



**MEMO**

TO: Board of County Commissioners (BOCC)  
 FROM: Akane Ogren, Boulder County Head Start (BCHS) Division Manager  
 RE: August Policies and Procedures Approvals  
 DATE: September 23, 2024

Per the December 12, 2023, BOCC-approved timeline of submitting newly drafted BCHS Policies and Procedures to the BOCC on a monthly basis, the following policies are presented for approval in the month of September. These policies align with and reference Head Start Program Performance Standards.

The drafts were reviewed and approved by a Boulder County team existing of:  
 Olivia Lucas, *County Attorney’s Office*  
 Ryan Ankrum, *Human Resources*  
 Julie Fischer, *Office of Financial Management*

Policy	Synopsis
<b>Volunteers &amp; Visitors</b>	<p>The security and safety of children, families and staff require that any person defined as a Volunteer, Regular Volunteer, Visitor/Guest, or Community Partner participating in BCHS activities during operational periods, meet certain criteria.</p> <p>Volunteer opportunities exist primarily in the classroom and child-centered activities. Other individuals who visit the program classrooms and/or administrative offices must have prior management approval to do so. Volunteers and visitors are not allowed to have unsupervised contact with children in the program.</p>
<b>Development of the Family Partnership</b>	<p>All families will have the opportunity to participate in an ongoing family partnership and goal setting process throughout their enrollment. This process begins with the Strengths and Needs Assessment, typically completed at enrollment or Welcome Conferences. As part of the family partnership process, staff must offer parents the opportunity to develop a family goal which includes responsibilities,</p>

	timelines, and strategies for achieving these goals, as well as documentation of follow up/actions.
<b>Family Advocate Home Visits</b>	Home Visits are valuable in building respectful relationships with parents and in developing a broad understanding of every child in the program. The visits also enhance the family's knowledge, understanding of the BCHS program, and connection to the school community. A minimum of one Home Visit with a Family Advocate will be conducted in the family's home language or using the services of an interpreter.
<b>Family Events &amp; Parenting Education</b>	As part of the Family Engagement process, BCHS will promote shared responsibility with parents/caregivers for children's early learning & development, and will implement family engagement strategies that foster parental confidence and skills. BCHS will hold at least two Family Activity Events each program year.
<b>Strength and Needs Assessment</b>	Every newly enrolling family will have a strength and needs assessment completed during the intake process or at Welcome Conferences.
<b>Teacher Home Visits and PT Conferences</b>	Home Visits and Parent-Teacher conferences are valuable in building respectful relationships with parents and in developing a broad understanding of every child in the program. The visits and conferences enhance the family's knowledge and understanding of the developmental progress of their child. A minimum of two home visits and two parent-teacher conferences will be conducted in the family's home language or using the services of an interpreter.
<b>Transition Services</b>	Transition is an ongoing process to ensure that children and families will have appropriate information and support whenever there is a change in their child's placement. Transition activities may occur when children enter BCHS, change placements within BCHS, go to another preschool placement, or on to kindergarten. Transition is a process that must be planned by the child's current team (teachers, CD, FA, ESM, FSM) and communicated to all collaborating parties, including the family, the receiving placement team, and any other community agency involved in the child and/or family's life.



<b>Policy Council – Orientation &amp; Training</b>	Parents are trained annually in September at the beginning of every school year, and are encouraged to take an active part in the conduct of monthly Policy Council meetings.
<b>Policy Council – Role and Responsibilities</b>	The purpose of the Policy Council is to provide a formal means of involving parents, community persons, and BCHS in decisions affecting the operation and management of the BCHS program. Policy Council has responsibility for the direction of the BCHS program. Policy Council will receive timely information from BCHS staff that will help the Policy Council make informed decisions (see Communication and Reporting Policy).

The signature below, from the chair of the BOCC, signifies approval of the above-mentioned policies and procedures.

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: Chair of the Board of County Commissioners

Attest: \_\_\_\_\_

Date: \_\_\_\_\_

Clerk of the Board: \_\_\_\_\_

## **Volunteers & Visitors Policy**

**The security and safety of children, families and staff require that any person defined as a Volunteer, Regular Volunteer, Visitor/Guest, or Community Partner participating in BCHS activities during operational periods, meet certain criteria.**

**Volunteer opportunities exist primarily in the classroom and child-centered activities. Other individuals who visit the program classrooms and/or administrative offices must have prior management approval to do so. Volunteers and visitors are not allowed to have unsupervised contact with children in the program.**

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### **Definitions:**

#### **Volunteer**

1. Any non-staff individual 12 years or older (including parents/guardians of program children) who intends to perform duties for the program.
2. Volunteers between the ages of twelve (12) and sixteen (16) must have a written purpose developed by the center for volunteering and may not volunteer for more than two (2) hours per day.
3. Volunteers, including interns are not replacements for staff; they may not be counted as part of the staff to student ratio.
4. Must have management approval and have had a volunteer orientation prior to placement.

#### **Regular Volunteer**

1. Any Volunteer who has a consistent and ongoing schedule established and approved by the site's CD. Regular volunteers are screened for appropriate communicable diseases in accordance with state, tribal, or local laws.

#### **Visitors/Guests**

1. Program parents/guardians, who do not meet the definition of Volunteer, will not perform program duties, and need to be with their own child. They may visit locations/classrooms where their child/children currently are in attendance.

Community Visitors who do not meet the definition of Volunteer may visit sites and classrooms for limited times (less than four hours per year) with management/supervisory approval. They must always be under the direct supervision of a BCHS staff person. They will not perform program duties nor have unsupervised contact with any child. Examples would be a student observer, a presenter, storyteller, etc.**Community Partner**

1. A Community Partner is a party that provides direct services to a child in a BCHS classroom with limited and/or no line-of-sight supervision. Community Partners do not have a contract or agreement with BCHS.
  2. Community Partners must have an agreement with a child's parent/guardian to provide a direct service to the child ("Community Partner Agreement"). A copy of the Community Partner Agreement must be provided to BCHS.
    - a. All Community Partner Agreements must be reviewed and approved by Boulder County Risk Management prior to Community Partner participating in BCHS activities/classroom.
    - b. Community Partner Agreements that do not contain insurance requirements will not be approved by Boulder County Risk Management.
  3. In addition to the Procedure outlined below, Community Partners must agree to the following conditions in writing:
    - a. Community Partners will not take custody of any child;
    - b. Community Partners will not have unsupervised contact with any child;
    - c. Community Partners will not remove children from the BCHS site;
    - d. Community Partners will only provide services to the child identified in the relevant Community Partner Agreement; Community Partner will not provide services to any other child/children.
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## **Procedure**

1. The ESM contacts CDs to secure volunteer placement.
  2. Volunteer placement will conform with Boulder County Policy 6.72, including the requirement for a background check for volunteers who will be regularly interacting with minors.
  3. Volunteer must complete orientation prior to 1<sup>st</sup> day of volunteering. The CD contacts the volunteer to schedule orientation to share information regarding:
    - Program mission/vision
    - Policies and Procedures
    - Expectations
    - Site-specific information (parking, bathroom locations, emergency procedures, etc.)
  4. Volunteers must sign in and out on the site's Visitor Log each day they volunteer.
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**Updated:** July 2024

**Reviewed by Boulder County:** September 2024

**Board of Directors (BOCC) approved:**

**Policy Council approved:**

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This policy complies with Head Start Performance Standard 1302.94

## Teacher Home Visits & Parent-Teacher Conferences Policy

Home Visits and Parent-Teacher conferences are valuable in building respectful relationships with parents and in developing a broad understanding of every child in the program. The visits and conferences enhance the family's knowledge and understanding of the developmental progress of their child. A minimum of two home visits and two parent-teacher conferences will be conducted in the family's home language or using the services of an interpreter.

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### Procedures

1. Typically, a combination of two Home Visits and two Parent-Teacher conferences provides sufficient opportunities for identifying appropriate educational goals and discussion of each child's individual development and progress. More Home Visits/Conferences may be added on an individual basis.
  2. Home Visits must occur in the enrolled child's home unless the parents expressly request that the visit take place at the site or another safe location or if the visit to the home presents significant safety hazards for staff.
  3. Parent-Teacher Conferences should occur at the site; however, the parent's needs will be taken into consideration.
  4. Time options and days should be available to best meet the needs of individual parents.
  5. Home Visits and Parent-Teacher conferences will be planned in advance and are placed on the current school year calendar.
  6. The date of the Home Visits/Parent-Teacher conferences is documented in MyHeadStart within 48 hours of the conference or visit.
  7. Any documentation reviewed with families, such as a TS Gold report, is stored in the child's paper file on site.
  8. A summary of the Home Visit/Parent-Teacher Conference is emailed to the CD and FA within 7 business days of the conference or visit. The summary may include:
    - Date, time, & location of the contact.
    - Family and staff present at the visit.
    - Discussion/activities related to child development, family services, disabilities and mental health. Include specific details regarding topics discussed.
    - Follow-up needed if any and who will do the follow-up
    - Plans for the next visit
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### Home Visit and Parent-Teacher Conferences

1. Home Visits and Parent-Teacher Conferences occur at regular intervals during the program year. Every year the program will set dates for Home Visits and Parent-Teacher Conferences and add them to the school year calendar.
2. The following sequence is the suggested routine in the regular program year for sharing information with families:

**Welcome Conference:** Use this 1st contact to do the following:

- Get to know the family, share briefly who you are, what your classroom is like, how the year will look.
- Complete the following forms with the families, unless already completed:
  - ★ Welcome Conference Form
  - ★ Annual Permissions Form
  - ★ Home Language Survey
  - ★ Emergency Contact Form

**Fall Home Visit:** Use this 2nd contact to do the following:

- Review Emergency Contact Form
- Review TS Gold Report Cards to share child's developmental assessment information. Share additional work samples and photos as appropriate
- Follow up with missing physicals or immunizations
- Solicit parent ideas for classroom curriculum related to their child's interest and emerging skills
- Share a DAP parent-child activity
- Discuss volunteer opportunities
- Health, social services, & mental health follow-up and referrals
- Document visit in MyHeadStart

**Winter Parent-Teacher Conference:** Use this 3<sup>rd</sup> contact to do the following:

- Review Emergency Contact Form
- Review TS Gold Report Cards to share child's developmental assessment information. Share additional work samples and photos as appropriate
- Follow up with missing physicals or immunizations
- Solicit parent ideas for classroom curriculum related to their child's interest and emerging skills
- Share a DAP parent-child activity
- Discuss volunteer opportunities
- Health, social services, & mental health follow-up and referrals
- Document conference in MyHeadStart

**Spring Home Visit:** Use this 4<sup>th</sup> contact to do the following:



- Kindergarten transition summaries (for graduating students)
- Document parent contact in electronic record.
- TS Gold report card
- Document parent contact in electronic record.

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**Updated:** July 2024

**Reviewed by Boulder County:** September 2024

**Board of Directors (BOCC) approved:**

**Policy Council approved:**

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This policy complies with Head Start Performance Standard 45CFR Section 1302.34, 1302.50, 1302.52, 1302.71(a)

## Transition Services Policy

Transition is an ongoing process to ensure that children and families will have appropriate information and support whenever there is a change in their child's placement. Transition activities may occur when children enter BCHS, change placements within BCHS, go to another preschool placement, or on to kindergarten. Transition is a process that must be planned by the child's current team (teachers, CD, FA, ESM, FSM) and communicated to all collaborating parties, including the family, the receiving placement team, and any other community agency involved in the child and/or family's life.

Procedures will be followed to ensure a smooth transition of information between current and future placements. Parent involvement will be encouraged throughout the process, as they are the primary advocates for their child. Head Start staff will work together to compile all necessary information to assist in a smooth transition of records to the child's new placement.

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### Transition Within Head Start – Classroom Transfer

1. A change in setting is a transition in the child's life and needs to be treated accordingly.
2. If a Classroom Transfer request is initiated by the family or classroom team, the FSM and ESM must be notified immediately. While classroom transfers are highly discouraged, they will be considered in extreme cases.
3. The FSM and ESM will initiate conversations with the family, site leadership, and the current and receiving classroom teams regarding the request. The final decision to approve a classroom transfer is made by the ESM and FSM together.
4. Once the request has been approved, the ESM and FSM will notify site leadership of all sites involved, the current classroom team, and the receiving classroom team of the plan to transfer and the possible timeline for the transfer. An email will also be sent to the IST regarding the change in placement.
5. The current FA will communicate the transfer approval to the family.
6. The current CD will communicate IEP information to the receiving CD.
7. If the family accepts the transfer, additional discussion with staff and family will include:
  - Special dietary needs
  - Special health needs
  - Any other special needs or accommodations
  - A potential date/time to visit the new classroom
  - A possible timeline for the transfer to occur

**\*\*NOTE: Sufficient time must be allowed for food service and health staff to make the necessary changes in food ordering and for the transfer of necessary medications and health aids. Receiving teachers will also need time to prepare to receive the child (ex. IEP accommodations). Child Find/BVSD and other agencies may need additional time to complete their transfer of information.**

8. The current FA will complete transfer information in MyHeadStart within 48 hours
9. The current CD will:
  - Notify relevant community partners providing services to the child (Child Find/BVSD) of the transfer and all relevant details (date of transfer, location of new receiving school and classroom team) within 48 hours.
  - Complete all appropriate updates in My Teaching Strategies within 48 hours (including the last attendance day at the site).
10. The current classroom team will arrange a “good-bye day” for students, if possible
11. The receiving classroom team will contact the family to schedule a Welcome Conference.

### **BCHS Transition to Kindergarten Plan**

1. The Plan includes, but is not limited to, the following type of activities:
  - FA support to families with online registration to any school district
  - Parent role and responsibilities in the transition process (ex. Learn about their school options, how to be their child’s advocate)
  - Documents needed to enroll a child into kindergarten
  - Connect family with the school district’s Community Liaison
2. The FA will transfer child in MyHeadStart at the end of the current school year.
3. The CD will send a copy of the MyTeachingStrategies report to the relevant local school by the end of the current school year.
4. Each transitioning family will receive a copy of their child’s immunization record by request only.
5. The ESM will meet throughout the year with school districts that have a Transition Team.
  - To develop transition plans for ECSE children as well as typically developing children.
  - To encourage a cooperative exchange of information concerning child records and individual child transition planning meetings.

### **Transition Summaries**

1. Transition summaries are the primary tool for sharing information about the child's growth and development. The lead teacher and CD will complete a transition summary together, for all children going on to kindergarten. These will be completed before the end of the current school year.
2. The transition summary, titled Boulder County Head Start Kindergarten Work Sample includes: the child's handwriting and drawing samples, information the family would like to share about their child with the receiving team, and a current TS Gold Report.
3. One copy of the transition summary is sent to BVSD's Office of Early Childhood, a second copy is archived for three years from the last day of the current school year.
4. Transition summary packets will be sent out to kindergarten programs during the month of June.

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**Updated:** July 2024

**Reviewed by Boulder County:** September 2024

**Board of Directors (BOCC) approved:**

**Policy Council approved:**

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This policy complies with Head Start Performance Standard 45 CFR Section 1302.70, 1302.71, 1302.72, 1302.61, 1032.62

## Development of the Family Partnership Policy

All families will have the opportunity to participate in an ongoing family partnership and goal setting process throughout their enrollment. This process begins with the *Strengths and Needs Assessment*, typically completed at enrollment or Welcome Conferences. The assessment can be completed in the home, center, or community location depending upon parent preference. As part of the family partnership process, staff must offer parents the opportunity to develop a family goal which includes responsibilities, timelines, and strategies for achieving these goals, as well as documentation of follow up/actions.

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## Family Partnership Plan Development

1. Staff will use the *Strength and Needs Assessment* to guide the discussion and develop goals or provide information and referrals based upon the family's priorities. Ideally this will happen at enrollment or Welcome Conferences. If not, an additional contact will happen in a timely manner.
  2. The *Strength and Needs Assessment* will be completed and scored at the beginning and again as additional assessments are completed. The outcome from the assessment will be documented in MyHeadStart. The Family Advocate (FA) will support families in the completion of the *Strength and Needs Assessment*.
  3. Staff will utilize Integrated Services Team members and other community partners to make appropriate referrals and provide resources that address the family's goals.
  4. If the family is already working with another agency and has established goals or pre-existing plans, staff will support the family to continue working on those goals as part of their Head Start experience. A summary of the pre-existing agreement will be entered as a Family Goal in MyHeadStart. A release of information signed by parent/guardian should be requested to facilitate information sharing with other agencies. Form will be kept in family file.
  5. Discussion during family contacts should include the family's goals, needs and interests.
    - Goals must include responsibilities, timelines, strategies and progress in achieving them.
    - Staff will utilize the Family Partnership Agreement worksheet to plan with families. A copy can be provided to families as needed. A copy of the Family Partnership Agreement is kept in the family file.
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## Follow-up Documentation Procedures

1. After the initial goal is completed the family will have the opportunity to develop new goals in continuation of the family partnership process.
2. As part of the family partnership process, information and referrals must be provided as requested and documented in the Family Service domain in MyHeadStart as events with affiliated actions (see [Information and Referral](#) policy). Additional details not requiring follow up (no action needed) will be documented as a note in the FS domain/FS Information tab.
3. When meeting dual language learners (DLL) families, interpreters will need to be scheduled first and in blocks of time that allow for multiple site coverage. Needs should be discussed in advance of the meeting time and staff should enter the home together to allow for optimal interpretation.
4. When clarification is needed in regards to management and documentation of caseload, teaching staff will consult with the FA for support and FAs will access the Family Services Manager as needed.

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**Updated:** July 2024

**Reviewed by Boulder County:** September 2024

**Board of Directors (BOCC) approved:**

**Policy Council approved:**

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This policy complies with Head Start Performance Standard 45 CFR 13002.52

## Family Advocate Home Visits Policy

Home Visits are valuable in building respectful relationships with parents and in developing a broad understanding of every child in the program. The visits also enhance the family's knowledge, understanding of the BCHS program, and connection to the school community. A minimum of one Home Visit with a Family Advocate will be conducted in the family's home language or using the services of an interpreter.

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### Procedures

1. Typically, one Home Visit (scheduled before Winter Break) along with regular check-ins with the family provide sufficient opportunities to support family well-being and promote children's learning and development. More Home Visits may be added on an individual basis.
2. Home Visits must occur in the enrolled child's home unless the parents expressly request that the visit take place at the site or another safe location.
3. Time and day options should be available to best meet the needs of the family.
4. Family Advocates (FA) will respect the family's time by scheduling the visit in advance, arriving on time, and keeping the visit to a reasonable amount of time (no more than 1.5 hours).
5. During the Home Visit, FAs will get to know the family, share briefly who they are, what the FA role is, describe the school year, share available community resources, and complete documents:
  - The Family Partnership Agreement is completed by reviewing the Family Strengths and Needs Assessment that the family will have been introduced to during the Welcome Conference.
  - Check with the family to see if the resources provided at the Welcome Conference met their needs or if further follow up is required.
  - Returning families must complete a new Strengths and Needs Assessment annually.
  - If the Parent Education/Interest Survey form was not completed during enrollment or the Welcome Conference, complete with parent/s at the Home Visit.
6. Home Visits are documented by FA in MyHeadStart within 48 hours of the visit. The following will be included in the documentation:
  - Date, time, & location of the visit
  - Family members and staff present at the visit
  - Discussion related to child development, family services, and health services. Include specific details regarding all topics discussed
  - **Follow-up** needed, if any, and who will do the follow-up (see below)
  - Schedule the next check-in meeting with the family
7. **Follow-up** may be with:

- The family (ex. Getting back to the family with the answer to a specific question asked during the Home Visit)
- Appropriate IST members (ex. Food allergy that needs to be communicated to the HSNC)
- Appropriate Community Partners (ex. Family's emergency food need communicated to EFAA, Sister Carmen, etc.)

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**Updated:** June 2024

**Reviewed by Boulder County:** September 2024

**Board of Directors (BOCC) approved:**

**Policy Council approved:**

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This policy complies with Head Start Performance Standard 45CFR Section 1302.34, 1302.50, 1302.52, 1302.71(a)



## Family Events & Parenting Education Policy

As part of the Family Engagement process, BCHS will promote shared responsibility with parents/caregivers for children's early learning & development, and will implement family engagement strategies that foster parental confidence and skills.

BCHS will hold at least two Family Activity Events each program year:

The first event will be the Back-to-School Night held in the fall for each site. Individual or small group orientations will take place for families that enroll after September.

The second event, held in the Spring, will respond to parent interest (obtained from the Parent Interest Survey) and will be held at a date/time selected by the BCHS Family Services Team.

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### Procedure

1. Staff follow Boulder County procedures for hosting event and utilize the BCHS *Event Planning Form* for all Family Activity Events
2. The Family Services Team or their designee will secure a location for the event, arrange for childcare, meal/snacks (if necessary), and ensure appropriate staffing.
3. The Family Services Team will provide support by inviting families, developing content that is compliant with [HSPPS](#) and parent interest, encouraging family participation, and documenting attendance. Other BCHS staff will provide additional support as appropriate.
4. Translation/interpretation will be made available when there is a family need to support English comprehension.
5. The event/activity will be at a time that is most convenient for the majority of the families being served.
6. All families will receive notification of the time, date, and location of the event, at least 5 days in advance whenever possible.
7. Attendance will be taken and documented on a parent event sign in sheet and scanned into a pdf to be attached in oracle for p-card expense approvals.
8. In addition to Family Activity Events, all parents/caregivers will have an opportunity to participate in a research-based parenting curriculum provided by a community partner (i.e., Sister Carmen, Boulder Housing Partners).

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Updated: July 2024

Reviewed by Boulder County: September 2024

**Board of Directors (BOCC) approved:**

**Policy Council approved:**

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This policy complies with Head Start Performance Standard 45CFR 1302.50, 1302.51 (a), (1),(b) 1302.34 (b), (4)

## Strengths and Needs Assessments Policy

**Every newly enrolling family will have a strength and needs assessment completed during the intake process or at Welcome Conferences.**

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### Family Partnership Plan Development

1. Family Advocates will complete a Strength and Needs assessment for each newly enrolling family at the intake appointment or during Welcome Conferences. Family Advocates are responsible for completing the assessment if not completed at enrollment.
2. A second assessment will be completed within 60 days of the end of the program year. At least 6 months of services must be provided prior to completing a second assessment.
3. Returning families will have their initial assessment for the new program year completed by November 15<sup>th</sup> of the 2<sup>nd</sup> or subsequent program year.
4. The assessment can be completed interview style (directly into the data system) or on paper. All strengths and needs assessments will be entered into MyHeadStart within 1 week.
5. This information will be utilized in the family engagement process by family advocates for resource referrals, family partnership agreement development, etc.

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**Updated:** July 2024

**Reviewed by Boulder County:** September 2024

**Board of Directors (BOCC) approved:**

**Policy Council approved:**

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This policy complies with Head Start Performance Standard 1302.52(b) 1302.50(a)(b)

## Policy Council Orientation and Training Policy

Parents are trained annually in September at the beginning of every school year, and are encouraged to take an active part in the conduct of monthly Policy Council meetings.

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### Procedure

1. BCHS parents and community members are informed of and invited (by Welcome Conference, personal communication, email, and text, etc.) to participate in Policy Council orientation, meetings, and trainings.
  2. Policy Council representatives have the opportunity to be trained in shared decision making, the Brown Act, Robert's Rules of Order, council bylaws, and other topics of interest that support the roles and responsibilities of Policy Council and/or parent-child development.
  3. Minutes for all Policy Council meetings are archived and held by the FSM for three years.
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**Updated:** July 2024

**Reviewed by Boulder County:** September 2024

**Board of Directors (BOCC) approved:**

**Policy Council approved:**

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This policy complies with Head Start Performance Standard 45 CFR Section 1301.5, 1301.3

## Policy Council Role and Responsibilities Policy

The purpose of the Policy Council is to provide a formal means of involving parents, community persons, and BCHS in decisions affecting the operation and management of the BCHS program. Policy Council has responsibility for the direction of the BCHS program.

Policy Council will receive timely information from BCHS staff that will help the Policy Council make informed decisions (*see Communication and Reporting Policy*).

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### Procedure

1. At a minimum, the Policy Council is expected to:
  - Abide by the Boulder County Head Start Policy Council Bylaws provided to all members during the annual Orientation & Training in September (*see Orientation and Training Policy*).
  - Assist the agency in the development of and approval of BCHS grant applications.
  - Assist BCHS in organizing activities for parents, communicating with present and past parents, encouraging active parent participation, recruiting volunteers, and mobilizing community resources.
  - Serve as a link between BCHS and community organizations.
  - Establish and review BCHS policies and procedures.
  - Approve major programmatic changes.
  - Review and approve Policy Council funds on an annual basis.
  - Support efforts to recruit families to enroll by participating in local BCHS approved events and activities.

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Updated: July 2024

Reviewed by Boulder County: September 2024

Board of Directors (BOCC) approved:

Policy Council approved:

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This policy complies with Head Start Performance Standard 45 CFR Section 1301.1; 1301.3(c) (1-2)