

**Preschool Services Department
HEAD START SERVICE PLAN**

**Subpart C – Family and Community Partnerships
Content Area: 1304.40 Family Partnerships**

PERFORMANCE STANDARD	STRATEGIES	INDIVIDUAL(S) RESPONSIBLE	TIMELINE	DOCUMENTATION/ MONITORING	OUTCOME
<p>1304.40(a)(1) (a) Family goal setting. (1) Grantee and delegate agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated as early after enrollment as possible and it must take into consideration each family’s readiness and willingness to participate in the process.</p>	<p>Build trusting relationship Establish partnership process between parents and staff sensitive to family privacy adhere to confidentiality policies policies for frequent interaction with parents Development and implementation of: Family Partnership Agreement Parent Meetings Parent Communication Board Parent Newsletters On-going Parent/Staff Communications Home Visits Parent Volunteer Opportunities</p>	<p>Generalists PSD Site Supervisor Teachers</p>	<p>During Enrollment Ongoing</p>	<p>Family Partnership Agreements Service Activity Documentation Form</p>	
<p>1304.40(a)(2) (2) As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. In home-based program options, this agreement must include the above information as well as the specific roles of parents in home visits and group socialization activities (see 45 CFR 1306.33(b)).</p>	<p>Develop family partnership agreement Identify and define goals in measurable terms, method of achieving goals, and how will achievement be determined Documentation of the goals and objectives may be written- case notes, tape recordings Assess Family Needs</p>	<p>Generalists</p>	<p>Ongoing-Quarterly</p>	<p>Family Partnership Agreements Service Activity Documentation Form</p>	

<p>1304.40(a)(3) (3) To avoid duplication of effort, or conflict with, any preexisting family plans developed between other programs and the Early Head Start or Head Start family, the family partnership agreement must take into account, and build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. Grantee and delegate agencies must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.</p>	<p>Build on existing family plans and relationships with other agencies to facilitate access to appropriate information Develop procedures for assuring confidentiality of information and for sharing appropriate information with other agencies Develop procedure for using pre-existing family plans and goals: IPP, IEP Gather information from families concerning other community agencies that are currently assisting them or have assisted them in the past Secure release forms to authorize giving and receiving information</p>	<p>Generalists</p>	<p>Enrollment and Ongoing</p>	<p>Family Partnership Agreements Service Activity Documentation Form</p>	
<p>1304.40(a)(4) & (5) (4) A variety of opportunities must be created by grantee and delegate agencies for interaction with parents throughout the year. (5) Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.</p>	<p>Develop variety of ways to interact with parents, volunteers and staff such as parent meetings, monthly curriculum planning meeting Develop group and individual opportunities to interact with parents Policy Council Participation Work with parent committee to plan and publicize an array of individual options and group activities including – culturally relevant activities of interest to men and women, varying times of day and days- including weekends Develop alternative work schedules to allow staff to interact with parents during non-standard hours events such as evenings and weekends Respect the uniqueness of each family and train staff and volunteers to recognize family differences across language, family structure, education and socioeconomic backgrounds Develop and maintain a culturally relevant calendar being careful to acknowledge all groups equally Be cognizant of the needs of families with disabilities when planning activities</p>	<p>PSD Site Supervisor Generalists Teachers</p>	<p>Upon enrollment, Ongoing with quarterly review</p>	<p>Service Activity Documentation Form Calendar Meeting Agendas</p>	

	Enlist aide of bilingual and biculturally trained individuals in planning activities				
1304.40(b)(1) (b) Accessing community services and resources. (1) Grantee and delegate agencies must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals, including:	Develop referral sources or direct services for crisis intervention and prevention Staff to familiarize themselves with the array of available health, employment and social services and how families may access those services Assist parents with learning how to identify and access community services through appropriate referrals to community resources, providing an up to date resource directory, invite various representatives from the community to speak at meetings and with individual family members, display literature concerning community services and form partnerships with other community agencies to assist families to gain access to services and resources	Generalists Teachers	Upon enrollment, as indicated and reviewed quarterly	Parent Resource handouts, displays and Books, Parent Information and Communication Board, Parent newsletter and needs assessment follow-up, Meeting Agendas	
1304.40(b)(1)(i) (i) Emergency or crisis assistance in areas such as food, housing, clothing, and transportation; Performance Standard 1304.40(b)(1)(i) (i) Emergency or crisis assistance in areas such as food, housing, clothing, and transportation;	Develop referral sources and offer direct service delivery in crisis intervention with issues concerning food, employment, housing, clothing, counseling, education and transportation Develop clear policies and guidelines related to crisis intervention Train staff, particularly home visitor and parent support worker staff, in realistic, culturally sensitive crisis intervention techniques and procedures for referring families to appropriate community resources Train staff to provide crisis prevention and intervention in such a way as to not build dependence	Generalists	Upon enrollment, as indicated and reviewed quarterly	Parent Resource handouts, displays and Books, Parent Information and Communication Board, Parent newsletter and needs assessment follow-up, Meeting Agendas	
1304.40(b)(1)(ii) (ii) Education and other appropriate interventions, including opportunities for parents to participate in counseling	Develop referral sources with community collaborators in mental health education and counseling concerning issues involving substance abuse, child abuse/neglect,	Generalists	Upon enrollment, as indicated	Service Activity Documentation Form. Parent Needs	

<p>programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence; and</p>	<p>domestic violence Assist parents to form linkages with counseling programs that target specific mental health issues. Make referral information, such as brochures and information on community resources available for staff and parents. Ensure that staff receives the required information to assist families in accessing the appropriate services</p>		<p>and reviewed quarterly</p>	<p>Assessment Forms, Memorandum of Understanding</p>	
<p>1304.40(b)(1)(iii) (iii) Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community.</p>	<p>Offer referral or direct services in the areas of continuing education, employment training, and employment opportunities. Staff to encourage and assist parents to participate in volunteer activities that enhance their job readiness. Staff to encourage parents to keep records of volunteer activities, especially those activities that may lead to paying jobs. Staff to encourage and assist parents to prepare for and establish a formal career path within the Head Start program Staff to assist parents with adult education programs, training programs and employment service programs Offer family literary opportunities</p>	<p>Generalists</p>	<p>Upon enrollment, As indicated and reviewed quarterly</p>	<p>Family Partnership Agreements, Service Activity Documentation Form, Family Needs Assessment</p>	
<p>1304.40(b)(2) (2) Grantee and delegate agencies must follow-up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations and circumstances.</p>	<p>Develop formal and informal procedures for families to assess the accomplishment of goals identified through the family partnership agreement process. Staff to discuss the level of family satisfaction with the services they receive. On an ongoing basis, staff will provide follow-along and follow-up assistance and on a periodic basis, staff to accompany parents to community agencies so staff can see for themselves if families are receiving requested services and if the referral process is adequate.</p>	<p>Generalists</p>	<p>Upon Enrollment, at time of referral, while parents access services, at conclusion of service delivery</p>	<p>Family Partnership Agreements, Service Activity Documentation Forms, Satisfaction Surveys, Family Needs Assessment</p>	

<p>1304.40(c)(1)(i), (ii) & (iii)</p> <p>(c) Services to pregnant women who are enrolled in programs serving pregnant women, infants, and toddlers.</p> <p>(1) Early Head Start grantee and delegate agencies must assist pregnant women to access comprehensive prenatal and postpartum care, through referrals, immediately after enrollment in the program. This care must include:</p> <p>(i) Early and continuing risk assessments, which include an assessment of nutritional status as well as nutrition counseling and food assistance, if necessary;</p> <p>(ii) Health promotion and treatment, including medical and dental examinations on a schedule deemed appropriate by the attending health care providers as early in the pregnancy as possible; and</p> <p>(iii) Mental health interventions and follow-up, including substance abuse prevention and treatment services, as needed.</p>	N/A				
<p>1304.40(c)(2)</p> <p>(2) Grantee and delegate agencies must provide pregnant women and other family members, as appropriate, with prenatal education on fetal development (including risks from smoking and alcohol), labor and delivery, and post-partum recovery (including maternal depression).</p>	N/A				
<p>1304.40(c)(3)</p> <p>(3) Grantee and delegate agencies must provide information on the benefits of breast feeding to all pregnant and nursing mothers. For those who choose to breast feed in center-based programs, arrangements must be provided as necessary.</p>	N/A				

<p>1304.40(d)(1) (d) Parent involvement — general. (1) In addition to involving parents in program policy-making and operations (see 45 CFR 1304.50), grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs.</p>	<p>Provide training and information that address expressed needs of parents, volunteers and staff through bi-annual needs assessment and surveys Parents and staff will jointly determine activities to be developed leading to more meaningful parental involvement Parents will be encouraged to participate in parent advisory committee meetings and policy committee and to actively participate in the shared decision making process Parents will be encouraged to volunteer with classroom activities, curriculum development and the agency open door policy will be strictly enforced.</p>	<p>Generalists</p>	<p>Upon enrollment and ongoing</p>	<p>Volunteer in-kind report, Meeting sign-in sheets</p>	
<p>1304.40(d)(2) (2) Early Head Start and Head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. The participation of parents in any program activity must be voluntary, and must not be required as a condition of the child's enrollment.</p>	<p>Staff will ensure that the program is open to parental visitation throughout the program day and that parents/guardians are warmly received Staff to inform parents of volunteer opportunities, encourage classroom observation and arrange parent participation that takes into account parent work, education, or family obligations</p>	<p>PSD Site Supervisor Generalists</p>	<p>Ongoing</p>	<p>Volunteer in-kind report, sign-in sheets</p>	
<p>1304.40(d)(3) (2) Grantee and delegate agencies must provide parents with opportunities to participate in the program as employees or volunteers (see 45 CFR 1304.52(b)(3) for additional requirements about hiring parents).</p>	<p>All parents will receive notification of job openings and minimum qualifications via Parent Board. Parents will be matched with positions that match their interest, abilities and time availability. All job vacancies will be posted in locations where they can be readily seen by parents.</p>	<p>Generalists, Human Resource Division</p>	<p>Monthly</p>	<p>Job Announcements and Newsletters</p>	
<p>1304.40(e)(1) (e) Parent involvement in child development and education. (1) Grantee and delegate agencies must provide opportunities to include parents in the development of the program's</p>	<p>Involve parents in curriculum development and implementation Develop a process for parents to make suggestions individually or in groups on such topics as: 1. goals and activities for the children 2. what staff and parents can do to help</p>	<p>PSD Site Supervisor Generalists Parents</p>	<p>Quarterly</p>	<p>Parent Conference Home Visits Child's Individual Plan</p>	

<p>curriculum and approach to child development and education (see 45 CFR 1304.3(a)(5) for a definition of curriculum).</p>	<p>children achieve developmental and educational goals 3. the relevance of the curriculum to the culture and language of enrolled families</p> <p>Provide parents and staff with information and training on developmentally appropriate practices</p> <p>Provide opportunities for parents, community members, and early childhood professionals to serve on education committees and subcommittees</p> <p>Involve parents in planning classroom activities in areas such as art, music experience, field trips, story telling and preparation of food particular to their culture</p>				
<p>1304.40(e)(2) (2) Grantee and delegate agencies operating home-based program options must build upon the principles of adult learning to assist, encourage, and support parents as they foster the growth and development of their children.</p>	<p>N/A</p>				
<p>1304.40(e)(3) (3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff (see 45 CFR 1304.21 for additional requirements related to parent involvement).</p>	<p>Provide referrals or offer training in parenting skills. Assure open door policy and a platform to address parental concerns.</p> <p>Assist parents to foster the knowledge, self-confidence, self-esteem, and sense of independence they need to strengthen their role as primary influence in their child's life.</p> <p>Support parents in their efforts to find opportunities to spend quality time with their children during mealtime, bath times, travel, and on weekends.</p> <p>During home visits, staff will review the activities and experiences of the parent and</p>	<p>Generalists PSD Site Supervisor</p>	<p>As needed</p>	<p>Referral</p>	

	<p>child since the last visit. This will provide opportunities to discuss child development principles, appropriate activities, behavior management strategies, and family concerns about children.</p> <p>Establish a system to ensure that frequent one-to-one contacts between staff and parents occur in the program setting</p> <p>Staff will take the communication requirements of parents into account and develop the most appropriate method of communicating with each parent, for example, face-to-face meetings and telephone conversations in lieu of or in addition to the daily log</p> <p>Staff will provide parents with information about programs and services available to children with disabilities, particularly information concerning the right of all children to a free and appropriate education under the Individuals with Disabilities Education Act (IDEA)</p>				
<p>1304.40(e)(4)(i) & (ii)</p> <p>(4) Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:</p> <p>(i) Increasing family access to materials, services, and activities essential to family literacy development; and</p> <p>(ii) Assisting parents as adult learners to recognize and address their own literacy goals.</p>	<p>Provide referral or offer training in family literacy</p> <p>Staff will increase family participation in literacy related services by:</p> <p>Planning literacy activities that involve both parent and child</p> <p>Providing information to parents on how to incorporate literacy activities into everyday family routines</p> <p>Demonstrating and reinforcing parent practices that promote literacy in both English and the preferred home language if they differ</p> <p>Encouraging families to check books out of the public library or to acquire books that may be available free or at reduced cost through local literacy programs</p>	Generalists	As needed	Referral	

	<p>Recruiting qualified volunteers to serve as tutors, coaches and mentors</p> <p>Recruiting volunteers to collect and distribute reading materials</p> <p>Referring parents to adult literacy programs in the community</p> <p>Matching families with programs sensitive to issues of language and culture</p> <p>Promoting partnerships with local libraries, museums, and family literacy program</p> <p>Inviting representatives from local literacy programs to meet Head Start families and staff to plan collaborations</p>				
<p>1304.40(e)(5)</p> <p>(5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program (see 45 CFR 1304.21(a)(2)(iii) and 45 CFR 1304.40(i) for additional requirements about staff-parent conferences and home visits).</p>	<p>Provide staff-parent conferences as needed but no less than two per program year.</p> <p>Staff-parent conferences will take place in addition to home visits and daily communication with parents.</p> <p>Conference will occur at the Head Start facility, in the home, or any other appropriate location. Conferences will provide a time for parents to share their observations of their children, ask questions, discuss their expectations, or express concern.</p> <p>Conferences will offer opportunities to identify ways to improve the child's learning in the home and program environments.</p>	<p>Teacher</p> <p>Generalists</p> <p>Parents</p>	2 x Year	Parent Conference Form	
<p>1304.40(f)(1)</p> <p>(f) Parent involvement in health, nutrition, and mental health education.</p> <p>(1) Grantee and delegate agencies must provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families.</p>	<p>Provide opportunities for medical, dental, nutrition, and mental health education programs for program staff, parents, and families</p> <p>Staff will use a variety of methods for conveying information, for example guest speakers, hands –on experience or newsletters</p> <p>Staff will consider parent attitudes, cultures, language, beliefs, fears and educational level when conveying information. To the extent possible, parental education will be designed around each family's individual characteristics</p>	<p>Health Coordinator</p> <p>Mental Health Coordinator</p> <p>Disabilities Coordinator</p> <p>Generalists</p>	As needed	Referral	

	<p>Staff will make use of content experts in the areas of health, nutrition, and mental health for assistance in designing appropriate programs.</p> <p>Staff will refer to the Community Assessment, and consider using community resources when developing education programs for parents</p> <p>Staff will consult with the Health Services Advisory committee as appropriate.</p>				
<p>1304.40(f)(2)(i), (ii) & (iii)</p> <p>(2) Grantee and delegate agencies must ensure that, at a minimum, the medical and dental health education program:</p> <p>(i) Assists parents in understanding how to enroll and participate in a system of ongoing family health care;</p> <p>(ii) Encourages parents to become active partners in their children's medical and dental health care process and to accompany their child to medical and dental examinations and appointments; and</p> <p>(iii) Provides parents with the opportunity to learn the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topics (e.g., maternal and child health and the prevention of Sudden Infant Death Syndrome), information specific to health needs of individual children must also be made available to the extent possible.</p>	<p>Provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families</p> <p>Assist parents to develop a system of on going care</p> <p>Provide referral to or offer training in preventative health education and information specific to health needs of individual child</p> <p>Staff to encourage parents to: Accompany their child to medical, dental, and other health care appointments to provide emotional support if the child is apprehensive. Staff will encourage parents to ask providers to explain medical terms and procedures</p> <p>Enroll in a system of ongoing family health care. Staff to assist parents with obtaining a list of providers, including those that accept Medicaid, as well as information about after-hours care and how to obtain medical advice by telephone</p> <p>Apply for Medicaid or if not eligible for Medicaid staff to assist parents in gaining the necessary information to obtain health insurance or low-cost medical care.</p> <p>Recognize the importance of preventative care and of detecting signs of health problems</p>	<p>Generalists</p> <p>Mental Health Coordinator</p> <p>Disabilities Coordinator</p> <p>Health Coordinator</p> <p>Home Visitors</p>	<p>As Needed</p>	<p>Referral</p>	

	<p>Model healthy behaviors by having the child observe parents going to the doctor and dentist</p> <p>Keep the child connected to a “medical home” after the child leaves Head Start</p> <p>Staff to assist parents to facilitate active parental involvement in the child’s health care by providing information concerning night clinics and non-traditional service times.</p>				
<p>1304.40(f)(3)(i) & (ii)</p> <p>(3) Grantee and delegate agencies must ensure that the nutrition education program includes, at a minimum:</p> <p>(i) Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets; and</p> <p>(ii) Parent discussions with program staff about the nutritional status of their child.</p>	<p>A nutrition education program will be implemented that conveys the message that what a child eats has a long-term effect on health and development. Note: nutrition education provided by staff is a supplement to, and not a replacement for, nutritional advice from health care professionals.</p> <p>Parents and staff are to share information about the child’s eating habits. Discussions can focus on such issues as economical food buying and individual family challenges such as distances to supermarkets or inadequate cooking or refrigeration facilities.</p> <p>Staff to monitor child nutritional development</p>	<p>Health Coordinator</p> <p>HS Director</p> <p>Nutritionist</p> <p>Parent</p>	<p>Upon Enrollment</p>	<p>Enrollment packet</p>	
<p>1304.40(f)(4)(i), (ii) & (iii)</p> <p>(4) Grantee and delegate agencies must ensure that the mental health education program provides, at a minimum (see 45 CFR 1304.24 for issues related to mental health education):</p> <p>(i) A variety of group opportunities for parents and program staff to identify and discuss issues related to child mental health;</p> <p>(ii) Individual opportunities for parents to</p>	<p>Staff work with parents and professionals to monitor mental health status of child and family and help in the development and implementation of any required interventions</p> <p>Regular meetings and training sessions are to be held with parents and staff to identify and discuss a variety of topics related to child mental health.</p> <p>Mental health professionals will be solicited to provide assistance to parents in promoting a positive mental health environment at home, in recognizing stress factors and other risk</p>	<p>Mental Health Coordinator</p> <p>Disabilities Coordinator</p> <p>Mental Health Professional</p> <p>Generalists</p>	<p>As needed</p>	<p>Referral</p>	

<p>discuss mental health issues related to their child and family with program staff; and</p> <p>(iii) The active involvement of parents in planning and implementing any mental health interventions for their children.</p>	<p>factors, and in knowing when and how to ask for appropriate help from other parents, extended family members, members of the local community, Tribal community, and professional resources.</p> <p>Group opportunities will be used to allow parents to share experiences and to develop their own solutions to problems they encounter with their children.</p> <p>Family support personnel, as well as existing community support will be an available for families to discuss mental health issues related to their child and family.</p> <p>Discussion of mental health issues will be facilitated by staff: Building a trusting relationship so that parents will be comfortable in sharing information on sensitive issues and confident that their privacy will be respected. Modeling healthy habits and programs providing positive working conditions and training. Including parents in meetings that discuss issues related to individual children and respecting the right of parents to make informed decisions to meet the interests of their child Ensuring that they are aware of their limitations in dealing with serious mental health issues Encouraging parents to talk confidentially with trusted staff members who can refer them to the appropriate professionals.</p> <p>Staff, parents, and the mental health professional will work together to build a realistic mental health plan that best serves the needs of individual children and families.</p>	<p>PSD Site Supervisor</p> <p>Parent</p>			
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<p>1304.40(g)(1) & (2)</p> <p>(g) Parent involvement in community advocacy.</p> <p>(1) Grantee and delegate agencies must:</p> <p>(i) Support and encourage parents to influence the character and goals of community services in order to make them more responsive to their interests and needs; and</p> <p>(ii) Establish procedures to provide families with comprehensive information about community resources (see 45 CFR 1304.41(a)(2) for additional requirements).</p> <p>(2) Parents must be provided regular opportunities to work together, and with other community members, on activities that they have helped develop and in which they have expressed an interest.</p>	<p>Provide platform and encouragement for parents to be advocates for services in their community</p> <p>Establish procedures to provide families with comprehensive information about community resources</p> <p>Provide means for parents to become involved in developing community advocacy strategies</p> <p>Staff will provide parents with information about the roles and functions of Head Start policy groups early in the program year, and during recruitment and enrollment.</p> <p>Parents will be encouraged to actively participate in Parent committees and policy groups, which provide opportunities for developing confidence and skills for further community advocacy, and encouraging community members to attend policy group meetings.</p> <p>Parents will be actively recruited to serve on the Health Services Advisory Committee and other advisory committees</p> <p>Parents will be encouraged to become involved in groups and organizations that support the culture of the family and the community such as parent-teacher organizations and local school boards.</p> <p>PSD will identify and develop a list of community resources to include public and private community agencies. Parental experiences with these resources will be solicited. Staff will train parents on how to use the information provided about community resources to access the services that meet the goals identified in the family partnership</p>	<p>Parents</p> <p>PSD Site Supervisor</p> <p>Health Services Advisory Committee</p> <p>Health Coordinator</p>	<p>Ongoing</p>	<p>Recruitment flyers</p>	

	agreement process.				
<p>1304.40(h)(1) - (4)</p> <p>(h) Parent involvement in transition activities.</p> <p>(1) Grantee and delegate agencies must assist parents in becoming their children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a child care setting.</p> <p>(2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Early Head Start or Head Start.</p> <p>(3) To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, grantee and delegate agencies must:</p> <p>(i) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting; and</p> <p>(ii) Assist parents to communicate with teachers and other school personnel so that parents can participate in decisions</p>	<p>Provide transition support, education and orientation to parents in becoming their children's advocate as they transition into Head Start from the home or other child care setting, and from Head Start to elementary school</p> <p>Schedule staff-parent meetings to access child's process in the program</p> <p>Educate parents about their rights and responsibilities as pertains to their child's education</p> <p>Staff will assist children and parents during transition. Parents are assisted to understand what to expect in new environments. Staff will assist parents and children throughout the year by;</p> <ul style="list-style-type: none"> encouraging visits to the new program before the child begins; making orientation information available so parents are informed of their rights and opportunities for participation in the activities and committees of the Head Start program; enlisting experienced parents to work with newly participating parents to provide support <p>developing a packet of information about the child's progress which the family can take with them to the next program;</p> <ul style="list-style-type: none"> supporting parents to be well prepared for program transitional changes by scheduling education and training about transitions throughout the year; providing follow-up assistance to support parents in non-Head Start settings; providing training and education on local education options, such as magnet schools and bilingual education programs <p>For children transitioning to elementary</p>	<p>Parents</p> <p>Generalists</p>	<p>Ongoing</p>	<p>Transition Form</p>	

<p>related to their children's education.</p> <p>(4) See 45 CFR 1304.41(c) for additional standards related to children's transition to and from Early Head Start or Head Start</p>	<p>school, staff will assist in "opening the door" to communication between parents and school personnel, as needed.</p>				
<p>1304.40(h)(1) - (4)</p>	<p>Develop a policy to assure that parents are comfortable communicating with school personnel</p>	<p>PSD Site Supervisor</p>			
<p>1304.40(i)(1) - (3)</p> <p>(i) Parent involvement in home visits.</p> <p>(1) Grantee and delegate agencies must not require that parents permit home visits as a condition of the child's participation in Early Head Start or Head Start center-based program options. Every effort must be made to explain the advantages of home visits to the parents.</p> <p>(2) The child's teacher in center-based programs must make no less than two home visits per program year to the home of each enrolled child, unless the parents expressly forbid such visits, in accordance with the requirements of 45 CFR 1306.32(b)(8). Other staff working with the family must make or join home visits, as appropriate</p> <p>(3) Grantee and delegate agencies must schedule home visits at times that are mutually convenient for the parents or primary caregivers and staff.</p>	<p>Educate parents about purpose of home visit and assure them that home visits are voluntary</p> <p>Schedule and conduct two home visits per year in addition to the two staff-parent conferences required under 1304.40(e)(5)</p> <p>Teachers and other staff will discuss the advantages of home visits with parents. Some advantages are:</p> <ul style="list-style-type: none"> Making connection between home and program setting Learning more about parent-child interactions Developing positive relationships, which allow parents and staff to get to know one another Identifying learning opportunities in home environments Identifying techniques that can be generalized to other children in the family Focusing individualized attention on family strengths, interest, and goals <p>Home visits will be scheduled at the convenience of all parties.</p>	<p>Parents</p> <p>Teachers</p> <p>Generalists</p>	<p>2x year</p>	<p>Home Visit Forms</p>	
<p>1304.40(i)(4) & (5)</p> <p>(4) In cases where parents whose children are enrolled in the center-based program option ask that the home visits be conducted outside the home, or in cases where a visit to the home presents significant safety hazards for staff, the home visit may take place at an Early Head Start or Head Start site or at another safe</p>	<p>Staff will make every effort to conduct visits in the home, but under exceptional circumstances visits may be conducted at a Head Start site or another safe location that affords privacy.</p> <p>With staff safety as the uppermost concern assure that alternative sites are available in lieu of home visits</p>	<p>Teachers</p> <p>Parents</p>	<p>2x year</p>	<p>Home Visit Forms</p>	

<p>location that affords privacy. Home visits in home-based program options must be conducted in the family's home. (See 45 CFR 1306.33 regarding the home-based program option.)</p> <p>(5) In addition, grantee and delegate agencies operating home-based program options must meet the requirements of 45 CFR 1306.33(a)(1) regarding home visits.</p>	N/A				
<p>1304.40(i)(6)</p> <p>(6) Grantee and delegate agencies serving infants and toddlers must arrange for health staff to visit each newborn within two weeks after the infant's birth to ensure the well-being of both the mother and the child.</p>	N/A				