EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Child Development/Educational Approach for Preschoolers **ESC Board Approval: 10/28/26**

Policy: The Region 9 Head Start program, in collaboration with the parents, implements a curriculum that is adapted to meet children's needs at each site.

Related Regulations: 1302.30-1302.32

Operational Procedures:

1. The selected/developed curriculum:
    a. Supports each child's individual pattern of development and learning.
    b. Includes goals for children's development and learning.
    c. Includes experiences through which they will achieve stated goals.
    d. Addresses what staff and parents do to help children achieve goals.
    e. Includes materials necessary to support implementation.
    f. Is consistent with Head Start Early Learning Outcomes Framework.
    g. Is based on sound child development principles**.**
    h. Is research-based.
    i. Integrates all educational aspects of the health, nutrition, and mental health services into program activities.
    j. Ensures that the program environment helps children develop emotional security and facility in social relationships.
    k. Enhances each child's understanding of self as an individual and as a member of a group.
    l. Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.
    m. Provides individual, small group, and large group experiences both indoors and outdoors.
    n. Continue to be used to connect child assessment data to support instruction for school readiness goals consistent with state expectations.
2. Staff uses a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Curriculum **ESC Board Approval: 10/28/26**

Policy: All Region 9 Head Start classroom curricula are developmentally appropriate and in alignment with the Child Outcomes Framework and Texas Pre-Kindergarten Curriculum Guidelines.

Related Regulations: 1302.30-1302.32

Operational Procedures:

1. The Texas Prekindergarten Guidelines integrate the following Domains:
    a. Social and Emotional Development
    b. Language and Communication
    c. Reading
    d. Writing
    e. Mathematics
    f. Science
    g. Social Studies
    h. Fine Arts
    i. Physical Development
    j. Technology Applications
2. The Head Start Program Performance Standards and the Head Start Early Learning Outcomes Framework integrate the following Domains:
    a. Approaches to Learning
    b. Social and Emotional Development
    c. Language and Communication
    d. Literacy
    e. Cognition: Mathematics Development
    f. Cognition: Scientific Reasoning
    g. Science Knowledge and Skills
    h. Perceptual, Motor, and Physical Development
3. Head Start will follow a curriculum (with fidelity) that is a written plan which includes:
    a. Goals for children's development and learning
    b. Experiences/materials/support through which they achieve established goals
    c. Measures of staff/parent's role to help children achieve established goals
    d. Materials needed to support the implementation of the curriculum
    e. Consistent with Head Start Early Learning Outcomes Framework
    f. Based on sound child development principles
    g. Research-based
    h. Organized developmental scope and sequence
    i. Rich content that promote measurable progress toward development and learning outlined in the Framework

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Curriculum Integration **ESC Board Approval: 10/28/26**

Policy: All educational aspects of the health, nutrition, and mental health services will be integrated into the curriculum.

Related Regulations: 1302.30, 1302.32, 1302.34

Operational Procedures:

1. Developmentally appropriate food-related activities will be integrated into the curriculum.
2. Health/safety and nutrition activities will be integrated into the curriculum.
3. Social-emotional activities and awareness will be integrated into the curriculum daily.
4. Positive methods of classroom management and behavior management will be used daily.
5. The Education Manager will coordinate services with the Mental Health Manager.
6. Parents will be given opportunities to learn about and to provide input into the development and implementation of the curriculum through home visits, parent/teacher conferences, and parent meetings.
7. Monthly parent meetings will facilitate the link of educational learning from the school to the home.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Developmentally Appropriate Practices **ESC Board Approval: 10/28/26**

Policy: A developmentally appropriate educational program for young children is composed of both concrete and abstract experiences that provide knowledge of themselves and the world around them. The Region 9 Head Start program helps young children develop basic skills, concepts, knowledge, and attitudes in the important areas of intellectual development, social behavior, emotional balance and physical skills. The curriculum is flexible and child-centered and is designed to be a part of the total educational continuum, not a separate program.

Related Regulations: 1302.30-1302.32

Operational Procedures:

1. The daily lesson plans for each class will include activities that foster an environment to support each child's individual pattern of development and learning.
   The lesson plan will address:
   a) Balance of adult-and-child-initiated activities
   b) Individual lifestyles, culture, and language of the students
   c) Individualization for each child
   d) IEP goals and objectives, if applicable
   e) Both large group and small group (3 times daily per child) instruction
   f) Individual learning areas (7 Super Centers)
   g) Read-alouds
   h) Vocabulary/Language development
   i) Health/Safety and Nutrition
   j) Outdoor activities
   k) Opportunities for creative expression
2. Weekly:
   a) Classroom Mental Health activities will be implemented and documented in the lesson plans with "CMH"
   b) Children with an Individual Positive Guidance Plan/Behavior Intervention Plan will have their initials along with "TMH" (targeted mental health) to document specific strategies for the individual child
   c) In-Kind family literacy-based activities will be evident and appropriately documented in lesson plans with an "I"
   d) Strategies to promote goals as stated in an IEP are marked with an "IEP" along with the child's initials
   e) Academic transitions are documented on the lesson plan marked with a "T"
3. Monthly:
   a) Nutrition learning opportunities/activities correlate to the theme and are documented with an "N"
   b) Parent Input to Curriculum is elicited at parent meetings, correlate to the theme, and documented with a "PIC"
   c) Family Activities are completed at home, correlate with the theme, and are documented with an "F"
4. Lesson plans will be available, along with these supplements: mental health strategies (IPGP), disability tracking (Child Plus report #3530, IEP goals, and documentation to reflect individualization for all children.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Individualization **ESC Board Approval: 10/28/26**

Policy: The Region 9 Head Start program will implement a curriculum and a variety of strategies that support each child's individual pattern of development and learning.

Related Regulations: 1302.33

Operational Procedures:

1. The Head Start staff will plan activities that reflect the child's interest with input from parents, while meeting the individual developmental needs of children.
    a) Activities will be individualized based on each child's ability and interests.
    b) Activities will be individualized based on observations and ongoing assessment of each child.
2. Child temperaments, languages, cultural backgrounds, learning style, moods, and needs will be respectfully considered in all activities.
    a) Head Start staff will provide a variety of indoor/outdoor, developmentally appropriate materials and equipment, accessible to all children, to promote gross motor, fine motor, social-emotional, cognitive, and language skills.
    b) Head Start staff will provide a variety of materials and choice of activities to meet individual needs of children with disabilities for optimal learning opportunities.
3. Head Start staff will individualize activities for children during three small groups each day, with individualization and scaffolding to accommodate each child's learning and development.
4. Individualization will be reflected on age-appropriate lesson plans.
5. Head Start staff will utilize CLI CIRCLE Progress Monitoring System (Pre-K) assessment (after each assessment period: fall, winter, spring) information for individualization and grouping of the children.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Effective Teaching Practices **ESC Board Approval: 10/28/26**

Policy: The Region 9 Head Start teaching staff will demonstrate effective teaching practices as defined by the Head Start Program Performance Standards.

Related Regulations: 1302.30-1302.32

Operational Procedures:

1. Teaching practices must:
   a) emphasize nurturing and responsive practices, interactions, and environments
   b) foster trust and emotional security
   c) elicit communication and rich language
   d) promote critical thinking, problem-solving, social emotional, behavioral, and language development
   e) provide supportive feedback for learning
   f) motivate continued effort
   g) support all children's engagement in learning experiences and activities
   h) focus on promoting growth in the developmental progressions described in the Early Learning Outcomes Framework
   i) direct planning of organized activities, schedules, lesson plans
   j) implementation of high-quality early learning experiences
   k) responsive to and build upon each child's individual pattern of development and learning
   l) integrate child assessment data in individual and group planning
   m) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the Early Learning Outcomes Framework
2. For dual language learners, staff must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development
3. The teaching staff will receive training in effective teaching practices, including positive behavior supports supported by Conscious Discipline strategies
4. Teachers will be supported through regular visits by the Education Manager, Head Start staff (coaches and administrators), Mental Health Coordinators, and Family Service Workers.
5. Successful, appropriate teaching behaviors will be evaluated using CLASS (Classroom Assessment Scoring System) observations, along with the local ISD administrator's instrument.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Appropriate Teaching Behaviors **ESC Board Approval: 10/28/26**

Policy: The Region 9 Head Start teaching staff will demonstrate appropriate teaching behaviors as defined by the Performance Standards.

Related Regulations: 1302.30-1302.32

Operational Procedures:

1. The teaching staff will receive training in appropriate teaching behaviors, including positive behavior strategies.
2. Annual in-service training will address appropriate teaching behaviors and Head Start Performance Standards.
3. Teachers will be supported through regular visits by Head Start Campus Administrators, Coaches, Mental Health Coordinators, Family Service Workers, and other identified support staff.
4. Successful, appropriate teaching behaviors will be evaluated using CLASS (Classroom Assessment Scoring System) observations, along with the local ISD administrator's instrument.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Developmental Screening **ESC Board Approval: 10/28/26**

Policy: In collaboration with each child's parent, and within 45 calendar days of the child's entry into the program, the Region 9 Head Start staff will conduct a brief standardized screening to indicate developmental, sensory, or behavioral concerns, or if a child may need further evaluation to determine whether the child has a disability.

Related Regulations: 1302.33

Operational Procedures:

1. A trained classroom staff member will administer the Developmental Indicators for the Assessment of Learning-Fourth Edition (DIAL-4) and Devereux Early Childhood Assessment (DECA) to each child within 45 days of his/her enrollment. When completed, the teacher will file the DIAL-4 and DECA in the child's folder.
2. The staff will enter the assessment date, indicating the completion of the assessment, into Child Plus.
3. As new students enroll, classroom staff will complete required screenings, update their tracking, and enter results into Child Plus.
4. Results are shared at home visits or parent conferences. Results may generate individualization or a special education referral.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Developmental Progress and Ongoing Assessment **ESC Board Approval: 10/28/26**

Policy: Ongoing observations and assessments will be maintained on each child's growth and development for the purpose of planning activities to meet individual needs. This assessment will also provide integration of the educational aspects of other Head Start content areas into the daily education services program and will be used for parent/teacher conferences.

Related Regulations: 1302.33

Operational Procedures:

1. The Region 9 Head Start classroom staff will actively observe and record, in an ongoing manner, all children by using DIAL-4 and/or DECA Screening Results, anecdotal records, and the ongoing assessment instrument (CLI CIRCLE Progress Monitoring System (Pre-K)).
2. Using DIAL-4, DECA, and/or CLI CIRCLE Progress Monitoring System (Pre-K), the teacher will review the educational goals of the child with the parent and obtain the parent's input during the initial home visit.
3. The Region 9 Head Start classroom staff will record ongoing observations and assessment data of each child into CLI CIRCLE Progress Monitoring System (Pre-K) three times per program year.
4. When Spanish is identified on the Child Plus application as the child's primary language, the child receives the DIAL-4 screening in Spanish. If another language is identified, translation is utilized to every extent possible.
5. The Region 9 Head Start staff will use the observation information:
   a) To guide planning and/or modify individual child activities
   b) To access and review the child's progress and obtain information from the parent during the parent/teacher conferences and the final home visit
6. The class summary data from the CLI CIRCLE Progress Monitoring System (Pre-K) assessment will be compiled and analyzed based on patterns of progress for groups of children over time as they receive services through the program year. Results from the summaries will be reported as part of the overall program self-assessment system.
7. Data from DIAL, DECA, CLI CIRCLE Progress Monitoring System (Pre-K), and Child Plus will be considered in the planning for program improvement including:
   a) Enhanced staff training, mentoring and supervision
   b) Improvements in curriculum
   c) Reallocation of program resources
   d) Involvement of volunteers and community partners
   e) New efforts to support families in enhancing children's learning and development

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Ongoing Monitoring **ESC Board Approval: 10/28/26**

Policy: The Region 9 Head Start program will establish written procedures for ongoing observation and monitoring to ensure that the Head Start standards and Federal regulations are effectively implemented.

Related Regulations: 1302.100

Operational Procedures:

1. The CLASS Observation (minimum of 2 observation cycles across the individual classroom level) will be completed in each classroom twice each school year. After the first CLASS, teacher(s) who do not score above the National Average in each of the 3 domains will be coached to promote success on the second CLASS of the year.
2. The certified CLASS Observer will conduct the first CLASS observation within the first semester. The observation will be reviewed with the teacher. A Plan of Action/spreadsheet, including timelines for corrective action, will be developed and will include teacher strengths and areas in need of improvement.
3. Follow-up site or classroom visits (coaching) will occur on an ongoing basis throughout the school year. The frequency of follow-up visits will vary depending on individual strengths and needs and coaching plan. Based on the teacher(s) progress, the Plan of Action/spreadsheet will be edited and/or updated through discussion and collaboration during each visit.
4. If the scores for the first CLASS observation are not above the national average in each of the 3 domains, the observation will be considered a non-pass.
5. The teacher(s) will be coached (utilizing the coaching spreadsheet for documentation and communication) until the second CLASS for the school year.
6. The Education Manager will continue to make ongoing visits throughout the school year. The second CLASS observation will be completed by the end of May. Teacher(s) that score below the currently documented National Average in any of the 3 domains will be placed in the intensive coaching process for the following school year.
7. A copy of the Plan of Action/spreadsheet will be shared with each Site Manager and/or Administrator. The specific results of the CLASS observation instrument will remain with the teaching staff. A copy of each document will be kept by the certified CLASS Observer and the Head Start Coordinator.
8. Continuing areas of concern will be reported by the Education Manager to the Site Manager/Administrator for further action. Follow-up/coaching with the teaching staff will be done by the Education Manager, and shared with the Site Manager/Administrator . If concerns are still present, follow-up/coaching will be provided by the Head Start Coordinator. Unresolved concerns may be addressed with the district superintendent, as appropriate.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Staff-Child Ratios **ESC Board Approval: 10/28/26**
Policy: The Region 9 Head Start program must employ two paid staff persons for each class.

Related Regulations: 1302.21
Operational Procedures:

1. Each classroom must have two paid staff members with children (including sleeping children) at all times, including the classroom, outdoors, cafeteria, etc.
2. Staffing patterns/group sizes support regulations regarding class size (3 year olds – 17, 4 year olds - 20).
3. Staff are trained to implement redundant procedures to ensure no child is left alone (ex: second staff person is designated to check classroom, outdoor play areas, sleeping areas, and vehicles) during transitions and prior to departure/return.
4. Staff is trained on Active Supervision and is aware of the policy and procedures to take to ensure children are accounted for at all times, including face to name procedures (staff can verbalize procedure).
5. One classroom staff must be designated to check classroom, outdoor play areas, sleeping areas, and vehicles during transitions and prior to departure.
6. Staff is trained and is aware of proper procedures to take in an emergency to ensure staff-child ratio is maintained, and all children are always accounted for.
7. Staff is trained each year (in the Head Start Annual Required Training process as well as when signing the annual Standards of Conduct) on proper reporting procedures in the event that a violation to Active Supervision or the Standards of Conduct should occur.
8. Whenever possible, there should be a 3rd person in the classroom who is a volunteer.
9. Each classroom must maintain the appropriate teacher/student ratio, at all times as defined by Head Start Program Performance Standards.
10. All staff are trained to ensure children are released only to authorized adults.
11. The Head Start Site (District) ensures that children are only released to a parent or legal guardian, or other individual identified in writing by the parent or legal guardian. This applies when children are not transported and are picked up from the classroom, as well as when they are dropped off by a vehicle.
    a. The Head Start Site (District) maintains at all times lists of the persons, including alternates in case of emergency, and up-to-date child rosters to ensure that no child is left behind, either at the classroom or on the vehicle at the end of the route.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Documents to be Posted **ESC Board Approval: 10/28/26**

Policy: The Region 9 Head Start classrooms will post the following documents to facilitate staff and volunteers in a quick response to emergency situations and will follow drill procedures as outlined in the Texas Education Code (TEC).

Related Regulations: 1302.47

Operational Procedures:

Each Head Start classroom will post, in a prominent place, the following information:

1. Fire Evacuation route. Must list a primary evacuation route and a secondary evacuation route.
2. Tornado Shelter route. Must list a direct route to the classrooms assigned tornado shelter and follow TEC procedures.
3. Emergency Response Systems. Must contain phone numbers, child abuse hotline number, and the name and address for the Head Start classroom.
4. Plan of Action requiring staff, medical, or dental response (e.g. choking, asthma).
5. Location of the Emergency Information Notebook/Folder.
6. Location of the First Aid Kit.
7. Active Supervision Poster (R9 provides)
8. CLASS Strategy Cards (R9 provides)
9. Food Handlers License-Wichita County only (Dates: teacher:_____ para:_____)
10. CPR/First Aid Certificate (Dates: teacher:_____ para:_____)
11. Indoor Square Footage of Classroom(s)
12. Playground Square Footage (post one per site/playground)
13. Emergency Procedures (fire/weather related emergencies)
14. EXIT signs at all exits (major exit must be illuminated) (R9 provides)
15. Emergency evacuation routes
16. Emergency telephone numbers (fire, police, poison control)
17. CPR/First Aid procedures (R9 provides)
18. Fire, Tornado, Bus Evacuation, and Lock Down drill sheet (Staff Handbook/website)
19. Classroom (Teacher/Paraprofessional) Schedule (Child Plus)
20. Mental Health Schedule (get from MHC)
21. Student Daily Visual Picture Schedule
22. Daily Playground Checklist (one per site/playground)(Staff Handbook/website)
23. Daily/Weekly Cleaning Logs (Staff Handbook/website)
24. Wear Gloves When Poster (R9 provides)
25. Diapering Procedures (R9 provides)
26. Wash Your Hands (R9 provides)
27. Parent Resource Board (at least 1 per site)
28. Community Resource Directory/Informational Resource Handout (R9 provides)

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Classroom Daily Schedule **ESC Board Approval: 10/28/26**

Policy: An appropriate daily schedule for a Head Start classroom will include a balance of individual, small group and large group activities.

Related Regulations: 1302.31

Operational Procedures:

1. Head Start teachers will prepare a daily schedule with consideration given to predetermined events such as, scheduled mealtime, and including the following segments of activity for each:
    a. Washing hands/Brushing teeth
    b. Rest time
    c. Large group activities
    d. Small group activities
    e. Center activities
    f. Gross motor activities
    g. Read-a-loud times
2. The daily schedule is written to assure that each of the above activities is included and that a balance and flow of various activities are scheduled.
3. The Head Start teacher will post the daily schedule with times to correlate with activities that are occurring.
4. The schedule will be entered into Child Plus and updated as changes are made.
5. Nap Times will be updated 3 times annually to reflect the appropriate naptime for the dominant age of the classroom.
6. The teacher will place a pictorial daily schedule in the classroom at children's eye level. The teacher will refer children to the schedule for instructional purposes and assist/support them in understanding the sequence of the daily routine.
7. Staff are trained to implement redundant procedures to ensure no child is left alone (ex: second staff person is designated to check classroom, outdoor play areas, sleeping areas, and vehicles) during transitions and prior to departure/return.
8. All staff are trained to ensure children are released only to authorized adults.
9. The Head Start Site (District) ensures that children are only released to a parent or legal guardian, or other individual identified in writing by the parent or legal guardian. This applies when children are not transported and are picked up from the classroom, as well as when they are dropped off by a vehicle.
    a. The Head Start Site (District) maintains at all times lists of the persons, including alternates in case of emergency, and up-to-date child rosters to ensure that no child is left behind, either at the classroom or on the vehicle at the end of the route.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Classroom Files **ESC Board Approval: 10/28/26**
Policy: An individual folder/binder will be maintained for each child.

Related Regulations: 1303.24
Operational Procedures:

1. Folders, and/or binders will be kept in a locked file cabinet at each site.
2. Anyone who accesses the child's folder/binder must sign, date, and state the reason for accessing the folder.
3. Filing must be current and files must be ready for ongoing monitoring by the 90-day deadline for the individual site.
4. When a child withdraws or exits the Head Start program, his/her files must be completed and stored appropriately for seven years.
5. Each folder/binder will contain the following information/sections:
    a. Section One: Enrollment
    b. Section Two: Health
    c. Section three: Family Services
    d. Section Four: Parent Involvement
    e. Section Five: Education
    f. Section Six: Mental Health
    g. Section Seven: Special Education

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Home Visits **ESC Board Approval: 10/28/26**

Policy: In accordance with the requirements, the child's teacher in the Region 9 Head Start program must make no less than two home visits per program year to the home of each enrolled child, unless the parents expressly forbid such visits. Other staff working with the family may make or join home visits, as appropriate. Requirements state that Head Start must develop and implement a system that actively encourages parents to participate in two home visits annually for each child enrolled in a center-based program option.

Related Regulations: 1302.34

Operational Procedures:

1. Home visits (required two times each enrollment year) will be initiated and carried out by either the child's teacher(s) or Family Service Worker. To the extent possible, both staff members will attend both home visits to promote coordination and collaboration on goals and developing plans with the family.
2. Home visits must be conducted in the home with the family, documenting efforts to achieve this and explaining when other locations are necessary.
3. The child may not be dropped from the program if the parents will not participate in the visits.
4. In addition to the two home visits, Head Start teachers will conduct no less than two staff/parent conferences per year.
5. Staff will enter the dates of the two home visits and two parent conferences into Child Plus for monitoring purposes.

EDUCATION and CHILD DEVELOPMENT SERVICES **Policy Council Approval: 10/22/26**
Subject: Coaching **ESC Board Approval: 10/28/26**
Policy: A program must implement a research-based, coordinated coaching strategy for education staff.

Related Regulations: 1302.92
Operational Procedures:

1. Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching
2. Staff will be identified for coaching using data tracked throughout the school year such as: CLASS scores (scoring below the national average in at least one domain), ongoing monitoring reports, Professional Development Plans, principal/administrative request, self-referral, or being a member of the New Teacher Learning Series (new staff)
3. Relationships will be developed to ensure the coaching is a strength-based system, intended to provide specific support for the success of classroom staff and children
4. At a minimum, provides opportunities for intensive coaching to education staff identified through the process, including opportunities to be observed, receive feedback, and modeling of effective teacher practices directly related to program performance goals
5. At a minimum, provides opportunities for education staff (not identified for intensive coaching) to receive ongoing coaching or other forms of research-based professional development, aligned with program performance goals
6. Ensures intensive coaching opportunities for the staff identified through the process
   (a) Align with the program's school readiness goals, curricula, and other approaches to professional development
   (b) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;
   (c) Provide ongoing communication between the coach, program director, education director, and any other relevant staff (utilizing spreadsheet)
   (d) Include clearly articulated goals informed by the program's goals
7. Intensive coaching will occur at a minimum of once monthly. Visits may be individualized or group training sessions
8. Ongoing coaching will occur on a regular basis and may be individualized or in group training sessions
9. Quality Control Coaching (QCC) will occur on an ongoing basis utilizing the Quality Control Coaching Tool and other program monitoring documents as guidance.
10. The Education Coach and the Quality Control Coach will both utilize the spreadsheet system to communicate with the team these items: goal, action steps, evidence of effectiveness, follow-up date and goal met date.