

## Supplemental Home Visits and EHS Summer Services

### Approach

The primary goal of all supplemental in-home education visits is to strengthen partnerships and relationships with families and children, while supporting each child's learning and development. These visits focus on individual goals, including those outlined in the child's Individuated Family Service Plan (IFSP) goals, as well as goals related to building self-regulation skills. Research shows high-quality interactions between young children and their families have measurable positive impacts on early learning outcomes. During the child's enrollment in the program, parents and caregivers will be encouraged to engage in regular, developmentally appropriate activities that promote early learning, school readiness, and nurturing parent-child relationships.

Home Practice activities will focus on building self-regulation and joint attention skills—both of which are critical to children's long-term success in school. Parent-child activities such as reading together and engaging in rich, language-filled conversations support the development of fundamental skills and contribute to children's school readiness and lifelong learning.

Educational Supplemental Home Visits will be implemented as part of the EHS Part-Day program, EHS Summer Services, alternative placement for service delivery, and, when applicable, Special Service Plans.

#### Head Start Program Performance Standards:

**1302.33** Child screenings and assessments

**1302.50** Family engagement

**1302.34** Parent and family engagement in education and child development services

**1302.50(b)** Family Engagement approach

**1302.51** Parent Activities to promote child learning and development

### Setting of Home Visits:

Home visits must take place primarily within the child's home. As much as possible, a regular schedule of home visits will be established with the family as early as possible. Teachers will update their home visit schedule to match the schedule established and or changes in Outlook as soon as possible. Other arrangements for home visit locations

may be made with prior approval of the Site Manager. Such approval may be granted when a family is homeless, has a work schedule that prohibits scheduling a home visit within reasonable hours, or other compelling reasons. Site Managers will document their approval in a case note of the Family Tab in Shine (Home Learning Follow Up).

### Required Components:

1. A consistent home visit schedule
  - a. The scheduled visits **must** be documented on the teacher's Outlook calendar in collaboration with the family.
  - b. Duration of visit – approximately 1 to 1.5 hours in length.
2. Home Practice activities will support individualized child goals and meet developmental milestones.
  - a. Activities must be age and developmentally appropriate
  - b. Structured to be child focused learning experiences
  - c. Utilize strategies that promote the home as a learning environment that is safe, nurturing, and responsive.
  - d. Activities must be research and evidence based.
  - e. If a child has an IFSP or Guidance Plan, their learning goals will be intentionally planned for.
3. Empower parents/caregiver to be an active participant in the visit and encourage them to lead the activities with their child to help enhance their skills and promote them as their child's first and forever teacher.
4. Documentation
  - a. Home Visit Note in Shine
    - i. Home Visit Date- Date the visit occurred
    - ii. Location- Choose a location for the visit. If a visit were to occur outside of the family's home or center this **must** be preapproved by the Site Manager (See Home Based Home Visiting 0-5 Procedure)
    - iii. Father Figure Involved- choose yes or no depending on if the father figure participated in the visit.

- iv. Notes- include who was present and the goals and activities provided

Notes: (155 of 2000 Characters)

Present: Teacher Sarah, Mom Cassie

7a—Cutting Challenge; 10a—Personal Greetings; 1b—Let's Do This Instead; 8b—Help Me Hokey Pokey; 9a—The Itsy Bitsy Spider

### Cancelled Visit:

When a home visit is cancelled by the program (e.g. due to a calamity day, staff illness, agency training, holiday, or other such reasons), it must be rescheduled and completed at the earliest opportunity. Home visits cancelled by the family are to be made up to the greatest extent possible. Teachers will document the reason for any home visit cancellation in SHINE as a Planning Note in the Education Tab, noting which party cancelled; the teacher or the family, following the guidance below.

- If you, the teacher, are cancelling the visit:
  - Status- choose “Staff Cancelled Home-Base Visit”
  - Put in the attempted date of visit
  - Enter a brief note on why the visit was cancelled and when it has been rescheduled
- If the family is cancelling the visit:
  - Status- “Attempted Home-Based Visit”
  - Put in the attempted date of visit
  - Reason- “Family cancelled home based visit”
  - Enter a brief note on why the visit was cancelled and when it has been rescheduled
- If a visit was attempted but the family did not respond to communication or did not answer the door:
  - Status- “Attempted Home-Based Visit.”
  - Put in the attempted date of visit
  - Reason- Unable to enter the family home.
  - Enter a brief note and if a post card was left at the home
  - **You are still required to attempt a home visit during the scheduled time even when a family does not confirm the visit.**

\*The notes box is used to put any details about the cancellation and rescheduling information.

- Brief note reason why visit was cancelled and plan for rescheduling

- Example” Family sick. Visit rescheduled for tomorrow.

\*If a home visit is repeatedly cancelled due to ongoing barriers, the teacher will collaborate with the family to identify a more suitable day and time to ensure continuity of services.

### **EHS Summer Services and Socialization:**

Upon completion of in-center services, Early Head Start children will transition to in-home services. Each child will receive a weekly home visit and will be invited to participate in two classroom-based playgroups with their previous teacher and peers. These home visits and playgroups will follow the guidance outlined above to support each family and child’s individual developmental goals.

If a family is unable to participate in the required summer services, teachers will follow the guidance provided by the Education and Family Services department to implement a Special Service Plan.

Summer services will be provided by a qualified teacher who, as determined by the agency, can best serve the children and families. In classrooms with two assigned teachers, the teacher with the greatest qualifications and abilities as determined by management will be designated to provide these services, if qualifications and abilities are deemed equal by management, seniority as defined in Article 18 of the CBA will govern.