

170-300-0080**Family support self-assessment**

- (1) An early learning licensee must assess their program within six months of being licensed, or within six months of the date this section becomes effective, to identify ways to support the families of enrolled children by:
 - (a) Completing a department approved assessment; or
 - (b) Completing a Strengthening Families Program Self-Assessment applicable to the early learning program type (center or family home) accessed at
- (2) An early learning licensee must keep certificates of completion from the programs listed above in their facility records, and the certificates must be reviewable by the department.

170-300-0085**Family partnership and communication**

- (1) An early learning provider must communicate with families to identify individual children's developmental goals.
- (2) An early learning provider must attempt to collaborate with each child's family, upon enrollment and annually thereafter, to obtain information about a child's developmental, behavioral, health, linguistic, cultural, social, and other relevant information.
- (3) An early learning provider must utilize the information in subsection (2) and input from family members and staff familiar with a child's behavior, developmental, and learning patterns to determine how the program can best accommodate each child's individual characteristics, strengths, and needs.
- (4) An early learning provider must:
 - (a) Attempt to discuss with parents or guardians information including, but not limited to:
 - (i) A child's strength in areas of development, health issues, special needs, and other concerns.
 - (ii) Family routines or events, approaches to parenting, family beliefs, culture, language, and child rearing practices.
 - (iii) Internal transitions within the early learning program and transitions to external services or programs, as necessary.
 - (iv) Collaboration between the early learning provider and the parent or guardian in behavior management.
 - (v) A child's progress, at least two times per year.

- (b) Communicate verbally or in writing:
 - (i) Changes in drop-off and pickup arrangements as needed; and
 - (ii) Daily activities.
- (c) Communicate the importance of regular attendance for child;
- (d) Give parents or guardians contact information for questions or concerns;
- (e) Give families opportunities to share their language and culture in the early learning program;
- (f) Arrange a confidential time and space for individual conversations regarding children, as needed; and
- (g) Allow parents or guardians access to their child during normal hours of operation, except as excluded by a court order.

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