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<th>Timeline</th>
<th>Person Responsible</th>
<th>Documents/Location</th>
</tr>
</thead>
</table>
| 1. Collaboration with county DHHR/CPS offices            | ● Weekly meetings/report to CFDP Director  
● Arrangements for Pre-Service Training                                                    | August- July   | Family Partnership Coordinator, CFDP Director           | CPS Notebook, FPC Office                                 |
| 2. Reports made to CPS                                   | ● Follow-up by FPC on reports  
● Documentation in CPS Notebook                                                               | August- July   | Family Partnership Coordinator                          | CPS Notebook, FPC Office                                 |
| 3. Documentation of Reports/Contacts with CPS           | ● Filed chronologically in CPS Notebook  
● Open CPS cases known and reports staffs have made will be on monthly report to FPC by Family Services workers and to the Director by the FPC | August- July   | Family Partnership Coordinator                          | CPS Notebook, FPC Office, Monthly report                 |
| 4. Staff Training on Child Abuse and Neglect; reporting and laws | ● Scheduled on Pre-Service Agenda  
● Training conducted and track attendance by Sign-in Sheets                                  | August         | Community Partnership Coordinator                      | Agenda in CPS Notebook, Sign-in Sheets at Sites, copies in Community Partnership Office |
| 4. Parent Training on Child Abuse and Neglect; reporting and laws | ● Scheduled on Parent Meeting Agendas  
● Training conducted and track attendance by Sign-in Sheets                                   | August- October| Family Service Staff, HS Pre-K Liaisons, Area Supervisors, Community Partnership Coordinator, Family Partnership Coordinator | Agenda in CPS Notebook, Sign-in Sheets at Sites, copies in Community Partnership Office |
**Southwestern Community Action Council**  
**Child and Family Development Program**  

### Child Abuse and Neglect

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<th>Person Responsible</th>
<th>Documents/Location</th>
</tr>
</thead>
</table>
| 5. Parents are encouraged to participate in classroom/center activities. Any parent who is a registered offender will meet with the administrative staff to discuss his/her level of involvement in the programs. To ensure the safety of the children, criminal background checks are conducted on staff prior to hiring and parents are never left alone with children or have the responsibility for supervision | - Parents must fill out volunteer form.  
- Any rumors of an offender will be fully investigated  
- The national register of sex offenders will be monitored | August-July | Family Partnership Coordinator, Family Service Workers, Pre-K Liaisons, Teachers | Volunteer Form and internet web site |
## Child Abuse and Neglect Index

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<tr>
<td>Information on the law requirements</td>
<td>3</td>
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<tr>
<td>Provide information to Parents on Law Requirements</td>
<td>4</td>
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Child and Family Development Program
Child Abuse and Neglect

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<tr>
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<tr>
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<td>Policy Council Approval Date: July 27, 2017</td>
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<tr>
<td>Board Approval Date: July 31, 2017</td>
<td>Person(s) Responsible: All Staff</td>
</tr>
<tr>
<td>Person(s) Monitoring: Family Partnership Coordinator CFDP Director</td>
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</tbody>
</table>

**Subject:** Documentation and Record keeping of contact with CPS (Child Protective Services)

**Policy:** Documentation will occur for all contact made by staff members to CPS.

**Procedures:**

1. **Contact Local DHHR/CPS Office or call Child Abuse Hotline.**
   - (A) Document activities related to suspected child abuse and neglect concerns

2. **Staff will (per Policy Mandated Reporting) send all documentation of contact/report to FPC and CFDP Director.**
   - (A) Make report, including only factual information and addressing specific questions asked.

3. **All information will be kept confidential. The FPC will maintain notebook of all contacts/reports.**

4. **This information may be shared with the employee responsible for the Mental Health services, so a referral can be made to the Mental Health Consultant.**
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Abuse and Neglect

Policy Section: 1302.47/1302.92
Effective Date: August 1, 2017
Regulation Name and Number: 1302.47 (5)(i) 1302.92 (b)(2)
Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Family Service Staff, Pre-K Liaisons, Community Partnership Coordinator
Board Approval Date: July 31, 2017
Person(s) Monitoring: Family Partnership Coordinator

Subject: Information on the Law Requirements

Policy: Inform staff and parents of state law requirements regarding reporting of suspected or known child abuse/neglect and ensure the training identifies what child abuse/neglect includes.

Procedures:
1. Staff will receive training during Pre-Service (or as needed with new hires) regarding what is considered Child Abuse and Neglect, state laws regarding reporting Child Abuse and Neglect and the reporting process.

2. Documentation of training/meetings will occur.
Subject: Provide information to parents on law requirements

Policy: Provide opportunities for parents to be informed of the state law requirements regarding reporting of suspected or known child abuse/neglect and what child abuse/neglect includes.

Procedures:

1. Opportunities will be provided during Parent Meetings for training regarding what is considered Child Abuse and Neglect, state laws regarding reporting Child Abuse and Neglect and the reporting process.

2. Provide educational opportunities for parents to learn about child abuse/neglect.

3. Documentation of trainings will occur
Southwestern Community Action Council  
Child and Family Development Program  

COMMUNITY PARTNERSHIP Monitoring Plan  
EARLY HEAD START AND HEAD START

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</table>
| Partnership                  | • Pertinent staff will attend meetings and sit on committees and boards to establish a working relationship as a community partner.  
• Initiate, promote, coordinate collaborative community agreements for services and resources to children and families in the EHS program 0-3. | September – July        | • Education Specialist  
• Mental Health/Disabilities  
• Nutrition/Health Coordinator  
• Nutrition Specialist  
• Family Partnership Coordinator  
• Community Partnership Coordinator  
• Operations Specialist  
• Home Visitors | • Community Partnership Agreements/Central Office  
• Contracts/Central Office |
| Advisory Committees          | • Attend Health Advisory Committee meetings                                                   | Two times/year March and September | • Nutrition/Health Coordinator                  | Meeting agenda  
• Meeting minutes  
• Sign-in sheet |
| Transition Service (Early Head Start) | • Set up Transition training with staff and families for: Previous child care setting or EHS into HS/Pre-K | February or March        | • Community Partnership Coordinator               | TRANSITIONS training agenda  
• Sign-in Sheet  
• Training Materials |
## Community Partnership Monitoring Plan

### Early Head Start and Head Start

<table>
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<tr>
<th>Area to be monitored</th>
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</table>
| Partnership          | ▪ Pertinent staff will attend meetings and set on committees and boards to establish a working relationship as a community partner.  
▪ Initiate, promote, coordinate collaborative community agreements for services and resources to children and families | September – July | ▪ Education Specialist  
▪ Mental Health/Disabilities  
▪ Health  
▪ Nutrition Specialist  
▪ Family Partnership Coordinator  
▪ Community Partnership Coordinator  
▪ Operations Specialist | ▪ Community Partnership Agreements/Central Office  
▪ Contracts/Central Office |
| Advisory Committees  | ▪ Attend Health Advisory Committee meetings                                                  | Two times/year  
March and September | ▪ Nutrition/Health Coordinator  
▪ Meeting agenda  
▪ Meeting minutes  
▪ Sign-in sheet | |
| Transition Service (Head Start) | ▪ Set up Transition training with staff and families for Head Start/Pre-K into Kindergarten | February or March | ▪ Community Partnership Coordinator  
▪ Training agenda  
▪ Sign-in Sheet  
▪ Training Materials | |
# Community Partnership Policy and Procedure

## Community Partnership Index

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Child and Family Development Program
COMMUNITY PARTNERSHIP

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<tr>
<td>Person(s) Responsible: CFDP Director, CFDP Assistant Director, Management Team, Center Staff, Community Partnership Coordinator</td>
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<tr>
<td>Board Approval Date: July 31, 2017</td>
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<tr>
<td>Person(s) Monitoring: Community Partnership Coordinator, Family Partnership Coordinator</td>
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</table>

**Subject:** Communication with the Community

**Policy:** The Program will be active in the community with planning to encourage strong communication, cooperation and sharing of information among agencies.

**Procedures:**

1. Program will complete an assessment of community strengths, needs and resources through completion of the Community Assessment, in accordance with the requirements.

2. Coordination of the activities of the various content areas will be facilitated through meetings of the Content Area Coordinators with other agencies that provide needed services for enrolled families.

3. Documentation of collaborative efforts with community agencies to secure services for enrolled families with the Community Partnership Agreement.

4. Participate in monthly meetings of the Family Resources Network (FRN) located in each county, as schedules permit.
Southwestern Community Action Council, Inc.
Child and Family Development Program
COMMUNITY PARTNERSHIP

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<td>Nutrition Specialist</td>
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<td>HS/Pre-K Liaisons</td>
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<td>CFDP Assistant Director</td>
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**Subject:** Agency Coordination for Delivery of Service

**Policy:** Program will coordinate with agencies in the community to improve the delivery of services for enrolled children and families.

**Procedures:**

1. The coordination of services from community partners will be facilitated with the program coordinators in their field of expertise.

2. Meeting/Conferences by or in person.

3. Training for all staff with professionals and other agencies will be made available to keep abreast of all new services as they become available to families.

4. Family Service Workers will provide families with information of services that are available and provide assistance in obtaining services.
5. Family Service Workers will receive orientation from local agencies regarding services and resources available from their respective agencies.

6. Family Service Workers will work with other agencies to obtain needed services for enrolled families.
Southwestern Community Action Council, Inc.
Child and Family Development Program
COMMUNITY PARTNERSHIP

Policy Section: 1302.53
Effective Date: August 1, 2017

Regulation Name and Number: 1302.53 - Community Partnership
(2) (i) (ii) (iii) (v) (vi) (vii) (viii)

Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Family Service Workers
Center Staff

Board Approval Date: July 31, 2017
Person(s) Monitoring: Family Partnership Coordinator
Community Partnership Coord. HS/Pre-K Liaisons

Subject: Individual Family Partnership Agreement/Strengths Form (IFPA/SF) & the Referral Process

Policy: Establish criteria for referrals, follow-ups and emergency assistance to families with information obtained through the IFPA/SF.

Procedures:
1. Family Service Worker will complete the Individual Family Partnership Agreement/Strengths Form with the parent and/or guardian.

2. The IFPA/SF will be discussed during home visits to ensure confidentiality of family information and situations and work with them to obtain needed services.

3. Process for referrals for families:
   a. Referrals will be explored with and accepted by the family.

   b. Initial contact will be made by the Family Service Worker, Child and Family Specialist, Home Visitor or Education Staff and results relayed to the family. All referrals will be sent to the appropriate Coordinator/Specialist.
4. Process for referrals for children:
   a. When a referral is made for an enrolled child from a Staff member, the FSW will transmit the referral to the family. The FSW will then return the completed referral attached with the follow-up to the Staff member who made the referral.
   b. Referrals will be followed-up within ten working days by the appropriate staff members to assure families are receiving needed services.
   c. FSW will be notified of all referrals made for children by other staff members and the Education staff, with appropriate attention given to confidentiality, where deemed necessary.
   d. Confidentiality will be assured to families, at all times.
   e. All information on families will be kept in locked files.
   f. Only designated staff listed on the Confidentiality of Records Agreement has access to confidential family information.
Subject: Collaborative Community Relationships

Policy: Take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to Community services that are responsive to their needs.

Procedures:

1. Develop effective communication and identify a contact person in the organizations and businesses that may provide support services to families.

2. Conduct staff and parent workshops to provide information regarding services from individual agencies and businesses.

3. Develop and implement a Community Partnership Agreement with other businesses and agencies within our service area that provide services for enrolled families.

4. Family Preservation and support services will be coordinated with other Case Management agencies.

5. Program will work closely with agencies connected with agencies connected with the DHHR and follow protection of children, such as Child Protective Services or State laws on reporting.
Subject: Access Community Partners for Services

Policy: Seek out and partner with other agencies to access a broad range of services for families.

Procedures:

1. Refer to Health Plan for implementation of Health Service Advisory Committee. Refer to the Nutrition Plan on how agencies work with nutritional service providers.

2. Enhance parents’ understanding, staff will explain the process and how services are obtained and how services can be enhanced.
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
COMMUNITY PARTNERSHIP

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<td>Person(s) Responsible:</td>
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<td>Family Partnership Coordinator</td>
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<td>Health &amp; Wellness Specialist</td>
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</table>

**Subject:** Community Services to Children with Disabilities

**Policy:** Providing services to families of children with Disabilities

**Procedures:**

1. The IEP (Individual Education Program) is written by the Local Education Agency (LEA) and co-implemented with the collaborating agencies for needed services for children with disabilities.

2. Coordinate with community agencies to ensure children and families have access to needed services.
Southwestern Community Action Council, Inc.
Child and Family Development Program
COMMUNITY PARTNERSHIP

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<td>Regulation Name and Number: 1302.53 (a) Community Partnership (1)</td>
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<td>Person(s) Responsible: Teachers, Family Service Workers, Education Staff, HS/Pre-K Liaison</td>
</tr>
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<td>Board Approval Date: July 31, 2017</td>
<td>Person(s) Monitoring: Disabilities/Pre-K Coordinator, Education Specialist, Community Partnership Coordinator, Family Partnership Coordinator</td>
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</table>

**Subject:** Partnering with Local Education Agency (LEA) and other Institutions

**Policy:** The Program will partner with educational and cultural institutions.

**Procedures:**

1. Staff will partner with local libraries for events, concerts, storytelling geared for children-literacy.

2. Participate with local communities to enhance cultural awareness for families.

3. Have open house events and invite the community to participate.
Subject: Partnering with Child Care Providers

Policy: Providers of Child Care Services to partner with Early Head Start and Head Start.

Procedures:
1. Coordinate joint training for child care workers in the community.

2. Share facilities, resources and equipment to provide the best services for families.
Southwestern Community Action Council, Inc.
Child and Family Development Program
COMMUNITY PARTNERSHIP

Policy Section: 1302.53
Effective Date: August 1, 2017

Regulation Name and Number: 1302.53 (a) Community Partnership (1) (2) (I – viii)
Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Family Service Workers
                     HS/Pre-K Liaisons
                     Area Supervisors

Board Approval Date: July 31, 2017
Person(s) Monitoring: Community Partnership Coordinator
                     Family Partnership Coordinator

Subject: Partnering with Businesses and Organizations

Policy: Partner with businesses and organizations that provide resources for enrolled families.

Procedures:
1. Work with community organizations and businesses that will enhance and help families to become self-sufficient.

2. Help establish linkages that lead to helping parents obtain employment.

3. Provide sources of donated goods and other resources.

4. Attend joint meetings of business community and other organizations.

5. Inform enrolled families, as to, what resources are available to them and how to obtain the needed services.

6. Staff will provide a copy of the Community Resource Directory to each family.

7. Enrolled parents will be trained on the usage of the Community Resource Directory.
8. Staff will receive training on new resources in the community for families, as they become available.

9. Family Service Workers will partner with local agencies for needed services for their enrolled families.
Southwestern Community Action Council, Inc.
Child and Family Development Program
COMMUNITY PARTNERSHIP

Policy Section: 1302.94
Effective Date: August 1, 2017

Regulation Name and Number: 1302.94 - Volunteers (a) (b)
Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Area Supervisors
HS/Pre-K Liaisons
Center Staff

Board Approval Date: July 31, 2017
Person(s) Monitoring: Community Partnership Coordinator

Subject: Volunteerism

Policy: The Program will perform outreach to encourage volunteers from the community.

Procedures:
1. Volunteer recruitment is explained and encouraged at the initial application/intake process.

2. Volunteer recruitment is explained and encouraged during the center parent orientation session.

3. Volunteer recruitment is explained and encouraged during the initial parent committee meetings.

4. Volunteer recruitment is encouraged through outreach from the community as Community Representatives to the Policy Council and those participating on the Health Advisory Committee (HAC).
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
COMMUNITY PARTNERSHIP

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<th>Person(s) Responsible:</th>
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</table>
| 1302.53 (a) Community Partnership   | July 27, 2017               | Disabilities/Pre-K Coordinator  
| (2) (ii)                      |                               | Health & Wellness Specialist |
| (b) (i)                       |                               |                        |

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<th>Board Approval Date:</th>
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</table>
| July 31, 2017       | Community Partnership Coordinator  
|                     | Disabilities/Pre-K Coordinator  
|                     | Health & Wellness Specialist |

**Subject:** Partnering with LEA’s (Local Education Agency) for children with disabilities

**Policy:** Program will develop Interagency Agreements with LEA’s and other agencies for children and their families with disabilities.

**Procedures:**

1. The Interagency Agreements with the LEA’s and other agencies for children and families will provide documentation for support in the areas of need.
# Monitoring Plan - DISABILITIES

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<tr>
<th>Area to be monitored</th>
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<tbody>
<tr>
<td>I. Recruitment of Children with Special Needs</td>
<td>Review flyers to include children with special needs applying; Review enrollment applications; Review interagency Agreements with school systems &amp; Part C agency;</td>
<td>May- June</td>
<td>Family Partnership Coordinator, Disabilities/Pre-K Coordinator, Health &amp; Wellness Specialist, Pre-K Liaisons</td>
<td>Family Partnership Coordinator’s office: Flyers; applications</td>
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<td>Disabilities/Pre-k Coordinator, Health &amp; Wellness Specialist</td>
<td>Fiscal office</td>
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<tr>
<td>II. Interagency Collaboration</td>
<td>Review agreement with each school district and with Part C agency; Review County Plan and MOU with each school district.</td>
<td>May - August</td>
<td>Disabilities/Pre-K Coordinator, Health &amp; Wellness Specialist</td>
<td>Fiscal office: agreements, MOUs, &amp; county plans</td>
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<tr>
<td>III. Screening &amp; Assessment</td>
<td>Review screening results; August – September, and as children are enrolled</td>
<td>August – September, September - May</td>
<td>Health Specialist; Education Specialist; Disabilities/Pre-k Coordinator, Health &amp; Wellness Specialist</td>
<td>Health Specialist’s and Education Specialist’s offices &amp; children’s files: Screening forms, Childplus</td>
</tr>
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Program Year: 2017-2018
## Monitoring Plan - DISABILITIES

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<tr>
<td>IV. Referrals</td>
<td>Review teachers’ concerns, screening information, referral forms</td>
<td>August – May</td>
<td>Disabilities/Pre-K Coordinator, Health &amp; Wellness Specialist</td>
<td>Child’s file &amp; office files/Childplus: Individual screening forms; developmental screening information; parent permissions; and/or referral notices</td>
</tr>
<tr>
<td>V. IEP/IFSP meetings</td>
<td>Review IEP/IFSP form, Contact or meeting with LEA or BTT representative, Mental Health Consultant contact/observation, HS/EHS staff report</td>
<td>August – May, and as needed</td>
<td>Disabilities/Pre-K Coordinator, Health &amp; Wellness Specialist, Education Specialist</td>
<td>Child’s file: IFSP/IEP form</td>
</tr>
<tr>
<td>VI. Integration of Service Areas</td>
<td>Review lesson plans &amp; classroom observations; Communications with parents, teachers, Education, Health &amp; Nutrition specialists</td>
<td>August - May</td>
<td>Disabilities/Pre-K Coord., Education Specialist, Family Partnership Coord., Pre-K Liaison, Community Partnership</td>
<td>Classroom: lesson plans, onsite forms. Service area managers communications and Childplus data entry</td>
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Southwestern Community Action Council  
Child and Family Development Program  

Monitoring Plan - DISABILITIES

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<td>Coordinator, Health Specialist, Health &amp; Wellness Spec., Facilities Specialist</td>
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Southwestern Community Action Council, Inc.  
Child and Family Development Program

**Disabilities Index**

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Child and Family Development Program
Disabilities Services

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<td>Person(s) Monitoring: Management Team Policy Council</td>
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**Subject:** Policies and Procedures in Place

**Policy:** Review and implement disabilities policies and procedures each program year to ensure children with special needs and their families referred to the appropriate agency, receive services in a timely manner, have the appropriate equipment and materials, and are able to access facilities to meet their needs and optimize learning.

**Procedures:**

1. The policies and procedures are reviewed and revised by the management team, Health Advisory Committee, and Policy Council for needed changes. Parents and HS/EHS staffs, as well as key personnel from other agencies, have an opportunity to provide input.

2. Families, HS/EHS staff members are included in the IEP/IFSP process, assuring all areas of HS/EHS are involved in the integration of services to families.
**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
**Disabilities Services**

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</table>
| Regulation Name and Number: 1302.61(a)(b) | Policy Council Approval Date: July 27, 2017 | Person(s) Responsible: HS/Pre-K Liaison  
Family Service Worker  
Family Partnership Coordinator  
Disabilities/Pre-K Coordinator  
Health & Wellness Specialist |
| Board Approval Date: July 31, 2017 | Person(s) Monitoring: CFDP Director |

**Subject:** Identification & Recruitment of children with disabilities

**Policy:** Identify and Recruit children with special needs to ensure a minimum of 10 percent of enrollment is filled by children with disabilities.

**Procedures:**
1. During the spring and throughout the year, HS/EHS staff will participate in child find and screening activities, as stated in the collaborative agreements.

2. Services available from HS/EHS will be communicated through the media (such as newspaper, radio, television, advertising signs, email, church bulletins, and newsletters).

3. Children are chosen for enrollment based on income, age, and the program points system. Children with special needs, regardless of the severity, will not be denied entry into HS/EHS, if:
   a. The family wishes to enroll the child.
   b. The child and family meet the age and income requirements.
   c. There is an opening and it is determined by the child’s IEP/IFSP committee members that HS/EHS is an appropriate setting, even if the program has met the ten percent enrollment mandate for children with identified developmental needs.

4. The Family Partnership Coordinator will inform the Disabilities/Pre-K Coordinator or Health and Wellness Specialist if an application indicates a child has a developmental need.
Subject: Identification of children needing further evaluation

Policy: To assist in timely screenings, developmental assessments, and for all enrolled children throughout the year to determine progress, plan individualized activities, and to determine if further evaluation is indicated.

Procedures:
Staff members will screen children who enter the program without screening results. In addition, staff members will document ongoing developmental assessment for all enrolled children throughout the year to determine progress, plan individualized activities, and to determine if further evaluation is indicated.

1. Parents will be informed during pre-enrollment and orientation meetings, and their written consent for screenings will be requested.

2. Results of the screenings will be shared with parents.

3. The Education Specialists will enter developmental screening results to ChildPlus.

4. Children will be assessed for developmental issues by various sources, including sensory and developmental screenings, anecdotal observations, and parental input.
5. Teachers, Child and Family Specialist, or Home Visitors may wish to monitor children’s progress, before recommending further testing. Teachers, Child and Family Specialist or Home Visitors will discuss initial concern with parents, and contact the Disabilities/Pre-K Coordinator or EHS Health and Wellness Specialist, as needed.

6. If a child is also enrolled in WV Pre-K, the LEA may form a Student Assistance Team (SAT) to help support a child’s development and learning in the educational environment. The parents will be invited to participate on it.

7. Children are referred for evaluation when it is determined that a disability may be present that requires special education and related services.

8. While a child’s eligibility for Part B or C services is being determined, the teacher will continue to offer individualized planning and activities that will bolster the child’s skill levels. Additional community services will be determined, and sought, as needed.

9. If a child does not qualify for services under IDEA, then a mental health consultant or child development professional will review the developmental information to determine if more services are required.

10. The program will partner with parents to access services and supports to nurture the child’s developmental progress and enhance school readiness.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Disabilities Services

Policy Section: 1302.60
Effective Date: August 1, 2017

Regulation Name and Number: 1302.62(a) (b)
Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Family Services Workers
Education Staff

Board Approval Date: July 31, 2017
Person(s) Monitoring: Health & Wellness Specialist
Disabilities/Pre-K Coordinator

Subject: Parent Participation on the Eligibility and IEP/IFSP committees

Policy: Parents are encouraged to be a part of the multidisciplinary team, to develop an IEP or IFSP for children who has been formally evaluated and found eligible for special education services.

Procedures:
The parents are invited to be part of the eligibility and IEP/IFSP development committees. The multidisciplinary team determines eligibility based on the results of the evaluations, observations, parent reports, and professional opinions; the qualifying category is also determined, and an IEP or IFSP is written by the team.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Disabilities Services

Policy Section:
1302.60  1302.61

Effective Date:
August 1, 2017

Regulation Name and Number:
1302.60
1302.61 (a)(b)(c)
1302.62 (a) (1)(2)

Policy Council Approval Date:
July 27, 2017

Person(s) Responsible:
Disabilities/Pre-K Coordinator
Health & Wellness Specialist

Board Approval Date:
July 31, 2017

Person(s) Monitoring:
CFDP Director
CFDP Assistant Director

Subject: Supports and Modifications for children

Policy: In partnership with Part B and Part C agencies, assure each child who qualifies for an IEP or IFSP will have the necessary supports and modifications to implement the plan.

Procedures:

1. The program will collaborate with other agencies to ensure more children are provided services. WVBE Policies 2525 and 2419 assure that community partners, such as the LEA, HS, Child Care, and DHHR will work as a team to provide services for children with special needs; the agencies collaborate to share personnel, supplies, equipment, and to offer joint trainings for staff and families.

2. The program will accept referrals from the LEA and other agencies for children with identified special needs, regardless of the severity of the condition. In order to meet a child’s needs, the agencies collaborate to plan training for staff, so that they can meet the needs of the child. HS/EHS collaborate with Part B and Part C agencies to provide direct and indirect services, resources, supplies, equipment, and other accommodations, as needed.
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Child and Family Development Program
Disabilities Services

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<tr>
<td>Person(s) Monitoring: CFDP Director CFDP Assistant Director</td>
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</table>

Subject: The Learning Environment supports children’s healthy development.

Policy: Assure that the health and nutrition needs of children with disabilities are met, and that service areas are integrated in their delivery.

Procedures:
1. The Disabilities/Pre-K Coordinator, Nutrition/Health Coordinator, Health & Wellness Specialist, Nutrition Specialist, Education Specialist, Teacher, HS/Pre-K Liaison, the Family Service Worker, Child and Family Specialist and Home Visitors will work closely together with LEA and BT T (Birth to Three) agencies participating in child find activities.

2. The Nutrition/Health Coordinator, Health and Wellness Specialist, Child and Family Specialist, Disabilities/Pre-K Coordinator, Teachers, Home Visitors and Family Service Workers will gather information from parents that assist in meeting family goals, as they relate to health issues. If the child has a special dietary need, the parents will request that the health professional submits, in writing, the substitutions which meet the child’s needs.

3. A professional, such as an Occupational Therapist, or Speech Language Pathologist will be consulted when a child has a feeding, swallowing, or chewing problem.

4. All children will be given an opportunity to fully participate in an inclusive setting during meal and snack time. All children will be encouraged to participate in activities, such as being the helper during meals and setting the table.
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Disabilities Services

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<td>Person(s) Responsible: Facilities Specialist Area Supervisor On-site Supervisor Disabilities/Pre-K Coordinator Health &amp; Wellness Specialist Education Specialist Pre-K Liaison</td>
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<td>Board Approval Date: July 31, 2017</td>
<td>Person(s) Monitoring: CFDP Director CFDP Assistant Director</td>
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</table>

**Subject:** Program Accessibility

**Policy:** To modify facilities as required and by reasonable accommodation, so that all eligible children and their families can participate in the program.

**Procedures:**

1. Funds will be allocated in the budget for necessary adaptations for classrooms and other needs, such as ramps, etc.

2. Managers will monitor accessibility by regular health and safety checks.

3. Managers will regularly review enrollment information and/or program accessibility for families.

4. The Health & Wellness Specialist, Disabilities/ Pre-K Coordinator, Education Specialist, Teachers, and/or Pre-K Liaisons will monitor IFSP/IEP services information to assure program accessibility and reasonable accommodations are being met.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Disabilities Services

Policy Section:
1302.60
1302.70

Effective Date:
August 1, 2017

Regulation Name and Number:
1302.61(c)(2)(i)(iii)
1302.70(b)(1)(e)
132.70
1302.71
1302.72

Policy Council Approval Date:
July 27, 2017

Person(s) Responsible:
Center/School Head Start personnel

Board Approval Date:
July 31, 2017

Person(s) Monitoring:
Family Partnership Coordinator
Community Partnership Coordinator
Health & Wellness Specialist
Disabilities/Pre-K Coordinator
Education Specialist

Subject: Transition planning for children, families and programs

Policy: In partnership with community agencies, a smooth transition will be coordinated for children and families entering or exiting the program.

Procedures:
1. Center, schools and county pre-k teams develop transition plans that are inclusive of all children:
   a. The plans in the EHS classrooms address the activities for the birth to three age children entering and exiting the program.
   b. The Head Start/Pre-K plans address children, ages three and four, entering and exiting the program. These plans will be adapted, if necessary, to meet the needs of each child and family. Strategies to involve parents will be included in the plans in order to provide a smooth transition into a new program such as Kindergarten. The Kindergarten Transition Report is generated at the end of the school year, and is used to communicate developmental information from the Pre-k teacher to the Kindergarten Teacher.

2. Transition for EHS children with special needs is also a collaborative effort. The Part C provider plans the transition with its team members, including the family, EHS, the LEA, and any other agencies being considered for placement or services.
3. Family service staff and Education staff plan for visitation by parents to the receiving program or classroom. Parents are provided with information to assist them in meeting their needs. With parental consent, information is transferred from one agency to another, to ensure continuity of services.

4. Parent training on transitions is offered, in conjunction with the LEA, and Part C providers. Differences, as well as similarities are discussed.

5. Families are invited to participate in the transition process. For children who are transitioning to kindergarten, parents are encouraged to participate in school functions in the spring. The family chooses the level of participation. Follow-up and home visits are scheduled, as needed or requested.

6. Head Start enrolled children usually have a Transition Report prepared for them (by the Pre-k/HS teacher) at the end of their preschool year. It contains valuable developmental information that can be accessed by next year’s teacher (in Pre-K or Kindergarten). Many Preschool classrooms are in elementary schools, so face to face discussions and transition planning and activities may also occur between teachers.
### Monitoring Plan for Early Head Start Education

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<tr>
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<th>Person Responsible</th>
<th>Documents/Location</th>
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<tbody>
<tr>
<td>I. 1304.21(a) (1) (i) Evidence of Creative Curriculum and Partners For Healthy Baby Implementation</td>
<td>On-site observations Review of Individual Child Plan Forms and Group Planning Forms Weekly Home Activity Form Socialization Plan Form ITERS-R* The Fidelity Tool HOVRS The Creative Curriculum Implementation and Planning Tool for infants, toddlers and twos*</td>
<td>A minimum of 2x/year August and monthly thereafter</td>
<td>Education Specialist Disabilities/Pre-K Coordinator Health and Wellness Specialist</td>
<td>ITERS-R CC Implementation and Planning Tool Teaching Strategies GOLD Lesson plan Check –off form Education file Education Specialist file</td>
</tr>
<tr>
<td>II. 1304.21 (a) (3) (ii) Classroom Routines &amp; Transitions</td>
<td>On-site observations</td>
<td>A minimum of 2x/year</td>
<td>Education Specialist Disabilities/Pre-K Coordinator</td>
<td>ITERS-R*</td>
</tr>
</tbody>
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*Will use these tools or portions of these tools as appropriate and based on the professional development needs of staff.

Revised 7/15
# Southwestern Community Action Council  
Child and Family Development Program  

## Program Year: 2017-2018  

## Monitoring Plan for  
Early Head Start Education  

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</table>
| **III** 1304.21 (a) (1) (i)(iv) Education Staff/Classroom Environment | On-Site observations  
ITERS-R*  
The Fidelity Tool  
HOVRS  
Creative Curriculum Implementation and Planning Tool* | A minimum of 2x/year | Education Specialist | Education specialist files  
ITTERS-R*  
CC Implementation and Planning Tool* |
| **IV** 1304.21 (a) (1) (i) Integration of IFSP goal/objectives into CC/individualized lesson plans | Classroom observations  
Review of IFSP  
Review of Individual Child Planning Plan and Group Planning Form | Weekly review of lesson plans | Education Specialist  
Disabilities/Pre-K Coordinator  
Health and Wellness Specialist | IFSP/classroom file (secure for confidentiality)  
Individual Child Planning Form  
Child’s file for anecdotal notes/ Teaching Strategies GOLD |

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Revised 7/15
# Southwestern Community Action Council  
## Child and Family Development Program  
### Monitoring Plan for  
#### Early Head Start Education  

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<tr>
<td>Review of observation notes/ Teaching Strategies GOLD</td>
<td>A minimum of 2x/year classroom observation and more if needed</td>
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<td>Education File Education Specialist File</td>
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### V 1304.21 (a) (2) (i) (ii) (iii)  
Parent Involvement in Program Curriculum Implementation and Child’s Developmental Progress Across all Developmental Domains

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<tr>
<td>Parent Volunteer Sign-in/Documentation</td>
<td>Monthly and throughout school year</td>
<td>Community Partnership Coordinator</td>
<td>Administrative Office files</td>
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<tr>
<td>Parent participation/documentation from Education Advisory Committee</td>
<td>3x per year</td>
<td>Education Specialist</td>
<td>Administrative Office files</td>
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<tr>
<td>Home Visit Documentation Weekly Home Activity Plan Form</td>
<td>2x per year</td>
<td>Education Specialist Pre-K Liaison</td>
<td>Completed conference forms in child’s files</td>
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<tr>
<td>Parent Conference Documentation/CC.net conferences (Family Conference Form)</td>
<td>3x per year</td>
<td>Education Specialist Disabilities/Pre-K Coordinator Health and Wellness Specialist Pre-k Liaison</td>
<td>Completed conference forms in child’s files</td>
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Southwestern Community Action Council  
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| VI 1304.21(c) (1) (i) Individualization | Review of Individual Child Planning Form and Group Planning Form  
Review Teaching Strategies GOLD data | Weekly  
Monthly | Education Specialist | Teaching Strategies GOLD  
Classroom file  
Lesson Plan Check-off form  
Teaching Strategies GOLD  
Home Visit Form  
Individual Child Profile  
Family Conference Form  
Observation Notes  
ASQ/SE  
Screening Form  
Weekly Home Activity Form |
| VII 1304.21 (c) (1) (iii) Integration of health and safety into the curriculum | Reviewing Group Planning Form  
Socialization Plan Form  
Weekly Home Activity Plan Form  
Observing and reviewing classroom activities and daily schedule  
ITERS-R observation*  
The Fidelity Tool | Weekly  
A minimum of 2x/year  
Annually | Education Specialist | Teaching Strategies GOLD  
Bus Safety Notebook  
Lesson Plan Check-off form  
Onsite observations  
ITERS-R* |

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Southwestern Community Action Council
Child and Family Development Program

Monitoring Plan for
Early Head Start Education

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<td>VIII 1304.21 (c) (1)(iii) Integration of Nutrition into the curriculum</td>
<td>Reviewing Lesson Plans Group Planning Form Weekly Home Activity Plan Form Socialization Planning Form Observing and reviewing classroom activities and daily schedule</td>
<td>Weekly</td>
<td>Education Specialist Nutrition Specialist</td>
<td>Classroom Files Teaching Strategies GOLD Lesson Plan Check-off form</td>
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<td>IX 1304.21 (c) (1)(iii) Integration of Mental Health into the Curriculum</td>
<td>Reviewing Lesson Plans Group Planning Form Individual Child Planning Form Socialization Planning Form Weekly Home Activity Plan Form Observing and reviewing classroom activities and daily schedule</td>
<td>Weekly</td>
<td>Education Specialist Disabilities/Pre-K Coordinator Health and Wellness Specialist</td>
<td>Classroom Files Teaching Strategies GOLD Lesson Plan Check-off form Teaching Strategies GOLD On-site Observation form</td>
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Child and Family Development Program  

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<tr>
<td>X 1304.21 (a) (3) (i) (E) Evidence of support and respect in the classroom of gender, culture, language, ethnicity, and family composition</td>
<td>Reviewing Lesson Plans Individual Child Planning Form Group Planning Form Socialization Plan Form Weekly Home Activity Form Observing and reviewing classroom activities and daily schedule</td>
<td>Weekly A minimum of 2x/year</td>
<td>Education Specialist</td>
<td>Classroom Files Teaching Strategies GOLD Lesson Plan Check-off form Teaching Strategies GOLD On- site Observation form</td>
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<tr>
<td>XI 1304.21 ( c) (2) Evidence of ongoing assessment of Child Outcomes</td>
<td>Review of Teaching Strategies GOLD Review of Family Conference Form</td>
<td>August and monthly thereafter November, February, and April</td>
<td>Education Specialist Disabilities/Pre-K Coordinator Health and Wellness Specialist Education Specialist</td>
<td>Teaching Strategies GOLD</td>
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Child and Family Development Program
Education and Early Development for Early Head Start

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**Subject:** Appropriate Environments

**Policy:** Infants and toddlers will be engaged in a program that provides responsive care, effective teaching and an organized learning environment to promote healthy development and child’s skill growth.

**Procedures:**

1. The program will use the Creative Curriculum and Partners for Healthy Baby to provide a learning environment that supports the growth of all children, including those with disabilities, physically, socially, emotionally and cognitively.

2. The EHS Education Specialist will assist EHS staff with arranging the classroom and socialization environments.

3. Classroom arrangement is organized into defined learning areas. All classrooms will include the following areas of experiences where children enjoy stories and books, imitate and pretend in dramatic play, connect with music and movement, create with art, explore sand and water, explore toys, and outdoor play.

4. Child sized furniture is arranged so that materials are easily accessible and allow children independence when getting them out and putting them away.
5. Classrooms will be arranged so that quiet areas are separated from noisy areas.

6. Materials and equipment are kept in good working condition with no sharp edges or other safety problems. There is a sufficient amount of materials available to children so that there is not long waiting periods.

7. Any screen media (computers, iPads, etc.) used in EHS Classrooms/Home Visits must be use for educational purposes only. Any screen media used must be approved by the Education Specialist in advance. Screen media is prohibited with children under the age of two. Screen time with children who have already turned two is limited to 15 minutes with active supervision and must be included on the lesson and transition plan for that child.

8. Materials and toys are attractively displayed at eye level and geared to children’s interests and needs. Areas of experiences for exploration and materials are labeled with appropriate words, pictures and/or symbols. Children’s artwork is attractively displayed at eye level. Materials displayed must cover less than 25% of the wall space, as per the Fire Marshal.

9. Teacher and commercially produced materials will not dominate the classroom.

10. A daily schedule is established so children know what to expect but it is flexible enough to meet children’s needs. Each classroom will have the daily schedule posted using “real life” photographs. A written schedule will be posted for staff.

11. As children demonstrate interests and various levels of development, staff will plan activities and experiences that will involve and engage children based on this data.

12. Center-Based Infant Toddler Educators will submit lesson plans through TS Gold to the EHS education specialist 2 weeks in advance for approval.

13. Individual lesson plans must include a strength, need and/or interest for each child and an individual lesson plan related to the identified strength, need or interest.

14. EHS Education Specialist will monitor lesson plans. The EHS Education Specialist will notify infant toddler educators prior to the scheduled activity of approval of the lesson plan or changes/revisions needed. Early Head Start Education Specialist will provide guidance and support as needed.

15. Lesson plans cannot be implemented with children without prior approval by the EHS Education Specialist.
16. Guest can be invited to classrooms to provide opportunities for children to engage in experiences planned in conjunction with the developmental ages and stages of the children. Prior approval must be given and proper documentation must be completed before this takes place.

17. The EHS Education Specialist will observe in the EHS classrooms throughout the program year to monitor Early Head Start services. The education specialist will complete a classroom observation report/onsite visit. The report will be reviewed with EHS classroom teachers and area supervisor. The report will be submitted to the Health and Wellness within two days of completion.

18. Staff will promote appropriate Infant and Toddler development by changing and rotating the various materials and toys in the environment so as to both stimulate and challenge the individual needs of infants and toddlers.
Southwestern Community Action Council, Inc.

Child and Family Development Program
Education and Early Development for Early Head Start

Policy: Be inclusive of children with disabilities, consistent with their Individualized Family Partnership agreement (IFSP) or Individual Education plan (IEP)

Procedures:

1. When a child with and IFSP enrolls in Early Head Start, a copy of the Individualized Family Service Plan (IFSP) must be retained. The education staff will implement the IFSP ensuring that the child receives the specialized education and support he or she requires.

2. Services provided under the IFSP will enable teaching staff to include children with disabilities in the overall and individual education plan.

3. Learning environments will be developed that are diverse and accessible so children can choose from various learning activities. Education staff will use routines, daily activities and experiences to achieve the goals of the IFSP.

4. All activities including gross and fine motor will be adapted to meet the individual skill levels of children with a disability or special need.
5. Staff will work with Birth to Three practitioners to integrate IFSP goals in weekly individualization. IFSP goals will be documented in observation notes and weekly lesson plans by using an asterisk beside the child’s name.

6. The EHS education specialist will monitor lesson plans to ensure IFSP goals are being implemented.

7. Parents are encouraged to observe/participate when Birth to Three (BTT) Practitioners are providing services to the child in the EHS Classroom. Staff will encourage parents to actively participate in the BTT Center-Based delivery of services.

8. Education staff will participate in IFSP meetings (when possible) to plan, implement and to report on progress of children with the IFSP. Reference materials and special supplies will be provided to aid in the implementation of the educational program as needed.

9. Training will be provided to parents and staff on an as-needed basis to ensure the goals and objectives of the IFSP are met.
### Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Education and Early Development for Early Head Start

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| Person(s) Responsible: |  
| Infant/Toddler Educator  
Child and Family Specialist  
Home Visitor| Person(s) Monitoring:  
Health and Wellness Specialist  
EHS Education Specialist|

**Subject:** Respectful Environment

**Policy:** SCAC-EHS will provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.

**Procedures:**

1. The Education staff will support a multicultural curriculum reflecting the individuality of all children through materials and activities that reflect the cultural background of all children.

2. Materials and activities in the classroom will reflect diversity found in groups with regard to race, religion, culture, age or gender.

3. Materials may include, but are not limited to books, pictures, music, posters, maps, charts, dolls, doll clothing, artifacts and arts.

4. Individuals and groups from families and the community will be used as resources and may be invited to centers to share songs, stories, and games that reflect their cultural heritage.

5. Staff will respect children’s feelings about their families, home and community.

6. EHS Education Specialists will monitor the classroom environment.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Education and Early Development for Early Head Start

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Child and Family Specialist
Home Visitor

Board Approval Date: July 31, 2017
Person(s) Monitoring:
Health and Wellness Specialist
EHS Education Specialist

Subject: Toilet Training

Policy: The acquisition of toileting skills will be nurtured according to a child’s individual pattern of development and in collaboration with a child’s family.

Procedures:

1. Education staff will encourage independence in toileting when developmentally appropriate. Staff will monitor children’s progress in toileting according to that child’s physical readiness, ability to communicate need, diaper changing logs, and willingness to cooperate. Good toileting habits such as hand washing will be promoted. Staff will foster the development of children’s self-help skills such as wiping properly, and dressing themselves.

2. Education staff will work closely with families to plan the approach and timing of toilet learning.

3. Children who need assistance in toilet learning will be given positive support by Families and staff. Children should not be rushed, embarrassed or made to feel a failure when toileting accidents occur.
**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
**Education and Early Development for Early Head Start**

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**Subject:** Parent Engagement

**Policy:** Parents will be involved in the process of the development of the program’s curriculum, approach to education and engage in their child’s education.

**Procedures:**

1. Infant Toddler Educators will conduct two home visits a year for each family. EHS Education Staff will conduct three parent conferences a year for each family. During the home visits/conferences, Families and Education Staff will share their observations and form a plan for nurturing the child’s growth. The child’s previous development in each domain will be reviewed and future goals will be identified. Families will be given the opportunity to provide input on lesson plans during the parent/teacher conferences. Education staff will incorporate activities suggested by families into their weekly lesson plans/socialization plans when appropriate. Family Conference Forms and Home Visit Forms will document these meetings. These forms are sent to the Education Specialist to be put on Child Plus upon completion. This is not applicable to the families enrolled in the Lakin Program Option.

2. Teachers inform parents about the purpose of and their results from screenings and assessments and discuss their child’s progress, interests, strengths and areas of concern.

3. Families enrolled in the Lakin K.I.D.S. Unit and General population Program Option will plan individualized child activities with the Child and Family Specialists. Mothers enrolled in the
K.I.D.S. Unit will help plan daily classroom activities for their infants/toddlers. Mothers enrolled in the General Population at Lakin will help plan activities for socializations and a monthly calendar of activities for caregivers to complete in the home with their EHS eligible children.

4. Families will be given opportunities to attend training and receive information about curriculum, individualization, outcome measures, assessment, and other child development topics. Parent meetings, newsletters, and handouts will be examples of how information will be shared.

5. Mothers enrolled in the Lakin K.I.D.S. Unit will attend daily parent trainings provided by the Child and Family Specialists. Each week, the trainings will cover these topics: Parenting, Health and Wellness, Child Development, Nutrition, and Mental Health.

6. A parent bulletin board/reading information center will be maintained in each center for information exchange on relevant topics.

7. All materials sent home with parents must be approved by an EHS Education Specialist before being distributed. Any materials written by staff, with the exception of My Day Reports, must be approved by the area supervisor in advance to distribution. Distributed materials should focus on parent involvement in child development education such as Fatherhood Experiences, Literacy, Health, Nutrition and Developmental Milestones.

8. Families will be encouraged to participate in the classroom and to observe their child’s progress. Their input and insights on their child’s behavior are considered part of the assessment process. (This is not applicable to the Lakin General Population Program Option.)

9. The program’s settings are open to parents during all program hours. Parents and family members have opportunities, and are encouraged by staff, to volunteer in the class and during group activities.

10. To facilitate engagement in the approach to education, parents are invited to be representatives on the School Readiness Committee and Policy Council. Families, staff and community representatives will provide input and guidance into curriculum and other education issues.
Subject: Transition Experiences

Policy: Early Head Start staff will implement strategies and practices to support successful transitions for children and their families transitioning out of Early Head Start.

Procedures:

1. Education staff will work with parents to implement a transition plan beginning six months prior to the child’s third birthday. Education Staff will give a copy of the Transition Plan to the Education Specialist when the plan is written and signed. The original plan will be placed in the child’s file.

2. When children transition into a new placement, differences will be discussed with families relative to the environment. Services will be discussed that are available for the child that is transitioning.

3. The EHS Education Specialist will monitor to ensure all age edible children receive a transition plan six months prior to the child’s third birthday.

4. During the Home Visits (beginning and end of the program year) and Parent/Teacher Conferences (at each Checkpoint Period) screening results, parent questionnaires, and observations will be reviewed. Families will be given opportunities to provide feedback to Education Staff and offer suggestions. Mothers enrolled in the Lakin K.I.D.S. Unit receive and provide daily input on child progress.
5. The staff will plan transition activities for children. Activities such as visiting the next learning environment as well as sharing pictures of staff and facilities that the child will be attending, and providing experiences through activities and daily routines that will foster readiness for the transition placement which will begin six months prior to the child’s third birthday. This procedure is not applicable to the Lakin Program Option.

6. The Child and Family Specialist will complete transition plans for the mothers enrolled in the Lakin Program option upon enrollment in the EHS program. Transition forms will be updated periodically as changes occur. Each mother enrolled in the Lakin Program Option will receive a Resource Directory upon exit from the EHS program.

7. Families will be invited to participate in all aspects of the transition process including the writing and approval of transition plans. Families will choose the level of participation. Transfer of information will take place, with parental consent, to ensure continuity of services.

8. Parent orientation and the first home visit serve to help children and family to become familiar with the education staff, curriculum, as well as the Early Head Start Program.
Subject: Social/Emotional Development

Policy: The program will promote positive social and emotional development of all children.

Procedures:

1. Education staff will provide an environment that is responsive to children’s needs, building trust and fostering independence necessary for the child to have the confidence they need to be curious, explore and develop properly.

2. Staff will personalize their interactions with children by using children’s names often, utilizing children’s ideas and treating each child’s work with respect. Upon arrival, staff will greet each child. Photos of children and their families will be displayed in the classroom. Drawings and artwork made by children will be posted at eye level in attractive settings around the room. Opportunities will be found to display children’s names on photographs, labeling cubbies, personal possessions, and use of names on job charts, birthday charts, language experience stories, etc.

3. Education staff will promote self-esteem in children by smiling, positive redirection, using a pleasant voice, and responding to children’s needs in a timely manner. Children’s individual efforts will be encouraged and validated on a daily basis. Mental Health Consultants will be available as needed.
4. Staff is responsible for consistently making positive statements to guide behavior. Staff use appropriate voice tones, never using physical punishment or other negative discipline methods that hurt, frighten or humiliate children. Adult voices do not dominate the overall sound of the classroom.

5. Staff will provide opportunities for children to learn independence, age appropriate, self-help skills, such as feeding, care of property, cleanup, dressing self, toileting, hand-washing and brushing teeth. These tasks will be introduced as children are developmentally ready for the various skills that foster independence.

6. A daily schedule is established so children know what to expect but is flexible enough to meet children’s needs. Each classroom will have a written schedule posted for staff and a separate picture schedule for children.

7. Children are given the opportunity to make choices of what activities to be involved with during free play. Children are encouraged but not required to take part in activities.

8. Education staff will help children develop a positive sense of self, encouraging children to verbalize their needs and emotions as language skills develop. Adults will act as a model to support children’s development towards a positive self-awareness.

9. Education staff will anticipate behavior problems and plan/respond accordingly. Classrooms and materials are arranged to limit disruptive behavior. Clear, consistent and appropriate rules will be developed appropriate for the age of the children in the classroom.

10. Education staff exhibit positive behavior and interaction. They smile often and exemplify an attitude of care, respect, warmth and consideration to children and each other. When problems occur, staff will demonstrate professional conduct.

11. Positive guidance techniques such as redirection, natural consequences, and positive reinforcement will be implemented. Positive social behaviors will be fostered and modeled by staff. Education staff will use modeling to encourage, but not require, children to engage in empathetic behaviors.

12. Classroom environment promotes and supports positive self-images of children; photographs, puzzles, posters, books and other materials that reflect diversity in culture and celebrate the uniqueness of each family will be displayed. Language and culture (art, music, food, for example) will be incorporated into classroom routines.
Subject: Routines and Daily Transitions

Policy: Planning for routines and transitions

Procedures:

1. Education staff will include for the preparation of routines and transitions in their daily schedule.

2. EHS Staff will prepare children for changes in the daily routines by using appropriate transition activities that are predictable and consistent. Waiting times are minimized to the appropriate developmental level of the children.

3. A daily schedule is established so children know what to expect, but is flexible to meet children’s needs. Children have consistent routines to follow. Developmentally appropriate expectations of children are exercised by education staff.

4. Care should be taken to provide directions and prompting in a developmentally appropriate manner. Verbalization of guiding directions should be clear, broken down into simple steps, factual, concrete, and repeated or modeled as needed.
Subject: Creative Expression/Art

Policy: The program will promote creative expression and developmentally appropriate art experiences for all children.

Procedures:

1. Education staff will promote the development of creative expression through art, music, movement, and drama on a daily basis.

2. A variety of materials, textures, colors and tools are available throughout the day to help children express their creative abilities.

3. Specific art experiences are included on weekly lesson plans and must be approved by an EHS Education Specialist before implementation. No paint may be used in EHS Classrooms, other than water colors when included on the lesson plan.

4. Art materials approved for mobile infants and toddlers are: large, nontoxic crayons and large paper taped to a surface.

5. Art materials approved for children from 24-36 months of age are: large, nontoxic crayons and large paper taped to a surface, adjustable easel, large paint brushes, water colors, construction paper and blunt ended scissors.
6. Use of any art materials not listed above must be approved in advance by an EHS Education Specialist.

7. Many music and movement experiences are made available to children. Frequent opportunities for singing, moving and listening to music are provided as well as musical instruments.

8. Education Staff plan activities that allow children to become involved in creative movement. Moving and listening to rhythms, engaging in fun finger plays, acting out motions to songs as children are developmentally ready. Infants may listen to the sounds of the rhythms while toddlers clap their hands and move to the sounds.

9. Songs and music from different cultural and ethnic groups are used regularly in the classroom.

10. Staff will plan frequent opportunities for children to express their feelings and emotions through the creative arts. Children will have varied experiences in the arts that will enable them to touch and feel textures and engage their senses as they manipulate different materials that are selected for the child’s developmental level.

11. Child created art experiences are provided at least three times per week.

12. Specific art experiences are included on weekly lesson plans and must be approved by an EHS Education Specialist before implementation.

13. Art materials approved for children from seven (7) to 24 months of age are: large, nontoxic crayons and large paper taped to a surface.

14. Art materials approved for children from 24-36 months of age are: large, nontoxic crayons and large paper taped to a surface, adjustable easel, large paint brushes, water colors, glue sticks, construction paper and blunt ended scissors.
Southwestern Community Action Council, Inc.
Child and Family Development Program
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**Subject:** Communication Development

**Policy:** The program will support the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express him-self or her-self freely.

**Procedures:**

1. Staff will foster language development by expanding infant vocalizations and encouraging their efforts to communicate by repeating the sounds they make and mirroring these sounds back to the infant.

2. The teaching staff responds to children’s verbal and non-verbal communication in a timely and positive manner building trusting bonds that will encourage the child’s attempts to communicate with others around them.

3. Staff will use descriptive words and language during routine activities with children such as diapering, meal times, feeding, and washing hands.

4. Children will have opportunities throughout the daily schedule to engage with their peers such as during meals, and play experiences.
5. Staff will provide opportunities for children to engage with books, learning to hold and manipulate them. Children will also have opportunities to be read to listening to rhymes and singing songs.

6. Children will interact with materials in their environments that foster skills of understanding regarding cause and effect, spatial relationships, and language acquisition.

7. Staff will guide parents through sharing information about child development and how materials and opportunities in the family home environment can be used to foster language development.
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Child and Family Development Program
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Subject: Motor Development

Policy: The program will support the gross and fine motor physical development of the infant/toddler.

Procedures:

1. A specific indoor and outdoor gross motor activity is planned for each day, keeping in mind alternate plans as developmentally appropriate for older or younger children.

2. No less than one hour per day of planned outdoor opportunities to develop and practice age-appropriate gross motor skills will be provided, weather permitting.

3. When weather or adverse conditions do not allow for outdoor activity time, the amount of indoor active play is increased so that the total amount of time spent in active gross motor play remains the same.

4. An alternate gross motor activity must be planned to do indoors, if weather doesn't permit outdoor play each day.
5. An outdoor activity schedule shall be established for rotation groups of children to meet the minimum requirements for outdoor play time. This schedule must be approved by an EHS Education Specialist in advance.

6. EHS Staff will arrange themselves in a position to provide active supervision and positive interactions with all children at all times.

7. Outdoor equipment shall be safe, sanitary, in good repair and developmentally appropriate at all times. Concerns about equipment should be reported to the Area Supervisor immediately.

8. Children will wear safety helmets when using riding toys or riding equipment that requires balancing while moving. Safety helmets will be properly cleaned and sanitized between uses by different children.

9. A variety of equipment for motor activities will be utilized. Both stationary and portable equipment will be used. Examples include: climbing equipment, push riding toys, tunnels for toddlers to crawl, pull and push toys, balls, grasping and mouthing toys, puzzles, blocks, cuddly toys, transportation toys, dramatic play props and furniture, and sand and water exploration.

10. Physical space will be arranged to provide opportunities for the infant/toddler to crawl, sit, walk, roll-over, and to attempt new skills.

11. Families will be given information through newsletters, handouts, parent training, and home-learning activities that will help emphasize the importance of opportunities that will foster motor development in their child.

12. Education staff will support the development of young infants by bringing materials and toys to them for exploration.

13. Provide time in daily schedule for infants/toddlers to attain and strengthen emerging motor skills through repetition action opportunities, and experiences with materials and playing with one another. Acquisition of skills such as crawling, walking, grasping, pulling, pushing, climbing, grasping, and dropping will be supported through planned experiences and activities.

14. Play spaces will be appropriately padded and safe for an infant/toddler to explore and practice motor abilities.

15. Play spaces will be adequately supervised and arranged to ensure safety for the various ages in the infant/toddler group. Staff will provide active supervision to children during all activities.
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**Policy:** Home base families will be encouraged to actively promote the physical development of children. Home based visitors will provide services to families in accordance with HS/EHS standards.

**Procedures:**

1. Staff will plan and incorporate outdoor and indoor activities into both home visits and group socializations to support the child’s physical development. Socializations at the Lakin Correctional Center will not have outdoor access. Indoor physical activities will be planned for children attending.

2. Parents will become knowledgeable about realistic expectations of development, how children have individual rates of growth, and the various temperaments through materials and information shared by their home visitors and other HS/EHS staff.

3. Parents will be encouraged to be involved in the children’s activity experiences during the home visit as to support the parent’s role as the primary educator of their children. Parents enrolled in the Lakin Program Option will help the Child and Family Specialists plan activities to be sent home to their child’s caregiver.

4. Home Visitors will plan and schedule visits in advance with parent/guardian input and plans must cover, over the course of each month, elements of all HS/EHS program components. Staff
and parents will identify and select activities that will foster growth and development of their children based on relationships, routines, and daily experiences. Staff and parents will strive to find resources and materials in the home that are developmentally appropriate to use during the home base visits. All Home Visits will be monitored.

5. Children’s outdoor and indoor experiences will be planned according to each child’s developmental level. These planned activities will be modeled and guided by staff and parents. Examples of activities may be dancing, exercising, jumping, hopping, climbing and running outdoors, creative dramatics in the home, tummy time for infants, or other experiences that support the child’s physical development according to the ages and stages of the child.

6. Home-based visitors will provide services to families in accordance with EHS standards. Home Visitors will provide one home visit per week per family, lasting for a minimum of 1 ½ hours and provide a minimum of 46 visits per year. Approved curriculum must be used for every visit. Each visit must be conducted with parent participation and may ONLY be conducted with the parent/legal guardian. This procedure is not applicable to the Lakin Program Option.

7. The Home Visitor will scan, upload and enter home visit forms to ChildPlus.

8. The Education Specialist will monitor the home visit forms in ChildPlus on a monthly basis.

9. Child and Family Specialists assigned to the Lakin Program Option will provide home visits to mothers in the General Population Program. One home visit per mother per week, lasting a minimum of one hour must be conducted. If the mother is in segregations, a 30 minute home visit will be provided, if approved by Lakin Correctional Center. Approved curriculum must be used for every visit.

10. Child and Family Specialist will scan, upload and enter the home visit forms to ChildPlus.

11. The Education Specialist will monitor the home visit forms in ChildPlus on as needed basis.

12. Home visits or socialization activities that were cancelled by the agency or program staff must be made up. This should, if possible, be completed the same week as the home visit or socialization was originally scheduled.

13. Medical or social service appointments may not replace home visits or scheduled group socialization activities.
14. The Home Based Visitor will maintain an average case load of 10-12 families with a maximum of
12 families for any one Home Visitor. Circumstances may alter the number of families based on
the number of children enrolled in the program per family.

15. The EHS Education Specialist will accompany home visitors on home visits throughout the
program year to monitor Early Head Start services. The education specialist will complete a
home visit observation report. The report will be reviewed with the home visitor and area
supervisor. The report will be submitted to the Health and Wellness Specialist with EHS
education report.

**Group Socialization Activities**

The purpose of these socialization activities for the children is to emphasize peer group interaction
through age appropriate activities. These activities must be designed so that parents are expected to
accompany their children to observe, to participate as volunteers, or to engage in activities designed
specifically for the parents.

1. The agency must provide, at a **minimum**, two group socialization activities per month for each
child. One group socialization per month must be offered for the Lakin Program Option.

2. A socialization cleaning log will be completed by the home visitor prior to socialization and after
socialization. A socialization Inspection for Hazardous Materials/Storage log will be completed
by the Home Visitor prior to each socialization.

3. If families do not show up for socialization after 30 minutes of the planned socialization start
time, staff may continue with other EHS related activities including but not limited to
paperwork, home visiting, planning, etc.

2. Group socialization must be focused on both the children and parents. They may not be
conducted by the home visitor with baby-sitters or other temporary caregivers.

3. The children are to be supervised by the home visitor with parents observing at times and
actively participating at other times.

4. The agency must follow the nutrition requirements specified in 1302.44(a)(2)(iv)(v)(vii)(viii)(ix)
and provide appropriate snacks and meals to the children during group socialization activities,
with prior approval.

5. Other activities such as training, maintaining records, meeting, and planning should take place
when no home visits or group socialization activities are planned.
6. Socialization activities must be planned at least two weeks in advance. A copy of the proposed plan must be sent to the EHS Education Specialist for approval, before the plan can be implemented with children and families. All plans must be approved prior to implementation.

7. The EHS Education Specialist will observe group socialization throughout the year to monitor Early Head Start services. The Education Specialist will complete a socialization observation report. The report will be reviewed with the home visitor and area supervisor. The report will be submitted to the Health and Wellness Specialist with EHS education report.
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Education and Early Development for Early Head Start

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<td>EHS Education Specialist</td>
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<td></td>
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<td>On-Site Supervisor</td>
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<td>Area Supervisor</td>
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</table>

**Subject:** Secure Relationships

**Policy:** The program will approach the education of infants and toddlers by demonstrating the importance of developing secure relationships between the child and teacher. Building these relationships of trust supports the healthy development of the child’s social and emotional competence. Staff will demonstrate an understanding of each child’s family culture.

**Procedures:**

1. Each infant/toddler will be assigned a specific teacher (primary caregiver) or home visitor to support the healthy development of trust between the child and their teacher maintaining a child staff ratio of 1 to 4, with two (2) staff actively supervising the children at all times. Primary Caregiving is a process in which each child is cared for by only a few adults to form a strong emotional attachment with the adults and maintain a positive relationship with the family. Continuity of care allows the time needed for babies to learn about themselves and form meaningful relationships.

2. Staff will respect each child’s culture and strive to work with the family to recognize and support the child’s home culture by assigning staff when possible that may be more knowledgeable about specific language and cultural diversities; communicating often with the child’s family members, and encouraging the family members to volunteer when possible.
3. Staff will be responsive to children’s needs for example, comforting the distressed infant, and feeding each child when they are hungry, changing diapers when child is soiled, etc. Being responsive in a timely manner helps the child develop feelings of security and trust with their teacher.

4. Staff will interact with infants and toddlers by gently using comforting tones, language and gestures.

5. The environment will be emotionally secure and physically safe encouraging exploration and the development of the child’s skills of independence.

6. The individual needs and temperaments of the infant/toddler will guide the teachers in planning, providing opportunities and choices that will help the children to learn to do things for themselves as they progress developmentally.

7. Assist infants in their exploration opportunities by moving them from one area or position to another and by bringing toys to infant that will stimulate learning and discovery, both indoors and outdoors.

8. Staff will encourage the infant/toddler to move and play and to experience their environment by providing activities that will engage their senses such as, feeling various textures, listening to sounds, and smelling and tasting foods.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Education and Early Development for Early Head Start

Policy Section: 1302.30
Effective Date: August 1, 2017

Regulation Name and Number: Perf. Standard: 1302.31(a)(b)(1)(i)(ii)(iii)(iv)
Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Infant/Toddler Educator
Child and Family Specialist
Home Visitor

Board Approval Date: July 31, 2017
Person(s) Monitoring: Health and Wellness Specialist
EHS Education Specialist
Nutrition Specialist

Subject: Relationships/Staff Child Interactions

Policy: The program will provide an interactive environment that encourages the growth and development of self-awareness, autonomy, and self-expression for the infant/toddler.

Procedures:

1. Staff will interact face to face during daily routines such as diapering, feeding and meal times as well as during times of exploration.

2. Staff will approach each child individually by responding and sharing the pleasure of children’s accomplishments, engaging in playful interactions and simply enjoying with them their successes.

3. Pictures and photographs of the individual infant/toddler and their families will be used to promote the child’s awareness of self.

4. Staff will be responsive and sensitive to the child’s feelings of emotions that may display fear, sadness, anxiety, and frustration with reassurance and assistance.

5. Experiences will be planned that matches the individual child’s developmental level and their interests.
6. EHS center-based setting will maintain a child/staff ratio of 1:4 and a group size no more than eight.
**Southwestern Community Action Council, Inc.**
**Child and Family Development Program**
**Education and Early Development for Early Head Start**

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**Subject:** Health and Nutrition

**Policy:** Integrates all educational aspects of the health, nutrition, and mental health services into program activities.

**Procedures:**

1. **Health education will be regularly integrated in the daily schedule.** Health experiences include, but are not limited to, reading books to the children, making arrangements for health care professionals to visit the center, and provide activities in the classroom and on home visits to promote healthy lifestyle. Moderate physical activity will be planned daily.

2. **Staff will model appropriate hygiene practices.** Adults and children will wash hands upon arrival into classroom, before and after messy play and water play, after dealing with bodily fluids, and after touching contaminated surfaces and/or objects, and any other time hands are soiled. Teachers will promote tooth-brushing at least once daily in conjunction with meals.
3. Families will be given information that will emphasize the importance of proper nutrition, appropriate safety practices, and the physical development of their children.

4. Nutrition will be integrated into the schedule by incorporating food experiences into the routine. Food experiences such as trying new foods, reading books about healthy foods, food related puzzles or playing with toy food, will be incorporated into lesson plans at least twice each month. Education staff will send Food Experience forms to the Nutrition Specialist with monthly paperwork.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Education and Early Development for Early Head Start

Policy Section:
1302.30

Effective Date:
August 1, 2017

Regulation Name and Number:
Perf. Standard: 1302.33

Policy Council Approval Date:
July 27, 2017

Person(s) Responsible:
Infant/Toddler Educator
Child and Family Specialist
Home Visitor
Family Service Worker

Board Approval Date:
July 31, 2017

Person(s) Monitoring:
Health and Wellness Specialist
EHS Education Specialist
Area Supervisor

Subject: Assessment

Policy: To support children’s learning and development, a system of ongoing assessment will be used. Information will be gathered from a variety of sources to analyze children’s developmental progress and for program planning.

Procedures:

1. The Creative Curriculum Developmental Continuum Assessment and Teaching Strategies GOLD will be used to collect and analyze data from ongoing child assessment.

2. Information for ongoing assessment will be gathered daily from multiple sources, such as parent observations and suggestions, developmental screenings, classroom observation notes, interagency collaborations (speech, special education, mental health, etc.).

3. Family input is greatly valued and will be gathered throughout the program year by a variety of communication methods: home visits, parent/teacher conferences, phone/e-mail contacts, classroom participation/volunteering, etc. During the initial home visit and upon follow up dates (such as 6 months, 12 months, etc.) education staff will directly work with families to complete ASQ: SE-2.

4. Families, as their child’s primary teacher are encouraged to be active participants in their child’s learning (both at home and at school). At regular Parent Meetings and weekly home visits,
families will have an opportunity to offer suggestions for classroom and socialization activities to develop their child’s interests and needs.

5. Within 45 days of enrollment, a developmental screening will be administered to each child unless they have a current IFSP/IEP. Follow-ups are administered, as necessary. The EHS Education Specialist will monitor developmental screenings to ensure screenings are completed within the given time frame.

6. Upon completion of the BDI or ASQ: SE-2, the Infant Toddler Educator, Home Visitor or Child and Family Specialist will scan and e-mail the completed scoring page (first page of the BDI/last page of the ASQ:SE-3) to the Education Specialist. The original will be filed in the child’s file as stated on the file order sheet. The Education Specialist will upload and add the event on Child Plus. The Education Specialist or Health and Wellness Specialist will check the BDI and ASQ: SE-2 within the first 30 days.

7. The EHS Education Specialist will enter the screening results in ChildPlus.

8. Staff will conduct daily health and physical appearance observations to assess children’s well-being.

9. The Creative Curriculum’s Developmental Continuum will be used by the education staff to systematically document children’s progress through developmental levels. Children’s progress on the 38 objectives of the Continuum will be recorded on Teaching Strategies GOLD. The Profile gives levels of progression for each objective. The Education staff can track where a child is, and what the child’s next step should be.

10. As ongoing assessment information is collected, Education Staff plan individualized activities for each child every week, and then in turn, develop group lesson plans. The individualization activities are linked to the numbered objectives from the Developmental Continuum and to the child’s IFSP/IEP if applicable. Individualization activities are evaluated, and observation notes are documented to check child’s progress, and for planning additional individualized activities.

11. At the end of the fall, winter and spring Checkpoint Periods, the Education staff will finalize all checkpoints and print the Family Conference Forms from TSG. The Family Conference Forms summarizes each child’s current skill level in each domain. The statements are positive and define what a child can do, not what s/he cannot do. This procedure is not applicable to the Lakin Program Option.

12. The Education staff holds a Family Conference form times a year (at the end of each TSG Checkpoint period). This procedure is not applicable to the Lakin Program Option.
13. At the end of each observation period, the education staff schedules a 15-30 minute individual parent-teacher conference or home visit to discuss the child’s progress and plan together with the family the child’s next steps at home and at school. The next steps are recorded on the Family Conference form and a copy is given to the family. This procedure is not applicable to the Lakin Program Option.

14. The education staff will facilitate children’s play, and support their development. In addition, Education Staff will continue to observe, record observations, and assess children’s progress. Education Staff will reflect on the success of the individualization activities and adjust activities for children so they are challenged, but not frustrated.

15. The process for individualization is ongoing and must be reviewed periodically. Education Staff will collect and analyze data, evaluate children’s progress, gather input from families, and tailor activities to support children’s individual temperaments, learning styles, interests, and developmental levels.

16. At the end of each TSG Checkpoint period, the Education Specialists will generate EHS program reports from Teaching Strategies GOLD. The Education Specialists will analyze the results. Reports will be generated that can be used for program planning such as training needs of staff, classroom needs, self-assessment data, and school readiness goals. This report will be shared with the Management Team, The CFDP Head Start Director, The School Readiness Committee, Policy Council, and SCAC Board. This data will be used in the overall program assessment.
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Education and Early Development

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<td>EHS Education Specialist</td>
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<td>Area Supervisor</td>
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**Subject:** Distributing Materials to Families

**Policy:** Developmentally Appropriate educational materials will be sent home for parents periodically.

**Procedures:**

1. All materials sent home with parents must be approved by an EHS Education Specialist before being distributed.

2. Any materials written by staff, with the exception of My Day Reports, must be approved by the area supervisor in advance to distribution.

3. Distributed materials should focus on parent involvement in child development education such as Male and Family Involvement Experiences, Literacy, Health, Nutrition and Developmental Milestones.
Policy Section: 1302.30
Effective Date: August 1, 2017
Policy Council Approval Date: July 27, 2017
Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Infant/Toddler Educator
Person(s) Responsible: Infant/Toddler Educator
Person(s) Responsible: Child and Family Specialist
Person(s) Responsible: Child and Family Specialist
Person(s) Responsible: Home Visitor
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Person(s) Monitoring: Health and Wellness Specialist
Person(s) Monitoring: Health and Wellness Specialist
Person(s) Monitoring: EHS Education Specialist
Person(s) Monitoring: EHS Education Specialist
Board Approval Date: July 31, 2017
Board Approval Date: July 31, 2017
Subject: Lesson Plan Reviews
Policy: Weekly lesson plans will include collective and individual goals for children’s development and experiences to achieve those goals.
Procedures:
1. Activities may repeat during the week, with at least two different activities planned per week.
2. Changes to the environment must include playing with toys, imitating and pretending, enjoying stories and books, and going outdoors daily, connecting with music and movement, creating with art and exploring sand and water at least twice per week, tasting and preparing food/food experiences at least twice per month and Pedestrian Safety at least once per month.
3. Individual lesson plans must include a strength, a need and/or interest for each child and an individual lesson plan related to the identified strength, need, interest or current concern.
4. Appropriate Sources of Activities/Experiences should primarily come from TS GOLD Website/IT2 Mighty Minutes, The Creative Curriculum for Infants, Toddlers and Twos Volume 2: Routines and Experience, ECLKC http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc, WV Early Learning Standard Framework: Infant/Toddler, All About the ITERS-R or other Resources Purchased by SCAC.
5. Any activity or experience not found in one of the sources listed above must be approved by an EHS Education Specialist prior to being put on a lesson plan.
# Southwestern Community Action Council
## Child and Family Development Program
### Program Year: 2017-2018

## Head Start Education Monitoring Plan

<table>
<thead>
<tr>
<th>Area to be monitored</th>
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<th>Timeline</th>
<th>Person Responsible</th>
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Revised 8/17
Southwestern Community Action Council  
Child and Family Development Program  

Program Year: 2017-2018  

Head Start Education Monitoring Plan

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Revised 8/17
# Southwestern Community Action Council
## Child and Family Development Program

### Head Start Education Monitoring Plan

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Revised 8/17
# Southwestern Community Action Council
## Child and Family Development Program

**Program Year:** 2017-2018

**Head Start Education Monitoring Plan**

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<td>A minimum of 2x/year classroom observation - and more if needed, Weekly Review of Lesson Plans, August-May</td>
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V 1304.21 (a) (2) (i) (ii) (iii), 1304.34(a)(b)(1-7) Parent Involvement in Program Curriculum Implementation and Child's Developmental Progress | Parent Volunteer Sign-in/Documentation | Monthly and throughout school year | Community Partnership Coordinator | Administrative Office files |

*Will use these tools or portions of these tools as appropriate and based on the professional development needs of staff.*

Revised 8/17
**Southwestern Community Action Council**  
**Child and Family Development Program**  
**Head Start Education Monitoring Plan**  

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<td>Administrative Offices/Classroom Files</td>
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<td></td>
<td>Newsletters</td>
<td>August-May</td>
<td>Education Specialist/ Ed. Staff</td>
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<td>Early Years Working Together For A Great Start Resource</td>
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<td>Disabilities/Pre-k Coordinator Education Specialist/ Education Staff</td>
<td>Copies of “Early Years” at Administrative Office</td>
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<tr>
<td>VI 1302.31 (a)(b)(i)(ii) Individualization</td>
<td>Review of Lesson Plans</td>
<td>Weekly</td>
<td>Education Specialist</td>
<td>Teaching Strategies GOLD/Online Lesson Plan Forms/Classroom File</td>
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Revised 8/17
# Southwestern Community Action Council
## Child and Family Development Program

**Program Year:** 2017-2018

## Head Start Education Monitoring Plan

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<tr>
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</thead>
<tbody>
<tr>
<td>Review of observation notes/Teaching Strategies GOLD</td>
<td></td>
<td>August-May</td>
<td>Education Specialist Disabilities/Pre-k Coordinator</td>
<td>Teaching Strategies GOLD (on-line)/Child Observations/Classroom File</td>
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<tr>
<td>WV Early Learning Reporting System/Teaching Strategies Gold Assessment Systems</td>
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<td>August-May</td>
<td>Education Specialist Disabilities/Pre-k Coordinator</td>
<td>WV Early Learning Reporting System/Teaching Strategies GOLD (on-line assessments)</td>
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<tr>
<td>Review Parent-Teacher Conference Forms</td>
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<td>August-May</td>
<td>Education Specialist Pre-k Liaison</td>
<td>Pre-Kg. Family Report/ Family Conference/Classroom Files</td>
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Southwestern Community Action Council
Child and Family Development Program

Program Year: 2017-2018

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<tr>
<td>Review Home Visit Forms</td>
<td>August-May</td>
<td>Education Specialist Pre-k Liaison</td>
<td>Home Visit Form/Classroom Files</td>
<td></td>
</tr>
<tr>
<td>VII 1304.21 (c) (1) (iii) Integration of health and safety into the curriculum</td>
<td>Reviewing Lesson Plans, Observing and reviewing classroom activities and daily schedule</td>
<td>Weekly, August-May</td>
<td>Education Specialist, Education Specialist Nutrition Specialist</td>
<td>Teaching Strategies GOLD Bus/Pedestrian Safety Lesson Plan Notebook, Lesson Plan forms, On-site Documentation forms</td>
</tr>
<tr>
<td>Teaching Strategies: The Fidelity Tool for Administrators *</td>
<td>August-May</td>
<td>Education Specialist</td>
<td>Teaching Strategies: The Fidelity Tool for Administrators *</td>
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<tr>
<td>VIII 1304.21 (c)(1)(iii) Integration of Nutrition into the curriculum</td>
<td>Reviewing Lesson Plans Observing and reviewing classroom activities and daily schedule Teaching Strategies: The Fidelity Tool for Administrators *</td>
<td>Weekly A minimum of 2x/year August-May</td>
<td>Education Specialist Nutrition Specialist Education Specialist</td>
<td>Education Specialist Monitoring Files Classroom Files Teaching Strategies GOLD Lesson Plan forms On-site Documentation forms Teaching Strategies: The Fidelity Tool for Administrators *</td>
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<tr>
<td>IX 1302.45(a)(1) Integration of Mental Health into the Curriculum</td>
<td>Reviewing Lesson Plans</td>
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<td>Classroom Files Teaching Strategies GOLD/ Lesson Plan forms</td>
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### Southwestern Community Action Council
#### Child and Family Development Program

**Program Year:** 2017-2018

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<td>Observing and reviewing classroom activities and daily schedule</td>
<td>A minimum of 2x/year</td>
<td>Education Specialist Disabilities Pre-K Coordinator</td>
<td>Teaching Strategies GOLD/ On-site Observation forms / Lesson Plan forms</td>
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<tr>
<td>**CLASS *</td>
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<tr>
<td>Teaching Strategies: The Fidelity Tool for Administrators *</td>
<td>1x every classroom biennially minimum</td>
<td>Education Specialist</td>
<td>CLASS *</td>
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<tr>
<td></td>
<td>August-May</td>
<td>Education Specialist</td>
<td>Teaching Strategies: The Fidelity Tool for Administrators *</td>
<td></td>
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<tr>
<td>**X 1302.30, 1302.31(2)(i)(ii)(iii) Evidence of support and respect in the classroom of gender, culture, language, ethnicity, and family composition</td>
<td>Reviewing Lesson Plans</td>
<td>Weekly</td>
<td>Education Specialist</td>
<td>Teaching Strategies GOLD/On-line Lesson Plan forms/Classroom File</td>
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# Southwestern Community Action Council
## Child and Family Development Program

**Program Year:** 2017-2018

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<td>XI 1302.33(b)(ii)(c)(1) Evidence of ongoing assessment of Child Outcomes</td>
<td>Observing and reviewing classroom activities and daily schedule</td>
<td>A minimum of 2x/year</td>
<td>Education Specialist</td>
<td>On-site Documentation forms/Education Specialist Monitoring File</td>
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<tr>
<td></td>
<td>Teaching Strategies: The Fidelity Tool for Administrators *</td>
<td>August-May</td>
<td>Education Specialist</td>
<td>Teaching Strategies: The Fidelity Tool for Administrators */Ed. Specialist Monitoring File</td>
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<td>Review of Teaching Strategies GOLD/Early Learning Reporting System Outcome Data</td>
<td>August-May</td>
<td>Education Specialists Disabilities/Pre-K Coordinator</td>
<td>Teaching Strategies GOLD/WV Early Learning Reporting System/ (on-line)</td>
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<td>Review of Home Visit Documentation</td>
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Southwestern Community Action Council  
Child and Family Development Program  

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| Review of Family Pre-Kg. Family Report/Family Conference Forms  
Review of Child Observations/Anecdotals | Aug-May | Education Specialist | Pre-Kg. Family Report/Family Conference Forms/Classroom File  
Observation Notes/Classroom File |

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Child and Family Development Program

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Subject: School Readiness/Curriculum Implementation

Policy: A research based curriculum will be used that provides a learning environment that supports the growth of all children and to build a foundation for school readiness. Curriculum implementation will support children’s growth in the areas of literacy, language, mathematics and science, social and emotional functioning, creative arts, physical skills, and approaches to learning.

Procedures:

1. A research-based, developmentally appropriate curriculum will be implemented that is aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five. This curriculum will include a developmental scope and sequence which is content-rich and leads to measurable progress.

2. The following principles will be used to guide the implementation of the curriculum:
   a. The foundation of successful learning is positive interactions with adults
   b. Social-emotional competence is directly related to success in school
   c. Purposeful play is necessary for early learning
   d. Physical space that will foster the quality of learning and the types of interactions students will have with both peers and with adults
   e. Teacher-family partnerships that will enhance learning

3. Education staff will plan and prepare a learning environment that offer children choices and active exploration of materials.

4. Classroom environments will include child sized furniture and age appropriate equipment and materials. Equipment and materials are changed periodically to support children’s interest, development and learning. Materials and equipment are kept in good working condition.
5. Both indoor and outdoor space will be provided as part of the learning environment. These environments will provide children with adequate opportunities for choice play, exploration, and experimentation.

6. Equipment, materials and physical space will be accessible for children with disabilities.

7. There is a sufficient amount of materials available to children so that there is not long waiting periods.

8. Teachers will be responsible for planning and implementing an organized environment for learning that will promote school readiness skill development which will include:
   a. A daily schedule which is established so children know what to expect but it is flexible enough to meet children’s needs. A one hour of uninterrupted time in interest centers will be scheduled so that children may choose tasks and regulate their time on learning experiences. Each classroom will have the daily schedule posted using print and/ or photographs or illustrations so as to establish consistent routines that children can easily follow.
   b. Emphasis on increasing children’s capacity in physical health and development, social and emotional development, approaches to learning, and cognition and general knowledge, as well as language and literacy development will be the focus of curriculum implementation. Children are given opportunities to share in the planning of these learning experiences. Topics of study will be planned according to curriculum studies, children’s specific interests, strengths, and needs.
   c. Lesson Plans will reflect the use of the Creative Curriculum System for Preschool, the Head Start Child Development and Early Learning Outcomes Framework, and the West Virginia Early Learning Standards Framework (ELSF). Teachers will facilitate each child’s individual learning and growth as identified through the Early Learning Reporting Scale.
   d. A variety of learning, sensory, and motor experiences will be provided each day.
   e. Both teacher-initiated and child-initiated activities will be included in the daily routines
   f. Providing children with activities for active and quiet learning as well as individual, small group, and large group learning opportunities.

9. The program will support education staff in effectively implementing the curriculum and will monitor curriculum implementation and fidelity. Training and professional development will be provided for the purpose of support, feedback, and supervision of continuous improvement of implementation of the curriculum.

10. If the program chooses to make significant adaptations to the curriculum in order to meet the needs of one or more specific populations, an external Early Childhood education curriculum or content area expert will be used to develop appropriate adaptations. School Readiness goals will continue to be the focus of the adapted curriculum.
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Child and Family Development Program
Education and Early Development

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<tr>
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Subject: Curriculum Implementation

Policy: Health, Safety, Nutrition and Mental Health services will be integrated into the daily curriculum

Procedures:

1. Health education will regularly be integrated into the daily schedule. Health experiences include, but are not limited to, reading books to children, making arrangements for health care professionals to visit the center, and provide materials in the classroom to stimulate children’s dramatic play. Activities that promote a healthy lifestyle will be incorporated into weekly lesson plans. Moderate to vigorous physical activity will be planned for daily.
2. Staff will model appropriate hygiene practices. Adults and children will wash hands upon arrival into classroom, before meals, and before and after messy play and water play, after dealing with bodily fluids, and after touching contaminated surfaces and/or objects. Teachers will promote tooth-brushing and incorporate dental health lessons into their planning throughout the year.
3. Safety education activities will be planned and implemented in the classrooms during the school year and throughout the year.
4. Nutrition will be integrated into the schedule by providing experiences such as; food preparation, possibly setting tables, or clearing tables (depending on the school setting), correct use of eating utensils and table manners. Making healthy food choices will be the focus of all food experiences. Books, pictures, field trips, and dramatic food props are examples of materials that can be used to support food experiences.
5. Families will be given information that will emphasize the importance of daily physical activity and making healthy food choices.
6. Education staff will promote self-esteem in children by smiling, positive redirection, using a pleasant voice, and responding to children’s needs in a timely manner. Children’s individual efforts will be encouraged and validated on a daily basis. Mental Health Consultants will be available as needed.
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Subject: Scientific knowledge and School Readiness

Policy: The program will promote the development of science knowledge and skills by providing opportunities to explore the natural and physical world.

Procedures:

1. Education staff will provide materials and activities that will allow children to develop problem-solving skills through observation and reporting, prediction, and investigation. Active exploration of their environment will be encouraged and children’s natural curiosity will be nurtured.

2. Children will have numerous opportunities for hands-on learning experiences that are based on children's interests, developmental level, and life experiences.

3. Scientific skills and methods will be enhanced through activities which encourage children to use their senses, observe and collect information, form hypotheses, draw conclusions, and make generalizations. Open ended questions by staff will facilitate children’s investigations.

4. Education staff will introduce children to concepts and facts related to the natural and physical world. Children will gain an understanding of naturally occurring relationships.

5. Activities and materials are provided which support scientific inquiry and varied approaches to learning.
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Child and Family Development Program
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Subject: Creative Expression and School Readiness

Policy: The program will promote creative expression in all children.

Procedures:

1. Education staff will promote the development of creative expression through art, music, movement, and dramatic play on a daily basis.

2. A variety of materials, textures, colors and tools are available to help children express their creative abilities. Paint, crayons, markers, clay and collage materials are examples of media that can be used.

3. **Creative, open-ended** art activities are offered daily. They are to be **process** oriented, not product oriented.

4. Education staff will encourage children to plan, work independently and demonstrate care and persistence while engaging in creative art projects. Staff will use materials to foster dramatic play, creativity, and imagination.

5. Children’s artwork is attractively displayed in the classroom, at children’s eye level. Staff will show appreciation of children’s creative work by using encouraging words, and by creating an environment where children feel their contributions are valued.

6. Many music and movement experiences are made available to children. Musical instruments (commercial and handmade), tapes, and CDs are accessible.

7. Education Staff plan activities that allow children to become involved in creative movement and dramatics.
8. Songs and music from different cultural and ethnic groups are used regularly in the classroom.

9. Staff will plan frequent opportunities for children to express their feelings and emotions through the creative arts. Children will have varied experiences in the arts that will enable them to show growth in the use of materials and demonstrate the ability to plan and work independently.
Southwestern Community Action Council, Inc.
Child and Family Development Program
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| Policy Section: 1302.30 | Effective Date: |  
| 1302.31 | August 1, 2017 |  
| 1302.32 |  

| Regulation Name and Number: | Policy Council Approval Date: | Person(s) Responsible: |
| Performance Standard: | July 27, 2017 | Education Staff |
| 1302.31 (a),(b),(1),(i),(ii),(iii),(iv) | Board Approval Date: | Person(s) Monitoring: |
| 1302.32(a),(1),(ii) | July 31, 2017 | Education Specialist |

**Subject:** Language Development and School Readiness

**Policy:** The program will promote interaction and language among children and adults.

**Procedures:**

1. Language and communication skills are encouraged by Education Staff through talking with children throughout the day. Adults take turns talking with children; giving time for children to respond to questions. Time is given for children to talk about what is happening at home and in the classroom, and children have opportunities to talk with each other.

2. The teaching staff responds to children’s verbal and non-verbal communication in a timely and positive manner.

3. Children are encouraged to communicate their wants and needs through a variety of verbal and non-verbal methods.

4. Staff will facilitate vocabulary development through their use of complex and varied vocabulary when responding to children, staff will encourage children to use complex vocabulary.

5. Language skills are enhanced by providing opportunities for children to listen to stories, participate in dramatic play, block play, and other activities involving communication.
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**Child and Family Development Program**  
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**Subject:** Dual-Language Learner (DLL)

**Policy:** The program will support Dual-Language Learners (DLL) and their families to facilitate their progress with communication in their school learning environment while continuing to support the use of their home language in the classroom, with the consent of the family.

**Procedure:**

1. **Staff** will meet with the family to identify a plan that will help support the families’ DLL communication needs and preferences. Our staff will implement teaching practices that focus on both English language acquisition as well as supporting the home language of the family.

2. **Training and/or resources** will be provided to staff to help them understand how to offer support to the child and family.

3. **Staff** need to conduct screenings and assessments that best capture the child’s development and skills. If a qualified bilingual staff, contractor, or consultant is not available, then the use of an interpreter with a staff member to conduct screenings/assessments is the next step. If it can be demonstrated that either a bilingual staff person or an interpreter is unavailable to assist with the screening, then screenings...
may be conducted in English. Ongoing assessment information data will be monitored throughout the program year.

4. The family will be referred to appropriate agencies to support their communication abilities, as needed. Information is shared with program staff. Family members and/or friends may also be utilized to facilitate communication and sharing of information.

5. The program will work with collaborative partners to provide resources, purchase materials, supplies and equipment that are needed that will assist the Dual-Language Learner in his/her school learning environment.

6. Staff will strive to integrate the child’s home language into the learning environment through the use of various materials and classroom community-building activities.
Subject: Literacy Skills and School Readiness

Policy: The program will promote emerging literacy skills by providing developmentally appropriate activities and materials.

Procedures:

1. Staff will read daily to children in varied settings such as individually, in small groups, and in large groups. A variety of quality literature will be made available. When reading to children, staff will point to print and help children identify that print moves from left to right, top to bottom and front to back. They will demonstrate and model how to hold a book upright, turn pages correctly, and help children identify the front and back of books.

2. Children will be provided meaningful experiences that will develop the ability to understand the relationships of sounds, as well as associating sounds with letters and written words. Staff will provide experiences with rhyming words and alliteration.

3. The Education Staff will provide a print-rich environment. Learning centers and items throughout the room are labeled. Books are readily accessible to children. Children will have daily experiences with books that allow them to read the story from the pictures and use picture clues to predict the story.

4. Children will be provided many activities that support the development of recognizing a word as a unit of print. They will be given the opportunity to understand that letters of the alphabet are a special category of visual graphics and can be individually named. Children will be encouraged to identify at least 10 letters of the alphabet, especially the letters in their own name.
5. Staff will provide children with reading related activities, such as retelling or dictating a story, predicting what will happen next, drawing pictures or using other art media about a favorite book or author, acting out a favorite story, or doing a food activity such as following a recipe.

6. Education staff will provide opportunities for children to use writing materials in meaningful experiences.
Subject: Numeracy and School Readiness

Policy: The program will promote emerging numeracy skills by providing developmentally appropriate activities and materials.

Procedures:

1. Mathematical concepts will be scheduled daily and throughout the classroom. Planned math activities will be available in the following areas, but are not limited to: manipulatives, blocks, puzzles, dramatic play, following recipes, books, finger plays, and computers. Everyday activities and routines will be used to promote mathematical thinking.

2. A variety of age appropriate activities and materials will be made that foster an understanding of: quantity of numbers, number relationships and operations, spatial relationships, patterns, sequencing, measurement, and geometry and spatial sense.

3. Staff will provide activities that can assist children in developing skills in matching, sorting, and regrouping. Activities will be provided that develop the use of one-to-one correspondence in counting objects and matching groups of objects, and concepts of length and time. Children will be encouraged to use nonstandard and standard techniques and tools to measure and compare.

4. Activities will be provided that help children develop skills in; representing and interpreting data, classifying objects according to common characteristics, incorporating, estimating and measuring activities into play, and interpreting information through simple tables and graphs will be included.
5. Staff will provide a variety of activities that help children use numbers to describe relationships and solve problems. A range of strategies such as counting, substituting, matching, and comparing quantities will reinforce these skills.

6. Education staff will encourage the use of language that promotes mathematical concepts. Terms such as before and after, more, less, greater than, fewer, or equal to will be promoted.

7. Numerous opportunities will be provided for children to develop counting skills, recognize, describe, compare, and name common shapes, build an understanding of concepts dealing with directionality, and force.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Education and Early Development

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| Person(s) Responsible: Education Staff | Person(s) Monitoring: Education Specialist |

Subject: School Readiness- Physical Development

Policy: The program will promote physical health and well-being for all children.

Procedures:

1. Program will provide a functional space for physical development and learning.
2. Education staff will be actively involved during motor activities and encourage children to participate in active physical activity. A variety of gross motor activities will be planned and integrated into the daily schedule.
3. The program will encourage the implementation of the “I am Moving, I am Learning” initiative to promote physical health and well-being.
4. Children will be given access to outdoor play time every school day, weather permitting. The program will not use physical activity as a reward or punishment.
5. A variety of equipment for motor activities will be utilized when possible.
6. The materials and space will include any necessary accommodations and be accessible to children with disabilities.
7. Children will be given opportunities to demonstrate an increased level of proficiency, control, and balance when walking, running, climbing, hopping, throwing, catching, kicking, and when performing other gross motor skills.
8. Families will be given information through newsletters, handouts, parent training, and Home Learning Activities that will help emphasize the importance of daily physical activity and engaging in healthy lifestyles.
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**Subject:** Fine Motor Skills and School Readiness

**Policy:** The program will promote the development of fine motor skills in all children.

**Procedures:**
1. Fine motor activities will be planned and integrated into the daily schedule on a consistent and ongoing basis. Education staff will plan and provide materials to develop and strengthen hand-eye coordination and dexterity with materials such as, but not limited to: puzzles, scissors, stringing beads, blocks, play dough, etc.

2. Staff will plan and integrate activities daily which assist children in the development of adaptive skills, such as buttoning, zipping, pouring, and using utensils properly.

3. Education Staff will provide materials and daily opportunities for children to use writing, painting, drawing materials, manipulatives, and computers to enhance children’s fine motor development.

4. Education staff will provide daily opportunities for children to play with sand, water, play dough, or other sensory materials.
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Policy Section: 1302.30
1302.31
1302.32
1302.45

Effective Date: August 1, 2017

Regulation Name and Number: 1302.31 (a),(b),(1),(i),(ii),(iv)
Performance Standard: 1302.32(a),(1),(ii)
1302.45 (a),(1)

Policy Council Approval Date: July 27, 2017
Policy Council Approval Date: July 27, 2017
Board Approval Date: July 31, 2017
Person(s) Responsible: Education Staff
Person(s) Monitoring: Education Specialist

Subject: Social-Emotional Development and School Readiness

Policy: The program will promote the social and emotional development of all children.

Procedures:

1. Education staff will help children develop trusting relationships, independence, and self-control through the use of positive guidance techniques to facilitate the setting of limits.

2. Staff will be responsible for consistently making positive statements to guide behavior. Staff will use appropriate voice tones, never using physical punishment or other negative discipline methods that hurt, frighten or humiliate children. Adult voices will not dominate the overall sound of the classroom.

3. Staff will provide children with learning environments that are well organized with developmentally appropriate schedules, consistent routines and clear expectations.

4. Staff will personalize their interactions with children by using children’s names often, utilizing children’s ideas and treating each child’s work with respect. Upon arrival, staff will greet each child. Photos of children and their families may be displayed in the
classroom. Drawings and artwork made by children will be displayed around the room. Opportunities will be found to display children’s names on photographs, labeling cubbies, personal possessions, and use of names on job charts, birthday charts, language experience, stories, etc.

5. Classroom environment promotes and supports positive self-images of children; photographs, puzzles, posters, books and other materials that reflect diversity in culture. Language and culture (art, music, food, for example) will be incorporated into classroom routines. Staff will provide opportunities for children to learn independence, age appropriate, self-help skills: such as feeding, setting tables, care of property, cleanup, dressing self, toileting, hand-washing and brushing teeth.

6. Children are given the opportunity to make choices of what activities to be involved with during free play. Children are encouraged but not required to take part in activities.

7. Education staff will help children develop their self-control by encouraging children to verbalize their wants and needs. Adults will act as a mediator and a model to assist children in finding acceptable solutions.

8. Education staff will anticipate behavior problems and plan/respond accordingly. Classrooms and materials are arranged to limit behavior. Clear, consistent and appropriate rules will be developed appropriate for the age of the children in the classroom. Children will have the opportunity to provide input into making classroom rules.

9. Education staff will provide opportunities for children to develop an understanding of the reasons for rules in the home, classroom, and laws in the community

10. Education staff exhibit positive behavior and interaction. They smile often and exemplify an attitude of care, respect, warmth and consideration to children and each other. When problems occur, staff will demonstrate professional conduct

11. Positive guidance techniques such as redirection, natural consequences, positive reinforcement, negotiation, compromise, and discussion will be used to resolve conflicts rather than time out. Time out will be implemented if children are in danger of hurting themselves or others.
12. Children’s feelings are accepted and safe outlets are provided for them to express themselves appropriately
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Policy Section: 1302.30
1302.31
1302.32
1302.45

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1302.45 (a),(1)

Policy Council Approval Date:  
July 27, 2017

Person(s) Responsible:  
Education Staff

Board Approval Date:  
July 31, 2017

Person(s) Monitoring:  
Education Specialist

Subject: School Readiness- Pro-social Behavior

Policy: The program will provide children opportunities to foster positive social behaviors such as cooperation, empathy, and respect for others.

Procedures:
1. The classroom climate shall enhance children’s understanding of themselves and their relationship to others by supporting feelings of children and helping them to establish positive relationships with adults and other children.

2. Education staff will promote positive interactions between children and their peers by providing opportunities for interaction in play.

3. A balance of teacher-facilitated and child-initiated developmentally appropriate activities are offered within the curriculum on a daily basis.

4. Materials and activities will be provided for children to learn cooperative skills, taking turns, waiting for turns and other pro-social behaviors. When conflict arises, staff helps children deal with conflict using positive approaches. (Model, redirect, and help provide words for expression).
5. Education staff provide for frequent opportunities with children to appropriately discuss their own feelings and how they feel about other adults and children.

6. Education Staff focus on children’s positive qualities. Positive feedback is provided to children throughout the day. Children’s successes are celebrated with verbal and non-verbal forms of approval. A variety of developmentally appropriate activities are planned to encourage cooperation and sharing. Examples: cooperative games, circle games, movement activities, jumping rope, rhythm games.

7. Children are provided opportunities to do activities in both small and large groups.
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Policy Council Approval Date: July 27, 2017
Board Approval Date: July 31, 2017

Person(s) Responsible: Education Staff
Person(s) Monitoring: Education Specialist Disabilities/Pre-k Coordinator

Subject: Inclusive Environment

Policy: Implementation of IEP Procedure

Procedures:
1. When a child with a disability enrolls into Head Start and has an active IEP or 504 Plan, the education staff will implement the plan ensuring that the child receives the specialized education and supports s/he requires.

2. Services provided under the IEP or 504 Plan will enable the teaching staff to include the child with the disability in the overall and individual education plan. Activities for all children will provide equal opportunity to develop skills, concepts, autonomy, initiative, independence, and self-esteem.

3. Learning environments will be developed that are diverse and accessible so children can choose from various learning activities. Education staff will use routines, daily activities and experiences to achieve the goals of a child's IEP.

4. All activities, including gross and fine motor, will be adapted to meet the individual skill level of children with a disability or special need.
5. Staff will work with the special needs consultant (LEA) to integrate IEP goals into weekly individualization. Progress on skill development will be documented in observation notes and goals will be imbedded into weekly learning activities.

6. Education staff will participate in meetings with professionals (LEA) in disabilities to plan, implement and to report on progress of the children with the IEP. Reference materials and special supplies will be provided to aid in the implementation of the educational program as needed.

7. Training will be provided to staff on an as-needed basis to ensure the goals and objectives of the IFSP/IEP are met.
Subject: Diversity

Policy: Promote an understanding of people and how they relate to others and the world around them.

Procedures:

1. The Education staff will support a multicultural curriculum reflecting the individuality of all children through materials and activities that reflect the cultural background of all children.

2. Materials and activities in the classroom will reflect diversity found in groups with regard to race, religion, culture, age or gender. As a program located in Appalachia, rural mountain culture, and coal mining heritage may be included. Children will be introduced to various jobs people have in the community.

3. Materials may include, but are not limited to books, pictures, music, posters, maps, charts, dolls, doll clothing, artifacts and arts.

4. Children will be given the chance to experience meals that are representative of various cultures.

5. Resource people from families and the community may be invited to centers to share songs, stories, and games that reflect their cultural heritage.

6. Staff will respect children’s feelings about their families, home and community.
7. Children will be provided with opportunities to understand aspects of their environment which include the geography of their classroom, home, and community.

8. Staff will provide appropriate activities to help children understand events that happened in the past and how these events relate to one’s self, family and community. Opportunities will be provided to help children differentiate between past, present, and future. Staff will use children’s personal and family history to promote this concept.
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**Subject:** Family Engagement

**Policy:** Parent and family engagement strategies will be integrated into program practices that promote children’s learning and development.

**Procedures:**

1. Family input is greatly valued as they are their children’s primary teacher and nurturer. Information will be gathered throughout the program year from the family during home visits, parent-teacher conferences, phone/e-mail contacts, classroom volunteering, home learning/lending library activities as well as evaluations and parent questionnaires and frequent contact as to gain knowledge about their children’s needs and interests.

2. The teaching staff will conduct two home visits and three Family/Teacher Conferences per program year for each family to discuss their child’s development and education. One of the home visits may be combined with one of the three Family/Teacher Conference, however, there must be minimum of four separate dates of face to face contact with the family/guardian per program year.
3. During the first home visit, families will be encouraged to share their observations about their child with Education staff and identify goals they would like to see implemented during the year which will assist in forming a plan for nurturing the child’s growth.

4. At consecutive family/teacher conferences and home visits, the child’s development in each domain will be reviewed and future goals may be identified. Families will be given the opportunity to provide feedback to Education staff and offer suggestions on learning activities and curriculum implementation to enhance their child’s school readiness skill development. Education staff will incorporate activities suggested by families into their weekly lesson plans when appropriate.

5. Families, as their child’s primary teacher, are encouraged to be active participants in their child’s learning both at home and at school. Home Learning activities and Lending Library Books will be sent home regularly with children to give families an opportunity to engage in fun and enriching educational activities at home. At Parent Meetings, families will have an opportunity to offer suggestions for classroom activities to develop their child’s interest and needs and get ideas to facilitate learning at home.

6. Families will be given opportunities to provide input into the program’s School Readiness Goals throughout the program year through Policy Council, parent and School Readiness meetings. They will be given the opportunity to attend trainings and receive information about curriculum activities, child development as well as other child related topics. Parent meetings, newsletters, and handouts are other examples of how information will be shared.

7. Families will be encouraged to volunteer in the classroom and to observe their child’s progress. Their input and insights on their child’s behavior are considered part of the assessment process.
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**Subject:** Routines, Transitions, Rest and Meals

**Policy:** Planning for Routines and Transitions

**Procedures:**

1. Education staff will include for the preparation of routines and transitions in their daily routines.

2. The teacher and teacher’s assistant will count heads and agree that all children are accounted for prior to transitioning to a new location.

3. Adults will prepare children for changes in the daily routines by using appropriate transition activities that embed learning opportunities to support and strengthen children’s development. Waiting times are minimized and appropriate for the developmental level of the children.

4. The implementation of the daily classroom schedule helps children to know what to expect. Classroom schedules should be consistent but also flexible to meet children’s needs.
5. Care should be taken to provide directions in a developmentally appropriate manner. Directions should be clear, broken down into simple steps, factual, concrete, and repeated or modeled as needed.

6. Meal times will be used as learning opportunities to enhance staff-child interactions, foster communication, and conversations that contribute to child’s learning.

7. Pre-school age children who are in classrooms that operate 6 hours or more will have the opportunity to rest or nap at a regular time each day. Children will be encouraged but not forced to nap or rest. Quiet learning activities will be provided for children who do not need to nap or rest.
Southwestern Community Action Council, Inc.
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Subject: Transition Services

Policy: Transition activities will support children and families when they move to a new placement.

Procedures:

1. Our program will collaborate with parents of enrolled children who will be entering kindergarten in the following year to implement transition strategies to support a successful transition to kindergarten.

2. During the Home Visits, parent/teacher conferences, and other contact opportunities, staff will share screening results, individual developmental progress, and other related information about their child that will help families understand their child’s progress during their time in Head Start in order to help families to be an advocate for their child’s successful transition. Families will be given opportunities to provide feedback to Education Staff and offer suggestions.

3. The staff will plan transition activities for children. Activities such as eating in the school cafeteria, reading books about kindergarten and visiting the new school are examples of activities teachers may plan. They will keep a record of these activities to share with the Education Specialists.
4. Families will be invited to participate in all aspects of the transition process and family transition activities. Staff will assist parents in the on-going communication with teachers and other school personal, when feasible, so that parents can participate in decisions related to their child’s education being their advocates and exercising their rights and responsibilities for their children. Families will choose the level of participation. Transfer of information will take place through universal pre-k records.

5. Parent orientation and the first home visit in the fall serve to help children and family become familiar with the Head Start program. Education staff will talk with families about what their goals for their children are during their enrollment in Head Start. Curriculum, behavior management techniques, school readiness information and parent involvement are other topics that will be discussed to engage parents in the on-going process of preparing children for success and school readiness skill development.

6. Our program will help parents to understand practices and activities that will help support their child’s transition to kindergarten and encourage their involvement in their child’s education to ensure their academic success.

7. A Transition Report will be completed by the education staff in May and will be shared electronically with the child’s future education staff. A copy of the Transition Report will be placed in each of the Head Start children’s education file. Kindergarten teachers will be able to access this information from the West Virginia ELRS (Early Learning Reporting System) in the fall.

8. When possible, participation for joint meetings/training, and professional development between Head Start staff and kindergarten teachers will occur to enhance communication opportunities which can assist in strengthening successful transitions.

9. Our program will collaborate with LEA’S to provide additional transition services/support for children with disabilities and help parents understand their rights and responsibilities concerning the education of their children in the elementary school setting. Pg. 49

10. Our program will collaborate with LEA’S to support family engagement as appropriate, and kindergarten teachers to implement strategies that promote successful transitions to kindergarten for children, their families, and the elementary school. Pg. 49-50

11. Our program will collaborate with school districts to determine the availability of summer school programing for children who will be entering kindergarten and work with parents and school districts to help children and families to utilize these summer resources, as appropriate.
12. For children who will be transitioning between programs during their Head Start /Pre-k year either due to moving from the community or families transitioning them to another early education program prior to kindergarten, our program will undertake strategies to support effective transitions to their next placement or program when families give appropriate notice of their departure from our program.
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**Subject:** Screenings, Ongoing Assessment and Individualization

**Policy:** To support children’s learning and development children will be screened and assessed using an on-going assessment system. Information will be gathered from a variety of sources to analyze children’s developmental progress and for program planning.

**Procedures:**

1. In collaboration with each child’s parent and with parent consent, our program will complete or obtain a current developmental screenings to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for home-based program option, receives a home visit.

2. Our program will use one or more research-based developmental standardized screening tools to complete screenings. Information from family members as well as staff members will also be used as a means of additional information as part of the screening process to help identify children’s individual development.

3. Staff will conduct screenings/assessments for the dual language learner that best captures the child’s developmental and skills as well as the family preference. Our program will attempt to use a qualified bilingual staff, contractor, or consultant to assist with screenings/assessments if possible. If none of these resources are available, then the use of an interpreter with a staff member to conduct screenings/assessments is the
next step. If it can be demonstrated that either a bilingual staff person or an interpreter is available to assist with the screening then screenings and assessments may be conducted in English.

4. The Early Learning Reporting System (ELRS) will be used to assess individual child’s development. This assessment data will be collected and analyzed identifying children’s developmental progress.

5. Staff will inform parents, about the purpose of and results from screenings and assessments.

6. Information for ongoing assessment will be gathered from multiple sources, such as parent observations and suggestions, developmental screenings, classroom observation notes, interagency collaborations (speech, special education, mental health, etc.) and collected samples of children’s work (portfolios).

7. Staff will conduct daily health and physical appearance observations to assess children’s well-being.

8. The Early Learning Recording System will be used by the education staff to guide and document children’s progress through developmental levels. The Education staff will systematically record observations in order to follow children’s achievements, and to plan what the child’s next steps should be.

9. As ongoing assessment information is collected, Education Staff intentionally plan individualization for each child, and then in turn, develop the lesson plans. The individualization activities are linked to children’s developmental progress and to the child’s IEP, if applicable. Individualization activities are evaluated, and observation notes are used to document children’s progress, and for planning additional individualized activities.

10. In fall, winter, and spring, the Education staff uses the Pre-K Family Report to summarize a child’s current skill level in each domain. Each child who is in attendance 2 weeks or longer must be assessed. The statements are positive and define what a child can do, not what she/he cannot do.

11. At the end of each observation period, the education staff schedules a parent-teacher conference or home visit so that the child’s progress can be reviewed with the family and they can plan together for the child’s next steps at home and at school.

12. All children who have been enrolled for two weeks or longer will be assessed utilizing the ELRS assessment data system for the period for which they have begun attending. For example, if a child enters the classroom two weeks prior to the ending of the assessment period, staff will be responsible to enter assessment information.
13. The education staff will facilitate children’s play, and support their development. In addition, Education Staff will continue to observe, record observations, collect portfolio samples (dated writing & drawing samples, photos of children’s block structures, etc.). Education Staff will reflect on the success of the individualization activities and adjust activities for children so they are challenged, but not frustrated.

14. The process for individualization is ongoing and must be reviewed regularly. Education Staff will collect and analyze data, evaluate children’s progress, gather input from families, and tailor activities to support children’s individual learning style and developmental level.

15. At the end of each observation period, the Education Specialists will generate reports from the Early Learning Reporting Scale (ELRS) from each center. The reports will be reviewed and the results analyzed. Reports will be generated that can be used for program planning (such as: long and short term goals, training needs, and self-assessment) and developing School Readiness Goals. This information will guide professional development needs of education staff, classroom enhancements, and mentor/coaching strategies used by the Education Specialists. These reports will be used in the overall program assessment and as a tool for program improvement.
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**Subject:** Family Conferences

**Policy:** Staff will complete three family conferences with each child’s family/guardian per program year to review child’s developmental progress/assessment data for the fall, winter and spring.

**Procedure:**

1. Staff will meet with each child’s family/guardian 3 times per program school year to review the child’s assessment data for the fall, winter, and spring utilizing the Pre-K Family Report. This will be a time for staff to share their child’s on-going developmental progress and give the family an opportunity to provide feedback to Education staff and offer suggestions to enhance their child’s school readiness skill development.

2. Observations, anecdotes, and related data will be utilized to assess children’s progress three times a year and scored using the Early Learning Reporting system (ELRS). The ELRS will be used to demonstrate the developmental progress of each child as stated above three times in the school year. The first assessment period will be completed in the fall, as determined by the WV Department of Education. This will be the fall ELRS checkpoint. The data collected will be scored using the ELRS assessment system at the end of this time period. The first family conference meeting will take place upon completion of this first assessment period. Staff will utilize the completed Pre-K Family Report form to document the conference. Staff
will complete the “next steps” section of the ELRS to share with the parent/guardian. The “next steps” help parents to see how to support their child’s school readiness skill development bridging the curriculum to the home environment. Parents will have an opportunity to give feedback on their child’s next steps areas of focus as well. Staff will have the parent/guardian to sign and date the ELRS Report form upon completion. This family conference will be a time to share with the family/guardian the progress of their child since the beginning of school.

3. The second assessment period will be completed in the winter time frame, as determined by the WVDOE. This is considered the winter ELRS assessment checkpoint period. Staff’s ongoing observations and anecdotes will be analyzed and scored on the Early Learning Scale for each child. The second family conference meeting will then take place upon completion of this winter assessment. Staff will confer with the child’s family/guardian in order to share the progress of their child since the fall assessment checkpoint. Staff will utilize the Pre-K Family Reports form to document the information that was shared during this second family conference meeting and attain a signature and date from the parent/guardian on this form.

4. The third and final ELRS Assessment period will be completed in May, as also determined by the WVDOE. Upon completion of the final assessment, the staff will meet with the family/guardian for the last family conference to share and discuss the child’s developmental progress for the third assessment period. This will be a time to also share the child’s overall progress for the year, as they exit Pre-k and prepare to enter Kindergarten. Staff will share with the family/guardian at this time, summer activity suggestions that will ensure a smooth transition for their child as they get ready for Kindergarten. Staff will utilize the Pre-K Family Report to document this last conference complete with a parent/guardian signature and date.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Education and Early Development

Policy Section: 1302.30
1302.33
1302.34

Effective Date: August 1, 2017

Regulation Name and Number: 1302.33 (b),(2)
Performance Standard: 1302.34 (b),(2),(6),(7)

Policy Council Approval Date: July 27, 2017
Policy Council Approval Date: July 31, 2017
Policy Council Approval Date: July 31, 2017
Person(s) Responsible: Education Staff
Person(s) Responsible: Education Staff
Person(s) Responsible: Education Staff

Person(s) Monitoring: Pre-k Liaison
Person(s) Monitoring: Pre-k Liaison
Person(s) Monitoring: Pre-k Liaison

Person(s) Monitoring: Disabilities/Pre-K Coordinator
Person(s) Monitoring: Disabilities/Pre-K Coordinator
Person(s) Monitoring: Disabilities/Pre-K Coordinator

Person(s) Monitoring: Area Supervisors
Person(s) Monitoring: Area Supervisors
Person(s) Monitoring: Area Supervisors

Subject: Home Visit/Home Visit Documentation

Policy: Each Pre-k child who is enrolled will receive two home visits from the education and/or Family Service/Pre-K Liaison staff before the end of the school year.

Procedure:

1. Children who are enrolled in Pre-K/ Head Start classrooms shall receive their first home visit before the program year begins, if feasible, to engage the parents in the child’s learning and development. The first home visit will be a time to share information such as the classroom curriculum, daily schedule and how the child’s day will be constructed, special activities that are being planned for the year or special activities that you may be sending home to share with the child, and how you go about managing the expectations in the classroom. Use this time also to discuss with the family any goals they have for their child as they enter your classroom. The goal(s) the family identifies for their child will be recorded on the designated space of the Home Visit Form by the staff. Home visits with parents/caregivers can be a great source of information as you begin to plan for individual children, identifying their interests and needs. Positive family engagement will assist the staff in how to approach each child as they facilitate learning in the classroom environment.
2. The second mandated home visit is to take place following the winter or spring ELRS assessment time frame depending on the county. The second home visit will be used to share the child’s progress according to the observations and data information that have been assessed and scored using the Early Learning Reporting System. This home visit is an additional opportunity to share learning activities with families that they can do with their children to enhance their school readiness skill development. This home visit will be documented with a parent/guardian’s signature. Other related information to consider sharing with families on the second home visit will be suggestions about preparing their children for transitioning to kindergarten. It is never too soon to begin to discuss and prepare children and their families for their transition to kindergarten.

Home Visit Guidelines:

1. Home Visits may take place at a program site or another safe location that affords privacy at the parent’s request, or if a visit to the home presents significant safety hazards for staff.

2. Home Visits must be conducted with more than one staff member if safety concerns have been identified. The staff should never remain in a situation that threatens potential safety. Staff should leave a home visit immediately if they assess potential danger.

3. Document the home visit on the form that you will be provided and remember to acquire the parent/guardian’s signature upon ending the Home Visit.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Education and Early Development

Policy Section: 1302.30
Effective Date:
August 1, 2017

Regulation Name and Number:
Performance Standard:
1301.31 (1),(ii),(iii),(iv)
1302.32 (2)(A)
1302.33 (b),(1),

Policy Council Approval Date:
July 27, 2017
Person(s) Responsible:
Education Staff

Board Approval Date:
July 31, 2017
Person(s) Monitoring:
Education Specialist
Disabilities/Pre-K Coordinator

Subject: Education Form – Lesson Plan Form

Policy: The Education Staff will plan, document and implement curriculum activities that support the children’s learning and development each week.

Procedure:

1. Lesson Plans will be developed each week by the education staff. Lesson Plans will reflect the use of the Creative Curriculum, the Head Start Early Learning Outcomes Framework, and the West Virginia Early Learning Standards Framework (ELSF).

2. Head Start education staff will submit their weekly lesson plans to their designated Education Specialist.

3. The Education Staff will facilitate and plan weekly for children’s individual learning and growth as identified through ELRS outcomes, observations, anecdotal information, information shared from families, screening results, and other relevant child related information.

4. As the Early Learning Scale assessment information is collected, Education Staff will then develop lesson plans which reflect the individual developmental levels of their children to ensure that there is progressive skill development.

5. The planned individualization activities are linked to children’s developmental progress as identified by observations, anecdotes, ELRS assessment data, and to the child’s IEP goals, if applicable. Individualization activity outcomes and assessment data are evaluated and used for further continual planning in order to meet the developmental needs of the children.
Subject: Education form – Head Start File Review

Policy: Education Specialists will complete random spot checks on classroom files to assist in program monitoring.

Procedure:

1. Education Specialist will complete two minimum educational file checks on their assigned Head Start sites each year. The first file check will be a partial file check where a select number of children’s files will be checked from each Head Start staff’s classroom. The end of year file review will be completed on all enrolled Head Start children who are in Head Start staffed classrooms. Results of the file check outcomes(s) will be recorded utilizing the Head Start File Review form under the Education form section.

2. A copy of the completed file check form will be given to the Education staff, Pre-K Liaison, and Family Service Worker to help give feedback regarding any possible file needs and to confirm the file check results.

3. A completed copy of the Head Start File Review form will also be submitted to the assigned Area Supervisor to assist in their monitoring endeavors.

4. A copy of the completed Head Start File Review Form will be filed in the Education Specialists monitoring system.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Education and Early Development

<table>
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<th>Policy Section: 1302.30 1302.102</th>
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<td>1302.102 (b),(1),(ii)</td>
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<td>Person(s) Monitoring:</td>
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<td>Disabilities/Pre-K Coordinator</td>
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</table>

**Subject:** Education Form – Monthly Report (E5)

**Policy:** Staff will complete and submit an Education Monthly Report by the third working day each month to their assigned Education Specialist.

**Procedure:**

1. The education staff or a pre-k liaison will complete the Education Monthly Report and submit this to their assigned Education Specialist by the third working day after the month ending. Please fill out each line item with the current month’s activity data.

2. Any parent engagement activities that were completed for the month must be attached/ enclosed with the Teacher’s Monthly Report.

3. Upon completion, please sign and date the report.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Education and Early Development

Policy Section: 1302.30
1302.31
Effective Date:
August 1, 2017

Regulation Name and Number:
Performance Standard:
1302.31
(a)(c),(2),(d),(e),(1),(2),(3),(4)
1302.32 (2)
Policy Council Approval Date:
July 27, 2017
Person(s) Responsible:
Education Specialist

Board Approval Date:
July 31, 2017
Person(s) Monitoring:
Disabilities/Pre-K Coordinator

Subject: Education Form – Documentation of On-site Visit Report (G4)/Classroom Observation Form

Policy: Education Specialist may utilize the Documentation of On-site Visit Report form or the Classroom Observation form to summarize on-site visit observation outcomes.

Procedure:

1. Education Specialist will utilize the Documentation of On-site Visit Report form or Classroom Observation form, when appropriate, to record on-site visit summary information.

2. Education Specialist will file a copy of each completed on-site form in their monitoring system.

3. A copy of the completed form will be shared with the assigned Area Supervisor to enhance communication of information regarding staff and classroom daily operations.
Subject: Education Form – The Fidelity Tool for Administrators

Policy: Education Specialist will document the fidelity of curriculum implementation utilizing The Fidelity Tool for Administrators when applicable.

Procedure:

1. Education Specialist may use The Fidelity Tool for Administrators to document observation outcomes and reflect on what was observed following a classroom onsite visit.
2. Education Specialist may utilize this tool to identify any next steps or follow-up suggestions that may be recommended to enhance the classroom environment, curriculum implementation and/or staff development support.
3. Education Specialist may share observation outcomes results with education staff and/or area supervisors.
4. Education Specialist will file classroom observation outcomes documented on The Fidelity Tool for Administrators in their monitoring system.
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Education and Early Development

Policy Section: 1302.30  
1302.31  
1302.92

Effective Date:  
August 1, 2017

Regulation Name and Number:  
Performance Standard:  
1302.31 (2)  
1302.92 (1),(3)

Policy Council Approval Date:  
July 27, 2017

Person(s) Responsible:  
Education Staff

Board Approval Date:  
July 31, 2017

Person(s) Monitoring:  
Education Specialist  
Disabilities/Pre-K Coordinator

Subject: CLASS

Policy: Education Specialists will complete CLASS (Classroom Assessment Scoring System) observations on designated classrooms yearly to monitor classroom environments and teacher/child interactions.

Procedure:

1. Each year the Education Specialist will target classrooms to receive a Classroom Assessment Scoring System observation. At a minimum, each classroom will be observed biennially or as needed.

2. Education Specialist may collaborate with the county Pre-K Managers in targeting the classrooms that will be observed each year.

3. The targeted classrooms will be based on variables such as:
   a. Biennial rotation schedule – classroom is due for CLASS observation
   b. Previous CLASS observation that was below average or when concerns are observed during on-site visits.
   c. As a follow-up after Education Specialist has been working and mentoring with staff utilizing the CLASS Dimension resources.
4. Education Specialist will score the CLASS observation and complete a CLASS summary form to record results. A County Pre-K Coordinator may collaborate in this observation and scoring process. A copy of this report may be shared with the County Pre-K Coordinator and Area Supervisor.

5. Education Specialist will follow-up with staff as needed to assess if suggested CLASS strategies are being implemented and offer additional support.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Education and Early Development

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<th>Policy Section: 1302.92</th>
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<tr>
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<td>Policy Council Approval Date: July 27, 2017</td>
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<td>Person(s) Responsible: Education Specialist</td>
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<td>Person(s) Monitoring: Disabilities/Pre-K Coordinator</td>
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</table>

Subject: Coaching in Professional Development

Policy: Programs must implement a research-based, coordinated coaching strategy for education staff.

Procedure:
1. Practice-Based Coaching (PBC) will be implemented as our coaching model to support intensive training and staff development for identified teaching staff. The PBC model consists of a cyclical process of support to teachers in their use of effective teaching practices that lead to positive outcomes for children. It is a collaborative process between the coach and coachee.

2. Using program data and program goals, Ed. Managers/Disabilities Coordinator will determine an area of focus for coaching and Professional Development to formulate the Strengths and Needs Assessment.

3. Education staff will complete a Strengths and Needs Assessment to identify strengths and areas of needed support in their teaching practices.

4. Education Specialists will review and analyze the Assessment Outcomes, as well as other sources of classroom observation data to determine which Education staff would benefit most from intensive coaching and which ones would receive other forms of Professional Development.

5. Once the coachees are identified, the coaches will begin the Practice-Based Coaching model.
6. The coach and coachee will: 1) plan specific goals 2) engage in focused observations, and 3) reflect on and share feedback about teaching practices. The PBC model will be implemented through a variety of communication methods, such as: on-site visits/meetings, phone/video conferences, email correspondence, and classroom observations.
## Southwestern Community Action Council
Child and Family Development Program

**Monitoring Plan**

**Eligibility, Recruitment, Selection, Enrollment and Attendance**

**Program Year: 2017-2018**

<table>
<thead>
<tr>
<th>Area to be monitored</th>
<th>How monitoring is to occur</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Documents/Location</th>
</tr>
</thead>
</table>
| 1. Recruitment process - meets federal guidelines. | • Review recruitment activities and federal guidelines regularly.  
• Ensure staff is informed of federal guidelines and requirements. | January - December | Family Partnership Coordinator | Recruitment Tracking Notebook, Master Lists, Waiting Lists, Training Agendas, FPC Office |
| 2. Initial enrollment requirements - meet. | • Ensure all returning children applications received and children on waiting lists have filled out new applications.  
• Follow-up monthly to ensure recruitment being done, Recruitment Forms turned in monthly.  
• Track enrollment for upcoming year weekly and make reports to CFDP Director.  
• Update Master Lists of accepted children and start waiting lists as needed. | January - August | Family Partnership Coordinator | Enrollment Reports and Tracking, FPC Office |
| 3. Ensure 10% of enrolled children have special needs at all times. | • Track referrals from community agencies.  
• Review Master Lists and keep track per center, monthly. | August - July | Family Partnership Coordinator  
Disabilities/Pre-K Coordinator | Child Plus Reports, Master Lists, Disabilities Tracking Notebook, FPC Office |
# Southwestern Community Action Council
## Child and Family Development Program
### Monitoring Plan
#### Eligibility, Recruitment, Selection, Enrollment and Attendance

<table>
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</thead>
</table>
| 4. Maintain funded enrollment. | • Follow-up monthly to ensure recruitment being done, Recruitment Forms turned in monthly.  
• Follow-up monthly to ensure waitlists are maintained for each site. | August-July | Family Service Staff HS/Pre-K Liaisons, Family Partnership Coordinator | Recruitment Forms, Center Waiting Lists, Recruitment Tracking Notebook, FPC Office |
| 5. Track attendance. | • Review Monthly Attendance Reports  
• Follow-up with Family Service Staff to ensure referrals are occurring. | August-July | Family Partnership Coordinator | Child Plus Attendance Tracking, Emails and Time Distribution, FPC Office |
| 6. Decrease absenteeism. | • Review Attendance Daily, weekly and monthly on Child Plus  
• Review Home Visit Forms and Family Contacts Monthly  
• Review Monthly Attendance Report  
• Verify reasons and actions to address concerns on Child Plus | August-July | Family Service Staff HS/Pre-K Liaisons Family Partnership Coordinator | Child Plus, Home Visit Forms and Family Contacts, Child’s File, FPC Office |
### Southwestern Community Action Council
Child and Family Development Program

**Monitoring Plan**

**Eligibility, Recruitment, Selection, Enrollment and Attendance**

**Program Year: 2017-2018**

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</thead>
</table>
| 7. Assure families of confidentiality of records. | • Track thorough completion of enrollment packets.  
• File Reviews- 45, 90 and 180 days | August | HS/Pre-K Liaisons  
Area Supervisors  
Family Partnership Coordinator | Enrollment Packets, Child’s File, File Review Forms |
| 8. Income Verification according to federal guidelines | • Ensure staff is informed of federal guidelines and requirements.  
• Monitoring of all applications that are placed on waiting list will be reviewed by FPC and Pre-K Liaison | August-July | Family Service Worker  
HS/Pre-K Liaisons  
Family Partnership Coordinator | Head Start Webinar, Income Verification Form, Application, Statement of Content, Income Verification Letter |
| 9. Notification of Withdraw/transfer/new child status | • Withdraw/transfer/new notebook will coincide with the monthly master list. | August-July | Family Service Worker, Pre-K Liaisons, Family Partnership Coordinator | Withdraw/transfer/new form |
# Eligibility, Recruitment, Selection, Enrollment and Attendance Index

<table>
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<td>Patterns of absenteeism and strategies</td>
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<td>Suspension and Expulsion</td>
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</tbody>
</table>
Subject: Recruitment within program

Policy: Recruitment of 0-4 year olds throughout Cabell, Lincoln, Mason and Wayne Counties to meet funded enrollment.

Procedures:

1. Staff will have Federal Guidelines explained to them annually.
2. Staff will target shelters/city missions/disability service agencies/foster care agencies
3. Recruitment will be tracked by Family Partnership Coordinator (FPC), HS Pre-K Liaisons and Area Supervisors
4. Recruit 0-4 year olds in Cabell, Lincoln, Mason and Wayne Counties to maintain funded enrollment. Ensure 10% of these have disabilities.
5. Program will point and prioritize
6. Applications will be turned into the FPC within a timely manner; tacking form will be turned in once a month.
7. The FPC, Pre-K Liaisons and the Data Processors will enter applications into Child Plus.
Subject: Income Verification

Policy: The Program will follow Income Verification according to federal guidelines

Procedures:

1. All applications, income and the income verification form that determines eligibility will be kept in the Family Partnership Coordinator’s Office and on Child Plus.

2. Staff will conduct an in-person interview with each family verifying intake.

3. Only designated staff can verify income and must sign the income verification form.

4. If no income is available then a signed declaration to that effect must accompany application.

5. If application has no proof of income a letter requesting the income will be sent.
Southwestern Community Action Council, Inc.
Child and Family Development Program

Eligibility, Recruitment, Selection, Enrollment and Attendance

<table>
<thead>
<tr>
<th>Policy Section: 1302</th>
<th>Effective Date: August 1, 2017</th>
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<tr>
<td>Regulation Name and Number: 1302.12(b)(1) 1302.16(a)(2) 1302.16(3)(b)</td>
<td>Policy Council Approval Date: July 27, 2017</td>
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<tr>
<td>Board Approval Date: July 31, 2017</td>
<td>Person(s) Responsible: Family Service Workers, Child and Family Specialist, HS/Pre-K Liaisons, Family Partnership Coordinator, Teachers</td>
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<td></td>
<td>Person(s) Monitoring: Family Partnership Coordinator</td>
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</table>

**Subject:** Notification of children’s status

**Policy:** Notification of Withdraw/transfer/new child status.

**Procedures:**
1. The FPC will monitor Child Plus for contacts and home visits.
2. Family Service Workers and Home Visitors will contact the FPC, Pre-K Liaison and Area Supervisor about absences and concerns.
3. Approved changes by FPC in child status will be submitted to the FPC within 24 hours of child starting, withdrawing or transferring using the withdraw/transfer/new form.
4. The FPC will update Child Plus to reflect the change in status.
5. The Withdraw/Transfer/New Enrollee form will be tracked and evaluated when the form arrives at the FPC office.
Southwestern Community Action Council, Inc.
Child and Family Development Program

Eligibility, Recruitment, Selection, Enrollment and Attendance

Policy Section: 1302

Effective Date: August 1, 2017

Regulation Name and Number: 1302.16(a)(1)(2)(i)(ii)(iii)(iv)
1302.16(3)(b)

Policy Council Approval Date: July 27, 2017

Person(s) Responsible:
Family Service Workers, EHS
Home Visitors, Family and Child Specialist, Pre-K Liaisons
Family Partnership Coordinator

Board Approval Date: July 31, 2017

Person(s) Monitoring:
Family Partnership Coordinator
Area Supervisors

Subject: Attendance

Policy: Track, evaluate attendance

Procedures:

1. Family Service Staff will track attendance, with family contact occurring per absence.

2. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, appropriate staff will attempt to contact the parent to ensure the child’s well-being.

3. If a child misses multiple unexplained absences (such as two consecutive unexplained absences) staff must conduct a home visit or make other direct contact with a child’s parents. Staff will create actions with the parents to promote regular attendance (such as information on benefits, support to families and home visits).

4. Letters to parents/guardians will be sent out by the FPC addressing issues.

5. Attendance and reasons will be entered in daily or weekly depending on the collaborative sites by assigned persons into Child Plus.
Southwestern Community Action Council, Inc.
Child and Family Development Program

Eligibility, Recruitment, Selection, Enrollment and Attendance

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<td>Board Approval Date: July 31, 2017</td>
<td>Person(s) Monitoring: Family Partnership Coordinator Area Supervisors</td>
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</table>

**Subject:** Identify children with patterns of absences to develop strategies with families

**Policy:** Absence patterns and promoting strategies

**Procedures:**

1) Family Service Staff will track daily attendance, within the first 60 days and ongoing looking for children that have a risk of missing more than 10% of days per program year.

2) Children that are at risk of missing 10% of days Family Service Workers will

   a) Share resources with family on attendance
   b) Help families develop goals to improve attendance
   c) Work with the local LEA and attendance officers when applicable
Southwestern Community Action Council, Inc.
Child and Family Development Program

Eligibility, Recruitment, Selection, Enrollment and Attendance

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Subject: Suspension and Expulsion

Policy: The program will prohibit or severely limit the use of suspension due to a child’s behavior in the classroom. In addition, a child cannot be expelled from the program due to challenging behaviors.

Suspension Procedures:

1. A temporary suspension will only be implemented if reasonable modifications have failed and no other option is available to ensure child safety.

2. For guidance, a mental health consultant will be engaged to avert or limit suspension.

3. Program staff will work with parents to avert or limit the suspension.

4. Community resources will be explored so the suspension is averted or limited.

5. The program will work to return the child to full participation as soon as possible. The program will continue to engage the mental health consultant and parents, while utilizing community resources, as needed.
6. A plan will be developed to organize necessary supports. Services for the child and family will continue, including home visits and referrals to agencies, such as the LEA, for developmental concerns.

Expulsion Procedures:

1. No child will be expelled from the program due to social/emotional concerns.

2. Discrimination against a child will not occur, as identified or perceived, by Section 504 of the Rehabilitation Act and IDEA. For children with special needs, the program will continue to work with the appropriate local IDEA agency to procure services and supports.

3. If all possible steps have been explored and the child’s support group (mental health consultant, parents, staff, and/or community agency staff, etc.) has determined that another placement is more appropriate and safer for the child, then the program will assist in the transition of the child to the more appropriate setting, as needed.
Southwestern Community Action Council  
Child and Family Development

Monitoring Plan  
Facilities, Materials and Equipment  
Program Year: 2017-2018

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<thead>
<tr>
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<tr>
<td>Health and Safety Checklist</td>
<td>Review approximately every three months when checklist is submitted.</td>
<td>Monthly</td>
<td>Area Supervisor</td>
<td>Distributed first day of the week checklist should be completed.</td>
</tr>
<tr>
<td>License</td>
<td>Review license quick reference approximately every 90 days to ensure no licenses are coming due.</td>
<td>August-July</td>
<td>Education Specialist Area Supervisor</td>
<td>File in Area Supervisor’s Office</td>
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<tr>
<td>Work Orders</td>
<td>Check for completion and updates every 30 days.</td>
<td>August-July</td>
<td>Area Supervisor</td>
<td>Distributed to each facility at Pre-service in August. Submitted work orders in file/on schedule in Area Supervisor office.</td>
</tr>
<tr>
<td>Fire Marshals Inspection</td>
<td>Reviewed approximately every 6 months to ensure each facility is up to date.</td>
<td>August-July</td>
<td>Area Supervisor</td>
<td>Posted in classroom beside Emergency Exit plan. Copy in Area Supervisor office.</td>
</tr>
<tr>
<td>Health Inspection</td>
<td></td>
<td>August-July</td>
<td>Area Supervisor Nutrition Specialist</td>
<td>Posted in kitchen</td>
</tr>
<tr>
<td>Five Year Maintenance Plan</td>
<td>Checked monthly and add current months servicing to calendar.</td>
<td>August-July</td>
<td>Area Supervisor</td>
<td>Binder in Area Supervisor office</td>
</tr>
<tr>
<td>Maintenance Schedule</td>
<td>Updated approximately weekly.</td>
<td>August-July</td>
<td>Area Supervisor</td>
<td>File in Area Supervisor office.</td>
</tr>
<tr>
<td>Area to be monitored</td>
<td>How monitoring is to occur</td>
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<td>Documents/Location</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>Daily Cleaning Log</td>
<td>Updated daily. Monitored monthly by Area Supervisor.</td>
<td>August-July</td>
<td>Area Supervisor</td>
<td>Binder in classroom</td>
</tr>
<tr>
<td>Fire Drill Monitoring Sheet</td>
<td>Updated at least twice a month, monitored monthly by Area Supervisor.</td>
<td>August-July</td>
<td>Area Supervisor</td>
<td>Folder in Area Supervisor Office.</td>
</tr>
<tr>
<td>Playground Spreadsheet</td>
<td>Playground spreadsheet is updated monthly.</td>
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Facilities, Materials and Equipment Index

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<td>Regulatory Compliance – Safety Practices</td>
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</table>
Subject: Safety Practices – Essential Monitoring

Policy: Health and Safety Checklists will be completed monthly. They may be completed more often, but completed a minimum of three times during a program year.

Procedures:
1. Health and Safety Checklists for each site shall be prepared and distributed ahead of the month for which it is to be completed.

2. Health and Safety checklists are to be filled out by the On-Site Supervisor, Area Supervisor, or HS/Pre-K Liaison responsible for a given site.

3. Health and Safety Checklists that have been completed by staff will be submitted to the Area Supervisor within 30 days for review and filing. Any noted issues requiring action will be addressed in the order of urgency.

4. All Health and Safety Checklists are kept in designated notebooks in the Area Supervisor’s Office.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Facilities, Materials and Equipment

Policy Section: 1302.47
Effective Date: August 1, 2017

Regulation Name and Number: 1302.47 (1)(ix) & (2)(v)
Policy Council Approval Date: July 27, 2017
Person(s) Responsible:
Center Staff
Maintenance Staff
On-Site Supervisor
Area Supervisor

Board Approval Date: July 31, 2017
Person(s) Monitoring:
Area Supervisor
Operation Specialist

Subject: Safety Practices – Addressing Preventive Maintenance

Policy: Repairs will be made in a timely manner.

Procedures:
1. Work orders are to be completed immediately if something is seen to be unsafe for a child.
2. Work orders will be turned in to the On-Site Supervisor, who will then determine if the issue can be handled at the site or if it requires the attention of the Area Supervisor.
3. Issues sent to the Area Supervisor will be addressed in order of urgency.
4. Upon completion of the job, the staff who submitted the work order will be notified of the outcome.
5. Until an issue is corrected, children will not be allowed in the vicinity of or otherwise be permitted to utilize the item, area, or equipment in need of repair.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Facilities, Materials and Equipment

Policy Section: 1302.21
Effective Date: August 1, 2017

Regulation Name and Number: 1302.21(d) (1)(2)(3)
Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Center Staff
Area Supervisor
Disabilities/Pre-K Coordinator
Fiscal Specialist

Board Approval Date: July 31, 2017
Person(s) Monitoring: Education Specialist
Area Supervisor
Operation Specialist

Subject: Regulatory Compliance – Licensing and Square Footage

Policy: Appropriate spacing will be provided for each child.

Procedures:
1. Facilities used by the program will meet state and local licensing requirements, unless they vary from Head Start Requirements. In that case the most stringent provision takes precedence.

2. Space is measured to see how many children it may accommodate.

3. No space shall contain more children than permissible by its square footage.

4. A schedule will be made dividing the use of shared areas if there are more children than space available.

5. Classroom and playgrounds will be laid out to ensure a walkway is provided for travel between areas.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Facilities, Materials and Equipment Policy

Policy Section: 1302.47
Effective Date: August 1, 2017

Regulation Name and Number:
1302.21(d)(1)
1302.47(1)(i)
1302.47(8)(c)
1302.102(d)(1)(ii)(B)
1302.90 (b) & (c), 1302.92 (c) (1) 1302.94.

Policy Council Approval Date: July 27, 2017
Person(s) Responsible:
On-Site Supervisor
Area Supervisor
Nutrition Specialist

Board Approval Date: July 31, 2017
Person(s) Monitoring:
Education Specialist
Area Supervisor
Nutrition Specialist
Operations Specialist

Subject: Regulatory Compliance – Inspections/Drill/Emergency Readiness

Policy: All requirements concerning site inspections, drills and emergency readiness will be met in accordance with Federal and State Requirements to ensure children are safe at all times per requirements in §1302.47, 1302.90 (b) & (c), 1302.92 (c) (1) and 1302.94.

Procedures:

1. All required Inspections will be kept up to date as required by Federal and/or State regulations.

2. Upon receipt of the Inspection Report a copy will be placed in the Health and Safety Notebook and posted in the center where the inspection took place or any other area as required. Copies will also be sent to Management Staff as necessary.

3. The program has established a Disaster Preparedness plan, including shelter-in- place and follows safety procedures as required, including appropriate drills and practices plans for disasters, fire prevention and other emergencies as appropriate in accordance with HS/EHS performance Standards and/or state requirements.

4. The program will report any required incidents if necessary to HHS as indicated in §1302.102 (d) and §1302.47(8) (c).
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Facilities, Materials and Equipment

Policy Section: 1302.47  
Effective Date:  
August 1, 2017

Regulation Name and Number:  
1302.47(1)(ii)-(viii)  
Policy Council Approval Date:  
July 27, 2017  
Person(s) Responsible:  
Center Staff  
Maintenance Staff  
On-Site Supervisor

Board Approval Date:  
July 31, 2017  
Person(s) Monitoring:  
Area Supervisor  
Education Specialist

Subject: Health and Safety – Environment

Policy: A clean, safe environment will be provided for all children.

Procedures:

1. The program will ensure that the areas for learning, playing, sleeping, toileting, preparing food and eating in facilities used for center based and home based group socialization will meet the safety standards as described in §1302.47 (1)(ii) through (viii).

2. Toys will be inspected regularly to ensure they are in good condition, if not they will be removed. Toys will also be cleaned and sanitized daily

3. Indoor and outdoor areas will be cleaned and inspected for harmful objects daily.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Facilities, Materials and Equipment

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<td>Area Supervisor</td>
<td>Maintenance Staff</td>
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| Board Approval Date:       | Person(s) Monitoring:         |
| Person(s) Monitoring:      | Area Supervisor               |

**Subject:** Health and Safety – Pesticide Application

**Policy:** The Program will ensure that the facilities are free from pollutants, hazards and toxins that could be accessible to children and endanger their safety.

**Procedures:**
1. Pesticides will be sprayed when no children are present and the appropriate amount of time will be given before children are to be back on the premises.
2. Parents will be notified of spraying if level three or four.
3. Cleaning products will be locked and out of the reach by children.
Subject: Health and Safety - Toileting and Hand Washing

Policy: The Program will ensure that toileting and diapering areas are separate from areas for food preparation, cooking eating or children activities

Procedures:

1. Toilets and hand washing facilities will be cleaned daily, accessible to all children, and kept in good repair

2. Toileting and hand washing areas will be kept separate from other parts of the room.

3. Diapers will be disposed of separately from other trash.

4. Potty training materials will be available should they be needed.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Facilities, Materials and Equipment

Policy Section: 1302.47
Effective Date: August 1, 2017

Regulation Name and Number: 1302.47 (ix)
Policy Council Approval Date: July 27, 2017
Person(s) Responsible:
On-Site Supervisor
Area Supervisor
Maintenance Staff

Board Approval Date: July 31, 2017
Person(s) Monitoring:
Operation Specialist
Area Supervisor

Subject: Regular/Preventative Maintenance

Policy: The Program will ensure that children are kept safe through an ongoing system of preventative maintenance

Procedures:
1. Maintenance issues that cannot be addressed immediately by center staff shall be forwarded to the Area Supervisor by the On-Site Supervisor or other observing staff.

2. Whenever possible, maintenance issues requiring the attention of the Area Supervisor shall be communicated digitally (email).

3. Descriptive or otherwise explanatory digital media (pictures, video) shall be included in all digital maintenance requests wherever possible and appropriate, so as to minimize the time effort required for the Area Supervisor and maintenance staff to accurately assess and address the issue.

4. Maintenance issues will be addressed in order of importance.

5. Upon completion of a job, Area Supervisor will notified and keep record of completion under site name/year in file.

6. The Area Supervisor will notify appropriate staff of job completion.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Facilities, Materials and Equipment

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<td>Person(s) Responsible: On-Site Supervisor Center Staff Area Supervisor Education Specialist</td>
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<td></td>
<td>Person(s) Monitoring: Area Supervisor Education Specialist Operation Specialist CFDP Director</td>
</tr>
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</table>

**Subject:** Regulatory Compliance – Safety Practices

**Policy:** The Program will ensure that children have a safe facility.

**Procedures:**

1. Facilities will be well lit, including emergency lighting.
2. Facilities will be equipped with safety supplies that are readily accessible to staff, including fully equipped and up-to-date first aid kits and appropriate fire safety supplies.
3. Facilities will be free from fire arms and other weapons.
4. Facilities will be clean and safe.
5. Facilities will be free from pollutants, hazards and toxins that could be accessible to children and compromise their safety.
Southwestern Community Action Council, Inc.
Child and Family Development Program

Family Partnership Index

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Child and Family Development Program
Family Partnership

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<td>Board Approval Date: July 31, 2017</td>
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</table>

**Subject:** Family Engagement

**Policy:** Activities will be provided for parents responsive to their needs/interests. Parents will be welcomed into and encouraged to volunteer.

**Procedures:**
1. Parents will be welcomed into and encouraged to volunteer in the classroom
2. Parents will participate in an orientation process
3. Activities will be scheduled for parents engage:
   a. Monthly Parent Meetings or Parent Activities — *not applicable to the Lakin Program Option*
   b. Community Days
   c. Creative Workshops — *not applicable to the Lakin Program Option*
   d. Volunteering opportunities - *not applicable to the Lakin Program Option*
   e. Home Visits
   f. Staff-Parent Conferences - *not applicable to the Lakin Program Option*
   g. Monthly Male Involvement
   h. Family Engagement Activities in the Classroom
   i. Home Learning/Literacy Activities
4. Provide activities that are responsive to the needs of parents.
5. Activities addressing the needs of families in regard to parent involvement and education will be scheduled.
Policy Section: 1302

Effective Date: August 1, 2017

Regulation Name and Number: 1302.52(a)(b)(c)(1)(2)(3)(4)(d)

Policy Council Approval Date: July 27, 2017

Person(s) Responsible:
Family Partnership Coordinator
HS/Pre-K Liaisons, Child and Family Specialist,
Family Service Workers
EHS Home Visitors
Community Partnership Coordinator

Board Approval Date: July 31, 2017

Person(s) Monitoring:
Family Partnership Coordinator

Subject: Community Resources and Individual Family Partnership Goals

Policy: The Program will work with parents to identify and continually access community resources responsive to meet their goals.

Procedures:
1. Provide each family with a copy of the Resources Directory.

2. After initial IFPA is established, discuss specific needs related to the identified goals.

3. Review information in Resource Directory during initial home visit:
   a. Emergency/crisis assistance regarding food, housing, clothing and transportation.
   b. Intervention programs related to substance abuse.
   c. Opportunities for continuing education.

4. Work collaboratively with parents to identify and continually assess each family’s goals.

5. Work with parents in accessing community resources related to individual goals.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Family Partnership

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<tr>
<td>HS/Pre-K Liaisons</td>
</tr>
<tr>
<td>Area Supervisors</td>
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</table>

Subject: Home Visits

Policy: Staff will make home visits and explain the importance of home visits to parents. Home visits will be completed, if safety concerns for staff exist, home visits will be conducted at another safe location.

Procedures:
1. Explanation will be made during parent orientation regarding the importance of home visits and continued open communication.
2. Explain to parents the advantages/importance of home visits.
3. Home visits with Area Supervisors, Coordinators and Specialists will be done as needed.
4. Home visits will be completed to the home of each enrolled child at a time mutually convenient for parent, or primary caregivers, and staff.
5. If safety concerns for staff exist, home visits will be conducted at another safe location.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Family Partnership

Policy Section: 1302
Effective Date: August 1, 2017

Regulation Name and Number: 1302.52(a)(b)(c)(1)(2)(3)(4)(d)
Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Family Service Workers, Child and Family Specialist, EHS Home Visitors

Board Approval Date: July 31, 2017
Person(s) Monitoring: Family Partnership Coordinator HS/Pre-K Liaisons

Subject: Individual Family Partnership Agreement and Family Assessment Profile for goals

Policy: Staff will partner and collaborate with parents to identify and develop individualized goals while supporting any pre-existing goals.

Procedures:
1. Establish mutual trust and build a collaborative partnership with parents.
2. Complete FSW/Home Visitor staff training on IFPA.
3. Assist family in identifying strengths and goals utilizing the Family Assessment Profile.
4. Focus on family strengths to establish an Individualized Family Partnership Agreement (IFPA) which describes families’ goals, responsibilities, time tables and strategies for achievement of goals.
5. Incorporate pre-existing plans from other agencies as applicable.
6. Develop a Community Partnership Agreement with agencies or entities as needed.
7. Participate with families in ongoing assessment of goals and progress.
8. Develop individualized family goals and strategies for achieving them.
9. Original signed IFPA and Family Assessment Profile will be placed in file and entered into Child Plus.
Subject: Newborn Visit

Policy: Pregnant Moms Program: A visit to the newborn will be scheduled within two weeks of birth.

Procedures:

1. EHS Home Visitor will inform the Health and Wellness Specialist of due date and notify when child is born.

2. The Health and Wellness Specialist will ensure that newborn baby visits occur. A visit to the newborn will be scheduled within two weeks of birth.
**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
**Family Partnership**

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<td>CFDP Assistant Director</td>
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</table>

**Subject:** Pregnancy mom’s post-partum care

**Policy:** Pregnant Moms Program: Immediate referrals will occur after enrollment to access prenatal and post-partum care.

**Procedures:**

1. After enrollment, initial visit with pregnant mom will include a discussion of prenatal and postpartum needs and referrals will be made.

2. Assist pregnant women to access comprehensive care.

3. Immediate referrals will occur after enrollment to access prenatal and post-partum care.
Subject: Referrals

Policy: Make referrals to community resources, both initially and as needs are identified when assessing goals and progress.

Procedures:

1. Make referral, complete comprehensive referral form.

2. Follow-up on referral in a timely manner in relevance to the referral and family. Determine if the kind, quality and timeliness of service referred to has met the expectations and circumstances of the family.

3. Follow-up with each family to determine if referrals meet the families’ expectations.
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<td>2. Completion of Individual Family Partnership Agreement (IFPA) and Goal Setting.</td>
<td>• File Review- 45 days</td>
<td>October</td>
<td>Family Partnership Coordinator</td>
<td>Child Plus, File Review- 45 days, Child’s File</td>
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<td>3. Staff follow-up on IFPA/Family Outcomes</td>
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<td>November/December, February/March</td>
<td>Family Partnership Coordinator</td>
<td>Child Plus, File Review- 90 days, 180 days, Child’s File</td>
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<tr>
<td>4. Community Resource Book given out/initial and ongoing communication regarding community resources.</td>
<td>• Review of Home Visit Forms • File Reviews- 45, 90 and 180 days</td>
<td>August- CRB given out and explained August- July</td>
<td>Family Partnership Coordinator</td>
<td>Home Visit Forms, File Reviews- 45, 90 and 180 days, Child’s File</td>
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<tr>
<td>5. Referrals related to initial IFPA made and follow-up completed within 10 days.</td>
<td>• Review Referral Forms • Review Home Visit Forms and Family Contacts • File Reviews- 45, 90 and 180 days</td>
<td>August- July</td>
<td>Family Partnership Coordinator</td>
<td>Child Plus, Referral Forms, Home Visit Forms and Family Contacts, File Reviews- 45, 90 and 180 days, Child’s File</td>
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<td>6. Explanation of Home Visits and importance given to parents.</td>
<td>• Review Parent Orientation Agendas • Review Home Visit Forms</td>
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### Child and Family Development Program

**Family Partnerships**

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<td>9. Activities provided for parents to come together, at least one a month.</td>
<td>• Review Monthly Calendars</td>
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<td>Monthly Calendars, Parent Meeting Agendas, Parent Activity Forms, CPC Office</td>
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<td>• Review Monthly Parent Meeting Agendas, Parent Activity Forms</td>
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<td>• Review Home Visit Forms and Family Contacts</td>
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<td></td>
<td>• Review Referral Forms</td>
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<td></td>
<td>• File Reviews- 45, 90 and 180 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Opportunities provided for parents to express concerns regarding their child.</td>
<td>• Check for Parent-Staff Conference Forms</td>
<td>August- July</td>
<td>Family Partnership Coordinator</td>
<td>Parent-Staff Conference Forms, Home Visit Forms, Family Contacts, Monthly Reports, File Reviews- 45, 90 and 180 days, Child’s File, FPC Office</td>
</tr>
<tr>
<td></td>
<td>• Review Home Visit Forms and Family Contacts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Review Monthly Reports</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• File Reviews- 45, 90 and 180 days</td>
<td></td>
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</tr>
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# Southwestern Community Action Council
## Child and Family Development Program
### Monitoring Plan

#### Program Year: 2017-2018

#### Family Partnerships

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<th>How monitoring is to occur</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Documents/Location</th>
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<tbody>
<tr>
<td>13. Pregnant Moms Program: Visit to newborn within 2 weeks of birth.</td>
<td>• Communication tracked on Time Distributions, Review Home Visit Forms</td>
<td>August- July</td>
<td>Family Partnership Coordinator</td>
<td>Time Distributions, Home Visit Forms, Child’s File, FPC Office</td>
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Southwestern Community Action Council
Child and Family Development Program

Monitoring Plan

Program Design and Management
Fiscal Management

Program Year: 2017-2018

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<th>Documents/Location</th>
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<tbody>
<tr>
<td>I. Federal Grant Award</td>
<td>Financial reports for budget monitoring submitted by Accounting Department complete and on time to CFDP Director.</td>
<td>Monthly</td>
<td>SCAC Chief Financial Officer</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
</tr>
<tr>
<td></td>
<td>Federal and cash transactions (272) report submitted to Regional DHHS.</td>
<td>Quarterly</td>
<td>SCAC Chief Financial Officer</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
</tr>
<tr>
<td></td>
<td>Financial status report (269) submitted to Regional DHHS.</td>
<td>Semi-annually</td>
<td>SCAC Chief Financial Officer</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
</tr>
<tr>
<td></td>
<td>Independent accounting firm will conduct a total agency audit.</td>
<td>Annually</td>
<td>SCAC Chief Financial Officer</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
</tr>
<tr>
<td></td>
<td>Line items will be reviewed and budget modifications made.</td>
<td>Monthly</td>
<td>SCAC Chief Financial Officer</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
</tr>
<tr>
<td></td>
<td>Financial reports are distributed to Policy Council at meetings.</td>
<td>Monthly</td>
<td>SCAC Chief Financial Officer</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
</tr>
<tr>
<td>II. Purchasing</td>
<td>All purchases are requested on a requisition and checked by the CFDP Fiscal Specialist before being signed by CFDP Director and forwarded to Purchasing Agent to issue a purchase order.</td>
<td>On-going</td>
<td>SCAC Chief Financial Officer</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
</tr>
<tr>
<td>Area to be monitored</td>
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<td>Timeline</td>
<td>Person Responsible</td>
<td>Documents/Location</td>
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</tr>
<tr>
<td>Purchasing Agent enters requisition into SCAC computer system and funds are encumbered to monitor the commitment of funds.</td>
<td>On-going</td>
<td>SCAC Chief Financial Officer</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
<td></td>
</tr>
<tr>
<td>Completed purchase orders are signed by SCAC Chief Financial Officer and/or SCAC Chief Executive Officer.</td>
<td>On-going</td>
<td>SCAC Chief Financial Officer</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
<td></td>
</tr>
<tr>
<td>When a purchase order is issued, it is sent to CFDP Fiscal Specialist to distribute and track.</td>
<td>On-going</td>
<td>SCAC Chief Financial Officer CFDP Fiscal Specialist</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue (original) CFDP Fiscal Specialist’s office at 1100 Monroe Avenue (copy)</td>
<td></td>
</tr>
<tr>
<td>When purchase is completed, a staff member verifies and signs a receiving record or itemized packing slip.</td>
<td>On-going</td>
<td>All staff</td>
<td>Receiving records 540 Office</td>
<td></td>
</tr>
<tr>
<td>The signed receiving record or packing slip is given to the Fiscal Specialist for processing and to attach to the copy of the requisition and purchase order.</td>
<td>On-going</td>
<td>CFDP Fiscal Specialist</td>
<td>CFDP Fiscal Specialist’s office at 1100 Monroe Avenue</td>
<td></td>
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Child and Family Development Program

**Monitoring Plan**

**Program Design and Management**
**Fiscal Management**

**Program Year:** 2017-2018

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<tr>
<td></td>
<td>After the CFDP Fiscal Specialist checks the receiving record or itemized packing slip, it is matched to the outstanding purchase order, given to the CFDP Assistant Director (or CFDP Director in the Assistant’s absence) for approval and then forwarded to the SCSC Purchasing Agent to await an invoice.</td>
<td>On-going</td>
<td>CFDP Fiscal Specialist</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
</tr>
<tr>
<td></td>
<td>When invoices are received, the SCAC Purchasing Agent checks them and sends them to the CFDP Fiscal Specialist to also verify. The CFDP Fiscal Specialist obtains the signature of the CFDP Assistant Director or CFDP Director, authorizing payment of the invoice and returns it to the SCAC Purchasing Agent for payment to be made.</td>
<td>On-going</td>
<td>SCAC Purchasing Agent CFDP Fiscal Specialist</td>
<td>SCAC Chief Financial Officer’s office at 540 5th Avenue</td>
</tr>
<tr>
<td>III. Contracts</td>
<td>CFDP Director reviews all contracts that are sent to the SCAC Chief Executive Officer to be approved.</td>
<td>On-going</td>
<td>CFDP Fiscal Specialist</td>
<td>SCAC offices at 540 5th Avenue</td>
</tr>
</tbody>
</table>

*Updated 07/2015*
## Southwestern Community Action Council
### Child and Family Development Program
#### Monitoring Plan

**Program Design and Management**
**Fiscal Management**

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<tr>
<td>IV. In-Kind</td>
<td>CFDP Fiscal Specialist checks volunteer timesheet for accuracy. After the in-kind is checked and tallied, an in-kind report is written which the CFDP Director or Assistant Director signs.</td>
<td>Monthly</td>
<td>CFDP Fiscal Specialist</td>
<td>SCAC offices at 540 5th Avenue</td>
</tr>
<tr>
<td>V. Employee Travel</td>
<td>Staff mileage sheets are turned in monthly. The CFDP Fiscal Specialist checks each sheet for accuracy and runs a calculator tape for each sheet. The CFDP Assistant Director /Director signs each sheet and they are forwarded to the SCAC Purchasing Agent for processing for payment.</td>
<td>Monthly</td>
<td>CFDP Fiscal Specialist SCAC Purchasing Agent</td>
<td>SCAC offices at 540 5th Avenue</td>
</tr>
<tr>
<td></td>
<td>Out of area travel forms are completed upon return from a trip. The CFDP Fiscal Specialist checks, corrects and verifies each form is has the CFDP Director /Assistant Director approve the adjustment and forwards to the SCAC Purchasing Agent.</td>
<td>As needed</td>
<td>CFDP Fiscal Specialist SCAC Purchasing Agent</td>
<td>SCAC offices at 540 5th Avenue</td>
</tr>
</tbody>
</table>

Updated 07/2015
<table>
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Southwestern Community Action Council
Child and Family Development Program

Program Design and Management
Fiscal Management

Program Year: 2017-2018

Updated 07/2015
Southwestern Community Action Council, Inc.
Child and Family Development Program

Fiscal Index

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<tr>
<td>Non-Federal Share Match</td>
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**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
**Fiscal Management**

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<td>August 1, 2017</td>
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<tr>
<th>Regulation Name and Number:</th>
<th>Policy Council Approval Date:</th>
<th>Person(s) Responsible:</th>
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</thead>
<tbody>
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<td>1303.12</td>
<td>July 27, 2017</td>
<td>SCAC Chief Financial Officer</td>
</tr>
<tr>
<td>1303.52</td>
<td></td>
<td>CFDP Operations Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Approval Date:</th>
<th>Person(s) Monitoring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 31, 2017</td>
<td>SCAC Chief Executive Officer</td>
</tr>
</tbody>
</table>

**Subject:** Insurance

**Policy:** Maintain proper insurance coverage as required by program operation and standards.

**Procedures:**

1. Health and accident insurance is provided for program participants.

2. Vehicles used in CFDP are included in a total Agency Fleet Insurance Plan that provides the best comprehensive vehicle insurance at the lowest cost. The policy covers both Agency owned and non-Agency owned vehicles used in CFDP operations.

3. Liability insurance for all centers adequately insures staff, volunteers, parents and visitors is maintained as part of the total agency liability coverage, which includes the Central Office.

4. Contents of centers used for Head Start and Early Head Start are insured to assure replacement in case of fire or theft.

5. SCAC Board of Directors and key management personnel are covered by the Agency’s liability insurance.

6. The agency will maintain adequate fidelity bond coverage.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Fiscal Management

<table>
<thead>
<tr>
<th>Policy Section: Fiscal Management</th>
<th>Effective Date: August 1, 2017</th>
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</thead>
<tbody>
<tr>
<td>Regulation Name and Number: 1301.3 1301.4</td>
<td>Policy Council Approval Date: July 27, 2017</td>
</tr>
<tr>
<td>Person(s) Responsible: CFDP Director CFDP Community Partnership Coordinator CFDP Fiscal Specialist SCAC Purchasing Agent</td>
<td></td>
</tr>
<tr>
<td>Person(s) Monitoring: SCAC Chief Executive Officer SCAC Chief Financial Officer CFDP Director CFDP Assistant Director</td>
<td></td>
</tr>
<tr>
<td>Board Approval Date: July 31, 2017</td>
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</tr>
</tbody>
</table>

**Subject:** Financial Management

**Policy:** Provide experience in financial management for parents through the administration of parent activity funds at the center level and in Policy Council.

**Procedures:**

1. Center parent committees’ officers will be trained in duties, responsibilities and policies in fiscal management.

2. The Community Partnership Coordinator receives requests for parent activities from centers, checks for educational focus and prepares a requisition after verifying if a vendor will accept a purchase order. If a vendor will not accept a purchase order, a request for a check for the activity will be requested to be issued to the Family Service Worker for the center.

3. A requisition given to the Fiscal Specialist with all necessary back-up information.

4. The Fiscal Specialist checks the request and submits it to the CFDP Director for approval.

5. Upon approval, the Fiscal Specialist forwards the requisition to the SCAC Purchasing Agent for the issuance of a purchase order or check to the FSW for the activity.
**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
**Fiscal Management**

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Regulation Name and Number: 1303.55</td>
<td>August 1, 2017</td>
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<table>
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<tr>
<th>Policy Council Approval Date:</th>
<th>Person(s) Responsible:</th>
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<tbody>
<tr>
<td>July 27, 2017</td>
<td>CFDP Director</td>
</tr>
<tr>
<td></td>
<td>CFDP Nutrition Specialist</td>
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<tr>
<td></td>
<td>CFDP Fiscal Specialist</td>
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<tr>
<td></td>
<td>SCAC Purchasing Agent</td>
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</table>

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</thead>
<tbody>
<tr>
<td>July 31, 2017</td>
<td>SCAC Chief Financial Officer</td>
</tr>
</tbody>
</table>

**Subject:** Compliance

**Policy:** Maintain a purchasing procedure which will safeguard funds and assure compliance with federal agency policies and procedures.

**Procedures:**

1. All purchasing will be done in accordance with the Agency’s purchasing procedures found in the SCAC Accounting/Financial procedures manual, which comply with all grants management regulations.

2. All purchases must be checked by the Fiscal Specialist and approved by the CFDP Director, CFDP Assistant Director or a designee.

3. The CFDP Management Team members will receive training on the SCAC Purchasing Procedures.

4. Food Purchasing will be done in accordance with the system approved by state and local auditors and USDA regulations.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Fiscal Management

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<tr>
<td>Regulation Name and Number: 1303.4</td>
<td>Policy Council Approval Date:</td>
<td>July 27, 2017</td>
<td>CFDP Director</td>
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<td></td>
<td>Board Approval Date:</td>
<td>July 31, 2017</td>
<td>CFDP Nutrition Specialist</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>CFDP Fiscal Specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SCAC Purchasing Agent</td>
</tr>
</tbody>
</table>

Subject: Non-Federal Match

Policy: Contribute 20 percent of federal award as non-federal match each budget period.

Procedures:

1. A certified appraiser will appraise all space donated to SCAC, Inc. for non-federal share match.

2. Persons volunteering on Policy Council, in the center or doing literacy activities at home with our students will complete a Volunteer Sheet.

3. The volunteer sheets will be sent to the Monroe Administrative Office where the Fiscal Specialist will check for accuracy and enter into ChildPlus.

4. Reports will be printed from ChildPlus and combined with the donated space to get a monthly in-kind total.

5. The volunteer sheets and the monthly totals will then be sent to SCAC Corporate Offices to check and keep.
# Southwestern Community Action Council  
**Child and Family Development Program**  

**Child Health and Safety Monitoring Plan**  

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<th>Standard</th>
<th>Activities</th>
<th>Person Responsible</th>
<th>Timeline</th>
<th>Person Monitoring</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| 1. Staff will be provided with all necessary health education and training as required by the performance standards and state regulations. | Staff will receive training on:  
   a. CPR and First Aid  
   b. Medication Administration  
   c. Universal Precautions  
   d. All Policy and Procedures related to the health service area  
   e. Any specialized training that may be necessary for children with health issues or a disability. | Nutrition/Health Coordinator | May 1 – April 2 | CFDP Director  
CFDP Assistant Director | Training Records  
Sign-in sheets |
| 2. The Program will develop and maintain effective procedures that will reduce health risks to children, families and staff. | The Program will implement hygiene, sanitation, disinfection and safety policies and procedures | Management Team | May 1 – April 30 | CFDP Director | Policy and Procedures Safety Check-List  
On-site Observation Form |
# Southwestern Community Action Council
## Child and Family Development Program
### Health and Safety Monitoring Plan

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<th>Standard</th>
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<th>Timeline</th>
<th>Person Monitoring</th>
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</tr>
</thead>
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<tr>
<td>3. First Aid kits will be maintained at each facility and in each program vehicle.</td>
<td>Well supplied, age appropriate first aid kits will be readily available to staff members at all times.</td>
<td>Nutrition/Health Coordinator Area Supervisors</td>
<td>May 1 – April 30</td>
<td>CFDP Director CFDP Assistant Director</td>
<td>Health Supply Inventory Sheet Health Supply Requisition Form Safety Check List On-site Observation Form</td>
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Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

Policy Section: 1302.40
Effective Date: August 1, 2017

Regulation Name and Number:
Perf. Standard: 1302.42 (a)(1)(2)
1302.46(a) (b) (1) (i-v)(2) (i-iii)

Policy Council Approval Date: July 27, 2017
Person(s) Responsible:
Family Service Worker
Home Visitors
Child and Family Specialist
Pre-K Liaison

Board Approval Date: July 31, 2017
Person(s) Monitoring:
Health and Nutrition Coordinator
Health and Wellness Specialist
Area Supervisor
HS/Pre-K Liaison
On-Site Supervisor

Subject: Medical and Dental Homes

Policy: In collaboration with parents, the agency will ensure that each child will have a source of continuous accessible health care, to promote school readiness by enhancing the social and cognitive development of children through the provision of education, health, nutritional, social, and other services to enrolled children and families.

Procedures:
1. The Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will obtain medical and dental home and insurance information at enrollment.

2. Within the first 30 days of receiving medical and dental home and insurance, the Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will submit the documentation to the Health and Nutrition Coordinator or the Health and Wellness Specialist

3. The Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will assist families without a medical home, to establish a source of continuous accessible health care.

4. Provide families with resource information.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

Policy Section: 1302.40
Effective Date: August 1, 2017

Regulation Name and Number:
Perf. Standard:
1302.42 (a) (1)(2)

Policy Council Approval Date: July 27, 2017
Person(s) Responsible:
HS/Pre-K Liaisons
Family Service Staff
Child and Family Specialist
Home Visitors
Education Staff

Board Approval Date: July 31, 2017
Person(s) Monitoring:
Community Partnership Coordinator
Health and Nutrition Coordinator
Health and Wellness Specialist
Nutrition Specialist
Disabilities Pre-K Coordinator
Education Specialist

Subject: Health Care and Health Insurance

Policy: The agency will assist parents to enroll and participate in a system of health care and ongoing health insurance coverage.

Procedures:

1. Within 30 days of enrollment or the first home-visit (for home-based program option) the agency will determine the child’s sources for ongoing health care provided by a health professional and a source of health insurance coverage.
2. Assist parents and families in obtaining a source of health care and insurance as quickly as possible.
3. Collaborate with community and county health care services.
4. Provide training opportunities for all parents in the importance of ongoing health care.
5. Provide assistance to parents as needed.
6. Educate parents before and after parental refusals of health services.
7. Obtain parental signatures on the Declination of Health Treatment form and file in child’s file after all attempts of getting the child’s treatment completed has been exhausted.
**Southwestern Community Action Council, Inc.**
**Child and Family Development Program**
**Child Health and Development services**

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<tr>
<td>Board Approval Date: July 31, 2017</td>
<td>Person(s) Monitoring: Area Supervisor Health and Nutrition Coordinator Health and Wellness Specialist</td>
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**Subject:** Well Child Care

**Policy:** The Agency will ensure that a child is up-to-date on a schedule of age appropriate preventive and primary health care.

**Procedures:**

1. Employees will help secure and review health and dental records along with other pertinent documentation obtained from a health professional, and those given to employees by the child’s parents within 45 days of enrollment. With an exception of daycare licensed centers, where the information must be obtained within 30 days of enrollment.
2. As soon as possible after receiving health and dental records the Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will submit the documentation to the Health and Nutrition Coordinator or the Health and Wellness Specialist for review.
3. The Health and Nutrition Coordinator or the Health and Wellness Specialist and/or data manager will enter health and dental records and other pertinent health documentation in ChildPlus.
4. The West Virginia EPSDT Periodicity Schedule will be used as a basis for up-to-date care.
5. Parents and staff will be notified of needed care and follow-ups by referral, phone, home visits, and/or written notice.
6. Staff will assist parents in making necessary appointments and/or providing transportation when needed or available.
7. Staff will assist parents in keeping children up-to-date by tracking the child’s health care schedule.
8. Parents will be notified when exams or immunizations are due, by reminder letters, home visits, and/or phone calls.
9. Parents will receive education on the importance of prevention, early intervention and well child care.
Policy Section: 1302.40

Effective Date: August 1, 2017

Regulation Name and Number:
Perf. 1302.42(d)(1)(2)(3)

Policy Council Approval Date: July 27, 2017

Person(s) Responsible:
Education Staff
On-Site Supervisors
Family Service Staff
Home Visitors
Health and Nutrition Coordinator
Health and Wellness Specialist
Nutrition Specialist
Disabilities Pre-K Coordinator
Child and Family Specialist

Board Approval Date: July 31, 2017

Person(s) Monitoring:
HS/Pre-K Liaisons
Area Supervisors
Health and Nutrition Coordinator
Health and Wellness Specialist
Nutrition Specialist
Education Specialist
Disabilities Pre-K Coordinator

Subject: Follow-up Care, Treatment and Plan

Policy: The agency will assist staff and parents in implementing strategies and observations to identify any new or recurring oral, developmental, medical or mental health concerns. The agency will also facilitate any treatment and/or follow-up needs for the aforementioned concern areas. A follow-up plan will be developed, implemented, and tracked for any concern identified.

Procedures:
Any child needing monitored or treatment for any concern identified in the areas mentioned above, shall be tracked to ensure follow-up plans are implemented within 30 days through the use of referrals, follow-ups and treatment commencement and conclusion statuses.

1. When needed, a Health Follow-up and Monitoring Report or Comprehensive Referral Form will be completed.
2. Staff will work with parents to ensure they have arranged necessary appointments with health care professionals.

3. Staff will assist parents in arranging transportation to and from appointments along with aiding parents in locating a health professional, if needed.

4. Staff will work with parents and provide support, as necessary, to ensure that parents understand the importance of follow-up care.

5. Staff will meet with parents and complete a Comprehensive Release of Information to obtain all pertinent information for follow-up care and treatment.

6. Releases will be mailed, faxed, or delivered to the appropriate medical facility or assisting agency as soon as possible from the time of the parent signature.

7. If a parent or legal guardian refuses treatment or follow-up care, a declination of services form, will be signed. This will be used only as a last resort option.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

Policy Section: 1302.40

Effective Date: August 1, 2017

Regulation Name and Number: Perf. Standard: 1302.42(c)(2)

Policy Council Approval Date: July 27, 2017

Person(s) Responsible:
- Education Staff
- Family Service Staff
- Child and Family Specialist
- Pre-K Liaison
- Home Visitors

Board Approval Date: July 31, 2017

Person(s) Monitoring:
- Area Supervisors
- Health and Nutrition Coordinator
- Health and Wellness Specialist
- Disabilities Pre-K Coordinator
- HS/Pre-K Liaisons
- Education Specialist

Subject: Identifying New or Recurring Medical, Dental or Developmental Concerns

Policy: The agency will implement procedures by which program employees can identify any new or recurring medical, dental, or developmental concerns so that appropriate referrals can be made quickly.

Procedures:

1. The Family Service Worker, Pre-K Liaison, Home Visitor or Child and Family Specialist will assist parents in completing forms for emergency medical information, screening authorization, and health history information (specific to the county the child resides) at enrollment.

2. As soon after completion, emergency medical information, screening authorization, and the health history information forms should be sent to the Health and Nutrition Coordinator or the Health and Wellness Specialist by the Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist.
3. If an allergy or serious medical condition is determined at enrollment, the Health and Nutrition Coordinator or Health and Wellness Specialist must be notified immediately before the child can receive center-based services in a child care licensed facility.

4. Health histories are reviewed to identify potential or chronic health issues.

5. Only the Health and Nutrition Coordinator and Health and Wellness Specialist will determine if a referral is to be made based upon the reviewed information.

6. Once a written referral has been made, the Health and Nutrition Coordinator and/or Health and Wellness Specialist will notify and send a copy to the Family Service Worker, Pre-K Liaison, Home Visitor or Child and Family Specialist of the written referral.

7. The Family Service Worker, Pre-K Liaison, Home Visitor or Child and Family Specialist will then notify and speak with the parent/guardian of the child being referred.

8. Health checks are conducted for each child.

9. Classroom observations are conducted.

10. Parents are informed of observations.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

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**Subject:** Extended Follow-up and Treatment

**Policy:** The agency will ensure extended follow-up and treatment for children with identified health needs through the establishment of a system of communication, and assistance when needed.

**Procedures:**

1. Staff and parents will meet to compare their observations of the child, update goals, and discuss the child’s progress in areas of concern.

2. Health Policies and Procedures, health functions, and duties will be discussed during Parent Orientation meetings. A Community Resource book will also be provided.

3. Parent Handbook with written procedures and information will be distributed.

4. Parents will be provided assistance, to enable them, to obtain needed items for medical/dental conditions.
**Subject:** Screenings

**Policy:** Developmental, Sensory, and Behavioral Screenings will be performed or obtained in collaboration with each child’s parents.

**Procedures:**

1. Within 30 days of the child’s enrollment, employees will ensure each child receives appropriate screenings, as required by the West Virginia EPSDT Periodicity Schedule.

2. Results of the screenings will be shared with the parents and other appropriate employees.

3. The Education Specialists will enter screening information to ChildPlus as received.

4. Screenings will be conducted in the child’s cultural background.
### Southwestern Community Action Council, Inc.
#### Child and Family Development Program
#### Child Health and Development Services

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**Subject:** Addressing Identified Needs from Screenings

**Policy:** The agency will obtain guidance from a Mental Health or Child Developmental professional on how to use the findings (Screenings) to address identified needs.

**Procedures:**

1. Qualified professionals will provide training and technical assistance.

2. Staff will receive training to address identified needs of each child.

3. Multiple sources of information will be utilized.
### Southwestern Community Action Council, Inc.
#### Child and Family Development Program
#### Child Health and Development Services

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|                               | Health and Wellness Specialist   |
|                               | Education Staff                  |
|                               | Community Partnership Coordinator|
|                               | Family Partnership Coordinator   |

**Subject:** Oral Care

**Policy:** A Dental professional will see children and a determination of appropriate oral care will be made.

**Procedures:**

1. Parents of children, who do not have their own dental provider, will receive assistance in obtaining a provider as soon as possible after enrollment.

2. Children will receive a dental exam, and infants/toddlers will receive a required oral screening, according to the WV EPSDT Periodicity schedule.

3. Staff will track recommended follow-up treatment and provide family support through reminder letters, home visits, and/or phone calls, and assist with transportation when needed.

4. Staff will ensure brushing teeth, one time a day.
5. EHS infants will need their gums wiped, with a gauze pad, in conjunction with a meal.

6. Staff, parents and children will receive education on oral health.
**Subject:** IEPs (Individual Education Program) and IFSPs (Individual Family Service Plan)

**Policy:** The agency will assist with provision of related services addressing health concerns.

**Procedures:**

1. Related services for health concerns will be provided in accordance with IEP and IFSP.
### Southwestern Community Action Council, Inc.
#### Child and Family Development Program
#### Child Health and Development Services

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**Subject:** Head Start and Early Head Start Funds Regarding Medical and Dental Services

**Policy:** Head start and Early Head Start funds may be used for professional medical and dental services when no other source of funding is available.

**Procedures:**

1. Ongoing and collaborative relationships with community organizations will be established.

2. Families will be assisted in accessing existing services and resources.

3. For children without sources of payment and alternate resources are not attainable, program funds will be used.

4. When the use of program funds must be used, written documentation of the efforts to access other sources of funding will be provided by the agency.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

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<td>Person(s) Monitoring: Area Supervisors Health and Nutrition Coordinator Health and Wellness Specialist Disabilities Pre-K Coordinator</td>
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**Subject:** Rationale for all Health and Development Procedures

**Policy:** The Early Head Start and Head Start parents will be familiarized with the use of and rationale for, all health and development procedures.

**Procedures:**

1. Staff will discuss the importance of health requirements during parent orientation.

2. Written parental consents are obtained.

3. Staff will assist parents with medical/dental concerns as soon as possible.

4. Parents will be receive training and will be provided information that will help them become knowledgeable about health procedures and the reasons why their children need the procedures completed. As well as, aiding the parents in helping their children in becoming familiar with the health procedures that our state EPSDT requires.

5. Results of diagnostic and treatment procedures will be shared with and explained to parents. Parent questions about physical exam summaries, dental exam reports and other relevant health information will be answered, not as to diagnose or treat, but to educate the parent(s) to the best of the agency’s ability.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

Subject: Responding to Each Child’s Individual Characteristics, Strengths and Needs

Policy: The agency will utilize a variety of information to help parents determine how the program can best respond to each child’s characteristics, strengths, and needs.

Procedures:

1. Staff will review and utilize information to develop, implement, and adapt curriculum and the environment to meet individual needs.

2. A Plan of Action will be created to address individual needs for each identified child.

3. Family Partnership Agreements may include goals and activities to meet family needs.

4. Referrals will be made as appropriate.

5. Parent/Teacher Conferences are provided.

6. Parents assist with developing lesson plans and IEP/IFSP goals and strengths.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

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**Subject:** Services for Infants and Toddlers with Disabilities

**Policy:** Services for infants and toddlers with disabilities, and their families, support the attainment of the expected outcomes contained in the Individualized Family Service Plan (IFSP).

**Procedures:**

1. The IFSP will be fully utilized when employee is developing activities.
2. A program must participate in the development of IFSP if requested by the child’s parents, and the implementation of the IFSP. At a minimum, the program must offer relevant information from its screenings, assessments, and observations to the team developing a child’s IFSP.
3. Staff will participate in meetings with the local agency responsible for implementing IDEA to develop or review IFSP or IEP for a child being considered for Head Start or Early Start enrollment, a currently enrolled child, or a child transitioning from another programs.
4. Staff will retain copy of the IFSP or IEP for any child enrolled in EHS for the time the child is in the program, consistent with the IDEA requirements in 34CFR parts 300 and 303.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

Policy Section: 1302.60
Effective Date: August 1, 2017
Regulation Name and Number:
Policy Council Approval Date: July 27, 2017
Person(s) Responsible:
On-Site Supervisors
Area Supervisors
Education Staff
Family Service Staff
Child and Family Specialist
Board Approval Date: July 31, 2017
Person(s) Monitoring:
Health and Wellness Specialist
Education Specialist

Subject: Enrolled families with Infants and Toddlers Suspected of having a Disability

Policy: Enrolled families with infants and toddlers suspected of having a disability are promptly referred to the local early intervention agency.

Procedures:
1. Staff will share information and refer to appropriate local early intervention agencies.
2. Staff will support families in the IFSP evaluation process.
3. Staff will work in partnership with parents to develop activities that address the IFSP outcomes.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

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**Subject:** Transition

**Policy:** Staff will participate in, and support efforts for, a smooth and effective transition for children, who at age three will need to be considered for services for pre-school age children.

**Procedures:**

1. Six months before the child’s third birthday, a transition plan will be implemented from the Early Head Start Program into the Head Start Program or other suitable option.

2. The program will take into account the child’s development level, health and disability status.

3. Children will be transitioned in Head Start or another program as soon as possible after the child’s 3rd birthday, but permit the child to remain in Early Head Start, if necessary, for limited number of months for a smooth transition.
Subject: IEP

Policy: Staff will participate in the development and implementation of the Individualized Education Program (IEP) for preschool age children with disabilities.

Procedures:
1. Parents and involved Head Start employees will attend meetings with local LEA to develop the IEP.
2. Lesson plans will include parent input and provide for materials/activities to fully implement recommended services.
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Child Health and Development Services

Subject: Confidentiality

Policy: The confidentiality of records.

Procedures:

1. Records will be kept in a locked file and will be accessible to authorized personnel.
2. With written consent from parent/guardian, information generated by EHS/HS will be forwarded to other agencies. All other confidential information will be given to the parents in accordance with HIPPA regulations and the FERPA Policy.
3. Volunteers are to observe and abide by the rules of the regulations of the CFDP (Child and Family Development Program) employer.
4. Data that is collected through our automated data collection program, ChildPlus, is kept private and only staff in select service areas can access the information through the use of passwords, assigned user security groups, access limitations and monitoring of personnel and live reports.
5. To obtain a child’s record(s) from another facility, such as a doctor’s office (following HIPPA Laws) or another Head Start center, a Release of Information form will be signed by the parent, obtaining parental consent and with the parent understanding that they may revoke their consent at any time for any reason. After the form has been completed agency staff will then fax, mail or hand-deliver the form to the receiving facility/agency to acquire the necessary records.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

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**Subject:** Health Checks

**Policy:** Each teaching team will conduct health checks on a daily basis upon the child’s arrival to class.

**Procedures:**

1. The center employee will check each child upon arrival. This routine should be done in a nonthreatening manner (i.e. greeting and games can be used).

2. Children who appear to be ill should not remain in the classroom with other children when possible (see Short Term Exclusion Policy).

3. Staff will isolate any child who becomes ill. A staff person must supervise the child.

4. Children who are ill or appear ill should be sent home in accordance with the Short Term Exclusion Policy (see Exclusion from the Facility).
Subject: TB Testing of Children

Policy: TB testing (PPD) is to be done in accordance with state code and day care regulations.

Procedures:
1. TB testing of children is not required unless determined it is necessary by their Health Care Provider.
Subject: Emergency Contacts

Policy: The program will maintain a current listing of each child’s emergency contacts.

Procedures:
1. The Emergency Card/Form and/or the Medical Health Record will be completed at the time of enrollment, and will be updated each time there is a change in any information for a child. If a change is made to an original form a parent must initial that change in blue ink.

2. On the child’s Card/Form will be a current listing of each child’s emergency contacts, phone number, names of persons to whom the child may be released, and the name, address, and phone numbers of the child’s doctor(s).

3. The forms will be kept both in the classroom file folder and child’s health file folder.

4. Two original signatures must be on the Emergency Card on both the classroom copy and in the child’s health file folder.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

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<th>Policy Section: 1304.20 1302.40</th>
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**Subject:** Injury and/or Accident

**Policy:** In the event that a child sustains an injury, becomes suddenly ill, or is involved in an accident that may have caused an injury; immediate and appropriate procedures will be followed to ensure that the child receives necessary and appropriate first aid and medical attention.

**Procedures:**

1. Medical and Dental Emergency Procedures will be posted in each classroom.

2. If a child sustains an injury or becomes ill, the attending Employee will administer immediate first aid to the child, as applicable, following basic first aid principles.

3. When the injury/illness incidence is considered serious: An employee will call 911.

4. The employee will immediately remove the Health Authorization Form, as well as the Emergency and Medical Health Record, from the classroom and take it with the child to the hospital or emergency care facility.

5. An employee must accompany the child to the hospital or emergency care facility.
6. The employee will contact the child’s parents/guardians as soon as possible, to inform them of the emergency. If the parent/guardian cannot be reached right away, the child’s emergency contact will be called. The employee will continue to try to reach the parent/guardian.

7. The Health and Nutrition Coordinator must be notified of the emergency as soon as possible, but no later than the end of the day.

8. The appropriate Center Staff will complete all necessary documentation, including the School Incident Report Form.
**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
**Child Health and Development Services**

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<td>Person(s) Monitoring: Health and Wellness Specialist Health and Nutrition Coordinator</td>
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**Subject:** Exclusion from the Facility

**Policy:** A facility shall not deny admission to or send a child home because of illness unless one or more of the following conditions listed below exists. The parent/guardian or other authorized person shall be notified immediately when a child has a symptom requiring exclusion from the facility.

**Procedures:**

1. When a child shows any of the following changes that may suggest illness, Employees shall remove the child from the group and keep the child under supervision until the issue is resolved.
   a. Changes in behavior or appearance from those observed during the previous day’s attendance at the center.
   b. Skin rashes, itchy skin or scalp
   c. An increase in body temperature, if there is a change in the child’s behavior or appearance.
   d. Complaints of pain or not feeling well

2. When the child is ill at the center, employees shall:
   a. Remove a child from the group to rest, and child must be supervised.
b. Record child’s temperature (temperature shall not be taken rectally, or temperature shall not be taken using a mercury thermometer).

c. Contact parent/guardian and Health and Wellness Specialist/Health and Nutrition Coordinator to resolve health issues.

d. Use precaution and disinfect the area, after the child leaves. Clean all areas where the child had used or been.

3. The agency shall exclude from the center any child with a serious communicable illness, as soon as possible. Staff shall exclude a child from the center when:
   a. Illness prevents the child from participating in routine activities as determined by center.
   b. The child’s illness results in a greater need for care than the employees can provide, without compromising the health and safety of the other children.
   c. The child appears to have any of the following signs or symptoms:
      d. Fever, stiff neck, lethargy, or persistent crying
      e. Diarrhea in addition to one or more of the following: Signs of dehydration (poor skin turgor, decreased urination, flushed dry skin, coated tongue, irritability, and confusion),
      f. Blood or mucus in stool
      g. Vomiting three or more times, or vomiting with signs of dehydration.
      h. Undiagnosed rash
      i. Untreated infestation (i.e. scabies or lice). Child must be free of lice in order to return to the center.
      j. Abdominal pain that is persistent or intermittent with other signs, such as fever.
      k. Difficulty breathing
      l. Lethargic, such that a child does not want to play.

4. The child may return to the center when the symptoms subside, or the health care provider determines that the child may return.

5. The center shall exclude a child with the following diagnosed conditions:
   a. Diarrhea and blood or mucus in the stool, when one stool culture demonstrates the presence of Shigella, Salmonella, Campylobacter and E. Coli.
   b. The child with diarrhea, due to Salmonella or Giardia, may be readmitted 24 hours after treatment has been initiated; if cleared by the physician.
   c. The child with diarrhea, due to Shigella, may be readmitted after two negative cultures.
d. Contagious signs of Pertussis, Measles, Mumps, Chicken Pox, Rubella, or Diphtheria.

e. Streptococcal Infection, until treated with antibiotics for 24 hours.

f. Untreated Tuberculosis

g. Other conditions, as determined on an individual basis, in consultation with a licensed health care provider.

6. During the course of an identified outbreak of any communicable illness at the center, the center shall exclude a child if a licensed health care provider determines that the child is contributing to the transmission of the illness, at the center.

7. When a licensed health care provider excludes a child because of a communicable illness, the center shall readmit the child only when the licensed health care provider determines that the risk of transmission is no longer present, and the child is well enough to participate in the activities of the center.

8. When the center receives a signed statement from a licensed health care provider, that the child poses no health risk to the children at the center, the center may permit the child to remain at the center.

9. When there is conflict about a decision to exclude a child from the center, the Nutrition/Health Coordinator shall ask the Health Department to decide.
**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
**Child Health and Development Services**

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**Subject:** Communicable Disease

**Policy:** The Agency will notify appropriate persons when a communicable disease (other than common cold) or exposure to a communicable disease is suspected.

**Procedures:**

1. Head Start/Early Head Start employee will report any known or suspected case of communicable disease to the Health and Wellness Specialist /Health and Nutrition Coordinator by the end of the workday.

2. When documentation from a health care provider has been received about a communicable disease, the Health and Wellness Specialist / Health and Nutrition Coordinator will instruct center staff to send letters to the parents/guardians to notify them of any risk of exposure to their child. (Notices about lice may be sent without a physician’s documentation).

3. The Health and Wellness Specialist/ Health and Nutrition Coordinator will notify the Health Department, when required by law.
### Southwestern Community Action Council, Inc.
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**Subject:** Care Plans

**Policy:** The Agency will ensure that if a child has a chronic health conditions that requires specific attention or has the optional to become a medical emergency. A medical plan of care will be put into place.

**Procedures:**

1. Information about the child’s allergies and other health concerns will be obtained from the parents at enrollment. Parent interview guides will be completed for the following conditions: Asthma, Seizures, Food Allergies, and Insect Stings. Bee Wasps, etc.

2. Staff will assist parents in completing the parent interview guides.

3. When completing the parent interview guides the Family Services Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will submit to the Health and Wellness Specialist / Health Nutrition Coordinator. The Family Services Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will notify the EHS Health and Wellness Specialist or HS Health Nutrition Coordinator via email when this documentation has been submitted.
4. The EHS Health and Wellness Specialist or HS Health and Nutrition Coordinator will complete a care plan for children in daycare licensed centers. Children in county collaborative classrooms with the above conditions will have a care plan completed by the county nurse and obtained by head start staff when available.
**Southwestern Community Action Council, Inc.**
**Child and Family Development Program**
**Child Health and Development Services**

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**Subject:** Medication Administration

**Policy:** Administration of Medication or Medical Procedure will be conducted by trained designated staff persons at each Head Start and Early Head Start center in accordance with the following conditions.

**Procedure:**

1. Any Medication/procedure that are to be administered at the Head Start/Early Head Start Centers shall be accompanied by the completed HS/EHS Medication Administration and Permission Form-Medication Log. The physician/licensed health care provider are to complete the form. When the written prescription has all the information required on the HS/EHS Medication Administration and Permission Form-Medication Log; a copy may be attached to the form. In either instance, the parent/guardian must give written permission on the form or on a separate attachment.

2. A signed and dated parent/guardian authorization for the administration of medication or medical procedure must be on file before any medication or procedure will administrate by CFDP employee. The appropriate employee will assist the parent/guardian with the completion of the HS/EHS Medication Administration and Permission Form-Medication Log form.
3. Prescription Medication is to be provided in the original container with a prescription label that has the child’s name, name of the Medication, date the prescription was filled, name of the health care provider who wrote the prescription, the expiration date and administration and storage instructions, when applicable.

4. Over the Counter Medication (OTC) may be administered, if in a labeled container and accompanied by a written recommendation by a health care provider. The child’s name is to be on the container. Parents are to provide information and specific legible instructions for administration of medication. Storage of over the counter medication will be followed by manufacture directions.

5. PRN (whenever needed) medication may be administered, if accompanied by a written recommendation by a health provider. PRN medications must have specific directions for administration: including minimum time between doses, maximum number of doses and criteria for administration.

6. Medication must be stored in a locked cabinet. Medication, which requires refrigeration, should be placed in a clearly marked locked box/container and identified for use by the child or employee.

7. Designated employee will be trained to properly administer children’s medication and/or treatments.

8. The parent’s/guardian will train the HS/EHS staff on proper administration of the child’s medication. The form, "Medication Administration Parent Training," must be filled out in its entirety accompanying the training.

9. Staff and visitors, in the classroom, that have over the counter medication must have the medication inaccessible to children.

10. If the parent is unavailable, the designated employee will administer the medication or procedure at the proper time and according to the directions.

11. Except in an emergency situation (i.e. Epi-Pen, Jr.) the parent/guardian is to give the first dose of medication, at home if possible, so that they can observe the child for any type of reaction.

12. The designated employee will document on the HS/EHS Medication Administration and Permissions Form Medication Log form, listing the time(s), amount given, amount remaining in container, and initial who administered the medication that day. Comments are to include recording any changes in the child’s behavior that may have implications for concern about the drug dosage, or type and the employee will offer assistance to the parent/guardian in communicating these concerns to the child’s physician. The Nutrition/Health Coordinator/EHS Health and Wellness Specialist are to be notified of any concerns or problems related to administration of medication or medical procedures.

13. Any excess medication will be given to the parent/guardian for home use Medications will not be given to the child to take home.
**Subject:** Withdraw Permission for Administration of Medication

**Policy:** The Parent/Guardian has the right to withdraw permission for administration of medication and/or medical procedure for his/her child.

**Procedures:**

1. The “Withdrawal of Permission for Non-Emergency/Imperative Administration of Medication or Treatment form” is to be completed, when the parent/guardian desires to make change in their decision to allow any medication or medical procedure to be conducted at Head Start / Early Head Start.

2. When the form has been completed, Head Start/Early Head Start employee will notify the Nutrition/Health Coordinator/EHS Health and Wellness Specialist before the end of the workday.

3. Head Start/Early Head Start employee will send a copy of the completed form to the Nutrition/Health Coordinator/EHS Health and Wellness Specialist.

4. Any medication, supplies or equipment belonging to the child will be returned to the parent/guardian.
**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
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1304.22(d)(1);(2)  
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WV Regs. 8.6.f.l | August 1, 2017 |

| Regulation Name and Number:  
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WV Regs. 8.6.f.l | Policy Council Approval Date:  
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July 27, 2017 | Person(s) Responsible:  
CFDP Director  
CFDP Assistant Director  
Area Supervisors  
Community Partnership Coordinator |

| Board Approval Date:  
July 31, 2017 | Person(s) Monitoring:  
Human Resources  
Community Partnership Coordinator |

**Subject:** First Aid and CPR Training

**Policy:** Each center will have at least one employee on site that is trained in first aid at all times.

**Procedures:**

1. Appropriate employees are to have received training in first aid principals.

2. Approved courses, but not limited too, are: American Red Cross (First Aid & pediatric CPR) certificate, American Heart Association (First Aid & Pediatric CPR) certificate EMT certificate.
Subject: Contagious Diseases

Policy: Procedures are established to provide for the prevention of contagious diseases to protect the health of children and staff.

Procedures:

1. Classroom procedures will address proper hand washing, cleaning of toys, sanitary diapering/toileting and identification and response to ill children.

2. Staff is to refer to the “Exclusion Plan”.

3. Parents / guardians will be notified of any cases of communicable disease or conditions at their child’s center/classroom.

4. Smoking is prohibited on the premises and elsewhere in the presence of children.
### Subject:
Universal Precautions

### Policy:
To protect adults and children from exposure or potential exposure to blood and blood-containing body fluids: Staff shall adopt Universal Precautions as recommended by the centers for disease control.

### Procedures:
1. Staff will receive training in Universal Precautions and Blood Borne Pathogens.
2. Staff will protect themselves and the children from the potential of contaminating from blood or blood-containing body fluids by using non-porous gloves, when administering first aid, diapering or assisting a child with toileting.
3. Staff will protect themselves and the children, to the extent necessary, from blood or blood-containing bodily fluids.
4. Staff must wear non-porous gloves when they are in contact with blood or other visible blood-containing body fluids.
5. Spills of any blood or blood-containing body fluids must be cleaned up, and the area disinfected immediately, following OSHA guidelines.

6. Any contaminated tools, equipment, etc. must be cleaned and disinfected immediately.

7. Blood contaminated materials must be disposed of in a plastic bag with a secure seal/tie. (i.e. simple Band-Aid, tissue, gauze used to clean a scraped knee).

8. Grossly blood contaminated materials must be placed in a plastic bag and secured, then placed in a red biohazard bag.

9. Contact the Area Supervisor or CFDP Assistant Director for pick-up information.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

Policy Section: 1304.20; 1302.40

Effective Date:
August 1, 2017

Regulation Name and Number:
DOH 64 CRS 21-7.3
1302.47(6)(i)
WV CC Regs. 78-1-18.1-18.5

Policy Council Approval Date:
July 27, 2017

Person(s) Responsible:
All Staff
Education Specialist
Area Supervisor
On-site Supervisor
Education Staff (Center and Home Base)

Board Approval Date:
July 31, 2017

Person(s) Monitoring:
Health and Nutrition Coordinator
Health and Wellness Specialist
Education Specialists
Area Supervisor
On-site Supervisor

**Subject:** Animals in the Classroom

**Policy:** Live birds and reptiles including: turtles, snakes and lizards, represent a danger to health and are to be prohibited.

**Procedures:**

1. Live birds and reptiles carry diseases (Psittacosis and Salmonella) which may be transmitted to humans therefore they represent a danger to the health and safety of children and staff and are prohibited in child care centers.

2. Any wild, dangerous, aggressive or obviously ill animals are prohibited at the facility indoors or outdoors.

3. Animal cages shall be of an approved type with removable bottoms and shall be kept clean and sanitary.

4. All animal litter must be immediately removed from children’s area and properly disposed of.
5. Caregivers shall always be present when children are exposed to animals.

6. Animal food supplies shall be kept out of reach of the children.

7. Animals shall be prohibited from preparation, food, storage, and eating areas.

8. Hands shall be washed after handling animals or animal waste as specified in the “Hand Washing” policy.
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WV CC Regs. 17.1.a-17.1.a.2.I | August 1, 2017 |  
| Policy Council Approval Date: | Policy Council Approval Date: | Person(s) Responsible:  
| July 27, 2017 | July 31, 2017 | All Staff  
Education Staff (Center and Home Based)  
On-Site Supervisor  
| | | Board Approval Date:  
| | | Person(s) Monitoring:  
| | | Education Specialist  
Health and Nutrition Coordinator  
Health and Wellness Specialist  
On-site Supervisor  

**Subject:** Hand Washing

**Policy:** All staff and volunteers must wash their hands thoroughly and when necessary. The single most effective practice that prevents the spread of germs in the Child Care setting is good hand washing by child care providers, children and others.

**Requirements (s)**
Staff and children shall wash their hands with soap and running water at the following times and whenever hands are contaminated with body fluids.

1. Whenever hands are visibly dirty.
2. Upon entering classroom.
3. Before food preparation, handling or serving.
4. After toileting or changing diapers.
5. Staff after assisting a child with toilet use.
6. Before handling food.
7. Before any food service activity, including setting the table.
8. Before and after eating meals or snacks.

9. Before and after sand or water play.

10. After handling garbage.

11. After handling animals, pet cages or pet objects.

12. After playing outside.

13. Before giving medications or conducting procedures.

14. After removing gloves used for any purpose, staff is to wash their hands with soap and running water, preferably – immediately after gloves are removed, even when hands are not visibly contaminated. Use of gloves alone will not prevent contamination of hands or spread of germs and should not be considered a substitute for hand washing.

15. Education staff will supervise children during hand washing and will demonstrate and assist children in hand washing techniques.

16. Soap and paper towels will be made available.

17. On field trips, playground activities, and other situations where hand-washing.

18. Facilities are not available; staff will provide disposable towelettes for hand washing.
Subject: Diapering

Policy: Diapering procedures will be performed in a safe and sanitary manner, and will be used as an opportunity to teach children about toileting skills.

Procedures:
Requirements (s)
Staff will follow these procedures when changing a diaper or soiled underwear;

1. Wash hands with soap and running water.
2. Assemble all needed supplies within reach for diapering, but out of the child’s reach.
3. Cover the changing table with a disposable pad or paper.
4. Put on disposable gloves.
5. Using only your hands, pick up and hold the child away from your body. Place the child on changing table and remove his/her clothing.
6. Keep one hand on the child the entire time the child is on the changing table.
7. Remove soiled diaper (and soiled clothes). Place soiled clothes in plastic bag.
8. Dispose of the soiled diaper; if cloth diapers are used: Empty soiled matter into toilet. Place the soiled cloth diaper in a plastic bag. Return to parents.

9. Close soiled diaper and place in plastic bag.

10. Place the bagged diaper in a covered disposal container.

11. Clean the child’s perineal area, wiping from front to back, with disposable wipes or a dampened single-use disposable towel.

12. Place the soiled wipes or towel in a plastic-lined trash receptacle.

13. If the child needs a more thorough washing, use soap, running water and paper towels.

14. When necessary, apply ointment or medication as directed by a physician.

15. Remove Gloves.

16. Put on a clean diaper and dress the child.

17. Wash your and the child’s hands. Return the child to the classroom area.

18. Using gloves, clean and sanitize the diapering area, all equipment or supplies that were touched and soiled crib or cot, if necessary.

19. Remove gloves and wash hands with soap and water.

20. When the enrolled child of any age lacks independent toileting abilities, the diapering procedures required in this policy apply. Employees will change the child in a location designated for that purpose which provides privacy from other children or adults.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

| Policy Section: 1304.20 1302.40 | Effective Date: August 1, 2017 |  
| Regulation Name and Number:  
Board Approval Date: July 31, 2017 | Person(s) Monitoring: Health and Wellness Specialist Education Specialist On-Site Supervisor |

**Subject:** Toilet Learning

**Policy:** The center shall discuss and agree upon toilet training learning methods with the parent/guardian of the child learning to use the toilet.

**Procedures:**

**Requirements (s)**

1. Parent/Guardian and employees will discuss and agree upon toilet learning plan for their child.

2. Employees may not use any form of punishment in connection with toilet learning or initiate toilet learning unless the child is developmentally ready to control toileting functions.

3. Employees may not force the child to sit on a training chair for an extended time period.

4. The center shall provide potty or training chairs and sanitize the chairs after use (see cleaning of potty chairs).
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

Policy Section: 1304.20
1302.40

Effective Date:
August 1, 2017

Regulation Name and Number:
1302.47(a)(b)(4)(b)(6)(i)
WV CC Regs Appendix  Pg. 57 Policy 17.1.c.1.C.2B

Policy Council Approval Date:
July 27, 2017

Policy Council Approval Date:
July 27, 2017

Person(s) Responsible:
Education Staff (Center and Home Based)

Person(s) Monitoring:
Health and Wellness Specialist
Education Specialist
On-Site Supervisor

Policy Council Approval Date:
July 31, 2017

Subject: Potty Chairs

Policy: Potty chairs are to be cleansed and disinfected, in order to prevent cross contamination among children.

Procedures:
Potty chairs are to be used only in the bathroom area. After each use of a potty chair, you should:

1. Immediately empty the contents into a toilet, being careful not splash or touch the water in the toilet.

2. Rinse the chair with water from the utility sink, used only for custodial cleaning. Do not rinse the chair in a sink used for washing hands.

3. Empty the rinse water into a toilet.

4. Wash and disinfect the potty chair.

5. Wash and disinfect the sink and all exposed surfaces.

6. Wash your hands thoroughly.
Policy Section: 1304.20  
1302.40

Effective Date:  
August 1, 2017

Regulation Name and Number:  
Perf. Standard  
1304.22(f)(1);(2)  
1302.47(l)(vi)  
WV CC Regd. 19.10-19.10.b

Policy Council Approval Date:  
July 27, 2917

Person(s) Responsible:  
Education Staff (Center and Home Based)  
Family Service Workers  
Child and Family Specialist  
On-Site Supervisor

Board Approval Date:  
July 31, 2017

Person(s) Monitoring:  
Health and Nutrition Coordinator  
Health and Wellness Specialist  
Operations Specialist

Subject: First Aid Kits

Policy: Readily available, well-supplied First Aid kits must be maintained at each facility and program vehicle; and available on outings away from the site.

Procedures:
Requirements (s)
1. Each site shall have a first aid kit.
2. If a classroom is provided a first aid “Fanny Pack” it is to utilized daily for outdoor play, as well as, other activities.
3. First aid kits should be stored in a conspicuous place on the premises where it is out of reach of children but readily available to staff. The location of the first aid kit is to be posted in each classroom.
4. Staff will complete the health supply inventory to check the contents of their first aid kits and fanny packs before the first day of school, and monthly thereafter to assure supplies are in good condition, in sufficient amount and not past expiration dates.
5. The health supply inventory will be sent to the Health and Nutrition Coordinator or the EHS Health and Wellness Specialist. By the third of each month.
6. First aid kits and “Fanny Packs” need to be restocked after use. If supplies are needed staff will complete the health supply requisition. The health supply requisition will be sent to the Health and Nutrition Coordinator or EHS Health and Wellness Specialist immediately.

7. The Health and Nutrition Coordinator or EHS Health and Wellness Specialist will place the needed supplies in the center’s mailbox.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

**Policy Section:** 1304.20
1302.30
1302.40

**Effective Date:**
August 1, 2017

**Regulation Name and Number:** Perf. Standard
1304.2(c)(1)(iii)
1304.30(f)(2)(i-iii)
1304.40(f)(1)
1304.52(b)(i)
1306.23(a)
1302.31(a)(b)(iv)(l)(2)(3)(4)
1302.41(a)(b)
1302.46
1302.47(a)(b)(4)(i)(A-K)

**Policy Council Approval Date:**
July 27, 2017

**Person(s) Responsible:**
Education Staff (Center and Home Based)
Family Service Worker
Child and Family Specialist
On-Site Supervisor
Area Supervisor

**Board Approval Date:**
July 31, 2017

**Person(s) Monitoring:**
Health and Nutrition Coordinator
Health and Wellness Specialist
Education Specialist

**Subject:** Health Education

**Policy:** The program shall provide health education to parents, staff and children.

**Procedures:**

1. Staff will receive health education through training sessions, workshops, in-services and written material throughout the year.

2. Parents/guardians will receive information about the nature of the health program and its relationship to the family, the curriculum, parent involvement, social service and the community during parent orientation and throughout the year.

3. Parents/guardian may receive health resource information at parent orientation or center parent meetings early in the program year.

4. Appropriate qualified speakers will present health topics during the program year.

5. Parents/guardians will be invited to participate in the In-Service training sessions for employees.
6. Health information may also be distributed via newsletters, mailing and handouts. Emphasis will be placed on prevention and the promotion of safety, sanitation, nutrition, good health habits and emotional wellbeing.

7. Health education shall be integrated into the curriculum and daily activities.

8. Children will be familiarized with all health services they are to receive prior to delivery of these services.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services

Policy Section: 1304.20
1302.100

Effective Date:
August 1, 2017

Regulation Name and Number:
1304.20(b)(3)(e)(2)
1304.51(e);(e)(2);(f);(g)
1304.52(h)(1)(ii)
1302.90©(l)(iv)
1302.101(b)(4)
1303.24(a)(b)(c)

Policy Council Approval Date:
July 27, 2017

Person(s) Responsible:
Family Service Worker
Child and Family Specialist
Education Staff (Center and Home Based)
On-Site Supervisor
HS/Pre-K Liaison
Area Supervisor

Board Approval Date:
July 31, 2017

Person(s) Monitoring:
Health and Nutrition Coordinator
Health and Wellness Specialist
On-Site Supervisor

Subject: Child Health Files

Policy: An Individual Health File shall be maintained for each child.

Procedures:

1. The Family Service Worker, Home Visitor or Child and Family Specialist will file the completed health information from the enrollment packet, upon enrollment.

2. Individual medical/health files are confidential and will be maintained in a separate folder in the child’s file.

3. The child’s files will be located in the center/classroom. The files will be kept locked and not accessible to unauthorized persons.

4. Authorized persons must sign the “Record of File Entry” each time they access a file.

5. CFDP medical/health records will not be forwarded without written parental/guardian consent in accordance with HIPAA regulations.

6. Other health data that pertains to the child’s classroom needs will be shared with the appropriate employees through reports, summaries and copies of health information. The information will then be filed in the child’s health file.

7. Health findings and screening results will be shared with the parent/guardian.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services
Lakin General Population

Subject: Screenings

Policy: The Agency will ensure that a child is up-to-date on a schedule of age appropriate preventative health care.

Children of Lakin General Population enrollees are in alternative placement through the West Virginia Department of Health and Human Resources Bureau.

Procedures:

1. All children entering foster care are thoroughly assessed by West Virginia Department of Health and Human Resources employees in order to understand the child’s strengths and needs and to ensure the child’s placement is appropriate to meet those needs.

2. West Virginia Department of Health and Human Resources employees provide the following screenings:
   a. The child’s physical health;
   b. The child’s developmental and/or educational level;
   c. The child’s daily living activities;
   d. The presence of behavioral or emotional issues and recommended treatment;
   e. Strengths and weaknesses for the family and services needed
   f. The attitudes and desires of the child with regard to his future, if age appropriate;
   g. The social development of the child.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Development Services
Lakin General Population

**Subject:** Well Child Care

**Policy:** The Agency will ensure that a child is up-to-date on a schedule of age appropriate preventative health care.

Children of Lakin General Population enrollees are in alternative placement through the West Virginia Department of Health and Human Resources Bureau.

**Procedures:**

1. The West Virginia Department of Health and Human resources has the continuing responsibility to develop and maintain the physical and emotional health of children in foster care.

2. Enrollment and participation in the Early Periodic Screening Diagnosis and Treatment Program, known as Health Check, is a requirement for every child in foster care.
### Southwestern Community Action Council
### Child and Family Development Program

**Monitoring Plan – MENTAL HEALTH**

<table>
<thead>
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<th>How monitoring is to occur</th>
<th>Timeline</th>
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</table>
| I. Exchange of information with parents on typical child development, as well as addressing behavior concerns | - Review of mental health screenings;  
- Review of home visits;  
- Parent conferences;  
- Consultations/meetings with staff and MH professional                                                                                                           | August through May, as children are enrolled | Nutrition/Health Coordinator  
Health & Wellness Specialist  
Education Specialist  
Disabilities/Pre-K Coordinator  
HS/Pre-K Liaison; | Ages & Stages:  
Social/emotional questionnaire (ASQ-SE-2);  
Child’s file: Home Visit form;  
Parent conferences/consultations summaries; behavior plans; |
| III. Mental Health professionals observe classrooms                                   | - Review of itinerant sign-in sheet from classrooms;  
- Review of mental health observation/consultation forms                                                                                                          | September - July                              | Health & Wellness Specialist  
Disabilities/Pre-K Coordinator  | Mental Health Observation forms;  
Itinerant Sign-In Form |
| IV. MH professional provides parents and staff with education on mental health issues | - Review of community day Workshops;  
- Review of mental health consultation forms                                                                                                                     | September - July                              | Community Partnership Coordinator  
Health & Wellness Specialist  
Disabilities/Pre-K Coordinator  | Parent workshop information;  
Newsletters;  
Mental Health Observation/consultation summaries |
| V. Mental health consultant assists in providing help for children with atypical behavior | - Review of mental health observation/consultation form;  
- Review of referral forms                                                                                                                                                                                                 | August - July                                 | Health & Wellness Specialist  
Disabilities/Pre-K Coordinator  | Disabilities/Pre-K Coordinator’s files;  
Health & Wellness Specialist’s files;  
Child’s file: referral form |
| VI. Mental health consultant will assists parents and staff to take advantage of community mental health resources | - Review of referral forms;  
- Review of mental health observation/consultation forms                                                                                                         | August - July                                 | Health & Wellness Specialist  
Disabilities/Pre-K Coordinator  | Disabilities/Pre-K Coordinator’s files;  
Health & Wellness Specialist’s files;  
Child’s file: referral form |
Southwestern Community Action Council, Inc.
Child and Family Development Program

Mental Health Index

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<td>Using professionals who have experience working with young children</td>
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**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
**Mental Health**

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<td>Regulation Name and Number:</td>
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<tr>
<td>Working collaboratively with Parents for children’s Mental Health</td>
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</table>
| 1302.45(a)(3)  
| 1302.46(a)(b)(1)(2)  |
| Policy Council Approval Date: July 27, 2017 | Person(s) Responsible:  
| Teacher  
| Teacher Assistant  
| Family Service Worker  
| Child and Family Specialist  
| Home Visitor  
| Infant/Toddler Educator  
| HS/Pre-K Liaison  |
| Board Approval Date:  
| July 31, 2017 | Person(s) Monitoring:  
| Education Specialist  
| Nutrition/Health Coordinator  
| Disabilities/Pre-K Coordinator  
| Health & Wellness Specialist  |

**Subject:** Working collaboratively and planning with parents on children’s mental health

**Policy:** Ensure the program works collaboratively with parents for mental health issues and planning related to parents and their children.

**Procedure:**

1. At enrollment, staff will share information with parents regarding the procedure for classroom visits made by the mental health consultants for the program. Parental consent will be obtained for mental health consultation services.

2. At the beginning of school, staff will assist parents with completing Ages & Stages: Social/Emotional (ASQ: SE-2).

3. ASQ: SE-2 Date and score will be recorded on the screening sheet.

4. Depending upon the site, the Family Service Worker, Pre-K Liaison, Home Visitor, Teacher or Child and Family Specialist will submit each week children’s individual screening forms (including ASQ results) to their Education Specialist. The designated staff person will send the ASQ: SE-2 to the Education Specialist after completing the scoring.
5. The Education Specialists will enter ASQ: SE-2 results to Child Plus.

6. When concerns are identified, Teachers or other assigned HS/EHS staff will contact parents to confer with them and plan appropriate responses to child’s behavior.

7. Parents will be invited to serve as a member of the Health Advisory Committee.

8. Policy Council will review Mental Health policies and procedures, and have an opportunity to make recommendations for the program.

9. Meetings will be scheduled so parents can discuss concerns with mental health and education professionals.
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Mental Health

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<tr>
<td>1302.45 (a)(1) 1302.46(a)</td>
<td>July 27, 2017</td>
<td>Family Service Worker</td>
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<td>Home Visitor</td>
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<td>Child and Family Specialist</td>
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<td>Teacher</td>
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<td>Infant/Toddler Educator</td>
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<td>Mental Health Consultant</td>
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<td></td>
<td>July 31, 2017</td>
<td>Family Partnership Coordinator,</td>
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<td>Community Partnership Coordinator</td>
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<td>Disabilities/Pre-K Coordinator,</td>
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<td>Health and Wellness Specialist,</td>
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<td>Education Specialist</td>
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</tbody>
</table>

**Subject:** Supporting Parents to strengthen home environments

**Policy:** Provide support to parents to strengthen nurturing, supportive environments in the home and program.

**Procedures:**

1. An environment of trust and safety will be generated by the responsive behavior of staff members and parents within a prepared setting.

2. Strategies for facilitation of the nurturing environment in the classroom and the home will be discussed and implemented.

3. Respect will be given to children’s diverse culture, ethnicities, & lifestyles.

4. Parents will be invited to share their traditions and knowledge in the classroom as parent volunteers and guest presenters.

5. Consistent grouping of infant and toddlers will ensure continuity of care to support bonding with their primary caregivers.

6. Respect for others will be fostered by acknowledging children’s feelings and providing positive reinforcement.
7. The mental health consultant will speak with the parents individually, and in group settings during parent education sessions.

8. Mental health information is available in the center newsletter, and/or during planned education sessions.
Subject: Using professionals who have experience working with young children

Policy: Secure the services of licensed or certified mental health professionals who have experience in working with young children and their families.

Procedures:
An experienced mental health professional that is either licensed or certified will be contracted to offer services to CFDP children, families, and staff.  Documentation: contracts and Vita.
Southern Community Action Council, Inc.
Child and Family Development Program
Mental Health

Policy Section: 1302.40
Effective Date: August 1, 2017

Regulation Name and Number: 1302.45 (a) (2)(3)(4)
1302.91(8)(ii)

Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Disabilities/Pre-K Coordinator

Board Approval Date: July 31, 2017
Person(s) Monitoring: CFDP Director

Subject: Mental Health Consultations and Observations schedule

Policy: Ensure the mental health program services include a schedule of onsite visits, as well as mental health consultations. Parents and program staff have access to consultations, as requested.

Procedures:

1. The Mental Health Consultant will schedule visits to observe the classrooms and/or speak with parents and/or teachers.

2. Parents will be notified of the consultation schedule. The schedule will be posted on the parent bulletin board and/or through other parent communication practices.

3. The Mental Health Consultant will complete an observation report. The report will be sent to the Disabilities/Pre-K Coordinator/EHS Health & Wellness Specialist and the appropriate education staff.

4. The Mental Health Consultant is available, as needed, to observe children, and offer feedback to staff members and/or parents.

5. Mental Health Consultants provides further follow-up on referrals, as indicated. The Consultant works with the parents and staff members to organize and implement appropriate behavior plans, as indicated; direct services from outside agencies and local resources may also be recommended.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Mental Health

Policy Section:
1302.50

Effective Date:
August 1, 2017

Regulation Name and Number:
1302.45(a)
1302.46(a)(b)(iv)
1302.50(b)(3)
1302.51(b)
1602.40(b)

Policy Council Approval Date:
July 27, 2017

Person(s) Responsible:
Disabilities/Pre-K Coordinator
Health & Wellness Specialist
Nutrition/Health Coordinator
Community Partnership Coordinator
Family Partnership Coordinator

Board Approval Date:
July 31, 2017

Person(s) Monitoring:
CFDP Director
CFDP Assistant Director

Subject: Parent Education and Health Advisory Committee

Policy: Provide parent education and implement program practices which support mental wellness

Procedures:
1. The Mental Health Consultant will plan and schedule parent/ staff education sessions.

2. Opportunities for mental wellness training and education will be offered for parents and staff during various times of the year.

2. The Mental Health Consultant will be invited to serve on Health Advisory Committee.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Mental Health

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<th>Policy Section: 1302.40</th>
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<td>WV CC Regulations 78-1-11,11.1-11.2</td>
<td>Person(s) Responsible: Mental Health Consultant, Education Staff, Family Services Workers, Pre-K Liaison, Child and Family Specialist, Home Visitor, Education Specialist</td>
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<tr>
<td>Board Approval Date: July 31, 2017</td>
<td>Person(s) Monitoring: Disabilities/Pre-K Coordinator, Health &amp; Wellness Specialist</td>
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</tbody>
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**Subject:** Guidance in Behavior Management

**Policy:** Assist in providing individual guidance for children whose behavior or development is atypical.

**Procedures:**

1. There will be scheduled routine visits to each classroom to observe the environment and interaction of the children, as well as emergency visits, as needed.

2. Referrals will be answered on the scheduled days, unless the consultant arranges with the parent/ or staff member for another day and time.

3. The parent questionnaire: Ages & Stages: Social/Emotional is used as a screening tool for children’s mental health and developmental behavior indicators. Upon enrollment, each parent is asked to complete a questionnaire regarding their child’s social – emotional development. The teacher, teacher assistant, family service worker child and family specialist, home visitor and/or Pre-k Liaison check and discuss results with parents when there are concerns. The Education Specialist reviews the results of the social-emotional screenings, and offers positive behavior management strategies to classroom teachers that need support and guidance.

4. Program staff will observe the child for a short period of time (2 to 8 weeks).
5. Parent conferences will occur, as needed, to share information and provide suggestions and plans for intervention.

6. The Mental Health Consultant will schedule follow-up visits and/or contacts, as needed.
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Mental Health

Policy Section: 1302.50  
Effective Date: August 1, 2017

Regulation Name and Number:  
1302.45(a)(4)  
1302.53 (1)(2)(i)

Policy Council Approval Date:  
July 27, 2017

Person(s) Responsible:  
Mental Health Consultant  
Family Services Workers  
Home Visitor  
Child and Family Specialist  
Education Staff

Board Approval Date:  
July 31, 2017

Person(s) Monitoring:  
Disabilities Pre-K Coordinator  
Health & Wellness Specialist  
Family Partnership Coordinator  
Community Partnership Coordinator

Subject: Community Health Resources

Policy: Utilize other community health resources, as needed.

Procedures:
1. The Mental Health Consultant will make recommendations and share resource information, as needed, for parents and staff.

2. The Family Service Worker, Child and Family Specialist, and/or Home Visitor will share information on community resources to families, as well as in parent meetings and newsletters.
**Southwestern Community Action Council**  
**Child and Family Development Program**  
**Child Health and Nutrition**  
**MONITORING**

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<tr>
<th>Area to be monitored</th>
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<th>Timeline</th>
<th>Person Responsible</th>
<th>Documents/Location</th>
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<tbody>
<tr>
<td>Early Head Start</td>
<td>Make sure the Nutrition Assessment (N11) is filled out within 1 week of enrollment Hemoglobin at 12 months of age, referred to physician if not Review and graph heights and weights Follow-up if a referral is made Review nutritional needs of each EHS child Review special dietary needs Ensure breast milk, formula and foods are being held properly</td>
<td>Upon enrollment Monthly On-going Upon enrollment and monthly Monthly/on-going</td>
<td>Nutrition Specialist Nutrition Specialist Nutrition Specialist</td>
<td>Nutrition Information Form N11 Hemoglobin form N12 EHS Growth Record N7 Comprehensive Referral Dietary Intake form N9 Infant/Toddler Nutrition Needs N10abc Special Dietary Needs/Dr. Statement Observation</td>
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<td>Nutritional Needs</td>
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<td>Proper food handling</td>
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<tr>
<td>Head Start</td>
<td>Review and graph heights and weights Sign off on nutrition assessment when completed File review Review required food experiences Inform staff of allergies/special diets</td>
<td>Within 45 days of enrollment On-going once a year twice a month As-needed-on-going</td>
<td>Nutrition Specialist Nutrition Specialist HS/Pre-K Liaisons Area Supervisor Nutrition Specialist Nutrition Specialist</td>
<td>Head Start Growth Record N1 Nutrition Information Form N11 File Review form Food Experience Summary N2 Special Needs/Dr. Statement Allergy list posted in folder</td>
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## Southwestern Community Action Council
### Child and Family Development Program
#### Child Health and Nutrition
##### MONITORING

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<tbody>
<tr>
<td>Family Service Staff Nutritional Assessment Referral/Follow-up</td>
<td>On-site monitoring(CACFP) On-site monitoring(all sites) Review meal attendance Review menus for salt, fat and sugar content Follow-up on nutrition referrals File reviews</td>
<td>3x per year as-needed Monthly Monthly</td>
<td>Nutrition Specialist Nutrition Specialist Nutrition Specialist Nutrition Specialist</td>
<td>OCN monitoring report Monitoring check-off Meal Attendance Record Menus File Review form</td>
</tr>
<tr>
<td>Foodservice Food ordering</td>
<td>Purchase requisitions reviewed Invoices match with purchase orders Food Service staff send in monthly reports for review On-site monitoring(only CACFP) Review inventory Review County menus</td>
<td>Weekly or as needed Monthly 3 x per year/4 x per year Sept, Jan, May Monthly</td>
<td>Nutrition Specialist Nutrition Specialist Nutrition Specialist</td>
<td>Purchase requisitions N18 Invoices Purchase orders Temperature logs N13 Cleaning logs N16 Menus OCN monitor report Inventory form N14 County Menu</td>
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<tr>
<td>Meal Service</td>
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<td>County Foodservice Director Nutrition Specialist</td>
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<tr>
<td>Food Safety</td>
<td>Make sure each kitchen has a current food permit</td>
<td>Yearly</td>
<td>Nutrition Specialist</td>
<td>Food Permit</td>
</tr>
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</table>
## Southwestern Community Action Council
Child and Family Development Program

**Child Health and Nutrition**

**MONITORING**

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<th>Timeline</th>
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<td><strong>USDA CACFP</strong></td>
<td>Comply with all local, state and federal safety regulations</td>
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<td>Compile meal counts and expenses and submit for reimbursement</td>
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# Child Health and Nutrition Index

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Subject: Identification of Nutritional Needs

Policy: A program must identify each child’s nutritional health needs, taking into account available health information, including child’s health records, and family and staff concerns, including special dietary requirements, food allergies, and community nutrition issues as identified through the community assessment or by the Health Services Advisory Committee.

Procedures:

1. Height and weight will be obtained for each child by a Head Start/Early Head Start staff member within first month of enrollment:
   a. The Nutrition Specialist will generate a growth chart based on the measurements.
   b. If a child’s BMI-for-Age percentile is 95% or greater, or less than 5%, a referral to the child’s physician may be made by the Nutrition Specialist.
   c. The Family Service Worker, Pre-K Liaison, Home Visitor, Teacher, or Child and Family Specialist will send a copy of the physical to the Nutrition Specialist to check for any growth/nutrition related issues that may need to be addressed.
   d. The doctor may also provide special directions on the physical and therefore require follow-up.
2. Information about family eating habits, special dietary needs, and food allergies will be obtained by the Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist. This information is documented on the Nutritional Information Form (N11). This information includes cultural preferences, nutrition related health problems, and children with disabilities.
   a. The Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will send the Nutritional Information Form (N11) form to the Nutrition Specialist within two weeks of entry date, unless a medical issue it noted.
   b. The Nutrition Specialist will upload the N11 form to Child Plus.

3. Children with a medical special dietary need, the Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will obtain a signed Release of Information for Special Dietary Needs by the parent/guardian and a signed Medical Statement form by a Licensed Physician (MD), Physician’s Assistant (PA), or Doctors of Osteopathic (DO) with listings of allowable substitutions and/or instructions:
   a. The Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will notify the Nutrition Specialist and the Health Specialist/EHS Health and Wellness Specialist as soon as the need is identified. The Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will immediately assist the family to get the form appropriately filled out.
   b. Within one week of receiving the signed forms, the Family Service Worker, Pre-K Liaison, Home Visitor, or Child and Family Specialist will submit this to the Nutrition Specialist, where he/she will document on Child Plus.
   c. A list of children with food allergies will be posted prominently where staff can view wherever food is served.

4. Hemoglobin results will be collected at 12 months of age according to the EPSDT chart and put in the child’s file. A child without a hemoglobin result at 12 months of age will be referred to WIC or the child’s medical provider.

5. The Nutrition Specialist will scan and upload the hemoglobin documentation to Child Plus.

6. Information concerning major community nutritional issues is continually observed and will be addressed as needed.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Nutrition

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<td>Person(s) Monitoring: Nutrition Specialist</td>
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**Subject:** Nutritional Service Requirements

**Policy:** The program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities.

**Procedures:**

1. The Head Start/Early Head Start program will serve children under the USDA guidelines and the WV Department of Education Child Nutrition Program for the primary source of reimbursement for meal services of enrolled children.

2. Children in collaborative classrooms will be served under the USDA guidelines and the WV Department of Education School Nutrition Programs, and will be claimed for reimbursement by the county Boards of Education.

3. Each child in a center based program that operated for fewer than six hours per day will should receive meals and snacks that provide one third to on half of the child’s daily nutritional need.
4. Each child in a center based program that operated for six hours or more per day receives meals and snacks that provide one half to two thirds of the child’s daily nutritional needs, depending upon the length of the program:
   a. All children in a center based setting who have not received breakfast upon arrival of the program shall receive a nourishing breakfast.
   b. Each infant and toddler in center based settings will receive food appropriate to his or her nutritional needs, developmental readiness, and feeding skills as stated in the USDA infant and toddler meal patterns.
   c. No foods or beverages will be served to infants in a bottle other than breast milk or formula without a doctor’s statement on file with the Nutrition Specialist.
   d. Changes to the menu and/or meal pattern must come directly from the Nutrition Specialist.
   e. Three to five year olds will be served meals and snacks that conform to USDA requirements in 7 CFR parts 210,220, and 226, and are high in nutrients, low in fat, sugar, and salt.

5. The individual meal preferences of children are reflected in the menus and at the same time, a variety of foods are introduced and integrated into the menus.

6. Infants and toddlers must be fed according to their individual developmental readiness and feeding skills as recommended in USDA requirements, and ensure they are fed on demand to the extent possible.

7. Home based programs will provide appropriate snacks and meals to each group during socialization activities in home-based option.

8. Parents and appropriate community agencies shall be involved in planning, implementing, and evaluating the agency’s nutritional services.

9. Safe drinking water will be made available to children during the program day.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Nutrition

Policy Section: 1302 Section D
Health Program Service

Effective Date: August 1, 2017

Regulation Name and Number:
Perf. Standard: 1302.31(e)(2)
1302.47(7)(vi)

Policy Council Approval Date: July 27, 2017

Person(s) Responsible:
Nutrition Specialist
Teaching Staff
On-Site Supervisor
Area Supervisors

Board Approval Date: July 31, 2017

Person(s) Monitoring:
Nutrition Specialist

Subject: Meal Service Guidelines

Policy: The program must implement snack and meal times in ways that support development and learning. Family style meals are encouraged.

Procedures:

1. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child’s learning, development, and socializations.

2. A variety of food will be served to broaden each child’s food experience.

3. Food will not be used as a punishment or reward and each child will be encouraged, not forced, to try his or her food(s).

4. There will be sufficient time spacing between breakfast and lunch or lunch and snack. The recommended time is 2 ½ hours.

5. A sufficient amount of time will be allowed for each child to eat at mealtimes. The recommended ½ hour eating time will be a routine of the classroom. Allowing time to set up, all children to eat and clean-up.
6. Children and assigned classroom staff, including volunteers, will eat together using family style service when possible. Head Start staff will share the same menu unless there is documentation from a MD, PA, or DO for meal alterations. County staff will sit with the children and share appropriate conversation during meal time.

7. For bottle-fed infants, this must include holding infants during feeding to support socializations.

8. All children are provided a minimum of 20 minute transition time between meal time and sleep time. This ensures proper time for meals to digest and to prevent reflux.

9. Medically based diets and other special dietary requirements are accommodated to ensure no child is jeopardized and individual needs are met.
Subject: Parent Education and Involvement

Policy: Parent education activities will include opportunities to promote children’s health and well-being by providing nutrition and health education support services that are understandable to individuals, including those with low health literacy.

Procedures:

1. The Nutrition Specialist, Home Visitors, Child and Family Specialist, Family Service staff, and other staff will assist parents in developing food preparation techniques and increasing their knowledge of various nutrition related topics through education workshops, parent engagements, handouts, and other

2. Parents will be given the opportunity to give input on the planning of the Head Start and Early Head Start nutrition program through family engagements and suggestion boxes.
### Southwestern Community Action Council, Inc.
#### Child and Family Development Program
##### Child Health and Nutrition

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<td>Person(s) Responsible: Nutrition Specialist Food Service Staff On-Site Supervisor Teaching Staff Area Supervisor</td>
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<td>Person(s) Monitoring: Nutrition Specialist Area Supervisor</td>
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**Subject:** Food Safety and Sanitation

**Policy:** The program will comply with and post evidence of compliance with all federal, state, and local food safety and sanitation laws, including those related to the storage, preparation and service of food, and the health of food handlers.

**Procedures:**
1. All Head Start/Early Head Start centers will follow food safety and sanitation rules of the local health department.

2. Centers will be in compliance through each county that is being served.
   a. Health inspections will be posted for clear viewing.
   b. All areas of concern shall be acted upon and corrected immediately

3. All workers involved in food preparation shall receive training in food handling safety and must have a current Food Handler’s Certificate before cooking and/or handling food.

4. No one is allowed in any of the Head Start kitchens without a valid Food Handler’s Card or ServSafe Certification when food preparation or cooking is in progress.
5. Our agency will only contract food service vendors that are licensed in accordance with state and local laws.

6. Food handler gloves must be worn any time ready to eat foods are handled, whether preparing or serving.
   a. Handwashing must be done anytime staff changes task
   b. Gloves must be changed between different task and when soiled or ripped.

7. No food will be brought in from outside by staff, parents, or other volunteers to be shared among children or parents.

8. Kitchen Staff must:
   a. Wear hairnets or a hat, and keep hair tightly pulled up off of shoulders
   b. Wear slip resistant shoes
   c. Have nails cut short and be free of polish
   d. Wear no jewelry, with the exception of a wedding band.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Nutrition

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<td>On-Site Supervisor</td>
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**Subject:** Storage and Handling of Breast Milk and Formula

**Policy:** Facilities will be made available for the proper storage and handling of breast milk and formula and make accommodations, as necessary, for mothers who wish to breast-feed during program hours, and if necessary, provide referrals to lactation consultants or counselors.

**Procedures:**

1. Staff and parents work together to ensure that all containers of breast milk are labels with date, time of expressed milk, child’s name, and is used only for the intended child.

2. All bottles of breast milk are refrigerated until immediately before feeding.

3. Any contents remaining after a feeding are discarded immediately.

4. Unused breast milk and formula are discarded after 48 hours if refrigerated, or after three months if frozen.

5. Frozen breast milk and formula is thawed in cool running water or in the refrigerator. Once frozen milk is thawed, it is used within 24 hours and is never re-frozen.
6. If breast milk or formula is to be warmed, bottles may be placed in a pan of hot water for five minutes. After which, the bottle is gently shaken and the temperature is tested on the preparer’s wrist before feeding.

7. Bottles of formula or breast milk are never warmed in a microwave oven.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Nutrition

Policy Section: 1302 Subpart D
Child Health and Nutrition

Effective Date: August 1, 2017

Regulation Name and Number:
Perf. Standard: 1302.46(b)(1)(iii)

Policy Council Approval Date: July 27, 2017
Person(s) Responsible:
Nutrition Specialist
Home Visitor
Child and Family Specialist
EHS Education Specialist
Family Service Worker
Teaching Staff
On-Site Supervisor
Area Supervisor
All Staff

Board Approval Date: July 31, 2017
Person(s) Monitoring:
Nutrition Specialist
EHS Education Specialist

Subject: Education for Pregnant and Nursing Mothers

Policy: Nutrition Services will provide information on nutrition during pregnancy, pre-natal education, and the benefits of breastfeeding to pregnant and nursing mothers.

Procedures:
1. Prenatal nutritional topics and training will be introduced.

2. We will respect each mother’s decision concerning whether or not to breast feed, and will be sensitive to cultural differences that may affect that decision.

3. Home visitors and other staff will work with parents to find safe methods for storing and handling breast milk and formula.
Subject: Free Meals

Policy: Children who are income eligible for Early Head Start and Head Start are automatically eligible for free meal benefits according to the improving Head Start for School Readiness Act of 2007.

Procedures:
1. A list of eligible children for each center and classroom shall be produced for verification.

2. A list of eligible children will be forwarded to Food Service Directors in Boards of Education to ensure proper input for billing and audit purposes.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Nutrition

Policy Section: 1302 Subpart D
Child Health and Nutrition

Effective Date: August 1, 2017

Regulation Name and Number: Perf. Standard: 1302.44

Policy Council Approval Date: July 27, 2017

Person(s) Responsible: Nutrition Specialist
Teaching Staff

Board Approval Date: July 31, 2017

Person(s) Monitoring: Nutrition Specialist

Subject: Menus

Policy: Menus will be provided to parents on a monthly basis. Parents will be involved in menu planning, as appropriate.

Procedures:

1. Head Start and Early Head Start will distribute menus monthly.
   a. Centers: Nutrition Services will prepare nutritious menus and distribute them prior to each month.
   b. Public School Sites: The public school secretary will submit menus to each classroom as soon as they become available.

2. Teachers will post current menus in their classrooms.

3. Teachers should discuss the daily menu with the children prior to the meal. When new foods are presented, a food experience would be appropriate to work into the lesson plan.

4. Known changes in scheduled menus should be documented on the posted menu.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Child Health and Nutrition

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**Subject:** Adult Meals

**Policy:** Breakfast, lunch, and snack will be provided for up to three (3) Head Start/Early Head Start staff members and up to a maximum of two (2) volunteers per classroom.

**Procedures:**

1. Food is ordered and prepared based on the number of enrolled children, teachers, and scheduled volunteers in the center.

2. Other adults may purchase meals from the kitchen, according to the current meal prices for the year. Adults must pay the cook or secretary directly for the meal.

3. The Head Start cook will submit money collected, along with the Meals Tally Sheet each month to the Nutrition Specialist.

Nutrition Services will then verify the meal counts with the money and send to the accounting department for deposit and proper allocation of incoming funds to the program.
**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
**Child Health and Nutrition**

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**Subject:** Daily Meal Counts

**Policy:** Each teacher or teacher assistant will provide the food service staff with a daily meal count of all persons who will receive a breakfast, lunch, and/or snack for that day.

**Procedures:**

1. The food service staff will total all meals needed and complete the Meal Production Records to determine the quantity of food to be prepared.

2. The completed Production Records will be kept on file at each site and routinely monitored.
### Subject: Daily Meal Attendance

**Policy:** USDA requires verification of daily attendance and meal participation for reimbursement to the Head Start and Early Head Start program.

**Procedures:**

1. Each teacher will make daily entries on the Daily Meal Attendance Record documenting each child’s meal participation.
   - a. Daily entries must be made during each meal or snack and not after the children have left for the day. Does this have to be done as soon as the meal begins?
   - b. An “Adult Meal Count Log” is required by public school sites if an approved form is not used. Each adult that eats in the classroom must sign his/her own name and check off each day he or she eats in the classroom.
   - c. The Adult Meal Count Log and Monthly Meal Attendance Record will be turned in monthly to the Nutrition Specialist and checked for accuracy.

2. The teachers will check their monthly forms at the end of the month for accuracy prior to submitting to Nutrition Services.
   - a. For teachers in public schools, additional billing statements are needed. A “Monthly Invoice” form must be filled out by the school secretary in order for the school to receive reimbursement. The teachers must verify their counts with the secretary for accuracy.
b. Each center will be individually monitored by the Nutrition Specialist to make sure procedures are followed carefully and accurately.

3. Nutrition Services will be given the monthly reports for all classrooms, including those which receive reimbursement from USDA. The data will be compiled and submitted online to the State Department of Education Office of Child Nutrition.

4. The Nutrition Specialist will conduct random visits during required on-site evaluations to be certain the policy is being followed.

5. If during the on-site evaluation a policy has not been followed, documentation of the teacher’s failure to correctly prepare meal participation forms will be forwarded to appropriate supervisors for disciplinary actions.
Southwestern Community Action Council, Inc.
Child and Family Development Program

Program Design and Management: Human Resources Index

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Subject: Organizational Structure

Policy: An organizational structure that supports the agency’s and program’s objectives will be established and maintained.

Procedures:

1. The organizational structure is formulated utilizing the results of the agency’s planning process and other requirements set by Federal, State and/or local regulations.

2. The structure addresses the major functions and responsibilities assigned to each staff position as well the lines of communication and supervision described in their job descriptions.

3. The formulated organizational structure will be described through an organizational chart.

4. The organizational structure and job descriptions are reviewed periodically and updated as necessary.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Human Resources Management

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<td>July 31, 2017</td>
<td>SCAC, Inc. Board of Directors</td>
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**Subject:** Organizational Structure

**Policy:** Program management functions are assigned to and adopted by appropriate staff.

**Procedures:**

1. All staff, consultants and contractors engaged in delivery of program services will have sufficient knowledge, training, experience and competencies to fulfill the roles and responsibilities of their positions as to ensure high-quality service delivery as required in the performance Standards.

2. The responsibilities of Management Staff are clearly stated in their job description and are inline with the organizational structure.

3. Employees at this level of management are responsible for leadership, direction and oversight in multiple areas.

4. Management functions and responsibilities are assigned to qualified staff.

5. Qualified Management Staff are placed in charge of major functions.

6. The organizational chart and job descriptions are reviewed periodically and updated when needed.
Subject: Staff Qualifications: General

Policy: Staff, Consultants and Contractors will have the knowledge, skills and experience needed to perform their assigned functions responsibly and meet the qualifications specified in 1302.91.

Procedures:

1. Procedures are in place for recruitment, selection and termination of staff.

2. Resumes and applications for new employees and/or consultants are reviewed before the interview process.

3. Candidates for employment or consultant contracts must meet the basic requirements, certifications, background checks and experience necessary to perform the functions required for the vacant position.

4. Only candidates with the required qualifications are hired.

5. Current and former Head Start and Early Head Start parents, receive preference for employment vacancies for which they are qualified.

6. Each staff member will receive a job description which includes qualifications and responsibilities.
7. Consultants will receive a contract outlining their responsibilities and qualifications.

8. Staff and consultants are to be familiar with the ethnic background and heritage of the families they serve and be able to communicate, as feasible, with children and families with limited or no English proficiency.

9. All staff will attain an understanding of the connection between improving parent/family engagement and enhancing child development and school readiness.

10. Staff will work cooperatively with other staff to engage families in school readiness activities.

11. All staff must maintain credentials required of their position and/or complete any additional requirements for the position, which may include enrolling in college classes.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Human Resources Management

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<tr>
<th>Policy Section: 1302.91</th>
<th>Effective Date: August 1, 2017</th>
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<tbody>
<tr>
<td>Regulation Name and Number: 1302.91(b)</td>
<td>Policy Council Approval Date: July 27, 2017</td>
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<td>Board Approval Date: July 31, 2017</td>
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**Subject:** Staff Qualifications: CFDP HS/EHS Director

**Policy:** The CFDP HS/EHS Director must have demonstrated skills and abilities in a management capacity relevant to human services management

**Procedures:**

1. The Director must have the following attributes:
   a. Leadership ability
   b. Good interpersonal and communication skills, including the ability to work as part of a team
   c. Able to develop and manage a budget
   d. Experience in human services program management
   e. An understanding of the Head Start/Early Head Start philosophy and the ability to implement its principle of shared authority and decision-making

2. The CFDP HS/EHS Director must also meet the qualifications as identified in the Head Start Performance Standards and Job description.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Human Resources Management

Policy Section: 1302.91

Effective Date:
August 1, 2017

Regulation Name and Number:
1302.91(c)(d)-(f)
(1)(d)-(8)(f)

Policy Council Approval Date:
July 27, 2017

Person(s) Responsible:
Human Resources
Service Area Specialists/Coord.

Board Approval Date:
July 31, 2017

Person(s) Monitoring:
CFDP Director
CFDP Assistant Director

Subject: Staff Qualifications: Content Area Experts

Policy: Content Area Experts must provide content area expertise and oversight on an ongoing or regularly scheduled basis

Procedures:

1. Staffing patterns have been developed that assures the hiring of staff and consultants with appropriate content area expertise.
2. Content Area Staff and Consultants are available, on an ongoing or regularly scheduled basis, to implement their program area.
3. Content Area Staff and Consultants must have the ability to:
   a. Plan and administer the required program of services for children and families
   b. Coordinate their program of activities with staff in other content areas and community agencies
   c. Engage in ongoing assessment of the quality of services provided
   d. Communicate effectively with others
   e. Work successfully as a member of a team
   f. Provide staff training and development
   g. Provide supervision for ongoing program development
   h. Meet any specific content area requirements.
4. Education and Child Development services are supported by staff or consultants that meet the qualifications as identified in the Head Start Performance Standards and Job Descriptions. 1302.91

5. Coaches that provide the services described in 1302.92(c) have a minimum of a baccalaureate degree in early childhood education or a related field.

6. Health services are supported by staff or consultants that meet the qualifications as identified in the Head Start Performance Standards and Job Descriptions. 1302.91

7. Nutrition services are supported by staff or consultants that meet the qualifications as identified in the Head Start Performance Standards and Job Descriptions. 1302.91

8. Mental Health services are supported by staff or consultants that meet the qualifications as identified in the Head Start Performance Standards and Job Descriptions. 1302.91

9. Family and Community Partnership services are supported by staff or consultants that meet the qualifications as identified in the Head Start Performance Standards and Job Descriptions. 1302.91

10. Parent Involvement services are supported by staff or consultants that meet the qualifications as identified in the Head Start Performance Standards and Job Descriptions. 1302.91

11. Disability services are supported by staff or consultants that meet the qualifications as identified in the Head Start Performance Standards and Job Descriptions. 1302.91

12. Fiscal Officer provides ongoing services and meets the qualification as identified in the Head Start Performance Standards and Job Descriptions. 1302.91
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Human Resources Management

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<tbody>
<tr>
<td>Regulation Name and Number: 1302.91(e)(6)</td>
<td>Policy Council Approval Date: July 27, 2017</td>
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<td>Board Approval Date: July 31, 2017</td>
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**Subject:** Staff Qualifications: Home Visitor

**Policy:** Home Visitors must have knowledge and experience in child development and early childhood education and meet the requirements as identified in the Head Start Performance Standards and Job Descriptions

**Procedures:**

1. Home Visitors must understand the principles of child health, safety and nutrition; adult learning principles and family dynamics.
2. The Home Visitor must be skilled in communicating with and motivating people.
3. The Home Visitor must have knowledge of community resources and the skills to link families with appropriate agencies and services.
4. The Home Visitor engages families to co-develop goals and strategies that promote family well-being, positive parenting, families as lifelong educators and learners, family engagement in transitions, connections to peers and community and families as advocates and leaders.
5. The Home Visitor sees that families have opportunities to promote child development and learning in the home, early childhood programs and transitions to new learning environments.
6. The Home Visitor must meet the qualifications as identified in the Head Start Performance Standards 1302.91 (6) and Job Description.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Human Resources Management

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<tr>
<td></td>
<td>Person(s) Responsible: Human Resources Service Area Specialists/Coord. Area Supervisors</td>
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<td>Board Approval Date: July 31, 2017</td>
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<td></td>
<td>Person(s) Monitoring: CFDP Director CFDP Assistant Director</td>
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</table>

Subject: Staff Qualifications: Infant and Toddler Educators

Policy: Early Head Start and Head Start staff working as teachers must have the training and experience necessary to develop consistent, stable and supportive relationships with very young children and meet the requirements as identified in the Head Start Performance Standards, Head Start Act and job descriptions.

Procedures:

1. The Infant Toddler Educator must have the training and experience necessary to develop consistent, stable, and supportive relationships with very young children.
2. The training must develop knowledge of infant and toddler development, safety issues in infant and toddler care and methods for communicating effectively with infants and toddlers, their parents and other staff members.
3. The Infant Toddler Educator will maintain an open, friendly and cooperative relationship with each child’s family, encourage their involvement in the program, and promote parent-child bonding and nurturing parent-child relationships.
4. The Infant Toddler Educator will promote feelings of security and trust in infants and toddlers by being warm, supportive, and comforting and by establishing strong and caring relationships with them.
5. The Infant Toddler Educator will provide toddlers experiences and opportunities that allow them to develop curiosity, initiative, problem-solving skills and creativity as well as a sense of self and a feeling of belonging to the group.

6. The Infant Toddler Educator will ensure that developmental screenings of infants’ and toddlers’ motor, language, social, cognitive, perceptual and emotional skills are conducted.
Southwestern Community Action Council, Inc.

Child and Family Development Program

Program Design and Management: Human Resources Management

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<tr>
<td></td>
<td>Person(s) Responsible: Education Staff On-Site Supervisor Area Supervisor</td>
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<td></td>
<td>Person(s) Monitoring: CFDP Director CFDP Assistant Director Education Specialist</td>
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</table>

**Subject:** Supervision: Outdoor and Indoor Play Areas

**Policy:** Staff must supervise the outdoor and indoor play areas in such a way that children’s safety can be easily monitored and ensured

**Procedures:**

1. Staff makes regular checks of the safety and cleanliness of indoor and outdoor play areas, giving themselves time to address any problems they identify.

2. All equipment must be kept safe and in good condition.

3. Staff in center-based programs will develop written schedules for play areas, supervision to ensure that appropriate child: staff ratios are maintained at all times. For brief absences of a teaching staff member for no more than five minutes, and during nap time, one teaching staff member may be replaced by one staff member or trained volunteer who does not meet the teaching qualifications required for age.

4. Home Visitors discuss with parents how these same guidelines apply to the home environment and to public playground settings.
Southwestern Community Action Council, Inc.
Child and Family Development Program

Program Design and Management: Human Resources Management

Policy Section: 1302.90
Effective Date:
August 1, 2017

Regulation Name and Number:
1302.90(c)
1302.212

Policy Council Approval Date:
July 27, 2017

Person(s) Responsible:
SCAC Chief Executive Officer
CFDP Director
Human Resources

Board Approval Date:
July 31, 2017

Person(s) Monitoring:
SCAC Board of Directors

Subject: Standards of Conduct

Policy: The Agency must ensure that all staff, consultants, and volunteers abide by the Program’s Standards of Conduct.

Procedures:

1. They will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.

2. They will follow confidentiality policies concerning information about children, families and other staff members.

3. No child will be left alone or unsupervised while under their care. For brief absences of a teaching staff member for no more than five minutes, and during nap time, one teaching staff member may be replaced by one staff member or trained volunteer who does not meet the teaching qualifications required for age.

4. Staff will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse or humiliation. In addition they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Human Resource Management

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<th>Person(s) Responsible:</th>
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<tbody>
<tr>
<td>Health and Wellness Specialist Education Specialist</td>
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**Subject:** Child Development Associate (CDA) Credential

**Policy:** Head Start: Head Start Teacher Assistants and Head Start Substitutes will obtain the Child Development Associate (CDA) credential within two years from the date of employment, the coursework within one year from date of employment. If an employee has The Apprenticeship for Child Development Specialist (ACDS) or an associate degree in early childhood, they are not required to obtain CDA.

Early Head Start: Early Head Start Infant/Toddler Trainees and Early Head Start Home Visitors will obtain Infant/Toddler CDA credential within one year from the date of employment. If an employee has an associate degree in early childhood, they are not required to obtain CDA.

**Procedures:**

1. Head Start Teacher Assistants and Early Head Start Infant/Toddler Trainees who do not have the appropriate coursework requirements/certifications as outlined in the Head Start Act and Head Start Performance Standards will enroll in the CDA course.

2. The CDA course is facilitated via an online yahoo group, by the Health and Wellness Specialist and the Early Head Start Education Specialist.

3. Area Supervisors/Education Specialist will notify the Health and Wellness Specialist with the names of staff that need to obtain the CDA credential.

4. The Health and Wellness Specialist will send the CDA candidate a welcome email with information regarding the online CDA course, a calendar outline course assignments, and an invitation to join the online CDA group.
5. The Health and Wellness Specialist will send required textbooks via interoffice mail to the CDA candidate.

6. The Health and Wellness Specialist will assign a “CDA Advisor” to each CDA candidate.

7. The CDA candidate will complete the coursework as outlined by the assignment calendar.

8. The CDA candidate will submit the coursework to the CDA Advisor.

9. The CDA Advisor will grade the coursework and provide feedback to CDA candidate.

10. Upon completion of the required coursework and documentation, the CDA candidate will complete the online application located on the Council for Professional Recognition website.

11. The CDA Advisor will complete a purchase requisition to request payment for CDA credential.

12. The Area Supervisor or Education Specialist will complete the Director’s permission for the Verification Visit.

13. Upon completing the application process, the CDA candidate will print the “CDA Application Cover Letter”.

14. The CDA candidate will give the “CDA Application Cover Letter” to the CDA Advisor.

15. The CDA Advisor will Fax the cover letter along with the required documents listed on the cover letter to The Council for Professional Recognition.

16. The CDA candidate will request a Professional Development Specialist to conduct the Verification Visit.

17. The CDA Advisor will assist the CDA candidate with gathering the necessary documentation for the Verification Visit.

18. The CDA candidate will schedule the verification visit with the Professional Development Specialist.

19. The CDA candidate will schedule the CDA Exam at a Pearson VUE testing location.

20. The CDA candidate will take the CDA Exam at a Pearson VUE testing location.
21. The CDA Advisor will provide assistance and support to the CDA candidate. However, it is the responsibility of the CDA candidate to complete all necessary course work and documentation as required by the credential within the time frame provided.

22. Upon completion of the verification visit and the CDA exam, a Child Development Associate Credential will be either awarded or denied.

23. Upon receipt of the CDA certificate, the candidate submits a copy of the certificate to the Early Head Start Education Specialist/Head Start Education Specialist and the office manager. The submitted copies are filed in the candidate’s training file.

24. If the CDA credential is denied, the CDA candidate will work with the CDA Advisor to prepare for reassessment as soon as possible.
**Southwestern Community Action Council, Inc.**
**Child and Family Development Program**
**Program Design and Management: Human Resource Management**

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<thead>
<tr>
<th>Policy Section: 1302.91</th>
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<td>Regulation Name and Number: 1302.91</td>
<td>Policy Council Approval Date: July 27, 2017</td>
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<td>Person(s) Responsible: Health and Wellness Specialist, HS/EHS Education Specialist</td>
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<td>Board Approval Date: July 31, 2017</td>
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<td>Person(s) Monitoring: CFDP Director, CFDP Assistant Director</td>
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**Subject:** Child Development Associate (CDA) Credential: Renewal

**Policy:** All Head Start/Early Head Start Staff with a Child Development Associate (CDA) Credential will renew the certification prior to the expiration date.

**Procedures:**

1. The Early Head Start Education Specialist/Head Start Education Specialist will maintain records indicating expiration dates of staff CDA credentials.

2. The Early Head Start Education Specialist/Head Start Education Specialist will ensure the CDA applicant is enrolled in West Virginia State Training & Registry System (WV STARS).

3. The Early Head Start Education Specialist/Head Start Education Specialist will notify the candidate of the expiration date of the CDA credential and advise them on renewal requirements.

4. The Early Head Start Education Specialist or the Health and Wellness Specialist obtains documentation that the candidate has met the minimum hours of education training required for renewal in Early Childhood Education, is a current member of a national or local early childhood Professional organization, and has a current first aid and (pediatric) CPR certificate. Copies of this information are obtained from the candidate’s training file.

5. The CDA candidate will complete the online renewal application located on the Council for Professional Recognition website.
6. The Early Head Start Education Specialist or the Health and Wellness Specialist will complete a purchase requisition to request payment for CDA renewal.

7. The Early Head Start Education Specialist or the Health and Wellness Specialist will complete the “Letter of Recommendation” and a letter verifying the candidate has at least 80 hours of current work experience with young children.

8. Upon completing the application process, the CDA candidate will print the “CDA Application Cover Letter”.

9. The CDA candidate will give the “CDA Application Cover Letter” to the Early Head Start Education Specialist or the Health and Wellness Specialist.

10. The Early Head Start Education Specialist or the Health and Wellness Specialist will Fax the cover letter along with the required documents listed on the cover letter, to The Council for Professional Recognition.

11. Upon receipt of the renewal certificate, the candidate submits a copy of the certificate to the Early Head Start Education Specialist or the Health and Wellness Specialist and the office manager. The submitted copies are filed in the candidate’s training file.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Human Resources Management

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<td>July 27, 2017</td>
<td>Employee</td>
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<th>Board Approval Date:</th>
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<tr>
<td>Community Partnership Coordinator</td>
<td>July 31, 2017</td>
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**Subject:** Training and Development: Continuing Education and Tuition Assistance

**Policy:** Tuition assistance may be granted for courses that are work-related, that maintain or improve skills required by employees in their employment, that may be necessary for the anticipated needs of the organization or that may make employees more valuable to the organization.

The purpose of the tuition assistance plan is to encourage the professional development of all employees.

**Procedures:**

1. Courses must be taken through accredited institutional programs such as CDA, ACDS or at an accredited college, university, or approved technical/trade school. When questions arise concerning whether or not a course qualifies under the plan, they will be decided by the CFDP Director or Designee.
2. Permission to take a class must be pre-approved.
3. Class will be limited to one course per semester unless otherwise approved by the CFDP Director, Assistant Director, or Designee. This will depend upon available funding (mandatory classes will be funded first).
4. Employees are to seek out and use other funding first, such as scholarships, grants etc.
5. Expenses covered by the assistance plan include tuition, certain administrative fees, and laboratory and technical fees. Textbooks and other course manuals may be reimbursed after completion of the course if monies are available.
6. Incidental fees, such as parking permits, supplies and recreational fees/activity fees may not covered under this plan.

7. Mileage will not be paid to employees traveling to class.

8. If the employee withdraws from a class; for whatever reason he/she may be required to reimburse the Agency for the cost of the tuition/fees for that class.

Process for Requesting Financial Assistance

1. Employee will be responsible to submit a completed Request Form; signed by his/her supervisor and the Director or Designee, to the Community Partnership Coordinator within six weeks prior to the first day of Class if possible.

2. All information must be complete and accurate.

3. Registration documentation must be submitted along with the Request Form.

4. An Employee Repayment Agreement must be signed and submitted with the Request Form.

5. Once the forms are submitted and approved, a Purchase Requisition will be completed for tuition assistance and forwarded to CEO for approval.

6. Once the Purchase Order is issued the employee will be notified.

7. Textbooks are to be purchased by the employee.
   a. When the class is completed, the employee must submit the textbooks with the original receipt and a copy of his/her grade to the Community Partnership Coordinator to be reimbursed for the books if monies are available.

NOTE:

Because this benefit is offered to employees to maintain or improve their required skills and to encourage their further development while increasing their contribution to the organization, any employee who leaves Southwestern Community Action Council, Inc.; Child and Family Development Program within two years of receiving any tuition assistance will be required to repay any tuition paid on his/her behalf during the last 24 months of employment. Any deficiency owed under this program becomes immediately due and payable at the time of termination.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Human Resources Management

| Policy Section: 1302.93 Human Resources | Effective Date: August 1, 2017 |
| Regulation Name and Number: Perf. Standard: 1302.93 | Policy Council Approval Date: July 27, 2017 |
| WV Code Chapter 16 Article 3D | Person(s) Responsible: Employee |
| WV Child Care Reg.: §78-8.5.g. 1-4 | Board Approval Date: July 31, 2017 |
|                                      | Person(s) Monitoring: Human Resources |

Subject: Physical and TB Testing: Employees

Policy: Health examination and TB Testing is to be done in accordance with state laws and regulations.

Procedures:

1. All new employees must provide the agency a copy of a current physical performed not more than 90 days prior to their date of hire, and a negative TB test/Risk Assessment performed within the last 12 months. This shall be on file no later than 30 days from the first date of employment.

2. After the initial physical and negative TB testing, presented upon hire, no follow-up physicals or TB testing will be required. Unless determined necessary by the employee’s medical provider, the health department or a request from the Agency.

   a. Employees assigned to Day Care Licensed Centers and provide the children daily care, including Family Service Workers and Food Service Workers, will be required to have on file a Health Assessment that is updated every two years and a TB Risk Assessment, updated yearly or a TB test by the Mantoux method if indicated by the TB Risk Assessment.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Human Resources Management

Policy Section: 1302.21
Effective Date: August 1, 2017

Regulation Name and Number: 1302.21
§ WV Child Care Regulations
Policy Council Approval Date: July 27, 2017
Person(s) Responsible: Education Specialist
Board Approval Date: July 31, 2017
Person(s) Monitoring: Pre-K/ Disabilities Coordinator CFDP Director

Subject: College Education Major Students Completing Practicum/Observation hours.

Policy: Head Start/Early Head Start Education Specialist staff will coordinate and monitor education students completing practicum hours.

Procedures:

1. Head Start/Early Head Start Education Specialist Staff will work with local colleges and Universities in the placement of education students completing practicum/observation hours toward their Early Education degree.

2. Head Start/Early Head Start Education Specialist Staff will meet with each education student before they are permitted into the classroom to complete their practicum/observation hours.

3. Head Start/Early Head Start Specialist staff will provide each education student with the proper forms to be completed and approved by the CFDP Director before being permitted into the classroom. The student will also provide a negative TB test result to be placed with their completed forms.
## Southwestern Community Action Council
### Child and Family Development Program

**Program Year: 2017-2018**

### Monitoring Plan

#### Program Design and Management: Human Resources

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<tr>
<th>Area to be monitored</th>
<th>How monitoring is to occur</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Documents/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizational Structure</td>
<td>A. Check that organizational chart outlines staff responsibilities, lines of communication and supervision</td>
<td>May 1 to April 30 Annually</td>
<td>CFDP Director</td>
<td>Organizational Chart Monroe Office</td>
</tr>
<tr>
<td>2. Management functions are assigned to and adopted by appropriate Staff</td>
<td>A. Review the Organizational Chart, Job Descriptions and the applicants resume to ensure that only qualified applicants have been hired for administrative vacancies.</td>
<td>May 1 to April 30 As needed</td>
<td>Human Resource Director CFDP Director CFDP Assistant Director</td>
<td>Organizational Chart Monroe Office Job Description Resume SCAC Main Office: Human Resource</td>
</tr>
<tr>
<td>3. Staff and Consultants have the needed skills and experience needed to perform their assigned functions as specified</td>
<td>A. Review the Organizational Chart, Job Descriptions and the applicants resume to ensure that only qualified applicants have been hired</td>
<td>May 1 to April 30 As needed</td>
<td>Human Resource Director CFDP Director CFDP Assistant Director</td>
<td>Organizational Chart Performance Standards Monroe Office Job Description Resume SCAC Main Office: Human Resource</td>
</tr>
<tr>
<td>4. Current and former HS/EHS parents receive preference for employment vacancies for which they qualify</td>
<td>A. Check applications and the Interview list.</td>
<td>May 1 to April 30 As needed</td>
<td>Human Resource Director CFDP Director CFDP Assistant Director</td>
<td>Organizational Chart Monroe Office Job Description Resume Interview List SCAC Main Office: Human Resource</td>
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Southwestern Community Action Council  
Child and Family Development Program  

Program Year: 2017-2018

Monitoring Plan

Program Design and Management: Human Resources

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<tbody>
<tr>
<td>5. Program’s Standards of Conduct</td>
<td>A. Check to see if all employees have received a copy of and have been trained on the agency’s Standard of Conduct.</td>
<td>May 1 to April 30 As needed</td>
<td>Community Partnership Coordinator</td>
<td>Orientation Sign-in Sheets Staff Orientation Packet Training File Monroe Office</td>
</tr>
<tr>
<td>6. Staff Performance Evaluation</td>
<td>A. Review job descriptions and hire dates to confirm that Performance Evaluations are completed on schedule and based on their job descriptions.</td>
<td>May 1 to April 30 As needed</td>
<td>Supervisors</td>
<td>Job Descriptions Time lines Performance Evaluation SCAC Main Office</td>
</tr>
<tr>
<td>7. Orientation for all new employees, consultants and volunteers</td>
<td>A. Check Orientation Form</td>
<td>May 1 to April 30 As needed</td>
<td>Supervisors Family Partnership Coordinator Human Resource Director</td>
<td>Orientation Check List SCAC Main Office</td>
</tr>
<tr>
<td>8. Individual Staff Development Plan</td>
<td>A. Check to see that each staff member has an Training plan and it is updated on a regular basis</td>
<td>May 1 to April 30 As needed, every few months</td>
<td>Supervisors</td>
<td>Training File Monroe Office Personnel File SCAC Main Office</td>
</tr>
<tr>
<td>9. Training for SCAC Governing Board and Policy Council members</td>
<td>A. Review documentation to support training</td>
<td>May 1 to April 30 Annually</td>
<td>SCAC Chief Executive Officer Community Partnership Coordinator</td>
<td>SCAC Board of Directors or Policy Council Meeting Agendas and sign in sheet SCAC Main Office Monroe Office</td>
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# Program Design and Management: System and Requirements Index

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Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Program Design and Management: Systems and Requirements

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<th>Policy Section: 1302</th>
<th>Effective Date:</th>
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<td>August 1, 2017</td>
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| Regulation Name and Number:  
| 1302.11  
| 1302.20  
| 1302.102 | Policy Council Approval Date: | Person(s) Responsible: |
|          | July 27, 2017  | CFDP Assistant Director |

|          | Board Approval Date: | Person(s) Monitoring: |
|          | July 31, 2017  | CFDP Director |

**Subject:** Program Planning

**Policy:** The Agency must develop and implement a systemic, ongoing process of program planning that includes consultation with the program’s governing body, policy council and staff and with other community organizations that serve low-income families with young children.

**Procedures:**

1. A Community-wide strategic planning and needs assessment will be conducted once over the five-year grant period and will be reviewed and updated to reflect any significant changes. This data must describe community strengths, needs and resources and must include all data required in 1302.11(b) (i-vi).

2. The Annual grant planning and budget process will include a review and update of the strengths, needs and resources of the various communities throughout our four county areas.

3. Analysis of the assessment data will be used in developing long and short term goals in the strategic and grant process, including locations of sites, program options, staffing patterns, identifying areas of need and to determine collaboration possibilities with other agencies. This process ensures that data is aggregated, analyzed and compared in such a way to assist the program in identifying risks and informing strategies for continuous improvement in all service areas.
4. A variety of data from many sources; such as School Readiness Outcomes, Family Engagement Outcomes, the P.I.R., Self-Assessment and the Community Assessment, will be utilized by the program for ongoing planning which will be presented to Policy Council for recommendations in developing goals.

5. The Management Team will develop a Program Improvement Plan and a Training Plan, which will contain both short and long term goals.

6. A Budget Committee will be converted and will assist in the development of the Refunding Application to be submitted to the ACF Regional Office.

7. Policy Council will participate in the Budget Committee and assist in the development of the Refunding Grant and Community Assessment.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Systems and Requirements

Subject: Program Planning: Service Area Plans/Self-Assessment

Policy: The Agency will develop and maintain Service Area Plans for the program’s operation in accordance with the Performance Standards.

Procedures:

1. The Agency has implemented a program-wide approach for the effective and timely implementation of the changes to the program performance standards, which includes the purchase of materials and allocation of staff time as appropriate and other measures requires in 1302.103.

2. Utilize this information to design, develop program operations and implement Service Area Plans.

3. Analyze progress through on-going internal reporting system and our computer reporting system. Make changes when required.

4. Conduct Self-Assessment and develop quality and measurable program and school readiness goals. The data will also be used for assessment of the Program to ensure ongoing compliance oversight, correction and continuous improvement.
5. Ensure efficient information and communication flow among parents, the general community, and all areas of the program.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Systems and Requirements

Policy Section: 1302.102
Effective Date: August 1’, 2017

Regulation Name and Number: 1302.102(d)(1)(2)(3) 1302.102(2)
Policy Council Approval Date: July 27, 2017
Person(s) Responsible: CFDP Assistant Director
Management Team Data Processors

Board Approval Date: July 31, 2017
Person(s) Monitoring: CFDP Director

Subject: Communication

Policy: The program will maintain a management information and communication system

Procedures:

1. The internal reporting system will be reviewed and/or revised as needed to reflect all services provided to children, families and staff in the program.

2. A computer reporting system will be maintained and all reporting data, reports will also be submitted to the appropriate supervisor.

3. Management staff will submit reports which will include a summary of program activities, issues and concerns.

4. All center staff will submit reports designed for their respective supervisor which may include data for the computer reporting, USDA and quantified objectives.

5. Methods of handling and resolution of any problem will be documented and filed in the appropriate manner.

6. Information regarding children, families and staff will be kept confidential.
Southwestern Community Action Council, Inc.  
Child and Family Development Program  
Program Design and Management: Systems and Requirements

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<td>August 1, 2017</td>
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<td>July 27, 2017</td>
<td>Service Area Specialists and Coordinators Management Team</td>
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<th>Board Approval Date:</th>
<th>Person(s) Monitoring:</th>
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<td>July 31, 2017</td>
<td>CFDP Director</td>
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<td></td>
<td>CFDP Assistant Director</td>
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</table>

**Subject:** Program Self-Assessment and Monitoring

**Policy:** The Agency will analyze services to families and revise or update Service Plans yearly

**Procedures:**

1. A program Self-Assessment will be conducted on an ongoing basis and annually. This data will be used as appropriate and to evaluate the program’s progress towards meeting goals, complying with the program performance standards and its effectiveness of the professional development and family engagement system in promoting school readiness.

2. Append amendments to grant application for renewal and present to Policy Council and the Southwestern Community Action Council, Inc. Board of Directors for review and approval.

3. Reports will be generated that assist in controlling program quality and advise governing bodies, policy council and staff of the program’s progress.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Systems and Requirements

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<tr>
<td>Regulation Name and Number: 1302.102(2)(i)(ii)(iii)(c)</td>
<td>Policy Council Approval Date: July 27, 2017</td>
</tr>
<tr>
<td>Person(s) Responsible: CFDP Assistant Director Self –Assessment Team Members</td>
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<tr>
<td>Person(s) Monitoring: CFDP Director</td>
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<tr>
<td>Board Approval Date: July 31, 2017</td>
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</table>

Subject: Self-Assessment

Policy: The Agency will conduct a program Self-Assessment to evaluate the effectiveness and progress in meeting program goals and implementing Head Start Performance Standards and Federal/State Regulations

Procedures:

1. The Self-Assessment will be conducted yearly on an ongoing basis.

2. The Assessment Team will be composed of staff, parents, governing bodies that will be assigned to specific teams to review different content areas.

3. Planning and preparation meeting dates, time sites to be reviewed (randomly selected) and designated persons to be involved will be selected in advance.

4. Training will be provided to all participants before Self-Assessment occurs.

5. Parents, Policy Council members, SCAC Inc. Board of Directors and Community partners will be invited and encouraged to participate in the self-assessment process.

6. Planning meetings will be scheduled by the Self-Assessment Chairperson.
7. Self-Assessment team members and designated Team Leaders will compile data and present a summary report of their findings.

8. The summaries and final report will be submitted to the CFDP Director for review.

9. The Self-Assessment Team will immediately write improvement plans for findings that affect the health and the safety of children and other short term action plans will address isolated findings.

10. Goals will be formulated that respond to the major areas of concern that emerged from the analysis of the Assessment data. A plan of action will be developed to achieve these goals, including time frames and person responsible.

11. All data information, including the goals and improvement plans will be maintained and utilized in the Community Assessment and updated annually.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Systems and Requirements

Subject: Record Keeping

Policy: The Agency will maintain an effective record keeping system.

Procedures:

1. All records maintained by CFDP will be safeguarded in an appropriate manner to ensure confidentiality of the information.

2. A computer data base system (Child Plus) will be utilized to the fullest extent possible to provide for timely retrieval of relative information. Staff credentials will be entered into Child Plus as they are received or updated. A copy will be scanned into the system for documentation.

3. This system provides program, fiscal and human resource management structure that provides effective management and oversight of all program areas to enable delivery of high-quality services in all program services as required in the performance standards.

4. Relevant educational information will be forwarded to public schools and other Head Start agencies as appropriate. Parental permission will be required before said release of child information.
Southwestern Community Action Council, Inc.
Child and Family Development Program
Program Design and Management: Systems and Requirements

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<td>Policy Council Approval Date: July 27, 2017</td>
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<td></td>
<td>Person(s) Responsible: SCAC, Inc. Chief Financial Officer CFDP Fiscal Specialist Administrative Staff</td>
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<td>Board Approval Date: July 31, 2017</td>
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<td>Person(s) Monitoring: SCAC, Inc. Chief Executive Officer CFDP Director Board of Directors Policy Council</td>
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</tbody>
</table>

**Subject:** Reporting System

**Policy:** Periodic reports of financial status and program operations will be generated in order to control program quality, maintain program accountability, and provide reports advise Policy Council and the Southwestern Community Action Council, Inc. Board of Directors of program progress.

**Procedures:**

1. Necessary reports will be developed by the Management Team under the direction and supervision of the CFDP Director and will be provided to Policy Council and the Board of Directors at a frequency that provides the best up-to-date information.

2. Financial reports shall be generated by the Chief Financial Officer and provided to Policy Council and the Board of Directors.

3. Such Reports that are necessary to comply with state and federal laws will be generated and submitted to the proper authorities.
## Monitoring Plan

### Program Design and Management: Systems and Requirements

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<tr>
<th>Area to be monitored</th>
<th>How monitoring is to occur</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Documents/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A systemic ongoing process of program planning is in place.</td>
<td>A. Ensure that a Community Assessment is completed and approved by Policy Council, every three years and updated annually.</td>
<td>May 1 to April 30 Yearly</td>
<td>CFDP Assistant Director</td>
<td>Community Assessment Monroe Office Copy on the Computer Policy Council Agendas, minutes and sign-in sheets Policy Council Notebook Monroe Office</td>
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<tr>
<td></td>
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<td>CFDP Director</td>
<td>Grant Proposal Monroe Office Copy on Computer</td>
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<td>Goals and Objectives</td>
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<td>Action Plan</td>
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<td>Notes</td>
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<td>Multiple sites</td>
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<td></td>
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<td></td>
<td></td>
<td>Computer system</td>
</tr>
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<td></td>
<td>B. Ensure the goals and objectives have been completed and meet the requirements set forth in the Performance Standards</td>
<td>May 1 to April 30 Yearly and when updated to mark progress</td>
<td>CFDP Assistant Director Community Partnership Coordinator CFDP Director</td>
<td>Goals and Objectives Grant Proposal Monroe Office Copy on Computer</td>
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<td>Service Area Plans Notebook in Monroe office CD’s for Staff distribution</td>
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<td>Policy Council Agendas, minutes and sign-in sheets Policy Council Notebook Monroe Office</td>
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<td>Policy Council Agendas, minutes and sign-in sheets Policy Council</td>
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<td>Policy Council Notebook</td>
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<td>Monroe Office</td>
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<td></td>
<td>C. Ensure that Service Area Plans have been developed and approved</td>
<td>May 1 to April 30 Updated Yearly</td>
<td>CFDP Assistant Director Content Area Specialist or Coordinator CFDP Director</td>
<td>Service Area Plans Notebook in Monroe office CD’s for Staff distribution</td>
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<td>Policy Council Agendas, minutes and sign-in sheets Policy Council</td>
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<td>Policy Council Notebook</td>
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<td>Monroe Office</td>
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<tr>
<td>2. Communication System is in place.</td>
<td>A. Ensure that information is relayed by various methods, is accurate and distributed to all as required in the Performance Standards</td>
<td>May 1 to April 30 Ongoing</td>
<td>All Staff</td>
<td>Memos, newsletters, E-mail, phone Correspondence Parent resource center Multiple sites Computer system</td>
</tr>
</tbody>
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Southwestern Community Action Council  
Child and Family Development Program  

Program Year: 2017-2018  

Monitoring Plan  

Program Design and Management: Systems and Requirements  

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<th>Person Responsible</th>
<th>Documents/Location</th>
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</thead>
</table>
| 3. Ensure that an efficient and effective record-keeping system is in place. | B. Check that staff has been trained on the Communication system  
A. Check data entered in Computer programs i.e. ChildPlus and Summaries of child file reviews | May 1 to April 30  
Minimum of three times per year | Management Staff  
Supervisors  
Community Partnership Coordinator | Staff Training file  
Monroe Office  
Computer System  
Summaries of file reviews  
Monroe offices  
Children’s files  
Varied Centers |
| 4. Confidentiality of Records | A. Check to see if files are locked and who has signed in for access. | May 1 to April 30  
Ongoing | All Staff  
CFDP Assistant Director | Varied centers  
Check File Summaries |
| 5. Reporting System | A. Check to confirm that Financial reports from the Finance Office are shared. | May 1 to April 30  
Ongoing | SCAC Chief Financial Officer  
CFDP Director | Copies of Financial reports  
Minutes of meetings |
| B. Confirm that reports required by law have been generated | May 1 to April 30  
Ongoing | SCAC Chief Executive Officer  
SCAC Board of Directors  
Policy Council  
CFDP Director | SCAC Main Office |
Southwestern Community Action Council
Child and Family Development Program

Program Year: 2017-2018

Monitoring Plan

Program Design and Management: Systems and Requirements

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<tbody>
<tr>
<td>6. Ensure that a Self-Assessment has been completed</td>
<td>A. Check to see that a Self-Assessment has been completed.</td>
<td>May 1 to April 30 Yearly</td>
<td>CFDP Assistant Director</td>
<td>Self-Assessment and the Summary of findings. Monroe Office</td>
</tr>
<tr>
<td></td>
<td>B. Confirm that parents, Policy Council, Board Members, Staff and Community Members were invited to participate, and that training using the Head Start Monitoring Protocol was used.</td>
<td>May 1 to April 30 Yearly</td>
<td>CFDP Assistant Director CFDP Director</td>
<td>Minutes of Meeting Sign-in Sheets Monroe Office</td>
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Southwestern Community Action Council
Child and Family Development Program

PROGRAM GOVERNANCE Monitoring Plan
HEAD START & EARLY HEAD START

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<th>Documents/Location</th>
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</thead>
<tbody>
<tr>
<td>• Formation and Composition of PARENT COMMITTEES and POLICY COUNCIL</td>
<td>• Conduct initial Parent Committee meetings to explain the roles and shared decision making responsibilities of the parents at the center level.</td>
<td>September &amp; October</td>
<td>Community Partnership Coordinator</td>
<td>Initial Parent Committee agenda, Parent Committee minutes, Policy Council agenda, Parent Committee sign-in sheet, Initial Policy Council agenda, Policy Council sign-in sheet, Policy Council meeting minutes, Policy Council membership list, Policy Council Officer’s monthly meeting minutes</td>
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<tr>
<td>• Oversee elections of the officers who will conduct bi-monthly meetings.</td>
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<tr>
<td>• Elections are held during the first parent committee meeting to elect the center’s Policy Council representative and alternate:</td>
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<tr>
<td>• 51% currently enrolled parents,</td>
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<tr>
<td>• Community Representatives:</td>
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<tr>
<td>• One Past Parent from each county and local business and community advocates for low income children and families.</td>
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<tr>
<td>• Officially seat Policy Council members at the initial Policy Council meeting.</td>
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<tr>
<td>• Hold election to seat Policy Council Officers</td>
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Southwestern Community Action Council  
Child and Family Development Program  

PROGRAM GOVERNANCE Monitoring Plan  
HEAD START & EARLY HEAD START  

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</thead>
</table>
| Communication and Shared Decision Making:                | • Attend Policy Council meetings.                                                          | October – November        | Community Partnership Coordinator | Policy Council Membership List  
                                                            | • Read Officers’ meeting minutes.                                                          |                                          | Policy Council meeting minutes  
                                                            | • Oversee attendance of the Policy Council members at the monthly meetings for feedback and input as the Voice of their Center Representative and Alternates will report during the Parent Committee meeting on Policy Council matters affecting the center, children and families.  
                                                            | • Oversee the vote of a Policy Council member to be seated on the SCAC Board of Directors as a voting Community Representative as the voice from Policy Council  
                                                            | • Promote SCAC Board of Directors to seat a Board member on the Policy Council as a voting Community Representative  
                                                            |                                          | CFDP Director                            | Board of Directors meeting minutes  
                                                            |                                          |                                          | Sign-in sheet  
                                                            |                                          |                                          | Meeting Minutes  
                                                            |                                          |                                          | Meeting Agendas  
                                                            |                                          |                                          | Meeting Notices  
                                                            |                                          |                                          |                                           |
## Southwestern Community Action Council
### Child and Family Development Program

**Program Year:** 2017-2018

## PROGRAM GOVERNANCE Monitoring Plan
### HEAD START & EARLY HEAD START

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<th>Person Responsible</th>
<th>Documents/Location</th>
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</thead>
<tbody>
<tr>
<td><strong>TRAINING</strong></td>
<td>to be a voice from the Board</td>
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</tbody>
</table>
| • Roles and Responsibilities of the Policy Council and the Board of Director | • Attend and participate in the training session | November - July | • Community Partnership Coordinator  
• CFDP Director  
• CEO | Governance and Management Responsibilities Chart: Appendix A  
Governance and Management Responsibilities Document  
POLICY COUNCIL MEMBERS GUIDE: The Roles and Responsibilities of the Head Start Policy Council |
| **INTERNAL DISPUTE RESOLUTION** | • Training will be offered on these documents.  
• Ensure that all steps are followed if the need arise | November – July | • CEO  
• CFDP Director  
• Community Partnership Coordinator | RESOLVING COMMUNITY COMPLAINTS ABOUT THE PROGRAM  
IMPASSE PROCEDURE |
| **REIMBURSEMENT FOR EXPENSES** | • Review the Babysitting Fee form  
• Review the Agency Mileage Sheet  
• Sign and submit to the Fiscal Specialist for processing of payment | October – July | • Community Partnership Coordinator | Babysitting Fee form  
Agency Mileage Sheet  
W-9 |
Southwestern Community Action Council, Inc.  
Child and Family Development Program

Program Governance Index

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<td>Policy Council will endorse Parent Services/Activity Funds</td>
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<td>Documentation of Approved Parent Services/Activities</td>
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<td>Increase Communication between Parents, Staff and Policy Council</td>
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Child and Family Development Program

PROGRAM GOVERNANCE

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<th>Person(s) Responsible:</th>
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<td>1301</td>
<td>August 1, 2017</td>
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Regulation Name and Number: 1301.2 (a,b,c) Governing Body
1301.3 (a,b,c,d) Policy Council and Policy Committee

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<th>Policy Council Approval Date:</th>
<th>Board Approval Date:</th>
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<tbody>
<tr>
<td>July 27, 2017</td>
<td>July 31, 2017</td>
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</tbody>
</table>

Person(s) Responsible: CFDP Director
CFDP Assistant Director
Community Partnership Coord.
Family Partnership Coordinator
Center Staff

Person(s) Monitoring: SCAC, Inc. Chief Executive Officer

**Subject:** Purpose and Composition of the Policy Council

**Policy:** Southwestern Community Action Council, Inc. will have a Policy Council at the Grantee level, composed of Parent Committee members from each center, providing a structure through which parents will participate in policy making and other decisions regarding the programs.

**Procedures:**

1. Southwestern Community Action Council, Inc. will have a Child and Family Development Program Policy Council at the Grantee level with representation from each parent committee and community representatives. The Council will be composed of 51% parents of currently enrolled children.

2. Members will be elected by parents of children currently enrolled in the program.

3. Have functioning parent committees in all units of program operation. Parent committees will be members of the Center Teams when jointly planning a center event, such as, Open House or Celebrations and have input into center operations.

4. Parent orientation will be held at each center to acquaint parents with the program before children enter the centers. Orientation will be planned by staff and parents.
5. Election of officers for the parent committees is planned during the initial center parent committee meeting. Officers will be trained in their elected officer’s role. Election of Policy Council representatives and alternates will be in October. They are elected on one year terms annually and can serve no more than a total of three (3) years. Community Representatives will be elected annually.

6. A parent area bulletin board, in each center, will include: parent committee meeting minutes, current and past, trainings, etc.

7. Parent committees will assist center staff teams in planning, organizing and coordinating program activities for parents.

8. Family Services staff will attend parent committee meetings. Other program staff will attend, per parent’s request. Teachers may be invited to attend a portion of the meeting to answer questions and inform parents of classroom plans and assist with plans and activities at the centers, as it related to the curriculum.

9. If a parent is hired by Southwestern Community Action Council, Inc. as an employee; full time or substitute, they will remain a voting member of their center parent committee; however, they can hold a center officer’s position: Chairperson, Vice-Chairperson, Secretary and Treasurer. They can sit on Policy Council as a Representative or as an Alternate; this is defined as an OCCASIONAL SUBSTITUTE.
Southwestern Community Action Council, Inc.
Child and Family Development Program
PROGRAM GOVERNANCE

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<td>Community Partnership Coord.</td>
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Regulation Name and Number: 1301.4 (a) (b) (1-2-3) Parent Committees

Policy Council Approval Date: July 27, 2017

Person(s) Monitoring:
CFDP Director
SCAC-CEO

Board Approval Date: July 31, 2017

Subject: Flow of Communication from Policy Council

Policy: Ensure the flow of communication from Policy Council to Parent Committees so that all parents are aware of program policies and procedures. Provide communication from SCAC Board to Policy Council who will share with Policy Council members and become part of the minutes for the Council’s meetings.

Procedures:
1. Copies of meeting minutes of the CFDP Policy Council meetings will be sent to all Policy Council members; representatives and alternates.

2. Copies of meeting minutes will be sent to all centers.

3. Policy Council members are encouraged to attend parent meetings in other centers.

4. Staff will encourage Policy Council members to be actively involved and engaged in their center classroom and other center activities and projects, as well as community events.

5. The Policy Council will designate one member to attend SCAC Board meetings as an effective flow of community between the two. The SCAC Board will designate one member to attend Policy Council meetings.
6. A copy of the SCAC Board minutes will be sent to the chairperson of the CFDP Policy Council and all Policy Council members.

7. Joint meetings will be held by the Council and the SCAC Board of Directors’ Executive Committee to resolve any standard differences so that each body is aware of their respective roles, duties and obligations as a group. Recognizing that the SCAC Board, has the legal body for the programs. Any differences will be dealt with by the Impasse Procedure.

8. Appoint By-Laws Committee to review and make any changes needed to update current By-Laws. By-Law changes will be approved by the SCAC Board of Directors.
Southwestern Community Action Council, Inc.
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**Subject:** Training Provided to the Policy Council

**Policy:** Provide training for Policy Council members regarding roles and responsibilities.

**Procedures:**

1. Conduct an orientation for Policy Council members in the beginning of their term to make them aware of their roles and responsibilities and provide training on all areas of the program.

2. The Programs’ Content Area plans will be reviewed with the new Policy Council members so that they will be aware of the roles and responsibilities of parents and understand the Standards.

3. Shared decision making between the Southwestern Community Action Council, Inc. Board of Directors, key management staff and Policy Council will occur with timely and appropriate training for the purpose of having a clear understanding and working knowledge to approve or disapprove all funding applications for EHS/HS and other pertinent joint decision making matters.
4. Initially, training will be provided on Performance Standards and the roles and responsibilities of Policy Council and the Board of Directors. An elected Community Representative from the Policy Council to the Board of Directors will attend Board of Directors meetings. Conversely, the SCAC Board of Directors will elect a Community Representative to attend Policy Council meetings. They will attend the scheduled meetings and have a voice and a vote on issues while maintaining an open line of communication between both. Reports and meeting minutes will be made available by each and they will work with the Director to implement and share accurate information on agency and program matters of operations, problem solving and adherence to policies and procedures.

5. Program planning will include the three decision sharers in the program’s vision, the identification of the short and long term goals and objectives and the implementation of the Policies and Procedures, input through Policy Council committee and Advisory Committees.

6. The recruitment, selection and enrollment process and documentation will be reviewed by the established Policy Council Family Eligibility Committee.

   The annual Self-Assessment is conducted with the parents and board members as a part of each committee. Training will be conducted to explain the assessment process.

7. Policy Council Personnel Committee is appointed. Training is conducted prior to Policy Council Personnel Committee members participating on the interview committee. All new hires are hired provisionally until approved by the Policy Council or the Officer’s Committee. Policy Council members receive a copy of all posted employment advertisements.
**Southwestern Community Action Council, Inc.**  
**Child and Family Development Program**  
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**Board Approval Date:** July 31, 2017  
**Person(s) Monitoring:**  
Community Partnership Coordinator  
Family Partnership Coordinator

**Subject:** Training Opportunities for all Families

**Policy:** Provide training opportunities for all parents of currently enrolled children in all aspects of child and family life.

**Procedures:**

1. A calendar for parents will be provided so they will be aware of: center parent committee meetings, parent education workshops, parent services/activities and county community days. Some training topic categories are: School Readiness, Health & Safety, Parenting & Child Development, Financial Literacy & Self Sufficiency, Job Readiness, Consumer Education, family Literacy, Health, Nutrition & Exercise, Community & Cultural Awareness and Other (address any category not mentioned). Each of these categorized training topics has a Family Engagement Outcome(s) from the Parent, Family and Community Engagement Framework associated with.

2. Scheduled meetings, workshops and trainings will take place in four events:  
**PARENT COMMITTEE MEETINGS:** these meetings will be held every other month, at a mutually agreed upon date by the parent group, for parents enrolled at that center(s). Parents have an opportunity to learn about and exercise the precepts of Robert’s Rules of Order-Parliamentary Procedure in their decision making process. The Family Service Worker oversees the meeting.  
**PARENT EDUCATION WORKSHOP:** prior to the scheduled parent committee meetings a Guest Speaker will conduct a parent education workshop on topics and concerns relevant to that center’s needs, issues and requests.
PARENT SERVICES/ACTIVITIES: during the parent committee meeting, parents will discuss and vote on a parent service/activity. This will take place the next month. They will vote to access their parent services/activity money to fund the service/activity from their Parent Activity Fund. All parent services/activities must be accompanied by an educationally focused training/workshop. This workshop/training will be determined through parent input and a majority vote during the parent committee meeting.

County Community Days: All parents; Head Start and Early Head Start enrolled, County parents and the Community are invited to a central location, within their county to participate in the following training topics; Parenting, Child Abuse & Neglect and the Reporting process, Financial Literacy and Transitioning to the New Setting.

Family Engagement Events: All parents, at their respective HS/EHS centers/schools will be invited to participate in Family Engagement Events. The teachers will chose from the preapproved topic options. The event engages parents in two ways:

a. Parents will go to their child’s classroom and work on a project or activity with their child together. The teacher will be the facilitator and role model teaching strategies to the parents.
b. Parents will attend an educational workshop identifying a specific topic geared to school readiness and parenting. The presenter will be a qualified speaker within the program or from the community.

3. Policy Council members will be given opportunities to attend outside conferences and workshops.
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Child and Family Development Program
PROGRAM GOVERNANCE

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**Subject:** Policy Council will endorse Parent Services/Activity Funds

**Policy:** The Center Parent Committee will decide how to spend their Parent Services/Activity funds, as it relates to an educationally focused training/workshop and activities.

**Procedures:**

1. The Policy Council shall endorse the parent activity funds given to each center parent committee. The distribution formula is $5.00 per child and based on the number of enrolled children in the center.

2. Each parent committee will vote on the use of their own parent activity fund and any donated funds or resources received; with prior approved granted by Policy Council.

3. Each parent committee can accept donated funds. It must go through the SCAC Accounting system. The donor must be specific, as to where and how they want their money to be spent; otherwise it will be distributed at the discretion of SCAC, Inc. Accounting Department.
Subject: Documentation of Approved Parent Services/Activities

Policy: Documentation of activities for the year for the Parent Committees and Policy Council will be planned jointly from input and feedback from the parents and structured to achieve positive-goal oriented Family Engagement Outcome(s).

Procedures:

1. During the initial parent committee meeting parents will complete a Family Interest Sheet (Goal Setting Inventory) identifying education/training and awareness issues. Additional training topics are shared and by participating Family Engagement Outcomes are addressed.

2. Scheduled activities and workshops will be documented on each updated program wide monthly calendar and distributed to parents in the monthly newsletter.

3. Center Parent Committee meetings will be scheduled every other month at a time and place mutually agreed upon by the parents. Those dates are scheduled on the calendar.

4. Parent services/activities are decided and voted on at parent meetings and will be conducted the next month. There are five Documentation Forms needed to access the parent funds; Parent Services/Activity Request Form, Transportation Request Form, Sign-in Sheet, Parent Meeting Minutes, and Purchase Requisition.
5. The five documentation forms are sent to the Community Partnership Coordinator and reviewed for accuracy, then forwarded to the Transportation Specialist for vehicle assignment, then forwarded to the Fiscal Specialist for fiscal accuracy, then forwarded to the CFDP Director for the final approval. Once confirmed, all documentation is forwarded to the corporate office for issuance of a Purchase Order or Check.

6. The Check or Purchase Order is sent back to the Fiscal Specialist and sent to the requesting Family Service Worker.
Southwestern Community Action Council, Inc.
Child and Family Development Program

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<td>Community Partnership Coordinator Family Partnership Coordinator</td>
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**Subject:** Increase Parent Engagement through the decision-making process

**Policy:** Increase Parent Engagement in the decision-making process, at the center level, to affect positive, goal-oriented outcomes.

**Procedures:**

1. Parents will be involved in program planning at the center level, by participating in a variety of ways; attending the parent meetings, parent education workshops, parent services/activities, serving on Policy Council to support program design, management and implementation, assisting with center events; Open House and Celebrations.

2. All parents; Center Base and Home Base, will assist in planning family activities at the center level for total family engagement.

3. In the spring of the year a survey is sent out by the Family Partnership Coordinator and the Nutrition Specialist to all parents for a candid assessment of the program and how we could improve the program. These surveys are submitted back to the Family Partnership Coordinator and the Nutrition Specialist and shared with the Director.
**Southwestern Community Action Council, Inc.**

**Child and Family Development Program**

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**Subject:** Increase Communication between Parents, Staff and Policy Council

**Policy:** Increase the flow of communication between parents, staff and Policy Council for a more effective shared decision making system.

**Procedures:**

1. Parents serving on the Policy Council will be encouraged to spend time in the center and participating in center level activities.

2. Policy Council members will attend parent committee meetings at the own centers and be prepared to give a report on the last meeting.

3. Each central staff member will be encouraged to attend parent meetings, as schedules permit, to offer a more heighten awareness of their content area and seek questions, input and feedback.

4. Parent committees will be encouraged to offer ideas and suggestions to the Policy Council through their elected members.
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Child and Family Development Program
PROGRAM GOVERNANCE

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Subject: Steps for Resolution of Community Complaints & Impasse Procedures

Policy: Maintain steps for Resolution of Complaints.

Procedures:
1. RESOLVING COMMUNITY COMPLAINTS PROCEDURE (Early Head Start/Head Start-Specific) SCAC employees who are approached by a person(s) from the community with a complaint about one or more of the services provided by either Early Head Start or Head Start follow the stated steps below:
   a. Request the complaint, in writing with a signature by the complainant; send to the CFDP Director within two (2) working days of the incident.
   b. The CFDP Director will refer the complaint to the appropriate department supervisor within two (2) working days of receipt.
   c. The department supervisor will attempt to resolve the problem within five (5) working days of receipt. The supervisor will report the status of the complaint in writing to the CFDP Director within the five (5) day time period.
   d. If the problem has not been resolved within five (5) working days by the department supervisor, the CFDP Director will intervene and attempt to solve the problem.
e. A written decision from the CFDP Director will be given to the employee who received the complaint, and a copy of the decision will be sent to the last known mailing address of the community person who made the complaint within five (5) working days.

f. The CFDP Director will report to the CFDP Policy Council any community person or persons’ complaint that cannot be resolved at another level. The Policy Council will review the complaint and make a recommendation to the SCAC CEO. The CEO will review the complaint and the Policy Council recommendations and make a decision within five (5) working days.

g. A written copy of the CEO’s decision will be sent to the last known mailing address of the community person or persons who made the complaint. A copy will be given to the employee who received the complaint, the CFDP Director, department supervisor and the Policy Council Chairperson.

h. If the complaint cannot be resolved by the CEO of SCAC, Inc., to the satisfaction of the complainant, the SCAC Board of Directors and the CFDP Policy Council will review the complaint and documentation in a joint meeting and offer direction for bringing the complaint to closure.

i. Within five (5) working days after the joint meeting between the SCAC Board of Directors and the CFDP Policy Council, a copy of the decision will be sent to the last known mailing address of the community person or persons who made the complaint, and a copy will be given to the employee who received the complaint, the program director, department supervisor and the Policy Council Chairperson.

IMPASSE PROCEDURE (Early Head Start and Head Start – Specific) The CFDP program Southwestern Community Action Council, Inc. (SCAC) Early Head Start/Head Start depends on the cooperation and approval of its two governing bodies, the SCAC Board of Directors and CFDP-Early Head Start/Head Start Policy Council to participate in shared decision-making on behalf of the program.

In the event that the two governing bodies (SCAC) Board of Directors and (CFDP) Early Head Start/Head Start Policy Council cannot agree, the following procedure will be followed:

1. The Executive Committee of the Southwestern Community Action Council, Inc. Board of Directors and the Executive Committee of the CFDP Early Head Start/Head Start Policy Council will come together in a joint meeting with the CFDP Director and the SCAC Chief Executive Officer within ten (10) working days of the initial impasse. The impasse committee will discuss issues related to the impasse and propose an alternative remedy.
to resolve the conflict. The proposal will be taken back to the CFDP Early Head Start/Head Start Policy Council, and the SCAC Board of Directors for action at the next scheduled meeting of the governing body.

2. If the impasse committee cannot arrive at a mutually agreeable proposal to resolve the conflict or the two governing bodies (CFDP) Early Head Start/Head Start Policy Council and SCAC Board of Directors do not approve the recommended proposal of the impasse committee, by mutual agreement of both governing bodies. The Board of Directors and the Policy Council will notify the other in writing why they do not accept the decision. The Executive Committee of both the Board of Directors and the Policy Council, the CFDP Director and the Chief Executive Officer will come together within ten (10) working days from the receipt of the written notification to discuss the issues and come to a mutual agreement. If there is no resolution and the impasse continues the Board of Directors the Policy Council will select a mutually agreeable third party mediator and participate in a formal process of mediation that leads to a resolution of the dispute, which is not arbitrary, capricious, or illegal.

3. If no resolution is reached with a mediator, the Board of Directors and the Policy Council must select a mutually agreeable arbitrator, whose decision is final.
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**Subject:** Avoiding Conflict of Interest in regards to occasional substitutes

**Policy:** Enrolled Parents, Community Representatives, Past Parents nor immediate family members of staff can serve as Occasional substitutes, i.e. SCAC, Inc. employees.

**Procedures:**

1. If a parent is hired as an occasional substitute, they will remain a voting member in their center parent committee. However, they can hold a parent committee center officer’s position: Chairperson, Vice Chairperson, Secretary and Treasurer.

2. If an enrolled parent or community representative is hired as an occasional substitute, they can be elected and will not have to relinquish their officer’s role on the parent committee. They can be elected as the Representative or Alternate to the Policy Council.
Subject: Reimbursement for Reasonable Expenses

Policy: Enable Policy Council members to participate fully by providing reimbursements for reasonable expenses incurred as a member.

Procedures:

1. Policy Council members will be reimbursed for travel (mileage) based on the current agency mileage reimbursement, current lodging and current Per Diem for program related expenses.

2. Child Care reimbursements will be paid to member’s biological and legal guardianship child(ren) at a rate of $10.00/child; three children per family under the age of 12 years old. A $15.00/child/night reimbursement for Policy Council meetings and workshop requiring an overnight stay.
Southwestern Community Action Council, Inc.
Child and Family Development Program
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**Subject:** Southwestern Community Action Council, Inc. Board of Directors Orientation

**Policy:** Members of the Southwestern Community Action Council, Inc. Board of Directors will receive an annual orientation on the Head Start and Early Head Start programs.

**Procedures:**

1. The Chief Executive Officer or designee will conduct the board orientation.

2. Orientation will include at a minimum the following:
   a. The mission and goals of the Head Start/Early Head Start Programs
   b. Description of the service area
   c. The Program’s organizational structure
   d. Staff Information
   e. Community information including resources, demographics, strengths and difficulties
   f. Roles and responsibilities in governing the program
   g. Head Start Performance Standards
   h. Procedures for shared decision making between the Policy Council and the SCAC. Inc. Board of Directors