children and caregivers. Being sensitive to topics in the classroom such as current events involving crime or arrests for those who have a family member who is incarcerated.
 - p. Having staff establish themselves as a trusted and caring adult who challenges the stigma and shame that can be associated with having a parent in prison.

8. As connections with families are established, Head Start/EHS/ECEAP will connect with other staff and leadership to facilitate and grow connections for families. The following are examples of such connections made:
 - a. Attending and/or serving on Parent Committees/Parent Meetings;
 - b. Attending and/or serving on Advisory Committees;
 - c. Attending and/or serving on Policy Council;
 - d. Attending and participating in family engagement activities;
 - e. Attending workshops, conferences;
 - f. Training opportunities;
 - g. Attending Parent Committees/Parent Meetings and Family Nights;
 - h. Voluntary participation in classroom or at site; and
 - i. Participating in school readiness home learning activities.
9. The program assesses Family Engagement and Family services for continuous learning and quality improvement.

2a. Bus Pass Acquisition for Parents

- Created 08/99
- Reviewed 03/23

Procedures:

Listed below are the steps for acquiring bus passes for the entire program:

1. The Family Services/Parent Engagement Specialist will be responsible for acquiring bus passes on a monthly basis. Staff will generate a list(s) of parents needing bus passes by utilizing the bus pass form for the following reasons: Head Start/EHS/ECEAP related functions and/or appointments.
2. The list will also include the parent's name, child's name and Loc ID.
3. The list needs to be submitted to the Family Services/Parent Engagement Specialist no later than three (3) working days prior to the end of the month to process for the next month. If the lists are not received, staff will be responsible for pursuing the passes for their parents.
4. The Family Services/Parent Engagement Specialist will email the bus pass list to the cashier's office. The cashier's office will notify the Family Services/Engagement Specialist when the bus passes are ready for pick-up.
5. Bus passes will be picked up at the LCC Cashier's Office located on campus in the LCC Admissions Center.
6. The Family Services/Parent Engagement Specialist will transfer bus pass numbers to the corresponding names on the bus pass list.
7. The copy of the bus pass list with bus pass numbers is forwarded to the Fiscal Specialist at the LCC Head Start Center.
8. The Family Services/Parent Engagement Specialist will distribute the bus passes by placing them in the appropriate staff mailbox with a copy of the monthly bus pass form.
9. If the parent/guardian is a student at LCC:
 - a. Parent/guardian is to obtain their student ID number from registration
 - b. Parent/guardian is to get their current quarter student ID card from student services office at the Student Building.
 - c. The current quarter student ID may be used to ride the bus for free
10. If the person is a student at any other school:
 - a. The student may use their current school ID to board the bus to ride
 - b. Children in our program families who do not have any form of school ID may be put on the bus pass list. Please note student and sibling when requesting children bus passes.

If you have any questions regarding the above procedure, contact the Family Services/Parent

Engagement Specialist.

3a. Case Management Policy and Procedure

- Created 11/2000
- Reviewed 03/19

Policy

The goal of Case Management is to build on strengths of children and families, provide support, services and resources as interest and need are determined. Case Management is documented in the ChildPlus.net and will be used to document the information gathered and contacts made with parents and significant family members of direct and indirect services. ChildPlus.net will be the central system component that is used for the systematic documentation that captures the picture of the entire family's strengths, needs, interests, concerns, goals, initial referrals, follow-up, referral outcomes, barriers, and satisfaction in the areas of all services provided by the staff within the program.

Procedure

- Document on-going significant contacts with families in the ChildPlus.net with the first initial contact of the family. The person, who has the contact, should make the entry. The intake date initiates the process.
- ChildPlus.net will be kept up to date and will be utilized by all members of the team.
- See each module Data Guide for ChildPlus.net instructions.
- ChildPlus.net will be utilized for ongoing documentation and monthly staffings to review, summarize, share on-going information (absences, etc.) and update team members on family events, progress, changes, etc. (see Children and Family Staffing Meetings/On-going Assessment and Evaluation Policy and Procedure) FS/ PE 3c.
- All progress and activities that are related to goal achievement will be documented.

3b. Process for Shared Family Services

- Created 09/10
- Reviewed 07/24

In order to provide unduplicated, meaningful and quality services to our program families enrolled in both Early Head Start and Head Start/ECEAP, the below process will be followed with the EHS staff taking the lead.

Staff are responsible for reviewing their caseload in ChildPlus. This may be found in the Enrollment or Family Services modules.

Communication

- If the staff become aware of a major family need or crisis, they will communicate with one another to discuss and determine a joint plan of action. Communication between EHS and HS/ECEAP staff shall occur at least monthly to establish a plan for the family.
- If a community referral (CPS) report is made by any staff member, the reporting party will notify the other involved staff member via phone call and email within the hour that a CPS report was made.

Documents:

- Families of Early Head Start children who enter the program prior to their Head Start/ECEAP sibling:
 - Head Start/ECEAP staff will initiate a phone call to the Early Head Start Family Advocate or Early Head Start Home Visitor to make a plan on who is to start the Family Connection Tool and a plan for sharing it with each other. Copies of the front of the Family Connection Tool and the SMART Goals would be exchanged between EHS and Head Start/ECEAP when update are made.
- Families of Early Head Start children who enter the program after their Head Start/ECEAP sibling have started 3-5 services:
 - EHS Family Advocate or EHS Home Visitor staff will initiate a phone call to the Head Start/ECEAP staff to make a plan on who to start the Family Connection Tool and to determine a plan for sharing it with each other. Copies of the Family Picture and Family Partnership Agreement shall be exchanged between EHS and Head Start/ECEAP when update are made.

Home Visits, Teacher Home Visits, Conferences

For families enrolled in Head Start/ECEAP and EHS, staff will conduct home visits in coordination with

each program to better suit the needs of the families, whenever possible. The EHS staff will be invited

to join in the Parent/Teacher Conference for the preschool child as a measure of continuity for the family.

Case Management

Documentation of family services, health services and education services will be completed as noted in

the database server handbook that the staff is utilizing.

Shared Family Staffings

- **Held:** October, January and April
- **What:** Formal documentation of coordination of services between EHS staff and Head Start/ECEAP Family Advocate will be done and documented in ChildPlus under the description of Shared Staffing.

3c. Children and Family Staffing Meetings Policy and Procedure

- Created 11/2000
- Reviewed 10/18

Policy

The integration of services within all components will occur in an on-going planning process for children and families throughout the year. Staff, parents, other service providers and professional agencies that are involved in the lives of the children and family will collaboratively plan and deliver services for all children and families.

Policy complies with Head Start Performance Standard 1304.21; 1340.20(a) (d); 1308.6; 1308.18; 1308.20.

Procedure

1. Each child/family will be staffed at least once monthly.
2. Enter into case management to document and summarize the discussion at staffings in the areas listed under Staffing Guidelines below.
3. Head Start/ECEAP staff will use the electronic Classroom Family Tracking Form to fill in dates, etc. of areas completed.
4. Review documentation of case management in Family Services components and cross check with the Health module in ChildPlus.net. Address and update any follow-up items and discussion of new information on the child and family.
5. Head Start/ECEAP staffings will include: Teacher and Family Advocate. Area Manager and/or appropriate service providers/consultants may also attend as needed or required.
6. Complete staffings for families in crisis first.
7. Staffings of families include the following:
 - Create an event for the monthly staffing. In the action notes, document any strengths and acknowledge accomplishments. Celebrate the family!
 - Look at the big picture of the family's strengths, interests, un-met needs and goals.
 - A new event and/or action is entered documenting decisions including actions to be taken, persons responsible, and timelines to be followed/ met.
 - Staff should document and refer to the appropriate form and location of the form.

During the Monthly staffings, ensure all of the following service areas are addressed:

Staffing Guidelines (Review and Discuss)

Social Service

- Family Picture/Family Culture
- Family Partnership Agreement (FPA)
- Family Interest Survey
- Bridge to Child & Family Self Reliance
- Additional Home Visits
- On-going Observations
- Follow-up and/or Referral status
- Crisis Intervention
- Inquiry of existing plans/steps in working with other agencies
- Bus Pass, if needed

Discuss each of the above- report the strengths, interests, concerns, and goals of the family. Discuss if a plan in any of these areas need to be developed, by whom, when, and if follow-up is needed.

Tools: Application Form, Enrollment, Family Picture/Family Culture, Family Partnership Agreement, Notes Home Form, Family Contact Form, Bridge to Child & Family Self Reliance, Anecdotal Form, Mental Health/Social/Emotional Request for Observation/Assessment, Classroom Family Tracking, and Family Interest Survey.

Mental Health

- On-Going Observation
- Discuss Social/Emotional Behavior Plan for Classroom, Home, and Play & Learn (PAL)
- Transition Activities (Discuss any timely transition issues. Develop a plan if not already in place.)
- Follow-Up and/or Referral Status
- Crisis Interventions
- Safety Intervention Report
- ASQSE
- TS Gold
- EHS Health Consultant Forms
- Edinburgh Depressing Screening

Discuss if a plan for behavior intervention needs to be developed, by whom, when, and if follow-up is needed and contact Mental Health Specialist as appropriate. Refer to and follow up on mental health recommendations.

Tools: Application Form, Enrollment Form, Family Partnership Agreement, Health Module, Mental Health Module, Health Memo Form, Mental Health/Social/Emotional Request for Observation/Assessment, Anecdotal Form, Notes Home Form, Classroom Family Tracking, Parent Guardian Permission for Social/Emotional Observation/Assessment, Family/Child Support Plan (specified: Observation Summary, Family/Team Update Summary, Coordination Summary Update, Class/Strategy Matrix), Parent/

Guardian Interview for Mental Health/Social/Emotional Observation/Assessment, and Play & Learn Socialization Form.

Attendance

- To determine number of days child is absent and reasons for absence
- Barriers and/or strengths to attending Head Start/EHS/ECEAP and Play & Learn groups.

Discuss if an attendance plan in this area needs to be developed. Document any changes and any progress, concerns or barriers to the child's attendance and write an action plan if necessary. Document who, when and if follow-up is necessary or needed. If the child is on an IEP/IFSP, ask the LEA/Part C specialist working with your child for feedback on the situation.

Tools: Attendance and Meal Count Form, Attendance Module, EHS Home Visit Plan Forms, Family Contact Form, EHS Attendance Policy and Procedure, EHS Home Base Unable to Contact Letter, EHS Home Base Child Attendance Letter, EHS Home Base – My Child's Attendance Success Plan, Head Start/ECEAP/EHS Teen – My Child's Attendance Success Plan, 3-5 Child Attendance Letter, Attendance Policy and Procedure, Daily Infant Meal Record, Attendance and Meal Count Form, and HS/EHS/ECEAP Family Partnership Agreement Forms.

Parent Engagement

- Parent/Guardian Program Engagement Status (i.e. classroom/PAL attendance, classroom volunteer; policy council; parent meeting attendance/support groups; community meetings; curriculum planning; home visits)
- School Readiness Goals at Home
- Follow-up status
- Discuss plan of action to acknowledge or to encourage parent involvement.

Tools: Inkind/Sign-In Form, Parent Education Plan, School Readiness, Home Learning Form, Notes Home Form; Parent Meetings, Parent Committee Meetings, and Family Night Sign-In Forms; Policy Council Sign-In Form, IEP/IFSP Attendance, Family Contact Form and Family Interest Survey.

Health/Nutrition

- Review Health Module events and actions.
- Family Member's Health Insurance Status
- Ensure Children follow a Schedule of Well Child care
- Prenatal Health Status
- Child Health Status
- On-going observations
- Follow-up and/or Referral Status
- Medications taken by children in class/appropriate documentation in place
- Program Financial Assistance for Child/Prenatal Mom Health Services
- Assistance to parents to enable them to learn how to obtain any prescribed medications, aids or equipment for medical/dental conditions.

- Communicate to Disabilities/Health Nutrition Coordinator and Health Specialist, via email or health memo, action scheduled or completed on health and/or dental follow-up and treatment.
- WIC

Discuss if a plan in this area needs to be developed, plan of action, persons responsible, and timeline.

Tools: Application Form, Family Partnership Agreement, Medicaid & Washington State Basic Health Plan Finder, Health Module, Health History, Health Memo Form, Health Documentation Request Form, Anecdotal form, Notes Home Form, Student Accident Report Form

Education

- Learning Styles and Temperament
- School Readiness Goals
- School Readiness Goals Status (updates, reviews)
- IEP/IFSP Goals and Status (review goals and update what is learned, determine next objective)
- TS Gold/On-Going Observation Strategies (Are they struggling in a domain or dimension, have you seen growth, have new skills been learned?)
- Vision, Hearing & Developmental or any other health concerns about the individual child that would affect the child's learning in a classroom. Include special accommodations for the classroom.
- Transition Activities (Discuss any timely transition such as school district busing, childcare, 2 ½ Year Transition Conference, or other situations. Develop a plan if not already in place.)
- Plan for classroom intervention strategies and progress.
- Parent input for classroom planning and activities specific to their individual child.
- ASQ-3
- ASQ SE-2
- Identify barriers to reaching goals.
- Other items pertinent to the child.

Document the child's developmental progress, classroom strategies and individualization, and any changes, growth, concerns, barriers and write an action plan if necessary including persons responsible, and timeline.

Tools: ASQ-3, ASQ SE-2, Teacher and Parent Questionnaire, Teaching Strategies Gold, Lesson Plan Form, Parent/Teacher Conference Form, Home Visit Plan Form, Family Picture/Family Culture, parent input, Kindergarten Transition, School Readiness Tool, Notes Home Form, Mental Health/Social/Emotional Request for Observation/Assessment, ChildPlus Modules, Classroom Family Tracking, IEP/IFSP, Intervention Strategies and Family/Child Support Plan (specified: Observation Summary, Family/Team Update Summary, Coordination Summary Update, Class/Strategy Matrix).

3f. Where Forms Go

- Created 06/13
- Reviewed 08/26

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
Change of Status	Y	ERSEA 1e (lowercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/e-Change_of_Status) (Printed on green paper)	Copy to Carol Robbins	Original in site file; make photocopy and send to Carol Robbins for databasing; when you receive the copy back with date and initials of the person who databased it, transfer that date and initials to the original that is located in the site file; shred the copy only.	• Admin Section • Copy Bus if bus rider • Copy to Emergency Notebook	• ELMS: Family Support • CP: Family Services

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
Change of Classroom	Y	MSYS 7p - link coming soon	Skye Strayer	Original to office, copy for site file	Admin Section	• ELMS: Family Support • CP: Family Services
ASQ-3, ASQ-SE 2, and Rescreens	Y	N/A	N/A	Scan ASQ-3, ASQ-SE2, and scoresheet to Ryleigh and Kelly to upload into cpnet.	N/A	ONLY ELMS: Child Development
Developmental/ Health Screening Summary		EDUC 4g (lowercolumbia.edu/publications/head-start-handbooks/EDUC/04-developmental-screening/g-summary)	Laurie Severson	Scan to Kelly to upload to cpnet; give copy to parent	Education Section	• ELMS: Child Development • CP: Education
Health History	Y	• HLTH 11b - link coming soon • HLTH 11c - link coming soon	N/A	Original in site file; scan to self and email to Kelly Norton (knorton@lowercolumbia.edu) for uploading attachment	Health Section	• ELMS: Family Support • CP: Family Services

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		• HLTH 11d - link coming soon (Printed on blue paper)		into the Health section of database. Write the date it was uploaded on the original for the database date.		
Home Language Survey	Y	N/A	Share form with Teacher	Teacher to input information into SMART Teach.	Education Section	N/A
School Readiness In-Kind	N	FISC 1e - link coming soon	Area Manager with EOM	Attached to EOM (Teacher) Area Manager send signed originals to Gwyn Wilson.	N/A	• ELMS: Family Support • CP: Family Services
Parent Volunteer / Site Volunteer In-Kind Form	N	FISC 1i1 - link coming soon	Area Manager with EOM	Attached to EOM (Teacher) Area Manager send signed	N/A	• ELMS: Family Support • CP: Family Services

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
				originals to Gwyn Wilson.		
Meal Count (CR Attendance)	Y	Cplus Report 2315	Carol Robbins	Double check for accuracy and completeness; make photocopy, send the original to Carol and keep a copy in an attendance file in front of the child files. Copy given to Area Manager.	Attendance folder in front of site files.	Make individual note of each child's absence attendance in Childplus.
Parent Agreement	Y	FS/PE 6a (lowercolumbia.edu/publications/head-start-handbooks/F)	Original to site file	Copy to Health Coordinator if parent initialed NO to number	- Admin Section - Copy to Emergency Notebook - Parent Agreement Exclusion List	- ELMS: Family Support - CP: Education

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		S-PE/06-parent-agreement s/a-head-start-ECEAP-3-to-5-parent-agreement-nt-contract • FS/PE 6d (lowercolumbia.edu/publications/head-start-handbooks/FS-PE/06-parent-agreement s/d-prenatal-parent-agreement-contract) • FS/PE 6e (lowercolumbia.edu/publicatio		1, and place a copy for each child in Emergency Response Notebook.		

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		ns/head-start-handbooks/FSPES-06-parent-agreements/e-Home-Based-parent-agreement-contract)				
Parent Survey	Y	N/A	N/A	Completed at parent/teacher conferences. Any paper copies to be entered by given date.	N/A	N/A
Parent Survey – ECEAP	Y	N/A	N/A	Completed at parent/teacher conferences via an online survey system.	N/A	N/A

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
Program Parent Sign-In	Y	FS/PE 14d (lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/d-Parent-Sign-In-Lista-de-Registros-Padres-del-Programa)	- Gwyn Wilson-original - Center Notebook-copy	Original to Gwyn Wilson. Place a copy in your center notebook for reference in your EOM reporting.	Center Notebook	N/A
PIR End of Enrollment Questionnaire	Y	MSYS 7r - link coming soon	Carol Robbins	Completed at Spring parent/teacher conferences OR when a child withdraws from the program.	N/A	N/A
Records Request	Y	HLTH 11e1-11e2 (lowercolumbia.edu/publications/head-start-handbooks)	Carol Robbins	Send the original to Carol Robbins to request records and for data entry; when you	Appropriate related section (most likely Health)	- ELMS: Family Services - CP: Family Support

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		oks/HLTH/11-Student_Health_History_Nutrition_Intake_Health_Follow-Up_Referals_and_Treatment/e-Record_Request_Letters) • DISA 2f (lowercolumbia.edu/publications/head-start-handbooks/DISA/2-referral-and-evaluation/f-request-for-records-from-sch		receive the original back with date and initials of person who requested the records, shred the COPY ONLY.		

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		ool-dis trict) • DISA 2g (lo wercol umbia. edu/pu blicatio ns/hea d-start -handb ooks/D ISA/2-r eferral -and-e valuati on/g-re cords- reques t-from- progre ss-cen ter) • MH 5b - link coming soon • FS/PE 4d (lo wercol umbia .edu/p ublicati ons/hea d-star t-hand books/ FS-PE /04-ch				

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		ild-abuse-neglect/d-DCYF-CPS-information-request)				
Release of Information (ROI)	Y	ERSEA 1d (lowercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/d-Parent-Guardian_Permission_to_Reveal_or_Obtain_Confidential_Information) OR ERSEA 1f (lowercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/f-Adult-Pregnant_Individual_Permission_to_Rev	Original to Carol Robbins	Original will be returned to you after it is scanned and documented into the health module of ChildPlus. It will also have the initials of the person who databased it along with the date it was scanned into ChildPlus in the lower right-hand corner.	Admin Section	• ELMS: Family Services • CP: Education, Family Support

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		eal_or_Obtain_Confidential_Information		To view the ROI in ChildPlus, in any tab click on attachments on the top portion of the screen and click view all		
Transportation Request		TRAN 5d - link coming soon	Transportation Liaison for your building	Original to Transportation Liaison; copy for site file.	SS/MH Section	• ELMS: Family Services • CP: Family Support
USDA (Child & Adult Care Food Program – CACFP)	N	N/A	Carol Robbins	Put LOC ID on front of form.	It will not be sent back to you; note in case management and on home visit log form that it was completed	• ELMS: Family Services • CP: Education, Family Support
Withdraw/Transfer Checklist Includes: End of Enrollment PIR,	Y	• ERSEA 2d, 2d1, 2d2 (lowercolumbia.edu/p	Skye Strayer	Attach to front of file with attachments when withdrawing student.	Admin Section	• ELMS: Family Services • CP: Family Support

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
Questionnaire and possible COS form		ublications/head-start-hand books/ERSE A/2-attendance/d-File_Transfer_Checklists)				

4a. Child Abuse and Neglect Reporting Policy and Procedure

- Created 06/97
- Reviewed 04/26

Policy

When any LCC Head Start/EHS/ECEAP employee has reasonable cause to believe that a child has suffered abuse or neglect, he or she shall report such incident, or cause a report to be made, to the proper law enforcement agency or the Department of Children's Administration per Washington [RCW 26.44.040\(1\)\(a\)](http://app.leg.wa.gov/rcw/default.aspx?cite=26.44.040) (app.leg.wa.gov/rcw/default.aspx?cite=26.44.040) .

The Department of Children, Youth and Families (DCYF) within local communities in Washington State are responsible for receiving and investigating reports of suspected child abuse and neglect. Reports are received by Children's Administration/Child Protective Services (CPS) located in each community office and are assessed to determine whether the report meets the legal definition of abuse or neglect and how dangerous the situation is.

Reporting Procedure

- I. Who must report: All staff members; assistant teachers, teachers, family advocate staff, kitchen staff, office staff, bus drivers, bus monitors, etc.
- II. When to report: Anytime it is suspected that a child's physical or mental health or welfare may be affected by abuse or neglect. Staff shall contact the appropriate community agency immediately and not later than 48 hours from the date and time from when the reporting staff member became aware of suspected abuse or neglect.
- III. How to report:
 1. Discuss concerns with Area Manager or available member from the Leadership Team.
 2. A decision will be made whether an official report needs to be completed.
 - a. If the decision is to make a report: a written report will be completed and followed up with a telephone report to CPS. A written copy of the report will be kept in the ICP section of the site file and the original sent to the Program Coordinator for scanning into childplus.net. The Program Coordinator will then mail the report to CPS.
 - b. Program Coordinator will send out an email to DST (and shared program staff and Area Manager), Area

- Manager and CAST stating child's first initial and last name and "Community Referral" uploaded and date.
- c. Document in Case Management (in ELMS and CP.NET) that a report was made to CPS with a log entry stating, "**Community Referral Made**". If more information is needed to be written, use an anecdotal and place it with the written report in the ICP section of the child's site file.
- d. If the decision is not to report, detailed case management notes must be documented.
3. If this is a shared family within the program, notify the other Direct Service Team program via phone promptly after the report to CPS is made.
4. It is the responsibility of the CPS caseworker to notify the family of the CPS referral unless assistance in doing so is requested by CPS staff.
- IV. Before you make the report, organize your information:
The child's name, address, birthdate, parent's name, address, telephone, others living in the home (siblings/adults) and date of incident.
 1. What causes you to suspect that abuse has occurred? Write: It appears it is physical abuse, emotional abuse, etc.
 2. What exactly did the child or caregiver say or do and under what circumstances?
 3. Exactly where are any bruises or injuries, what do they look like and when did you first notice them?
 4. What has the child said about the injuries?
 5. Has the child's behavior changed recently? In what way? Has there been a chronic pattern of behavior?
 6. What other signs and symptoms of abuse does the child exhibit?
 7. What do you know about the child's family and home life?
 - Extended family members?
 - Race and ethnicity
 - Family strengths that can help the parent(s) care for and protect the child(ren)
 - Parent's socio-economic status
 - Parents resources
 - Resources or referrals that program has given caregiver to prevent or mediate incident(s) of risk
 - Previous history of mental health disorder
 - History of substance use
 - Parent's response to intervention, etc.
 8. Is there any information about previous incidences of abuse or neglect?
 9. Is the family on active or in-active military duty?
 10. Is there information on whether the child or family is of Native American ancestry?

- V. What to report: Reminder: Not one of these, but a collection of indicators.
1. Physical Abuse
 - Consider the possibility of physical abuse when the **child**:
 - Unexplained burns, bites, bruises, broken bones or black eyes.
 - Fading bruises or other marks noticeable after an absence from school.
 - Frightened of the parents and protests or cries when it is time to go home.
 - Shrinks at the approach of adults.
 - Report injury by a parent or another adult caregiver.
 - Consider the possibility of physical abuse the when the **parent or other adult caregiver**:
 - Offers conflicting, unconvincing, or no explanation for the child's injury.
 - Describes the child as "evil" or in some other very negative way.
 - Uses harsh physical discipline with the child.
 - Has a history of abuse as a child.

Author: National Clearinghouse on Child Abuse and Neglect Information (DHHS)
 2. Neglect
 - Consider the possibility of neglect when the **child**;
 - Is frequently absent from school.
 - Begs or steals food or money.
 - Lacks needed medical or dental care, immunizations or glasses.
 - Is consistently dirty and has severe body odor.
 - Lacks sufficient clothing for the weather.
 - Abuses alcohol or drugs.
 - States that there is no one at home to provide care.
 - Consider the possibility of neglect when the **parent or other adult caregiver**:
 - Appears to be indifferent to the child.
 - Seems apathetic or depressed.
 - Behaves irrationally or in a bizarre manner.
 - Is abuse alcohol or other drugs. *Author: National Clearinghouse on Child Abuse and Neglect Information (DHHS)*
 3. Emotional
 - Consider the possibility of emotional maltreatment when the **child**:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity or aggression.
 - Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example).
 - Is delayed in physical or emotional development.
 - Has attempted suicide.
 - Reports a lack of attachment to the parent.
 - Consider the possibility of emotional maltreatment when the **parent or other adult caregiver**:
 - Constantly blames, belittles or berates the child.
 - Is unconcerned about the child and refused to consider offers of help for the child's problems.
 - Overtly rejects the child.

Author: National Clearinghouse on Child Abuse and Neglect Information (DHHS)
4. Sexual
- Consider the possibility of sexual abuse when the **child**:
 - Has difficulty walking or sitting.
 - Suddenly refuses to change for gym or to participate in physical activities.
 - Reports nightmares or bedwetting.
 - Experiences a sudden change in appetite.
 - Demonstrates bizarre, sophisticated or unusual sexual knowledge or behavior.
 - Becomes pregnant or contracts a venereal disease, particularly if under age 14.
 - Runs away.
 - Reports sexual abuse by a parent or another adult caregiver.
 - Consider the possibility of sexual abuse when the **adult or other adult caregiver**:
 - Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex.
 - Is secretive and isolated.
 - Is jealous or controlling with family members.

Author: National Clearinghouse on Child Abuse and Neglect Information (DHHS)
5. Signs of Child Abuse to Recognize During a Video Call

- Unexplained bruises or marks on a child.
 - A parent, caregiver or adult using harsh physical discipline.
 - Safety hazards within a child's reach such as unsecured weapons, drugs or unsanitary conditions.
 - The absence of food or family members appear to be losing weight.
 - Perishable food sitting out after multiple days.
 - Aggressive or repeated shouting.
 - Hearing hitting or things being broken.
 - The caregiver appearing intoxicated and unable to provide care.
6. If the incident happened in the home involving a family member or if a parent was aware of the situation but failed to intervene on the child behalf, it must be reported to CPS.
 7. Failing to take reasonable steps to prevent the occurrence of numbers 1 through 4.
 8. For any other reporting concerns, contact your Area Manager or other Leadership Team member.
- VI. Staff is available as advocates for parents.
- VII. Failure to pick up a child or be available for after school delivery:
1. In the event that no one is home at either the child's house or the alternate drop-off address, the child will be returned to the Head Start/EHS/ECEAP Center. The bus monitor or driver will notify the parent that the child has returned to the Center. It will be the parents' responsibility to pick the child up at the Center. Staff will try to contact all alternate care numbers listed. A member of the Leadership Team or their designee will call CPS one hour after the end of class, followed by a call to local law enforcement (Dispatch [577-3098](#)). Staff will problem solve with parents so the problem does not reoccur.
 2. If the child is a drive-in and the parent fails to pick up the child, staff will try to contact all family information numbers. A member of the Leadership Team or their designee will call CPS one hour after the end of class, followed by a call to local law enforcement (Dispatch [360-762-6800](#)).
- VIII. Allegations against Head Start/EHS/ECEAP Staff:
- a. In the event that a Head Start/EHS/ECEAP employee is suspected of an act of abuse or neglect, a report shall immediately be made to the Area Manager, Director, and/or Assistant Director.
 - b. A report will be filed with Child Protective Services.
 - c. The Area Manager, Director, and/or Assistant Director may take whatever action is necessary to ensure that children are safe until Child Protective Services and/or law enforcement (Dispatch [360-762-6800](#)) has completed the investigation.
 - d. The DCYF licensor will be notified along with the responsible Head Start Region X Program Specialist regarding any reports regarding

agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders. Examples of required reporting from ACF-IM-HS-22-07:

- **Child injuries that require either hospitalization or emergency room medical treatment**, such as a broken bone; a severe sprain; chipped or cracked teeth; head trauma; deep cuts; contusions or lacerations; or animal bites.
- **Inappropriate discipline**, which any type of conduct used to instill fear or humiliate rather than to educate a child, such as poking or pinching a child; making fun of or laughing about a child; using/withholding food or an activity as a punishment or reward; or isolating a child.
- **Potential child abuse and maltreatment**, such as grabbing, shoving, shaking, swatting, or dragging a child; spanking or any other type of corporal or physical punishment; binding, typing, or taping a child; terrorizing a child with threats or menacing acts; or any form of sexual contact.
- **Lack of supervision** while in the care or under the supervision of program staff, which includes leaving a child alone anywhere on the grounds of a Head Start facility (e.g., in a classroom, bathroom, on a playground), as well as outside the facility in a parking lot, on a nearby street, or on a bus or another program-approved transportation or excursion.
- Unauthorized release where a child is released from a Head Start facility, bus, or other approved program transportation to a person without the permission or authorization of a parent or legal guardian and whose identity had not been verified by photo identification.

IX. Where to report:

Department of Social & Health Services

Child Protective Services (CPS)

P.O. Box 330 – 711 Vine Street

Kelso, WA 98626

During Business Hours: [360-501-2600](tel:3605012600)

After Hours: [1-800-562-5624](tel:18005625624)

TTY: [1-800-624-6186](tel:18006246186) to place a direct TTY call

FAX: (360) 577-2382

You have a legal responsibility to report child abuse when you have reasonable cause to believe abuse has occurred. Simply reporting this abuse to your supervisor does not fulfill your legal responsibility unless a report is made.

Possible Abuse Indicators

Indicators of Physical Abuse

- a. Unexplained bruises and welts on any part of the body;
- b. Bruises of different ages (various colors);
- c. Injuries reflecting shape of article used (electrical cord, belt buckle, ping pong paddle);
- d. Injuries that regularly appear after absence or vacation;
- e. Unexplained burns, especially to soles, palms, back or buttocks;
- f. Burns with a pattern from an electric burner, iron or cigarette;
- g. Robe burns on arms, legs, neck or torso;
- h. Injuries consistent with information offered by the child;
- i. Immersion burns with a distinct boundary line;
- j. Unexplained lacerations, abrasions or fractures.

Indicators of Emotional Abuse

- a. Lags in physical development;
- b. Extreme behavior disorder;
- c. Fearfulness of adults or authority figures;
- d. Revelations of highly inappropriate adult behavior, i.e., being enclosed in a dark closet, forced to drink or eat inedible items.

Indicators of Sexual Abuse

- a. Venereal disease in a child of any age;
- b. Evidence of physical trauma or bleeding to the oral, genital or anal areas;
- c. Difficulty in walking or sitting;
- d. Refusing to change into gym clothes;
- e. Child running away from home and not giving any specific complaint;
- f. Pregnancy at 11 or 12 with no history of peer socialization;
- g. Sexual knowledge, behavior, or use of language not appropriate to age level.

Indicators of Sexual Exploitation

- a. Allowing, permitting, encouraging, or engaging in the obscene or pornographic photographing, filming, or depicting of a child by any person;
- b. Allowing, permitting, or encouraging a child to engage in prostitution by any person.

Indicators of Human Trafficking

- a. Allowing, permitting, encouraging, or engaging in the exchanging of children/ persons for a favor or an item;
- b. Allowing, permitting, encouraging or engaging in the exchange of children/ persons for a work value (a.k.a. forced slavery).

Indicators of Physical Neglect

- a. Lack of basic needs (housing, clothing, food);
- b. Lack of essential health care and high incidence of illness;
- c. Poor hygiene on a regular basis;
- d. Inappropriate clothing in inclement weather on a consistent basis;
- e. Consistent lack of supervision, especially for long periods;
- f. Abandonment.

Behavioral Indicators of Abuse and Neglect

- a. Wary of adult contact;
- b. Frightened of parents;
- c. Afraid to go home;
- d. Habitually truant or late to school;
- e. Arrives at school early and remains after school later than other students;
- f. Wary of physical contact by adults;
- g. Shows evidence of overall poor care;
- h. Parents describe child as "difficult" or "bad" or "evil";
- i. Inappropriately dressed for the weather - no coat or shoes in cold weather or long sleeves and high necklines in hot weather (possible hiding marks of abuse);
- j. Exhibit behavioral extremes: crying often or never, unusually aggressive or withdrawn and fearful.

4b. Child Abuse and Neglect Report Form

- [4b. Report of Child Abuse/Neglect \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-04-b-ChildAbuseNeglectReportForm.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-04-b-ChildAbuseNeglectReportForm.pdf)

4c. Anecdotal Form

- [4c. Anecdotal \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-04-c-Anecdotal.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-04-c-Anecdotal.pdf)

4d. DCYF/CPS Information Request

- [4d. DCYF/CPS Information Request \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-04-d-DCYF-CPSInformationRequest.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-04-d-DCYF-CPSInformationRequest.pdf)

4e. Notification of Pickup by Child Protective Services (CPS) Form

- [4e. Notification of Pickup by Child Protective Services \(CPS\) form \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-04e-Notification_of_Pickup_by_CPS_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-04e-Notification_of_Pickup_by_CPS_Form.pdf)

4e1. Procedure for On-Site Interview of Alleged Victims of Child Abuse/Neglect

- Created 09/03
- Reviewed 04/26

Procedure

The following guidelines should be observed when a victim or alleged victim of child abuse or neglect is to be interviewed by Child Protective Services (CPS) social worker and/or law enforcement officer at any site of Lower Columbia College Head Start/EHS/ECEAP.

- It is the responsibility of the CPS social worker or law enforcement, not Head Start/EHS/ECEAP staff, to notify parents of allegations and any other activity associated with the referral. Head Start/EHS/ECEAP staff shall refrain from informing parents of a referral or any activity associated the referral unless decided by specific consultation with the CPS social worker. It is the responsibility of the CPS social worker and/or law enforcement officer to inform the child's parent/guardian in a timely manner that: (a) A site interview has occurred; (b) The specifics of the allegations of abuse and neglect; and, (c) Disposition of the investigation. If the parent/guardian has any questions or concerns, the Head Start/EHS/ECEAP Area Manager may refer the parent/guardian to CPS and/or the law enforcement officer.
- The CPS social worker or law enforcement officer must contact the Head Start/EHS/ECEAP Area Manager or designee, present proper identification, and make known the name of the child to be interviewed.
- The Head Start/EHS/ECEAP Area Manager or designee will provide a non-threatening setting for the interview in which the child feels comfortable.
- The Head Start/EHS/ECEAP Area Manager or designee, whose role is to observe in a neutral manner, may be invited to attend the interview.
- The Head Start/EHS/ECEAP Area Manager or designee recognizes that in sensitive interviews depending on the age of the child and nature of the child abuse/neglect referral (such as child sexual abuse referrals), the involvement of a staff member may interfere with the investigation.
- The CPS social worker and/or law enforcement officer and/or team member will conduct the interview.
- In the event the CPS social worker has a Court order, or the law enforcement officer determines the need to remove the child from the Head Start/EHS/ECEAP program site, law enforcement will complete the necessary custody form and notify parents as per RCW 26.44. Head Start/EHS/ECEAP will request that the CPS social worker and/or law enforcement officer sign acknowledgment that they are taking custody of the child.

Per [RCW 26.44.050 \(app.leg.wa.gov/rcw/default.aspx?cite=26.44.050\)](http://app.leg.wa.gov/rcw/default.aspx?cite=26.44.050) the law enforcement agency or the Department of Children, Youth and Families investigating a report is hereby authorized to photograph such a child for the purpose of providing

documentary evidence of the physical condition of the child. It is not appropriate for Head Start/EHS/ECEAP Programs and staff to substantiate abuse or neglect by photographs of the alleged child victim.

5a. Family Literacy Policy & Procedure

- Created 11/06
- Reviewed 05/23

Policy

The goal of family literacy is to enable Head Start/EHS/ECEAP parents to develop and use literacy skills which enable them to become more active and effective participants in the community, in the workplace, in their child's education and development, and in their efforts to obtain economic and social self-sufficiency.

Procedure

1. Offer parent literacy training that leads to economic and financial self-sufficiency through:
 - Onsite ELL classes.
 - Refer to GED programs.
 - High School+ (HS+) Program
 - Assist families to attend Lower Columbia College.
 - Development of Family Literacy goals as appropriate in the Family Partnership Agreement (FPA) process.
 - Development of family finance and/or budgeting goals as appropriate in the Family Partnership Agreement (FPA) process.
2. Educate parents on how to be the primary teacher for their children and full partners in their child's education through:
 - Home visiting activities with parent, child and teacher regarding early literacy and activities to build these skills. Parents and children are encouraged to practice these educational activities often in the home.
 - Staff presenting Developmentally Appropriate Practice (DAP) at parent meetings.
 - Education and support groups that help to educate parents on how to be the primary teacher for their children.
 - Play and Learn (PAL) groups.
3. Provide interactive literacy activities between parents and their children through:
 - Encourage parents to create verbal or written books and stories in their home language.
 - Providing a parent and child literacy event for families that is focused on topics that may include free books, a Zoo-phonics activity, reading to children, financial literacy information and GED/college information.
4. Provide age-appropriate education to prepare children for success in school and life experiences through:

- Provide daily planned literacy activities in the Head Start/EHS/ECEAP classroom.
- Individual child learning plans developed around child literacy goals.
- Invite guest readers from the community, parents and staff to read to the children in the classroom.
- Participating with the local library to: provide guest readers/puppet shows; coordinate field trips to local libraries; and to collaborate on providing families with library information (library cards for children and adults).

6a. Center-Based Parent Agreement Contract

- [6a. Center Based Parent Agreement Contract \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06a_Parent_Agreement_Contract-Center_Based.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06a_Parent_Agreement_Contract-Center_Based.pdf)
- [6a. Contrato de Acuerdo para Padres Programa Basado en el Centro \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06a_Parent_Agreement_Contract-Center_Based_Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06a_Parent_Agreement_Contract-Center_Based_Spanish.pdf)

6b. Center-Based Parent Agreement Exclusion List

- [6b. Center-Based Parent Agreement Exclusion List \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06b_Parent_Agreement_Exclusion_List_Form-Center_Based.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06b_Parent_Agreement_Exclusion_List_Form-Center_Based.pdf)

6c. Working Day/WCCC Forms

- [6c. Working Day/WCCC Forms \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06c_Working_Day-WCCC_Parent_Agreement_Contract.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06c_Working_Day-WCCC_Parent_Agreement_Contract.pdf)
- [6c. Working Day/WCCC Formas \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06c_Working_Day-WCCC_Parent_Agreement_Contract-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06c_Working_Day-WCCC_Parent_Agreement_Contract-Spanish.pdf)

6c3. Child Care Subsidy Worksheet

- *Created 02/26*
- [6c3. Child Care Subsidy Worksheet \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06c3_Child_Care_Subsidy_Worksheet.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06c3_Child_Care_Subsidy_Worksheet.pdf)

6d. Prenatal Parent Agreement Contract

- [6d. Prenatal Parent Agreement Contract \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06d_Prenatal_Parent_Agreement_Contract.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06d_Prenatal_Parent_Agreement_Contract.pdf)
- [6d. Acuerdo con Padres Participantes en el Programa durante el Embarazo \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06d_Prenatal_Parent_Agreement_Contract-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06d_Prenatal_Parent_Agreement_Contract-Spanish.pdf)

6e. Home-Based Parent Agreement Contract

- [6e. Home-Based Parent Agreement Exclusion List \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06e_Parent_Agreement_Contract-Home_Based.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06e_Parent_Agreement_Contract-Home_Based.pdf)
- [6e. Contrato de Acuerdo para Padres en el Programa Basado en el Hogar \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06e_Parent_Agreement_Contract-Home_Based_Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06e_Parent_Agreement_Contract-Home_Based_Spanish.pdf)

6f. EHS Parent Agreement Exclusion List

- [6f. EHS Parent Agreement Exclusion List \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06f_EHS_Parent_Agreement_Exclusion_List_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-06f_EHS_Parent_Agreement_Exclusion_List_Form.pdf)

7a2. Home Visit Plan Form Procedure

- Created 03/98
- Reviewed 07/22

1. Prior to each formal family contact (home visits and parent/teacher conferences), the Family Advocate and/or Teacher will examine the electronic case management system and the contents of the file for pertinent information related to the following areas, completing the form as follows:
2. This is the form to write the feedback from parents at the visit or contact. What is the parent saying or telling you?
Family Contact Form (SS HVs, School Readiness HVs, Parent/Teacher Conference)
 - **Child's Name and Date of Visit**
 - **Who was present?**
 - Any person in the household participating in the visit (i.e. Angela, mom).
 - **Attendance:**
 - Review information on ChildPlus attendance module prior to the home visit.
 - Give a percentage of attendance OR document how many days present (5 of 5 days present).
 - Update and review any plans to support the family with maintaining or achieving full attendance.
 - **Family Engagement/Follow-Up (What happened at home visit/ things to do):**
 - Review contact information on ChildPlus report #1520 for accuracy.
 - If needed, make changes on a COS form.
 - Ensure the Family Interest Survey, Family Assessment, and Family Picture are updated and accurate. Any social service needs are addressed here.
 - **Family Goal/Update:**
 - Discuss Family Partnership Agreement (FPA) and discuss steps to achievement.
 - Re-evaluate the FPA goal and adjust based on family input.
 - **Education (ASQ/TS Gold Readiness focus/activity/parent ideas for the classroom/home learning):**

- List school readiness individualized activity that was completed with family.
- Parent feedback on curriculum and activities begin done in the classroom.
- Inform about child's routines, activities and behavior in the classroom.
- Review developmental SR Individualized learning plan and create goals under each domain.
- Listen and document parent's observations about their child's strengths and interests.
- Share screening and assessment information with the parent.
- Strengths and interests of the child, projects for the classroom, ideas for classroom curriculum, provide home learning sheets and discuss the value of in-kind.
- Complete the child profile with parent/guardian.
- **Need/Referrals (transportation, food, etc.):**
 - List the agencies that family was referred to or the subject matter that is needed for FLUP.
- **Health:**
 - Review information in the ChildPlus health module prior to the home visit, review and/or complete the health history, discuss barriers in each section as indicated (physical, dental, nutrition), any appointments/treatment, discuss any needed health referrals for family.

Topic	Information for Parent/Guardian	Information from Parent/Guardian
WCE	WCE next month 06/23/23	Appt. scheduled 06/25/23
Dental	6-month dental recall due next month 06/23/23	Dental appointment made for 07/01/23 at HKD
Nutrition	Provide 'picky	Would like

Topic	Information for Parent/Guardian	Information from Parent/Guardian
	eater' handout	more info on dietician referral
Specialists	Hearing appointment made yet for hearing referral?	Primary doctor not concerned need to send for last exam results to confirm
Physical Activities	Nature walk	Playing sidewalk chalk, takes trupes to park each week.

- **Other Items Completed (i.e. parent surveys, etc.):**
 - List what other items were completed (parent survey, food service survey, etc.).
- **Things to Do:**
 - Document what you as the staff will be doing next to support the family and/or list what the family will be doing next.
- **Parent Meeting/Family Night:**
 - Provide dates and important information of upcoming parent meetings and/or family nights.
- **Parent/Guardian Signature:**
 - Parent/Guardian Signature
- **Staff Signature:**

- Staff Signature
 - **Length of Visit:**
 - Document length of visit.
 - **Distribution: White – Parent, Yellow – Site File**
3. Home visits provide opportunities for family/child goal setting and discussion of each child/families' individual development and progress. Additional home visits may be added on an individual basis. Home visits should be well planned for with all family information viewed ahead of time. Location and time options should be available to best meet the needs of individual parents most appropriately. Tips for a successful visit include:
- Be punctual and prepared.
 - Confirm with the parent upon arrival the length of the visit (1 1/2 hours) to determine any barriers, which may interfere with the visit.
 - If you are not sure of the parent's response, ask....
 - Acknowledge his/her response by restating what you think it is:
"Sounds like...", "You agree something needs to happen...", "So you think..."
 - Keep good eye contact, look at and relate to parents and acknowledge others who may be in the home.
 - Clearly state the purpose 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.
 - Make sure to leave your home visiting schedule at your site, including the family's name, the date and time of your visit and when you expect to return.
4. If your home visit has been cancelled or was a no show, document this in case management with your plan for follow-up.

7a3. Family Contact Form

- [7a3. Family Contact Form \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-07a3-FamilyContactForm.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-07a3-FamilyContactForm.pdf)
- [7a3. Contacto con la familia \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-07a3-FamilyContactForm-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-07a3-FamilyContactForm-Spanish.pdf)

7c. Welcome to LCC Head Start/EHS/ECEAP

- [7c. Welcome to LCC Head Start/EHS/ECEAP \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-07c-WelcomeToLCCHHeadStart-EHS-ECEAP.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-07c-WelcomeToLCCHHeadStart-EHS-ECEAP.pdf)
- [7c. Bienvenida al LCC Head Start/EHS/ECEAP \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-07c-WelcomeToLCCHeadStart-EHS-ECEAP-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-07c-WelcomeToLCCHeadStart-EHS-ECEAP-Spanish.pdf)

8a. Head Start Family Contacts Policy and Procedure

- Created 12/18
- Reviewed 09/26

Policy

Staff initiates the partnership process with parents to establish mutual trust and begin the process of getting a picture of the family in order to discover: the family's strengths, identify goals, and identify needed or wanted services and other support.

General Home Visit Procedures

- I. All Family Home Visits and School Readiness Home Visits are to be conducted in the family home. When the family requests visits to be conducted outside the home or in cases where a significant safety hazard exists for staff, the family home visit may take place on site or at another safe and confidential place. **The staff will discuss these situations with their Area Manager.**
- II. Home visit location and time should best meet the needs of each individual family. Home visits, conferences and school readiness home visits should be done in family home language whenever possible. Family Home Visits, School Readiness Home Visits and parent/teacher conferences should be conducted separately. Tips for a successful visit include:
 1. Be punctual and prepared.
 2. Confirm with the parent upon arrival the length of the visit (90 minutes) to determine any challenges, which may interfere with the visit.
 3. Sit next to the parent, but never between the parent and child.
 4. Keep good eye contact, look at and relate to parents and acknowledge others who may be in the home.
 5. Clearly state the purpose of the visit.
 6. 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.
 7. Use family friendly language. Do not assume all parents can read and write. Show enthusiasm and acceptance.
 8. Share classroom rules and expectations to encourage consistency between home and school.
 9. Encourage parents to serve as facilitator in leading activities with their children and siblings.
 10. Encourage parents to utilize materials and routines in the home for educational purposes.
Encourage parents to create written and verbal stories in their home language.

- III. Prior to the home visit, the staff will examine the contents of the file and online case management for pertinent information related to the following areas:
 - a. Social Service/Mental Health
 - b. Attendance
 - c. Education
 - d. Parent Engagement
 - e. Health/Nutrition
- IV. Follow-up with families about requested handouts or referrals. Discuss how the information or referral met the parent's needs. If there were any problems with referrals that were made, problem-solve with the parent/guardian or agency any barriers to those services. Some questions that might be asked are:
 1. Did the services match your family's individual needs and expectations?
 2. Did the service agency treat you with understanding and respect?
 3. What problems, if any, did you encounter at the agency?
 4. Do you have suggestions for what staff could do to improve the process of referring families to services?
- V. Review the Contact Information Form (Childplus report 1520) and update any emergency information or address/phone number changes. Complete the Change of Status form and distribute copies accordingly.
- VI. Staff will review material needed to discuss with the family, the [Form Log for Head Start Families FSPE 8d \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/d-form-log-for-head-start-families\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/d-form-log-for-head-start-families) and follow up at the home visit.

School Readiness Home Visit #1 (Head Start – Teachers)

- I. In order to welcome families to Head Start and share vital information about their child's transition into the Head Start program, Lead Teachers will conduct 1st School Readiness Visits (welcome visits) with all families enrolled for the current year. The Lead Teacher should complete the school readiness home visit after or before class for part day Head Start sessions. For the full day and working day Head Start sessions, the lead teacher will complete the school readiness home visit after class and will contact their Area Manager in the event of extenuating circumstances.
- II. The staff will call families to set up a schedule for home visits. This visit must be scheduled and completed prior to parent orientation.
- III. Families coming into the program after September will receive their First Home Visit (welcome visit) and orientation at the same time. This visit is to take place in the home setting in order to establish initial rapport and build trust with the family. Following initial intake, it is the responsibility of staff to schedule First Home Visits within three days after initial intake.
- IV. Staff will welcome the family to Head Start Program and explain the role of the Family Advocate and Teacher.

- V. Staff will explain the frequency and duration of home visits, conferences and other contacts.
- VI. Items that need follow up from the intake will be flagged for follow up and placed in the red folder of the child's site file.
- VII. The staff will review the child's file and ChildPlus.net prior to the home visit to familiarize themselves with the information already shared by the parent and/or agency that may have referred the family.
- VIII. Using the Family Contact Form as a guide, the Lead Teacher will discuss each area with the family. [Reference the Family Contact Form Procedure and outline \(FSPE 7a2\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/07-general-3-to-5-home-visit/a2-plan-form-procedure\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/07-general-3-to-5-home-visit/a2-plan-form-procedure) .
- IX. The Lead Teacher will review material needed to discuss with the family off of the [Form Log for Head Start Families FSPE 8d \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/d-form-log-for-head-start-families\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/d-form-log-for-head-start-families) and follow up at the home visit.
- X. The Lead Teacher will facilitate a parent/child school readiness activity.

First Family Visit – HS Family Advocate

- I. The staff will review the child's file and ChildPlus.net prior to the home visit to familiarize themselves with the information already shared by the parent and/or agency that may have referred the family.
- II. Staff will welcome the family to the Head Start Program and explain the role of the Family Advocate and Teacher.
- III. Staff will explain the frequency and duration of home visits, conferences and other contacts.
- IV. Using the Family Contact Form as a guide, the Family Advocate will discuss each area with the family.
- V. Reference the [Family Contact Form Procedure and outline \(FSPE 7a2\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/07-general-3-to-5-home-visit/a2-plan-form-procedure\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/07-general-3-to-5-home-visit/a2-plan-form-procedure) .
- VI. The Family Advocate will review material needed to discuss with the family off of the [Form Log for Head Start Families FSPE 8d \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/d-form-log-for-head-start-families\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/d-form-log-for-head-start-families) and follow up at the home visit.
- VII. Discuss and document any follow-up that may be needed on the child's well-child exam, dental exam, mental health, lead level screening, family and child health insurance status (screenings, follow-up appointment, treatment appointments). Staff will review the health database prior to the home visit. Staff will provide support to complete outstanding exams and any treatment follow-up needed. All efforts will be documented in Case Management and include follow-up services, challenges and plans of action. (See Case Management Procedure).
- VIII. Through conversation and discussion with the family, staff will utilize the [Family Connections Tool \(FSPE 8f\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/f-family-connections-tool\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/f-family-connections-tool) .

- IX. Using information gathered from conversations, the parent and staff will identify an obtainable goal using the Family Connections Tool. [Reference Family Partnership Agreement Policy and Procedure \(FSPE 8e\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/e-family-partnership-agreement-policy-procedure\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/e-family-partnership-agreement-policy-procedure) .
- X. In the areas where the family has identified needs, the staff will utilize their professional knowledge, provide the family with a paper copy of the community resource directory and where appropriate, will utilize the Linking Cowlitz County on-line resource directory to make referrals.
- XI. The staff will discuss, with the family, the importance of having emergency information and a fire evacuation plan in place for the home. In addition, parents will be given a home emergency card, a fire escape plan in their home language, and staff will review and provide a home fire drill handout. (See [Home Emergency Card, FSPE 10a \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/10-home-safety-info/a-Home-Emergency-Information\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/10-home-safety-info/a-Home-Emergency-Information) , [Home Safety Checklist FSPE 10b \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/10-home-safety-info/b-Home-Safety-Checklist\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/10-home-safety-info/b-Home-Safety-Checklist) , and a [Home Fire Escape planning sheet FSPE 8f \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/f-family-connections-tool\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/f-family-connections-tool)).

Parent Teacher Conference #1 – (Head Start–Teachers)

- I. Share TS Gold Report Card and selected TS Gold Observations.
- II. Samples of Child's Portfolio.
- III. The Lead Teacher will facilitate a parent/child school readiness activity
- IV. Review the School Readiness Individualized Learning Plan and update with teacher and parent information in child strengths, areas of growth and Goals/Objectives/Planned Activities.
- V. Discuss activities that parent can complete with child. [EDUC 1a \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/01-assessment/a-individualization-policy-guidelines\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/01-assessment/a-individualization-policy-guidelines)
- VI. Remind parent about completing School Readiness Home Learning In Kind.

Second Family Visit – HS Family Advocate

- I. Update the [Family Connections Tool \(FSPE 8f\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/f-family-connections-tool\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/f-family-connections-tool) Reliance with the parent/guardian. Discuss changes, new information, referrals to agencies and record these updates. Staff will utilize [Form Log for Head Start Families \(FSPE 8d\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/d-form-log-for-head-start-families\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/d-form-log-for-head-start-families) to ensure completeness of the HS 2nd Family Visit.
- II. Follow-up with families about requested handouts or referrals. Discuss how the information or referral met their needs. If there were any problems with

referrals that were made, problem-solve with the parent/guardian or agency any challenges to those services. Some questions that to be asked are:

1. Did the services match your family's individual needs and expectations?
 2. Did the service agency treat you with understanding and respect?
 3. What problems, if any, did you encounter at the agency?
 4. Do you have suggestions for what HS/EHS staff could do to improve the process of referring families to services?
- III. Discuss and document any follow-up that may be needed on the child's well-child exam, dental exam, mental health, lead level screening, family and child health insurance status (screenings, follow-up appointment, treatment appointments). Staff will review the health database prior to the home visit. Staff will provide support to complete outstanding exams and any treatment follow-up needed. All efforts will be documented in Case Management and include follow-up services, challenges and plans of action. (See [Case Management Procedure FSPE 3a \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure\)](http://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure)).
- IV. In the areas where the family has identified needs, the staff will utilize their professional knowledge, provide the family with a paper copy of the community resource directory and where appropriate, will utilize the Linking Cowlitz County on-line resource directory to make referrals.
- V. Review the Family Partnership Agreement (SMART Goal). If the family was not ready to identify a goal at the previous home visit, offer one now and continue discussion. Evaluate where they are at in their steps to complete the goal. Problem-solve any challenges to completing steps. Family Partnership Agreement will be noted on the Family Contact Form. If a FPA goal is completed, assist family in setting a new goal. Reference [Family Partnership Agreement Policy and Procedure \(FSPE 8e\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/e-family-partnership-agreement-policy-procedure\)](http://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/e-family-partnership-agreement-policy-procedure) .
- VI. Discuss plans to transition the child who may be going into kindergarten:
1. Advise the parent/guardian of information such as kindergarten registration dates and required information needed to register their child at their neighborhood school.
 2. Discuss with the parent/guardian any needed support to complete the transition process to elementary neighborhood school (such as need for birth certificate).
 3. Discuss plans to transition the child who may not be going into kindergarten:
 - Summer care plans for the returning child.
 - Care/extended care plan/preschool plan for children not transitioning to kindergarten but 5 years old.

School Readiness Home Visit #2 – (Head Start–Teachers)

1. Share TS Gold Report Card and selected TS Gold Observations.
2. Samples of Child's Portfolio.
3. The Lead Teacher will facilitate a parent/child school readiness activity.
4. Review the School Readiness Individualized Learning Plan and update with teacher and parent information in child strengths, areas of growth and Goals/Objectives/Planned Activities.
5. Discuss activities that parent can complete with child. [EDUC 1a \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/01-assessment/a-individualization-policy-guidelines\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/01-assessment/a-individualization-policy-guidelines)
6. Remind parent about completing School Readiness Home Learning In Kind.
7. The Lead Teacher will review material needed to discuss with the family off of the [Form Log for Head Start Families FSPE 8d \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/d-form-log-for-head-start-families\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/d-form-log-for-head-start-families) and follow up at the home visit.

Third Family Visit – Family Advocate

- I. Review the Family Connections Tool Family Interest Survey with the parent/guardian. Discuss changes, new information, referrals to agencies and record these updates. Staff will utilize Form Log for Head Start Families to ensure completeness of the HS 3rd Family Visit.
- II. Follow-up with families about requested handouts or referrals. Discuss how the information or referral met their needs. If there were any problems with referrals that were made, problem-solve with the parent/guardian or agency any challenges to those services. Some questions that to be asked are:
 1. Did the services match your family's individual needs and expectations?
 2. Did the service agency treat you with understanding and respect?
 3. What problems, if any, did you encounter at the agency?
 4. Do you have suggestions for what HS/EHS staff could do to improve the process of referring families to services?
- III. Review the Family Partnership Agreement (SMART Goal). If the family was not ready to identify a goal at the previous home visit, offer one now and continue discussion. Evaluate where they are at in their steps to complete each goal. Problem-solve any challenges to completing steps. Family Partnership Agreement will be noted on the Family Contact Form. If a FPA goal is completed, assist family in setting a new goal. Reference [Family Partnership Agreement Policy and Procedure \(FSPE 8e\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/e-family-partnership-agreement-policy-procedure\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/e-family-partnership-agreement-policy-procedure).
- IV. Discuss and document any follow-up that may be needed on the child's well-child exam, dental exam, mental health, lead level screening, family and child health

insurance status (screenings, follow-up appointment, treatment appointments). Staff will review the health database prior to the home visit.

- Staff will provide support to complete outstanding exams and any treatment follow-up needed. All efforts will be documented in Case Management and include follow-up services, challenges and plans of action. (See Case Management Procedure FS/PI 3a).
- V. Assist parent/guardian in completing application for eligible siblings and notify family of needed income verification.
- VI. Discuss plans to transition the child who may be going into kindergarten:
 1. Advise the parent/guardian of information such as kindergarten registration dates and required information needed to register their child at their neighborhood school.
 2. Discuss with the parent/guardian any needed support to complete the transition process to elementary neighborhood school (such as need for birth certificate).
 3. Discuss plans to transition the child who may not be going into kindergarten:
 - Summer care plans for the returning child.
 - Care/extended care plan/preschool plan for children not transitioning to kindergarten but 5 years old.
- VII. In the areas where the family has identified needs, the staff will utilize their professional knowledge, provide the family with a paper copy of the community resource directory and where appropriate, will utilize the Linking Cowlitz County on-line resource directory to make referrals.

Parent Teacher Conference #2 – (Head Start–Teachers)

- I. Share TS Gold Report Card and selected TS Gold Observations.
- II. Samples of Child's Portfolio.
- III. The Lead Teacher will facilitate a parent/child school readiness activity.
- IV. Review the School Readiness Individualized Learning Plan and update with teacher and parent information in child strengths, areas of growth and Goals/Objectives/Planned Activities.
- V. Discuss activities that parent can complete with child. [EDUC 1a \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/01-assessment/a-individualization-policy-guidelines\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/01-assessment/a-individualization-policy-guidelines)
- VI. Remind parent about completing School Readiness Home Learning In Kind.

Fourth Family Contact – HS Family Advocate

- I. Review the Family Partnership Agreement (SMART Goal). If the family was not ready to identify a goal at the previous home visit, offer one now and continue discussion. Evaluate where they are at in their steps to complete each goal. Problem-solve any challenges to completing steps.

- II. Discuss and document any follow-up that may be needed on the child's well-child exam, dental exam, mental health, lead level screening, family and child health insurance status (screenings, follow-up appointment, treatment appointments).
Staff will review the health database prior to the home visit.
Staff will provide support to complete outstanding exams and any treatment follow-up needed. All efforts will be documented in Case Management and include follow-up services, challenges and plans of action. (See Case Management Procedure FS/PI 3a).
- III. Complete application for eligible siblings and notify family of needed income verification.
- IV. Follow up with plans to transition the child who may be going into kindergarten:
 1. Advise the parent/guardian of information such as kindergarten registration dates and required information needed to register their child at their neighborhood school.
 2. Discuss with the parent/guardian any needed support to complete the transition process to elementary neighborhood school (such as need for birth certificate).
 3. Discuss plans to transition the child who may not be going into kindergarten:
 - Summer care plans for the returning child.
 - Care/extended care plan/preschool plan for children not transitioning to kindergarten but 5 years old.
- V. Staff will close out the file noting in case management any preference that the family has made about classroom change requests for returning children.

Following each Home Visit

- I. Following the Home Visit, staff will:
 - Use the (See [Case Management Procedure \(FSPE 3a\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure) ([lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure)), for guidance in documenting family contacts into an electronic case management system. The computer database guide will be used as a template for documentation. (Items such as: Date of visit, brief description of the visit, any concerns, challenges, referrals, action plan and follow-up. Document completion in case management, make entry of outcome, and records all attempts to contact the family, List all follow-up that is needed and who will do it. Share any concern or information that came up at the visit with other staff members as appropriate).
 - Areas of assistance the family stated as needing assistance in will be followed up in on a timely manner.
 - Using a confidential envelope, the staff will send resource information in the areas the family indicated a need for assistance.
 - If there is a problem with literacy level of the parent/guardian, staff will hand deliver and review the information with the parent.

8a1. Parent, Family Community Framework as it Relates to the Head Start Early Learning Outcomes Framework

- 8a1. Parent, Family Community Framework as it Relates to the Head Start Early Learning Outcomes Framework (headstart.gov/sites/default/files/pdf/pfce-framework.pdf)

8d. Form Log for Head Start Families

- [8d. Form Log for Head Start Families \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-08d_Form_Log_for_HS_Families.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-08d_Form_Log_for_HS_Families.pdf)

8e. Family Partnership Agreement Policy & Procedure

- Created 06/09
- Reviewed 06/23

Policy

Staff will engage parents/guardians in a process of collaborative partnership building with parents to establish mutual trust and to identify family goals and strengths. Staff will sustain the collaborative partnership building.

Procedure

- I. Gather information noted from Home Visit, the Family Picture, Family Interest Survey and from the Family Assessment. Using this information, staff will assist the parents/guardian to identify a goal they would like to work on using the Family Partnership Agreement.
- II. If the family is working with another agency and has established goals or has a pre-existing plan, these goals should be incorporated, or be the same as, the FPA.
- III. Guidelines for completing the Family Partnership Agreement for staff are as follows:
 - a. Before beginning the process of goal setting, explore hopes, desires, questions, and concerns with parent/guardian.
 - b. Staff will assist the parent/guardian in documenting their goal. While the parent/guardian is developing their goal, staff will also complete a copy of the Family Partnership Agreement to take back with them to document the visit and progress. Staff will assist the parent in breaking down the goal into achievable steps.
 - c. While discussing the goals with the parent, ask the parent to share the strengths of their family/self. The parent/guardian will document those strengths.
 - d. Address barriers in the action steps on the goal plan. As needed, make appropriate referrals.
 - e. Develop specific steps and timelines for parent/guardian and staff to support reaching their goal.
 - f. It is assumed that the goal established during the goal setting process will become priority. However, if a more urgent need becomes apparent, then that need will take priority and documented in Family Partnership Agreement event, as to why the goal setting

- process has temporarily ceased. (For example, attendance plan smart goal.)
- g. Upon completion of the more immediate need, staff will resume placing emphasis on the previously established goal.
 - h. Upon the completion of any established goal, staff will document the completing date under progress made column of the form; noting completion. Establishing another FPA goals with achievable steps will become the next step.
 - i. Leave the copy that the parent has completed with the parent at the end of the home visit.
 - j. On the Classroom Family Tracking form, mark the date the Family Partnership Agreement was made.
 - k. If the parent/guardian chooses not to enter into a Family Partnership Agreement with LCC Head Start/EHS/ECEAP staff at this time, mark the FPA box with the date that the FPA was offered to the family. Document in Case Management that the Family Partnership Agreement is in process. The Family Partnership Agreement will be offered again at subsequent contacts with the family.
 - l. Following the visit, staff will contact the family monthly by phone and/or personal contact to determine if each need has been met or if additional resources, referrals or advocacy efforts need to be initiated. All significant contact with families must be documented in Case Management. Family Partnership Agreements will be reviewed at subsequent home visits by staff. The progress of outcomes will be noted in Case Management and on the Family Partnership Agreement.
 - m. At the family's request, Family Partnership Agreements can be altered, changed or replaced.

8f. Family Connections Tool

- [8f. Family Connections Tool \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-08f_Family_Connections.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-08f_Family_Connections.pdf)
- [8f1. Grafica de Objetivos S.M.A.R.T. \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-08f1_SMART_Goal_Map-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-08f1_SMART_Goal_Map-Spanish.pdf)

9b. Form Log for ECEAP Families

- [9b. Form Log for ECEAP Families \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-09b_Form_Log_for_ECEAP_Families.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-09b_Form_Log_for_ECEAP_Families.pdf)

9b1. ECEAP Bridge to Child & Family Self-Reliance Introduction

- [9b1. Bridge to Child and Family Self-Reliance \(English\) \(dcyf.wa.gov/sites/default/files/pubs/EL_0021.pdf\)](https://dcyf.wa.gov/sites/default/files/pubs/EL_0021.pdf)
- [9b1. Puente hacia la autosuficiencia para los niños y las familias \(español\) \(www.dcyf.wa.gov/sites/default/files/pubs/EL_0021SP.pdf\)](https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0021SP.pdf)

9c. ECEAP Bridge to Child and Family Self-Reliance

- [9c. Bridge to Child and Family Self-Reliance \(English\) \(dcyf.wa.gov/sites/default/files/pubs/EL_0020.pdf\)](https://dcyf.wa.gov/sites/default/files/pubs/EL_0020.pdf)
- [9c. Puente hacia la autosuficiencia para los niños y las familias \(español\) \(dcyf.wa.gov/sites/default/files/pubs/EL_0020SP.pdf\)](https://dcyf.wa.gov/sites/default/files/pubs/EL_0020SP.pdf)

9f. ECEAP Family Strengths and Goal Planning

- 9f. ECEAP Family Strengths and Goal Planning (English) (www.dcyf.wa.gov/sites/default/files/pdf/eceap/2021.22_Family_Strengths_and_Goal_Planning.pdf)
- 9f. Fortalezas familiares y planificación de objetivos del ECEAP (español) (www.dcyf.wa.gov/sites/default/files/pdf/eceap/FamilyStrengthsform-sp.pdf)

9g. ECEAP Home Visit Policy & Procedure

- *Created: 08/01*
 - *Reviewed 11/2020*
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Policy

Staff initiates the partnership process with parents to establish mutual trust and begin the process of getting a picture of the family in order to discover: the family's strengths, identify goals, and identify needed or wanted services and other support.

General Home Visit Procedures

- I. All Family Home Visits and School Readiness Home Visits are to be conducted in the family home. When the family requests visits to be conducted outside the home or in cases where a significant safety hazard exists for staff, the family home visit may take place on site or at another safe and confidential place. **The staff will discuss these situations with their Area Manager.**
- II. Home visits location and time options should be available to best meet the needs of individual families most appropriately. Home visits, conferences and teacher home visits should be done in family home language whenever possible. Family Home Visits, School Readiness Home Visits and parent/teacher conferences should be conducted separately. Tips for a successful visit include:
 - Be punctual and prepared.
 - Confirm with the parent upon arrival the length of the visit (90 minutes) to determine any challenges, 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 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.
 - Share classroom rules and expectations to encourage consistency between home and school.
 - Encourage parents to serve as facilitator in leading activities with their children and siblings.
 - Encourage parents to utilize materials and routines in the home for educational purposes.
 - Encourage parents to create written and verbal stories in their home language.

- III. Prior to the home visit, the staff will examine the contents of the file and online case management for pertinent information related to the following areas:
 - a. Social Service/Mental Health
 - b. Attendance
 - c. Education
 - d. Parent Engagement
 - e. Health/Nutrition
- IV. Follow-up with families about requested handouts or referrals. Discuss how the information or referral met the parent's needs. If there were any problems with referrals that were made, problem-solve with the parent/guardian or agency any challenges to those services. Some questions that might be asked are:
 - 1. Did the services match your family's individual needs and expectations?
 - 2. Did the service agency treat you with understanding and respect?
 - 3. What problems, if any, did you encounter at the agency?
 - 4. Do you have suggestions for what staff could do to improve the process of referring families to services?
- V. Review the Contact Information Form (Childplus report 1520) and update any emergency information or address/phone number changes. Complete the Change of Status form and distribute copies accordingly.
- VI. Staff will review material needed to discuss with the family, the [Form Log for ECEAP Families FS/PE 9b \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families) and follow up at the home visit.

First Family Visit – ECEAP Family Advocate

- I. In order to welcome families to ECEAP and share vital information about their child's transition into the ECEAP program, Family Advocates will conduct First Family Visits (welcome visits) with all families enrolled for the current year. The Family Advocate should complete the first family visit before class the start of class for part day ECEAP sessions.
- II. The staff will call families to set up a schedule for home visits. The goal is have first family visits scheduled and completed prior to parent orientation.
- III. Families coming into the program after September will receive their First Family Visit (welcome visit) and orientation at the same time. This visit is to take place in the home setting in order to establish initial rapport and build trust with the family. Following initial intake, it is the responsibility of staff to schedule First Family Visits within three days after initial intake.
- IV. Staff will welcome the family to the ECEAP Program and explain the role of the Family Advocate, Teacher, and/or the Child/Family Development Specialist.
- V. Staff will explain the frequency and duration of home visits, conferences and other contacts.
- VI. Items that need follow up from the intake will be flagged for follow up and placed in the red folder of the child's site file.

- VII. The staff will review the child's file and ChildPlus.net prior to the home visit to familiarize themselves with the information already shared by the parent and/or agency that may have referred the family.
- VIII. Using the Family Contact Form as a guide, the Family Advocate will discuss each area with the family. Reference the Family Contact Form Procedure and outline (FS/PE 11a).
- IX. During the visit, staff will complete the family, the Family Picture (See FS/PE 7b), Family Interest Survey (FS/PE 7m) and the 1st ECEAP Bridge to Child & Family Self Reliance (FS/PE 7b2). Discuss life strengths and challenges as well as any referrals to agencies. Utilize [Form Log for ECEAP Families \(FS/PE 9b\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families) (lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families) to ensure completeness of the ECEAP 1st Family Visit.
- X. Using information gathered from conversations, the parent and staff would identify an obtainable goal using the Family Partnership Agreement Form. Reference Family Partnership Agreement Policy and Procedure (FS/PE 8c1).

Parent/Teacher Conference #1 – Lead Teacher

- I. Share TS Gold Report Card and selected TS Gold Observations.
- II. Samples of Child's Portfolio.
- III. The Lead Teacher will facilitate a parent/child school readiness activity.
- IV. Review the School Readiness Individualized Learning Plan and update with teacher and parent information in child strengths, areas of growth and Goals/Objectives/Planned Activities.
- V. Discuss activities that parent can complete with child. (EDUC 1a)
- VI. Remind parent about completing School Readiness Home Learning In Kind.
- VII. Utilize Form Log for ECEAP Families (FS/PE 7j3) to ensure completeness of the ECEAP Parent/Teacher Conference.

Second Family Visit – ECEAP Family Advocate

- I. Update the Family Picture (See FS/PE 7b), Family Interest Survey (FS/PE 7m) and the HS/EHS Bridge to Child & Family Self Reliance with the parent/guardian. Discuss changes, new information, referrals to agencies and record these updates. Staff will utilize [Form Log for ECEAP Families \(FS/PE 9b\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families) (lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families) to ensure completeness of the HS 2nd Family Visit.
- II. Follow-up with families about requested handouts or referrals. Discuss how the information or referral met their needs. If there were any problems with referrals that were made, problem-solve with the parent/guardian or agency any challenges to those services. Some questions that to be asked are:

1. Did the services match your family's individual needs and expectations?
 2. Did the service agency treat you with understanding and respect?
 3. What problems, if any, did you encounter at the agency?
 4. Do you have suggestions for what HS/EHS staff could do to improve the process of referring families to services?
- III. Using the Family Contact Form as a guide, the Family Advocate will discuss each area with the family. Reference the Family Contact Form Procedure and outline (FS/PE 11a). The Family Advocate will review material needed to discuss with the family off the [Form Log for ECEAP Families \(FS/PE 9b\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families) (lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families) and follow up at the home visit.
- IV. Discuss and document any follow-up that may be needed on the child's well-child exam, dental exam, mental health, lead level screening, family and child health insurance status (screenings, follow-up appointment, treatment appointments). Staff will review the health database prior to the home visit. Staff will provide support to complete outstanding exams and any treatment follow-up needed. All efforts will be documented in Case Management and include follow-up services, challenges and plans of action. (See [Case Management Procedure FS/PE 3a](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure) (lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure)).
- V. Through conversation and discussion with the family, staff will utilize the HS/EHS [Bridge to Child and Family Self-Reliance \(FS/PE 9c\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/c-ECEAP-Bridge-to-Child-Family-Self-Reliance) (lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/c-ECEAP-Bridge-to-Child-Family-Self-Reliance).
- VI. Using information gathered from conversations, the parent and staff will identify an obtainable goal using the Family Partnership Agreement Form. Reference [Family Partnership Agreement Policy and Procedure \(FS/PE 8e\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/e-family-partnership-agreement-policy-procedure) (lowercolumbia.edu/publications/head-start-handbooks/FS-PE/08-head-start-home-visiting/e-family-partnership-agreement-policy-procedure).
- VII. In the areas where the family has identified needs, the staff will utilize their professional knowledge, provide the family with a paper copy of the community resource directory and where appropriate, will utilize the Linking Cowlitz County on-line resource directory to make referrals.
- VIII. The staff will discuss, with the family, the importance of having emergency information and a fire evacuation plan in place for the home. In addition, parents will be given a home emergency card, a fire escape plan in their home language, and staff will review and provide a home fire drill handout. (See Home Emergency Card, FS/PE 8d, Home Safety Checklist FS/PE 8e, and Plan Your Home Fire Escape FS/PE 8f).

Parent/Teacher Conference #2 – Lead Teacher

- I. Share TS Gold Report Card and selected TS Gold Observations.
- II. Samples of Child's Portfolio.
- III. The Lead Teacher will facilitate a parent/child school readiness activity.

- IV. Review the School Readiness Individualized Learning Plan and update with teacher and parent information in child strengths, areas of growth and Goals/Objectives/Planned Activities.
- V. Discuss activities that parent can complete with child (see [EDUC 1a Individualization Policy & Guidelines \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/01-assessment/a-individualization-policy-guidelines\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/01-assessment/a-individualization-policy-guidelines))
- VI. Remind parent about completing School Readiness Home Learning In Kind.
- VII. Utilize [Form Log for ECEAP Families \(FS/PE 9b\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families) to ensure completeness of the ECEAP Parent/Teacher Conference.

Third Family Visit – ECEAP Family Advocate

- I. Update the Family Picture (See FS/PE 7b), Family Interest Survey (FS/PE 7m) with the parent/guardian. Discuss changes, new information, referrals to agencies and record these updates. Staff will utilize [Form Log for ECEAP Families \(FS/PE 9b\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families) to ensure completeness of the ECEAP 3rd Family Visit.
- II. Follow-up with families about requested handouts or referrals. Discuss how the information or referral met their needs. If there were any problems with referrals that were made, problemsolve with the parent/guardian or agency any challenges to those services. Some questions that to be asked are:
 - 1. Did the services match your family's individual needs and expectations?
 - 2. Did the service agency treat you with understanding and respect?
 - 3. What problems, if any, did you encounter at the agency?
 - 4. Do you have suggestions for what HS/EHS staff could do to improve the process of referring families to services?
- III. Discuss and document any follow-up that may be needed on the child's well-child exam, dental exam, mental health, lead level screening, family and child health insurance status (screenings, follow-up appointment, treatment appointments). Staff will review the health database prior to the home visit. Staff will provide support to complete outstanding exams and any treatment follow-up needed. All efforts will be documented in Case Management and include follow-up services, challenges and plans of action (see [Case Management Procedure FS/PE 3a \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure)).
- IV. In the areas where the family has identified needs, the staff will utilize their professional knowledge, provide the family with a paper copy of the community resource directory and where appropriate, will utilize the Linking Cowlitz County on-line resource directory to make referrals.
- V. Review the Family Partnership Agreement (Family Goal). If the family was not ready to identify a goal at the previous home visit, offer one now and continue discussion. Evaluate where they are at in their steps to complete each

goal. Problem-solve any challenges to completing steps. Family Partnership Agreement will be noted on the Family Contact Form. If a FPA goal is completed, assist family in setting a new goal. Reference Family Partnership Agreement Policy and Procedure (FS/PE 8c1).

- VI. Discuss plans to transition the child who may be going into kindergarten:
 1. Advise the parent/guardian of information such as kindergarten registration dates and required information needed to register their child at their neighborhood school.
 2. Discuss with the parent/guardian any needed support to complete the transition process to elementary neighborhood school (such as need for birth certificate).
 3. Discuss plans to transition the child who may not be going into kindergarten:
 - Summer care plans for the returning child.
 - Care/extended care plan/preschool plan for children not transitioning to kindergarten but 5 years old.

Parent/Teacher Conference #3 – Lead Teacher

- I. Share TS Gold Report Card and selected TS Gold Observations.
- II. Samples of Child's Portfolio.
- III. The Lead Teacher will facilitate a parent/child school readiness activity.
- IV. Review the School Readiness Individualized Learning Plan and update with teacher and parent information in child strengths, areas of growth and Goals/Objectives/Planned Activities.
- V. Discuss activities that parent can complete with child (see [EDUC 1a Individualization Policy & Guidelines \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/01-assessment/a-individualization-policy-guidelines\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/01-assessment/a-individualization-policy-guidelines))
- VI. Remind parent about completing School Readiness Home Learning In Kind.
- VII. Utilize [Form Log for ECEAP Families \(FS/PE 9b\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/09-ECEAP-family-advocate-home-visiting/b-Form-Log-for-ECEAP-Families) to ensure completeness of the ECEAP Parent/Teacher Conference.

Fourth Family Contact – ECEAP Family Advocate

- I. Review the Family Partnership Agreement (Family Goal). If the family was not ready to identify a goal at the previous home visit, offer one now and continue discussion. Evaluate where they are at in their steps to complete each goal. Problem-solve any challenges to completing steps.
- II. Discuss and document any follow-up that may be needed on the child's well-child exam, dental exam, mental health, lead level screening, family and child health insurance status (screenings, follow-up appointment, treatment appointments). Staff will review the health database prior to the home visit. Staff will provide support to complete outstanding exams and any treatment follow-up needed. All efforts will be documented in Case Management and include follow-up services, challenges and plans of action (see [Case Management Procedure FS/PE 3a \(lo](#)

www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure).

- III. Complete application for eligible siblings and notify family of needed income verification.
- IV. Follow up with plans to transition the child who may be going into kindergarten:
 1. Advise the parent/guardian of information such as kindergarten registration dates and required information needed to register their child at their neighborhood school.
 2. Discuss with the parent/guardian any needed support to complete the transition process to elementary neighborhood school (such as need for birth certificate).
 3. Discuss plans to transition the child who may not be going into kindergarten:
 - Summer care plans for the returning child.
 - Care/extended care plan/preschool plan for children not transitioning to kindergarten but 5 years old.
 4. Staff will close out the file noting in case management any preference that the family has made about classroom change requests for returning children.

Following the Family Visit

- I. Following the Home Visit, staff will:
 - Use the [Case Management Procedure FS/PE 3a \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure\)](http://www.lowercolumbia.edu/publications/head-start-handbooks/FS-PE/03-case-management/a-policy-procedure) , for guidance in documenting family contacts into an electronic case management system. The computer database guide will be used as a template for documentation. (Items such as: Date of visit, brief description of the visit, any concerns, challenges, referrals, action plan and follow-up. Document completion in case management, make entry of outcome, and records all attempts to contact the family, List all follow-up that is needed and who will do it. Share any concern or information that came up at the visit with other staff members as appropriate).
 - Areas of assistance the family stated as needing assistance in will be followed up in on a timely manner.
 - Using a confidential envelope, the staff will send resource information in the areas the family indicated a need for assistance.
 - If there is a problem with literacy level of the parent/guardian, staff will hand deliver and review the information with the parent.

10a. Home Emergency Information

- [10a. Home Emergency Information \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-10a_Home_Emergency_Info.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-10a_Home_Emergency_Info.pdf)
- [10a. Información de emergencia en el hogar \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-10a_Home_Emergency_Info-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-10a_Home_Emergency_Info-Spanish.pdf)

10b. Home Safety Checklist

- [10b. Home Safety Checklist \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-10b_Home_Safety_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-10b_Home_Safety_Checklist.pdf)
- [10b. Lista de comprobación de seguridad en el hogar \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-10b_Home_Safety_Checklist-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-10b_Home_Safety_Checklist-Spanish.pdf)

12a. Family Emergency and Crisis Intervention Policy

- *Created 08/99*
 - *Reviewed 09/10*
-

All Staff having knowledge of emergency or crisis situations involving LOWER COLUMBIA COLLEGE HEAD START / EHS / ECEAP families should refer the situation, as soon as possible, to the Family Advocate, Area Manager, EHS Supervisor or member of Leadership Team. They will deal directly with the problem or assist the family in obtaining appropriate services. Dependent on the situation refer to the appropriate policy or procedure.

Should the situation warrant immediate assistance, call 911 or 9-911 depending on your Center location.

12b. Need Application

- [12b. Need Application \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-12b_Need_Application.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-12b_Need_Application.pdf)

13a. Parent/Guardian/Child Orientation/Open House Policy and Procedure

Policy

Parents are given opportunities to learn about the program structure and philosophy of Head Start/ECEAP and how they are implemented in their child's classroom and throughout the program.

Procedure

1. Staff will work together to provide Parent/Guardian/Child Orientation before/ during slow start begins in the fall and/or first day of school. Parent Orientation will be held at various times to not exclude parents.
2. Staff will inform the parent/guardian of the time at the first home visit/welcome visit. Staff will make a reminder phone call before the Open House/Parent/ Guardian Orientation. When parents/guardians leave the child's classroom orientation to attend the Parent Orientation the Head Start/ECEAP children will stay in their classrooms with the teaching staff.
3. Open House:
 - a. In order to accommodate program families, each classroom/center will conduct two Open Houses; one in the day and one in the evening.
 - b. Staff will use this opportunity to introduce the classroom to children/ families
 - c. Classroom scavenger hunt game will be used to orient all children and families to areas of the classroom
 - d. PIC and Full Day models will combine the open house and orientation activities into one event
4. The Direct Service Team will plan and organize a welcoming, fun, and informative Classroom and Parent/Guardian Orientation utilizing the Parent/ Guardian/Child Orientation form and providing the following information:
 - A. Classroom Orientation: Have areas set up for children to explore.
 1. Introduce classroom staff.
 2. Parent/child activities planned to orient the families to classroom environment.
 3. Activities available in each interest area.
 - B. Parent/Guardian Orientation/Open House:
 - a. Plan how to provide information in content areas listed on Parent Orientation Checklist.
 - b. Designate individual roles/responsibilities.
 - c. Utilize content area experts.

Policy complies with Head Start Performance Standard 1304.40 (a) (4) & (5); 1304.40 (g)(1)(ii)

13b. Parent Handbook/Orientation Acknowledgement

- [13b. Parent Handbook/Orientation Acknowledgement \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13b_Parent_Handbook_Orientation_Acknowledgement.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13b_Parent_Handbook_Orientation_Acknowledgement.pdf)
- [13b. Recibo del Manual para Padres/Orientación \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13b_Parent_Handbook_Orientation_Acknowledgement-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13b_Parent_Handbook_Orientation_Acknowledgement-Spanish.pdf)

13b1. Parent/Guardian Orientation to Classroom Sign-In/Sign-Out Form & Volunteer Inkind Procedures

Signing Your Child In and Earning Inkind

1. Upon arrival, you sign your child in, on his/her Classroom Sign-In/Sign-Out form by writing down:
 - The Date
 - The Time Your Child Entered the Classroom
 - The Phone Number, Where You Can Be Reached That Day
 - Your Signature
2. When you volunteer at the classroom and/or center, fill in the Volunteer Time In/Out.

Signing Your Child Out

Upon pick-up, you sign your child out, on his/her Classroom Sign-In/Sign Out form by writing down:

- The Time
- Your Signature

Your Family Information Form

Please remember that no minor (*anyone under the age of 18*), other than the parent/guardian, is allowed to sign out a child in a licensed facility. Your child can be released to adults, you have designated, on your Family Information Form.

13e. Volunteer Experiences with Children

- [Lea este artículo en español \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/13-open-house-orientation/e-Volunteer-Experiences-with-Children-Spanish/\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/13-open-house-orientation/e-Volunteer-Experiences-with-Children-Spanish/)
 - *Created 08/02*
 - *Reviewed 06/10*
-

When working with children, be positive, offer choices and model appropriate behaviors. An attitude and atmosphere of calmness is best. Safety is of the utmost importance. To help with children's comfort, use indoor voice, make eye contact and connect at their level, even if you have to kneel or bend down.

Each classroom has a variety of learning/interest centers. Below are a few suggestions for each area.

Art

- Be aware of what you say – “Tell me about your picture,”
- Make sure there are enough materials: paper, paint, etc.
- Talk about colors.

Blocks

- Enhance play by asking the child questions about what they have built.
- Be a narrator i.e. “I see you are making a tall tower.” “You are being very careful with the blocks.” #
- Play sorting games by color, shape, number, etc.
- Take dictation as the child describes what they are creating.
- Help children respect building space (not knock down other work)

Circle Time

- Join circle time activities.
- Reinforce being quiet during circle time.
- Give praise for sitting appropriately and paying attention.

Dramatic Play

- Pretend with the children.
- Talk with and encourage conversation.
- Offer helpful instruction tailored around what the children are doing.

Library

- Read to a child.
- Let child tell you a story from the pictures.

- Ask questions: What happened to _____? What happens next?

Music

- Model movement and expression.
- Participate with the children: sing, play instruments, dance, etc.

Sand and Water

- Talk about cause and effect (i.e. how many cups does it take to fill the _____?)
- Talk about measuring and comparing. # Help children play cooperatively.

Science

- Encourage children to feel objects.
- Expand on a child's knowledge base of the topic.
- Model and guide discussion.

Table Games

- Assist and/or demonstrate fine motor skills.
- Assist and/or demonstrate hand-eye coordination.
- Encourage conversation talking about colors, shapes, sizes, game rules, etc.

13f. Orientation Planning Form

- [13f. Orientation Planning Form \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13f_Orientation_Planning_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13f_Orientation_Planning_Form.pdf)

13g. Classroom Scavenger Hunt

- [13g. Classroom Scavenger Hunt \(English/Spanish\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13g_Classroom_Scavenger_Hunt-Eng-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13g_Classroom_Scavenger_Hunt-Eng-Spanish.pdf)

14a. Parent Committee/Parent Education Meetings Policy and Procedure

Policy

Parent Meetings provide an effective and meaningful way for parents to be involved in on-site decision-making, parent education, curriculum planning and two-way communication with staff members.

Policy complies with the Head Start Performance Standards: 1304.40 (d) (1)-3, 1304.40 (f) (3) (i) &(ii), 1304.40 (f) (l), 1304.40 (f) (4) (i) & (ii), 1304.40 (f) (2) (i), (ii) & (iii)

Procedure

1. At a minimum, a parent committee meeting will be held five times per year with the business portion of the Parent Committee Meeting occurring on the alternate months. Parents may vote to have additional meetings as desired providing childcare funds are available. These meetings may include a second parent committee meeting, a family night (see policy), additional parent education meetings, or socialization times. Topics will be selected from parent input and mandatory topics as written in the Performance Standards.
2. Parent Committee meetings will be held at a time when it is most convenient for the majority of the parents to attend. If participation declines, the meeting time may be changed to accommodate the current needs of the parent population.
3. All parents are members of the Parent Committee and will receive notification of the time, date, and location of the monthly meetings.
4. Staff will work with parents and community agencies to assist in planning and implementing activities and programs that meet parents' needs and interests and reflect the culture and linguistic diversity of the family.
5. At the first or second parent meeting, Parent Committee officers will be elected. These officers will include: Chairperson, Vice Chairperson, Secretary, Classroom Representative and an Alternate. (See Job Description for each Parent Committee Officer.) Topics/ideas for future meetings will be solicited.
6. Staff will offer training to the Parent Committee officers in October.
7. Prior to the monthly Parent Committee meeting, the officers and Classroom Representatives will meet with staff to develop an agenda with input from staff and other interested parents. The agenda form will be handed out at the Parent Committee meeting. Items can be added if time and interest allows.
8. Topics for future meetings will be solicited.
Topics along with Parent Education Plan Form (FS/PE 14e) will be due to the EHS Supervisor/Area Manager at least two weeks prior to the start of a new planning period.

- September – Orientation
 - October – Elections
 - November – December
 - January – February
 - March – April – May
 - June – Picnic, Celebration
9. Agendas will include the following (Parent Committee Agenda FS/PE 14j):
- Call to Order/Welcome/Introductions
 - Review Agenda/Additions;
 - Read minutes of previous meeting;
 - Policy Council report by Policy Council member;
 - Committee reports by Chairperson, if any;
 - Old Business: any business not covered in reports, questions;
 - New Business: any information to take to Policy Council, items that need to have parent committee votes;
 - Developmentally Appropriate Practice Information/Activity for parents by staff;
 - Parent education topic from parent input and/or topics mandated by Federal Performance Standards presented by staff, Area Manager/EHS Supervisor, Program Specialist/Consultant or guest speakers;
 - Parent Curriculum Input
 - Announcements regarding Head Start/EHS/ECEAP and community resources and events, opportunities to sign up for volunteer time or projects, next Parent Committee Meeting.
10. Parent Committee officers, with staff guidance and support, are to facilitate the Parent Committee meetings and follow the agenda developed.
11. Agenda, attendance sheet, minutes, and a summary of the topics discussed will be placed in the Center Notebook.
12. Childcare will be provided for Head Start/EHS/ECEAP children and their siblings when parents/guardians are attending parent meetings per available funds (See Childcare Policy and Procedure.)
13. The Food Service Supervisor submits a menu proposal to each Family Advocate/ EHS Staff for input and revisions (which may include input from program parents). Revisions are made and copies of the program Parent Meeting Schedule/Menu are distributed to the appropriate staff members and a copy to be placed in Center Notebooks.
14. Staff will flex their work schedules to attend parent committee meetings. Per Area Manager/EHS Supervisor approval, staff will flex their work schedules to interact with families during weekend events (e.g., picnics, religious and Tribal ceremonies, or other cultural events), if necessary.

14b. Family Nights Policy and Procedure

Policy

To provide evening opportunities for parents to interact with their children by participating in developmentally appropriate activities in a warm and welcoming environment.

Approved by Policy Council September 28, 2001

Policy complies with the Head Start Performance Standards: 1304.40 (d) (1)-3, 1304.40 (f) (3) (i) &(ii), 1304.40 (f) (l), 1304.40 (f) (4) (i) & (ii), 1304.40 (f) (2) (i), (ii) & (iii)

Procedure

1. Parents may vote in Parent Committee meeting if they wish to hold a Family Night in addition to the Parent Committee Meetings and Family Nights already held by the program.
2. Activities will be planned and facilitated by Head Start/EHS/ECEAP staff in conjunction with program parents. These activities must be developmentally appropriate for Head Start/EHS/ECEAP children and the family must accompany and participate with the children.
3. Staff will select a dinner meal from the established cost effective menu provided by the Food Service Supervisor and noted on the back of the Parent Meeting Schedule/Menu. Staff in conjunction with their program parents, can choose to provide a simple snack instead of a dinner meal.
4. A program Food Service Form must be completed by staff and approved by their Area Manager/EHS Supervisor. The Food Service Supervisor must receive the completed form **at least three (3) weeks prior to the scheduled meeting date.**
5. If staff are collecting a count of the number of parents and children to be in attendance, a current count is to be submitted to the Food Service Supervisor at least ten (10) days prior to the scheduled meeting date. (This count is to be a total count, of children and adults, for the Family Night. One staff member will be designated to contact the Food Service Supervisor with this determined number.

14d. Parent Sign-In / Lista de Registro para los Padres del Programa

- [14d. Parent Sign-In \(English/Spanish\) \(lowercolumbia.edu/publications/head-start-headbooks/FS-PE/_assets/documents/FSPE-14d_Parent_Sign_In-Eng-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-headbooks/FS-PE/_assets/documents/FSPE-14d_Parent_Sign_In-Eng-Spanish.pdf)

14e. Parent/Center Meeting Planner/Report

- [14e. Parent/Center Meeting Planner/Report \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-14e_Parent-Center_Meeting_Planner-Report.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-14e_Parent-Center_Meeting_Planner-Report.pdf)

14f. Parent Center Committee Responsibilities

- [Lea este artículo en español \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/f-Parent-Center-Committee-Responsibilities-Spanish/\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/f-Parent-Center-Committee-Responsibilities-Spanish/)
 - *Created 08/02*
 - *Reviewed 10/21*
-
- Assists staff with program development in all component areas by relating parents' concerns about their children and explaining particular community needs, customs, values and expectations.
 - Works closely with classroom teachers/EHS staff to carry out the daily activities program.
 - Assists in recruiting and scheduling volunteers for center activities.
 - Plans, conducts, and participates in informal and formal activities for all parents using needs assessment.
 - Assists in staff recruitment. Member may elect to join the Interview Committee to assist in screening applicants.
 - Elects representatives to the Policy Council group; sends directions, questions, requests for activity funds to the Policy Council group via representatives.

14g. Parent Center Committee Guidelines

- [Lea este artículo en español \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/g-Parent-Center-Committee-Guidelines-Spanish/\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/g-Parent-Center-Committee-Guidelines-Spanish/)
- Created 09/05
- Reviewed 10/2020

The Chairperson, Vice-Chairperson and Secretary/Historian should be elected by the entire parent group at the **First** Parent Center Committee Meeting of the year.

No staff member or relative of a staff member may be elected as a Parent Center Committee and/or Policy Council member. When a Parent Center Committee and/or Policy Council member accepts a temporary or permanent position with the program they shall resign from their position prior to beginning employment.

All staff, parents and community are welcome to attend Parent Center Committee and Policy Council.

Chairperson is responsible for the following:

- Leads the meeting
- Appoints a timekeeper to help keep the meeting on time
- Makes sure everyone gets a chance to speak
- Calls the meeting to order and formally closes the meeting when the time is up
- Reviews any item that is going to need a vote prior to calling for a vote
- Meets with other Officers, Class Representative(s), and Family Advocate prior to the Parent Center Committee meeting to set up the agenda
- Does **not** vote unless there is a tie. Only then may he/she vote to break a tie
- Gets in touch with all Committee Chairs (if there are any) to get the Agenda organized, as each Committee Chair will make a brief report each month.

Facilitation involves:

- Preparing the Agenda
- Starting the meeting on time
- Keeping the group on topic and on time
- Being aware of the group dynamic/mood/needs
- Helping everyone participate democratically
 - Making sure there is agreement about the decision-making method
 - Calling on people
- Encouraging quiet people to talk
- Discouraging domination by a few people
- Checking for clarity of communication - "I think I hear you saying..."
- Summarizing progress of the meeting from time to time
- Moving the group to the point of decision
- Getting clarity about responsibilities: Task check

Note: The **whole group** should learn to accept responsibility for the conduct of the meeting and for helping the facilitator. This means individual self-discipline. It also

means people should be willing to point out when the group is digressing or to make process suggestions. In addition, be aware that deep involvement in the issue at hand, especially if it is controversial, is incompatible with good, fair facilitation. The facilitator can ask someone else to facilitate temporarily when too personally involved in the issue being discussed.

Vice-Chairperson is responsible for the following:

- Should understand the job of the Chairperson
- If Chairperson is ill and/or cannot attend a meeting, then the Vice-Chairperson leads the meeting # If Chairperson resigns, Vice-Chairperson takes over as Chairperson, and a new Vice- Chairperson is elected
- Assists with the development of the agenda
- Assists Chairperson as needed
- Attends monthly Parent Center Committee meeting

Note: The Vice-Chairperson position is a good starting place for someone new at it; helps prepare Agenda. Can be timekeeper, can be observer (watching how people are responding/participating, pointing out need to hear from some who haven't spoken), and may become facilitator for next meeting.

Secretary is responsible for the following:

- Notes who attends the meetings and gives the Family Advocate a list of all attendees
- Writes down what happens at each meeting (in brief) and keeps a copy of these minutes in the Center Notebook so that any parent can take a look at the Minutes Book
- Shall write up the minutes or type them within 5 days of the monthly meeting and post them on the Classroom Parent Board
- Shall have copies of any documents or forms used for Head Start / EHS / ECEAP parent activities

Timekeeper is responsible for the following:

- Makes sure the Chairperson is running the meeting in a timely fashion and ends on time
- There can be a different person being the timekeeper at each meeting.

Committees

- Sub-Committees may be developed as needed. A Chairperson of each sub-committee should make a report at the Parent Center Committee meeting.

Key Ingredients for a Good Meeting

- Advance preparation is very helpful
- Important to have a blackboard or flip chart where all can see
- Key questions agenda planners face:

- What are the goals of the particular meeting?
- Where do we need to be at its conclusion - what decisions must be made at this meeting?

14h. Center Officers and Their Duties

- [Lea este artículo en español \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/g-Parent-Center-Committee-Guidelines-Spanish/\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/g-Parent-Center-Committee-Guidelines-Spanish/)
 - Created 04/03
 - Reviewed 10/10
-

Chairperson

- Open meetings
- Call for minutes
- Preside over meetings in accordance with “Robert’s Rules of Order”
- Attend all committee meetings, Head Start functions and activities and/or delegate the responsibility to the co-chairperson
- Establish meeting date and time for Center Meeting and attend monthly meeting
- Serve as a moderator and only vote in case of a tie
- Allow full discussion so that people are clear about the issues

Vice-Chairperson

- Assume all Chairperson’s responsibilities during his/her absence
- Works with Chairperson and Secretary on agenda
- Attend monthly Center Meetings
- Assist the Chairperson as needed

Secretary / Historian

- Take minutes at all meetings and prepare for next meeting
- Read and answer correspondence as directed by the group
- Keep a set of minutes as a permanent record to be filed in the Head Start files and available to Head Start parents upon request
- Work with Chairperson and Vice-Chairperson on agenda for regular business meeting
- Attend monthly Center Meetings
- Help the Chairperson follow agenda and write down and read motions when needed
- Make three (3) copies of minutes: One each to Teacher, Advocate, and Chairperson
- Clip and save newspaper articles and pictures

14i. Job Description for Classroom Representatives

- [Lea este artículo en español \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/i-Job_Description_for_Classroom_Representatives-Spanish/\)](http://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/i-Job_Description_for_Classroom_Representatives-Spanish/)
- Created: 11/20
- Reviewed: 06/12

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1. Accept other parents for whatever they can do.
 2. Represent all parents in his/her classroom.
 3. Ask parents to help in classroom.
 4. Ask parents to come to Parent Meetings.
 5. Gather ideas and concerns from parents by phone or classroom contact and take written ideas from classroom to Parent Center Committee.
 6. Invite parents to activities.
 7. Help arrange field trips, ask parents to participate on field trips.
 8. Maintain complete confidentiality.
 9. Represent classroom at Policy Council by attending and participating in discussions.
 10. Act as liaison between Policy Council and the Parent Center Committee.
 11. Talk with teacher/EHS staff to find out what help from parents is needed.
 12. Send THANK YOU to parents!!!

14j. Parent Meeting Agenda and Minutes

- [14j. Parent Meeting Agenda & Minutes \(lowercolumbia.edu/publications/head-start-headbooks/FS-PE/_assets/documents/FSPE-14j_Parent_Meeting_Agenda.pdf\)](https://lowercolumbia.edu/publications/head-start-headbooks/FS-PE/_assets/documents/FSPE-14j_Parent_Meeting_Agenda.pdf)

14k. Parent/Community Written Concern/ Feedback Form

- [14k. Parent/Community Written Concern/Feedback Form \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-14k_Parent_Community_Written_Concern_Feedback_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-14k_Parent_Community_Written_Concern_Feedback_Form.pdf)
- [14k. Report Escrito de Padres o Miembros de la Comunidad Formato para Exponer o Recibir Soluciones acerca de un Problema o Inquietud \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-14k_Parent_Community_Written_Concern_Feedback_Form-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-14k_Parent_Community_Written_Concern_Feedback_Form-Spanish.pdf)

14k1. Parent/Community Written Concern/ Feedback Policy & Procedure

- [Lea este artículo en español \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/k1-Parent_Community_Written_Concern_Feedback_Policy_Procedure-Spanish/\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/k1-Parent_Community_Written_Concern_Feedback_Policy_Procedure-Spanish/)
- *Created 10/23*
- *Reviewed 08/10*

Policy

It is the desire of the program to encourage communication among parents, community member, and staff. The objective is to strengthen the quality of services and responsiveness to families and communities. The program intends to ensure all family and community concerns are addressed promptly, equitably and respectfully so that a resolution is reached at the program level whenever possible.

Procedure

It is important that questions, concerns, ideas and problems be dealt with in a positive manner.

At no time will a complaint compromise a family's ability to access services or impact the staff/child or staff/family interactions negatively.

Parents and community members should feel comfortable expressing their concerns directly to the individual staff member involved. Every attempt should be made to handle the situation directly. After communications have been attempted, and the situation is still unresolved, the concern should be put in writing.

Written concerns should include the name of the person and/or site, date of occurrence, names of people involved, and possible solutions. The Policy Council Representative is the parent's link to overall program operation. Parents could consult their Policy Council Representative for advice and assistance.

The written concern will be given to the Area Manager and/or EHS Supervisor within ten (10) working days, and a meeting will be scheduled to discuss the situation. The Area Manager and/or EHS Supervisor may invite all or part of the following to review the situation: Parent Center Committee Officers, Community Member, Policy Council Representative, Family Advocate, individual staff person addressed in the concern and Assistant Director or Director.

A written response will be prepared by the Area Manager and/or EHS Supervisor outlining action taken and given to Parent and/or Parent Committee Chairperson within ten (10) working days of the meeting.

If the Parent/Community member(s) and/or Parent Center Committee is not satisfied with the written response from the Area Manager and/or EHS Supervisor, the Parent/

Community member(s) may request a joint meeting of the Policy Council for final resolution of the concern/problem through a written request to the Policy Council Chairperson.

If concerns cannot be resolved within the program, parents may also report concerns to:

- All centers – Child Protective Services during business hours: [360-501-2600](tel:3605012600) or after hours [1-800-562-5624](tel:18005625624). Parents should report any child abuse or neglect to these numbers as well.
- ECEAP only – email: eceap@dcyf.wa.gov
- Head Start or Early Head Start only – <https://eclkc.ohs.acf.hhs.gov/contact-us>

14m. Parent Committee Meeting Evaluation

- [14m. Parent Committee Meeting Evaluation \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-14m_Parent_Committee_Meeting_Evaluation.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-14m_Parent_Committee_Meeting_Evaluation.pdf)
- [14m. Evaluación de la Reunión del Comité de Padres \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-14m_Parent_Committee_Meeting_Evaluation-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-14m_Parent_Committee_Meeting_Evaluation-Spanish.pdf)

15b. Policy Council Officers Job Descriptions

- [Lea este artículo en español \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/15-policy-council/b-Policy_Council_Officers_Job_Descriptions-Spanish/\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/15-policy-council/b-Policy_Council_Officers_Job_Descriptions-Spanish/)
- Created 09/01
- Reviewed 10/21

Policy Council meets the 4th Monday of each month from 6:00-8:00PM.

Term is from October to October.

There shall be at least one (1) Executive Committee meeting a month.

President

- Prepares meeting agendas with officers of the Policy Council and Head Start/EHS/ECEAP Director.
- Presides over the Policy Council and Executive Committee meetings as a non-voting, nonpartisan member. Casts the deciding vote in case of a tie.
- Represents the Policy Council in an official capacity, i.e. agency meetings (United Way, City Council, etc.)
- Shall call special meetings as needed.

Vice-President

- Presides at meetings in the absence of the President or if the President vacates the position.
- Assists President and Secretary in duties listed.
- Calls to remind representatives of upcoming Policy Council meetings.
- Makes telephone contact with Policy Council Representatives with irregular attendance.

Secretary

- Shall chair meetings in the absence of the President and Vice-President.
- Shall record the minutes and attendance of all meetings of the Policy Council.
- Keeps dated record of all Policy Council business.
- Writes correspondences as directed.

Treasurer

- Makes report to Policy Council of all expenditures and School Readiness In-kind.
- Meet monthly with the Director and/or Fiscal Specialist regarding the budget and School Readiness In-kind.
- Member of Budget Committee.

State Representatives

- Attends all State Association meetings and makes report to the Policy Council.
- Attends Executive Committee meetings.

Transition Coach *(to be present a minimum of 3 months, but may serve the program year)*

- Is an advisor to the President and Executive Committee.
- Has no voting rights.
- Has been a previous Executive Committee member within the previous three program years.

16b. Prenatal Home Visit Procedure

- *Created 06/10*
- *Reviewed 12/14*

Purpose:

To individualize and document comprehensive home visits with pregnant women and their families that occur at least monthly.

Document on Home Visit Plan Form–Prenatal Families FS/PE 16c:

- Specific prenatal education information shared with the family
- Education information in other areas such as parenting, child development, health, safety and nutrition shared with the family
- Resources and/or referrals discussed with the parent(s)
- Plans for the next visit

Complete:

- Home Visit Plan Form–Prenatal Families FS/PE 16c
- Supplemental Prenatal Client Questions for appropriate trimester

Completed By:

- EHS Staff member and the family

Distribution of Home Visit Plan Form and Home Visiting Notes (FS/PE 17a1) –Prenatal Families FS/PE 16c:

- 16c – Scanned into ChildPlus and then placed in site file.
- 17a1 – Home Visiting Notes
 - Original to family.
 - Copy attached to Home Visit Plan form and placed in site file.

16c. Home Visit Plan Form – Prenatal Families

- [16c. Home Visit Plan Form – Prenatal Families \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-16c_EHS_Home_Visit_Plan-Prenatal_Families.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-16c_EHS_Home_Visit_Plan-Prenatal_Families.pdf)

16e. Post-Partum Assessment/Newborn Home Visit Purpose

- Created 06/10
- Reviewed 01/18

Purpose: A program must provide a newborn visit with each mother and baby to offer support and identify family needs.

When: A program must schedule the newborn visit within two weeks after the infant's birth.

1. **Child/Family Development Specialist**
Contacts Health Specialist, their Area Manager, the Health Consultant, and the Mental Health Consultant following the birth of the enrolled mother's baby. Schedules home visit before infant is two weeks old.
2. **Health Consultant & Child/Family**
Provides a Post-Partum Assessment/Newborn Development Specialist Home Visit.
The Health Consultant completes the Post-Partum Assessment/Newborn Home Visit form.
The Health Consultant makes a copy for her use and gives the original to Health Specialist.
3. **Health Specialist**
Reviews the form and enters a Health Consultant event in ChildPlus/Health for Post-Partum/Newborn Home Visit. Sends the form to the Child/Family Development Specialist to file in Site File.
4. **Child/Family Development Specialist**
Reviews Post-Partum Assessment/Newborn Home Visit information on form and in ChildPlus and completes follow-up stated on form.

16f. Post-Partum Assessment/Newborn Home Visit Home

- [16f. Post-Partum Assessment/Newborn Home Visit Home \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-16f_EHS_Post-Partum_Assessment-Newborn_HV_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-16f_EHS_Post-Partum_Assessment-Newborn_HV_Form.pdf)

17a. TPP Education Family Contact Form

- [17a. TPP Education Family Contact Form \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-17a_TPP_Education_Family_Contact_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-17a_TPP_Education_Family_Contact_Form.pdf)

17a1. Home Visiting Notes

- [17a1. Home Visiting Notes \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-17a1_EHS_Home_Visiting_Notes.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-17a1_EHS_Home_Visiting_Notes.pdf)
- [17a1. Información de visita \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-17a1_EHS_Home_Visiting_Notes-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-17a1_EHS_Home_Visiting_Notes-Spanish.pdf)

17a2. Teen Parent Program (TPP) Social Services Family Contact Form

- [17a2. Teen Pregnancy Program \(TPP\) Social Services Family Contact Form \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-17a2_TPP_Social_Services_Family_Contact_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-17a2_TPP_Social_Services_Family_Contact_Form.pdf)

17e. Home Base / Teen Parent Program (TPP) Start-Up for Families

- [17e. Home Base / Teen Parent Program \(TPP\) Start-Up for Families \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-17e_Home_Base_TPP_Start-Up_for_Families.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-17e_Home_Base_TPP_Start-Up_for_Families.pdf)

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