

# **Policy 6000.6**

## **Head Start/Early Head Start**

### **Major Program Policies and Procedures**

**The School Board of Broward County, FL**

**Approved by Policy Council:**

**Approved by Governing Body:**

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**Academics**

**Head Start/Early Intervention Department**

**Head Start/Early Head Start Major Program Policies**

All School Board of Broward County, Florida employees must comply with School Board Policies. The Head Start/Early Head Start Major Program Policies and Procedures provide guidance in meeting the Head Start Performance Standards and the Head Start Act of 2007.

The following federal legislation applies to this document.

According to the Head Start Act, the governing body shall—

(i) have legal and fiscal responsibility for administering and overseeing programs under this subchapter, including the safeguarding of Federal funds;

(ii) adopt practices that assure active, independent, and informed governance of the Head Start agency, including practices consistent with subsection (d)(1), and fully participate in the development, planning, and evaluation of the Head Start programs involved;

(iii) be responsible for ensuring compliance with Federal laws (including regulations) and applicable State, tribal, and local laws (including regulations); and

(iv) be responsible for other activities, including--

(V) reviewing and approving all major policies of the agency, including--

(aa) the annual self-assessment and financial audit;

(bb) such agency's progress in carrying out the programmatic and fiscal provisions in such agency's grant application, including implementation of corrective actions; and

(cc) personnel policies of such agencies regarding the hiring, evaluation, termination, and compensation of agency employees;

(IX) approving personnel policies and procedures, including policies and procedures regarding the hiring, evaluation and compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency;

(X) establishing, adopting, and periodically updating written standards of conduct that establish standards and formal procedures for disclosing, addressing, and resolving

(aa) any conflict of interest, and any appearance of conflict of interest, by members of the governing body, officers and employees of the Head Start agency, and consultants and agents who provide services or furnish goods to the Head Start agency; and

(bb) complaints, including investigations, when appropriate;

This document outlines The School Board of Broward County's Head Start/Early Head Start Major Program Policies to comply with federal regulations in the following areas:

- Fiscal
- Child Health and Development
- Education and Early Childhood Development

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- Child Health and Safety
- Child Nutrition
- Child Mental Health
- Family Partnerships
- Community Partnerships
- Program Governance
- Management Systems and Procedures
- Human Resources Management
- Facilities, Materials, and Equipment
- Eligibility, Recruitment, Selection, Enrollment, and Attendance
- Staffing Requirements
- Program Options
- Disabilities
- Transportation
- Ongoing Monitoring Plan
- Policy Council Bylaws

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**Fiscal**

**REFERENCE: Office of Management and Budget Guidance (OMB), 2 CRF PART 200**  
**REQUIREMENT: Part 200 Uniform Administrative Requirements, Cost Principles, and**  
**Audit Requirements**

Subpart D focuses on the elements of post award requirements, including financial and program management, property and procurement standards, reports and records, and termination enforcement. Program directors and fiscal officers can refer to this regulation for assistance after they receive their grant awards.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The HS/EHS Program complies with Part 200 – Subpart D for all post-award requirements referenced above.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li><li>• <u>HS/EHS Budget Analyst</u></li></ul>	<ul style="list-style-type: none"><li>• <u>HS/EHS Fiscal Handbook</u></li><li>• <u>District Policies and Procedures related to Fiscal Management, Budget, and Grants</u></li></ul>	<u>November - October</u>

**§200.302 Purpose of financial and program management**

Standards for financial management systems, methods for making payments and rules for: satisfying cost sharing and matching requirements, accounting for program income, budget revision approvals, making audits, determining allowability of cost, and establishing fund availability.

**Sec. 215.29 Conditional exemptions.**

(a) OMB authorizes conditional exemption from OMB administrative requirements and cost principles circulars for certain Federal programs with statutorily-authorized consolidated planning and consolidated administrative funding, that are identified by a Federal agency and approved by the head of the Executive department or establishment. A Federal agency shall consult with OMB during its consideration of whether to grant such an exemption.

(b) To promote efficiency in State and local program administration, when Federal non-entitlement programs with common purposes have specific statutorily-authorized consolidated planning and consolidated administrative funding and where most of the State agency's resources come from non-Federal sources, Federal agencies may exempt these covered State-administered, non-entitlement grant programs from certain OMB grants management requirements. The exemptions would be from:



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- The requirements in 2 CFR Part 200 – Subpart E, "Cost Principles for State, Local, and Indian Tribal Governments."

### Property Standards

§ 200.310 – §200.326 set forth uniform standards governing management and disposition of property furnished by the Federal Government whose cost was charged to a project supported by a Federal award. Federal awarding agencies shall require recipients to observe these standards under awards and shall not impose additional requirements, unless specifically required by Federal statute. The recipient may use its own property management standards and procedures provided it observes the provisions of Sec. 215.31 through Sec. 215.37.

### Procurement Standards

§ 200.317 - §200.326 set forth standards for use by recipients in establishing procedures for the procurement of supplies and other expendable property, equipment, real property and other services with Federal funds. These standards are furnished to ensure that such materials and services are obtained in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders. No additional procurement standards or requirements shall be imposed by the Federal awarding agencies upon recipients, unless specifically required by Federal statute or executive order or approved by OMB.

### Reports and Records

§200.327 - §200.329 set forth the procedures for monitoring and reporting on the recipient's financial and program performance and the necessary standard reporting forms. They also set forth record retention requirements.

### Termination and Enforcement

§200.339 - §200.343 set forth uniform suspension, termination and enforcement procedures.

### **REFERENCE: Title 2 CFR Part 200 – Subpart E**

### **REQUIREMENT: Cost Principles for Non-Profits**

Subpart E focuses on cost principles for determining costs of grants, contracts, and other agreements with non-profit organizations. Non-profit organizations seeking Federal contracts can use this cost principle to meet the requirements associated with the financing of the project they were awarded.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>On accordance with 2 CFR Part 200, the HS/EHS Program works collaboratively with Accounting and Financial Reporting, Budget,</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li><li>• <u>HS/EHS</u></li></ul>	<ul style="list-style-type: none"><li>• <u>HS/EHS Fiscal Handbook</u></li></ul>	<u>November - October</u>

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<u>and Grants Administration.</u>	<u>Budget Analyst</u>	<ul style="list-style-type: none"> <li>• <u>District Policies and Procedures related to Fiscal Management, Budget, and Grants</u></li> </ul>	
<u>HS/EHS Budget Analyst attends update session on the OMB Super Circular to apprise the program/Director of any changes.</u>	<u>HS/EHS Budget Analyst</u>	<ul style="list-style-type: none"> <li>• <u>OMB Circular Updates</u></li> <li>• <u>Attendance at Regional Conferences</u></li> </ul>	<u>November - October</u>

**REFERENCE: Title 2 Part 200 – Subpart E**

**REQUIREMENT: Uniform Administrative Requirements**

Subpart E establishes uniform administrative requirements governing the department of Health and Human Services grants and agreements awarded to institutions of higher education, hospitals, other nonprofit organizations and commercial organizations. Grantees and delegate agencies will benefit from reviewing this regulation as it relates to administration of their programs.

Subpart E establishes uniform administrative rules for Federal grants and cooperative agreements and subawards to state, local, and Indian tribal governments. Grantees and delegate agencies will find this document useful.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>In accordance with CFR Part 200, the HS/EHS Program works collaboratively with Accounting and Financial Reporting, Budget, and Grants Administration.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Budget Analyst</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Fiscal Handbook</u></li> <li>• <u>District Policies and Procedures related to Fiscal Management, Budget, and Grants</u></li> </ul>	<u>November - October</u>

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**REFERENCE: Title 2 CFR Part 200**

**REQUIREMENT: Restrictions on Lobbying**

This regulation outlines new lobbying restrictions for awarding federal contracts and issuing loans and grants. Grantees will find this information useful to better comply with the federal regulations. It gives detailed information about entering agreements, continuing and renewing contracts, and modifying grants.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>In accordance with Title 2 CFR Part 200, the appropriate Lobbying Certification form is signed by the School Board Chair to accompany any grant application.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li><li>• <u>HS/EHS Budget Analyst</u></li></ul>	<ul style="list-style-type: none"><li>• <u>Lobbying Certification Form</u></li></ul>	<u>November - October</u>

**REFERENCE: Fiscal**

**REQUIREMENT: 1301.1 – 1301.2**

1301.10 – 1301.13

1301.20 – 1301.21

1301.30 – 1301.34

**REFERENCE: Fiscal**

**REQUIREMENT: 1301.10 General**

(a) Except as specified in paragraph (b) of this section, the following HHS regulations shall apply to all grants made under the Act:

45 CFR part 16 Department grant appeals process (except as provided in Sec. 1301.34)

45 CFR part 46 Protection of Human Subjects

45 CFR part 74 Administration of grants

45 CFR part 75 Informal grant appeals procedures (Indirect cost rates and other cost allocations)

45 CFR part 80 Nondiscrimination under programs receiving Federal assistance through the Department of Health and Human Services — Effectuation of title VI of the Civil Rights Act of 1964

45 CFR part 81 Practice and procedure for hearings under part 80

45 CFR part 84 Nondiscrimination on the basis of handicap in Federally assisted programs.

(b) 45 CFR part 74 is superseded as follows:

(1) Section 1301.11 of this subpart supersedes Sec. 74.15 of part 74 with respect to insurance and bonding of private, non-profit Head Start agencies; and

(2) Section 1301.12 of this subpart supersedes Sec. 74.61 of part 74 with respect to audit requirements for all Head Start agencies.

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<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
The HS/EHS Program follows all cost principles as set forth in OMB Circulars to comply with 1301.10.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Budget Analyst</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Fiscal Handbook</u></li> <li>• <u>School Board Policies</u></li> </ul>	<u>Ongoing</u>

### **REFERENCE: Fiscal**

### **REQUIREMENT: §200.302 Standards for Financial Management Systems**

Purpose of financial and program management §200.302 prescribe standards for financial management systems, methods for making payments, and rules for satisfying cost sharing and matching requirements, accounting for program income, budget revision approvals, making audits, determining allowability of cost, and establishing fund availability.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
The HS/EHS Fiscal Manual is used in conjunction with The School Board of Broward County, FL fiscal policies and procedures. It is designed to meet the requirements for financial management standards and to ensure that limited resources are efficiently and effectively used and accounted for in accordance with the Head Start regulations and performance standards.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Budget Analyst</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Fiscal Handbook</u></li> <li>• <u>District Fiscal Policies and Procedures</u></li> </ul>	<u>July - June</u>
<p>The financial management system in place ensures budget management, maintains control over current operations; provides accurate, current, and complete disclosure of financial matters including at least the following:</p> <ul style="list-style-type: none"> <li>○ <u>Records that provide for current, accurate, and complete disclosure of financial results</u></li> <li>○ <u>Records adequate to identify the source and use of funds</u></li> <li>○ <u>An effective system of control and accountability for funds and property</u></li> <li>○ <u>Comparisons made between actual and budgeted amounts</u></li> <li>○ <u>Procedures in place to minimize the time elapsing between receipt and expenditure of funds and for</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Budget Analyst</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Fiscal Handbook</u></li> <li>• <u>District Fiscal Policies and Procedures</u></li> </ul>	<u>July - June</u>

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determining allowability, allocability, and reasonableness of costs ○ <u>Accounting records supported by source documentation</u>			
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**REFERENCE: Fiscal**

**REQUIREMENT: §200.327 – 200.333 Reports and Records**

Reports and records Sections 74.51 through 74.53 set forth the procedures for monitoring and reporting on the recipient's financial and program performance and the necessary standard reporting forms. They also set forth record retention requirements.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The Head Start/Early Head Start program follows the procedures set forth by the School Board of Broward County, FL and the Office of Head Start for fiscal and program reporting through the submission of required program reports and forms as scheduled.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Budget Analyst</u></li><li>• <u>HS/EHS Director</u></li><li>• <u>HS/EHS Specialist</u></li><li>• <u>HS/EHS Key Management</u></li></ul>	<ul style="list-style-type: none"><li>• <u>HS/EHS Fiscal Handbook</u></li><li>• <u>District Fiscal and Budget Policies and Procedures</u></li></ul>	<u>July - June</u>
<u>The Records Retention Department assists schools and district personnel in the maintenance, storage, retrieval and disposal of records in accordance with the requirements of the Florida Public Records Law. The HS/EHS Program responsibilities include: archiving inactive student records, maintaining a form management program, scheduling the disposition of district records, and maintaining a warehouse records storage area.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Budget Analyst</u></li><li>• <u>HS/EHS Director</u></li><li>• <u>HS/EHS Specialist</u></li></ul>	<ul style="list-style-type: none"><li>• <u>HS/EHS Fiscal Handbook</u></li><li>• <u>District Fiscal Policies and Procedures</u></li><li>• <u>Standard Practice Bulletin I-318</u></li></ul>	<u>July - June</u>

**REFERENCE: Fiscal**

**REQUIREMENT: §200.343 Closeout Procedures**

Purpose Section §200.343 contains closeout procedures and other procedures for subsequent disallowances and adjustments.

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<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The HS/EHS program consults with the School Board of Broward County's Budget Office and Grants Administration Department to ensure that all closeout procedures are completed in accordance with the system's guidelines.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Budget Analyst</u></li> <li>• <u>HS/EHS Bookkeepers</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Fiscal Handbook</u></li> <li>• <u>District Fiscal Policies and Procedures</u></li> </ul>	<u>November - October</u>

### **REFERENCE: Fiscal**

### **REQUIREMENT: 1301.11 Insurance and bonding**

(a) Private nonprofit Head Start agencies and their delegate agencies shall carry reasonable amounts of student accident insurance, liability insurance for accidents on their premises, and transportation liability insurance.

(b) Private nonprofit Head Start and delegate agencies shall make arrangements for bonding officials and employees authorized to disburse program funds.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Student accident insurance is purchased annually to cover all HS/EHS students.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Budget Analyst</u></li> <li>• <u>HS/EHS Director</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Accident Insurance Policy</u></li> </ul>	<u>November</u>
<u>Risk Management Department has the mission to provide risk prevention and mitigation services to The School Board of Broward County, Florida, aimed at reducing the district's overall property/casualty losses, in a manner which supports the district's strategic mission and objectives. To accomplish this mission the department administers five key processes/programs that include: the procurement of the district's excess property/casualty insurance, management of the district's third party liability and Worker's Compensation claims, the Occupational/Environmental Program and the Employee Health Testing Program.</u>  <u>Property /Casualty Insurance Program consists of the procurement of the District's</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Budget Analyst</u></li> <li>• <u>HS/EHS Director</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Fiscal Handbook</u></li> <li>• <u>District Fiscal and Budget Policies and Procedures</u></li> </ul>	<u>July - June</u>

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<u>property/casualty insurance policies, insurance verification program for vendors and contractors, and contractual review of insurance and indemnification provisions for the various contracts and agreements entered into by the School Board.</u>			
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**REFERENCE: Fiscal**

**REQUIREMENT: 1301.12 Annual Audit of Head Start**

(a) An audit of the Head Start program covering the prior budget period of each Head Start agency and its delegate agencies, if any, shall be made by an independent auditor to determine:

- (1) Whether the agency's financial statements are accurate;
- (2) Whether the agency is complying with the terms and conditions of the grant; and
- (3) Whether appropriate financial and administrative procedures and controls have been installed and are operating effectively. Head Start agencies shall either include delegate agency audits as a part of their own audits or provide for separate independent audits of their delegate agencies.

(b) Upon a written request showing necessity, the responsible HHS official may approve a period other than the prior budget period to be covered by the annual audit.

(c) Unless otherwise approved by the responsible HHS official, the report of the audit shall be submitted to the responsible HHS official, in the manner and form prescribed by him or her, within 4 months after the end of the prior budget period.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The School Board of Broward County, FL contracts with an external, independent financial auditor to conduct audits of fiscal management.</u>	<u>SBBC Audit Department</u>	<u>Annual Audit Report</u>	<u>Annually</u>

**REFERENCE: Fiscal**

**REQUIREMENT: 1301.13 Accounting System Certification**

(a) Upon request by the responsible HHS official, each Head Start agency or its delegate agency shall submit an accounting system certification, prepared by an independent auditor, stating that the accounting system or systems established by the Head Start agency, or its delegate, has appropriate internal controls for safeguarding assets, checking the accuracy and reliability of accounting data, and promoting operating efficiency.

(b) A Head Start agency shall not delegate any of its Head Start program responsibilities to a delegate agency prior to receiving a certification that the delegate agency's accounting system meets the requirements specified in paragraph (a) of this section.

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<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The Grantee follows the guidelines of the School Board of Broward County's Audit Committee in the selection of independent auditing firms, planning for annual audits, and reviewing and correcting audit findings.</u>	<u>Auditing Committee</u>	<u>Auditing Committee Reports</u>	<u>Ongoing</u>
<u>Upon request, the HS/EHS program will submit an accounting system certification stating that the accounting system has appropriate internal controls for safeguarding assets, checking the accuracy and reliability of accounting data, and efficient operations.</u>	<u>HS/EHS Director</u>	<u>Comprehensive Annual Financial Report</u>	<u>November</u>

**REFERENCE: Fiscal****REQUIREMENT: 1301.20 Matching Requirements**

(a) Federal financial assistance granted under the act for a Head Start program shall not exceed 80 percent of the total costs of the program, unless:

(1) An amount in excess of that percentage is approved under section 1301.21; or

(2) The Head Start agency received Federal financial assistance in excess of 80 percent for any budget period falling within fiscal year 1973 or fiscal year 1974. Under the circumstances described in clause

(3) Of the preceding sentence, the agency is entitled to receive the same percentage of Federal financial assistance that it received during such budget periods.

(b) The non-Federal share will not be required to exceed 20 percent of the total costs of the program.

(c) Federal financial assistance awarded to Head Start grantees for training and technical assistance activities shall be included in the Federal share in determining the total approved costs of the program. Such financial assistance is, therefore, subject to the 20 percent non-Federal matching requirement of this subpart.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The 20% non-federal share is provided by the grantee through a cash and in-kind match.</u>	<ul style="list-style-type: none"><li><u>HS/EHS Director</u></li><li><u>HS/EHS Budget Analyst</u></li></ul>	<ul style="list-style-type: none"><li><u>Budget Approval</u></li><li><u>HS/EHS Fiscal Handbook</u></li><li><u>In-Kind Source Documentat ion</u></li></ul>	<u>Annually</u>



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**REFERENCE: Fiscal**

**REQUIREMENT: 1301.21 Criteria for Increase in Federal Financial Assistance**

The responsible HHS official, on the basis of a written application and any supporting evidence he or she may require, will approve financial assistance in excess of 80 percent if he or she concludes that the Head Start agency has made a reasonable effort to meet its required non-Federal share but is unable to do so; and the Head Start agency is located in a county:

- (a) That has a personal per capita income of less than \$3,000 per year; or
- (b) That has been involved in a major disaster.

**Broward County's personal per capita income is above \$3,000 per year.**

**REFERENCE: Fiscal**

**REQUIREMENT: 1301.30 General Requirements**

Head Start agencies and delegate agencies shall conduct the Head Start program in an effective and efficient manner, free of political bias or family favoritism. Each agency shall also provide reasonable public access to information and to the agency's records pertaining to the Head Start program.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The HS/EHS program follows all School Board of Broward County, FL policies regarding nondiscrimination.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li></ul>	<ul style="list-style-type: none"><li>• <u>Nondiscrimination Policy 4001.1</u></li></ul>	<u>Ongoing</u>
<u>Selection criteria for all HS/EHS students follows the guidelines set forth in our Policy and Procedure 1305.6.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li><li>• <u>Family Services Supervisor</u></li></ul>	<u>Selection Criteria</u>	<u>Ongoing</u>
<u>Grantee ensures staff are not assigned to families who they are related to in order to avoid any conflict of interest.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li><li>• <u>HS/EHS Specialist</u></li><li>• <u>Family Services Supervisor</u></li></ul>	<ul style="list-style-type: none"><li>• <u>Rosters</u></li><li>• <u>Annual survey of staff at the beginning of each school year</u></li><li>• <u>Email reminders throughout the year</u></li></ul>	<u>Ongoing</u>

**REFERENCE: Program Administration and Grants Management**

**REQUIREMENT: 1301.31 Personnel Policies**

(a) Written policies. Grantee and delegate agencies must establish and implement written personnel policies for staff, that are approved by the Policy Council or Policy Committee and

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that are made available to all grantee and delegate agency staff. At a minimum, such policies must include:

- (1) Descriptions of each staff position, addressing, as appropriate, roles and responsibilities, relevant qualifications, salary range, and employee benefits (see 45 CFR 1304.52(c) and (d));
- (2) A description of the procedures for recruitment, selection and termination (see paragraph (b) of this Section, Staff recruitment and selection procedures);
- (3) Standards of conduct (see 45 CFR 1304.52(h));
- (4) Descriptions of methods for providing staff and volunteers with opportunities for training, development, and advancement (see 45 CFR 1304.52(k), Training and development);
- (5) A description of the procedures for conducting staff performance appraisals (see 45 CFR 1304.52(i), Staff performance appraisals);
- (6) Assurances that the program is an equal opportunity employer and does not discriminate on the basis of gender, race, ethnicity, religion or disability; and
- (7) A description of employee-management relation procedures, including those for managing employee grievances and adverse actions.

(b) Staff recruitment and selection procedures.

- (1) Before an employee is hired, grantee or delegate agencies must conduct:
  - (i) An interview with the applicant;
  - (ii) A verification of personal and employment references; and
  - (iii) A State or national criminal record check, as required by State law or administrative requirement. If it is not feasible to obtain a criminal record check prior to hiring, an employee must not be considered permanent until such a check has been completed.
- (2) Grantee and delegate agencies must require that all current and prospective employees sign a declaration prior to employment that lists:
  - (i) All pending and prior criminal arrests and charges related to child sexual abuse and their disposition;
  - (ii) Convictions related to other forms of child abuse and neglect; and
  - (iii) All convictions of violent felonies.
- (3) Grantee and delegate agencies must review each application for employment individually in order to assess the relevancy of an arrest, a pending criminal charge, or a conviction.

(c) Declaration exclusions. The declaration required by paragraph (b)(2) of this section may exclude:

- (1) Traffic fines of \$200.00 or less;
- (2) Any offense, other than any offense related to child abuse and/or child sexual abuse or violent felonies, committed before the prospective employee's 18th birthday which was finally adjudicated in a juvenile court or under a youth offender law;
- (3) Any conviction the record of which has been expunged under Federal or State law; and
- (4) Any conviction set aside under the Federal Youth Corrections Act or similar State authority.

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(d) Probationary period. The policies governing the recruitment and selection of staff must provide for a probationary period for all new employees that allows time to monitor employee performance and to examine and act on the results of the criminal record checks discussed in paragraph (b) (1) of this Section.

(e) Reporting child abuse or sexual abuse. Grantee and delegate agencies must develop a plan for responding to suspected or known child abuse or sexual abuse as defined in 45 CFR 1340.2(d) whether it occurs inside or outside of the program.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
Job descriptions are located with the Compensation and Human Resource Information System Department.	Compensation Department	Job Descriptions in Database	As needed
Salary Schedules are available on the Compensation website.	Compensation Department	Salary Schedules	Revised when negotiated
<p>The following steps are taken to fill vacant positions:</p> <ul style="list-style-type: none"> <li>• A Declaration of Vacancy (DOV) is created and submitted for approval.</li> <li>• Once approved, the position is posted/advertised according to the district procedures.</li> <li>• Candidates who meet the qualifications are selected for interviews.</li> <li>• Interviews take place and a candidate is selected and recommended for hiring.</li> <li>• Employment verifications and references are checked.</li> <li>• Criminal background checks and fingerprinting are conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• HS/EHS Office Manager</li> <li>• HS/EHS Director</li> </ul>	Job Postings	As needed
Standards of conduct are outlined in 1304.52.	School Board of Broward County	HS Policy 1304.52	July - June
Professional development for staff is outlined in 1304.52(k), Training and Development and the District's Master Professional Development Plan.	<ul style="list-style-type: none"> <li>• HS/EHS Director</li> <li>• Curriculum Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• See 1304.52(k)</li> <li>• Professional Development Master Plan</li> </ul>	July - June
Administrators follow the District's procedures for annual staff evaluations. Also referenced in 1304.52(i), Staff performance appraisals.	<ul style="list-style-type: none"> <li>• HS/EHS Admin</li> <li>• Principals</li> </ul>	Staff Evaluations	August - June

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<u>Qualified personnel are welcome to apply for vacant positions as the District is an equal opportunity employer and does not discriminate on the basis of gender, race, ethnicity, religion or disability.</u>	<u>EEO/ADA Compliance Department</u>	<u>Nondiscrimination Policy (4001.1)</u>	<u>July - June</u>
<u>The HS/EHS Program administrators work closely with the District's Employee Relations Department to comply with bargaining union contracts and remedy employee grievances and adverse reactions.</u>	<ul style="list-style-type: none"> <li><u>HS/EHS Director</u></li> <li><u>HS/EHS Admin</u></li> </ul>	<u>Administrative Calendars</u>	<u>As needed</u>
<u>District job application forms for employment include the disclosure of an arrest, a pending criminal charge, or a conviction. Results of criminal background checks and fingerprints for selected candidates are processed and reviewed by the District's Police Department.</u>	<u>Talent Acquisition &amp; Operations</u>	<u>Instructional and Non-Instructional Job Applications</u>	<u>Ongoing</u>
<u>Employees are provided a probationary period as specified in their respective contracts.</u>	<u>Employee and Labor Relations</u>	<u>Collective Bargaining Agreements</u>	<u>Revised when negotiated</u>
<u>All HS/EHS staff and school administrators are instructed to report cases of child abuse and/or neglect to the school-based child abuse liaison, the Department of Children and Families Child Abuse Hotline, and the Director of the Head Start program. The Director sends the Child Abuse Incident Reports to the Program Specialist in the Regional Office within three calendar days.</u>	<ul style="list-style-type: none"> <li><u>Family Services Supervisor</u></li> <li><u>HS/EHS Director</u></li> </ul>	<u>Electronic Communication</u>	<u>July - June</u>

#### **REFERENCE: Fiscal**

#### **REQUIREMENT: 1301.32 Limitations on Costs of Development and Administration of a Head Start Program**

##### **(a) General provisions.**

(1) Allowable costs for developing and administering a Head Start program may not exceed 15 percent of the total approved costs of the program, unless the responsible HHS official grants a waiver approving a higher percentage for a specific period of time not to exceed twelve months.

(2) The limit of 15 percent for development and administrative costs is a maximum. In cases where the costs for development and administration are at or below 15 percent, but are judged by the responsible HHS official to be excessive, the grantee must eliminate excessive development and administrative costs.

##### **(b) Development and administrative costs.**

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(1) Costs classified as development and administrative costs are those costs related to the overall management of the program. These costs can be in both the personnel and non-personnel categories.

(2) Grantees must charge the costs of organization-wide management functions as development and administrative costs. These functions include planning, coordination and direction; budgeting, accounting, and auditing; and management of purchasing, property, payroll and personnel.

(3) Development and administrative costs include, but are not limited to, the salaries of the executive director, personnel officer, fiscal officer/bookkeeper, purchasing officer, payroll/insurance/property clerk, janitor for administrative office space, and costs associated with volunteers carrying out administrative functions.

(4) Other development and administrative costs include expenses related to administrative staff functions such as the costs allocated to fringe benefits, travel, per diem, transportation and training.

(5) Development and administrative costs include expenses related to bookkeeping and payroll services, audits, and bonding; and, to the extent they support development and administrative functions and activities, the costs of insurance, supplies, copy machines, postage, and utilities, and occupying, operating and maintaining space.

#### (c) Program costs.

Program costs include, but are not limited to:

(1) Personnel and non-personnel costs directly related to the provision of program component services and component training and transportation for staff, parents and volunteers;

(2) Costs of functions directly associated with the delivery of program component services through the direction, coordination or implementation of a specific component;

(3) Costs of the salaries of program component coordinators and component staff, janitorial and transportation staff involved in program component efforts, and the costs associated with parent involvement and component volunteer services; and

(4) Expenses related to program staff functions, such as the allocable costs of fringe benefits, travel, per diem and transportation, training, food, center/ classroom supplies and equipment, parent activities funds, insurance, and the occupation, operation and maintenance of program component space, including utilities.

#### (d) Dual benefit costs.

(1) Some costs benefit both the program components as well as development and administrative functions within the Head Start program. In such cases, grantees must identify and allocate appropriately the portion of the costs that are for development and administration.

(2) Dual benefit costs include, but are not limited to, salaries, benefits and other costs (such as travel, per diem, and training costs) of staff who perform both program and development and administrative functions. Grantees must determine and allocate appropriately the part of these costs dedicated to development and administration.

(3) Space costs, and costs related to space, such as utilities, are frequently dual benefit costs. The grantee must determine and allocate appropriately the amount or percentage of space dedicated to development and administration.

#### (e) Relationship between development and administrative costs and indirect costs.

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(1) Grantees must categorize costs in a Head Start program as development and administrative or program costs. These categorizations are separate from the decision to charge such costs directly or indirectly.

(2) Grantees must charge all costs, whether program or development and administrative, either directly to the project or as part of an indirect cost pool.

(f) Requirements for compliance.

(1) Head Start grantees must calculate the percentage of their total approved costs allocated to development and administration as a part of their budget submission for initial funding, refunding or for a request for supplemental assistance in connection with a Head Start program. These costs may be a part of the direct or the indirect cost pool.

(2) The Head Start grant applicant shall delineate all development and administrative costs in its application.

(3) Indirect costs, which are categorized as program costs, must be fully explained in the application.

(g) Waiver.

(1) The responsible HHS official may grant a waiver of the 15 percent limitation on development and administrative costs and approve a higher percentage for a specific period of time not to exceed twelve months. The conditions under which a waiver will be considered are listed below and encompass those situations under which development and administrative costs are being incurred, but the provision of actual services has not begun or has been suspended. A waiver may be granted when:

(i) A new Head Start grantee or delegate agency is being established or services are being expanded by an existing Head Start grantee or delegate agency, and the delivery of component services to children and families is delayed until all program development and planning is well underway or completed; or

(ii) Component services are disrupted in an existing Head Start program due to circumstances not under the control of the grantee.

(2) A Head Start grantee that estimates that the cost of development and administration will exceed 15 percent of total approved costs must submit a request for a waiver that explains the reasons for exceeding the limitation. This must be done as soon as the grantee determines that it cannot comply with the 15 percent limit, regardless of where the grantee is within the grant funding cycle.

(3) The request for the waiver must include the period of time for which the waiver is requested. It must also describe the action the grantee will take to reduce its development and administrative costs so that the grantee will be able to assure that these costs will not exceed 15 percent of the total approved costs of the program after the completion of the waiver period.

(4) If granted, the waiver and the period of time for which it will be granted will be indicated on the Financial Assistance Award.

(5) If a waiver requested as a part of a grant application for funding or refunding is not approved, no Financial Assistance Award will be awarded to the Head Start program until the grantee resubmits a revised budget that complies with the 15 percent limitation.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
HS/EHS Program classifies administrative	• <u>HS/EHS</u>	• <u>HS/EHS</u>	<u>Annually</u>

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costs as the overall management, both personnel and non-personnel categories. All efforts are made so that administrative costs do not exceed 15 percent of the total approved costs of the program.	<ul style="list-style-type: none"> <li>Director</li> <li>HS/EHS Budget Analyst</li> </ul>	<ul style="list-style-type: none"> <li>Grant</li> <li>Fiscal Reports</li> </ul>	
Direct and Indirect costs are delineated in the Grant Narrative and Budget.	<ul style="list-style-type: none"> <li>HS/EHS Director</li> <li>HS/EHS Budget Analyst</li> </ul>	<ul style="list-style-type: none"> <li>HS/EHS Grant</li> <li>HS/EHS Budget Detail</li> </ul>	Spring
<p>The HS/EHS Program utilizes a cost allocation methodology based on the number of children served under each program. Costs that benefit more than one program are allocated based on the ratio of each program's expenses to total expenses. OMB Circular A-122, "Cost Principles for Non-Profit Organizations," establishes the principles for determining costs of grants, contracts, and other agreements with the Federal Government. Only costs that are allowable, in accordance with the cost principles, are be allocated to benefit the HS/EHS grant. The general approach in allocating costs to particular grants is as follows:</p> <p>A. All allowable direct costs are charged directly to the grants, activities, etc.</p> <p>B. Allowable and reasonable direct costs that can be identified to more than one grant are prorated individually as direct costs using a base most appropriate to the particular cost being prorated.</p>	<ul style="list-style-type: none"> <li>HS/EHS Director</li> <li>HS/EHS Budget Analyst</li> </ul>	<ul style="list-style-type: none"> <li>HS/EHS Grant</li> <li>Cost Allocation Plan</li> </ul>	November - October
The HS/EHS Budget Detail delineates the administrative and development costs.	<ul style="list-style-type: none"> <li>HS/EHS Director</li> <li>HS/EHS Budget Analyst</li> </ul>	<ul style="list-style-type: none"> <li>HS/EHS Grant</li> <li>HS/EHS Budget Detail</li> </ul>	Spring

#### **REFERENCE: Fiscal**

#### **REQUIREMENT: 1301.33 Delegation of Program Operations**

Federal financial assistance is not available for program operations where such operations have been delegated to a delegate agency by a Head Start agency unless the delegation of program

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operations is made by a written agreement and has been approved by the responsible HHS official before the delegation is made.

**The School Board of Broward County, Florida has no delegate agencies.**

**REFERENCE: Fiscal**

**REQUIREMENT: 1301.34 Grantee Appeals**

An agency receiving a grant under the Act for technical assistance and training, or for a research, demonstration, or pilot project may appeal adverse decisions in accordance with part 16 of this title. Head Start agencies are also subject to the appeal procedures in part 16 except appeals by those agencies for suspension, termination and denial of refunding are subject to part 1303 of this title.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Should the need arise to appeal a decision, the HS/EHS Director will work with Policy Council and the Governing Body to complete the proper paperwork for filing an appeal.</u>	<u>HS/EHS Director</u>	<u>Appeal Process and Paperwork</u>	<u>Ongoing</u>

**REFERENCE: Selection, Initial Funding, and Refunding of Head Start Grantees**

**REQUIREMENT: 1302.1 – 1302.5**

1302.10 – 1302.11

1302.20 – 1302.25

1302.30 – 1303.32

The purpose of this part is to set forth policies and procedures for the selection, initial funding and refunding of Head Start grantees and for the selection of replacement grantees in the event of the voluntary or involuntary termination, or denial of refunding, of Head Start programs. It particularly provides for consideration of the need for selection of a replacement grantee where the continuing eligibility (legal status) and fiscal capability (financial viability) of a grantee to operate a Head Start program is cast in doubt by the cessation of funding under section 519 of the Act or by the occurrence of some other major change. It is intended that Head Start programs be administered effectively and responsibly; that applicants to administer programs receive fair and equitable consideration; and that the legal rights of current Head Start grantees be fully protected.

**REFERENCE: Appeals, Notice, and Hearing Related to the Operations of Head Start Programs**

**REQUIREMENT: 1303.1 – 1303.8**

1303.10 – 1303.17

1303.20 – 1303.24



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This part prescribes regulations based on section 646 of the Head Start Act, 42 U.S.C. 9841, as it applies to grantees and current or prospective delegate agencies engaged in or wanting to engage in the operation of Head Start programs under the Act. It prescribes the procedures for appeals by current and prospective delegate agencies from specified actions or inaction by grantees. It also provides procedures for reasonable notice and opportunity to show cause in cases of suspension of financial assistance by the responsible HHS official and for an appeal to the Departmental Appeals Board by grantees in cases of denial of refunding, termination of financial assistance, and suspension of financial assistance.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>All correspondence related to appeals, notice, and hearing with HHS Officials shall be sent via Return Receipt Requested Email or certified mail. (1303.5)</u>	<u>HS/EHS Director</u>	<u>Return Receipt from mail or email</u>	<u>As Needed</u>
<u>In the event that the HS/EHS program is unable to respond to an appeal within the timeframe allotted due to any "Good Cause" reason outlined in HS Performance Standard 1303.8, written request for waiver outlining such Good Cause shall be submitted to HHS Officials in writing via Return Receipt Requested Email or certified mail.</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"><li>• <u>Return Receipt</u></li><li>• <u>Email</u></li><li>• <u>Certified Mail</u></li></ul>	<u>As Needed</u>
<u>In the event of a deficiency, the HS/EHS program will immediately develop a Course of Action (i.e., Corrective Action Plan, Quality Improvement Plan, etc.) and submit in writing to OHS Officials within the time frame allotted in the letter of deficiency.</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"><li>• <u>Correction Action Plan</u></li><li>• <u>Quality Improvement Plan</u></li><li>• <u>Actions Taken</u></li></ul>	<u>As Needed</u>

**Child Health and Development Services**

**REFERENCE: Child Health and Development Services**

**REQUIREMENT: 1304.20(a) Determining Child Health Status**

(1) In collaboration with the parents and as quickly as possible, but no later than 90 calendar days (with the exception noted in paragraph (a)(2) of this section) from the child's entry into the program the grantee must:

- (i) Make a determination as to whether or not each child has an ongoing source of continuous, accessible health care. If a child does not have a source of ongoing health care, grantee and delegate agencies must assist the parents in accessing a source of care;
- (ii) Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventive and primary health care which includes

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medical, dental and mental health. Such a schedule must incorporate the requirements for a schedule of well child care utilized by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the State in which they operate, and the latest immunization recommendations issued by the Centers for Disease Control and Prevention, as well as any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems:

(A) For children who are not up-to-date on an age-appropriate schedule of well child care, grantee and delegate agencies must assist parents in making the necessary arrangements to bring the child up-to-date;

(B) For children who are up-to-date on an age-appropriate schedule of well child care, grantee and delegate agencies must ensure that they continue to follow the recommended schedule of well child care; and

(C) Grantee and delegate agencies must establish procedures to track the provision of health care services.

(iii) Obtain or arrange further diagnostic testing, examination, and treatment by an appropriate licensed or certified professional for each child with an observable, known or suspected health or developmental problem; and

(iv) Develop and implement a follow-up plan for any condition so that any needed treatment has begun.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Parents complete a information form regarding Health and Nutrition at enrollment indicating the name of the child's current medical coverage and the name of the doctor/clinic.</u>	<u>School Office Staff</u>	<u>Health and nutrition information form</u>	<u>Enrollment Period</u>
<u>At enrollment, parents submit an up to date physical and immunization record.</u>	<u>HS/EHS Staff</u>	<u>Current physical and immunization record</u>	<u>Enrollment Period</u>
<u>Physical and immunization records are reviewed and copies made for district files.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Nurse</u></li><li>• <u>Health Parent Educators</u></li></ul>	<ul style="list-style-type: none"><li>• <u>Health Database</u></li><li>• <u>Health Records</u></li></ul>	<u>Beginning of School</u>
<u>An application to the state low cost health insurance program is given to parents for children without an ongoing source of medical care.</u>	<u>HS/EHS Health Parent Educators</u>	<ul style="list-style-type: none"><li>• <u>State low cost health insurance application</u></li><li>• <u>Health Database</u></li></ul>	<u>Beginning of school year</u>
<u>Health Records are reviewed throughout the school year and parents are notified, via Urgent Notice, if health records are not up to date.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Nurse</u></li><li>• <u>Health Parent Educators</u></li></ul>	<u>Urgent Notice</u>	<u>Throughout the school year</u>

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<u>Copies of the Urgent Notice are given to the family's Parent Educator, the child's teacher, as well as school staff for assistance with follow-up.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Nurse</u></li> <li>• <u>HS Teachers</u></li> <li>• <u>School Staff</u></li> <li>• <u>Parent Educators</u></li> </ul>	<u>Urgent Notices</u>	<u>Throughout the school year</u>
<u>Information is tracked in the health database and monthly reports are generated. Parents are sent reminder letters.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Nurse</u></li> <li>• <u>Health Parent Educators</u></li> </ul>	<u>Health Database</u>	<u>Throughout the school year.</u>
<u>Record review continues throughout the school year and parents are notified if requirements have not been met.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Nurse</u></li> <li>• <u>Health Parent Educators</u></li> </ul>	<u>Urgent Notices</u>	<u>Throughout the school year</u>
<u>Information provided by the parent at application and enrollment is reviewed and health concerns identified.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Nurse</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Health and nutrition information form</u></li> <li>• <u>Physical</u></li> <li>• <u>Parent Concerns noted in Database</u></li> </ul>	<u>Application and enrollment periods</u>
<u>Parents are contacted and appropriate referrals are made.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Nurse</u></li> </ul>	<u>Nursing Notes</u>	<u>Throughout the school year</u>
<u>Care Plans and Nursing Notes are generated and shared with child's teacher and school staff.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Nurse</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Nursing Notes</u></li> <li>• <u>Care Plans</u></li> </ul>	<u>Throughout the school year</u>
<u>Information is entered into the health database.</u>	<ul style="list-style-type: none"> <li>• <u>Health Staff</u></li> </ul>	<u>Health Database</u>	<u>Annually</u>

**REFERENCE: Child Health and Development Services**

**REQUIREMENT: 1304.20(b) Screening for Developmental, Sensory and Behavioral Concerns**

- (1) In collaboration with each child's parent and within 45 days of the child's entry into the program, the program must perform or obtain linguistically and age appropriate screening procedures to identify concerns regarding a child's developmental, sensory (visual and auditory) behavioral, motor, language, social, cognitive, perceptual, and emotional skills. To the greatest extent possible, these screening procedures must be sensitive to the child's cultural background.

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- (2) The program must obtain direct guidance from a mental health or child development professionals on how to use the findings to address identified needs.
- (3) The program must utilize sources of information on all aspects of each child's development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child's typical behavior.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>At enrollment parents provide information on the health and nutrition information form regarding their child's health, development and nutrition history.</u>	<u>School Office Staff</u>	<u>Health and nutrition information form</u>	<u>Enrollment Period</u>
<u>Teachers are instructed at pre-service training or via video conferencing about the required screenings.</u>	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> <li><u>Pre-service agenda and sign-in sheets</u></li> <li><u>Video Conferencing Tracking</u></li> </ul>	<u>Beginning of school year</u>
<u>Vision screening is completed using a vision screener, a eye chart or functional vision testing</u>	<u>HS/EHS Teachers and Assistants</u>	<u>Vision Screening forms and procedures</u>	<u>Within 45 days</u>
<u>Hearing screening is completed using a hearing screener, an audiometer or functional hearing screening</u>	<u>HS/EHS Teachers and Assistants</u>	<u>Hearing screening forms and procedures</u>	<u>Within 45 days</u>
<u>Height and weight screening is completed on all children. Body mass index is obtained on children who are flagged.</u>	<ul style="list-style-type: none"> <li><u>HS/EHS Teacher and Assistants</u></li> <li><u>HS/EHS Nurse</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Height and weight graphs</u></li> <li><u>Body mass index graphs</u></li> </ul>	<u>Within 45 days</u>
<u>A late entry form is completed on new children enrolled after the 45-day screening is complete.</u>	<u>HS/EHS Teacher and Assistants</u>	<u>Late entry form</u>	<u>Through out school year</u>
<u>Three and four year old children are screened utilizing a pre-academic screening to determine the child's language, motor skills and cognitive development.</u>	<u>HS Teachers</u>	<u>Pre-Academic Screening</u>	<u>Within 45 days</u>
<u>For infants, toddlers and two year olds a pre-academic screening is utilized as the developmental screening tool.</u>	<u>EHS Teacher Assistants</u>	<u>Pre-Academic Screening</u>	<u>Within 45 days</u>
<u>A social-emotional screener is utilized for the social-emotional screening of three and four year olds.</u>	<u>HS Teacher and parent</u>	<u>Social Emotional Screening</u>	<u>Within 45 days</u>
<u>A social-emotional screener is utilized for the social-emotional screening of infants,</u>	<u>EHS Teacher Assistants</u>	<u>Social Emotional</u>	<u>30 to 45 days from</u>

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<u>toddler's and two year olds.</u>		<u>Screening</u>	<u>entry date</u>
<u>The program's Nurse, Disabilities Manager, Mental Health Specialist, Teacher Specialist and Social Worker review screening results. Depending on the need identified the appropriate staff follows-up with the teacher and parent to develop and intervention plan.</u>	<ul style="list-style-type: none"> <li>• <u>Service Area Staff</u></li> <li>• <u>Teacher Specialist</u></li> <li>• <u>Social Worker</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Event Database</u></li> <li>• <u>Nursing Notes</u></li> </ul>	<u>Annually throughout the school year.</u>
<u>Throughout the year parents share information about their child with the teacher, Parent Educator or other Head Start staff during home visits or parent/teacher conferences</u>	<ul style="list-style-type: none"> <li>• <u>HS Teacher</u></li> <li>• <u>Parent Educator</u></li> <li>• <u>Service Area Staff</u></li> <li>• <u>Social Worker</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Conference Form</u></li> <li>• <u>Record of Family Services</u></li> </ul>	<u>Throughout the school year</u>

#### **REFERENCE: Child Health and Development Services**

#### **REQUIREMENT: 1304.20(c) Extended follow-up and treatment**

- 1) The program must establish a system of ongoing communication with the parents of children with identified health needs to facilitate the implementation of the follow-up plan.
- 2) Grantee and delegate agencies must provide assistance to the parents, as needed, to enable them to learn how to obtain any prescribed medications, aids or equipment for medical and dental conditions.
- 3) Dental follow-up and treatment must include:
  - (i) Fluoride supplements and topical fluoride treatments as recommended by dental professionals in communities where a lack of adequate fluoride levels has been determined or for every child with moderate to severe tooth decay; and
  - (ii) Other necessary preventive measures and further dental treatment as recommended by the dental professional.
- 4) Grantee and delegate agencies must assist with the provision of related services addressing health concerns in accordance with the Individualized Education Program (IEP) and the Individualized Family Service Plan (IFSP).
- 5) Early Head Start and Head Start funds may be used for professional medical and dental services when no other source of funding is available. When Early Head Start or Head Start funds are used for such services, grantee and delegate age

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Head Start staff, school staff, or parents notify nurse of any health concerns</u>	<ul style="list-style-type: none"> <li>• <u>HS Staff</u></li> <li>• <u>School Staff</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Teacher Contact Forms</u></li> </ul>	<u>Annually throughout the school year</u>
<u>Parents are contacted via phone, mail or home visit to discuss concerns. Concerns are entered in the health database.</u>	<u>HS/EHS Nurse</u>	<ul style="list-style-type: none"> <li>• <u>Nurse's Notes</u></li> <li>• <u>Health</u></li> </ul>	<u>Annually throughout the school</u>

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		Database	year
<u>Individual needs are addressed and assistance/referrals are made.</u>	<u>HS/EHS Nurse</u>	<ul style="list-style-type: none"> <li>• <u>Nurse's Notes</u></li> <li>• <u>Health Database</u></li> </ul>	<u>Annually throughout the school year</u>
<u>Assistance is provided to parents to facilitate access to needed health care, medications or medical equipment if needed.</u>	<u>HS/EHS Nurse</u>	<ul style="list-style-type: none"> <li>• <u>Nurse's Notes</u></li> <li>• <u>Health Database</u></li> </ul>	<u>Annually throughout the school year</u>
<u>The Head Start Program has a service agreement with Broward County's Health Department Dental Clinic to provide screenings and follow-up treatment to all children over one year old enrolled in Head Start or Early Head Start</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Nurse</u></li> <li>• <u>Broward County Health Department Dental</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Dental Records</u></li> <li>• <u>Dental Rosters</u></li> <li>• <u>Dental Contract</u></li> </ul>	<u>Annually</u>
<u>Dental screening, which include cleaning, fluoride treatment, x-rays, sealants and oral hygiene instruction, takes place within the first 90 days of school.</u>	<u>HS/EHS Nurse</u>	<ul style="list-style-type: none"> <li>• <u>Dental Records</u></li> <li>• <u>Dental Rosters</u></li> </ul>	<u>Beginning of school year</u>
<u>Follow-up dental visits for children who need further treatment are scheduled throughout the school year</u>	<u>HS/EHS Nurse</u>	<ul style="list-style-type: none"> <li>• <u>Dental Records</u></li> <li>• <u>Dental Rosters</u></li> </ul>	<u>Annually throughout the school year.</u>
<u>Health concerns identified in the Individualized Education Plan (IEP) or the Family Service Plan (IFSP) are addressed in collaboration with parents and health services are provided.</u>	<u>HS/EHS Nurse</u>	<ul style="list-style-type: none"> <li>• <u>Nursing Notes</u></li> <li>• <u>IEP</u></li> <li>• <u>IFSP</u></li> </ul>	<u>Annually throughout the school year</u>
<u>Head Start and Early Head Start funds are only utilized to meet needed medical and dental services when all other sources such as Medicaid, private health insurance, and community resources are not available or have been exhausted.</u>	<u>HS/EHS Nurse</u>	<ul style="list-style-type: none"> <li>• <u>Nursing Notes</u></li> <li>• <u>Dental Billing</u></li> <li>• <u>Record of Family Services</u></li> </ul>	<u>Annually through out the school year</u>

**REFERENCE: Child Health and Development Services**

**REQUIREMENT: 1304.20(d) Ongoing Care**

The program must implement ongoing procedures by which Early Head Start and Head Start staff can identify any new or recurring medical, dental, or developmental concerns so that they may quickly make appropriate referrals. The procedures must include:

- Periodic observations and recordings of individual children's developmental progress

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- Changes in physical appearance (e.g., signs of injury or illness)
- Emotional and behavioral patterns.

In addition, these procedures must include observation from parents and staff.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>All observable physical, developmental, or emotional changes as well as any parent concerns are documented on the teacher's conference form, or the HS/EHS Database and reported to appropriate staff.</u>	<ul style="list-style-type: none"> <li>• <u>HS Staff</u></li> <li>• <u>HS Teachers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Teacher Conference Form</u></li> <li>• <u>Screening Referrals</u></li> <li>• <u>HS/EHS Database</u></li> </ul>	<u>Annually throughout the school year</u>
<u>Appropriate staff members, with the cooperation of the parent, initiates follow-up on the status of existing concerns.</u>	<ul style="list-style-type: none"> <li>• <u>HS Staff</u></li> <li>• <u>HS Teachers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Events Database</u></li> <li>• <u>Nursing Notes</u></li> </ul>	<u>Annually throughout the school year</u>

## REFERENCE: Child Health and Development Services

### REQUIREMENT: 1304.20(e) Involving parents

In conducting the process, as described in Sec. Sec. 1304.20 (a), (b), and (c), and in making all possible efforts to ensure that each child is enrolled in and receiving appropriate health care services, grantee and delegate agencies must:

- 1) Consult with parents immediately when child health or developmental problems are suspected or identified;
- 2) Familiarize parents with the use of and rationale for all health and developmental procedures administered through the program or by contract or agreement, and obtain advance parent or guardian authorization for such procedures. Grantee and delegate agencies also must ensure that the results of diagnostic and treatment procedures and ongoing care are shared with and understood by the parents;
- 3) Talk with parents about how to familiarize their children in a developmentally appropriate way and in advance about all of the procedures they will receive while enrolled in the program;
- 4) Assist parents in accordance to enroll and participate in a system of ongoing family health care and encourage parents to be active partners in their children's health care process; and
- 5) If a parent or other legally responsible adult refuses to give authorization for health services, grantee and delegate agencies must maintain written documentation of the refusal.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>During the application period, parents provide information regarding any concern they may have about their child's health,</u>	<u>HS Content Area Staff</u>	<u>Parent Concern Documentation</u>	<u>Application Period</u>

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<u>development or behavior. This information is captured on the database and reviewed prior to enrollment by the service area specialist to initiate appropriate plans of action as soon as possible.</u>			
<u>At application, parents are given a copy of the health requirements for preschool entry</u>	<u>HS application team</u>	<u>Parent Involvement Agreement</u>	<u>Application Period</u>
<u>Parents without an ongoing system of health care are given an application for Florida Kid Care. Parent Educators assist parents to access health care services in the community as needed.</u>	<u>HS Parent Educators</u>	<u>Record of Family Services</u>	<u>Annually</u>
<u>At registration parents give written consent for health and dental screenings</u>	<u>School Office Staff</u>	<ul style="list-style-type: none"> <li>• <u>Health and Nutrition information form</u></li> <li>• <u>Dental Record</u></li> <li>• <u>Informed consent</u></li> <li>• <u>Screening Consent</u></li> </ul>	<u>Registration Period</u>
<u>The screening process is reviewed during parent orientation at child's entry into the program.</u>	<u>HS Teachers</u>	<u>Parent Orientation packets and agenda</u>	<u>Beginning of the school year</u>
<u>The teacher informs the parent about the results of the child's developmental screenings and advises if follow-up is required in any one area. The dentist sends the parent a note indicating the results of the child's dental screening</u>	<ul style="list-style-type: none"> <li>• <u>HS Teachers</u></li> <li>• <u>Dentist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Conference form</u></li> <li>• <u>Dental Services Checklist</u></li> </ul>	<u>Annually</u>
<u>Parents have access to teacher, parent educator, social worker or service area specialist at school or through phone contact. In addition, parent meetings, teacher conferences and home visits provide opportunity to share information with parents.</u>	<ul style="list-style-type: none"> <li>• <u>HS Parent Educators</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Content Area staff</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Conference Form</u></li> <li>• <u>Record Of Family Services</u></li> <li>• <u>Event database</u></li> </ul>	<u>Annually</u>
<u>Appropriate referrals/follow-up is initiated and assistance is provided to ensure ongoing treatment.</u>	<ul style="list-style-type: none"> <li>• <u>HS Parent Educator</u></li> <li>• <u>Social Workers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Database</u></li> <li>• <u>Referral forms</u></li> </ul>	<u>Annually</u>



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	<u>Content Area Staff</u>	<u>Nursing notes</u> • <u>Record Of Family Services</u>	
<u>Refusal of medical or dental services is documented on the Preschool Medical Record, Screening Denial Form, and the Denial Of Consent For Dental Treatment form.</u>	• <u>HS Nurse</u> • <u>School Office Staff</u>	• <u>Health And Nutrition information form</u> • <u>Screening Denial</u> • <u>Dental Denial</u>	<u>Annually</u>

**REFERENCE: Child Health and Development Services**

**REQUIREMENT: 1304.20(f) Individualization of the Program**

- 1) The program must use the information from the screening for developmental, sensory, and behavioral concerns, the ongoing observations, medical and dental evaluations and treatments, and insights from the child's parents to help staff and parents determine how the program can best respond to each child's individual characteristics, strengths and needs.
- 2) To support individualization for children with disabilities in their programs, grantee and delegate agencies must assure that:
  - (i) Services for infants and toddlers with disabilities and their families support the attainments of the expected outcomes contained in the Individualized Family Service Plan (IFSP) for children identified under the infants and toddlers with disabilities program (Part C) of the Individuals with Disabilities Education Act (IDEA), as implemented by their state.
  - (ii) Enrolled families with infants and toddlers suspected of having a disability must be promptly referred to the local early intervention agency designated by the State Part C plan to coordinate any needed evaluations, determine eligibility for Part C services, and coordinate the development of an IFSP for children determined to be eligible under the guidelines of the State's program. The EHS program must support parent participation in the evaluation and IFSP development process for infants and toddlers enrolled in the program.
  - (iii) The EHS program must 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 preschool age children with disabilities
  - (iv) The EHS program must participate in the development and implementation of the Individualized Education Program (IEP) for preschool age children with disabilities consistent with the requirements of 45 CFR 1308.19

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The EHS Teacher Specialist and EHS Social Worker confer with the child's parent(s) to</u>	• <u>EHS Teacher</u>	<u>Individualization notes in lesson</u>	<u>From identification</u>

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<u>support the teacher assistant or parent educator in the development of individualized interventions according to the child's strengths and needs.</u>	<u>Specialist</u> <ul style="list-style-type: none"> <li>• <u>EHS Social Worker</u></li> <li>• <u>Teacher Assistant</u></li> <li>• <u>Parent Educator</u></li> </ul>	<u>plans or EHS Parents As Teachers (PAT) Personal Visit Record</u>	<u>of need to end of school year.</u>
<u>Teacher Assistants in the center-based program option, and Parent Educators in the home-based program option, receive a copy of the child's Individual Family Service Plan (IFSP).</u>	<ul style="list-style-type: none"> <li>• <u>EHS Social Worker</u></li> <li>• <u>EHS Teacher Specialist</u></li> </ul>	<u>IFSP</u>	<u>When plan is generated, or updated, by Part C agency</u>
<u>The EHS Teacher Specialist and EHS Social Worker guide individualization of lesson plans according to the goals identified in the IFSP.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Assistant</u></li> <li>• <u>Parent Educator</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lesson plans</u></li> <li>• <u>PAT Personal Visit Record</u></li> </ul>	<u>Throughout the school year</u>
<u>The EHS Program has a signed agreement with Children's Diagnostic and Treatment Center (CDTC) Early Steps Program outlining the collaborative working relationship between the two programs.</u>	<u>EHS Specialist</u>	<u>Agreement between SBBC and CDTC</u>	<u>Every Three Years</u>
<u>As soon as a suspected disability or developmental delay is identified in a child under the age of 3, by the parent or the EHS staff, written consent is obtained from the parent and a referral is made to Child Find, the single point of entry for all children in Broward County requiring screening and evaluation regarding a suspected disability.</u>	<u>EHS Social Worker</u>	<ul style="list-style-type: none"> <li>• <u>Parental Consent</u></li> <li>• <u>Child Find Referral Form</u></li> </ul>	<u>10 working days from consent</u>
<u>A point person has been identified at CDTC'S Early Steps Program to coordinate services with the EHS Social Worker. The EHS Social Worker is informed of the screening and evaluation dates. The EHS Social Worker is invited to participate and accompany the parent to the IFSP planned meeting</u>	<u>EHS Social Worker</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Database</u></li> <li>• <u>Disabilities Tracking Report</u></li> </ul>	<u>Throughout the school year</u>
<u>The EHS Social Worker is notified and invited to participate in the planning meeting for an EHS child that will be transitioning at age three from Part C to preschool age services</u>	<u>EHS Social Worker</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Database</u></li> <li>• <u>Disabilities Tracking Report</u></li> </ul>	<u>Throughout the school year</u>

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<u>The EHS Social Worker or Disabilities Manager participates in the development of the Individualized Education Plan (IEP) and advocates for the child to remain in the EHS program as long as it is in the child's best interest.</u>	<ul style="list-style-type: none"> <li>• <u>EHS Social Worker</u></li> <li>• <u>Disabilities Manager</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Database</u></li> </ul>	<u>Throughout the school year</u>
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#### **REFERENCE: Education and Early Childhood Development**

#### **REQUIREMENT: 1304.21(a) Approach for all Children**

(1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life the program's approach to child development and education must:

- (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;
- (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP)
- (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;
- (iv) Provide a balanced daily program of child-initiated and adult directed activities, including individual and small group activities;
- (v) Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>All Professional Development (PD) incorporates strategies which support a child's development and independence through:</u> <ul style="list-style-type: none"> <li>○ <u>Choices</u></li> <li>○ <u>Variety of materials with degrees of difficulty</u></li> <li>○ <u>Labeling</u></li> <li>○ <u>Accessibility to materials</u></li> <li>○ <u>Problem-solving</u></li> <li>○ <u>Balance between child-initiated and adult-directed activities</u></li> <li>○ <u>Visual cueing</u></li> <li>○ <u>An interactive daily schedule</u></li> <li>○ <u>Accommodations for children with disabilities</u></li> <li>○ <u>Support for English Language Learners</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>PD Facilitators</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Power Points</u></li> <li>• <u>PD Handouts</u></li> <li>• <u>District PD Master Plan</u></li> </ul>	<u>Monthly</u>

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<ul style="list-style-type: none"> <li>○ <u>Head Start Child Outcomes Framework</u></li> <li>○ <u>Florida Standards for Early Learning</u></li> </ul>			
<u>Participants and facilitators evaluate professional development at the end of each session. Revisions are made accordingly.</u>	<ul style="list-style-type: none"> <li>• <u>PD Participants</u></li> <li>• <u>PD Facilitators</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<u>Evaluation forms</u>	<u>Conclusion of each PD activity</u>
<u>Teachers are provided with professional learning resources which may include:</u>	<u>Teacher Specialists</u>	<u>Resources and materials are kept in the HS classroom</u>	<u>When new classrooms are opened</u>
<u>On-site classroom visits and technical support is provided to ensure follow-up to professional development and compliance with program expectations. On-site visits ensure that:</u> <ul style="list-style-type: none"> <li>• <u>Lesson plans include challenging activities in all domains</u></li> <li>• <u>Activities are developmentally appropriate</u></li> <li>• <u>Individualization for all children occurs</u></li> <li>• <u>On-going observations and assessment are evidenced in records and child portfolios</u></li> <li>• <u>Results of the assessment are driving the instruction</u></li> <li>• <u>Individualized Education Plan (IEP) goals are being addressed through individualization</u></li> <li>• <u>A social skill lesson is being taught daily</u></li> <li>• <u>Parent activities occur quarterly</u></li> <li>• <u>Home visits and conferences are addressing both teacher and parent concerns and goals</u></li> <li>• <u>ELL needs are addressed through individualization</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Parents Educators</u></li> <li>• <u>Principals</u></li> <li>• <u>Key Management Staff</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialist Documentation in the database</u></li> <li>• <u>Social Worker/ Parent Educator Contact Forms or Documentation in the database</u></li> <li>• <u>Parent Interest Surveys</u></li> <li>• <u>Class Data Profile Report</u></li> <li>• <u>Environmental Checklist</u></li> <li>• <u>HS Self-Assessment Checklist</u></li> <li>• <u>Lesson plans</u></li> <li>• <u>Coaching Plans</u></li> </ul>	<u>Monthly</u>
<ul style="list-style-type: none"> <li>• <u>An annual self-assessment is conducted by staff.</u></li> <li>• <u>The results of these assessments are shared with key management staff including Curriculum Supervisor,</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Service Area Specialists</u></li> <li>• <u>Curriculum</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS Self-Assessment and Improvement Plan: Education</u></li> <li>• <u>HS Self-</u></li> </ul>	<u>Spring</u>

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<u>HS/EHS Specialist, and HS/EHS Director.</u> • <u>The results of the self-assessment are used to make programmatic changes.</u>	<u>Supervisor</u> • <u>HS/EHS Specialist</u> • <u>HS/EHS Director</u>	<u>Assessment: Education Summary Form</u>	
<u>An environmental checklist is completed to assess the learning environment, curricular implementation, assessment practices, and instructional practices.</u>	• <u>Teachers</u> • <u>Teacher Specialists</u>	<u>Environmental Checklist</u>	<u>Fall</u>
<u>A teacher-child interaction assessment system is conducted annually on all teachers to identify classroom conditions which increase student learning. Teachers scoring in the low range in any areas will receive a 2<sup>nd</sup> observation in the spring to ensure professional growth.</u>	<u>Teacher Specialists</u>	<u>Teacher-Child Interaction Assessment tool</u>	<u>Fall/Spring</u>
<u>Results from the environmental checklist the classroom interaction assessment, and the ongoing developmental student assessments are used to create annual measurable and observable goals for each teacher.</u>	<u>Teacher Specialists</u>	• <u>Environmental checklist</u> • <u>Classroom interaction assessment</u> • <u>Students' ongoing developmental assessment data</u> • <u>Coaching Plan Goals</u>	<u>Fall/Winter</u>
<u>During classroom visits, Teacher Specialists monitor the state of equipment and order replacements as needed.</u>	• <u>Teacher Specialists</u> • <u>Teachers</u>	• <u>Pre-K Basic Equipment List</u> • <u>Pre-K Orders</u>	<u>Fall/Spring</u>
<u>Classroom orders are reviewed by the Curriculum Supervisor before being submitted to bookkeepers for processing.</u>	• <u>Curriculum Supervisor</u> • <u>Bookkeepers</u>	<u>Classroom orders</u>	<u>Fall/Spring</u>
<u>The Curriculum Supervisor meets with vendors to review new products and programs. New professional educational publications, books, and technology for the classrooms are reviewed. Orders are generated as needed to support the program.</u>	• <u>Curriculum Supervisor</u> • <u>HS/EHS Director</u>	• <u>Curriculum Supervisor's Calendar</u> • <u>Generated orders</u>	<u>Annually</u>
<u>Each HS Teacher has access to the electronic Preschool Handbook which details procedures in the following areas:</u> - <u>Procedures and Forms</u> - <u>Education</u>	• <u>Teacher Specialists</u> • <u>Social Workers</u> • <u>Key</u>	<u>HS Preschool Handbook</u>	<u>August</u>

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### Head Start/Early Intervention Department

<ul style="list-style-type: none"> <li>- <u>Mental Health</u></li> <li>- <u>Disabilities</u></li> <li>- <u>Health and Nutrition</u></li> <li>- <u>Family Involvement</u></li> <li>- <u>Screening and Assessment</u></li> <li>- <u>Transitions and Orientation</u></li> <li>- <u>Referral Guide</u></li> </ul> <p>The HS Preschool Handbook is updated annually.</p>	<u>management staff</u> <ul style="list-style-type: none"> <li>• <u>Curriculum Supervisor</u></li> </ul>		
<p>Parents receive educational support in the home, at quarterly parent meetings, and at various Head Start sites. The professional development topics may include:</p> <ul style="list-style-type: none"> <li>• <u>How to Help Your Child Learn</u></li> <li>• <u>Behavior Management</u></li> <li>• <u>Child Development</u></li> <li>• <u>Monthly Family Newsletters</u></li> <li>• <u>Transitions</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Social Workers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Boards in the HS classrooms</u></li> <li>• <u>Parent workshop flyers</u></li> <li>• <u>Parent meeting agenda</u></li> <li>• <u>Parent sign-in sheets</u></li> </ul>	<u>Monthly</u>
<p>Teachers differentiate and individualize instruction to meet the needs of each individual student, including students with disabilities who have an Individual Education Plan (IEP) and students identified as ELLs through the registration form.</p>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>HS Individualization</u></li> <li>• <u>IEP Goals and Objectives</u></li> </ul>	<u>Weekly</u>
<p>Teachers participate in documentation collection and review with Teacher Specialists and Social Workers for students with identified developmental concerns.</p>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Disabilities Manager</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Developmental individual child report</u></li> <li>• <u>Individual child anecdotes</u></li> <li>• <u>Letter/sound knowledge assessment</u></li> <li>• <u>Student screening assessment results</u></li> </ul>	<u>Weekly</u>
<p>Teachers provide documentation and participate in annual and interim IEP meetings with school and district-based staff.</p>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Family Services Supervisor</u></li> <li>• <u>Disabilities Manager</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Individual child assessment report</u></li> <li>• <u>Individual child anecdotes</u></li> <li>• <u>Letter/sound</u></li> </ul>	<u>Annually</u>

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Head Start/Early Intervention Department

	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> </ul>	<u>Knowledge Assessment</u> <ul style="list-style-type: none"> <li>• <u>Concepts of Print Assessment</u></li> <li>• <u>Phonological Awareness Assessment</u></li> <li>• <u>Student screening assessments results</u></li> </ul>	
<u>Children are allowed and enabled to independently use toilet facilities throughout the school day.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Assistants</u></li> </ul>	<u>Lesson Plans</u>	<u>Daily</u>
<u>Visual directions for hand washing are posted by each sink.</u>	<u>Teachers</u>	<u>Visual directions posted</u>	<u>August</u>

## **REFERENCE: Education and Early Childhood Development**

### **REQUIREMENT: 1304.21(a) Parent Participation**

#### **(2) Parents must be:**

- (i) Be invited to become integrally involved in the development of the program's curriculum and approach to child development and education;
- (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences;
- (iii) Encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Parents complete surveys at orientation to offer suggestions and volunteer to attend meetings.</u>	<ul style="list-style-type: none"> <li>• <u>Parents</u></li> <li>• <u>Parent Educators</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Interest Survey</u></li> <li>• <u>Parents as Partners Survey</u></li> </ul>	<u>Fall</u>
<u>Surveys are reviewed and topics are selected for various parent meetings.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<u>Survey Summaries</u>	<u>October</u>
<u>Parents are invited to attend meetings at their child's school to learn about the curriculum, child development, and transitioning.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Teacher</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Flyers from meetings</u></li> <li>• <u>Sign-in sheets</u></li> </ul>	<u>Quarterly</u>

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### Head Start/Early Intervention Department

	<u>Specialists</u> <ul style="list-style-type: none"> <li>• <u>Teachers</u></li> </ul>		
<u>During the application process, concerns expressed by parents are recorded in the application database. The database sorts the area of concern (development, speech, language, social-emotional/behavior, health). Each key management staff member reviews the applications that have a concern in their area, verify information, and assign points as appropriate.</u>	<ul style="list-style-type: none"> <li>• <u>Disabilities Manager</u></li> <li>• <u>Clinical Nurse</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<u>Parent concerns noted in the database</u>	<u>January - June</u>
<u>During orientation, or upon entry, teachers complete a conference form asking parents about their child and the parent's goals for their child.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Parent Educators</u></li> </ul>	<u>Parent Orientation Form</u>	<u>August – September, or upon entry</u>
<u>Parent Educators meet with parents and complete a social emotional parent profile. This information is entered into the HS/EHS Database.</u>	<u>Parent Educators</u>	<u>Parent profile information in the database</u>	<u>August - December</u>
<u>Teachers conduct home visits (2) and parent conferences (2) to share observations and information about their child's development and education.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Conference Forms</u></li> </ul>	<u>August - June</u>
<u>Parent educators conduct home visits and make family contacts to share observations and set goals for each child.</u>	<u>Parent Educators</u>	<ul style="list-style-type: none"> <li>• <u>Conference Forms</u></li> </ul>	
<u>Parents are encouraged to volunteer in the classroom, giving them opportunities to observe their child interacting with their peers in a structured environment. The schools provide training for volunteers.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Parent Educators</u></li> <li>• <u>Volunteer Liaison at school sites</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Survey</u></li> <li>• <u>SBBC Volunteer Guidelines</u></li> <li>• <u>Parent Engagement website</u></li> </ul>	<u>August - June</u>
<u>Parent meetings are held at each school covering topics selected on the surveys.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Parent Educators</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Interest Form</u></li> <li>• <u>Flyers for Parent Meetings</u></li> </ul>	<u>Quarterly</u>
<u>Teachers send home family newsletters providing families with information about the curriculum for the month.</u> <ul style="list-style-type: none"> <li>• <u>Skills related to the curricular themes and activities families can do with their children are provided in the newsletter.</u></li> </ul>	<u>Teachers</u>	<u>Family Newsletter</u>	<u>Monthly</u>



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• <u>The newsletter is accessible on the Department's website and in the Family Engagement folder of the Preschool Handbook.</u>			
<u>Poems are selected and used in the class as part of the curriculum are sent home weekly as part of the Poetry Book so that children can share them with their families.</u>	<u>Teachers</u>	<u>Poetry Books</u>	<u>Weekly</u>
<u>Information about Policy Council Meetings, HS Registration, Curriculum, and Family Engagement is available on the Department website.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>Family Services Supervisor</u></li> <li>• <u>Clerical</u></li> </ul>	<u>Department Website</u>	<u>July - June</u>
<u>Kindergarten Round-Up information at each Elementary School is gathered early in the Spring. Dates/times are posted on the Department's website and shared with staff.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Parent Educators</u></li> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>Family Services Supervisor</u></li> <li>• <u>Clerical</u></li> </ul>	<u>Master Kindergarten Round-up Schedule</u>	<u>March</u>
<u>Parent Educators share information on how to eat healthy on a budget, grocery shopping checklist, and healthy eating habits for children with parents during home visits.</u>	<u>Parent Educators</u>	<u>Nutrition Packets</u>	<u>Yearly</u>
<u>Parents are invited to school-related functions.</u>	<u>Teachers</u>	<u>School Flyers</u>	<u>Yearly</u>
<u>Parents complete a satisfaction survey to provide the HS/EHS Program with feedback on the curriculum and implementation.</u>	<u>Curriculum Supervisor</u>	<u>Satisfaction Survey</u>	<u>April</u>

#### **REFERENCE: Education and Early Childhood Development**

#### **REQUIREMENT: 1304.21(a) Social and Emotional Development**

(3) Grantee and delegate agencies must support social and emotional development by:

(i) Encouraging development, which enhances each child's strengths by:

(A) Building trust

(B) Fostering Independence

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- (C) Encouraging self-control by setting clear, consistent limits, and having realistic expectations
- (D) Encouraging respect for the feelings and rights of others
- (E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being
- (ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The 21-Day Classroom Management Plan ensures that the classroom environment is established to provide consistent routines and smooth transitions throughout the day. Mental health books are recommended for each week to assist social skill development. Social Workers and Teacher Specialist assist with developing positive behavior strategies.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<u>21-Day Classroom Management Lesson Plans</u>	<u>August - September</u>
<u>Pro-social skills lessons are included daily. These lessons focus on specific steps related to developing positive social skills and interactions with others.</u>	<u>Teachers</u>	<u>Lesson plans</u>	<u>Daily</u>
<u>Comprehensive classroom management and social-emotional strategies are taught, reviewed, and used within the structure of the instructional day.</u>	<u>Teachers</u>	<u>Lesson plans</u>	<u>Daily</u>
<u>Teachers implement a plan to create a safer, kinder, and more respectful classroom culture and to foster social emotional development.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>Family Service Supervisor</u></li> </ul>	<u>Lesson plans</u>	<u>Weekly</u>
<u>Classroom rules are posted at children's eye level in the classroom and used on a daily basis.</u>	<u>Teachers</u>	<u>Classroom rules posted in the classroom</u>	<u>Daily</u>
<u>Teachers utilize positive behavior support strategies when dealing with difficult or non-compliant behaviors. Mental health professionals provide strategies to respond positively to children's behavior.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Psychologist</u></li> <li>• <u>Family Service Supervisor</u></li> </ul>	• <u>Lesson plans</u>	<u>Weekly</u>
<u>Teachers utilize multicultural books and</u>	• <u>Teachers</u>	• <u>Curriculum</u>	<u>August -</u>

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### Head Start/Early Intervention Department

<u>anthologies with the students on a weekly basis, incorporating the cultures and languages of the students in their class.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> </ul>	<u>Guides</u> <ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>Classroom Libraries</u></li> </ul>	<u>June</u>
<u>Developmentally appropriate transitions are used between classroom activities. These activities incorporate skills children are learning in the classroom and ensure a smooth transition from one activity to the next.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Transition Activities</u></li> <li>• <u>Lesson Plans</u></li> </ul>	<u>Daily</u>
<u>Teachers use a strength-based standardized assessment to measure social emotional development. A positive guidance plan is developed for all children demonstrating concerns in this area. These strategies are integrated with the classroom curriculum throughout the day.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>Individualized Guidance Plans</u></li> </ul>	<u>Weekly</u>
<u>Teachers select social emotional strategies and activities based on each student's developmental level.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>Individualized Plans</u></li> </ul>	<u>Weekly</u>
<u>Support staff and mental health professionals work with the teaching staff on supporting the social and emotional development of children.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>Psychologist</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Consultation Forms</u></li> <li>• <u>Social Service Consultation Form</u></li> </ul>	<u>August - June</u>
<u>Teachers use an interactive daily schedule to ensure children are aware of transitions between planned routine activities.</u>	<u>Teachers</u>	<u>Daily Schedule Posted</u>	<u>Daily</u>
<u>Each classroom exhibits a culturally diverse environment, reflecting the cultures and languages of the children in the classroom</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Books and print materials</u></li> <li>• <u>Multicultural props</u></li> </ul>	<u>Daily</u>
<u>Professional development (PD) for classroom management skills is provided to new teachers and teachers exhibiting the need to strengthen these skills.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Family Service Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Foundations PD</u></li> <li>• <u>Behavior Management PD</u></li> <li>• <u>Sign-in sheets</u></li> </ul>	<u>September - May</u>
<u>Through a multidisciplinary collaborative problem solving process, support staff helps</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Contact Form</u></li> <li>• <u>Collaborative</u></li> </ul>	<u>As scheduled</u>

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<u>teachers understand mental health records that provide information about a child's social and emotional strengths and weaknesses to develop realistic expectations and goals.</u>	<u>Specialists</u> <ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>Family Service Supervisor</u></li> <li>• <u>Psychologist</u></li> <li>• <u>Disabilities Manager</u></li> </ul>	<u>Problem Solving Meetings</u>	
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## **REFERENCE: Education and Early Childhood Development**

### **REQUIREMENT: 1304.21(a) Cognitive and Language Skills**

(4) Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:

- (i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration
- (ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;
- (iii) Promoting interaction and language use among children and between children and adults;
- (iv) Supporting emerging literacy and numeracy development through materials and activities according to the development level of each child;

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Teachers implement science lessons and curriculum that utilize various strategies to emphasize experimentation, inquiry, observation, play and exploration.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>Curriculum Maps/Guides</u></li> </ul>	<u>September - June</u>
<u>Art, music, movement, and conversations are encouraged during various activities throughout the day.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>21-Day Classroom Management Plan</u></li> <li>• <u>Curriculum Maps/Guides</u></li> </ul>	<u>August - June</u>
<u>Teachers implement music and movement activities in the classrooms.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<u>Lesson plans</u>	<u>January - June</u>
<u>Movement and learning activities are available in an electronic communication platform for HS Teachers to share with parents.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum</u></li> </ul>	<u>Activity Calendars</u>	<u>September - June</u>

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	<u>Supervisor</u>		
<u>Teachers promote interaction and language use among children and between children and adults through developmentally appropriate planned activities.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialist</u></li> </ul>	<u>Lesson Plans</u>	<u>Daily</u>
<u>Teacher-child interactions are assessed. Data gathered is shared with the teacher, principal, and HS Administrators.</u>	<u>Teacher Specialists</u>	<ul style="list-style-type: none"> <li>• <u>Measure of Teacher-Child interaction data</u></li> </ul>	<u>Twice a year</u>
<u>Teachers support numeracy development by implementing developmentally appropriate math curriculum and hands-on activities according to the developmental level of each child.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lesson plans</u></li> <li>• <u>Curriculum Maps/Guides</u></li> </ul>	<u>Daily</u>
<u>Teachers support emergent literacy skills through materials and activities according to the development level of each child.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Small Group Compositions</u></li> <li>• <u>Lesson Plans</u></li> </ul>	<u>Daily</u>
<u>Language and literacy curriculum activities are implemented in the classrooms to facilitate early literacy instruction.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lesson plans</u></li> <li>• <u>Curriculum Maps/Guides</u></li> </ul>	<u>Daily</u>
<u>Supplemental resources are used to develop and enhance phonological awareness and oral language development.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<u>Lesson plans</u>	<u>Daily</u>
<u>Shared reading experiences are provided to children daily and used to illustrate concepts of print, vocabulary, and comprehension.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Literacy Notebook</u></li> <li>• <u>Lesson Plans</u></li> </ul>	<u>Daily</u>
<u>Written language is used to communicate thoughts, ideas, and feelings.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<u>Lesson plans</u>	<u>Daily</u>
<u>Literacy assessments are used to document progress and growth.</u>	<u>Teachers</u>	<u>Literacy Assessments</u>	<u>August - June</u>
<u>Academic and social emotional assessment data is analyzed to support and guide curriculum planning and instructional decisions.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Literacy Assessments</u></li> <li>• <u>Ongoing Monitoring Reports</u></li> </ul>	<u>August - June</u>
<u>Teachers are provided articles and resources on developmentally appropriate practices, best practices in early childhood education, play, standards, learning, and early childhood development to increase and maintain</u>	<u>Curriculum Supervisor</u>	<u>Electronic Communication Platform</u>	<u>Monthly</u>

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## Academics Head Start/Early Intervention Department

knowledge in current trends and practices.

### **REFERENCE: Education and Early Childhood Development**

### **REQUIREMENT: 1304.21(a) Physical Development – Center-Based**

(5) In center-based settings the program must promote each child's physical development by:

- (i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills;
- (ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level;
- (iii) Providing an appropriate environment and adult guidance for the participation of children with special needs.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Daily schedule provides blocks of time to develop both fine and gross motor skills through child-initiated and teacher directed activities (i.e., work time, small group, outside time).</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Daily Schedule</u></li> <li>• <u>Curriculum Guidelines</u></li> </ul>	<u>Daily</u>
<u>The daily routine provides for a minimum of 30 minutes daily outside time.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>Curriculum Guidelines</u></li> </ul>	<u>Daily</u>
<u>Structured group activities are facilitated by the teacher, teacher assistant, and children during outside or small group time.</u>	<u>Teachers</u>	<u>Lesson Plans</u>	<u>Daily</u>
<u>Areas in the classroom provide opportunities for children to develop fine motor skills independently and with adult guidance (i.e., writing center, art area, table toys, etc.).</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Assistants</u></li> </ul>	<u>Environmental Checklist</u>	<u>Daily</u>
<u>Schools provide play areas appropriate for young children. These are inspected and maintained by the school custodian, PE teacher, teacher, and School Board Facilities Department.</u>	<ul style="list-style-type: none"> <li>• <u>Custodian</u></li> <li>• <u>PE Teacher</u></li> <li>• <u>Teachers</u></li> <li>• <u>Teacher Assistants</u></li> <li>• <u>District Support Staff</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Health and Safety Checklist</u></li> <li>• <u>Daily Safety Checklist</u></li> </ul>	<u>Daily</u>
<u>Teachers and Teacher Assistants complete a daily checklist to ensure all facilities meet safety guidelines. Concerns are reported to the school custodian, with district support staff monitoring compliance.</u>	<ul style="list-style-type: none"> <li>• <u>Custodian</u></li> <li>• <u>Teachers</u></li> <li>• <u>Teacher Assistants</u></li> <li>• <u>District Support Staff</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Health and Safety Checklist</u></li> <li>• <u>Daily Safety Checklist</u></li> </ul>	<u>Daily</u>

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<u>Classroom materials to support gross and fine motor skills are ordered for each classroom.</u>	<u>Teacher Specialists</u>	<u>Pre-K Basic Equipment List</u>	<u>Fall/Winter</u>
<u>Adult-child ratio is maintained on the playground at all times during interaction and supervision of the students.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Assistants</u></li> </ul>	<u>Curriculum guidelines</u>	<u>Daily</u>
<u>New teachers receive Foundations Professional Development, which supports child development strategies that involve children in gross and fine motor activities.</u>	<ul style="list-style-type: none"> <li>• <u>New Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Professional Development Plan</u></li> <li>• <u>Sign-in Sheets</u></li> </ul>	<u>Fall/Winter</u>
<u>Professional development and classroom professional resource manuals provide strategies to support children with disabilities.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Professional Development Plan</u></li> <li>• <u>Professional Resources</u></li> </ul>	<u>August - June</u>
<u>Gross and fine motor learning activities are integrated into the curriculum to promote physical development and motion skills.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<u>Lesson Plans</u>	<u>Weekly</u>

#### **REFERENCE: Education and Early Childhood Development**

#### **REQUIREMENT: 1304.21(a) Physical Development – Home-Based**

(6) In home-based settings grantee must encourage parents to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the use of equipment and materials.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The Early Head Start (EHS) home-based option includes lessons on motor development activities for each stage of the child's growth. To complement these lessons, the EHS Parent Educator reviews information on age appropriate motor and physical development with the parent(s).</u>	<u>EHS Parent Educator</u>	<u>Personal visit record</u>	<u>August - July</u>
<u>The child's motor development is reviewed with the parent utilizing an ongoing assessment system, with developmental benchmarks noted at least three times per year.</u>	<u>EHS Parent Educator</u>	<ul style="list-style-type: none"> <li>• <u>Personal Visit Record</u></li> <li>• <u>Individual Child Profile</u></li> </ul>	<u>August - July</u>
<u>Children and parents participate in outdoor play activities during socialization meetings</u>	<ul style="list-style-type: none"> <li>• <u>EHS</u></li> </ul>	<u>Socialization activity record</u>	<u>Minimally 20 times</u>

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utilizing a variety of equipment and materials.	<u>Teacher Specialist</u> <ul style="list-style-type: none"> <li>• <u>EHS Social Worker</u></li> <li>• <u>EHS Teacher Specialist</u></li> <li>• <u>EHS Parent Educator</u></li> </ul>	August - July
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#### **REFERENCE: Education and Early Childhood Development**

#### **REQUIREMENT: 1304.21(b) Approach for Infants and Toddlers**

**(1) The EHS program must encourage:**

- (i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture, and whenever possible speak the child's language.
- (ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level
- (iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.

**(2) The program must support the social and emotional development of infants and toddlers by promoting an environment that:**

- (i) Encourages the development of self-awareness, autonomy and self-expression
- (ii) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.

**(3) The program must promote the physical development of infants and toddlers by:**

- (i) Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and
- (ii) Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Each child in the Early Head Start (EHS) program is assigned to a Primary Caregiver. The child/teacher ratio is four children per caregiver.</u> <u>The majority of center-based staff reflects the ethnic and cultural background of the families enrolled in the program. Caregivers become acquainted with each child's</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>EHS Teacher Specialist</u></li> <li>• <u>Assigned EHS Caregivers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Class Roster</u></li> <li>• <u>EHS Caregiver Questionnaires</u></li> <li>• <u>Individual Family Planning forms</u></li> <li>• <u>Child Progress Records</u></li> </ul>	August - July



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<p><u>background through the daily contact they have with the child's parent at drop-off and pick-up, as well as during the two conferences and two home visits conducted annually. Whenever possible, staff that speaks the child's language are assigned as the primary caregiver.</u></p>			
<p><u>All of the EHS Caregivers minimally have their National CDA Infant/Toddler credential or an AA in Early Childhood Education, which provides them with the knowledge to create a trusting and secure classroom environment for each child. This is accomplished by:</u></p> <ul style="list-style-type: none"> <li>• <u>Arranging the room so that all children can be seen at all times</u></li> <li>• <u>Having identifiable space for routines and experiences</u></li> <li>• <u>Providing a daily schedule that is predictable, yet flexible enough to meet individual needs</u></li> <li>• <u>Creating routines for greeting, diapering, brushing teeth, eating, napping, saying goodbye</u></li> <li>• <u>Providing furniture and materials that are age appropriate</u></li> <li>• <u>Displaying photos of children and artwork at eye level</u></li> <li>• <u>Maintaining a variety of materials available for children to explore</u></li> <li>• <u>Being responsive to each child's individual interests and needs</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>EHS Teacher Specialist</u></li> <li>• <u>Assigned EHS Caregivers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Personnel records</u></li> <li>• <u>Environmental Checklist</u></li> <li>• <u>Infant/Toddler Responsive Caregiving Measure</u></li> </ul>	<p><u>August - July</u></p>
<p><u>The program provides daily opportunities for children to explore a variety of sensory and motor experiences throughout the day through:</u></p> <ul style="list-style-type: none"> <li>• <u>Supporting exploration during:</u> <ul style="list-style-type: none"> <li>○ <u>Indoor Play (Sand and water, Block, Manipulative, and Dramatic Play)</u></li> <li>○ <u>Outdoor Play (Balls, Parachutes, Permanent equipment, Walks around the school, and Riding toys)</u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>EHS Teacher Specialist</u></li> <li>• <u>Assigned EHS Caregivers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Professional Development Records</u></li> <li>• <u>Lesson plans</u></li> <li>• <u>Individualization Plans</u></li> <li>• <u>Environmental Checklist</u></li> </ul>	<p><u>August - July</u></p>

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<ul style="list-style-type: none"> <li>• <u>Providing activities, which support:</u> <ul style="list-style-type: none"> <li>○ <u>Health and physical development, including fine and gross motor skills</u></li> <li>○ <u>Creativity in music and the arts</u></li> </ul> </li> </ul>			
<p><u>The program supports the social and emotional development of infants and toddlers through responsive Teacher Assistants who implement a daily program inclusive of:</u></p> <ul style="list-style-type: none"> <li>• <u>An environment that encourages the development of self-awareness, autonomy and self-expression through:</u> <ul style="list-style-type: none"> <li>○ <u>Building relationships</u></li> <li>○ <u>Promoting children's self-regulation</u></li> <li>○ <u>Daily routines</u></li> <li>○ <u>Hello and goodbye rituals</u></li> <li>○ <u>Encouraging play that helps children master separating and reuniting with families</u></li> </ul> </li> <li>• <u>Activities which support positive social and emotional development through:</u> <ul style="list-style-type: none"> <li>○ <u>Large group activities</u></li> <li>○ <u>Hello and goodbye rituals</u></li> <li>○ <u>Units that help children learn about their bodies</u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Assigned EHS Caregivers</u></li> <li>• <u>EHS Teacher Specialist</u></li> <li>• <u>EHS Social Worker</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Professional Development Records</u></li> <li>• <u>Record of On-site Consultations</u></li> <li>• <u>Infant/Toddler Responsive Caregiving Measure</u></li> <li>• <u>Environmental Checklist</u></li> </ul>	<p><u>August - July</u></p>
<p><u>The program supports the emerging communication skills of infants and toddlers through daily opportunities for each child to:</u></p> <ul style="list-style-type: none"> <li>• <u>Expand their vocabulary and language through</u> <ul style="list-style-type: none"> <li>○ <u>Sharing books with bold pictures or photographs</u></li> <li>○ <u>Talking to children during daily routines, explaining what they are doing</u></li> <li>○ <u>Asking open-ended questions, commenting, using parallel talk, and the naming of objects and actions</u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Assigned EHS Caregivers</u></li> <li>• <u>EHS Teacher Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lesson plans</u></li> <li>• <u>Individualization plans</u></li> <li>• <u>Environmental Checklist</u></li> </ul>	<p><u>August - July</u></p>

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<ul style="list-style-type: none"> <li>○ <u>Labeling containers and shelves with pictures and words</u></li> <li>○ <u>Singing</u></li> <li>• <u>Learn through play</u> <ul style="list-style-type: none"> <li>○ <u>Interacting in centers</u></li> </ul> </li> <li>• <u>Explore writing</u> <ul style="list-style-type: none"> <li>○ <u>Providing paper, crayons, markers, paint etc.</u></li> </ul> </li> </ul>			
<p><u>The program promotes the physical development of infants and toddlers through:</u></p> <ul style="list-style-type: none"> <li>• <u>Providing activities that require children to move through space and practice gross motor skills using their heads, feet, arms, hands, heads, hips and torsos</u></li> <li>• <u>Outdoor play activities using permanent and portable playground equipment that provide opportunities for the children to pedal, run, grasp, climb, push and pull</u></li> <li>• <u>Indoor play activities that include block play, push and pull toys and indoor soft climbing structures</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Assigned EHS Caregivers</u></li> <li>• <u>EHS Teacher Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>Environmental Checklist</u></li> </ul>	<u>August to July</u>
<p><u>The program supports fine motor development by providing the children opportunities to engage in a variety of activities throughout the day:</u></p> <ul style="list-style-type: none"> <li>• <u>Art Area – crayons, chalk, bingo stampers, clay, tearing paper, using glue etc.</u></li> <li>• <u>Manipulative Area – knob puzzles, shape sorters, pegboards, nesting cups etc.</u></li> <li>• <u>Library Area –handling books</u></li> <li>• <u>Dramatic Play – dressing up, dressing baby dolls, pretend cooking, stirring, mixing, eating etc.</u></li> <li>• <u>Music and movement activities</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Assigned EHS Caregivers</u></li> <li>• <u>EHS Teacher Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>Environmental Checklist</u></li> </ul>	<u>August - July</u>

**REFERENCE: Education and Early Childhood Development**

**REQUIREMENT: 1304.21(c) Approach for Preschoolers**

**(1) The program in collaboration with the parents, must implement a curriculum that:**

**(i) Supports each child's individual pattern of development and learning;**

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- (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;
- (iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities;
- (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;
- (v) Enhances each child's understanding of self as an individual and as a member of a group;
- (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and
- (vii) Provides individual and small group experiences both indoors and outdoors.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>An environmental checklist is conducted in each classroom to ensure that the room arrangement is conducive to promoting developmentally appropriate practice and ensuring emotional security and positive social relationships.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Compliance Specialist</u></li> </ul>	<u>Environmental Checklists</u>	<u>September - November</u>
<u>An observational tool to measure the quality teacher-child classroom interactions is conducted in each classroom.</u>	<u>Teacher Specialists</u>	<ul style="list-style-type: none"> <li>• <u>Classroom Interaction Assessment Data Results</u></li> <li>• <u>HS database</u></li> </ul>	<u>October and February</u>
<u>Goals are created for each teacher based on an environmental checklist, the measure of teacher-child interactions, and the ongoing monitoring data of students' development.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<u>Coaching Plan</u>	<u>December</u>
<u>Kindergarten readiness assessments results are shared with Teacher Specialists to assist in the development of the individualized coaching plan for teachers.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>HS/EHS Director</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Coaching Plan</u></li> <li>• <u>Kindergarten Readiness Results</u></li> </ul>	<u>January</u>
<u>Environmental checklist data is used as part of the Self-Assessment process for education.</u>	<ul style="list-style-type: none"> <li>• <u>Curriculum Supervisor</u></li> </ul>	<u>Self-Assessment (SA) Report</u>	<u>March</u>
<u>A debriefing following the completion of the annual self-assessment identifies strengths and weaknesses in curriculum implementation, instructional practices, and emotional support.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<u>Self-Assessment and Improvement Plan</u>	<u>April</u>

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	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> </ul>		
<u>Education services, ongoing monitoring plan, improvements, curricula, assessments, responsibilities, and timelines are discussed and reviewed on a quarterly basis.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Key Management Staff</u></li> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>HS/EHS Director</u></li> </ul>	<u>Teacher Specialist Meeting Minutes</u>	<u>September, December, February, May</u>
<u>Recommendations by parents and Teacher Specialists are reviewed and are included in the development of the baseline or continuation grant application information.</u>	<u>Curriculum Supervisor</u>	<u>Grant Application</u>	<u>May</u>
<u>The Education Plan is written and submitted to the HS Director to be included in the HS Grant Narrative for Policy Council approval.</u>	<u>Curriculum Supervisor</u>	<u>Grant Application</u>	<u>May</u>
<u>New programs and/or materials are reviewed for implementation to strengthen the program's curriculum.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>HS/EHS Director</u></li> </ul>	<u>Calendar of meetings</u>	<u>As needed</u>
<u>Professional development workshops for teachers, teacher assistants, school-based administrators, and district staff are planned to support curriculum implementation.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>HS/EHS Director</u></li> </ul>	<u>Professional Development Plan</u>	<u>Fall/Spring</u>
<u>Home visits and parents conferences are conducted to discuss the parent's views on the success of their child's experiences, the areas they feel can be improved, and developmental/academic progress.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Home Visit Forms</u></li> <li>• <u>Parent Conference Forms</u></li> </ul>	<u>August - June</u>
<u>Teachers work their Teacher Specialist to develop individualized behavior plans when students demonstrate disruptive behaviors and have been unsuccessful with the typical classroom interventions. Referrals for additional support are generated as needed.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Psychologist</u></li> <li>• <u>Family Services</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Student Concern Referral Form</u></li> <li>• <u>Individual Behavior Plans</u></li> </ul>	<u>September - June</u>

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	<u>Supervisor</u>		
<u>An interactive daily schedule reflecting individual and small group experiences (indoor and outdoor) is posted at students' eye level.</u>	<u>Teachers</u>	<u>Classroom Daily Schedules</u>	<u>September</u>
<u>Lesson plans reflect health, nutrition, and social skill development (understanding individuality and role as member of a group) as part of the daily routine.</u>	<u>Teachers</u>	<u>Lesson Plans</u>	<u>Weekly</u>
<u>Preschool curriculum manuals and resources are used during small and large group instruction. Curriculum is aligned to the HS Child Outcomes Framework and Florida Early Learning Standards.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>Curriculum Guides</u></li> <li>• <u>Alignment Documents</u></li> </ul>	<u>Daily</u>
<u>Teachers are provided with a 21-Day Classroom Management Plan during planning week to introduce classroom materials, establish routines, and introduce social skill development techniques.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>21-Day Management Plan</u></li> <li>• <u>Lesson Plans</u></li> </ul>	<u>August - September</u>
<u>Teachers use a comprehensive classroom management program and a social-emotional curriculum, classroom strategies, observation journal, modeling, role-playing, performance feedback to teach pro-social skills, behavior modification techniques, and student assessment data to assist students develop feelings of competence, self-esteem, and positive attitudes toward learning.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> </ul>	<u>Lesson plans</u>	<u>September - June</u>
<u>Teachers provide students healthy and nutritious snacks on a daily basis.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> </ul>	<u>Lesson plans</u>	<u>August - June</u>

**REFERENCE: Education and Early Childhood Development**

**REQUIREMENT: 1304.21(c) Ongoing Assessment**

(2) Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The 45-Day Screening is conducted during the first 45 days a child is enrolled in the HS Program. Screenings and assessments include:</u> <ul style="list-style-type: none"> <li>○ <u>Letter Names</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Social Workers</u></li> </ul>	<u>Screening Results in HS Database</u>	<u>First 45 days of student enrollment</u>

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<ul style="list-style-type: none"> <li>○ <u>Letter Sounds</u></li> <li>○ <u>Concepts of Print</u></li> <li>○ <u>Screening assessment that measures physical development, language, academic/cognitive, social-emotional, and self-help skills which are all predictors of school success</u></li> <li>○ <u>A norm reference test that screens for emotional and behavioral concerns.</u></li> <li>○ <u>Speech</u></li> <li>○ <u>Hearing</u></li> <li>○ <u>Vision</u></li> <li>○ <u>Height/Weight</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> </ul>		
<u>Dental Data is entered into the HS Events Database.</u>	<ul style="list-style-type: none"> <li>• <u>Clinical Nurse</u></li> <li>• <u>Parent Educators</u></li> </ul>	<u>Screening Results in HS Database</u>	<u>Completed within first 90 days of student enrollment</u>
<u>Students with concerns on the developmental and social/emotional screenings are flagged and reassessed.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Assessment forms</u></li> <li>• <u>Reassessment forms</u></li> <li>• <u>HS Database</u></li> </ul>	<u>October - June</u>
<u>Children's early literacy skills are assessed to individualize and create groups for differentiated instruction. Assessments include:</u> <ul style="list-style-type: none"> <li>○ <u>Letter/Sound Knowledge</u></li> <li>○ <u>Concepts of Print</u></li> <li>○ <u>Phonological Awareness (Twice a year)</u></li> </ul> <u>Data is entered into the HS Events Database so that reports and articulation cards (end of year) can be generated.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Letter/Sound Assessment</u></li> <li>• <u>Concepts of Print Assessment</u></li> <li>• <u>Phonological Awareness Assessment</u></li> </ul>	<u>Fall, Winter, Spring</u>
<u>All children have a portfolio, which includes work samples, anecdotes, checklists, literacy assessments, conference forms, and screening assessment results. These are compiled to address the strengths and needs of each child.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Portfolio Checklist</u></li> <li>• <u>Parent Concern Form</u></li> </ul>	<u>Monthly</u>
<u>Based on observations, assessment data, and parent input, goals for individual children are determined and documented.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Lesson Plan</u></li> <li>• <u>Individualization in lesson plan</u></li> </ul>	<u>Weekly</u>
<u>All children receive ongoing developmental assessment.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Individual Child Profile</u></li> </ul>	<u>Fall, Winter,</u>

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		• <u>Class Profile Report</u>	<u>Spring</u>
<u>Teachers input results of their observations into an online system throughout the year. Class Profile Reports are generated three times a year, (Fall, Winter and Spring). Teacher Specialists access all Class Profile Reports for review.</u>	• <u>Teachers</u> • <u>Teacher Specialists</u>	• <u>Online Documentation</u> • <u>Class Profile Report</u>	• <u>Weekly</u> • <u>Fall, Winter, Spring</u>
<u>Teacher Specialists review lesson plans to ensure they reflect differentiated/individualized lessons that support the findings of the observations.</u>	• <u>Teachers</u> • <u>Teacher Specialists</u>	• <u>Class Profile Report</u> • <u>Lesson Plans</u>	<u>Weekly</u>
<u>Reports are generated to determine completion of assessment, growth and progress, and the need for additional support.</u>	• <u>Teachers</u> • <u>Teacher Specialists</u> • <u>Curriculum Supervisor</u>	• <u>Documentation Report</u> • <u>Assessment Status Report</u> • <u>Snapshot Report</u>	<u>Fall, Winter, Spring</u>
<u>Data is submitted for the School Readiness Goals Report three times a year.</u>	<u>Curriculum Supervisor</u>	<u>School Readiness Goals Report</u>	<u>November, March, June</u>

**REFERENCE: Child Health and Safety**

**REQUIREMENT: 1304.22(a) Health Emergency Procedures**

Grantees operating center-based programs must establish and implement policies and procedures to respond to medical and dental health emergencies with which all staff are familiar and trained.

At a minimum, these policies and procedures must include:

- 1) Posted policies and plans of action for emergencies that require rapid response on the part of staff (e.g., a child choking) or immediate medical or dental attention;
- 2) Posted locations and telephone numbers of emergency response systems. Up-to-date family contact information and authorization for emergency care for each child must be readily available;
- 3) Posted emergency evacuation routes and other safety procedures for emergencies (e.g., fire or weather-related) which are practiced regularly
- 4) Methods of notifying parents in the event of an emergency involving their child; and
- 5) Established methods for handling cases of suspected or known child abuse and neglect that are in compliance with applicable Federal, State laws.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>All emergency forms are made available in the Head Start Teachers electronic conference folder.</u>	<u>HS Nurse</u>	• <u>Medical and dental emergency posters</u>	<u>Annually</u>



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<u>Medical, dental, and emergency information signs are posted in the classroom.</u>	<u>HS Teacher</u>	<ul style="list-style-type: none"> <li>• <u>911 posters</u></li> <li>• <u>Medical and dental emergency posters</u></li> <li>• <u>911 posters</u></li> </ul>	<u>Annually</u>
<u>Posters demonstrating the Heimlich Maneuver and first aid for asthma are posted in each classroom.</u>	<u>Health Parent Educators</u>	<u>Choking poster and asthma first aid poster.</u>	<u>Annually</u>
<u>The Health and Safety Checklist is completed three times throughout the school year to ensure all emergency signs are posted. Teachers complete a daily health and safety checklist, which is submitted monthly to their team secretary. Area(s) of concern are followed up as needed by the HS Nurse.</u>	<ul style="list-style-type: none"> <li>• <u>Health Parent Educators</u></li> <li>• <u>HS Teachers</u></li> <li>• <u>HS Nurse</u></li> </ul>	<u>Health and Safety Checklists</u>	<u>Annually</u>
<u>The School Board of Broward County has established emergency procedures, which include hurricane, tornado, evacuation routes, flooding, utility failure and fire. There is an evacuation route posted in each classroom. Fire drills are conducted regularly at each school site. Every school has a mandatory school safety plan and must conduct and document emergency preparedness drills.</u>	<ul style="list-style-type: none"> <li>• <u>School Board Of Broward County Safety Department</u></li> <li>• <u>School Admin</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Emergency Preparedness Manuel</u></li> <li>• <u>Posted evacuation routes</u></li> <li>• <u>Fire drill records</u></li> <li>• <u>District Database</u></li> </ul>	<u>Annually</u>
<u>Parents fill out an emergency card to supply school staff with phone numbers of those to be contacted in the event of an emergency. Emergency cards are kept at the school and updated by parents as needed. Teachers keep family contact information in the classroom as well.</u>	<u>School Office Staff</u>	<u>Emergency Card</u>	<u>Annually</u>
<u>The School Board of Broward County has established policies and procedures in place to handle suspected child abuse and neglect that are in compliance with state and federal laws. All staff are expected to report any suspect child abuse or neglect in compliance with state and district policy.</u>	<u>School Board Of Broward County</u>	<u>School Board of Broward County Child Abuse and Neglect Policies and Reporting Forms</u>	<u>Annually</u>
<u>All HS/EHS school-based and district staff and administrators are trained annually in the procedures for reporting child abuse as</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"> <li>• <u>Completion Certificate</u></li> <li>• <u>Acknowledge</u></li> </ul>	<u>Annually</u>

# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

well as in recognizing and preventing child abuse.

ment Form

**REFERENCE: Child Health and Safety**

**REQUIREMENT: 1304.22(b) Conditions of short-term exclusion and admittance**

- 1) The program must temporarily exclude a child with a short-term injury or an acute or short-term contagious illness, that cannot be readily accommodated, from program participation in center-based activities or group experiences, but only for that generally short-term period when keeping the child in care poses a significant risk to the health or safety of the child or anyone in contact with the child.
- 2) The program must not deny program admission to any child, nor exclude any enrolled child from program participation for a long-term period, solely on the basis of his or her health care needs or medication requirements unless keeping the child in care poses a significant risk to the health or safety of the child or anyone in contact with the child and the risk cannot be eliminated or reduced to an acceptable level through reasonable modifications in the grantee or delegate agency's policies, practices or procedures or by providing appropriate auxiliary aids which would enable the child to participate without fundamentally altering the nature of the program.
- 3) The program must request that parents inform them of any health or safety needs of the child that the program may be required to address. The program must share information, as necessary, with appropriate staff regarding accommodations needed in accordance with the program's confidentiality policy.

<b>Implementation</b>	<b>Responsibility</b>	<b>Documentation</b>	<b>Timeline</b>
<u>The Head Start and Early Head Start Program adhere to the policies set by Broward County Public Schools for short-term exclusion</u>	<u>School Administrator</u>	<u>Broward County Schools Policies and Procedures</u>	<u>Annually</u>
<u>Children's health care needs are identified during the application period utilizing information provided by the parent. Upon enrollment, parents complete health and nutrition information forms and provide a current physical. Parents are contacted to discuss concerns and obtain additional information. The program coordinates with the parent and the child's health care provided to address the child's health needs or medication requirements during the school day.</u>	<u>Head Start Nurse</u>	<ul style="list-style-type: none"> <li>• <u>Preschool Application</u></li> <li>• <u>Physical</u></li> <li>• <u>Health and Nutrition Information Form</u></li> </ul>	<u>Annually</u>
<u>Appropriate training is provided for staff on medical procedures as needed. Modifications are made to the school setting to accommodate the child's need.</u>	<u>Head Start Nurse</u>	<ul style="list-style-type: none"> <li>• <u>Sign-in sheets</u></li> <li>• <u>Nursing Notes</u></li> <li>• <u>HS Database</u></li> </ul>	<u>Annually</u>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

Academics

Head Start/Early Intervention Department

• Care Plans

**REFERENCE: Child Health and Safety****REQUIREMENT: 1304.22(c) Medication Administration**

The program must establish and maintain written procedures regarding the administration, handling, and storage of medication for every child. Grantee and delegate agencies may modify these procedures as necessary to satisfy State or Tribal laws, but only where such laws are consistent with Federal laws. The procedures must include:

- 1) Labeling and storing, under lock and key, and refrigerating, if necessary, all medications, including those required for staff and volunteers;
- 2) Designating a trained staff member(s) or school nurse to administer, handle and store child medications;
- 3) Obtaining physicians' instructions and written parent or guardian authorizations for all medications administered by staff;
- 4) Maintaining an individual record of all medications dispensed, and reviewing the record regularly with the child's parents;
- 5) Recording changes in a child's behavior that have implications for drug dosage or type, and assisting parents in communicating with their physician regarding the effect of the medication on the child; and
- 6) Ensuring that appropriate staff members can demonstrate proper techniques for administering, handling, and storing medication, including the use of any necessary equipment to administer medication.

<b>Implementation</b>	<b>Responsibility</b>	<b>Documentation</b>	<b>Timeline</b>
<u>The program adheres to the policies and procedures set by Broward County Public Schools for the administration, handling, and storage of medication.</u>	<u>School Administrative staff</u>	<u>Broward County Schools Policies and Procedures</u>	<u>Annually</u>
<u>Staff and volunteers that require medication follow the same procedures for labeling, storage and refrigeration as outlined in the Broward County Schools Health Services Manual.</u>	<u>School Administrative Staff</u>	<u>Broward County Schools Policies and Procedures</u>	<u>Annually</u>
<u>A Health and Safety Checklist is completed quarterly by Head Start and Early Head Start health parent educators to ensure compliance. A Daily Health and Safety Checklist is completed by teachers and a monthly checklist is completed by Head Start Support Staff.</u>	<ul style="list-style-type: none"><li>• <u>HS Nurse</u></li><li>• <u>Health Parent Educators</u></li><li>• <u>Teachers</u></li><li>• <u>HS Support Staff</u></li></ul>	<u>Health and Safety Checklist</u>	<u>Daily, Monthly, Quarterly</u>

**REFERENCE: Child Health and Safety****REQUIREMENT: 1304.22(d) Injury Prevention**

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**Head Start/Early Intervention Department**

The program must:

- 1) Ensure that staff and volunteers can demonstrate safety practices; and
- 2) Foster safety awareness among children and parents by incorporating it into child and parent activities.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Parents receive safety information at parent orientation.</u>	<u>HS Teachers</u>	<u>Parent Orientation Packet</u>	<u>Beginning of the school year</u>
<u>Documented training is provided to parents and staff in CPR, car seat safety, poison control, and injury prevention</u>	<u>HS Nurse</u>	<u>Sign in sheets</u> <u>Flyers</u>	<u>Annually</u>
<u>Children are provided pedestrian training with the first 30 days of school. Reminder pedestrian activities are provided monthly and documented in the lesson plans.</u>	<u>HS Teachers</u>	• <u>21-Day Classroom Management Plan</u> • <u>Lesson plans</u>	• <u>Within the first 30 days of school</u> • <u>Monthly</u>
<u>Swimming classes and water safety awareness are provided for the Head Start students</u>	• <u>HS Teachers</u> • <u>Swim Central</u>	<u>Swimming Schedule</u>	<u>Annually</u>

**REFERENCE: Child Health and Safety**

**REQUIREMENT: 1304.22(e) Hygiene**

- 1) Staff, volunteers, and children must wash their hands with soap and running water at least at the following times:
  - (i) After diapering or toilet use;
  - (ii) Before food preparation, handling, consumption, or any other food-related activity (e.g., setting the table);
  - (iii) Whenever hands are contaminated with blood or other bodily fluids; and
  - (iv) After handling pets or other animals.
- 2) Staff and volunteers must also wash their hands with soap and running water:
  - (i) Before and after giving medications;
  - (ii) Before and after treating or bandaging a wound (nonporous gloves should be worn if there is contact with blood or blood-containing body fluids); and
  - (iii) After assisting a child with toilet use.
- 3) Nonporous (e.g., latex) gloves must be worn by staff when they are in contact with spills of blood or other visibly bloody bodily fluids.
- 4) Spills of bodily fluids (e.g., urine, feces, blood, saliva, nasal discharge, eye discharge or any fluid discharge) must be cleaned and disinfected immediately in keeping with professionally established guidelines (e.g., standards of the Occupational Safety Health Administration, U.S. Department of Labor). Any tools and equipment used to clean spills of bodily fluids

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Academics

Head Start/Early Intervention Department

must be cleaned and disinfected immediately. Other blood-contaminated materials must be disposed of in a plastic bag with a secure tie.

- 5) Grantee and delegate agencies must adopt sanitation and hygiene procedures for diapering that adequately protect the health and safety of children served by the program and staff. Grantee and delegate agencies must ensure that staff properly conduct these procedures.
- 6) Potties that are utilized in a center-based program must be emptied into the toilet and cleaned and disinfected after each use in a utility sink used for this purpose.
- 7) Grantee and delegate agencies operating programs for infants and toddlers must space cribs and cots at least three feet apart to avoid spreading contagious illness and to allow for easy access to each child.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>OSHA training, including proper hand washing, and exposure to bodily fluids is mandated yearly for all staff.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>Risk Management</u></li> <li>• <u>HS Nurse</u></li> </ul>	<u>Sign-In Sheets</u>	<u>Annually</u>
<u>Good hygiene practices are established and taught in the classroom. Visual aids demonstrating tooth brushing, hand washing, toileting and using tissues are displayed in the classroom.</u>	<u>HS Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>Visual Aids</u></li> </ul>	<u>Daily</u>
<u>Gloves are provided for classroom use.</u>	<ul style="list-style-type: none"> <li>• <u>HS Nurse</u></li> <li>• <u>Health Parent Educators</u></li> </ul>	<u>Health and Safety Checklist</u>	<u>Daily</u>
<u>Early Head Start center-based staff receive training on adequate procedures for diapering. Instructions are posted by changing tables in each classroom. Cribs and cots in Early Head Start classrooms are spaced three feet apart. Teacher Specialist conducts monthly on-site monitoring.</u>	<u>EHS Teacher Specialist</u>	<ul style="list-style-type: none"> <li>• <u>Health and Safety Checklist</u></li> <li>• <u>Posted diaper procedures</u></li> </ul>	<u>Monthly</u>

## **REFERENCE: Child Health and Safety**

### **REQUIREMENT: 1304.22(f) First Aid Kits**

- 1) Readily available, well-supplied first aid kits appropriate for the ages served and the program size must be maintained at each facility and available on outings away from the site. Each kit must be accessible to staff members at all times, but must be kept out of the reach of children.
- 2) First aid kits must be restocked after use, and an inventory must be conducted at regular intervals.

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## Academics Head Start/Early Intervention Department

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
Each classroom has a regular sized first aid kit and a small portable first aid kit that is available for outdoor play and outings. The location of the kits is readily identified and accessible to staff but out of children's reach.	<ul style="list-style-type: none"> <li>• <u>HS Nurse</u></li> <li>• <u>Health Parent Educators</u></li> <li>• <u>HS Teachers</u></li> </ul>	<u>Health and Safety Checklists</u>	<u>Three times per school year and daily</u>
The Safe Environments Checklist is completed three times throughout the school year. First aid kits are restocked as needed. Gloves, tissues and Band-aids are supplied as needed.	<ul style="list-style-type: none"> <li>• <u>HS Teachers</u></li> <li>• <u>HS Support Staff</u></li> </ul>	<u>Health and Safety Checklists</u>	<u>Three times per school year and daily</u>

### **REFERENCE: Child Nutrition**

### **REQUIREMENT: 1304.23(a) Identification of Nutritional Needs**

a) Staff and families must work together to identify each child's nutritional needs, taking into account staff and family discussions concerning:

- 1) Any relevant nutrition-related assessment data (height, weight, hemoglobin/ hematocrit) obtained under 45 CFR 1304.20(a);
- 2) Information about family eating patterns, including cultural preferences, special dietary requirements for each child with nutrition-related health problems, and the feeding requirements of infants and toddlers and each child with disabilities (see 45 CFR 1308.20);
- 3) For infants and toddlers, current feeding schedules and amounts and types of food provided, including whether breast milk or formula and baby food is used; meal patterns; new foods introduced; food intolerances and preferences; voiding patterns; and observations related to developmental changes in feeding and nutrition. This information must be shared with parents and updated regularly; and
- 4) Information about major community nutritional issues, as identified through the Community Assessment or by the Health Services Advisory Committee or the local health department.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
Parents are made aware of nutritional related assessments required for enrollment.	<u>HS Staff</u>	<u>Application Forms</u>	<u>Application</u>
Nutrition related assessment data is obtained from the current physical provided by the parent at the time of enrollment, which includes height/weight and hemoglobin/hematocrit.	<u>School Staff</u>	<u>Physical</u>	<u>Enrollment</u>
Parents complete the Preschool Medical Record at enrollment indicating special dietary requirements, cultural preferences,	<u>School Staff</u>	<u>Health and Nutrition Information</u>	<u>Enrollment</u>

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## Academics

### Head Start/Early Intervention Department

and nutritional needs of their child.		<u>Form</u>	
<u>At the time of entry to the EHS center-based option the Teacher Assistant completes with the parent the Individual Care Plan which provides information on infant and toddler feeding schedules, types of foods, food intolerances new foods and voiding patterns. The plans are updated periodically to reflect changes in the child's nutritional needs. The EHS parents receive a daily report from the child's teacher that includes feeding and voiding information.</u>	<u>EHS Teacher Assistant</u>	<ul style="list-style-type: none"> <li>• <u>Individual Care Plan</u></li> <li>• <u>Parent Daily Report</u></li> </ul>	<u>Daily</u>
<u>A Community Assessment is completed, which addresses any community nutrition issues.</u>	<ul style="list-style-type: none"> <li>• <u>Family Services Supervisor</u></li> <li>• <u>HS/EHS Director</u></li> </ul>	<u>Community Assessment</u>	<ul style="list-style-type: none"> <li>• <u>Every three years</u></li> <li>• <u>Updated annually</u></li> </ul>
<u>Community nutritional issues are identified through the Community Assessment, the Health Services Advisory Committee Members or through information received from parents and program staff.</u>	<ul style="list-style-type: none"> <li>• <u>HS Nurse</u></li> <li>• <u>HS Nutritionist</u></li> <li>• <u>Health Advisory Committee Members</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Health Advisory Meeting Minutes</u></li> <li>• <u>Community Assessment</u></li> </ul>	<u>Two times per school year</u>
<u>A program plan of action is developed to address any community nutritional issues.</u>	<u>Head Start Staff</u>	<u>Strategic Plan</u>	<u>Yearly</u>

#### **REFERENCE: Child Nutrition**

#### **REQUIREMENT: 1304.23(b) Nutritional Services**

(1) The program must design and implement a nutrition program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and children with disabilities. Also, the nutrition program must serve a variety of foods, which consider cultural and ethnic preferences and which broaden the child's food experience.

- (i) The Early Head Start and Head Start program must use funds from USDA Food and Consumer Services Child Nutrition Programs as the primary source of payment for meal services. Early Head Start and Head Start funds may be used to cover those allowable costs not covered by the USDA.
- (ii) Each child in a part-day center-based setting must receive meals and snacks that provide at least  $\frac{1}{3}$  of the child's daily nutritional needs. Each child in a center-based full-day program must receive meals and snacks that provide  $\frac{1}{2}$  to  $\frac{2}{3}$  of the child's daily nutritional needs, depending upon the length of the program day.
- (iii) All children in morning center-based settings who have not received breakfast at the time they arrive at the Early Head Start or Head Start program must be served a

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## Academics

### Head Start/Early Intervention Department

- nourishing breakfast.
- (iv) Each infant and toddler in center-based settings must receive food appropriate to his or her nutritional needs, developmental readiness, and feeding skills, as recommended in the USDA meal pattern or nutrient standard menu planning requirements outlined in 7 CFR parts 210, 220, and 226.
  - (v) For 3- to 5-year-olds in center-based settings, the quantities and kinds of food served must conform to recommended serving sizes and minimum standards for meal patterns recommended in the USDA meal pattern or nutrient standard menu planning requirements outlined in 7 CFR parts 210, 220, and 226.
  - (vi) For 3- to 5-year-olds in center-based settings or other Head Start group experiences, foods served must be high in nutrients and low in fat, sugar, and salt.
  - (vii) Meal and snack periods in center-based settings must be appropriately scheduled and adjusted, where necessary, to ensure that individual needs are met. Infants and young toddlers who need it must be fed "on demand" to the extent possible or at appropriate intervals.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The Head Start and Early Head Start Programs adhere to the nutritional services guidelines followed by the School Board of Broward County (SBBC) in accordance with the National School Lunch Act.</u>	<u>Food And Nutritional Services Department</u>	<u>Food and Nutritional Services records</u>	<u>Daily</u>
<u>Individual schools are responsible for serving meals as planned by Broward County Schools Food and Nutrition Services staff. All meals meet USDA meal patterns and serving size requirements.</u>	<ul style="list-style-type: none"> <li>• <u>School staff</u></li> <li>• <u>Food and Nutritional Services Department</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>School Records</u></li> <li>• <u>Food and Nutritional Services Records</u></li> </ul>	<u>Daily</u>
<u>USDA funds are the primary source of payment for meal services. Early Head Start funds are used to purchase formula and food for the infants that is not funded by USDA.</u>	<ul style="list-style-type: none"> <li>• <u>Food and Nutrition Services Department</u></li> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>HS/EHs Director</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Food and Nutrition Services Department records</u></li> <li>• <u>Receipts</u></li> </ul>	<u>Daily</u>
<u>All children attending a full day center-based program receive breakfast, lunch and snack which provide two-thirds of their daily nutritional needs.</u>	<u>School Staff</u>	<u>Nutrition Services Checklist</u>	<u>Daily</u>
<u>All children who arrive late without breakfast are served a nourishing breakfast.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Assistants</u></li> </ul>	<u>Nutrition Services Checklist</u>	<u>Daily</u>
<u>Early Head Start center-based staff receive</u>	• <u>HS/EHS</u>	<u>Nutrition</u>	<u>Quarterly</u>



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Head Start/Early Intervention Department

<u>training on individualizing to meet each infant and toddler nutritional needs, developmental readiness, and feeding skills, as recommended by the USDA.</u>	<u>Specialist</u> • <u>EHS Teacher Assistant</u>	<u>Services Checklist</u>	
<u>The Broward County Schools Food and Nutrition Services staff plans all meals in accordance with USDA meal patterns and serving size requirements. The Cafeteria Manager and staff at each school are responsible for serving meals as instructed by the SBBC Food and Nutritional Services Department. Cafeteria staff receive extensive training to ensure meals are prepared and served correctly.</u>	• <u>Food and Nutritional Services Department</u> • <u>Cafeteria Manager and Staff</u>	<u>Food and Nutritional Services Records</u>	<u>Daily</u>
<u>Menus meet USDA requirements for a variety of nutrients to include protein, iron, calcium, vitamin C and vitamin D. No more than 30% of calories can come from fat sources. In addition, no baked deserts or fried foods are served.</u>	<u>Food and Nutritional Services Department</u>	<u>Menus</u>	<u>Daily</u>
<u>Breakfast, lunch and snack are scheduled to provide the children appropriately spaced meals and adequate time to eat. Infants and young toddlers are fed on demand.</u>	• <u>Teachers</u> • <u>Teacher Assistants</u>	• <u>Nutrition Services Checklist</u> • <u>Daily Schedule</u> • <u>Lesson Plans</u>	<u>Daily</u>

**REFERENCE: Child Nutrition**

**REQUIREMENT: 1304.23(b) Nutritional Services**

(2) Programs operating home-based program options must provide appropriate snacks and meals to each child during group socialization activities.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Early Head Start home-based families are provided nutritional snacks and meals during socialization activities.</u>	• <u>EHS Social Workers</u> • <u>Parent Educators</u>	<u>Meal Records</u>	<u>Bi-weekly</u>

**REFERENCE: Child Nutrition**

**REQUIREMENT: 1304.23(b) Nutritional Services**

(3) Staff must promote effective dental hygiene among children in conjunction with meals.

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Head Start/Early Intervention Department

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Tooth brushing supplies are provided for each child at the start of the school year.</u>	<ul style="list-style-type: none"> <li>• <u>HS Nurse</u></li> <li>• <u>Health Department Dental Staff</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Dental Procedures</u></li> <li>• <u>Health and Safety Checklist</u></li> </ul>	<u>Start of school year</u>
<u>The Head Start Teacher and Teacher Assistant provide proper tooth-brushing instruction to children. Early Head Start oral hygiene for infants is completed by the Teacher Assistants.</u>	<ul style="list-style-type: none"> <li>• <u>HS Teacher</u></li> <li>• <u>EHS Teacher Assistants</u></li> </ul>	<u>Lesson Plans</u>	<u>Daily</u>
<u>Tooth brushing is scheduled in conjunction with meals.</u>	<u>HS Teacher</u>	<ul style="list-style-type: none"> <li>• <u>Lesson Plans</u></li> <li>• <u>Health and Safety Checklist</u></li> </ul>	<u>Daily</u>
<u>Tooth-brushing supplies are replaced mid school year.</u>	<ul style="list-style-type: none"> <li>• <u>HS Nurse</u></li> <li>• <u>Department Of Health Dental Staff</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Dental Procedure</u></li> <li>• <u>Health and Safety Checklist</u></li> </ul>	<u>Daily</u>

**REFERENCE: Child Nutrition**

**REQUIREMENT: 1304.23(b) Nutritional Services**

(4) Parents and appropriate community agencies must be involved in planning, implementing, and evaluating the agencies' nutritional services.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Members of the Health Advisory Committee, which included parents and community agencies, and Policy Council review the Nutrition Service Plan annually.</u>	<u>HS Staff</u>	<u>Health Advisory Meeting Minutes</u>	<u>Yearly</u>
<u>Members of Policy Council review the programs nutritional services as needed.</u>	<u>HS Staff</u>	<u>Policy Council minutes</u>	<u>As needed</u>
<u>A Parent Satisfaction Survey including nutritional services is sent to parents annually.</u>	<u>HS Staff</u>	<u>Parent Satisfaction Survey</u>	<u>Annually</u>

**REFERENCE: Child Nutrition**

**REQUIREMENT: 1304.23(c) Meal Service**

The program must ensure that nutritional services in center-based settings contribute to the development and socialization of enrolled children by providing that:

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- 1) A variety of food is served which broadens each child's food experiences;
- 2) Food is not used as punishment or reward, and that each child is encouraged, but not forced, to eat or taste his or her food;
- 3) Sufficient time is allowed for each child to eat;
- 4) All toddlers and preschool children and assigned classroom staff, including volunteers, eat together family style and share the same menu to the extent possible;
- 5) Infants are held while being fed and are not laid down to sleep with a bottle;
- 6) Medically-based diets or other dietary requirements are accommodated; and
- 7) As developmentally appropriate, opportunity is provided for the involvement of children in food-related activities.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The School Board of Broward County Food and Nutrition Services staff develops monthly menus of balanced meals that incorporate cultural and ethnic preferences. Meals are prepared at each school according to the prescribed menus.</u>	<ul style="list-style-type: none"> <li><u>Food and Nutrition Services Nutritionist</u></li> <li><u>Cafeteria Manager</u></li> </ul>	<u>Menus</u>	<u>Daily</u>
<u>Food is never used as punishment or reward. Children are encouraged, but not forced, to eat or taste food.</u>	<u>HS/EHS Teacher and Teacher Assistant</u>	<u>Nutrition Services Checklist</u>	<u>Nutrition Services Checklist quarterly</u>
<u>Sufficient time is allowed for children to eat.</u>	<u>HS/EHS Teacher and Teacher Assistant</u>	<u>Nutrition Services Checklist</u>	<u>Ongoing Nutrition Services Checklist Quarterly</u>
<u>School staff sits with children during mealtimes. Snack time is family style, with children setting and clearing tables, passing out snacks and cleaning up afterwards.</u>	<u>HS/EHS Teacher and Teacher Assistant</u>	<u>Nutrition Services Checklist</u>	<u>Nutrition Services Checklist Quarterly</u>
<u>Infants are fed on demand and are held while being fed.</u>	<u>EHS Teacher Assistants</u>	<u>Teacher Specialist Observation</u>	<u>Daily</u>
<u>The parent reports his/her child's special dietary needs on the health and nutrition information forms or communicates it directly to the teacher. Parents are requested to bring documentation from their health care provider regarding food allergies or special dietary needs. The school's Cafeteria Manager makes arrangements to accommodate a child's dietary requirements.</u>	<ul style="list-style-type: none"> <li><u>HS Nurse</u></li> <li><u>HS/EHS Teacher</u></li> <li><u>Cafeteria Manager</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Nutrition Services Checklist</u></li> <li><u>Health and Nutrition information forms</u></li> </ul>	<u>Nutrition Services Checklist Quarterly</u>
<u>Snack time is used for children to participate</u>	<u>HS/EHS</u>	<u>Nutrition</u>	<u>Nutrition</u>

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Head Start/Early Intervention Department

<u>in food related activities, as well as family style serving.</u>	<u>Teacher and Teacher Assistants</u>	<u>Services Checklist</u>	<u>Services Checklist quarterly</u>
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**REFERENCE: Child Nutrition**

**REQUIREMENT: 1304.23(d) Family Assistance with Nutrition**

Parent education activities must include opportunities to assist individual families with food preparation and nutritional skills.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Parents are provided nutritional information at parent orientation.</u>	<u>HS Teacher</u>	<ul style="list-style-type: none"> <li>• <u>Parent Orientation Packets</u></li> </ul>	<u>Beginning of school year</u>
<u>Parents are invited to participate in nutrition workshops.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>HS Nutritionist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Flyers</u></li> <li>• <u>Sign in sheets</u></li> </ul>	<u>Yearly</u>
<u>The Head Start Nutritionist provides individual consultation with the parent of each child who is identified to be under or overweight as a result of the health screening.</u>	<ul style="list-style-type: none"> <li>• <u>HS Nurse</u></li> <li>• <u>HS Nutritionist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Nutrition Notes</u></li> <li>• <u>Nutrition Referrals</u></li> </ul>	<u>Yearly</u>
<u>Parent Educators have nutrition packets to share with parents during home visits. The packets consist of information on how to eat healthy on a budget, grocery shopping checklist, and healthy eating habits for children.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>HS Nutritionist</u></li> </ul>	<u>Nutrition Packets</u>	<u>Yearly</u>

**REFERENCE: Child Nutrition**

**REQUIREMENT: 1304.23(e) Food Safety and Sanitation**

- 1) The program must post evidence of compliance with all applicable Federal, State, Tribal, and local food safety and sanitation laws, including those related to the storage, preparation and service of food and the health of food handlers. In addition, agencies must contract only with food service vendors that are licensed in accordance with State, Tribal or local laws.
- 2) For programs serving infants and toddlers, facilities must be available for the proper storage and handling of breast milk and formula.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The most recent safety and sanitation report is posted in each cafeteria as required by the USDA</u>	<u>Cafeteria Manager</u>	<u>Nutrition Services Checklist</u>	<u>Quarterly</u>

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Head Start/Early Intervention Department

<u>Each Early Head Start classroom is equipped with a refrigerator and respective thermometer for proper storage and handling of breast milk and formula.</u>	<u>EHS Teacher Assistants</u>	<u>Nutrition Services Checklist</u>	<u>Quarterly</u>
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## **REFERENCE: Child Mental Health**

### **REQUIREMENT: 1304.24(a)(1) Collaboration with Parents**

(1) The program must work collaboratively with parents by:

- (i) Soliciting parental information, observations, and concerns about their child's mental health;
- (ii) Sharing staff observations of their child and discussing and anticipating with parents their child's behavior and development, including separation and attachment issues;
- (iii) Discussing and identifying with parents appropriate responses to their child's behaviors;
- (iv) Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program;
- (v) Helping parents to better understand mental health issues; and
- (vi) Supporting parents' participation in any needed mental health interventions.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Parental input about mental health is sought and used to individualize services. Information about mental health is obtained from parents in the Head Start (HS) application, the Preliminary Family Assessment, and the Part II Medical Evaluation. The HS Nurse reviews the Part II Medical Evaluation.</u>	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> <li>• <u>HS Database: Parent Concern</u></li> <li>• <u>Preliminary Family Assessment</u></li> <li>• <u>Part II Medical Evaluation</u></li> </ul>	<u>Annually</u>
<u>Information about a student's social-emotional development is obtained in the completion of the Devereux Early Childhood Assessment (DECA) P-2 and Parent Rating.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Social Workers</u></li> </ul>	<u>DECA Parent Rating</u>	<u>Once a year</u>
<u>When warranted, psychological or psychiatric information is also obtained when requesting records from outside agencies.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>School Psychologists</u></li> </ul>	<u>Release of Information form</u>	<u>August - June</u>
<u>Data is solicited from parents when conducting parent conferences and psychosocial interviews with the purpose of</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Teachers</u></li> <li>• <u>Social</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Pre-K Conference Form</u></li> </ul>	<u>August - June</u>

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### Head Start/Early Intervention Department

<u>developing action plans to enhance the student's emotional and behavioral functioning.</u>	<u>Workers</u>	<ul style="list-style-type: none"> <li>• <u>Psychosocial Assessment Data Collection Form</u></li> <li>• <u>Social Worker Contacts</u></li> </ul>	
<u>Staff discusses with parents the results of their children's emotional and behavioral functioning based on the DECA screening. Staff work collaboratively with parents when planning strategies to help their child build protective factors and decrease behavioral concerns.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Teachers</u></li> <li>• <u>Parent Educators</u></li> <li>• <u>Social Workers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Pre-K Conference Form</u></li> <li>• <u>Social Worker Contacts</u></li> </ul>	<u>August - June</u>
<u>When concerns are identified, mental health professionals conduct classroom observations and provide feedback about the observation outcome to parents.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>Psychologist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS Program Mental Health Referral Process</u></li> <li>• <u>HS/EHS Progress Note</u></li> <li>• <u>HS Child Observation Event in database</u></li> <li>• <u>Social Worker Contacts</u></li> </ul>	<u>August to June</u>
<u>When home visits, parent conferences, and Collaborative Problem Solving Team (CPST) meetings are recommended, mental health professionals discuss with parents ways to support healthy child growth, sense of security and the development of attachment.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>Psychologist</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Pre-K Conference form</u></li> <li>• <u>CPST form</u></li> <li>• <u>SW/MH Contacts</u></li> </ul>	<u>August - June</u>
<u>Parents receive the "211 Brochure" in the Orientation Packet and Parent Educators/Social Workers discuss with parent accessing community resources. Parent educators deliver the Pinwheels for Prevention Family Development guide and discuss with parents the tips provided on how to support the child's development and behavior.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Social Workers</u></li> </ul>	<u>Family Assessment in database</u> <ul style="list-style-type: none"> <li>• <u>Pinwheels for Prevention: Family Development Guide</u></li> </ul>	<u>Annually</u>

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### Head Start/Early Intervention Department

<u>When appropriate, mental health professionals share with parents information about recognizing and understanding behavior that is an expression of their child's response to stressful situations.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>Psychologist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Early Childhood Conference form</u></li> <li>• <u>Workshop agendas, sign-in sheets</u></li> </ul>	<u>August - June</u>
<u>When appropriate, behavior modification plans, daily logs, and positive techniques are discussed with parents on how to effectively implement consequences and rewards for behavior.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>Psychologist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Behavior modification sheets</u></li> <li>• <u>Daily logs</u></li> <li>• <u>Pre-K Conference Forms</u></li> <li>• <u>HS/EHS Onsite Consultations</u></li> <li>• <u>Social Worker Contacts</u></li> </ul>	<u>August - June</u>
<u>Mental health professionals conduct individual parent meetings to address effective ways to provide a healthy and supportive environment in the home setting.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>Psychologist</u></li> </ul>	<u>Pre-K Conference Form</u>	<u>August - June</u>
<u>Mental health professionals conduct on-site consultations in the school setting where they model and encourage the development of a calm, loving and supportive environment in the classroom.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>School Psychologist</u></li> </ul>	<u>HS/EHS Onsite Consultations</u>	<u>August - June</u>
<u>At the beginning of the school year, parents indicate their interest in attending workshops on topics relating to mental health. When selected by parents, HS Parent Educators coordinate workshops with the HS Teacher on healthy attachment, social skills, stress, and anger management.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educator</u></li> <li>• <u>HS Teacher</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Parent Interest Survey</u></li> <li>• <u>Sign in sheets</u></li> <li>• <u>Workshop agenda</u></li> </ul>	<u>August - June</u>
<u>When appropriate, parents receive referrals to access mental health services from outside agencies.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>School Psychologist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Referral for Services form</u></li> <li>• <u>Social Worker Contacts</u></li> </ul>	<u>August - June</u>

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### Head Start/Early Intervention Department

<u>Information about the availability of consultative services of the assigned HS mental health professional is posted in each classroom. Information is posted in four different languages.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>School Psychologist</u></li> </ul>	<u>Parent Notification form</u>	<u>August - June</u>
<u>Mental health professionals have access to a variety of articles about mental health topics.</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> <li>• <u>Copy of articles</u></li> <li>• <u>ECKLC</u></li> </ul>	<u>August - June</u>
<u>When clinically necessary, mental health professionals encourage parental participation in relevant school meetings, such as CPST meetings, and parent-teacher conferences, where progress and regressions about student's behavior and/or emotional functioning are addressed.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>School Psychologist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>CPST form</u></li> <li>• <u>Parent Conference Form</u></li> <li>• <u>Social Worker Contacts</u></li> </ul>	<u>August - June</u>
<u>When warranted, parents are encouraged to participate in the development of behavior plans and other interventions. Parents are encouraged to acknowledge their involvement in behavior modification plans by signing and returning daily behavioral logs.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>School Psychologist</u></li> </ul>	<u>Behavior Plan Logs</u>	<u>August - June</u>
<u>Parental participation is also evident when accepting referrals and complying with recommendations</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>School Psychologist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Program Referral for Services form</u></li> <li>• <u>Social Worker Contacts</u></li> </ul>	<u>August - June</u>

#### **REFERENCE: Child Mental Health**

#### **REQUIREMENT: 1304.24(a)(2-3) Mental Health Services**

(2) The program must secure the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective identification of an intervention in family and staff concerns about a child's mental health

(3) Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff and parents on how to:

- (i) Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children.
- (ii) Promote children's mental wellness by providing group and individual staff and parent education and mental health issues
- (iii) Assist in providing special help for children with atypical behavior or development
- (iv) Utilize other community mental health resources, as needed.



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Academics

Head Start/Early Intervention Department

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
The program employs Social Workers and School Psychologists who serve as the mental health professionals. They are either state licensed or hold state certification. Each Social Worker/School Psychologist is assigned to schools and works collaboratively with teachers, Teacher Specialists, Parent Educators, and families to ensure timely and effective interventions are implemented.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<u>Assignments</u>	<u>August - June</u>
The Family Services Supervisor oversees the Social Workers and School Psychologists to ensure the ongoing monitoring of mental health services.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>Organizational Chart</u>	<u>August - June</u>
Social Workers make regular visits to each school site for the purpose of identifying and assessing mental health concerns in the classroom. They document their observations and interaction with staff in the HS/EHS On-site Consultation form. These on site consultations are available in the HS/EHS database.	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS On-site Consultation form</u></li> <li>• <u>Social Worker Contacts</u></li> </ul>	<u>At regular intervals from August - June</u>
The Social Workers and Psychologists utilize an electronic calendar with a schedule of on-site consultations. The Social Workers and Psychologists use the STAR System to sign in and out of the schools. A visitor's logbook located in the front office is used when the STAR System is unavailable.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>Family Services Supervisor</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Psychologists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Calendar</u></li> <li>• <u>STAR System</u></li> </ul>	<u>August - June</u>
Mental health services are also secured when teachers note student concerns. The HS Program Mental Health Referral Process provides guidance on how to secure services in emergency or extreme situations, non-urgent cases, and for cases identified in screening reviews. HS teachers work with the HS Teacher Specialist to complete and submit the Mental Health Student Concern Referral form or the Request for Consultation form when requesting services for their	<ul style="list-style-type: none"> <li>• <u>HS/EHS Teachers</u></li> <li>• <u>HS/EHS Teacher Specialists</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Psychologists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Student Concern Referral form</u></li> <li>• <u>Request for Consultation form</u></li> </ul>	<u>August - June</u>

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## Academics

### Head Start/Early Intervention Department

<u>students and their families. Mental health professionals respond to the request within a reasonable amount of time e.g. seven school days for non-urgent cases and twenty-four hours for urgent ones.</u>			
<u>Contact information on how to access the HS mental health staff is posted for parents in each classroom. Information is provided in four different languages.</u>	<u>Family Services Supervisor</u>	<u>Parent Notification located in the classroom</u>	<u>August - June</u>
<u>The HS Program secures the implementation of daily classroom activities designed to teach social skills, transitioning, and appropriate behavior. The HS Program implements a 21-Day Classroom Management Plan introducing Skill Streaming in Early Childhood Education Social Skills, and Conscious Discipline to reinforce the daily use of appropriate positive behavior strategies and positive guidance in the classroom. As part of the curricula, the HS Program regularly teaches strategies on how to sustain positive relationships and regulate emotions. Additionally, individualized plans and interventions for children with special needs are included on a weekly basis.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Teachers</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Psychologists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>The HS Plan Book/Lesson Plan Checklist</u></li> <li>• <u>21-Day Classroom Management Plan</u></li> <li>• <u>Skill Streaming in Early Childhood</u></li> <li>• <u>Conscious Discipline</u></li> <li>• <u>Teaching Strategies GOLD</u></li> <li>• <u>Teacher-Child interaction tool</u></li> <li>• <u>Devereux Early Childhood Assessment P-2</u></li> </ul>	<u>August - June</u>
<u>Teacher Specialists meet regularly with teachers to discuss children's strengths and weakness in the classroom. Difficulties are then discussed with the HS Social Workers and/or Psychologist to determine if further action is warranted.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>HS/EHS Teachers</u></li> <li>• <u>Psychologist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS On-site Consultation form</u></li> <li>• <u>Social Worker Contacts</u></li> </ul>	<u>August - June</u>
<u>Social Workers and Psychologists meet with Parent Educators and Teacher Specialists to share ideas on how to effectively support children and their families.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>Parent Educators</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<u>Data Team Meetings</u>	<u>Quarterly</u>
<u>Social Workers meet periodically to review cases and plan strategies for children with social, emotional, and behavioral concerns.</u>	<u>Social Workers</u>	<ul style="list-style-type: none"> <li>• <u>Agenda minutes</u></li> <li>• <u>Sign in sheets</u></li> <li>• <u>CAB Calendar</u></li> </ul>	<u>Monthly</u>

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### Head Start/Early Intervention Department

<u>HS staff receive professional development on the appropriate use of the DECA P-2, implementation of Skill Streaming, Conscious Discipline, behavior modification, and/or other topics targeting social emotional development in early childhood.</u>	<ul style="list-style-type: none"> <li>• <u>Family Services Supervisor</u></li> <li>• <u>Social Workers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Attendance sign in sheets</u></li> <li>• <u>Workshop flyer</u></li> </ul>	<u>August - June</u>
<u>The HS Program promotes mental wellness by providing workshops to parents about mental health issues e.g. parenting skills training, enhancing self-esteem, and developing child-parent attachment.</u>	<ul style="list-style-type: none"> <li>• <u>Social Workers</u></li> <li>• <u>Parent Educators</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Attendance sign in sheet</u></li> <li>• <u>Parent Interest Survey form</u></li> </ul>	<u>August - June</u>
<u>Teacher Specialists notify Social Workers when they need to conduct classroom observations and consultations with the teachers and parents of children exhibiting atypical emotional, social, and behavioral development.</u>	<ul style="list-style-type: none"> <li>• <u>Teacher Specialists</u></li> <li>• <u>Social Workers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS On-site Consultation form</u></li> <li>• <u>Social Worker Contacts</u></li> <li>• <u>Coaching Plan</u></li> </ul>	<u>August - June</u>
<u>When suspecting the need for treatment, HS Social Workers assist parents identifying appropriate steps to enhance the child's functioning. This might include offering outside referrals to gain access to community agencies, and or making recommendations to modify the home and school environment.</u>	<u>Social Workers</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Program Referral for Services form</u></li> <li>• <u>Pre-K Conference Form</u></li> </ul>	<u>August - June</u>
<u>School Psychologists, and Social Workers when appropriate, participate in Collaborative Problem Solving Team meetings. The team, which is composed of HS Staff and school officials, work jointly to design and implement individualized interventions. When interventions prove ineffective the team, along with parental input, makes the determination to initiate a more in-depth evaluation.</u>	<ul style="list-style-type: none"> <li>• <u>Psychologist</u></li> <li>• <u>Social Workers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>CPST form</u></li> <li>• <u>Pre-K Conference Form</u></li> <li>• <u>Social Worker Contacts</u></li> <li>• <u>Psychologist Documentation</u></li> </ul>	<u>August - June</u>

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Head Start/Early Intervention Department

Parent Educators assist parents with locating community resources. Social Workers provide referrals for community resources for extended services to parents when children and other family members are identified with atypical behaviors. Head Start staff use the Broward County Community Resource Guide, 211 Directory, and other resources approved for use by Broward County Public Schools.	<ul style="list-style-type: none"> <li>• Parent Educators</li> <li>• Social Workers</li> <li>• Family Services Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Referral forms</li> <li>• Social Worker Contacts</li> <li>• Family contacts in database</li> </ul>	August - June
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## REFERENCE: Family Partnerships

### REQUIREMENT: 1304.40(a) Family Goal Setting

- (1) The program must engage in a process of collaborative partnership building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. The process must be initiated as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process.
- (2) As part of this ongoing partnership, the program must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. In home-based program options, this agreement must include the above information as well as the specific roles of parents in home visits and groups socialization activities
- (3) To avoid duplication of effort, or conflict, with any preexisting family plans developed between other programs and the EHS or HS family, the family partnership agreement must take into account, and build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family concerns. The program must coordinate to the extent possible with families and other agencies to support the accomplishment of goals in the preexisting plans.
- (4) A variety of opportunities must be created for interaction with parents throughout the year.
- (5) Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.

Implementation	Responsibility	Documentation	Timeline
The partnership building process starts during application and enrollment by offering parents convenient locations, flexible schedules and by facilitating communication with non-English speaking parents.	All HS and EHS staff	Translated recruitment and application materials	Year round
At parent orientation parents meet	• HS/EHS	• Parent	August -

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### Head Start/Early Intervention Department

<u>program staff and become acquainted with program services, procedures and expectations.</u>	<u>Teachers and Teacher Assistants</u> <ul style="list-style-type: none"> <li><u>HS/EHS staff</u></li> </ul>	<u>Orientation Packet</u> <ul style="list-style-type: none"> <li><u>Parent Handbook</u></li> </ul>	<u>September</u>
<u>Rapport and trust with families is developed by:</u> <ul style="list-style-type: none"> <li><u>being accessible to parents</u></li> <li><u>listening to their interests and concerns</u></li> <li><u>being available at school during drop-off and pick-up</u></li> <li><u>making personal contact at all parent activities</u></li> <li><u>maintaining contact with parents by phone and at home</u></li> <li><u>getting to know and understand family's lifestyle</u></li> <li><u>being respectful and non-judgmental</u></li> <li><u>maintaining confidentiality</u></li> <li><u>providing timely accurate information</u></li> <li><u>providing support</u></li> <li><u>being committed to the family's well being</u></li> </ul>	<u>All HS/EHS staff</u>	<ul style="list-style-type: none"> <li><u>Teacher Contacts</u></li> <li><u>Family Contacts</u></li> </ul>	<u>Year round</u>
<u>In preparation for the initial home visit the Parent Educator:</u> <ul style="list-style-type: none"> <li><u>reviews information gathered at application and enrollment including the application and registration forms, Preliminary Family Assessment, the Parent Interest Survey, and the Parent as Partners documents.</u></li> <li><u>takes into account information provided by parent and family during personal contacts</u></li> <li><u>identifies cases requiring Social Worker intervention</u></li> <li><u>obtains translator if necessary</u></li> <li><u>prepares resource materials to bring to the home visit based on</u></li> </ul>	<u>Parent Educators</u>	<ul style="list-style-type: none"> <li><u>Sample set of forms completed at enrollment</u></li> <li><u>Individual records in child's CUM at school and family folder</u></li> <li><u>Preliminary Family Assessment</u></li> <li><u>Application in Database</u></li> <li><u>Registration form</u></li> </ul>	<u>Within 2 weeks of child entry into program – gather enrollment information</u>

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<u>interests and needs indicated by the parent on documentation reviewed.</u>		<ul style="list-style-type: none"> <li>• <u>Survey of parent interests</u></li> <li>• <u>Signed agreement of family partnership</u></li> </ul>	
<u>During the home visit, a comprehensive assessment is made with the parent of family strengths, needs, and interests. Services being received from other agencies are discussed and if there are pre-existing family plans in place a release of information is obtained to contact the provider for service coordination.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Social Workers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Standardized behavioral assessment</u></li> <li>• <u>Parent guide for promoting resiliency</u></li> <li>• <u>Family Assessment Notes</u></li> <li>• <u>Signed Release of Information</u></li> <li>• <u>Signed Agreement of Family Partnership</u></li> </ul>	<u>Within 60 days of student entry into class, Family Assessment completed</u>
<u>The parent is encouraged to identify a goal(s) she/he would like to accomplish during the time their child is in Head Start. If the parent is ready a goal is established, an action plan developed identifying steps, responsibilities and timelines.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Social Workers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Family Assessment Notes</u></li> </ul>	<u>Goal established during the Family Assessment</u>

#### **REFERENCE: Family Partnerships**

#### **REQUIREMENT: 1304.40(b) Accessing Community Services and Resources**

- 1) The program must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals, including:
  - (i) Emergency or crisis assistance in areas such as food, housing, clothing, and transportation;
  - (ii) Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence; and
  - (iii) Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community.
- 2) The program must follow-up with each family to determine whether the kind, quality, and

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timeliness of the services received through referrals met the families' expectations and circumstances.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Referrals to community resources provided as needed or requested by parents.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Social Workers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Family Contacts</u></li> <li>• <u>Family Assessment in Database</u></li> <li>• <u>Referral Forms in Family Electronic Folders</u></li> <li>• <u>Social Worker Contacts</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Initial home visit by Parent Educator or Social Worker</u></li> <li>• <u>Throughout the year as needed or requested by family</u></li> </ul>
<u>Parents are provided with information on 211, a Broward County phone resource/hotline.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Social Workers</u></li> <li>• <u>HS Teachers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Orientation Packets</u></li> <li>• <u>Family Contacts</u></li> <li>• <u>Family Assessment in Database</u></li> </ul>	<u>At orientation or upon entering</u>
<u>Follow up is documented by Family Services Staff in Database.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<u>Family Contacts in Database</u>	<u>Throughout the year following a referral</u>
<u>As information is received from community resources on job training, job fairs, and educational resources it is distributed to the Family Services Staff to share with families who are interested. Local events occurring within the community of the schools are shared by each school through flyers and postings.</u>	<ul style="list-style-type: none"> <li>• <u>Key Management Staff</u></li> <li>• <u>HS/EHS Admin</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Parent Educators</u></li> <li>• <u>Teachers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Copies of information distributed to staff and families</u></li> <li>• <u>Copies of flyers sent home</u></li> <li>• <u>Flyers emailed to staff</u></li> </ul>	<u>August - June</u>

**REFERENCE: Family Partnerships**

**REQUIREMENT: 1304.40(c) Services to pregnant women who are enrolled in programs serving pregnant women, infants, and toddlers.**

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(1) Early Head Start grantee and delegate agencies must assist pregnant women to access comprehensive prenatal and postpartum care, through referrals, immediately after enrollment in the program. This care must include:

- (i) Early and continuing risk assessments, which include an assessment of nutritional status as well as nutrition counseling and food assistance, if necessary;
- (ii) Health promotion and treatment, including medical and dental examinations on a schedule deemed appropriate by the attending health care providers as early in the pregnancy as possible; and
- (iii) Mental health interventions and follow-up, including substance abuse prevention and treatment services, as needed.

(2) Grantee and delegate agencies must provide pregnant women and other family members, as appropriate, with prenatal education on fetal development (including risks from smoking and alcohol), labor and delivery, and postpartum recovery (including maternal depression).

(3) Grantee and delegate agencies must provide information on the benefits of breast feeding to all pregnant and nursing mothers. For those who choose to breast feed in center-based programs, arrangements must be provided as necessary.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Upon enrollment, Early Head Start (EHS) staff meet with the pregnant mother and complete a risk assessment to ensure each woman has access to care and is receiving appropriate services</u>	<ul style="list-style-type: none"> <li><u>EHS Parent Educator</u></li> <li><u>EHS Social Worker</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Family Needs Assessment</u></li> <li><u>Prenatal Health and Nutrition Intake form</u></li> </ul>	<u>Within 45 days of enrollment</u>
<u>The Prenatal Health and Nutrition Intake form is reviewed by the EHS social worker and nurse to ensure pregnant mothers are provided referrals to the appropriate agencies as needed, which can include services for medical and dental care, nutrition assistance, mental health interventions and follow-up care</u>	<ul style="list-style-type: none"> <li><u>EHS Social Worker</u></li> <li><u>EHS Nurse</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Prenatal Health and Nutrition Intake form</u></li> <li><u>Family Needs Assessment</u></li> <li><u>Referral Forms</u></li> <li><u>Dental Records</u></li> <li><u>Medical Records</u></li> </ul>	<u>Within 30 days of the completion of the Prenatal Health and Nutrition Intake form</u>
<u>At the time of the risk assessment, EHS staff will provide educational materials regarding fetal development, risks from smoking and alcohol, labor and delivery, postpartum recovery, and the benefits of breastfeeding</u>	<ul style="list-style-type: none"> <li><u>EHS Parent Educator</u></li> <li><u>EHS Social Worker</u></li> </ul>	<u>Prenatal Health and Nutrition Intake form</u>	<u>Within 45 days of enrollment</u>
<u>During the postpartum visit, information is</u>	<u>EHS Nurse</u>	<ul style="list-style-type: none"> <li><u>Newborn</u></li> </ul>	<u>Within two</u>



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<u>provided regarding the benefits of breastfeeding</u>		<u>Assessment Form</u> <ul style="list-style-type: none"> <li>• <u>Postpartum Health Visit Form</u></li> </ul>	<u>weeks of delivery</u>
<u>Breastfeeding mothers of center-based children are provided an area with a privacy screen and rocking chair for nursing purposes</u>	<u>EHS Staff</u>	<u>Daily Health and Safety Checklist</u>	<u>Ongoing</u>

#### **REFERENCE: Family Partnerships**

#### **REQUIREMENT: 1304.40(d) Parent Involvement General**

- 1) In addition to involving parents in program policy-making and operations, the program must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs.
- 2) Early Head Start and Head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. The participation of parents in any program activity must be voluntary, and must not be required as a condition of the child's enrollment.
- 3) The program must provide parents with opportunities to participate in the program as employees or volunteers.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Parent Activities are offered at least 4 times per year at individual school sites and topics are based on the interests of the parents as expressed on the Parent Interest Survey Form.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Teachers</u></li> <li>• <u>Teacher Assistants</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Interest Survey</u></li> <li>• <u>Proposed Parent Activities</u></li> <li>• <u>Parent Activity Flyers, agendas, minutes, evaluations</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Completed at Registration</u></li> <li>• <u>Compiled by Parent Educators during first 30 days of school</u></li> <li>• <u>As meetings are held throughout the year</u></li> </ul>
<u>Parents are encouraged to participate in the planning and implementation of the programs through their participation in Parent Committees at each individual site as well as in the Policy Council.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Signed Certification of Parent Agreements</u></li> <li>• <u>Parent</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Completed during application</u></li> <li>• <u>Shared with parents at</u></li> </ul>

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		<u>Handbook</u> <ul style="list-style-type: none"> <li>• <u>Flyers on Policy Council Election Meetings</u></li> </ul>	<u>Orientation</u> <ul style="list-style-type: none"> <li>• <u>September/October annually</u></li> <li>• <u>Throughout Program Year</u></li> </ul>
<u>Parents are highly encouraged, but not required to participate in Parent Activities.</u>	<u>All Staff</u>	<ul style="list-style-type: none"> <li>• <u>Signed Certification of Parent Agreements</u></li> <li>• <u>Orientation Meetings at School Sites</u></li> <li>• <u>Conference Forms</u></li> </ul>	<u>Completed during application Throughout the school year</u>
<u>Parents are encouraged to apply for positions in the HS/EHS program when they are available.</u>	<u>All Staff</u>	<u>Referral and follow up notes in database</u>	<u>As positions become available</u>
<u>Parents are encouraged to volunteer in the classrooms during regular school hours.</u>	<u>All staff</u>	<ul style="list-style-type: none"> <li>• <u>Signed Certification of Parent Agreements</u></li> <li>• <u>Orientation</u></li> <li>• <u>Log of school visitors</u></li> <li>• <u>Home Visits with Parents</u></li> <li>• <u>Volunteer/In kind forms</u></li> <li>• <u>Family Services Conference Forms</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Completed during application</u></li> <li>• <u>Beginning of the school year</u></li> <li>• <u>Throughout the year</u></li> </ul>

**REFERENCE: Family Partnerships**

**REQUIREMENT: 1304.40(e) Parent involvement in Child Development and Education**

- 1) The program must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education
- 2) Programs operating home-based program options must build upon the principles of adult learning to assist, encourage, and support parents as they foster the growth and development of their children.
- 3) The program must provide opportunities for parents to enhance their parenting skills,

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knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff

- 4) The program must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:
  - (i) Increasing family access to materials, services, and activities essential to family literacy development; and
  - (ii) Assisting parents as adult learners to recognize and address their own literacy goals.
- 5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Parents are encouraged to participate in Parent Activities at their respective school sites many of which are focused on enhancing their parenting skills. A Family Development Guide is shared with parent.</u>	<ul style="list-style-type: none"> <li>• <u>Parent Educators</u></li> <li>• <u>Teachers</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Activity Database</u></li> <li>• <u>Flyers</u></li> <li>• <u>Agenda</u></li> <li>• <u>Minutes</u></li> <li>• <u>Evaluations</u></li> <li>• <u>Family Services Conference Form</u></li> <li>• <u>Home Visit Log/Report</u></li> </ul>	<u>At least one time per quarter</u>
<u>Parents are encouraged to share concerns about their children with program staff during the conference with the teacher and during the teacher home visits.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Family Services Conference Forms</u></li> <li>• <u>Teacher Home Visit Logs</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Conferences at least twice a year</u></li> <li>• <u>Home Visits - one time per semester</u></li> </ul>
<u>Parents are referred to local agencies for furthering their education.</u>	<u>Parent Educators</u>	<ul style="list-style-type: none"> <li>• <u>Referral Forms</u></li> <li>• <u>Student Database</u></li> </ul>	<u>Throughout the year as needed</u>
<u>HS Parent Educators conduct a parent engagement activity to share information on how families can support their child's development.</u>	<u>Parent Educators</u>	<ul style="list-style-type: none"> <li>• <u>Electronic Database</u></li> <li>• <u>Family Services Conference Forms</u></li> </ul>	<u>January - May</u>

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		• <u>Parent Activity Sign-in Sheets</u>	
<u>The EHS home-based option utilizes the Parents as Teachers (PAT) curriculum, supporting parents to help their children develop optimally during the early years.</u>	<ul style="list-style-type: none"><li>• <u>EHS Home-based Parent Educators</u></li><li>• <u>EHS Social Worker</u></li><li>• <u>EHS Specialist</u></li></ul>	<u>EHS PAT Personal Visit Record</u>	<u>August - July</u>

**REFERENCE: Family Partnerships**

**REQUIREMENT: 1304.40(f) Parent Involvement in Health, Nutrition, and Mental Health Education**

(1) Grantee and delegate agencies must provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families.

(2) Grantee and delegate agencies must ensure that, at a minimum, the medical and dental health education program:

(i) Assists parents in understanding how to enroll and participate in a system of ongoing family health care.

(ii) Encourages parents to become active partners in their children's medical and dental health care process and to accompany their child to medical and dental examinations and appointments; and

(iii) Provides parents with the opportunity to learn the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topics (e.g., maternal and child health and the prevention of Sudden Infant Death Syndrome), information specific to the health needs of individual children must also be made available to the extent possible.

(3) Grantee and delegate agencies must ensure that the nutrition education program includes, at a minimum:

(i) Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets; and

(ii) Parent discussions with program staff about the nutritional status of their child.

(4) Grantee and delegate agencies must ensure that the mental health education program provides, at a minimum (see 45 CFR 1304.24 for issues related to mental health education):

(i) A variety of group opportunities for parents and program staff to identify and discuss issues related to child mental health;

(ii) Individual opportunities for parents to discuss mental health issues related to their child and family with program staff; and

(iii) The active involvement of parents in planning and implementing any mental health interventions for their children.

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<b>Implementation</b>	<b>Responsibility</b>	<b>Documentation</b>	<b>Timeline</b>
Parents are given information about the State's child healthcare program as well as information on where to obtain physicals and immunizations for child's enrollment at application. They also receive information on health, safety, nutrition and dental health at the time of orientation to the program. Based on Parent Interest Surveys, select parent activities also disseminate information on health, safety and nutrition	<ul style="list-style-type: none"> <li>• All Staff</li> <li>• HS/EHS Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Certification Agreement</li> <li>• State Healthcare Applications</li> <li>• Orientation Packets</li> <li>• Parent Interest Survey</li> <li>• Parent Activity Flyers</li> <li>• Agendas</li> <li>• Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• During application</li> <li>• During Parent Orientation</li> <li>• August - June</li> </ul>
HS/EHS Staff are provided with wellness information and health insurance information through their employment with the School Board. In addition HS/EHS provides information on a variety of wellness topics at Staff Development meetings.	<ul style="list-style-type: none"> <li>• HS/EHS Nurse</li> <li>• HS Secretary</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Development Meeting Minutes</li> <li>• Benefits Information</li> </ul>	<ul style="list-style-type: none"> <li>• At selected monthly Staff meetings</li> <li>• Annually</li> </ul>
Parents are asked about a medical home for their child on health and nutrition information forms. Parent Educators provide information and assistance on family enrollment in Medicaid Programs and in County subsidized health programs at local hospitals and clinics.	<ul style="list-style-type: none"> <li>• HS/EHS Nurse</li> <li>• Parent Educators</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Nutrition Information Forms</li> <li>• Family Assessments</li> <li>• Student records in database</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment/Registration</li> <li>• During family contacts via phone or on home visits throughout the year</li> </ul>
Parents are notified of program health requirements during application and at enrollment and orientation and encouraged to participate with their children in Health Resource Fairs and screenings.	<ul style="list-style-type: none"> <li>• HS/EHS Nurse</li> <li>• Parent Educators</li> <li>• Health Parent Educators</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Certification Agreement</li> <li>• Orientation Packets</li> <li>• Flyers on Community Health Fairs</li> <li>• Enrollment Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Enrollment</li> <li>• Orientation</li> <li>• As events are held throughout the year</li> </ul>

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<u>Parent meetings are held which cover a variety of health, mental health, dental health, first aid and safety topics based on their needs and interests as expressed on their parent interest surveys.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Nurse</u></li> <li>• <u>Parent Educators</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Teacher Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Activity Flyers</u></li> <li>• <u>Agendas</u></li> <li>• <u>Minutes</u></li> <li>• <u>Parent Interest Surveys</u></li> </ul>	<u>Scheduled throughout the school year</u>
<u>Information in English, Spanish, Creole and Portuguese is provided to parents and staff on all aspects of nutrition education and management of food budgets.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Nurse</u></li> <li>• <u>HS Nutrition Consultant</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Handouts</u></li> <li>• <u>Parent Activity Flyers, agendas, minutes</u></li> <li>• <u>Staff Meeting Minutes</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>As needed/ requested by parents</u></li> <li>• <u>Scheduled Parent Activities throughout the school year</u></li> <li>• <u>Monthly Staff meetings throughout the school year</u></li> </ul>
<u>Parents provide information on their child's nutritional status during enrollment. Staff obtains information on the child's height, weight, iron levels and lead levels from the child physical and height/weight screenings provided by staff, areas of concern are addressed with the parent by the HS/EHS Nurse and Nutrition Consultant and Teachers at Parent Teacher Conference.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Nurse</u></li> <li>• <u>Teachers</u></li> <li>• <u>Health Collaboration with Nursing Students</u></li> <li>• <u>Nutrition consultant</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Health and Nutrition information forms</u></li> <li>• <u>Child Physical</u></li> <li>• <u>Height and Weight</u></li> <li>• <u>Screening Records</u></li> <li>• <u>Nutrition Referral</u></li> <li>• <u>Health Database</u></li> <li>• <u>Nutrition Notes</u></li> <li>• <u>Conference Forms</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>At Enrollment</u></li> <li>• <u>Collected at Enrollment</u></li> <li>• <u>During 45 day screening</u></li> <li>• <u>As new information is received throughout the year</u></li> <li>• <u>When needed.</u></li> </ul>
<u>A variety of group opportunities for parents and program staff to identify and discuss issues related to child mental</u>	<ul style="list-style-type: none"> <li>• <u>Social Worker</u></li> <li>• <u>Parent</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Activity Documentation</u></li> <li>• <u>Parent</u></li> </ul>	<u>At least once each quarter</u>

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health are provided during parent activities, during Home Visits by Parent Educators and Social Workers.	<u>Educators</u>	<u>Interest Survey</u> • <u>Conference Forms</u>	
Parents have the opportunity to discuss mental health issues related to their child and family with program staff during Home Visits and Parent Conferences with the Teacher, Social Worker, and/or Psychologist.	• <u>Teacher</u> • <u>Social Worker</u> • <u>Psychologist</u>	• <u>Student Database</u> • <u>Conference Forms</u>	• <u>At least 2x each semester</u> • <u>When requested by parent</u>
Parents are actively involved in planning and implementing any mental health interventions for their children through conferences and home visits with the child's Teacher, Social Worker, and/or Psychologist.	• <u>Teacher</u> • <u>Social Worker</u> • <u>Psychologist</u>	• <u>Electronic Database</u> • <u>Conference Forms</u>	• <u>At least 2x per semester by teacher</u> • <u>At the request of the parent</u>

#### **REFERENCE: Family Partnerships**

#### **REQUIREMENT: 1304.40(g) Parent Involvement in Community Advocacy**

The program must:

- 1) Support and encourage parents to influence the character and goals of community services in order to make them more responsive to their interests and needs; and
- 2) Establish procedures to provide families with comprehensive information about community resources.
- 3) Parents must be provided regular opportunities to work together, and with other community members, on activities that they have helped develop and in which they have expressed an interest.

<b>Implementation</b>	<b>Responsibility</b>	<b>Documentation</b>	<b>Timeline</b>
<u>Parents are encouraged to influence community services through their participation in established school organizations such as PTA/PTO as well as other community organizations. Information is shared with parents on a regular basis as Program Staff learn of community forums on a variety of topics of interest to our families the information is shared with parents.</u>	<u>All Staff</u>	• <u>School newsletters shared with parents</u> • <u>Flyers</u>	<u>Throughout the school year</u>
<u>Feedback on Reading Readiness Program is gathered through a Parent Survey.</u>	<u>Family Services Supervisor</u>	<u>Reading Readiness Parent Survey</u>	<u>At the end of the school year</u>
<u>Parent Committee meetings are held at</u>	• <u>Parent</u>	• <u>Parent</u>	<u>Regular</u>

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<u>individual schools at least 4 times per year. Family Support Groups are held throughout the year.</u>	<u>Educators</u> • <u>Teachers</u>	<u>Activity Database</u> • <u>Flyers</u>	<u>intervals throughout the school year</u>
<u>There are established procedures for parents to receive information on 211 a community resource available by phone to provide parents with comprehensive resource and referral information.</u>	<u>Parent Educators</u>	• <u>211 Brochure</u> • <u>Referral Forms</u>	• <u>Distributed at initial home visit by Parent Educators</u> • <u>Provided at the time of Orientation</u> • <u>Utilized as needed throughout the school year</u>
<u>Parent Educators distribute and review “Pinwheels for Prevention Family Development: A Caregiver’s Guide” to Parents.</u>	<u>Parent Educators</u>	<u>Pinwheels for Prevention “Family Development: A Caregivers Guide”</u>	• <u>Distributed at initial home visit with each family.</u>
<u>Family Services Staff attend community Resource Fairs, Workshops, and Conferences to obtain updated information on community resources to share with families.</u>	• <u>Parent Educators</u> • <u>Family Services Supervisor</u>	• <u>Resource Fair Flyers</u> • <u>Parenting Class calendars</u> • <u>Community Event Flyers</u> • <u>TDAs</u> • <u>Trip Reports</u>	<u>Notification via email and department conference throughout the school year</u>

### **REFERENCE: Family Partnerships**

### **REQUIREMENT: 1304.40(h) Parent Involvement in Transition Activities**

- 1) The program must assist parents in becoming their children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a child care setting.
- 2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Early Head Start or Head Start.
- 3) To promote the continued involvement of Head Start parents in the education and



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development of their children upon transition to school, grantee and delegate agencies must:

- (i) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting; and
- (ii) Assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Orientations are held at each school site in the beginning of the school year; Transition activities for parents are scheduled in the Spring of each school year for Head Start and at least 6 months prior to a child's 3<sup>rd</sup> birthday in Early Head Start; Teachers also share information regarding transitioning during their home visits, conferences, and in their newsletters.</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Teacher Assistants</u></li> <li>• <u>Parent Educators</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parent Activities in Database</u></li> <li>• <u>Teacher newsletters</u></li> <li>• <u>Pre-K Conference Forms</u></li> <li>• <u>Individualized Education Plan Meetings</u></li> <li>• <u>Orientation Schedule</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Orientation – beginning of the School Year</u></li> <li>• <u>Transition parent activity - at least 1 time per year</u></li> <li>• <u>During the 2 Home Visits and 2 Conferences teachers hold with parents</u></li> </ul>
<u>Parents participate in meetings with staff and school personnel during Individualized Education Plan meetings for children with disabilities</u>	<ul style="list-style-type: none"> <li>• <u>Teachers</u></li> <li>• <u>Parents</u></li> <li>• <u>School-based Exceptional Student Education staff</u></li> <li>• <u>Social Workers</u></li> <li>• <u>School Psychologists</u></li> <li>• <u>Teacher Specialists</u></li> </ul>	<u>IEPs in child's cumulative folder at the schools</u>	<u>As necessary, when child is diagnosed with a disability and IEPs are developed</u>

### **REFERENCE: Family Partnerships**

### **REQUIREMENT: 1304.40(i) Parent Involvement in Home Visits**

- 1) The program must not require that parents permit home visits as a condition of the child's participation in Early Head Start or Head Start center-based program options. Every effort must be made to explain the advantages of home visits to the parents.
- 2) The child's teacher in center-based programs 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. The child may not be dropped from the program if the parents will not participate in the visits. Other staff working with the family must make or join home visits, as appropriate.

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- 3) Grantee and delegate agencies must schedule home visits at times that are mutually convenient for the parents or primary caregivers and staff.
- 4) In cases where parents whose children are enrolled in the center-based program option ask that the home visits be conducted outside the home, or in cases where a visit to the home presents significant safety hazards for staff, the home visit may take place at an Early Head Start or Head Start site or at another safe location that affords privacy. Home visits in the home-based program options must be conducted in the family's home.
- 5) In addition, grantee and delegate agencies operating home-based program options must provide one home visit per week per family lasting for a minimum of 1.5 hours each.
- 6) Programs serving infants and toddlers must arrange for health staff to visit each newborn within two weeks after the infant's birth to ensure the well being of both the mother and the child.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The HS/EHS programs do not require parents to participate in home visits in order to participate in the program. Parents are encouraged to participate by staff explaining the advantages of a home visit and working to schedule visits with parents at a mutually convenient time.</u>	<u>All Staff</u>	<u>Signed parent Certification and Agreement</u>	<u>At time of application</u>
<u>Parent Educators make at least 1 home visit per family per year.</u>	<u>Parent Educators</u>	<ul style="list-style-type: none"> <li>• <u>Electronic database</u></li> <li>• <u>Family Services Conference Form</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Within 60 days of student entry into program</u></li> <li>• <u>More frequently if needed or requested by parent</u></li> </ul>
<u>Teachers make visits to each of their student's homes unless the parent refuses. These visits may be scheduled at a child's home or at a mutually agreed upon site off the school campus.</u>	<u>Teachers</u>	<ul style="list-style-type: none"> <li>• <u>Home Visit Logs completed by teachers</u></li> <li>• <u>Pre-K Conference Forms</u></li> </ul>	<u>2 times per year</u>
<u>The EHS nurse completes a home visit within two weeks of delivery to ensure the well being of the mother and child.</u>	<u>EHS Nurse</u>	<ul style="list-style-type: none"> <li>• <u>EHS Postpartum Health Visit form</u></li> <li>• <u>Newborn assessment</u></li> </ul>	<u>Within 2 weeks of delivery</u>
<u>Staff are provided professional</u>	<u>Family Services</u>	<u>Family Services</u>	• <u>New Staff</u>

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<u>development on home visits.</u>	<u>Supervisor</u>	<u>Handbook</u>	<u>Orientation</u> • <u>Annually</u>
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**REFERENCE: Community Partnerships****REQUIREMENT: 1304.41(a)(1) Community Planning**

The program must take an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies to improve the deliver of community services to children and families in accordance with the program's confidentiality policies. Documentation must be maintained to reflect the level of effort undertaken to establish community partnerships.

<b>Implementation</b>	<b>Responsibility</b>	<b>Documentation</b>	<b>Timeline</b>
<u>The program is represented in the following organizations:</u> <ul style="list-style-type: none"> <li>• <u>Early Learning Coalition (ELC)</u></li> <li>• <u>Early Steps</u></li> <li>• <u>Infant Services Workshop, Broward</u></li> <li>• <u>Healthy Start Coalition</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>EHS Social Worker</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Agendas</u></li> <li>• <u>Minutes</u></li> <li>• <u>Correspondence in respective staff files</u></li> </ul>	

**REFERENCE: Community Partnerships****REQUIREMENT: 1304.41(a)(2) Collaborative Relationships**

The grantee must 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, and to ensure that the program responds to community needs, including:

- (i) Health care providers such as clinics, physicians, dentists, and other health professionals
- (ii) Mental Health Providers
- (iii) Nutritional Service Providers
- (iv) Individuals and agencies that provide services to children with disabilities and their families
- (v) Family preservation and support System
- (vi) Child Protective Services and any other agency to which child abuse must be reported under state law
- (vii) Local elementary schools and other educational and cultural institutions, such as libraries and museums
- (viii) Providers of child care services
- (ix) Any other organizations or businesses that may provide support and resources to families

<b>Implementation</b>	<b>Responsibility</b>	<b>Documentation</b>	<b>Timeline</b>
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<p><u>The program has collaborative relationships with multiple organizations to help meet the needs of children and families in the following areas:</u></p> <ul style="list-style-type: none"> <li>• <u>Health, Safety, Dental, and Nutrition</u></li> <li>• <u>Mental Health</u></li> <li>• <u>Family Support Services</u></li> <li>• <u>Educational &amp; Cultural Institutions</u></li> <li>• <u>Childcare Services</u></li> <li>• <u>Businesses and Organizations</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Nurse</u></li> <li>• <u>Family Services Supervisor</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Disabilities Manager</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Partnership Agreements</u></li> <li>• <u>Collaborative Agreements</u></li> </ul>	<p><u>August - June</u></p>
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#### **REFERENCE: Community Partnerships**

#### **REQUIREMENT: 1304.41(a)(3) Volunteer Outreach**

The program must perform outreach to encourage volunteers from the community to participate in EHS and HS programs.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<p><u>The program has collaborative relationships and partnership agreements with the following volunteer organizations in the community:</u></p> <ul style="list-style-type: none"> <li>• <u>Foster Grandparent Program</u></li> <li>• <u>Volunteers Assisting Students and Teachers (VAST)</u></li> <li>• <u>Schools' PTA</u></li> </ul>	<p><u>Family Services Supervisor</u></p>	<p><u>Collaborative Agreement notes or written documentation</u></p>	<p><u>August - June</u></p>

#### **REFERENCE: Community Partnerships**

#### **REQUIREMENT: 1304.41(a)(4) Interagency Agreements**

To enable effective participation of children with disabilities and their families, the program must make specific efforts to develop interagency agreements with local education agencies and other agencies within the program's service area.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<p><u>The program has interagency agreements with the following organizations:</u>  <u>Children's Diagnostic and Treatment Center (CDTC) Early Steps Program</u></p>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>Family Services Supervisor</u></li> <li>• <u>Disabilities Manager</u></li> </ul>	<p><u>Signed Agreement</u></p>	<p><u>August - June</u></p>

#### **REFERENCE: Community Partnerships**

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**REQUIREMENT: 1304.41(b) Advisory Committees**

The program must establish and maintain a Health Services Advisory Committee, which includes Head Start parents, professionals and volunteers from the community. The program must also establish and maintain such other service advisory committees, as they deem appropriate to address program service issues

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The program has a Health Services Advisory Committee year to provide input on issues related to health, dental and nutrition services. Individual members are consulted throughout the year on an as needed basis.</u>	<u>HS Nurse</u>	<u>HS Nurse Files</u>	<u>August - June</u>

**REFERENCE: Community Partnerships****REQUIREMENT: 1304.41 (c)(1) Transition Services**

(1) The program must establish and maintain procedures to support successful transitions for enrolled child and families from previous child care programs into Early Head Start or Head Start and from Head Start into elementary school or other childcare settings. These procedures must include:

- (i) Coordinate with the schools or other agencies to ensure that individual EHS or HS children's relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements to EHS or HS.
- (ii) Outreach to encourage communication between EHS or HS staff and their counterparts in the schools and other child care settings including principals, teachers, social workers and health staff to facilitate continuity of programming.
- (iii) Initiate meetings involving HS teachers and parents and kindergarten teachers to discuss developmental progress and abilities of individual children.
- (iv) Initiate joint transition training for EHS or HS staff and school or other child development staff.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>A permanent school record is created for each child that enrolls in EHS or HS in the Broward Schools. The child's registration documents, health records, screening and assessment information, as well as, documentation of parent/child conferences are part of the permanent record, which follows the child to his/her next placement.</u>	<ul style="list-style-type: none"> <li>• <u>School IMT</u></li> <li>• <u>Teacher</u></li> <li>• <u>Teacher Specialist</u></li> <li>• <u>Social Worker</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<u>Child's Cumulative Folder</u>	<u>August - June</u>
<u>An articulation card or transition</u>	• <u>Teacher</u>	<u>Child's</u>	<u>August - June</u>

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<u>summary is generated for each child at the end of the program year and placed in the child's file summarizing relevant information about the child's progress and special needs.</u>	<ul style="list-style-type: none"> <li><u>Teacher Specialist</u></li> </ul>	<u>Cumulative Folder</u>	
<u>When children transition from EHS to HS or HS3 to HS4, the IMT at the school the child will be attending receives a list identifying the school where the child was previously enrolled to facilitate record transfer. Early Head Start and Head Start teachers arrange for children who will remain at the same school to visit the classrooms to which they will be transferring the following school year.</u>	<u>School IMT Teachers</u>	<u>Class Roster for the following school year</u>	<u>August - June</u>
<u>Each parent receives a home visit from the child's teacher in the spring at which time the parent receives an update on the child's progress and recommended learning activities for the summer.</u>	<u>Teacher</u>	<u>Home Visit notes</u>	<u>August - June</u>
<u>Transition Parent Activities are held in the spring.</u>	<u>Teacher</u>	<ul style="list-style-type: none"> <li><u>Parent Activity Flyer</u></li> <li><u>Sign-In Sheets</u></li> </ul>	<u>August - June</u>
<u>A transition staffing is held for each child with an IEP.</u>	<u>ESE Specialist</u>	<u>IEP Record</u>	<u>August - June</u>
<u>A Master Kindergarten Roundup Schedule is maintained by the Head Start/Early Intervention Department and available on the Department's website for families to access when meetings are being held to learn about Kindergarten.</u>	<ul style="list-style-type: none"> <li><u>HS/EHS Director</u></li> <li><u>Family Services Supervisor</u></li> </ul>	<u>Kindergarten Roundup Schedule</u>	<u>February - May</u>

#### **REFERENCE: Community Partnerships**

#### **REQUIREMENT: 1304.41(c)(2) Transition Services in Early Head Start**

To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must be undertaken for each child and family at least six months prior to the child's third birthday. The process must take into account:

- The child's health status and developmental level
- Progress made by the child and family while in Early Head Start
- Current and changing family circumstances

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- The availability of Head Start and other child development or child-care services in the community.

As appropriate, a child may remain in Early Head Start, following his or her third birthday, for additional months until he or she can transition into Head Start or another program.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<p><b><u>Transition of Early Head Start (EHS) children from home-based to center-based</u></b></p> <p><u>Children transferring from home-based to center-based visit the respective EHS classroom to get acquainted with the teachers and the new program setting. Parents are invited to an orientation session at the beginning of the program year to get familiarized with the center-based program curriculum, schedule, policies and procedures.</u></p> <p><u>The child's records, including screenings, assessments and IFSP if applicable, are available to the receiving center-based staff.</u></p> <p><u>The EHS Social Worker and Parent Educator are available to the EHS Teacher Specialist and Caregiver, as needed, to share additional information about the child's previous program experience.</u></p>	<ul style="list-style-type: none"> <li>• <u>EHS Social Worker</u></li> <li>• <u>EHS Teacher Specialist</u></li> <li>• <u>Parent Educators</u></li> <li>• <u>EHS Assigned Caregivers</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Records of family services</u></li> <li>• <u>Parent Orientation Records</u></li> </ul>	<p><u>August - July</u></p>
<p><b><u>Transition plan for children leaving EHS</u></b></p> <p><u>At the beginning of the program year a transitioning monitoring report is generated indicating the month when each child will reach 30 months of age. The report is distributed to each parent educator.</u></p> <p><u>Transition planning starts within 30 days of the child's 30 months. A parent conference or home visit is scheduled with the parent of each child who will be turning 3 years old to start planning for the child's transition to Head Start or child-care.</u></p> <p><u>During the first transition planning session the parent educator completes a</u></p>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>EHS Social Worker</u></li> <li>• <u>EHS Teacher Specialist</u></li> <li>• <u>Parent Educators</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Transition Monitoring Reports</u></li> <li>• <u>Family Transition Plans</u></li> <li>• <u>Individualized Transition Plan Checklists</u></li> </ul>	<p><u>August - July</u></p>

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<p>transition packet to review the options available upon their child's third birthday, and guides on how to start preparing for preschool. Parents interested in attending Head Start complete an application to determine eligibility. Any child who reaches age three, and is on the waitlist for HS or subsidized childcare may remain in EHS until a spot becomes available, or the start of the following school year.</p>			
<p><b><u>Transition Plan for EHS children entering Head Start</u></b>  <u>Children's school records, including health, screenings and assessment records are forwarded to the receiving school. Family records for the previous year are transferred to the receiving Social Worker and Parent Educator. The names and contact numbers of the EHS staff who worked with the child are provided to the receiving school staff. Caregivers are asked to complete a form to communicate individual information to the new teacher.</u></p>	<ul style="list-style-type: none"> <li>• <u>EHS Social Worker</u></li> <li>• <u>EHS Teacher Specialist</u></li> <li>• <u>Parent Educators</u></li> <li>• <u>EHS Assigned Caregivers</u></li> </ul>	<p><u>Transition Plans</u></p>	<p><u>August - July</u></p>

## Program Governance

### **REFERENCE: Program Governance**

### **REQUIREMENT: 1304.50(a) Policy Council and Parent Committee Structure**

- 1) The grantee must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program.
  - (i) Policy Council: this council must be established at the grantee level
  - (ii) Parent Committee: for center-based programs, this Committee must be established at the center level. For other program options, an equivalent Committee must be established at the local program level. When programs operate more than one option from the same site, the Parent Committee membership is combined unless parents choose to have a separate Committee for each option.
- 2) Parent Committees must be comprised exclusively of the parents of children currently enrolled at the center level for center-based programs or at the equivalent level for other program options.
- 3) Policy Council and Parent Committees must be established as early in the program year as possible. The Policy Council may not be dissolved until successor Councils are elected and seated.



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- 4) The governing body and the Policy Council must not have identical memberships and functions.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Parent Committees are established at each school site at the start of the program year to participate in the development of activities that address their interests and needs and that support the education and healthy development of their children.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<u>Parent Committee Minutes</u>	<u>August - May</u>
<u>A Policy Council is established to provide parents and community representatives the opportunity and authority to participate in shared decision-making concerning program design and implementation.</u>	<ul style="list-style-type: none"> <li>• <u>School Board of Broward County, Florida</u></li> </ul>	<u>Policy Council Minutes</u>	<u>September - August</u>
<u>The elected Policy Council continues to fulfill its functions and responsibilities until the successor the Policy Council is elected and seated.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>Policy Council Minutes</u>	<u>September - August</u>
<u>The School Board, or governing body, and the Policy Council have distinct and independent membership and responsibilities. Members of each body may attend the other's meetings but do not have voting rights.</u>	<ul style="list-style-type: none"> <li>• <u>Policy Council Chairperson</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>School Board Bylaws</u></li> <li>• <u>Policy Council Bylaws</u></li> </ul>	<u>September - August</u>

#### **REFERENCE: Program Governance**

#### **REQUIREMENT: 1304.50(b) Policy Group Composition and Formation**

- 1) Each governing body operating an Early Head Start or Head Start program must propose, within the framework of these regulations, the total size of their respective policy groups (based on the number of centers, classrooms, or other program option units, and the number of children served by their Early Head Start and Head Start program), the procedures for election of parent members, and the procedure for selection of community representatives. These proposals must be approved by the Policy Council.
- 2) Policy Council must be comprised of two types of representatives: parents of currently enrolled children and community representatives. At least 51 percent of the members of these policy groups must be the parents of currently enrolled children.
- 3) Community representatives must be drawn from the local community: businesses; public or private community, civic, and professional organizations; and others who are familiar with resources and services for low-income children and families, including the parents of formerly enrolled children.

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- 4) All parent members of Policy Council must stand for election or re-election annually. Community representatives also must be selected annually.
- 5) Policy Council must limit the number of one-year terms any individual may serve to a combined total of three terms.
- 6) No grantee staff (or members of their immediate family) may serve on Policy Council except parents who occasionally substitute for Early Head Start or Head Start staff.
- 7) Parents of children currently enrolled in all program options must be proportionately represented on established policy groups.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<p><u>Policy Council is composed of 12 parent representatives, two community representatives, and the previous chairperson for a total of 15 members. 12 parent alternates are also elected to fill the role of the representative when that parent is not able to attend scheduled meetings.</u></p> <ul style="list-style-type: none"> <li>• <u>All parents, or legal guardians, of children enrolled in Head Start are invited to participate in electing representatives and delegates to Policy Council.</u></li> <li>• <u>Elections are held in the North, Central, and South areas of the county to facilitate access to the parents.</u></li> <li>• <u>Four parent representatives and four alternates are elected from each area, north, central, and south.</u></li> <li>• <u>Parents of children enrolled in Early Head Start elect two members at large.</u></li> <li>• <u>Representatives elected to Policy Council select two community representatives who are familiar with resources and services for low-income families.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>Policy Council Bylaws</u>	<u>September - August</u>
<p><u>All members of Policy Council are elected, or re-elected annually. Community representatives are also selected annually.</u></p>	<ul style="list-style-type: none"> <li>• <u>Policy Council Chairperson</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>Policy Council By-Laws</u>	<u>September - August</u>
<p><u>Policy Council members serve one-year</u></p>	<ul style="list-style-type: none"> <li>• <u>Policy</u></li> </ul>	<u>Policy Council</u>	<u>September</u>

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terms, commencing in September of the school year. A Policy Council member may not serve more than a combined total of three one-year terms.	<u>Council Chairperson</u> <ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>By-Laws</u>	<u>- August</u>
<u>No Head Start staff or their immediate families may serve on the Policy Council. Immediate family includes wife, husband, child, stepchild, mother, father, brother, sister, aunt, uncle, in-law, niece, nephew, grandparent, and grandchild or any other person who resides in the household of a Policy Council member.</u> <u>If a member of Policy Council obtains employment with the School Board of Broward County, he/she is required to resign from the Policy Council prior to commencing employment. The alternate member will become the representative and a new alternate is elected.</u>	<ul style="list-style-type: none"> <li>• <u>Policy Council Chairperson</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>Policy Council By-Laws</u>	<u>September - August</u>

#### **REFERENCE: Program Governance**

#### **REQUIREMENT: 1304.50(c) Policy Group Responsibilities - General**

At a minimum policy groups must be charged with the responsibilities described in paragraphs (d), (f), (g), and (h) of this section and repeated in Appendix A.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Policies and procedures for policy group responsibilities are outlined in the HS/EHS Policies and Procedures document. They are reviewed with policy groups annually and updated as needed.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>HS/EHS Program Policies and Procedures</u>	<u>July - June</u>

#### **REFERENCE: Program Governance**

#### **REQUIREMENT: 1304.50(d)(1) Policy Council Responsibilities**

The Policy Council must work in partnership with key management staff and the governing body to develop, review, and approve or disapprove the following policies and procedures:

- (i) All funding applications and amendments to funding applications for Early Head Start and Head Start, including administrative services, prior to the submission of such applications to HHS

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### Head Start/Early Intervention Department

- (ii) Procedures describing how the governing body and the appropriate policy group will implement shared decision-making;
- (iii) Procedures for program planning
- (iv) The program's philosophy and long- and short-range program goals and objectives
- (v) The selection of delegate agencies and their service areas
- (vi) The composition of the Policy Council or the Policy Committee and the procedures by which policy group members are chosen;
- (vii) Criteria for defining recruitment, selection, and enrollment priorities
- (viii) The annual self-assessment of the grantee or delegate agency's progress in carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result from the review of the annual audit and findings from the Federal monitoring review
- (ix) Program personnel policies and subsequent changes to those policies, including standards of conduct for program staff, consultants, and volunteers;
- (x) Decisions to hire or terminate the Early Head Start or Head Start director of the grantee or delegate agency; and
- (xi) Decisions to hire or terminate any person who works primarily for the Early Head Start or Head Start program.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Funding applications and amendments are prepared by management staff and submitted to the Policy Council and School Board for review and approval prior to submission to the Office of Head Start.</u>	<ul style="list-style-type: none"> <li><u>HS/EHS Director</u></li> <li><u>HS/EHS Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Policy Council Minutes</u></li> <li><u>School Board Minutes</u></li> </ul>	<u>May</u>
<u>Policy Council Bylaws establish:</u> <ul style="list-style-type: none"> <li><u>How this body shares decision making responsibility with the School Board</u></li> <li><u>The composition of the council and how it chooses its members</u></li> </ul>	<u>Policy Council Chairperson</u>	<u>Policy Council Bylaws</u>	<u>October - September</u>
<u>The Policy Council chairperson appoints two members to work with program staff to annually review the criteria for recruitment, selection, and enrollment priorities. The members appointed submit to Policy Council the group's recommendations for review and approval prior to implementation.</u>	<u>Policy Council Chairperson</u>	<u>Policy Council Minutes</u>	<u>February - April</u>
<u>The annual Self-Assessment Plan is submitted to Policy Council for review and approval prior to implementation.</u>	<ul style="list-style-type: none"> <li><u>HS/EHS Director</u></li> <li><u>EHS Specialist</u></li> </ul>	<u>Policy Council minutes</u>	<u>November</u>
<u>The annual Self-Assessment process drives the program's short term and long term plans.</u>	<ul style="list-style-type: none"> <li><u>HS/EHS Director</u></li> </ul>	<u>Policy Council Minutes</u>	<u>April/May</u>

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Results of the Self-Assessment and Improvement Plan are submitted to Policy Council for review and approval prior to implementation.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Specialist</u></li> </ul>		
The School Board establishes personnel policies. Changes to personnel policies that are specific to the HS/EHS program are submitted for review and approval to Policy Council prior to implementation.	<ul style="list-style-type: none"> <li>• <u>School Board Chairperson</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>Policy Council Minutes</u>	<u>As Needed</u>
Hiring and termination of program staff, including management staff, are submitted to Policy Council for approval.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>Policy Council Minutes</u>	<u>As Needed</u>

#### **REFERENCE: Program Governance**

#### **REQUIREMENT: 1304.50 (d)(2) Policy Council Responsibilities**

In addition, the Policy Council must perform the following functions directly:

- (i) Serve as a link to the Parent Committees, grantee and delegate agency governing bodies, public and private organizations, and the communities they serve;
- (ii) Assist Parent Committees in communicating with parents enrolled in all program options to ensure that they understand their rights, responsibilities, and opportunities in Early Head Start and Head Start and to encourage their participation in the program;
- (iii) Assist Parent Committees in planning, coordinating, and organizing program activities for parents with the assistance of staff, and ensuring that funds set aside from program budgets are used to support parent activities;
- (iv) Assist in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs; and
- (v) Establish and maintain procedures for working with the grantee or delegate agency to resolve community complaints about the program.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Members of Policy Council are encouraged to participate in the Parent Committee at their respective school providing two-way communication between the Parent Committee and Policy Council. All Policy Council reports are made available and reviewed at Parent Committee meetings.</u>	<u>Policy Council Member</u>	<u>Parent Committee Minutes</u>	<u>September to May</u>

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<u>Policy Council members are encouraged to take an active role at their local school to support and promote planned parent activities.</u>	<u>Policy Council Member</u>	<u>Parent Committee Meeting Sign-In Sheets</u>	<u>September to May</u>
<u>Policy Council members assist with dissemination of information to the community about program services and in identifying community resources and potential volunteers.</u>	<u>Policy Council Member</u>	<u>Policy Council Minutes</u>	<u>September to May</u>
<u>The Policy Council appoints a Grievance Committee to assist the program and foster good community relations. The Grievance Committee hears grievances from the community or parents and presents their findings to the Governing Body.</u>	<ul style="list-style-type: none"> <li><u>Policy Council</u></li> <li><u>Grievance Committee</u></li> </ul>	<u>Grievance Committee Minutes</u>	<u>As needed</u>

#### **REFERENCE: Program Governance**

#### **REQUIREMENT: 1304.50 (e) The Parent Committee must carry out at least the following minimum responsibilities:**

- 1) Advise staff in developing and implementing local program policies, activities, and services;
- 2) Plan, conduct, and participate in informal as well as formal programs and activities for parents and staff; and
- 3) Within the guidelines established by the governing body, Policy Council, or Policy Committee, participate in the recruitment and screening of Early Head Start and Head Start employees.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Parent Committees are formed at each school site where there is a Head Start or Early Head Start classroom.</u>	<ul style="list-style-type: none"> <li><u>Teacher</u></li> <li><u>Parent Educator</u></li> </ul>	<u>Parent Committee Minutes</u>	<u>September</u>
<u>The Parent Committee participates in selecting and planning activities to be held for parents throughout the year.</u>	<ul style="list-style-type: none"> <li><u>Teacher</u></li> <li><u>Parent Educator</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Parent Interest Survey</u></li> <li><u>Parent Committee Minutes</u></li> <li><u>Proposed Parent Activity Plan</u></li> </ul>	<u>September</u>
<u>At the Parent Committee meeting, a staff member or a Policy Council representative, provides parents with program updates and</u>	<ul style="list-style-type: none"> <li><u>Teacher</u></li> <li><u>Parent Educator</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Flyer</u></li> <li><u>Sign-in sheet</u></li> </ul>	<u>At least once a quarter</u>

*Approved by Policy Council:*

*Approved by Governing Body:*

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<u>solicits input on services and activities. In addition, information on the selected topic is presented to the parents.</u>		<u>Minutes</u>	
<u>Parent Committee members that are part of the Policy Council Personnel Committee are invited to participate in the screening/interviewing of applicants for advertised positions.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>HS/EHS Support Staff</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Contact Log</u></li> <li>• <u>Interview Log</u></li> <li>• <u>List of Candidates</u></li> </ul>	<u>As needed</u>

**REFERENCE: Program Governance**

**REQUIREMENT: 1304.50(f) Policy Council and Parent Committee Reimbursement**

Grantee must enable low-income members to participate fully in their group responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the members.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The HS/EHS Program offers HS/EHS Parents reimbursement for transportation and childcare expenses incurred in fulfilling their responsibilities in program committees or Policy Council.</u>	<u>HS/EHS Administrators</u>	<u>Reimbursement Requests</u>	<u>September to August</u>

**REFERENCE: Program Governance**

**REQUIREMENT: 1304.50(g)(1) Governing Body Responsibilities**

- 1) Grantee must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.
- 2) Grantee must ensure that appropriate internal controls are established and implemented to safeguard Federal funds.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The School Board and Policy Council By-Laws govern the roles and responsibilities of the respective governing body.</u>	<ul style="list-style-type: none"> <li>• <u>School Board of Broward County</u></li> <li>• <u>Policy Council Chairperson</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>School Board Bylaws</u></li> <li>• <u>Policy Council Bylaws</u></li> </ul>	<u>Revised as needed</u>
<u>The School Board establishes the internal</u>	<u>School Board</u>	<u>Budget Office and</u>	<u>Ongoing</u>

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<u>controls to safeguard all funds.</u>	<u>of Broward County</u>	<u>Accounting/ Financial Reporting website</u>	
<u>Management staff adheres to the established fiscal policies and procedures.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Monthly fiscal reports</u></li> <li>• <u>Fiscal Service Area Monitoring Report</u></li> </ul>	<u>July - June</u>
<u>Governing Body receives annual training on their roles and responsibilities and functions necessary to implement a high-quality program.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>School Board Workshop or Acknowledgment of Training Form</u></li> </ul>	<u>Annual</u>

## **REFERENCE: Program Governance**

### **REQUIREMENT: 1304.50(h) Internal Dispute Resolution**

Each grantee and Policy Council jointly must establish written procedures for resolving internal disputes, including impasse procedures between the governing body and policy group.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>In the event of a conflict between Policy Council and the School Board, a meeting will be held with representatives of both bodies present. At that time, the implications for federal requirements and School Board Policy will be discussed and both groups will attempt to reconcile their differences.</u>	<ul style="list-style-type: none"> <li>• <u>School Board Chairperson</u></li> <li>• <u>Policy Council Chairperson</u></li> <li>• <u>HS/EHS Director</u></li> </ul>	<u>Minutes of Meeting</u>	<u>As needed</u>
<u>If the conflict is not resolved, another meeting will be held with a mediator present. The mediator will take into consideration the concerns and requirements of both groups. The mediator will assist the parties in reaching consensus-based resolutions of the conflict(s).</u>	<ul style="list-style-type: none"> <li>• <u>School Board Chairperson</u></li> <li>• <u>Policy Council Chairperson</u></li> <li>• <u>HS/EHS Director</u></li> </ul>	<u>Minutes of Meeting</u>	<u>As needed</u>

## **Management Systems**

## **REFERENCE: Management Systems and Procedures**

### **REQUIREMENT: 1304.51(a) Program Planning**

*Approved by Policy Council:*  
*Approved by Governing Body:*



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### Head Start/Early Intervention Department

- 1) The program must develop and implement a systematic, on-going process of program planning that includes consultation with the program's governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children. Program planning must include:
  - (i) An assessment of community strengths, needs and resources through completion of the Community Needs Assessment
  - (ii) The formulation of both multi-year (long-range) programs goals and short term program and financial objectives that address the findings of the Community Assessment, are consistent with the philosophy of Head Start and Early Head Start and reflect the findings of the program's annual self-assessment
  - (iii) The development of written plans for implementing services in each of the program areas.
- 2) All written plans for implementing services, and the progress in meeting them, must be reviewed by the staff and reviewed and approved by the Policy Council at least annually, and must be revised and updated as needed.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Program planning occurs in a continuous cycle, involving administration, support staff, parents, and community members. The planning process results in the program's Long Range (Strategic) Plan and Short Term Program and Financial Objectives (Service Plan). The Service Plan is updated annually to reflect current program design and initiatives.</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"> <li><u>Strategic Plan</u></li> <li><u>Service Plan</u></li> <li><u>HS/EHS Policies and Procedures</u></li> </ul>	<u>August to May</u>
<u>Planning begins with the Community Assessment through which the program collects data about community strengths, needs and resources. Data is used to make decisions about the types of services to be provided to children and families directly or through collaboration with other agencies.</u>	<ul style="list-style-type: none"> <li><u>HS/EHS Director</u></li> <li><u>Family Services Supervisor</u></li> </ul>	<u>Community Assessment Report</u>	<ul style="list-style-type: none"> <li><u>Every three years</u></li> <li><u>Updates annually</u></li> </ul>
<u>As part of the continuous cycle of program planning, the self-assessment process evaluates the program's systems and services by determining how well program practices meet the goals and objectives as well as Head Start performance standards. Information obtained through the self-assessment process is utilized to formulate improvement plans to implement the changes necessary and</u>	<ul style="list-style-type: none"> <li><u>HS/EHS Director</u></li> <li><u>Support Staff</u></li> </ul>	<u>Self-Assessment Tools, Report, Improvement Plan</u>	<u>February To March</u>

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<u>improve areas of weakness.</u>			
<u>Goal setting stems from the community assessment and self-assessment findings.</u> <ul style="list-style-type: none"> <li>• <u>Long-term goals and short term program and financial objectives are established to guide the program in accomplishing its agreed-upon priorities.</u></li> <li>• <u>Goals and objectives are reviewed annually to respond to changes in the community, to children and families' needs, as well as to Head Start's national initiatives.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Planning Committee</u></li> <li>• <u>Policy Council</u></li> <li>• <u>Governing Body</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Long-Range Goals (Strategic Plan)</u></li> <li>• <u>Short-Term Program and Financial Objectives (Service Plan)</u></li> <li>• <u>Continuation Grant Narrative</u></li> </ul>	<u>April to May</u>
<u>Service Plans are updated annually to guide the implementation of program objectives.</u>	<u>Key Management Staff</u>	<u>Service Plan</u>	<u>May</u>
<u>Written plans for implementation of services, and the progress in meeting them, are reviewed by staff and reviewed and approved by Policy Council and the Governing Body.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>Policy Council</u></li> <li>• <u>Governing Body</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Policy Council Minutes</u></li> <li>• <u>School Board Meeting Minutes</u></li> </ul>	<u>May</u>
<u>HS/EHS Continuation Grant is reviewed and approved by Policy Council and the Governing Body every year.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>Policy Council</u></li> <li>• <u>Governing Body</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Grant Application</u></li> <li>• <u>Policy Council Minutes</u></li> <li>• <u>School Board Meeting Minutes</u></li> </ul>	<u>June</u>

#### **REFERENCE: Management Systems and Procedures**

#### **REQUIREMENT: 1304.51(b) Communication: General**

Grantee and delegate agencies must establish and implement systems to ensure that timely and accurate information is provided to parents, policy groups, staff, and the general community.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>See 1304.51(c) for specifics on program communication with families.</u>	<u>HS/EHS Director</u>	<u>1304.51(c)</u>	<u>Ongoing</u>
<u>See 1304.51(d) for specifics on program communication with policy groups.</u>	<u>HS/EHS Director</u>	<u>1304.51(d)</u>	<u>Ongoing</u>

*Approved by Policy Council:*

*Approved by Governing Body:*

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See 1304.51(e) for specifics on program communication with staff.	HS/EHS Director	1304.51(e)	Ongoing
The community at large can access updated information about the HS/EHS Program on the Broward Schools' website.	<ul style="list-style-type: none"> <li>• HS/EHS Director</li> <li>• HS/EHS Specialist</li> </ul>	Website	Ongoing
Flyers, banners, news releases and mailings to community agencies and churches are used to inform the community about the location, dates, times and requirements to apply for the program.	<ul style="list-style-type: none"> <li>• HS/EHS Director</li> <li>• HS/EHS Specialist</li> <li>• Family Services Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Flyers</li> <li>• Banners</li> <li>• News Releases</li> <li>• Mailings</li> <li>• Social Media</li> </ul>	Ongoing
HS/EHS staff maintains personal communication with agencies and organizations that provide services to the program's target population.	Family Services Supervisor	<ul style="list-style-type: none"> <li>• Letters</li> </ul>	Ongoing
See Community Partnerships 1304.41(a)(1) and (2) for information on agencies and organizations with which the program maintains collaborative relationships.	Family Services Supervisor	Email communications	Ongoing

#### **REFERENCE: Management Systems and Procedures**

#### **REQUIREMENT: 1304.51(c) Communication: Families**

- (1) Grantee must ensure that effective two way comprehensive communications between staff and parents are carried out on a regular basis through the program year.
- (2) Communication with parents must be carried out in the parents' primary language or through an interpreter, to the extent feasible.

<b>Implementation</b>	<b>Responsibility</b>	<b>Documentation</b>	<b>Timeline</b>
Communication with parents starts at time of application and continues throughout the year.	HS/EHS Staff	Database	August to July
During the application process, at enrollment, and during parent orientation, parents are given information about the program's services and requirements, and asked to provide information about themselves and their child.	HS/EHS Staff	<ul style="list-style-type: none"> <li>• Enrollment Forms</li> <li>• Orientation Documents</li> </ul>	At time of enrollment
During the course of the program year, two-way comprehensive communication takes place at parent/teacher conferences, home visits, telephone contacts, Parent Committee	All HS/EHS Staff	<ul style="list-style-type: none"> <li>• Parent Conference Forms</li> <li>• Meeting</li> </ul>	August to July

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meetings, parent activities, and Policy Council meetings.		<u>Minutes</u> • <u>Family Service Records</u>	
Parents receive updates and program information through the use of phone messages, email, a monthly Family Fun Focus newsletter, school board website, and public service announcements.	• <u>Family Services Supervisor</u> • <u>HS/EHS Specialist</u> • <u>Curriculum Supervisor</u> • <u>HS/EHS Director</u>	• <u>Emails</u> • <u>Newsletters</u> • <u>Website</u> • <u>Announcements</u> • <u>Flyers</u>	
Interpreters area available to translate for parents who are limited or non-English speaking. Several program staff are bilingual in Spanish, Haitian Creole and Portuguese. Interpreters in other languages, including sign language, are secured as needed.	<u>HS Staff Requests Interpreter</u>	• <u>Interpreter Requests</u> • <u>Translation Requests</u> • <u>Translated Documents</u>	<u>August to July</u>

#### **REFERENCE: Management Systems and Procedures**

#### **REQUIREMENT: 1304.51(d) Communication: Governing Body and Policy Council**

Grantees must ensure that the following information is provided regularly to their governing body and to members of their policy group.

- (1) Procedures and timetables for program planning
- (2) Policies, guidelines and other communications from HHS
- (3) Program and financial reports
- (4) Program plans, policies, procedures, and Early Head Start and Head Start grant applications

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
The 5-Year Strategic Plan is submitted to Policy Council and the Governing Body for review and approval. Progress toward goals is included in the continuation grant narrative.	• <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u>	• <u>Policy Council Minutes</u> • <u>School Board Minutes</u> • <u>SBBC Signed Agenda Request Form</u>	<u>Every 5 years</u>
Annual Service Plan is submitted to the Policy Council and to the School Board for review and approval.	• <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u>	• <u>Policy Council Minutes</u> • <u>School Board</u>	<u>May</u>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

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Head Start/Early Intervention Department

		<u>Minutes</u> • <u>SBBC Signed Agenda Request Form</u>	
<u>The Policy Council and the School Board receive monthly reports on program operations, meals, enrollment and fiscal reports.</u>	• <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u>	• <u>Policy Council Minutes</u> • <u>Policy Council and Governing Body Emails</u>	<u>Monthly</u>
<u>The Policy Council and the School Board receive updated information related to policy changes, guidance, and memorandums issued by HHS.</u>	• <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u>	• <u>Policy Council Minutes</u> • <u>Emails to School Board</u>	<u>Monthly</u>
<u>The Head Start/Early Head Start Grant Application, budgets, and training/technical assistance plans are reviewed and approved by the Policy Council and the School Board prior to being submitted to the Office of Head Start.</u>	• <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u>	• <u>Policy Council Minutes</u> • <u>School Board Minutes</u> • <u>SBBC Signed Agenda Request Form</u>	<u>April</u>
<u>New or updated program policies and procedures are submitted to Policy Council and the Governing Body for review and approval.</u>	• <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u>	• <u>Policy Council Minutes</u> • <u>School Board Minutes</u>	<u>As needed</u>

**REFERENCE: Management Systems and Procedures**

**REQUIREMENT: 1304.51(e) Communication: Staff**

Grantee must have mechanisms for regular communication among all program staff to facilitate outcomes for children and families.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
Communication via email allows staff to	HS/EHS Staff	Email	August to

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*Approved by Governing Body:*

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communicate with each other throughout the county at any time. All district staff receive a laptop to facilitate ready access to electronic communication.		<u>Communications</u>	<u>July</u>
Social Workers, Teacher Specialists, Parent Educators, and Key Management Staff are either issued a cell phone or choose to use their own cell phone and submit for reimbursement following District procedures to allow other HS/EHS staff to contact them at any time during the work day with children, family, or classroom situations requiring immediate attention.	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> <li>• <u>Phone bills</u></li> <li>• <u>Cellular Agreements</u></li> </ul>	<u>August to July</u>
Key Management staff, Teacher Specialists, Social Workers, Psychologist, and Speech Pathologist are based out of the central office. On the office day, once a week, these staff members have the opportunity to consult and update each other on program related matters.	<ul style="list-style-type: none"> <li>• <u>Key Management Staff</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Social Workers</u></li> <li>• <u>Psychologist</u></li> <li>• <u>Speech Pathologist</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>Electronic Calendars</u>	<u>August to July</u>
Staff meetings are scheduled for all program support staff, Key Management Staff, Education and Family Support teams to plan and coordinate services for children and families.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> </ul>	<u>Meeting minutes</u>	<u>August to June</u>
Staff have access to electronic information based on their respective services to the children and families in accordance with the School Board's confidentiality policy.	<u>All HS/EHS staff</u>	<u>Database</u>	<u>August to July</u>

#### **REFERENCE: Management Systems and Procedures**

#### **REQUIREMENT: 1304.51(f) Communication: Delegate Agencies**

Grantees must have a procedure for ensuring that delegate agency governing bodies, Policy Committees, and all staff receive all regulations, policies, and other pertinent communications in a timely manner. – **NOT APPLICABLE**

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### **REFERENCE: Management Systems and Procedures**

### **REQUIREMENT: 1304.51(g) Record Keeping Systems**

Grantee must establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Information on children and families is maintained in the program's databases.</u>	<u>HS/EHS Staff</u>	<u>Database</u>	<u>Monthly</u>
<u>HS/EHS staff record all services provided on the individual child/family record. The file is subdivided by area of service where enrollment, education, health, family services, mental health, and disabilities are recorded separately.</u>	<u>HS/EHS Staff</u>	<u>Database</u>	<u>Monthly</u>
<u>Access to each record is restricted according to the role of the staff with the family in accordance with the School Board's confidentiality policies.</u>	<ul style="list-style-type: none"> <li><u>HS/EHS Director</u></li> <li><u>Systems Analyst</u></li> </ul>	<u>Database</u>	<u>Monthly</u>
<u>The Office Manager maintains Personnel Records according to the School Board policies and procedures.</u>	<u>Office Manager</u>	<u>Personnel Record Files</u>	<u>Ongoing</u>

### **REFERENCE: Management Systems and Procedures**

### **REQUIREMENT: 1304.51(h) Reporting Systems**

Grantee must establish and maintain efficient and effective reporting systems that:

- (1) generate periodic reports of program operations in order to control program quality, maintain program accountability, and advise governing bodies, policy groups, and staff of program progress;
- (2) generate official reports for Federal, State and local authorities, as required by applicable law.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The HS/EHS Director meets with all Key Management Staff on a monthly basis.</u>	<ul style="list-style-type: none"> <li><u>HS/EHS Director</u></li> <li><u>Key Management Staff</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Calendars</u></li> <li><u>Meeting Minutes</u></li> </ul>	<u>Monthly</u>
<u>Key Management Staff submit monitoring reports to the HS/EHS Director on a monthly basis.</u>	<ul style="list-style-type: none"> <li><u>Key Management Staff</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Monitoring Reports</u></li> </ul>	<u>Monthly</u>
<u>Key Management Staff submit service area</u>	<ul style="list-style-type: none"> <li><u>Key</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Service</u></li> </ul>	<u>Monthly</u>

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### Head Start/Early Intervention Department

<u>reports documenting activities and progress for Policy Council and the Governing Body.</u>	<u>Management Staff</u>	<u>Area Reports</u>	
<u>Service areas are monitored via the databases. If any areas are not in compliance, the HS/EHS Director ore designee emails or contacts staff requesting completion of information.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>Compliance Specialist</u></li> </ul>	<u>Emails to staff</u>	<u>Monthly</u>
<u>Official reports are submitted to the Regional Office, Office of Head Start, Policy Council, and/or School Board as required.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>Family Services Supervisor</u></li> <li>• <u>Fiscal Staff</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>GABI Monthly Reports</u></li> <li>• <u>Policy Council Reports</u></li> <li>• <u>Governing Body Reports</u></li> <li>• <u>Emails</u></li> </ul>	<u>Monthly</u>

#### **REFERENCE: Management Systems and Procedures**

#### **REQUIREMENT: 1304.51(i)(1) Program Self-Assessment**

At least once each program year, with consultation and participation of the policy groups, and as appropriate, other community members, grantee must conduct a self-assessment of their effectiveness and progress in meeting programs goals and objectives and in implementing Federal regulations.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>HS/EHS Director and Key Management Staff review self-assessment process, determine method of data collection, and develop timeline.</u>	<u>HS/EHS Director</u>	<u>Key Management Meeting Minutes</u>	<u>November</u>
<u>Identify parents to participate in self-assessment process and notify them of date and time of focus group meeting(s).</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>Family Services Supervisor</u></li> <li>• <u>Parent Educators</u></li> </ul>	<u>List of Participating Parents</u>	<u>December</u>
<u>Key Management Staff and is trained on self-assessment process, timeline, documentation to be reviewed and forms used to gather information.</u>	<u>Key Management Staff</u>	<u>Meeting Minutes</u>	<u>January</u>
<u>Self-assessment team conducts review of program's strategic plan, service plan, and</u>	<ul style="list-style-type: none"> <li>• <u>Key Management</u></li> </ul>	<u>HS/EHS Self-Assessment</u>	<u>February</u>

*Approved by Policy Council:*

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<u>school readiness goals.</u>	<u>Staff</u> <ul style="list-style-type: none"> <li>• <u>Self-Assessment Members</u></li> </ul>	<u>Report</u>	
<u>Self-assessment team participates in focus groups to review data related to and supporting the program plans, school readiness goals, community assessment, and service area data.</u>	<ul style="list-style-type: none"> <li>• <u>Key Management Staff</u></li> <li>• <u>Self-Assessment Members</u></li> </ul>	<u>Focus Group Minutes</u>	<u>February</u>
<u>Key Management Staff prepare a cumulative service area report and improvement plan indicating strengths and areas of concern identified by the self-assessment team and aligned to the Strategic Plan Goals and Objectives.</u>	<u>Key Management Staff</u>	<u>Self-Assessment and Improvement Plan</u>	<u>March</u>
<u>Submit report and recommendations to Policy Council for review and approval.</u>	<u>HS/EHS Director</u>	<u>Policy Council Agenda and Minutes</u>	<u>April</u>
<u>Submit report and recommendations to the Governing Body for review and approval.</u>	<u>HS/EHS Director</u>	<u>Signed ARF</u>	<u>May</u>
<u>Share results of the self-assessment and improvement plan with staff.</u>	<u>HS/EHS Director</u>	<u>HS/EHS Self-Assessment and Improvement Plan</u>	<u>June</u>

**REFERENCE: Management Systems and Procedures**

**REQUIREMENT: 1304.51(i)(2) Ongoing Monitoring Plan**

Grantee must establish and implement procedures for the ongoing monitoring of their own Early Head Start and Head Start operations to ensure that these operations effectively implement Federal regulations.

See Appendix for program's detailed Ongoing Monitoring Plan.

**REFERENCE: Management Systems and Procedures**

**REQUIREMENT: 1304.60 Deficiencies and Quality Improvement Plans**

(a) Early Head Start and Head Start grantee and delegate agencies must comply with the requirements of this part in accordance with the effective date set forth in 45 CFR 1304.2.

(b) If the responsible HHS official, as a result of information obtained from a review of an Early Head Start or a Head Start grantee, determines that the grantee has one or more deficiencies, as defined in Sec. 1304.3(a)(6) of this part, and therefore also is in violation of the minimum requirements as defined in Sec. 1304.3(a)(14) of this part, he or she will notify the grantee

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promptly, in writing, of the finding, identifying the deficiencies to be corrected and, with respect to each identified deficiency, will inform the grantee that it must correct the deficiency either immediately or pursuant to a Quality Improvement Plan.

(c) An Early Head Start or Head Start grantee with one or more deficiencies to be corrected under a Quality Improvement Plan must submit to the responsible HHS official a Quality Improvement Plan specifying, for each identified deficiency, the actions that the grantee will take to correct the deficiency and the timeframe within which it will be corrected. In no case can the timeframes proposed in the Quality Improvement Plan exceed one year from the date that the grantee received official notification of the deficiencies to be corrected.

(d) Within 30 days of the receipt of the Quality Improvement Plan, the responsible HHS official will notify the Early Head Start or Head Start grantee, in writing, of the Plan's approval or specify the reasons why the Plan is disapproved.

(e) If the Quality Improvement Plan is disapproved, the Early Head Start or Head Start grantee must submit a revised Quality Improvement Plan, making the changes necessary to address the reasons that the initial Plan was disapproved.

(f) If an Early Head Start or Head Start grantee fails to correct a deficiency, either immediately, or within the timeframe specified in the approved Quality Improvement Plan, the responsible HHS official will issue a letter of termination or denial of refunding. Head Start grantees may appeal terminations and denials of refunding under 45 CFR part 1303, while Early Head Start grantees may appeal terminations and denials of refunding only under 45 CFR part 74 or part 92.

A deficiency that is not timely corrected shall be a material failure of a grantee to comply with the terms and conditions of an award within the meaning of 45 CFR 74.61(a)(1), 45 CFR 74.62 and 45 CFR 92.43(a).

<b>Implementation</b>	<b>Responsibility</b>	<b>Documentation</b>	<b>Timeline</b>
<u>Grantee will work with the Regional Office to address any deficiencies and/or Quality Improvement Plans needed.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li><li>• <u>HS/EHS Specialist</u></li><li>• <u>Key Management Staff</u></li><li>• <u>Policy Council</u></li><li>• <u>School Board</u></li></ul>	<ul style="list-style-type: none"><li>• <u>Communications Log</u></li><li>• <u>Emails</u></li><li>• <u>Quality Improvement Plan</u></li><li>• <u>Documentation related to deficiency remediation</u></li></ul>	<u>As needed</u>

#### **REFERENCE: Management Systems and Procedures**

#### **REQUIREMENT: 1304.61 Noncompliance**

(a) If the responsible HHS official, as a result of information obtained from a review of an Early Head Start or Head Start grantee, determines that the grantee is not in compliance with Federal or State requirements (including, but not limited to, the Head Start Act or one or more of the regulations under parts 1301, 1304, 1305, 1306 or 1308 of this title) in ways that do not

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constitute a deficiency, he or she will notify the grantee promptly, in writing, of the finding, identifying the area or areas of noncompliance to be corrected and specifying the period in which they must corrected.

(b) Early Head Start or Head Start grantees which have received written notification of an area of noncompliance to be corrected must correct the area of noncompliance within the time period specified by the responsible HHS official. A grantee which is unable or unwilling to correct the specified areas of noncompliance within the prescribed time period will be judged to have a deficiency which must be corrected, either immediately or pursuant to a Quality Improvement Plan (see 45 CFR 1304.3(a)(6)(iii) and 45 CFR 1304.60).

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>Grantee will work with the Regional Office to address any non-compliances found within the specified timeframe.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li><li>• <u>HS/EHS Specialist</u></li><li>• <u>Key Management Staff</u></li><li>• <u>Policy Council</u></li><li>• <u>School Board</u></li></ul>	<ul style="list-style-type: none"><li>• <u>Communications Log</u></li><li>• <u>Emails</u></li><li>• <u>Documentation related to non-compliance remediation</u></li></ul>	<u>As needed</u>

**Human Resources Management****REFERENCE: Human Resources Management****REQUIREMENT: 1304.52(a) Organizational Structure**

(1) Grantee and delegate agencies must establish and maintain an organizational structure that supports the accomplishment of program objectives. This structure must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support.

(2) At a minimum, grantee and delegate agencies must ensure that the following program management functions are formally assigned to and adopted by staff within the program:

(i) Program management (the Early Head Start or Head Start director);

(ii) Management of early childhood development and health services, including child development and education; child medical, dental, and mental health; child nutrition; and, services for children with disabilities; and

(iii) Management of family and community partnerships, including parent activities.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>The program's organizational chart is designed to accomplish the goals and objectives of the program.</u>	<u>HS/EHS Director</u>	<u>Organizational Chart</u>	<u>August</u>
<u>Program management functions are assigned</u>	<u>HS/EHS</u>	<ul style="list-style-type: none"><li>• <u>Organizational</u></li></ul>	<u>August</u>

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to staff within the program. <ul style="list-style-type: none"><li>• <u>Child Development and Education – Curriculum Supervisor, Teacher Specialists</u></li><li>• <u>Child Medical, Dental, Nutrition – Clinical Nurse, Parent Educators</u></li><li>• <u>Child Mental Health – Family Services Supervisor, Social Workers, Psychologist</u></li><li>• <u>Services for Children with Disabilities – Family Services Supervisor, Psychologist/Disabilities Manager</u></li><li>• <u>Family/Community Partnerships – Curriculum Supervisor, Family Services Supervisor, Parent Educators</u></li></ul>	<u>Director</u>	<u>Chart</u> <ul style="list-style-type: none"><li>• <u>Monthly Tasks</u></li><li>• <u>Roles and Responsibilities of Staff</u></li></ul>	
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**REFERENCE: Human Resources Management**

**REQUIREMENT: 1304.52 (b-d) Staff Qualifications**

**(b) Staff qualifications--general.**

(1) Grantee and delegate agencies must ensure that staff and consultants have the knowledge, skills, and experience they need to perform their assigned functions responsibly.

(2) In addition, grantee and delegate agencies must ensure that only candidates with the qualifications specified in this part and in 45 CFR 1306.21 are hired.

(3) Current and former Early Head Start and Head Start parents must receive preference for employment vacancies for which they are qualified.

(4) Staff and program consultants must be familiar with the ethnic background and heritage of families in the program and must be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency.

**(c) Early Head Start or Head Start director qualifications. The Early Head Start or Head Start director must have demonstrated skills and abilities in a management capacity relevant to human services program management.**

**(d) Qualifications of content area experts. Grantee and delegate agencies must hire staff or consultants who meet the qualifications listed below to provide content area expertise and oversight on an ongoing or regularly scheduled basis. Agencies must determine the appropriate staffing pattern necessary to provide these functions.**

(1) Education and child development services must be supported by staff or consultants with training and experience in areas that include: The theories and principles of child growth and development, early childhood education, and family support. In addition, staff or consultants must meet the qualifications for classroom teachers, as specified in section 648A of the Head Start Act and any subsequent amendments regarding the qualifications of teachers.

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(2) Health services must be supported by staff or consultants with training and experience in public health, nursing, health education, maternal and child health, or health administration. In addition, when a health procedure must be performed only by a licensed/certified health professional, the agency must assure that the requirement is followed.

(3) Nutrition services must be supported by staff or consultants who are registered dietitians or nutritionists.

(4) Mental health services must be supported by staff or consultants who are licensed or certified mental health professionals with experience and expertise in serving young children and their families.

(5) Family and community partnership services must be supported by staff or consultants with training and experience in field(s) related to social, human, or family services.

(6) Parent involvement services must be supported by staff or consultants with training, experience, and skills in assisting the parents of young children in advocating and decision-making for their families.

(7) Disabilities services must be supported by staff or consultants with training and experience in securing and individualizing needed services for children with disabilities.

(8) Grantee and delegate agencies must secure the regularly scheduled or ongoing services of a qualified fiscal officer.

(e) Home visitor qualifications. Home visitors must have knowledge and experience in child development and early childhood education; the principles of child health, safety, and nutrition; adult learning principles; and family dynamics. They must be skilled in communicating with and motivating people. In addition, they must have knowledge of community resources and the skills to link families with appropriate agencies and services.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Job descriptions are available for all HS/EHS positions on the District's Compensation website.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li><li>• <u>Compensation &amp; HRIS Director</u></li></ul>	<u>Job Descriptions</u>	<u>Revised as needed</u>
<u>Vacancies for HS/EHS positions are posted on the District's website.</u>	<ul style="list-style-type: none"><li>• <u>Principals</u></li><li>• <u>Non-Instructional Staffing</u></li><li>• <u>Instructional Staff</u></li><li>• <u>HS/EHS Director</u></li></ul>	<u>Vacancy Listings</u>	<u>Ongoing</u>
<u>The HS/EHS program follows school board policies and procedures related to hiring practices for all staff.</u>	<ul style="list-style-type: none"><li>• <u>Principals</u></li><li>• <u>HS/EHS Director</u></li><li>• <u>HS/EHS Specialist</u></li></ul>	<u>School Board of Broward County Personnel Policies</u>	<u>Ongoing</u>

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<u>HS/EHS staff, and when possible a HS/EHS Policy Council member, are included as part of school-based interviews for teachers and teacher assistants to select candidates that possess the knowledge and skills pertaining to the position as well as hold the required certification/qualifications.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li><li>• <u>HS/EHS Specialist</u></li></ul>	<u>Sign-In Log</u>	<u>As needed</u>
<u>Policy Council approves all new staff at their monthly meeting.</u>	<ul style="list-style-type: none"><li>• <u>HS/EHS Director</u></li><li>• <u>Policy Council Chair</u></li></ul>	<u>Policy Council Minutes</u>	<u>Monthly</u>

**REFERENCE: Human Resources Management**

**REQUIREMENT: 1304.52 (f-h) Staff Qualifications: Infant/Toddler**

(f) Infant and toddler staff qualifications. Early Head Start and Head Start staff working as teachers with infants and toddlers must obtain a Child Development Associate (CDA) credential for Infant and Toddler Caregivers or an equivalent credential that addresses comparable competencies within one year of the effective date of the final rule or, thereafter, within one year of hire as a teacher of infants and toddlers. In addition, infants and toddler teachers must have the training and experience necessary to develop consistent, stable, and supportive relationships with very young children. The training must develop knowledge of infant and toddler development, safety issues in infant and toddler care (e.g., reducing the risk of Sudden Infant Death Syndrome), and methods for communicating effectively with infants and toddlers, their parents, and other staff members.

(g) Classroom staffing and home visitors.

(1) Grantee and delegate agencies must meet the requirements of 45 CFR 1306.20 regarding classroom staffing.

(2) When a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language.

(3) For center-based programs, the class size requirements specified in 45 CFR 1306.32 must be maintained through the provision of substitutes when regular classroom staff are absent.

(4) Grantee and delegate agencies must ensure that each teacher working exclusively with infants and toddlers has responsibility for no more than four infants and toddlers and that no more than eight infants and toddlers are placed in any one group. However, if State, Tribal or local regulations specify staff:child ratios and group sizes more stringent than this requirement, the State, Tribal or local regulations must apply.

(5) Staff must supervise the outdoor and indoor play areas in such a way that children's safety can be easily monitored and ensured.

(h) Family child care providers. – NOT APPLICABLE

(1) Head Start and Early Head Start grantee and delegate agencies must ensure that family child care providers have previous early child care experience and, at a minimum, enroll in a Child Development Associate (CDA) program or an Associates or Bachelor's

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degree program in child development or early childhood education within six months of beginning service provision. In addition, such grantee and delegate agencies must ensure that family child care providers acquire the CDA credential or Associate's or Bachelor's degree within two years of February 7, 2008 or, thereafter, within two years of beginning service provision.

2) Family child care providers who enroll Head Start children must have the knowledge and skill necessary to develop consistent, stable, and supportive relationships with young children and their families, and sufficient knowledge to implement the Head Start Performance Standards and other applicable regulations.

(3) Grantee and delegate agencies offering the family child care option must ensure that closures of the family child care setting for reasons of emergency are minimized and that providers work with parents to establish alternate plans when emergencies do occur. Grantees and delegates must also ensure that the family child care home advises parents of planned closures due to vacation, routine maintenance, or other reason well in advance.

(4) Substitute staff and assistant providers used in family child care must have necessary training and experience to ensure the continuous provision of quality services to children.

(5) At the time of hire, the child development specialist must have, at a minimum, an Associate degree in child development or early childhood education.

(6) Child development specialists must have knowledge and experience in areas that include the theories and principles of child growth and development, early childhood education (birth to age five), and family support. Child development specialists must have previous early childhood experience, familiarity with the Child Development Associate (CDA) competency standards and knowledge and understanding of the Head Start Program Performance Standards and other applicable regulations.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>EHS Teacher Assistants hold a minimum of a Child Development Association (CDA) credential with an Infant/Toddler endorsement or an Associates degree or higher in Early Childhood Education.</u>	<ul style="list-style-type: none"> <li><u>Principals</u></li> <li><u>Non-Instructional Staffing</u></li> <li><u>HS/EHS Director</u></li> <li><u>HS/EHS Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Copy of CDA</u></li> <li><u>SAP Report indicating degree</u></li> <li><u>Copy of Transcripts</u></li> </ul>	<u>July - June</u>
<u>A 1:4 teacher to student ratio is maintained at all times in the infant/toddler classrooms.</u>	<ul style="list-style-type: none"> <li><u>Principals</u></li> <li><u>HS/EHS Specialist</u></li> <li><u>EHS Teacher Specialist</u></li> </ul>	<u>Classroom observations</u>	<u>July - June</u>
<u>A substitute teacher is secured when EHS staff are absent.</u>	<u>Principals</u>	<u>Substitute paperwork</u>	<u>July - June</u>

# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

## Academics

### Head Start/Early Intervention Department

<u>Either the EHS Teacher Assistant or the Parent Educator speaks the home language of the family.</u>	<u>HS/EHS Specialist</u>	<u>Assignment of staff</u>	<u>July - June</u>
<u>Supervision is provided for both indoor and outdoor activities.</u>	<ul style="list-style-type: none"> <li>• <u>Principals</u></li> <li>• <u>EHS Teacher Assistants</u></li> </ul>	<u>EHS Teacher Assistant Schedule</u>	<u>July - June</u>

#### **REFERENCE: Human Resources Management**

#### **REQUIREMENT: 1304.52(i) Standards of Conduct**

(1) Grantee and delegate agencies must ensure that all staff, consultants, and volunteers abide by the program's standards of conduct. These standards must specify that:

(i) 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;

(ii) They will follow program confidentiality policies concerning information about children, families, and other staff members;

(iii) No child will be left alone or unsupervised while under their care; and

(iv) They 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.

(2) Grantee and delegate agencies must ensure that all employees engaged in the award and administration of contracts or other financial awards sign statements that they will not solicit or accept personal gratuities, favors, or anything of significant monetary value from contractors or potential contractors.

(3) Personnel policies and procedures must include provision for appropriate penalties for violating the standards of conduct.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>HS/EHS Staff comply with Equal Educational Opportunity (EEO) policies and laws and participate in EEO training on an annual basis.</u>	<ul style="list-style-type: none"> <li>• <u>EEO Liaison</u></li> </ul>	<u>Signed EEO Acknowledgement</u>	<u>Annually</u>
<u>HS/EHS Staff comply with Policy 5100.1 and ensure all information related to students and families is kept confidential at all times.</u>	<ul style="list-style-type: none"> <li>• <u>All Staff</u></li> </ul>	<u>Policy 5100.1</u>	<u>July - June</u>
<u>All HS/EHS children are provided adequate supervision at all times.</u>	<ul style="list-style-type: none"> <li>• <u>Principals</u></li> <li>• <u>HS Teachers</u></li> <li>• <u>HS Teacher Assistants</u></li> <li>• <u>EHS Teacher Assistants</u></li> </ul>	<u>Classroom Visits</u>	<u>July - June</u>



# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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### Head Start/Early Intervention Department

<u>A positive behavioral support system is implemented in all classrooms. Teachers and Assistants only use positive methods of child guidance with children.</u>	<ul style="list-style-type: none"> <li>• <u>Principals</u></li> <li>• <u>HS Teachers</u></li> <li>• <u>HS Teacher Assistants</u></li> <li>• <u>EHS Teacher Assistants</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Psychologist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Classroom Management Plan</u></li> <li>• <u>Individualized Positive Behavior Support Plans</u></li> </ul>	<u>July - June</u>
<u>All School Board Employees must comply with Policy 5202: Gifts Solicitation and Receipt. No school district employee shall solicit or accept anything of value, including a gift, loan, money, credit, entertainment, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the school district employee would be influenced thereby.</u>	<ul style="list-style-type: none"> <li>• <u>All HS/EHS Staff</u></li> </ul>	<u>Policy 5202</u>	<u>July - June</u>
<u>All Administrators comply with Policy 4009.11: Code of Conduct for Administrators.</u>	<ul style="list-style-type: none"> <li>• <u>Administrators</u></li> </ul>	<u>Policy 4009.11</u>	<u>July - June</u>
<u>All staff are expected to follow the Code of Ethics 6A-10.080 and Principles 6A-10.081 of Professional Conduct for the Education Profession in Florida. As per 6A-10.081(2), violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.</u>	<ul style="list-style-type: none"> <li>• <u>All Staff</u></li> </ul>	<u>Florida Code of Ethics for the Education Profession</u>	<u>July - June</u>
<u>All teachers, upon initial employment, complete the District's Child Abuse and Neglect training.</u>	<ul style="list-style-type: none"> <li>• <u>HS Teachers</u></li> <li>• <u>Student Services Department: Child Abuse and Neglect Services</u></li> </ul>	<u>Certificate of Completion</u>	<u>Ongoing</u>
<u>Teachers, teacher assistants, principals, and district program staff participate in annual training on the program's expectations regarding Standards of Conduct and the use of positive child guidance. All new employees and</u>	<ul style="list-style-type: none"> <li>• <u>Family Services Supervisor</u></li> <li>• <u>HS/EHS Director</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Sign-In sheets</u></li> <li>• <u>Electronic Login Records</u></li> <li>• <u>Certificates</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>August</u></li> <li>• <u>Upon new employee placement</u></li> </ul>

# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

## Academics

### Head Start/Early Intervention Department

<u>volunteers will receive the training upon being hired or placed within the program.</u>		<u>of Completion</u>	
<u>Teachers and teacher assistants will be provided ongoing support by Teacher Specialists who document all support related to positive guidance in their onsite contact reports/coaching plans in the database.</u>	<ul style="list-style-type: none"> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>Family Services Supervisor</u></li> <li>• <u>Teacher Specialists</u></li> <li>• <u>Compliance Specialist</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Coaching Plans</u></li> <li>• <u>Site Visit Reports</u></li> </ul>	<u>July - June</u>
<u>Stakeholder responsibilities for teachers, administrators, school-based support staff, and district staff with regard to ensuring a positive school culture promoting equal educational opportunity and establishing the framework for a safe learning environment are outlined in School Board Policy 5.8: Student Code of Conduct.</u>	<ul style="list-style-type: none"> <li>• <u>All Staff</u></li> </ul>	<u>Policy 5.8</u>	<u>July - June</u>
<u>All SBBC employees comply with School Board Policy 5.3: Mandatory Reporting of Child Abuse, Abandonment, or Neglect.</u>	<ul style="list-style-type: none"> <li>• <u>All Staff</u></li> </ul>	<u>Policy 5.3</u>	<u>July - June</u>
<u>All SBBC employees comply with School Board Policy 5.9: Anti-Bullying Policy.</u>	<ul style="list-style-type: none"> <li>• <u>All Staff</u></li> </ul>	<u>Policy 5.9</u>	
<u>Principals will report any incident involving suspected abuse, corporal punishment, or humiliation by HS/EHS staff to the Director of Head Start/Early Intervention immediately, accompanied by a reporting form within 24 hours.</u>	<ul style="list-style-type: none"> <li>• <u>Principals</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Child Abuse Log</u></li> <li>• <u>Reporting Form</u></li> </ul>	<u>July - June</u>
<u>The HS/EHS Director will report all suspected or alleged child abuse and/or neglect to the assigned Program Specialist in the HS Regional Office within three calendar days.</u>	<ul style="list-style-type: none"> <li>• <u>Family Services Supervisor</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>Compliance Specialist</u></li> </ul>	<u>Region IV Child Abuse Reports</u>	<u>July - June</u>
<u>The District's Police Department handles matters reported/related to Professional Standards.</u>	<ul style="list-style-type: none"> <li>• <u>District School Police</u></li> </ul>	<u>BCPS Special Investigative Unit Reports</u>	<u>As needed</u>
<u>The Broward County Public Schools Chief of Police will inform/provide the Director of Head Start/Early Intervention about ongoing updates regarding all abuse</u>	<ul style="list-style-type: none"> <li>• <u>Chief of Police</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Email</u></li> <li>• <u>Investigative Reports</u></li> </ul>	<u>July - June</u>

# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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Head Start/Early Intervention Department

<u>investigations involving HS/EHS staff. This includes notification of any final determination made in such incidents.</u>			
<u>Employee Discipline Guidelines are followed in circumstances requiring progressive discipline.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>Principals</u></li> <li>• <u>School Board</u></li> </ul>	<u>Policy 4.9</u>	<u>July - June</u>
<u>Training and support related to recognizing and preventing child abuse and the related performance standard will be monitored to ensure compliance at all times.</u>	<ul style="list-style-type: none"> <li>• <u>Family Services Supervisor</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>Compliance Specialist</u></li> </ul>	<u>Compliance Reports</u>	<u>July - June</u>
<u>The Director of Head Start/Early Intervention will disseminate an annual memo reminding principals, teachers, assistants, and all HS/EHS staff of the standards of conduct, child abuse requirements, reporting procedures, forms, and timelines.</u>	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> </ul>	<u>Child Abuse Memo</u>	<u>July - June</u>
<u>All school and district staff will follow School Board of Broward County, FL Standards of Conduct. Appropriate course of action will be taken for violations based on School Board Policies.</u>	<ul style="list-style-type: none"> <li>• <u>Principals</u></li> <li>• <u>Teachers</u></li> <li>• <u>Teacher Assistants</u></li> <li>• <u>Bus Drivers</u></li> <li>• <u>HS/EHS Director</u></li> <li>• <u>All HS/EHS Staff</u></li> <li>• <u>All HS/EHS Admin</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>School Board Policies</u></li> </ul>	<u>July - June</u>

**REFERENCE: Human Resources Management**

**REQUIREMENT: 1304.52(j) Staff Performance Appraisals**

Grantee and delegate agencies must, at a minimum, perform annual performance reviews of each Early Head Start and Head Start staff member and use the results of these reviews to identify staff training and professional development needs, modify staff performance agreements, as necessary, and assist each staff member in improving his or her skills and professional competencies.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>All staff receive an annual evaluation</u>	<ul style="list-style-type: none"> <li>• <u>Principals</u></li> </ul>	<u>Evaluations</u>	<u>May -</u>

*Approved by Policy Council:  
Approved by Governing Body:*

# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

## Academics

### Head Start/Early Intervention Department

applicable to their job. Areas of growth and opportunity are identified.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>		<u>February</u>
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#### **REFERENCE: Human Resources Management**

#### **REQUIREMENT: 1304.52(k) Staff and Volunteer Health**

(1) Grantee and delegate agencies must assure that each staff member has an initial health examination (that includes screening for tuberculosis) and a periodic re-examination (as recommended by their health care provider or as mandated by State, Tribal, or local laws) so as to assure that they do not, because of communicable diseases, pose a significant risk to the health or safety of others in the Early Head start or Head Start program that cannot be eliminated or reduced by reasonable accommodation. This requirement must be implemented consistent with the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

(2) Regular volunteers must be screened for tuberculosis in accordance with State, Tribal or local laws. In the absence of State, Tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings (see 45 CFR 1304.3(20) for a definition of volunteer).

(3) Grantee and delegate agencies must make mental health and wellness information available to staff with concerns that may affect their job performance.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>All HS/EHS staff is required to have a Physician's Statement Of Good Health signed by their health care provider indicating that they are free of all communicable diseases and were screened for tuberculosis.</u>	<u>HS/EHS Nurse</u>	<u>Physician's Statement Of Good Health For Personnel</u>	<u>August - June</u>
<u>As per The Florida Department Of Health (FLDOH), doctors follow the recommended Tuberculosis questionnaire for symptom screening.</u>	<u>HS/EHS Nurse</u>	<u>Physician's Statement Of Good Health For Personnel</u>	<u>August - June</u>
<u>Certificates of Good Health for HS/EHS staff are certified and dated.</u>	<u>HS/EHS Nurse</u>	<u>HS/EHS Database</u>	<u>August - June</u>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

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Head Start/Early Intervention Department

<u>As the Statement of Good Health is a requirement for HS/EHS School Board employees only, the medical co-payment must be reimbursed as per bargaining unit requirement.</u>	<u>HS/EHS Bookkeepers</u>	<u>Receipts from health care providers</u>	<u>August - June</u>
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**REFERENCE: Human Resources Management**

**REQUIREMENT: 1304.52(l) Training and Development**

(1) Grantee and delegate agencies must provide an orientation to all new staff, consultants, and volunteers that includes, at a minimum, the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program.

(2) Grantee and delegate agencies must establish and implement a structured approach to staff training and development, attaching academic credit whenever possible. This system should be designed to help build relationships among staff and to assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities, in accordance with the requirements of 45 CFR 1306.23.

(3) At a minimum, this system must include ongoing opportunities for staff to acquire the knowledge and skills necessary to implement the content of the Head Start Program Performance Standards. This program must also include:

(i) Methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers; and

(ii) Methods for planning for successful child and family transitions to and from the Early Head Start or Head Start program.

(4) Grantee and delegate agencies must provide training or orientation to Early Head Start and Head Start governing body members. Agencies must also provide orientation and ongoing training to Early Head Start and Head Start Policy Council and Policy Committee members to enable them to carry out their program governance responsibilities effectively.

(5) In addition, grantee and delegate agencies offering the family child care program option must make available to family child care providers training on: - NOT APPLICABLE

(i) Infant, toddler, and preschool age child development;

(ii) Implementation of curriculum (see Sec. 1304.3(a)(5) for the definition of curriculum);

(iii) Skill development for working with children with disabilities;

(iv) Effective communication with infants, toddlers, and preschoolers and with their families;

(v) Safety, sanitation, hygiene, health practices and certification in, at minimum, infant and child cardiopulmonary resuscitation (CPR);

(vi) Identifying and reporting suspected child abuse or neglect;

(vii) United States Department of Agriculture's Child and Adult Care Food Program; and

(viii) Other areas necessary to increase the knowledge and skills of the family child care providers.

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### Head Start/Early Intervention Department

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
The HS/EHS Philosophy and Overview is provided online to all staff. A certificate of completion is generated once the overview has been conducted.	HS/EHS Director	<ul style="list-style-type: none"> <li>• <u>Completion Certificates</u></li> <li>• <u>Attendance Reports</u></li> </ul>	Upon hiring
A Professional Development Master Plan guides the training and development of staff. In-service points are awarded to staff who fully comply with all parts of the specified training, which can be used toward recertification. Certificates are given to non-instructional staff so that they can use the training hours to renew their Child Development Associate.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>Curriculum Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Professional Development Plan</u></li> <li>• <u>Professional Development Reports</u></li> <li>• <u>Sign-In Sheets</u></li> </ul>	August - May
The HS/EHS Training and Technical Assistance Plan is updated annually to reflect the needs of staff.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>HS/EHS Key Management Staff</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Training and Technical Assistance Plan</u></li> </ul>	April
All newly hired staff are required to take the Child Abuse training. All staff participate in a Child Abuse refresher annually.	Family Services Supervisor	<ul style="list-style-type: none"> <li>• <u>Sign-in Sheets</u></li> <li>• <u>Completion Certificates</u></li> <li>• <u>Attendance Reports</u></li> </ul>	Annually
Support for transitions is provided through home visits, Kindergarten Round-Up events, and parent activities. A Transitions Overview provides staff with the knowledge and resources for successful transitions within the program as well as into other programs or environments. A Transition Master Plan outlines the goals and activities for the HS/EHS Program.	<ul style="list-style-type: none"> <li>• <u>HS/EHS Director</u></li> <li>• <u>HS/EHS Specialist</u></li> <li>• <u>Curriculum Supervisor</u></li> <li>• <u>Family Services Supervisor</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Transition Master Plan</u></li> <li>• <u>Transition Overview</u></li> <li>• <u>Transition Parent Activity Sign In Sheets</u></li> </ul>	September - June
HS/EHS Program training is provided to the Governing Body and the Policy Council on an annual basis or upon appointment to the council or school board.	HS/EHS Director	<ul style="list-style-type: none"> <li>• <u>Policy Council Minutes</u></li> <li>• <u>School Board Workshop</u></li> <li>• <u>Signed Acknowledge</u></li> </ul>	August - October

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

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Head Start/Early Intervention Department

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**Facilities****REFERENCE: Facilities, Materials and Equipment****REQUIREMENT: 1304.53 (a) Head Start Physical Environment and Facilities**

- 1) The program must provide a physical environment and facilities conducive to learning and reflective of the different states of development of each child.
- 2) The program must provide appropriate space for the conduct of all program activities
- 3) The center space provided by the program must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions
- 4) The indoor and outdoor space in Early Head Start or Head Start centers in use by mobile infants and toddlers must be separated from general walkways and from areas in use by preschoolers.

<b><u>Implementation</u></b>	<b><u>Responsibility</u></b>	<b><u>Documentation</u></b>	<b><u>Timeline</u></b>
<u>At each site the program provides developmentally appropriate indoor and outdoor environments that are safe, clean, attractive and spacious and appropriate for the conduct of all program activities.</u>	<u>School Administration</u>	<u>School records</u>	<u>Daily</u>
<u>The indoor environment includes identifiable areas for different activities and materials such as blocks, art, books, science and dramatic play.</u>	<ul style="list-style-type: none"><li>• <u>HS Teachers</u></li><li>• <u>Teacher Specialist</u></li></ul>	<u>Environmental Checklist</u>	<u>Daily</u>
<u>Space for preschool children and older toddlers is arranged to facilitate a variety of large group, small groups, and individual program activities.</u>	<ul style="list-style-type: none"><li>• <u>HS Teachers</u></li><li>• <u>EHS Teacher Assistants</u></li><li>• <u>Teacher Specialist</u></li></ul>	<u>Environmental Checklist</u>	<u>Daily</u>
<u>Low, open shelves to allow children to see and to select their own materials.</u>	<ul style="list-style-type: none"><li>• <u>HS Teachers</u></li><li>• <u>Teacher Specialist</u></li></ul>	<u>Environmental Checklist</u>	<u>Daily</u>
<u>Areas for infants and toddlers include an open area on the floor for their safe movement.</u>	<ul style="list-style-type: none"><li>• <u>EHS Teacher Assistants</u></li><li>• <u>Teacher Specialist</u></li></ul>	<u>Environmental Checklist</u>	<u>Daily</u>
<u>Resting and napping facilities provide a crib, bed, or mat for each child.</u>	<ul style="list-style-type: none"><li>• <u>EHS Teacher Assistants</u></li><li>• <u>Teacher Specialist</u></li></ul>	<u>Environmental Checklist</u>	<u>Daily</u>