

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Outdoor space is designed to support the developmental progress of all children and to prevent injuries.	<ul style="list-style-type: none"> • <u>HS Teachers</u> • <u>EHS Teacher Assistants</u> • <u>Teacher Specialist</u> 	<u>Health and Safety Checklist</u>	<u>Daily</u>
All equipment and toys utilized are safe and age-appropriate.	<ul style="list-style-type: none"> • <u>HS Teachers</u> • <u>Teacher Specialist</u> 	<u>Health and Safety Checklist</u>	<u>Daily</u>
Food preparation areas are separated from areas used for other activities.	<u>School Administration</u>	<u>Health and Safety Checklist</u>	<u>Daily</u>
Designated space is available for the care of children who become ill during the day and cannot be sent home.	<u>School Administration</u>	<u>Health and Safety Checklist</u>	<u>Daily</u>

REFERENCE: Facilities, Materials, and Equipment

REQUIREMENT: 1304.53(a) Head Start Physical Environment and Facilities

- (5) Centers must have at least 35 square feet of usable indoor space per child available for the care and use of children (exclusive of bathroom, halls, kitchens, staff rooms and storage places and at least 75 square feet of usable outdoor play space per child.
- (6) Facilities owned or operated by Early Head Start and Head Start grantee must meet the licensing requirements
- (7) The program must provide for the maintenance, repair, safety and security of all Early Head Start and Head Start facilities, materials and equipment.
- (8) The program must provide a center-based environment free of toxins, air pollutants as well as soil and water contaminants. Agencies must not return to the affected area until it is safe to do so.
- (9) Outdoor play areas at center-based programs must be arranged so as to prevent any child from leaving the premises and getting to unsafe and unsupervised areas. En route to play areas children must not be exposed to vehicular traffic without supervision.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Classroom spaces have at least 35 square foot of usable space per child.</u>	<u>HS/EHS Director</u>	<u>Health and Safety Checklist</u>	<u>Established annually</u>
<u>Outdoor play space has at least 75 square feet per child.</u>	<u>School Administration</u>	<u>School Records</u>	<u>Established Annually</u>
<u>Early Head Start and Head Start sites adhere to licensing requirements of public schools and are licensed as part of the School Board of Broward County.</u>	<u>HS Teachers</u>	<ul style="list-style-type: none"> • <u>Daily Safety Checklist</u> • <u>Work Order</u> 	<u>Daily</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>A Health and Safety Checklist is utilized daily to ensure that facilities, materials and equipment are safe for children's use. A work order is generated and submitted to the School Administrator requesting maintenance or repair of facilities or equipment not in good repair.</u>	<u>HS Teachers</u>	<ul style="list-style-type: none"> <u>Daily Safety Checklist</u> <u>Work Order</u> 	<u>Daily</u>
<u>The safety, maintenance, and repair of facilities, materials, and equipment is done in accordance with the state requirements for educational facilities.</u>	<ul style="list-style-type: none"> <u>School Administration</u> <u>HS/EHS Director</u> <u>HS/EHS Specialist</u> 	<u>School Records</u>	<u>As needed</u>
<u>Custodial staff at each site prepare a monthly checklist to ensure adherence to the standards.</u>	<u>School Custodial Staff</u>	<u>Custodial Safety Checklist</u>	<u>Monthly</u>
<u>Head Start staff utilize a daily health and safety checklist as well as a quarterly health and safety checklist to ensure adherence to Head Start performance standards.</u>	<ul style="list-style-type: none"> <u>Health Parent Educators</u> <u>HS/EHS Teachers and Assistants</u> 	<u>Health and Safety Checklists</u>	<u>Quarterly per school year and daily</u>

REFERENCE: Facilities, Materials, and Equipment

REQUIREMENT: 1304.53 (a) Head Start Physical Environment and Facilities

(10) Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children. At a minimum, agencies must ensure that:

- (i) There is a safe and effective heating and cooling system that is insulated to protect children and staff from potential burns;
- (ii) No highly flammable furnishings, decorations, or materials that emit highly toxic fumes when burned are used;
- (iii) Flammable and other dangerous materials and potential poisons are stored in locked cabinets or storage facilities separate from stored medications and food and are accessible only to authorized persons. All medications, including those required for staff and volunteers, are labeled, stored under lock and key, refrigerated if necessary, and kept out of the reach of children;
- (iv) Rooms are well lit and provide emergency lighting in the case of power failure;
- (v) Approved, working fire extinguishers are readily available;
- (vi) An appropriate number of smoke detectors are installed and tested regularly;
- (vii) Exits are clearly visible and evacuation routes are clearly marked and posted so that the path to safety outside is unmistakable

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

- (viii) Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions;
- (ix) Paint coatings on both interior and exterior premises used for the care of children do not contain hazardous quantities of lead;
- (x) The selection, layout, and maintenance of playground equipment and surfaces minimize the possibility of injury to children;
- (xi) Electrical outlets accessible to children prevent shock through the use of child-resistant covers, the installation of child-protection outlets, or the use of safety plugs;
- (xii) Windows and glass doors are constructed, adapted, or adjusted to prevent injury to children;
- (xiii) Only sources of water approved by the local or State health authority are used;
- (xiv) Toilets and hand-washing facilities are adequate, clean, in good repair, and easily reached by children. Toileting and diapering areas must be separated from areas used for cooking, eating, or children's activities;
- (xv) Toilet training equipment is provided for children being toilet trained;
- (xvi) All sewage and liquid waste is disposed of through a locally approved sewer system, and garbage and trash are stored in a safe and sanitary manner; and
- (xvii) Adequate provisions are made for children with disabilities to ensure their safety, comfort, and participation.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>All Head Start facilities are inspected three times per school year to ensure that each facility is equipped with the following:</u> <ul style="list-style-type: none"> • <u>Safe heating and cooling</u> • <u>Emergency lighting</u> • <u>Approved working fire extinguishers</u> • <u>Smoke detectors</u> • <u>Adequate toileting and hand-washing facilities</u> • <u>Separate toileting and diapering areas</u> • <u>Garbage stored and disposed of in a safe sanitary manner</u> • <u>Clearly visible exit signs</u> • <u>Safe windows and glass doors</u> 	<ul style="list-style-type: none"> • <u>Health Parent Educators</u> • <u>Self Assessment Team</u> • <u>School Custodial Staff</u> 	<u>Health and Safety Checklist</u>	<u>Three times per school year</u>
<u>All Head Start facilities are checked daily for the following:</u> <ul style="list-style-type: none"> • <u>Covered electrical plugs</u> • <u>Dangerous materials/poison stored out of reach</u> • <u>Areas free of hazardous</u> 	<ul style="list-style-type: none"> • <u>HS/EHS Teacher and Assistants</u> • <u>HS Staff</u> 	<u>Daily Safety Checklist</u> <u>Monthly Safety Checklist</u>	<u>Daily</u> <u>Monthly</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>conditions</u> <ul style="list-style-type: none"> • <u>Clearly marked exit signs</u> • <u>Play area are safe and free of undesirable and hazardous materials and conditions.</u> 			
<u>Daily Health and Safety Checklists are collected by secretaries, who report any items marked out-of-compliance to the HS/EHS Nurse, who follows up with each site</u>	<ul style="list-style-type: none"> • <u>HS Clerical Staff</u> • <u>HS/EHS Nurse</u> 	<u>Daily Safety Checklist</u>	<u>Monthly</u>

REFERENCE: Facilities, Materials, and Equipment

REQUIREMENT: 1304.53 (b) Head Start Equipment, Toys, Materials and Furniture

- 1) The program must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults. Equipment, toys, materials, and furniture owned by the grantee must be:
 - (i) Supportive of the specific educational objectives of the program
 - (ii) Supportive of the cultural and ethnic backgrounds of the children
 - (iii) Age-appropriate, safe and supportive of the abilities and developmental level of each child served, with adaptations if necessary, for children with disabilities
 - (iv) Accessible, attractive, and inviting to children
 - (v) Designed to provide a variety of learning experiences and to encourage each child to experiment and explored
 - (vi) Safe, durable, and kept in good conditions
 - (vii) Stored in a safe and orderly fashion when not in use.
- 2) Infant and toddler toys must be made of non-toxic materials and must be sanitized regularly.
- 3) To reduce the risk of Sudden Infant Death Syndrome, all sleeping arrangements for infants must use firm mattresses and avoid soft bedding materials such as comforters, pillows, fluffy blankets or stuffed toys.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>(1) Every classroom is equipped with all the equipment, toys, furniture and materials specified on the Basic Equipment list.</u>	<ul style="list-style-type: none"> • <u>HS Teacher</u> • <u>HS/EHS Teacher Specialist</u> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> 	<u>Basic Equipment List</u>	<u>Classroom set-up</u>
<u>Funds are allocated yearly for each teacher to restock the classroom with needed supplies and materials.</u>	<ul style="list-style-type: none"> • <u>HS /EHS Budget Analyst</u> • <u>HS/EHS</u> 	<u>Orders</u>	<u>Annually</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Teacher Specialists document furniture or equipment that needs to be replaced and place the respective order in consultation with the Curriculum Supervisor to ensure the appropriateness of materials ordered.	<u>Director</u> <ul style="list-style-type: none"> • <u>HS/EHS Bookkeepers</u> • <u>HS/EHS Teacher Specialists</u> • <u>Curriculum Supervisor</u> • <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> • <u>Environmental Checklist</u> • <u>Teacher Contact Events</u> 	<u>Annually</u>
(2) Toys for infants and toddlers are made of non-toxic materials and are sanitized daily.	<u>EHS Teacher Assistants</u>	<u>Health and Safety Checklist</u>	<u>Daily</u>
(3) Firm mattresses are used for the infants and no soft bedding materials are in the cribs.	<u>EHS Teacher Assistants</u>	<u>Health and Safety Checklist</u>	<u>Daily</u>

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)
REQUIREMENT: 1305.3 Determining Community Strengths and Needs

(a) Each Early Head Start grantee and Head Start grantee must identify its proposed service area in its Head Start grant application and define it by county or sub-county area, such as a municipality, town or census tract or a federally-recognized Indian reservation. With regard to Indian Tribes, the service area may include areas designated as near-reservation by the Bureau of Indian Affairs (BIA) or, in the absence of such a designation, a Tribe may propose to define its service area to include nearby areas where Indian children and families native to the reservation reside, provided that the service area is approved by the Tribe's governing council. Where the service area of a Tribe includes a non-reservation area, and that area is also served by another Head Start grantee, the Tribe will be authorized to serve children from families native to the reservation residing in the non-reservation area as well as children from families residing on the reservation.

(b) The grantee's service area must be approved, in writing, by the responsible HHS official in order to assure that the service area is of reasonable size and, except in situations where a near-reservation designation or other expanded service area has been approved for a Tribe, does not overlap with that of other Head Start grantees.

(c) Each Early Head Start and Head Start grantee must conduct a Community Assessment within its service area once every three years. The Community Assessment must include the collection and analysis of the following information about the grantee's Early Head Start or Head Start area:

- (1) The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition;
- (2) Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each;

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

- (3) The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies;
- (4) Data regarding the education, health, nutrition and social service needs of Head Start eligible children and their families;
- (5) The education, health, nutrition and social service needs of Head Start eligible children and their families as defined by families of Head Start eligible children and by institutions in the community that serve young children;
- (6) Resources in the community that could be used to address the needs of Head Start eligible children and their families, including assessments of their availability and accessibility.
- (d) The Early Head Start and Head Start grantee and delegate agency must use information from the Community Assessment to:
 - (1) Help determine the grantee's philosophy, and its long-range and short-range program objectives;
 - (2) Determine the type of component services that are most needed and the program option or options that will be implemented;
 - (3) Determine the recruitment area that will be served by the grantee, if limitations in the amount of resources make it impossible to serve the entire service area.
 - (4) If there are delegate agencies, determine the recruitment area that will be served by the grantee and the recruitment area that will be served by each delegate agency.
 - (5) Determine appropriate locations for centers and the areas to be served by home-based programs; and
 - (6) Set criteria that define the types of children and families who will be given priority for recruitment and selection.(The information collection requirements are approved by the Office of Management and Budget (OMB) under OMB Control Number 0970-0124 for paragraphs (b) and (d).)
- (e) In each of the two years following completion of the Community Assessment the grantee must conduct a review to determine whether there have been significant changes in the information described in paragraph (b) of this section. If so, the Community Assessment must be updated and the decisions described in paragraph (c) of this section must be reconsidered.
- (f) The recruitment area must include the entire service area, unless the resources available to the Head Start grantee are inadequate to serve the entire service area.
- (g) In determining the recruitment area when it does not include the entire service area, the grantee must:
 - (1) Select an area or areas that are among those having the greatest need for Early Head Start or Head Start services as determined by the Community Assessment; and
 - (2) Include as many Head Start eligible children as possible within the recruitment area, so that:
 - (i) The greatest number of Head Start eligible children can be recruited and have an opportunity to be considered for selection and enrollment in the Head Start program, and
 - (ii), the Head Start program can enroll the children and families with the greatest need for its services.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Conduct Community Needs Assessment every three years.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>Family Services Supervisor</u> 	<u>Community Needs Assessment Report</u>	<u>Every 3 Years</u>
<u>Update Community Needs Assessment every year.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>Key Management Staff</u> 	<u>Comparative demographic information</u>	<u>August</u>
<u>Compare historical trends by school, city, and North/Central/South Areas</u>	<u>Family Services Supervisor</u>	<u>Neighborhood enrollment and application trends</u>	<u>August</u>
<u>Determine any needed changes in sites</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>Family Services Supervisor</u> 	<u>Written correspondence</u>	<u>November</u>
<u>Determine any changes needed to the Selection Criteria. If changes are made, submit to Policy Council and Governing Body for Approval.</u>	<u>Family Services Supervisor</u>	<u>Selection Criteria</u>	<u>December</u>
<u>Complete recruitment flyers for distribution.</u>	<u>Family Services Supervisor</u>	<u>Flyers</u>	<u>December</u>
<u>Update HS/EHS Philosophy and Overview presentation, Strategic Plan (long-term; 5-year), and Service Plan (short-term; annual) objectives.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>Key Management Staff</u> 	<ul style="list-style-type: none"> • <u>Strategic Plan</u> • <u>Service Plan</u> • <u>Philosophy and Overview Recorded Presentation</u> 	<u>March - April</u>
<u>Assign staff according to community needs.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>Family Services Supervisor</u> 	<u>School Assignments</u>	<u>August</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

REQUIREMENT: 1305.4(a) Determining, verifying, and documenting eligibility

(a) Process overview.

(1) Program staff must:

(i) Conduct an in-person interview with each family, unless paragraph (a)(2) of this section applies;

(ii) Verify information as required in paragraphs (h) through (j) of this section; and,

(iii) Create an eligibility determination record for each enrolled participant according to paragraph (l) of this section.

(2) Program staff may interview the family over the telephone if an in-person interview is not possible. In addition to meeting the criteria provided in paragraph (a)(1) of this section, program staff must note in the eligibility determination record reasons why the in-person interview was not possible.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>At the time of the application, the parent is interviewed in-person by a Head Start Staff member. All documentation is reviewed and an eligibility determination record is completed for each applicant.</u>	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"><u>Electronic or Paper Application</u><u>Scanned application documents</u><u>Eligibility Verification</u>	<u>At time of application</u>
<u>Head Start staff takes applications in three district locations (North, Central and South) and includes evening and weekend hours, makes appointments at the nearest HS school location, and will complete applications in the home, if necessary. Phone interviews are not utilized due to the flexibility provided.</u>	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"><u>Application Flyer</u><u>Mileage Logs</u>	<u>At time of application</u>

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

REQUIREMENT: 1305.4(b)(c) Determining, verifying, and documenting eligibility

(b) Age eligibility requirements.

(1) For Early Head Start, except when the child is transitioning to Head Start, a child must be an infant or a toddler younger than three years old. A pregnant woman may be any age.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

(2) For Head Start, a child must:

- (i) Be at least three years old; or,
- (ii) Turn three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located; and,
- (iii) Not be older than compulsory school age.

(3) For Migrant or Seasonal Head Start, a child must be younger than compulsory school age by the date used to determine public school eligibility for the community in which the program is located.

(c) Income eligibility requirements.

(1) A pregnant woman or a child is eligible, if:

- (i) The family's income is equal to or below the poverty line; or,
- (ii) The family is eligible or, in the absence of child care, would be potentially eligible for public assistance.

(2) If the family's income is above the poverty line, a program may enroll a pregnant woman or a child who would benefit from services. These participants can only make up to 10 percent of a program's enrollment in accordance with paragraph (d) of this section.

Implementation	Responsibility	Documentation	Timeline
<p><u>To determine age eligibility, the child's original birth certificate or passport is requested at the time of application.</u></p> <ul style="list-style-type: none"> <u>To be eligible for the Broward County Head Start Program, children must be three or four-years-old on or before September 1 of the school year for which they are applying.</u> <u>To be eligible for the Broward County Early Head Start Program, children must be less than three-years-old on September 1 of the school year for which they are applying. Pregnant women may apply.</u> 	HS/EHS Staff	<ul style="list-style-type: none"> <u>Birth certificate</u> <u>Passport</u> <u>Court Documents</u> <u>Hospital/Foot Prints (for Early Head Start only)</u> <u>Application stating pregnant mothers due date</u> 	<u>At time of application</u>
<p><u>To ensure that at least 90 percent of the children enrolled in the program are from low-income families, proof of the family's income is requested to determine eligibility. This documentation is entered into the database and filed.</u></p>	HS/EHS Staff	<p><u>Copy of proof of income documentation accepted:</u></p> <ul style="list-style-type: none"> <u>Pay stubs with Year to Date information</u> <u>All W-2 Forms</u> <u>Income Tax</u> 	<u>At time of application</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

		<p><u>Form 1040/1040A (with Schedule C if self employed)</u></p> <ul style="list-style-type: none"> • <u>Unemployment Compensation Records</u> • <u>Social Security Printout</u> • <u>Public Assistance Records (TANF)</u> • <u>Supplemental Security Income Records</u> • <u>Veteran's Benefits Records</u> • <u>Child Support printouts</u> • <u>Grants, stipends, Scholarships</u> • <u>Letter of Financial Support</u> • <u>Verification of Income Record</u> • <u>Statement of Family Income History</u> 	
<p><u>Applications are accepted for children whose family income exceeds 100 percent of poverty level if</u></p> <ul style="list-style-type: none"> • <u>Child is categorically eligible or</u> • <u>Has an IEP or IFSP</u> 	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> • <u>Income documentation stated above</u> • <u>IEP (Individual Education Plan)</u> • <u>IFSP (Individual Family Service Plan)</u> 	<u>At time of application</u>
<u>Prior to determining eligibility, Head</u>	<u>HS/EHS Staff</u>	<u>Copy of income</u>	<u>At time of</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>Start staff verifies the proof of income documentation.</u>		<u>documentation</u>	<u>application</u>
<u>Head Start staff obtains a copy of documentation indicating family's income for the past twelve months or previous calendar year, whichever works to the family's advantage.</u>	<u>HS/EHS Staff</u>	<u>Copy of income documentation</u>	<u>At time of application</u>
<u>When the parent/guardian cannot provide proof of income, Head Start staff interviews the parent and obtains a signed statement detailing the way they obtain financial support.</u>	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> • <u>History of Family Income Statement</u> • <u>Verification of Income</u> • <u>Letter of Financial Support</u> 	<u>At time of application</u>
<u>At application time, HS staff indicates on the electronic application form the type of income, the period covered, the amount, and the proof provided by parents.</u>	<u>HS/EHS Staff</u>	<u>Head Start application</u>	<u>At time of application</u>

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)
REQUIREMENT: 1305.4(d)(e) Determining, verifying, and documenting eligibility

(d) Additional allowances for programs.

(1) A program may enroll an additional 35 percent of participants whose families are neither income nor categorically eligible and whose family incomes are below 130 percent of the poverty line, if the program:

- (i) Establishes and implements outreach, and enrollment policies and procedures to ensure it is meeting the needs of income or categorically eligible pregnant women, children, and children with disabilities, before serving ineligible pregnant women or children; and
- (ii) Establishes criteria that ensures eligible pregnant women and children are served first.

(2) If a program chooses to enroll participants, who are neither income nor categorically eligible, and whose family incomes are between 100 and 130 percent of the poverty line, it must be able to report to the Head Start Regional Program Office:

- (i) How it is meeting the needs of low income families or families potentially eligible for public assistance, homeless children, and children in foster care, and include local demographic data on these populations;
- (ii) Outreach and enrollment policies and procedures that ensure it is meeting the needs of income eligible or categorically eligible children or pregnant women, before serving over income children or pregnant women;
- (iii) Efforts, including outreach, to be fully enrolled with income eligible or

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

categorically eligible pregnant women or children;

(iv) Policies, procedures, and selection criteria it uses to serve eligible children;

(v) Its current enrollment and its enrollment for the previous year;

(vi) The number of pregnant women and children served, disaggregated by whether they are either income or categorically eligible or meet the over income requirements of paragraph (c)(2) of this section; and,

(vii) The eligibility criteria category of each child on the program's waiting list.

(e) Additional Allowances for Indian tribes.

(1) Notwithstanding paragraph (c)(2) of this section, a tribal Head Start or Early Head Start program may fill more than 10 percent of its enrollment with participants whose family incomes exceed the low-income guidelines or who are not categorically eligible, if:

(i) The program has served all pregnant women or children who wish to be enrolled from Indian and non- Indian families living on the reservation who either meet low-income guidelines or who are categorically eligible;

(ii) The program has served all pregnant women or children who wish to be enrolled from income-eligible or categorically eligible Indian families native to the reservation, but living in non-reservation areas the tribe has approved as part of its service area;

(iii) The tribe has resources within its grant or from other non-Federal sources, without using additional funds from HHS intended to expand Early Head Start or Head Start services, to enroll pregnant women or children whose family incomes exceed low-income guidelines or who are not categorically eligible; and,

(iv) At least 51 percent of the program's participants are either income or categorically eligible.

(2) If another Early Head Start or Head Start program does not serve a non-reservation area, the program must serve all income-eligible and categorically eligible Indian and non-Indian pregnant women or children who wish to enroll before serving over-income pregnant women or children.

(3) A program that meets the conditions of this paragraph must annually set criteria that are approved by the policy council and the tribal council for selecting over-income pregnant women or children who would benefit from Early Head Start or Head Start services.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>To ensure that at least 90 percent of the children enrolled in the program are from low-income families, proof of the family's income is requested to determine eligibility. This documentation is entered into the database and filed.</u>	<u>HS/EHS Staff</u>	<u>Copy of proof of income documentation accepted:</u> <ul style="list-style-type: none"><u>• Pay stubs with Year to Date information</u><u>• All W-2 Forms</u><u>• Income Tax Form</u>	<u>At time of application</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

		<u>1040/1040A</u> <u>(with Schedule</u> <u>C if self</u> <u>employed)</u> <ul style="list-style-type: none"> • <u>Unemployment</u> <u>Compensation</u> <u>Records</u> • <u>Social Security</u> <u>Printout</u> • <u>Public</u> <u>Assistance</u> <u>Records</u> <u>(TANF)</u> • <u>Supplemental</u> <u>Security</u> <u>Income</u> <u>Records</u> • <u>Veteran's</u> <u>Benefits</u> <u>Records</u> • <u>Child Support</u> <u>printouts</u> • <u>Grants,</u> <u>stipends,</u> <u>Scholarships</u> • <u>Letter of</u> <u>Financial</u> <u>Support</u> • <u>Verification of</u> <u>Income Record</u> • <u>Statement of</u> <u>Family Income</u> <u>History</u> 	
<u>Applications are accepted for children</u> <u>whose family income exceeds 100</u> <u>percent of poverty level if</u> <ul style="list-style-type: none"> • <u>Child is categorically eligible</u> <u>or</u> • <u>Has an IEP or IFSP</u> 	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> • <u>Income</u> <u>documentation</u> <u>stated above</u> • <u>IEP (Individual</u> <u>Education Plan)</u> • <u>IFSP</u> <u>(Individual</u> <u>Family Service</u> <u>Plan)</u> 	<u>At time of</u> <u>application</u>
<u>Prior to determining eligibility, Head</u> <u>Start staff verifies the proof of income</u>	<u>HS/EHS Staff</u>	<u>Copy of income</u> <u>documentation</u>	<u>At time of</u> <u>application</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>documentation.</u>			
<u>Head Start staff obtains a copy of documentation indicating family's income for the past twelve months or previous calendar year, whichever works to the family's advantage.</u>	<u>HS/EHS Staff</u>	<u>Copy of income documentation</u>	<u>At time of application</u>
<u>When the parent/guardian cannot provide proof of income, Head Start staff interviews the parent and obtains a signed statement detailing the way they obtain financial support.</u>	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> • <u>History of Family Income Statement</u> • <u>Verification of Income</u> • <u>Letter of Financial Support</u> 	<u>At time of application</u>
<u>At application time, HS staff indicates on the electronic application form the type of income, the period covered, the amount, and the proof provided by parents.</u>	<u>HS/EHS Staff</u>	<u>Head Start application</u>	<u>At time of application</u>
<u>Currently, the Broward County School District Head Start Program does not serve families of Indian Tribes.</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

REQUIREMENT: 1305.4(f)-(j) Determining, verifying, and documenting eligibility

(f) Categorical eligibility requirements.

(1) A family is categorically eligible for Head Start, if:

(i) The child is homeless, as defined in § 1305.2; or,

(ii) The child is in foster care, as defined in § 1305.2.

(2) If a program determines a child is categorically eligible under paragraph (f)(1)(i) of this section, it must allow the child to attend a Head Start program, without immunization and other medical records, proof of residency, birth certificates, or other documents. The program must give the family reasonable time to present these documents.

(g) Migrant or Seasonal eligibility requirements. A child is eligible for Migrant or Seasonal Head Start, if:

(1) The family meets an income eligibility requirement in paragraph (c) of this section; or

(2) The family meets a categorical requirement in paragraph (f) of this section; and

(3) The family's income comes primarily from agricultural work.

(h) Verifying age. Program staff must verify a child's age according to program policies and procedures. A program's policies and procedures cannot require staff to collect documents that confirm a child's age, if doing so creates a barrier for the family to enroll the child.

(i) Verifying income.

(1) If the family can provide all W-2 forms, pay stubs, or pay envelopes for the relevant

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

time period, program staff must:

- (i) Use all family income for the relevant time period to determine eligibility according to income guidelines;
- (ii) State the family income for the relevant time period; and
- (iii) State whether the pregnant woman or child qualifies as low income.

(2) If the family cannot provide all W-2 forms, pay stubs, or pay envelopes for the relevant time period, program staff may accept written statements from employers for the relevant time period and use information provided to calculate total annual income with appropriate multipliers.

(3) If the family reports no income for the relevant time period, a program may:

- (i) Accept the family's signed declaration to that effect, if program staff:
 - (A) Describes efforts made to verify the family's income; and,
 - (B) Explains how the family's total income was calculated; or,
- (ii) Seeks information from third parties about the family's eligibility, if the family gives written consent. If a family gives consent to contact third parties, program staff must adhere to program safety and privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (1)(2)(ii)(C) in this section.

(4) If a child moves from an Early Head Start program to a Head Start program, program staff must verify the family's income again.

(5) If the family can demonstrate a significant change in income for the relevant time period, program staff may consider current income circumstances.

(j) Verifying categorical eligibility.

(1) A family can prove categorical eligibility, with:

- (i) A court order or other legal or government-issued document or a written statement from a government child welfare official demonstrating the child is in foster care;
- (ii) A written statement from a homeless services provider, school personnel, or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including documentation from a public or private agency, a declaration, information gathered on enrollment or application forms, or notes from an interview with staff to establish the child is homeless, as defined in § 1305.2 or,
- (iii) Any other document that establishes categorical eligibility.

(2) If a family can provide one of documents described in paragraph (j)(1) of this section, program staff must:

- (i) Describe efforts made to verify the accuracy of the information provided; and,
- (ii) State whether the family is categorically eligible.

(3) If a family cannot provide one of the documents described in paragraph (j)(1) of this section to prove the child is homeless, a program may accept the family's signed declaration to that effect, if, in a written statement, program staff:

- (i) Describes the efforts made to verify that a child is homeless, as defined in §1305.2; and,
- (ii) Describes the child's living situation, including the specific condition described in § 1305.2 under which the child was determined to be homeless.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

(4) Program staff may seek information from third parties who have first-hand knowledge about a family's categorical eligibility, if the family gives consent. If the family gives consent to contact third parties, program staff must adhere to program safety and privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (1) (2)(ii)(C) in this section.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>To determine if a child is Categorically Eligible, the family is interviewed at the time of application. Families deemed to be homeless and child that are in foster care require additional documents to be completing reflecting the categorical eligibility. This is also reflected in the child's Certificate of Eligibility.</u>	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> • <u>Homeless Verification Form</u> • <u>Foster Care Paperwork</u> • <u>Other Appropriate Legal Documents</u> • <u>Eligibility Verification</u> 	<u>At time of application</u>
<u>Currently, the Broward County School District Head Start/Early Head Start program does not serve children of Migrant or Seasonal families.</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>To determine age eligibility, the child's original birth certificate or passport is requested at the time of application.</u> <u>To be eligible for the Broward County Head Start Program, children must be three or four-years-old on or before September 1 of the school year for which they are applying.</u> <u>To be eligible for the Broward County Early Head Start Program, children must be less than three on September 1 of the school year for which they are applying. Pregnant mothers may also apply for the Early Head Start Program.</u>	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> • <u>Birth certificate</u> • <u>Passport</u> • <u>Court Documents</u> • <u>Hospital/Foot Prints (for Early Head Start only)</u> 	<u>At time of application</u>
<u>To ensure that at least 90 percent of the children enrolled in the program are from low-income families, proof of the family's income is requested to determine eligibility, this documentation is entered into the</u>	<u>HS/EHS Staff</u>	<u>Copy of proof of income documentation accepted:</u> <ul style="list-style-type: none"> • <u>Pay stubs with Year to Date</u> 	<u>At time of application</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>database, and filed.</u></p>		<p><u>information</u></p> <ul style="list-style-type: none"> • <u>All W-2 Forms</u> • <u>Income Tax Form 1040/1040A (with Schedule C if self employed)</u> • <u>Unemployment Compensation Records</u> • <u>Social Security Printout</u> • <u>Public Assistance Records (TANF)</u> • <u>Supplemental Security Income Records</u> • <u>Veteran's Benefits Records</u> • <u>Child Support printouts</u> • <u>Grants, stipends, Scholarships</u> • <u>Letter of Financial Support</u> • <u>Verification of Income Record</u> • <u>Statement of Family Income History</u> 	
<p>d) Applications are accepted for <u>children whose family income exceeds 100 percent of poverty level if</u></p> <ul style="list-style-type: none"> • <u>Child is categorically eligible or</u> • <u>Has an IEP or IFSP</u> 	<p><u>HS/EHS Staff</u></p>	<ul style="list-style-type: none"> • <u>Income documentation stated above</u> • <u>IEP (Individual Education Plan)</u> • <u>IFSP (Individual</u> 	<p><u>At time of application</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

		<u>Family Service Plan)</u>	
<u>Prior to determining eligibility, Head Start staff verifies the proof of income documentation.</u>	<u>HS/EHS Staff</u>	<u>Copy of income documentation</u>	<u>At time of application</u>
<u>Head Start staff obtains a copy of documentation indicating family's income for the past twelve months or previous calendar year, whichever works to the family's advantage.</u>	<u>HS/EHS Staff</u>	<u>Copy of income documentation</u>	<u>At time of application</u>
<u>When the parent/guardian cannot provide proof of income, Head Start staff interviews the parent and obtains a signed statement detailing the way they obtain financial support.</u>	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> <u>History of Family Income Statement</u> <u>Verification of Income</u> <u>Letter of Financial Support</u> 	<u>At time of application</u>
<u>At application time, HS staff indicates on the electronic application form the type of income, the period covered, the amount, and the proof provided by parents.</u>	<u>HS/EHS Staff</u>	<u>Head Start application</u>	<u>At time of application</u>
<u>A Certificate of Eligibility is generated and signed by a Head Start staff member for each child that is age eligible.</u>	<u>HS/EHS Staff</u>	<u>Certificate of Eligibility</u>	<u>After verification and processing</u>

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

REQUIREMENT: 1305.4(k)(l) Determining, verifying, and documenting eligibility

(k) Eligibility duration.

- (1) If a child is determined eligible under this section and is participating in a Head Start program, he or she will remain eligible through the end of the succeeding program year.
- (2) If a program operates both an Early Head Start and a Head Start program, and the parents wish to enroll their child who has been enrolled in the program's Early Head Start, the program must ensure, whenever possible, the child receives Head Start services until enrolled in school.

(l) Records.

- (1) A program must keep eligibility determination records for each participant and on-going training records for program staffs. A program may keep these records electronically.
- (2) Each eligibility determination record must include:
 - (i) Copies of any documents or statements, including declarations, that are

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics Head Start/Early Intervention Department

deemed necessary to verify eligibility under paragraphs (h) through (j) of this section;

(ii) A statement that program staff has made reasonable efforts to verify information by:

(A) Conducting either an in-person, or a telephonic interview with the family as described under paragraph (a) of this section;

(B) Describing efforts made to verify eligibility, as required under paragraphs (h) through (j) of this section; and,

(C) Collecting documents required for third party verification under paragraphs (i)(3)(ii) and (j)(4) of this section, that includes:

(1) The family's written consent to contact each third party;

(2) The third parties' names, titles, and affiliations; and,

(3) Information from third parties regarding the family's eligibility.

(iii) A statement that identifies whether:

(A) The family's income is below income guidelines for its size, and lists the family's size;

(B) The family is eligible for or, in the absence of child care, potentially eligible for public assistance;

(C) The child is homeless child, as defined at § 1305.2 including the specific condition described in § 1305.2 under which the child was determined to be homeless;

(D) The child is in foster care;

(E) The family meets the over-income requirement in paragraph (c)(2) of this section; or,

(F) The family meets alternative criteria under paragraph (d) of this section.

(3) A program must keep eligibility determination records:

(i) For those currently enrolled, as long as they are enrolled; and,

(ii) For one year after they have either stopped receiving services; or,

(iii) Are no longer enrolled.

Implementation	Responsibility	Documentation	Timeline
<u>Children who are currently enrolled in the HS Program complete a Transition Application. These applications are processed first and children are placed before additional applications are taken</u>	<u>Parent Educators</u>	<ul style="list-style-type: none"><u>Previous years application</u><u>New Eligibility Verification</u><u>New Parent Certification</u><u>Transition Application Logs</u>	<u>February-March</u>
<u>When a student is enrolled in the EHS program and will be HS age-eligible, a separate Transition Application is</u>	<u>EHS Parent Educator</u>	<ul style="list-style-type: none"><u>Previous years application updated</u>	<u>At time of application</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>completed to determine HS Eligibility. Children receive additional points for participation in prior programs.</u>		<ul style="list-style-type: none"> • <u>New income documentation</u> • <u>New Eligibility Verification</u> • <u>New Parent Certificate</u> • <u>Transition Application Logs</u> 	
<u>All Eligibility Determination records are kept electronically.</u>	<u>HS/EHS Staff</u>	<ul style="list-style-type: none"> • <u>Electronic Eligibility Verification Record</u> 	<u>Ongoing</u>
<u>Staff receive training throughout the year as well as intensive training before transition applications are taken and the open application period.</u>	<u>Family Services Supervisor</u>	<u>Training Agenda and Minutes</u>	<u>Ongoing</u>
<u>Eligibility is determined by review of all documents gathered and statements made during the in-person interview.</u>	<u>HS/EHS Administration</u>	<ul style="list-style-type: none"> • <u>Certificate of Eligibility</u> • <u>Electronic documents</u> • <u>Application</u> 	<u>After verification and processing</u>

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

REQUIREMENT: 1305.4(m)(n) Determining, verifying, and documenting eligibility

(m) Program policies and procedures on violating eligibility determination regulations. A program must establish policies and procedures that describe all actions taken against staff who intentionally violate Federal and program eligibility determination regulations and who enroll pregnant women and children that are not eligible to receive Early Head Start or Head Start services.

(n) Training.

(1) A program must train all governing body, policy council, management, and staff who determine eligibility on applicable Federal regulations and program policies and procedures. Training must, at a minimum:

- (i) Include methods on how to collect complete and accurate eligibility information from families and third party sources;
- (ii) Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy; and,
- (iii) Explain program policies and procedures that describe actions taken against staff, families, or participants who intentionally attempt to provide or provide false information.

(2) A program must train management and staff members who make eligibility determinations within 90 days following the effective date of this rule, and as soon as

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

possible, but within 90 days of hiring new staff after the initial training has been conducted.

(3) A program must train all governing body and policy council members within 180 days following the effective date of this rule, and within 180 days of the beginning of the term of a new governing body or policy council member after the initial training has been conducted.

(4) A program must develop policies on how often training will be provided after the initial training.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>All Administrators comply with Policy 4009.11: Code of Conduct for Administrators</u>	<u>Administrators</u>	<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>	<u>All Staff</u>	<u>Florida Code of Ethics for the Education Profession</u>	<u>July - June</u>
<u>The District's Police Department handles matters reported/related to Professional Standards.</u>	<u>District School Police</u>	<u>Professional Standards Manual</u>	<u>As needed</u>
<u>Staff receive training throughout the year as well as intensive training before transition applications are taken and the open application period begins. Trainings include professional development on treating families with dignity and respect, as well as explaining repercussion of deliberate misrepresentation of information.</u>	<u>Family Services Supervisor</u>	<u>Training Agenda and Minutes</u>	<u>Annual and Ongoing as needed</u>
<u>Training dates were set within compliance of 90-and-180 day requirements. New staff are trained within 90 days of hire and new Governing Body and Policy Council members will be trained within 180 days of beginning their term.</u>	<u>HS/EHS Administration</u>	<ul style="list-style-type: none"> <u>Training Agenda</u> <u>Minutes Application</u> <u>Electronic Presentation</u> 	<u>Ongoing</u>

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

REQUIREMENT: 1305.5 Recruitment of Children

- (a) In order to reach those most in need of Head Start services, each Head Start grantee and delegate agency must develop and implement a recruitment process that is designed to actively inform all families with Head Start eligible children within the recruitment area of the availability of services and encourage them to apply for admission to the program. This process may include canvassing the local community, use of news releases and advertising, and use of family referrals and referrals from other public and private agencies.
- (b) During the recruitment process that occurs prior to the beginning of the enrollment year, a Head Start program must solicit applications from as many Head Start eligible families within the recruitment area as possible. The program must assist families in filling out the application form in order to ensure that all information needed for selection is completed.
- (c) Each program, except migrant programs, must obtain a number of applications during the recruitment process that occurs prior to the beginning of the enrollment year that is greater than the enrollment opportunities that area anticipated to be available over the course of the next enrollment year in order to select those with the greatest need for Head Start services

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Application sites are centrally located in areas accessible to parents by public transportation.</u>	<u>Family Services Supervisor</u>	<u>Flyer</u>	<u>January-February</u>
<u>Evening and Saturday hours are made available to facilitate access to working parents.</u>	<ul style="list-style-type: none"> <u>Family Services Supervisor</u> <u>Assigned HS Staff</u> 	<u>Flyer</u>	<u>March - April</u>
<u>Bilingual staff assists families with the application interview process.</u>	<ul style="list-style-type: none"> <u>Family Services Supervisor</u> <u>HS Staff</u> 	<u>Staff Assignments</u>	<u>January - May</u>
<u>Families of children with suspected or identified disabilities are encouraged to apply for the program. If the child is not accepted to either the HS or EHS program, the family is given information about Child Find, if appropriate.</u>	<ul style="list-style-type: none"> <u>HS Family Services Supervisor</u> <u>HS Staff</u> 	<u>Flyers</u>	<u>January - August</u>
<u>Staff follow-up with parents who did not provide all age and income documentation necessary to determine eligibility.</u>	<u>HS Staff</u>	<ul style="list-style-type: none"> <u>Completed applications</u> <u>Notes attached to applications</u> 	<u>January - May</u>
<u>In order to obtain the greatest number of applications possible, the program begins processing applications six</u>	<ul style="list-style-type: none"> <u>HS/EHS Director</u> <u>Family</u> 	<ul style="list-style-type: none"> <u>Flyers</u> <u>HS Database</u> 	<u>March of previous school year</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

months prior to the beginning of the school year. Applications continue to be accepted throughout the year for sites with limited wait lists, or for families with extreme need (homeless, protective services, foster children etc.).	<u>Services Supervisor</u> <ul style="list-style-type: none"> <u>HS Staff</u> 		<u>– April of current school year</u>
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REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)
REQUIREMENT: 1305.6 Selection Criteria

- (a) Each Head Start program must have a formal process for establishing selection criteria and for selecting children and families that considers all eligible applicants for Head Start services.
- (b) In selecting the children and families to be served, the Head Start program must consider the income of eligible families, the age of the child, the availability of Kindergarten and the extent to which a child or family meets the criteria that each program is required to establish.
- (c) At least 10 percent of the total number of enrollment opportunities in each program during an enrollment year must be made available to children with disabilities.
- (d) Each Head Start Program must develop, at the beginning of each enrollment year and maintain during the year, a waitlist that ranks children according to the program's selection criteria to ensure that eligible children enter the program as vacancies occur.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Selection criteria are developed to ensure that the neediest families are given priority.</u>	<u>Selection Committee</u>	<u>Selection Criteria</u>	<u>December - January</u>
<u>High risk factors are identified and assigned points to assist in the ranking of children at the same poverty level.</u>	<u>Selection Committee</u>	<u>Selection Criteria</u>	<u>December - January</u>
<u>At least ten percent of the enrollment opportunities are made available to children with disabilities to ensure that they are included through the selection and enrollment process.</u>	<ul style="list-style-type: none"> <u>HS/EHS Director</u> <u>Family Services Supervisor</u> 	<u>Disabilities Placement Form</u>	<u>April - March</u>
<u>A waitlist is maintained annually. Children are placed according to ranking and availability at site of request.</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> <u>Database</u> <u>Waitlist per site</u> 	<u>June - May</u>
<u>Children whose family income is between 100 and 130 percent of poverty are considered for placement when there are available vacancies at sites with no children on the waitlist.</u>	<ul style="list-style-type: none"> <u>Family Services Supervisor</u> <u>Systems Analyst</u> 	<ul style="list-style-type: none"> <u>Database</u> <u>Waitlist per site</u> 	<u>August - June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

The program does not exceed the 10% over-income allowance through close monitoring of enrollment.

- Compliance Specialist

Head Start (HS)/Early Head Start (EHS) Selection Criteria And Points

Categorical Eligibility

<u>Transition</u>	<u>Head Start</u>	<u>Early Head Start</u>
EHS center-based to EHS center-based		500,000
EHS home-based to EHS center-based		500,000
EHS home based to EHS home-based		500,000
HS3 to HS4		450,000
Homeless/Foster	300,000	300,000
Temporary Assistance for Needy Families (TANF)	11,000	11,000
Supplemental Security Income (SSI)	11,000	11,000
<u>Income</u>	<u>Head Start</u>	<u>Early Head Start</u>
0-10%	100,000	100,000
11-20%	90,000	90,000
21-30%	80,000	80,000
31-40%	70,000	70,000
41-50%	60,000	60,000
51-60%	50,000	50,000
61-70%	40,000	40,000
71-80%	30,000	30,000
81-90%	20,000	20,000
91-100%	10,000	10,000
101%-130%	1,000	1,000
<u>Documented Disabilities</u>	<u>Head Start</u>	<u>Early Head Start</u>
Child with IEP or IFSP	129,000	129,000
<ul style="list-style-type: none"> May not exceed 129,000 points. No additional points are given for other disabilities if points are given in this area. 		
<u>Other Disabilities (may not exceed 100 points)</u>	<u>Head Start</u>	<u>Early Head Start</u>
Health Concern	50	50
Speech/Language Concern	50	50
Mental Health Concern	50	50
Child screened & flagged by Early Steps/FDLRS for speech/language	9,000	9,000

Other Factors

<u>Prior Programs</u>	<u>Head Start</u>	<u>Early Head Start</u>
Early Head Start	130,000	130,000
<ul style="list-style-type: none"> Must be income eligible to receive these points 		
Title I, Migrant	35	35
<u>Employment</u>	<u>Head Start</u>	<u>Early Head Start</u>
2 parents, 2 working	125	125
1 parent, 1 working	150	150
2 parents, 1 working	75	75
<u>Education (use parent w/highest education)</u>	<u>Head Start</u>	<u>Early Head Start</u>
Elementary	25	25
No HS Diploma/GED	15	15

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>High School Diploma</u>	<u>10</u>	<u>10</u>
<u>Parent enrolled in school (voc/tech training, college, GED, or English Language Learning)</u>	<u>15</u>	<u>15</u>
<u>Family Composition</u>	<u>Head Start</u>	<u>Early Head Start</u>
<u>Living w/guardian other than parent</u>	<u>30</u>	<u>30</u>
<u>Size of Family</u>		
• <u>3 or more children under age 5</u>	<u>20</u>	<u>20</u>
• <u>5 – 10 people in family</u>	<u>10</u>	<u>10</u>
• <u>> 10 people in family</u>	<u>20</u>	<u>20</u>
<u>Age of Parent (Parent < 23)</u>	<u>20</u>	<u>20</u>
<u>Primary Adult Needs Interpreter</u>	<u>20</u>	<u>20</u>
<u>Social Service Needs</u>	<u>Head Start</u>	<u>Early Head Start</u>
<u>Family involved with Protective Services</u>	<u>50</u>	<u>50</u>
<u>Receiving services for a history of Domestic Violence</u>	<u>50</u>	<u>50</u>
<u>History of Treatment for psychiatric, psychological or substance abuse problems</u>	<u>5</u>	<u>5</u>
<u>Anyone in household w/no health insurance</u>	<u>5</u>	<u>5</u>
<u>Lost home due to foreclosure, eviction or natural disaster within past 12 months</u>	<u>5</u>	<u>5</u>
<u>Parent lost job within past 12 months due to business closing or layoff</u>	<u>5</u>	<u>5</u>
<u>Currently on wait list for subsidized daycare</u>	<u>5</u>	<u>5</u>
<u>Child is receiving Medicaid</u>	<u>0</u>	<u>0</u>
<u>Loss of parent due to incarceration</u>	<u>10</u>	<u>10</u>
<u>Loss of parent due to death</u>	<u>30</u>	<u>30</u>

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) **REQUIREMENT: 1305.7 Enrollment and Re-enrollment**

- (a) Each child enrolled in a Head Start program, except those enrolled in a migrant program, must be allowed to remain in Head Start until Kindergarten or first grade is available for the child in the child's community, except that the Head Start Program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with a greater need for Head Start services.
- (b) A Head Start grantee must maintain its funded enrollment level. When a program determines that a vacancy exists, no more than thirty calendar days may elapse before the vacancy is filled. A program may elect not to fill a vacancy when sixty calendar days or less remains in the program's enrollment year.
- (c) If a child has been found income eligible and is participating in a Head Start Program, he or she remains income eligible throughout that enrollment year and the immediately succeeding enrollment year. Children who are enrolled in a program receiving funds under the authority of Section 645A of the Head Start Act (Programs for families with infants and toddlers, or Early Head Start) remain income eligible while they are participating in the program. When a child moves from a program serving infants and toddlers, to a Head Start Program, serving children age 3 and older, the family income must be re-verified. If one agency operates both an Early Head Start and a Head Start Program, and the parents wish to enroll their child who has been enrolled in the agency's Early Head Start Program, the agency must ensure, whenever possible, that the child receives Head Start services until enrolled in school.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Implementation	Responsibility	Documentation	Timeline
<u>Each child enrolled in the Head Start Program will continue to be served until age eligible for Kindergarten without re-verification of income.</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> • <u>Selection criteria</u> • <u>Electronic database</u> • <u>Head Start application</u> • <u>Letter of assignment</u> 	<u>August – June</u>
<u>Every effort is made to place eligible transitioning Early Head Start children in a Head Start classroom after verification of income.</u>	<u>HS/EHS Specialist</u>	<ul style="list-style-type: none"> • <u>Letter of assignment</u> 	<u>September - April</u>
<u>Once eligibility has been determined, a ranked waitlist is created.</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> • <u>Electronic database</u> • <u>Waitlist notifications</u> 	<u>June – April</u>
<u>All efforts are made to ensure children are assigned to their first school of choice in the order of priority ranking. Families have the opportunity to select two site locations. If the number of eligible children for a particular site is greater than the number of available seats, children remain on the ranked waitlist until a seat becomes available.</u>	<ul style="list-style-type: none"> • <u>Family Services Supervisor</u> • <u>Secretaries</u> • <u>HS/EHS Specialist</u> • <u>HS/EHS Director</u> • <u>Compliance Specialist</u> 	<u>Waitlist</u>	<u>June – April</u>
<u>If there is an available seat at a nearby location other than the selected ones at the time of application, families on the waitlist are offered the opportunity to enroll at that site.</u>	<u>Secretaries</u>	<ul style="list-style-type: none"> • <u>Letters of assignment</u> • <u>Notes in database</u> 	<u>August – April</u>
<u>Once placed, families are given five school days to complete enrollment at the assigned site. An expiration date for enrollment is included in the written notification. After that date, a new child is assigned if the parent has not completed enrollment.</u>	<u>Secretaries</u>	<u>Letters of assignment</u>	<u>August – April</u>
<u>A vacancy is declared when a child withdraws or is terminated from the program for non-compliance with the <i>Attendance Policy for Head Start</i></u>	<u>Secretaries</u> <u>Parent Educators</u>	<ul style="list-style-type: none"> • <u>Written Declaration of Vacancy (DOV)</u> 	<u>Ongoing</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>Students. As soon as a vacancy is declared, a new child is assigned from the respective waitlist.</u>		<ul style="list-style-type: none"> • <u>Database</u> 	
<u>Vacancies, which occur within 60 days of the end of the enrollment year, are not filled.</u>	<u>Parent Educator Secretaries</u>	<u>DOV notes</u>	<u>Mid-April</u>
<u>Each child enrolled and participating in the Head Start pre-school program will continue to be served until age eligible for Kindergarten, without re-verification of income.</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> • <u>Selection Criteria</u> • <u>Electronic database</u> 	<u>August – July</u>
<u>Children enrolled in the Early Head Start Program remain income eligible while they are participating in the program.</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> • <u>Selection Criteria</u> • <u>Electronic database</u> 	<u>August – July</u>
<u>Families whose children transition from Early Head Start to the Head Start Program will have to go through the re-verification of income. Such families will be given priority for enrollment.</u>	<u>Family Services Supervisor</u>	<u>Selection Criteria</u>	<u>August – July</u>
<u>Whenever possible, Early Head Start families whose income may be between 100% and 130% of poverty will be ensured continuity of services as part of the 10% over-income allowance.</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> • <u>Selection Criteria</u> • <u>Electronic database</u> 	<u>August – July</u>
<u>Staff who intentionally enroll children not eligible for the program will be disciplined. Progressive discipline will be followed according to School Board policies.</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"> • 	

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

REQUIREMENT: 1305.8 Attendance

- (a) When the monthly average daily attendance rate in a center-based program falls below 85%, a Head Start Program must analyze the causes of absenteeism. The analysis must include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days.
- (b) If the absences are a result of illnesses or if they are well-documented absences for other reasons, no special attention is required. If, however, the absences result from other factors, including temporary family problems that affect a child's regular attendance, the program must initiate appropriate family support procedures for all children with four or more

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

consecutive unexcused absences. These procedures must include home visits or other direct contact with the child's parents. Contacts with the family must emphasize the benefits of regular attendance while at the same time remaining sensitive to any special family circumstances influencing attendance patterns. All contacts with the child's family as well as special family support service activities provided by program staff must be documented.

- (c) In circumstances when chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's seat must be considered an enrollment vacancy.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Attendance is monitored during the Parent Educators weekly contact with the classroom teacher. Follow-up is done with the parent after three consecutive unexcused absences.</u>	<ul style="list-style-type: none"> • <u>Parent Educator</u> • <u>Teacher</u> 	<u>Teacher Contact Event in database</u>	<u>August - July</u>
<u>A monthly classroom attendance report is generated indicating monthly average daily attendance. The Family Services Supervisor provides the assigned support team with copies of the report to verify the causes of absenteeism for any child or classroom with average daily attendance below 85%.</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> • <u>Terms Report #3014</u> • <u>Monthly Attendance Report</u> 	<u>August - July</u>
<u>Teachers make the initial phone contact with the parent after two consecutive unexcused absences. If parents are not located or do not respond, the assistance of Family Services staff is requested to make a home visit to follow-up on absenteeism.</u>	<ul style="list-style-type: none"> • <u>Teacher</u> • <u>Parent Educator</u> 	<ul style="list-style-type: none"> • <u>Events Database</u> • <u>Family Services Conference Forms</u> 	<u>August - July</u>
<u>The Attendance Policy for Head Start Students is followed to provide necessary family support to allow the child to continue in the program if possible. All contacts with the parent and assistance provided is documented in the database</u>	<u>Parent Educator</u>	<ul style="list-style-type: none"> • <u>Events Database</u> • <u>Family Services Conference Forms</u> 	<u>August - July</u>
<u>After all steps in the Head Start Attendance policy have been followed, and chronic absenteeism persists, the parent is notified via certified mail indicating that his/her child will be withdrawn from the program and a vacancy will be declared.</u>	<ul style="list-style-type: none"> • <u>Parent Educator</u> • <u>Family Services Supervisor</u> • <u>School Administrator</u> 	<u>Letters to parent</u>	<u>August - July</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

REFERENCE: Staffing Requirements

REQUIREMENT: 1306.20 Program Staffing Patterns

(a) Grantees must meet the requirements of 45 CFR 1304.52(g), Classroom staffing and home visitors, in addition to the requirements of this Section.

(b) Grantees must provide adequate supervision of their staff.

(c) Grantees operating center-based program options must employ two paid staff persons (a teacher and a teacher aide or two teachers) for each class. Whenever possible, there should be a third person in the classroom who is a volunteer.

(d) Grantees operating home-based program options must employ home visitors responsible for home visits and group socialization activities.

(e) **Not applicable to SBBC HS Program**

(f) Classroom staff and home visitors must be able to communicate with the families they serve either directly or through a translator. They should also be familiar with the ethnic background of these families.

(g) **Not applicable to SBBC HS Program.**

(h) **Not applicable to SBBC HS Program.**

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The program adheres to all Head Start requirements when hiring staff by ensuring proper certification and degrees as needed.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> • <u>Copies of State Certification</u> • <u>Copies of National CDA</u> • <u>Degree confirmations in SAP</u> 	<u>August - July</u>
<u>School principals and support staff ensure program compliance with HS Standards and District's Policies.</u>	<ul style="list-style-type: none"> • <u>School Principals</u> • <u>HS/EHS Support Staff</u> 	<ul style="list-style-type: none"> • <u>Evaluations</u> • <u>Service Area Monitoring Reports</u> 	<u>August - June</u>
<u>Two paid staff are employed per class. In addition, volunteers provide support to teachers.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> 	<u>Staffing Reports</u>	<u>August - June</u>
<u>Parent Educators (Home Visitors) are responsible for home visits.</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> • <u>Staffing Report</u> • <u>Organizational Chart</u> 	<u>August - June</u>
<u>Parent Educators who speak different languages are hired in the program to serve the diverse population of HS/EHS families</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> 	<u>List of Staff Languages</u>	<u>August - June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

	<ul style="list-style-type: none"> • <u>Family Services Supervisor</u> 		
<u>Each HS classroom maintains a ratio of one teacher and one teacher assistant per classroom. The ratio is 1:10 or 2:20 in each 4 year-old class and 2:17 in each 3 year-old class.</u>	<ul style="list-style-type: none"> • <u>School Principal</u> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>Social Worker</u> • <u>Teacher Specialist</u> 	<u>Classroom Visits</u>	<u>August – June</u>
<u>EHS maintains a 1:4 ratio in the classroom. Parent Educators are employed to provide the home-based program option.</u>	<ul style="list-style-type: none"> • <u>School Principal</u> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>Social Worker</u> • <u>Teacher Specialist</u> 	<u>Classroom Visits</u>	<u>August – June</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"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>Family Services Supervisor</u> 	<ul style="list-style-type: none"> • <u>Rosters</u> • <u>Annual survey of staff at the beginning of each school year</u> • <u>Email reminders throughout the year</u> 	<u>Ongoing</u>

REFERENCE: Staffing Requirements

REQUIREMENT: 1306.21 Staff Qualifications

Head Start programs must comply with section 648A of the Head Start Act and any subsequent amendments regarding the qualifications of classroom teachers.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>HS/EHS staff must meet the School Board of Broward County qualifications for their</u>	<ul style="list-style-type: none"> • <u>School Principals</u> 	<ul style="list-style-type: none"> • <u>School Board</u> 	<u>August to July</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>respective positions.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> • <u>Records</u> • <u>Copies of valid required certification</u> • <u>Database reports</u> 	
<u>All HS/EHS classroom teachers must meet required state certification to teach preschool children.</u>	<ul style="list-style-type: none"> • <u>School Principals</u> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> • <u>School Board Records</u> • <u>Copies of valid required certification</u> • <u>Database reports</u> 	<u>August to July</u>
<u>HS Teacher Assistants hold a minimum of the national Child Development Associate credential or a conferred Associate's Degree or higher.</u>	<ul style="list-style-type: none"> • <u>School Principals</u> • <u>HS/EHS Director</u> • <u>SBBC Non-Instructional Staffing Department</u> 	<ul style="list-style-type: none"> • <u>School Board Records</u> • <u>Copies of valid required certification</u> • <u>Database reports</u> 	<u>August to July</u>
<u>EHS Teacher Assistants hold a minimum of the national Child Development Associate credential with the Infant/Toddler endorsement or a conferred Associate's Degree or higher in Early Childhood Education.</u>	<ul style="list-style-type: none"> • <u>School Principals</u> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>SBBC Non-Instructional Staffing Department</u> 	<ul style="list-style-type: none"> • <u>School Board Records</u> • <u>Copies of valid required certification</u> • <u>Database reports</u> 	<u>August to July</u>

REFERENCE: Staffing Requirements

REQUIREMENT: 1306.22 Volunteers

(a) Head Start programs must use volunteers to the fullest extent possible. Head Start grantees must develop and implement a system to actively recruit, train and utilize volunteers in the program.

(b) Special efforts must be made to have volunteer participation, especially parents, in the classroom and during group socialization activities.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics Head Start/Early Intervention Department

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
Parents are welcomed to volunteer in the program. The Parent Agreement Form includes a provision about volunteering in the classroom. Parent Educators and Teachers work with parents to guide them through the requirements and ways they can help in the classroom.	<ul style="list-style-type: none"> • <u>HS/EHS Teachers</u> • <u>Parent Educators</u> 	<ul style="list-style-type: none"> • <u>In-Kind Forms</u> • <u>Guidelines for Volunteers</u> 	<u>August - June</u>
Parents are encouraged to volunteer in the classrooms. Most parents are able to volunteer based on their work hours or availability of days off.	<ul style="list-style-type: none"> • <u>HS/EHS Teachers</u> • <u>Parent Educators</u> 	<u>In-Kind Forms</u>	<u>August - June</u>
Volunteers participate in the HS/EHS Program whenever possible. The program adheres to the District's volunteer procedures. Parents are recruited at the orientation meetings and encouraged to volunteer with the program either in their child's classroom and various activities.	<ul style="list-style-type: none"> • <u>Family Services Supervisor</u> • <u>Teachers</u> • <u>Parent Educators</u> 	<u>Parent Activities Sign-In Sheets</u> <u>In-Kind Forms</u> <u>Policy Council Roster</u>	<u>August to July</u>
Volunteers participate as speakers at parent meetings.	<ul style="list-style-type: none"> • <u>Family Services Supervisor</u> • <u>Teachers</u> • <u>Parent Educators</u> 		
Volunteers are provided School Board Procedures for volunteers to ensure verification level 1 security clearance.	<ul style="list-style-type: none"> • <u>Teachers</u> • <u>Parent Educators</u> 		
Parents are encouraged to participate as members of the Policy Council and on Parent Committees.	<ul style="list-style-type: none"> • <u>Teachers</u> • <u>Parent Educators</u> 		

REFERENCE: Staffing Requirements

REQUIREMENT: 1306.23 Staff Training

- (a) Head Start grantees must provide pre-service training and in-service training opportunities to program staff and volunteers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities. This training must be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies.
- (b) Head Start grantees must provide staff with information and training about the underlying philosophy and goals of Head Start and the program options being implemented.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>The program offers professional development to staff throughout the year. All professional development is geared toward acquiring and increasing knowledge and skills to implement job responsibilities</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>HS/EHS Curriculum Supervisor</u> 	<ul style="list-style-type: none"> • <u>Sign-In Sheets</u> • <u>CAB Calendar</u> • <u>Emails to Staff</u> 	<u>August - June</u>
<u>The program offers information related to the Head Start philosophy and goals through digital capabilities.</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"> • <u>Sign in sheets</u> • <u>Participation Report</u> 	<u>August - June</u>
<u>Pre-service and in-service professional development events are provided throughout the year to ensure HS/EHS staff are prepared to deliver quality services.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>HS/EHS Curriculum Supervisor</u> • <u>Family Services Supervisor</u> 	<ul style="list-style-type: none"> • <u>Sign in sheets</u> • <u>Participation Report</u> 	
<u>Additional professional development events such as child abuse and flue pandemic prevention are mandatory annual informational events presented to all District staff.</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> • <u>Sign in sheets</u> • <u>Participation Report</u> 	
<u>Staff participates in various out of town and local conferences and workshops during the year.</u>	<ul style="list-style-type: none"> • <u>HS Staff</u> • <u>Bookkeepers</u> 	<ul style="list-style-type: none"> • <u>Temporary Duty Authorizations</u> 	
<u>EHS staff attends regular training to upgrade their skills. All staff who work with the infants and toddlers take the Parent As Teachers training.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Specialist</u> • <u>EHS Teacher Specialist</u> • <u>EHS Social Worker</u> 	<ul style="list-style-type: none"> • <u>Sign in sheets</u> • <u>Participation Report</u> 	
<u>Staff development meetings are scheduled to present new or revised information related to the HS/EHS Program.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> • <u>Sign in sheets</u> 	<u>Monthly</u>

REFERENCE: Program Options

REQUIREMENT: 1306.30 (a-d) Provisions of Comprehensive Child Development Services

(a) All Head Start grantees must provide comprehensive child development services, as defined in the Head Start Performance Standards.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**Academics****Head Start/Early Intervention Department**

(b) All Head Start grantees must provide classroom or group socialization activities for the child as well as home visits to the parents. The major purpose of the classroom or socialization activities is to help meet the child's development needs and to foster the child's social competence. The major purpose of the home visits is to enhance the parental role in the growth and development of the child.

(c) The facilities used by Early Head Start and Head Start grantee and delegate agencies for regularly scheduled center-based and combination program option classroom activities or home-based group socialization activities must comply with State and local requirements concerning licensing. In cases where these licensing standards are less comprehensive or less stringent than the Head Start regulations, or where no State or local licensing standards are applicable, grantee and delegate agencies are required to assure that their facilities are in compliance with the Head Start Program Performance Standards related to health and safety as found in 45 CFR 1304.53(a), Physical environment and facilities.

(d) All grantees must identify, secure and use community resources in the provision of services to Head Start children and their families prior to using Head Start funds for these services.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The District's Head Start Program adheres to Head Start Performance Standards.</u>	<u>HS/EHS Staff</u>	<u>Service Area Documentation</u>	<u>August - June</u>
<u>Head Start Teachers and staff providing family services comply with the home visit requirements.</u>	<ul style="list-style-type: none">• <u>Teachers</u>• <u>Family Services Staff</u>	<u>Copies of Home Visits</u>	<u>August - June</u>
<u>The socialization and development of social skills are part of the education requirements implemented in the curricula.</u>	<ul style="list-style-type: none">• <u>Teachers</u>• <u>Family Services Staff</u>	<ul style="list-style-type: none">• <u>Database FPA/DECA</u>• <u>Lesson plans indicating social skills</u>	
<u>The District's facilities meet all standards applicable to school districts.</u>	<u>District's Building and Facilities Departments</u>	<ul style="list-style-type: none">• <u>Facilities & Building Department Websites</u>	<u>August - June</u>
<u>Community and District resources are used through areas of services to meet the needs of families in the program.</u>	<u>HS/EHS Staff</u>	<u>Agreements with departments and agencies</u>	<u>August - June</u>

REFERENCE: Program Options**REQUIREMENT: 1306.31 Choosing a Head Start Program Option**

(a) Grantees may choose to implement one or more than one of four program options: a center-based option, a home-based program option, a combination program option, or a family child care option.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

(b) The program option chosen must meet the needs of the children and families as indicated by the community needs assessment conducted by the grantee.

(c) When assigning children to a particular program option, Head Start grantees that operate more than one program option must consider such factors as the child's age, developmental level, disabilities, health or learning problems, previous preschool experiences and family situation. Grantees must also consider parents' concerns and wishes prior to making final assignments.

Implementation	Responsibility	Documentation	Timeline
The HS Program is implementing the center-based program at 60 sites.	HS/EHS Admin	Current School Assignments	August-June
The selected options meet the needs of the children and families as per the Community Needs Assessment Report	HS/EHS Admin	Community Assessment Report	August - June
Age and other factors are considered when placing children.	<ul style="list-style-type: none">• HS/EHS Admin• Family Services Supervisor• Disabilities Manager	<ul style="list-style-type: none">• Points awarded in database Meetings with staff	August - June

REFERENCE: Program Options

REQUIREMENT: 1306.32 (a) Center-Based Program Option - Class size

(1) Head Start classes must be staffed by a teacher and an aide or two teachers and, whenever possible, a volunteer.

(2) Grantees must determine their class size based on the predominant age of the children who will participate in the class and whether or not a center-based double session variation is being implemented.

(3) For classes serving predominantly four or five year old children, the average class size of that group of classes must be between 17 and 20 children, with no more than 20 children enrolled in any one class.

(4) When double session classes serve predominantly four or five-year-old children, the average class size of that group of classes must be between 15 and 17 children. A double session class for four or five-year-old children may have no more than 17 children enrolled. (See paragraph (c) of this section for other requirements regarding the double session variation.)

(5) For classes serving predominantly three year old children, the average class size of that group of classes must be between 15 and 17 children, with no more than 17 children enrolled in any one class.

(6) When double session classes serve predominantly three year old children, the average class size of that group of classes must be between 13 and 15 children. A double session class for three-year-old children may have no more than 15 children enrolled. (See paragraph (c) of this section for other requirements regarding the double session variation.)

(7) It is recommended that at least 13 children be enrolled in each center-based option class

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

where feasible.

(8) A class is considered to serve predominantly four or five year old children if more than half of the children in the class will be four or five years old by whatever date is used by the State or local jurisdiction in which the Head Start program is located to determine eligibility for public school.

(9) A class is considered to serve predominantly three year old children if more than half of the children in the class will be three years old by whatever date is used by the State or local jurisdiction in which Head Start is located to determine eligibility for public school.

(10) Head Start grantees must determine the predominant age of children in the class at the start of the year. There is no need to change that determination during the year.

(11) In some cases, State or local licensing requirements may be more stringent than these class requirements, preventing the required minimum numbers of children from being enrolled in the facility used by Head Start. Where this is the case, Head Start grantees must try to find alternative facilities that satisfy licensing requirements for the numbers of children cited above. If no alternative facilities are available, the responsible HHS official has the discretion to approve enrollment of fewer children than required above.

(12) The chart below may be used for easy reference

<u>Predominant age of children in the class</u>	<u>Funded class size [Funded enrollment]</u>
<u>4 and 5 year olds.....</u>	<u>Program average of 17-20 children enrolled per class in these classes. No more than 20 children enrolled in any class.</u>
<u>4 and 5 year olds in double session classes.</u>	<u>Program average of 15-17 children enrolled per class in these classes. No more than 17 children enrolled in any class.</u>
<u>3 year olds.....</u>	<u>Program average of 15-17 children enrolled per class in these classes. No more than 17 children enrolled in any class.</u>
<u>3 year olds in double session classes.</u>	<u>Program average of 13-15 children enrolled per class in these classes. No more than 15 children enrolled in any class.</u>

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>(a. 1) All classrooms serving 3-4 year-old-students are staffed with one certified HS Teacher and a Teacher Assistant.</u>	<ul style="list-style-type: none"> <u>HS/EHS Director</u> 	<u>List of Teachers and Assistants</u>	<u>August - June</u>
<u>(a. 2) The number of children in the classroom is determined based on age of students as of September 1st of every year, following the School District's age requirement.</u>	<ul style="list-style-type: none"> <u>HS/EHS Director</u> <u>Family Services Supervisor</u> 	<u>Assignment Roster</u>	<u>August - June</u>
<u>(a. 3) In classrooms serving 4-5 year-old students, 18-20 children are assigned per class.</u>	<ul style="list-style-type: none"> <u>HS/EHS Director</u> <u>Family Services Supervisor</u> 	<u>Assignment Roster</u>	<u>August - June</u>
<u>(a. 4) No double session classes.</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

(a. 5) <u>In classrooms serving 3-year-old students, only 17 children are assigned per class.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>Family Services Supervisor</u> 	<u>Assignment Roster</u>	<u>August - June</u>
(a. 6) <u>No double session classes.</u>	N/A	N/A	N/A
(a. 7) <u>All classrooms have a minimum of 17 students.</u>	<ul style="list-style-type: none"> • <u>HS Director</u> • <u>Family Services Supervisor</u> 	<u>Assignment Roster</u>	<u>August - June</u>
(a. 8) <u>There are only 4-5 year-old students in the 4-year-old classrooms.</u>	<ul style="list-style-type: none"> • <u>HS Director</u> • <u>Family Services Supervisor</u> 	<u>Assignment Roster</u>	<u>August - June</u>
(a. 9) <u>There are only 3-year-old students in the 3-year-old classrooms.</u>	<ul style="list-style-type: none"> • <u>HS Director</u> • <u>Family Services Supervisor</u> 	<u>Assignment Roster</u>	<u>August - June</u>
(a. 10) <u>HS classrooms adhere to the District's age requirements when assigning children.</u>	<ul style="list-style-type: none"> • <u>HS Director</u> • <u>Family Services Supervisor</u> 	<u>Assignment Roster</u>	<u>August - June</u>

REFERENCE: Program Options

REQUIREMENT: 1306.32(b) Center-Based Program Option Requirements

(1) Classes must operate for four or five days per week or some combination of four and five days per week.

(2) Classes must operate for a minimum of three and one half to a maximum of six hours per day with four hours being optimal.

(3) The annual number of required days of planned class operations (days when children are scheduled to attend) is determined by the number of days per week each program operates. Programs that operate for four days per week must provide at least 128 days per year of planned class operations. Programs that operate for five days per week must provide at least 160 days per year of planned class operations. Grantees implementing a combination of four and five days per week must plan to operate between 128 and 160 days per year. The minimum number of planned days of service per year can be determined by computing the relative number of four and five day weeks that the program is in operation. All center-based program options must provide a minimum of 32 weeks of scheduled days of class operations over an eight or nine month period. Every effort should be made to schedule makeup classes using existing resources if planned class days fall below the number required per year.

(4) Programs must make a reasonable estimate of the number of days during a year that classes may be closed due to problems such as inclement weather or illness, based on their experience in previous years. Grantees must make provisions in their budgets and program plans to operate

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

makeup classes and provide these classes, when needed, to prevent the number of days of service available to the children from falling below 128 days per year.

(5) Each individual child is not required to receive the minimum days of service, although this is to be encouraged in accordance with Head Start policies regarding attendance. The minimum number of days also does not apply to children with disabilities whose individualized education plan may require fewer planned days of service in the Head Start program.

(6) Head Start grantees operating migrant programs are not subject to the requirement for a minimum number of planned days, but must make every effort to provide as many days of service as possible to each migrant child and family.

(7) Staff must be employed for sufficient time to allow them to participate in pre-service training, to plan and set up the program at the start of the year, to close the program at the end of the year, to conduct home visits, to conduct health examinations, screening and immunization activities, to maintain records, and to keep service component plans and activities current and relevant. These activities should take place outside of the time scheduled for classes in center-based programs or home visits in home-based programs.

(8) Head Start grantees must develop and implement a system that actively encourages parents to participate in two home visits annually for each child enrolled in a center-based program option. These visits must be initiated and carried out by the child's teacher. The child may not be dropped from the program if the parents will not participate in the visits.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>HS Classes operate 5 days a week</u>	<u>School District</u>	<u>School Calendar</u>	<u>August - June</u>
<u>HS Classes operate 6 hours per day following the School Districts' schedule.</u>	<u>School District</u>	<u>Schools Hours List</u>	<u>August - June</u>
<u>HS Classes operate a minimum of 180 days of the year, following the District's calendar. The District's calendar surpasses the minimum number of days and weeks of services required by Head Start.</u>	<u>School District</u>	<u>School Calendar</u>	<u>August - June</u>
<u>The School District allocates additional number of school days during the year in case of make up days are necessary due to natural disasters such as hurricanes.</u>	<u>School District</u>	<u>School Calendar</u>	<u>August - June</u>
<u>Students are not required to follow a minimum number of days during the year. However, excessive absences are addressed as necessary. The program adheres to the HS attendance policies.</u>	<u>HS Staff</u>	<u>Attendance records</u>	<u>August - June</u>
<u>(6) The program does not run a migrant program.</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
<u>(7) Staff is assigned at the beginning of the school year and they participate in the Pre-Service meeting event.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>Curriculum</u> 	<u>Sign in sheets from Pre-Service</u>	<u>August</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

	<u>Supervisor</u>		
(8) Parents sign the Parent Agreement Form, at the time of enrollment, in which they agree to participate in the required home visits and conferences.	<u>HS Staff</u>	<u>Copy of Parent Agreement Form</u>	<u>August - June</u>

REFERENCE: Program Options**REQUIREMENT: 1306.32(d) Center-Based Full Day Variation**

(1) A Head Start grantee implementing a center-based program option may operate a full day variation and provide more than six hours of class operations per day using Head Start funds. These programs must comply with all the requirements regarding the center-based program option found in paragraphs (a) and (b) of this section with the exception of paragraph (b)(2) regarding the hours of service per day.

(2) Programs are encouraged to meet the needs of Head Start families for full day services by securing funds from other agencies. Before implementing a full day variation of a center-based option, a Head Start grantee should demonstrate that alternative enrollment opportunities or funding from non Head Start sources are not available for Head Start families needing full day childcare services.

(3) Head Start grantees may provide full day services only to those children and families with special needs that justify full day services or to those children whose parents are employed or in job training with no caregiver present in the home. The records of each child receiving services for more than six hours per day must show how each child meets the criteria stated above.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Six hours of services are being offered at the center-based sites. The HS Program follows each school's hours of operation.</u>	<ul style="list-style-type: none"> <u>HS/EHS Admin</u> <u>Family Services Supervisor</u> 	<u>Schools hours list</u>	<u>August - June</u>
<u>(2) Voluntary Prekindergarten state funding is used to extend the day at some Head Start sites.</u>	<ul style="list-style-type: none"> <u>HS/EHS Admin</u> <u>Family Services Supervisor</u> 	<u>List of HS classrooms offering HS/VPK Extended Day</u>	<u>August - June</u>
<u>(3) Such option is not available</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

REFERENCE: Program Options**REQUIREMENT: 1306.33(a) Home-Based Requirements**

An Early Head Start program implementing a home-based program option must:

- 1) Provide one home visit per week per family (a minimum of 44 home visits per year) lasting for a minimum of 1 and a half hours each.

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Approved by Governing Body:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

- 2) Provide, at a minimum, two group socialization activities per month for each child (a minimum of 22 group socialization activities each year).
- 3) Make up planned home visits or scheduled group socialization activities that were canceled by the grantee or by program staff when this is necessary to meet the minimums stated above. Medical or social service appointments may not replace home visits or scheduled group socialization activities.
- 4) Allow staff sufficient employed time to participate in pre-service training, to plan and set up the program at the start of the year, to close the program at the end of the year, to maintain records, and to keep component and activities plans current and relevant. These activities should take place when no home visits or group socialization activities are planned.
- 5) Maintain an average caseload of 10 to 12 families per home visitor with a maximum of 12 families for any individual home visitor.

Implementation	Responsibility	Documentation	Timeline
<u>Each Parent Educator is assigned a maximum of twelve children and parents with whom to conduct weekly home visits lasting 90 minutes each.</u>	<ul style="list-style-type: none">• <u>HS/EHS Specialist</u>• <u>Parent Educators</u>	<ul style="list-style-type: none">• <u>Enrollment Roster</u>• <u>Personal visit record</u>	<u>August to July</u>
<u>At each program site, families enrolled in the home-based option are invited to participate in a socialization session twice a month.</u>	<ul style="list-style-type: none">• <u>Parent Educators</u>• <u>EHS Social Worker</u>	<ul style="list-style-type: none">• <u>Socialization schedule</u>• <u>Socialization attendance records</u>	<u>August to July</u>
<u>In order to allow Parent Educators sufficient time to prepare and close the program year, home visits and socialization sessions are scheduled to begin a week after staff return in the fall, and end a week prior to the end of the program year. During the course of the year, Parent Educators have one day a week to prepare for their weekly visits and update records.</u>	<ul style="list-style-type: none">• <u>HS/EHS Specialist</u>• <u>Parent Educators</u>	<ul style="list-style-type: none">• <u>EHS master schedule</u>• <u>Staff calendars</u>	<u>August to July</u>

REFERENCE: Program Options**REQUIREMENT: 1306.33(b) Home-Based Program Home Visits**

Home visits must be conducted by trained home visitors with the content of the visit jointly planned by the home visitor and the parents. Home visitors must conduct the home visit with the participation of parents. Home visits may not be conducted by the home visitor with only babysitters or other temporary caregivers in attendance.

- 1) The purpose of the home visit is to help parents improve their parenting skills and to assist them in the use of the home as the child's primary learning environment. The home

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

visitor must work with parents to help them provide learning opportunities that enhance their child's growth and development.

- 2) Home visits must, over the course of a month, contain elements of all Head Start program components. The home visitor is the person responsible for introducing, arranging and/or providing Head Start services.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Parent Educators have received training in how to conduct home visits and engage families in becoming partners in supporting their child's development.</u>	<u>HS/EHS Specialist</u>	<u>Training certification</u>	<u>August to July</u>
<u>Each visit is conducted with the parent and consists of:</u> <ul style="list-style-type: none"> • <u>Reviewing with the parent the experience in doing the previous week's follow-up activity.</u> • <u>Conducting an individualized parent/child activity.</u> • <u>Providing information on a development-centered parenting topic.</u> • <u>Discussing any area affecting the family's well being.</u> • <u>Planning the following week's activity.</u> 	<ul style="list-style-type: none"> • <u>Parent Educators</u> • <u>EHS Social Worker</u> 	<u>Personal visit record</u>	<u>August to July</u>

REFERENCE: Program Options

REQUIREMENT: 1306.33(c) Home-Based Group Socialization

Group socialization activities must be focused on both the children and parents. They may not be conducted by the home visitor with babysitters or other temporary caregivers.

- 1) The purpose of these socialization activities for the children is to emphasize peer group interaction through age appropriate activities in a Head Start classroom, community facility, home, or on a field trip. The children are to be supervised by the home visitor with parents observing at times and actively participating at other times.
- 2) These activities must be designed so that parents are expected to accompany their children to the group socialization activities at least twice each month to observe, to participate as volunteers or to engage in activities designed specifically for the parents.
- 3) Grantees must follow the nutrition requirements specified in 45 CFR 1304.23(b)(2) and provide appropriate snacks and meals to the children during group socialization activities.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Bi-monthly socialization sessions take place in the socialization classroom at each EHS</u>	<ul style="list-style-type: none"> • <u>EHS Social Worker</u> 	<ul style="list-style-type: none"> • <u>Lesson plans</u> 	<u>August to July</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>site. The Parent Educator and/or caregiver and EHS Social Worker and/or Teacher Specialist work with the parents supervising the children, as well as modeling appropriate interactions.</u></p>	<ul style="list-style-type: none"> • <u>EHS Teacher Specialist</u> • <u>Parent Educators</u> • <u>EHS Assigned Caregivers</u> 	<ul style="list-style-type: none"> • <u>Sign in sheets</u> 	
<p><u>Socialization sessions are planned to engage parents and children in developmentally appropriate activities during center time. Families enrolled in the home-based program at each site are encouraged to attend bi-monthly socialization sessions. Center-based families attend socializations in the summer months.</u></p>	<ul style="list-style-type: none"> • <u>EHS Social Worker</u> • <u>EHS Teacher Specialist</u> • <u>Parent Educators</u> • <u>EHS Assigned Caregivers</u> 	<ul style="list-style-type: none"> • <u>Lesson plans</u> • <u>Sign in sheets</u> 	<p><u>August to July</u></p>
<p><u>Transportation to and from socialization is made available to families enrolled in the home-based program option. Center-based parents transport themselves to socialization sessions held in the summer months.</u></p>	<ul style="list-style-type: none"> • <u>EHS Social Worker</u> • <u>EHS Teacher Specialist</u> • <u>Parent Educators</u> 	<p><u>Transportation request forms</u></p>	<p><u>August to July</u></p>
<p><u>Parents and children participating in socialization eat lunch at the school site.</u></p>	<ul style="list-style-type: none"> • <u>EHS Social Worker</u> • <u>EHS Teacher Specialist</u> • <u>Parent Educators</u> 	<p><u>Food service meal records</u></p>	<p><u>August to July</u></p>
<p><u>Meals are prepared by the school cafeteria in accordance with USDA regulations. Portions are appropriate for infants, toddlers and adults. Children under one year of age are provided with appropriate food (baby food) to meet their dietary needs.</u></p>	<ul style="list-style-type: none"> • <u>Cafeteria Managers</u> 		<p><u>August to July</u></p>

REFERENCE: Designation Renewal

REQUIREMENT: 1307.1 – 1307. 8 Policies and Procedures for Designation Renewal of Head Start and Early Head Start Grantees

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

The purpose of this Part is to set forth policies and procedures for the designation renewal of Head Start and Early Head Start programs. It is intended that these 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 and Early Head Start grantees be fully protected. The Designation Renewal System is established in this Part to determine whether Head Start and Early Head Start agencies deliver high-quality services to meet the educational, health, nutritional, and social needs of the children and families they serve; meet the program and financial requirements and standards described in section 641A(a)(1) of the Head Start Act; and qualify to be designated for funding for five years without competing for such funding as required under section 641(c) of the Head Start Act with respect to Head Start agencies and pursuant to section 645A(b)(12) and (d) with respect to Early Head Start agencies. A competition to select a new Head Start or Early Head Start agency to replace a Head Start or Early Head Start agency that has been terminated voluntarily or involuntarily is not part of the Designation Renewal System established in this Part, and is subject instead to the requirements of part 1302.

REFERENCE: Disabilities

REQUIREMENT: 1308.4 Purpose and Scope of Disabilities Service Plan

a) A Head Start grantee, or delegate agency, if appropriate, must develop a disabilities service plan providing strategies for meeting the special needs of children with disabilities and their parents. The purposes of this plan are to assure:

(1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents

(2) That resources are used efficiently.

(b) The plan must be updated annually.

(c) The plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all Head Start children and provisions for any modifications necessary to meet the special needs of the children with disabilities.

(d) The Head Start grantee and delegate agency must use the disabilities service plan as a working document which guides all aspects of the agency's effort to serve children with disabilities. This plan must take into account the needs of the children for small group activities, for modifications of large group activities and for any individual special help.

(e) The grantee or delegate agency must designate a coordinator of services for children with disabilities (disabilities coordinator) and arrange for preparation of the disabilities service plan and of the grantee application budget line items for services for children with disabilities. The grantee or delegate must ensure that all relevant coordinators, other staff and parents are consulted.

(f) The disability service plan must contain:

(1) Procedures for timely screening;

(2) Procedures for making referrals to the LEA for evaluation to determine whether there is a need for special education and related services for a child, as early as the child's third birthday;

(3) Assurances of accessibility of facilities; and

(4) Plans to provide appropriate special furniture, equipment and materials if needed.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

(g) The plan, when appropriate, must address strategies for the transition of children into Head Start from infant/toddler programs (0-3 years), as well as the transition from Head Start into the next placement. The plan must include preparation of staff and parents for the entry of children with severe disabilities into the Head Start program.

(h) The grantee or delegate agency must arrange or provide special education and related services necessary to foster the maximum development of each child's potential and to facilitate participation in the regular Head Start program unless the services are being provided by the LEA or other agency. The plan must specify the services to be provided directly by Head Start and those provided by other agencies. The grantee or delegate agency must arrange for, provide, or procure services which may include, but are not limited to special education and these related services:

(1) Audiology services, including identification of children with hearing loss and referral for medical or other professional attention; provision of needed rehabilitative services such as speech and language therapy and auditory training to make best use of remaining hearing; speech conservation; lip reading; determination of need for hearing aids and fitting of appropriate aids; and programs for prevention of hearing loss;

(2) Physical therapy to facilitate gross motor development in activities such as walking prevent or slow orthopedic problems and improve posture and conditioning;

(3) Occupational therapy to improve, develop or restore fine motor functions in activities such as using a fork or knife;

(4) Speech or language services including therapy and use of assistive devices necessary for a child to develop or improve receptive or expressive means of communication;

(5) Psychological services such as evaluation of each child's functioning and interpreting the results to staff and parents; and counseling and guidance services for staff and parents regarding disabilities;

(6) Transportation for children with disabilities to and from the program and to special clinics or other service providers when the services cannot be provided on-site. Transportation includes adapted buses equipped to accommodate wheelchairs or other such devices if required; and

(7) Assistive technology services or devices necessary to enable a child to improve functions such as vision, mobility or communication to meet the objectives in the IEP.

(i) The disabilities service plan must include options to meet the needs and take into consideration the strengths of each child based upon the IEP so that a continuum of services available from various agencies is considered.

(j) The options may include:

(1) Joint placement of children with other agencies;

(2) Shared provision of services with other agencies;

(3) Shared personnel to supervise special education services, when necessary to meet State requirements on qualifications;

(4) Administrative accommodations such as having two children share one enrollment slot when each child's IEP calls for part-time service because of their individual needs;

(5) Any other strategies to be used to insure that special needs are met. These may include:

(i) Increased staff;

(ii) Use of volunteers; and

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

(iii) Use of supervised students in such fields as child development, special education, child psychology, various therapies and family services to assist the staff.

(k) The grantee must ensure that the disabilities service plan addresses grantee efforts to meet State standards for personnel serving children with disabilities by the 1994-95 program year. Special education and related services must be provided by or under the supervision of personnel meeting State qualifications by the 1994-95 program year.

(l) The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEAs and other agencies within the grantee's service area. If no agreement can be reached, the grantee must document its efforts and inform the Regional Office.

The agreements must address:

(1) Head Start participation in the public agency's Child Find plan under Part B of IDEA;

(2) Joint training of staff and parents;

(3) Procedures for referral for evaluations, IEP meetings and placement decisions;

(4) Transition;

(5) Resource sharing;

(6) Head Start commitment to provide the number of children receiving services under IEPs to the LEA for the LEA Child Count report by December 1 annually; and

(7) Any other items agreed to by both parties. Grantees must make efforts to update the agreements annually.

(m) The disabilities coordinator must work with the director in planning and budgeting of grantee funds to assure that the special needs identified in the IEP are fully met; that children most in need of an integrated placement and of special assistance are served; and that the grantee maintains the level of fiscal support to children with disabilities consistent with the Congressional mandate to meet their special needs.

(n) The grant application budget form and supplement submitted with applications for funding must reflect requests for adequate resources to implement the objectives and activities in the disability services plan and fulfill the requirements of these Performance Standards.

(o) The budget request included with the application for funding must address the implementation of the disabilities service plan. Allowable expenditures include:

(1) Salaries. Allowable expenditures include salaries of a full or part-time coordinator of services for children with disabilities (disabilities coordinator), who is essential to assure that programs have the core capability to recruit, enroll, arrange for the evaluation of children, provide or arrange for services to children with disabilities and work with Head Start coordinators and staff of other agencies which are working cooperatively with the grantee. Salaries of special education resource teachers who can augment the work of the regular teacher are an allowable expenditure.

(2) Evaluation of children. When warranted by screening or rescreening results, teacher observation or parent request, arrangements must be made for evaluation of the child's development and functioning. If, after referral for evaluation to the LEA, evaluations are not provided by the LEA, they are an allowable expenditure.

(3) Services. Program funds may be used to pay for services which include special education, related services, and summer services deemed necessary on an individual basis and to prepare for serving children with disabilities in advance of the program year.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

4) Making services accessible. Allowable costs include elimination of architectural barriers which affect the participation of children with disabilities, in conformance with 45 CFR part 84, Nondiscrimination on the Basis of Handicap in Program and Activities Receiving or Benefiting from Federal Financial Assistance and with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101). The Americans with Disabilities Act requires that public accommodations including private schools and day care centers may not discriminate on the basis of disability. Physical barriers in existing facilities must be removed if removal is readily achievable (i.e., easily accomplishable and able to be carried out without much difficulty or expense). If not, alternative methods of providing the services must be offered, if those methods are readily achievable. Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered areas (and the bathrooms, telephones and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Program funds may be used for ramps, remodeling or modifications such as grab bars or railings. Grantees must meet new statutory and regulatory requirements that are enacted.

(5) Transportation. Transportation is a related service to be provided to children with disabilities. When transportation to the program site and to special services can be accessed from other agencies, it should be used. When it is not available, program funds are to be used to provide it. Special buses or use of taxis are allowable expenses if there are no alternatives available and they are necessary to enable a child to be served.

(6) Special Equipment and Materials. Purchase or lease of special equipment and materials for use in the program and home is an allowable program expense. Grantees must make available assistive devices necessary to make it possible for a child to move, communicate, improve functioning or address objectives which are listed in the child's IEP.

(7) Training and Technical Assistance. Increasing the abilities of staff to meet the special needs of children with disabilities is an allowable expense. Appropriate expenditures may include but are not limited to:

(i) Travel and per diem expenses for disabilities coordinators, teachers and parents to attend training and technical assistance events related to special services for children with disabilities;

(ii) The provision of substitute teaching staff to enable staff to attend training and technical assistance events;

(iii) Fees for courses specifically related to the requirements of the disabilities service plan, a child's IEP or State certification to serve children with disabilities; and

(iv) Fees and expenses for training/technical assistance consultants if such help is not available from another provider at no cost.

Implementation	Responsibility	Documentation	Timeline
<u>Specific Performance Standards and Procedures are indicated in the HS Disabilities Procedural Manual.</u>	<u>Disabilities Manager</u>	<ul style="list-style-type: none">• <u>HS Disabilities Procedural Manual</u>	<u>Updated annually</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>HS children with disabilities are included in the full range of activities and services provided for all HS students. Any modifications that may be necessary to meet the special needs of students with a disability are addressed as part of the Individual Education Plan (IEP). The IEP is implemented at the school site and is documented by the school-based Exceptional Student Education (ESE) Specialist/LEA (Local Education Agency).</u></p>	<p><u>School-based ESE Specialist/LEA</u></p>	<p><u>IEP</u></p>	<p><u>August-June</u></p>
<p><u>The ESE Program Specialist serves the role of the HS Disabilities Coordinator or Specialist. The Disabilities Manager works in collaboration with the HS/EHS Director, HS/Early Head Start (EHS) Specialist, Budget Analyst, Curriculum Supervisor, Nurse, Family Services Supervisor, and Systems Analyst to ensure coordination of services for children with disabilities. The HS/EHS Policy Council is kept informed of the activities of the HS/EHS program and approves any changes to disabilities procedures.</u></p>	<ul style="list-style-type: none"> <u>Disabilities Manager</u> <u>HS/EHS Director</u> <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> <u>Service Area Meeting Sign-In Sheets/Minutes</u> <u>Policy Council Meeting Sign-In Sheets/Minutes</u> 	<p><u>August-June</u></p>
<p><u>All children enrolled in HS/EHS are screened within the first 45 days of entry into the program in the following areas:</u></p> <p><u>1. Cognitive development/Language/Motor</u></p> <p><u>2. Speech</u></p> <p><u>3. Hearing</u></p> <p><u>4. Vision</u></p> <p><u>5. Social-Emotional</u></p>	<ul style="list-style-type: none"> <u>HS Teacher</u> <u>EHSTeacher Assistants</u> <p><u>HS Teacher</u></p> <p><u>Certified Hearing Screener</u></p> <ul style="list-style-type: none"> <u>Trained staff</u> <u>HS Teacher</u> <ul style="list-style-type: none"> <u>HS Teacher</u> 	<p><u>Pre-Academic Screening</u></p> <p><u>Informal Speech Screening</u></p> <p><u>Hearing Screening/Referral form</u></p> <p><u>Vision Screening form</u></p> <p><u>Social-Emotional Screening form</u></p>	<p><u>45 days of entry</u></p> <p><u>45 days of entry</u></p> <p><u>45 days of entry</u></p> <p><u>45 days of entry</u></p> <p><u>45 days of entry</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

	<ul style="list-style-type: none"> • <u>EHS Teacher Assistants</u> • <u>Parent Educators</u> • <u>Parents</u> 		
<u>HS Teachers and staff are provided with Professional Development on Disabilities Identification and the Referral process through a track able video content delivery presentation.</u>	<u>HS Disabilities Manager</u>	<u>Attendance/ Viewing Details Log</u>	<u>September</u>
<u>Referrals for additional assessment are made following established HS Referral procedures for Developmental, Language, Speech and Mental Health/Behavior concerns.</u>	<ul style="list-style-type: none"> • <u>HS Teacher</u> • <u>Teacher Specialist</u> • <u>Social Workers</u> 	<ul style="list-style-type: none"> • <u>Established HS Referral Procedures for Developmental, Language, and Speech and Mental Health/ Behavior Concerns</u> 	<u>October-December</u>
<u>Children under three years of age (Part C) with an existing Individual Family Service Plan (IFSP) are tested by the designated LEA prior to the child's third birthday. Based on evaluation results ESE eligibility is established and services and placement is determined by a multidisciplinary team as part of the IEP process.</u>	<ul style="list-style-type: none"> • <u>SBBC Part C Team</u> • <u>School-based ESE Specialist/ LEA</u> • <u>Parent</u> • <u>EHS Teacher</u> • <u>EHS Staff</u> 	<u>IEP</u>	<u>August-June</u>
<u>The Infant/Toddler and Pre-K Basic equipment database includes materials accessible to a variety of developmental levels. Special equipment is ordered as needed for children with disabilities.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Specialist</u> • <u>Curriculum Supervisor</u> 	<ul style="list-style-type: none"> • <u>Infant/Toddler and Pre-K Basic Equipment database</u> 	<u>August-June</u>
<u>The School Board of Broward County (SBBC) Facilities Department assures the accessibility of classroom sites. HS and EHS sites adhere to licensing requirements of public schools and are licensed as part of the SBBC.</u>	<u>School-based administrator</u>	<u>School facilities records</u>	<u>August-June</u>
<u>At the time of initial staffing into the ESE program, the IEP committee determines the area of need and whether or not special equipment or adaptations are required for the</u>	<ul style="list-style-type: none"> • <u>School-based ESE Specialist/ LEA</u> 	<u>IEP-Services</u>	<u>August-June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>student to access the general education environment. These special equipment and/or adaptations are addressed on the Services page of the IEP.</u>	<ul style="list-style-type: none"> • <u>IEP Committee</u> 		
<u>A transition meeting is held by EHS staff (HS/EHS Specialist, Social Worker, Teacher Specialist, Caregivers, Parent Educators) and the Disabilities Manager to discuss the transition of EHS students into the HS program.</u>	<ul style="list-style-type: none"> • <u>Disabilities Manager</u> • <u>EHS staff</u> 	<u>EHS-HS Transition meeting notes</u>	<u>May-June</u>
<u>The Disabilities Manager notifies the child's former program school-based ESE Specialist/LEA when an ESE child is accepted into Head Start program. IEP records are accessible to all school-based ESE Specialists through the EASY IEP online database system.</u>	<ul style="list-style-type: none"> • <u>Disabilities Manager</u> • <u>School-based ESE Specialists/LEA</u> 	<u>Change of placement records</u>	<u>August-June</u>
<u>Transition IEP staffing meetings are conducted as appropriate to reflect changes in placement and to address updates to goals and objectives. At this time the IEP committee, including parent, discuss service needs and the option of supporting school personnel in the area of special training or materials. These supports are reflected on the IEP Services page under Supports for School Personnel.</u>	<ul style="list-style-type: none"> • <u>School-based ESE Specialist/LEA</u> • <u>IEP Committee</u> 	<u>IEP-Services</u>	<u>August-June</u>
<u>The Head Start Articulation card is generated from the Screening Review database for all HS students transitioning out of the Head Start program and into Kindergarten. The Articulation card is printed and included in the Cumulative folder.</u>	<u>HS Teachers</u>	<u>HS Articulation Card</u>	<u>May-June</u>
<u>The school-based ESE Specialist/LEA is responsible for scheduling transition/matriculation meetings for Head Start children with an IEP prior to their kindergarten placement.</u>	<u>School-based ESE Specialist/LEA</u>	<u>IEP</u>	<u>May-June</u>
<u>All special education services for Head Start students with a disability are provided through the School Board of Broward County (SBBC) as defined in their Individual Education Plan (IEP).</u>	<u>School Board of Broward County (SBBC)</u>	<u>IEP</u>	<u>August-June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>Audiology services are provided to EHS and HS students as needed. The HS referral process is indicated in the Preschool Handbook-Referral Guide section. HS students that fail the hearing screening are referred to the assigned SBBC audiologist for further audiological screening or assessment. EHS students failing the hearing screening are referred for medical intervention.</u></p> <p><u>The SBBC audiologist sends a referral to parents if medical intervention or further audiological treatment is necessary.</u></p> <p><u>Students are staffed into the ESE Deaf and Hard of Hearing (DHH) program if it is determined that they have a hearing loss that impacts their ability to access education and if the hearing loss meets the SBBC ESE eligibility requirements. Auditory rehabilitative services, hearing aids and FM technology are addressed through the IEP.</u></p>	<ul style="list-style-type: none"> • <u>SBBC Audiologist</u> • <u>School-based ESE Specialist/LEA</u> • <u>IEP committee</u> 	<ul style="list-style-type: none"> • <u>Preschool Handbook-Referral Guide</u> • <u>SBBC Policies and Procedures Manual-ESE eligibility section</u> • <u>IEP</u> 	<p><u>August-June</u></p>
<p><u>Physical therapy (PT) and occupational therapy (OT) is provided to EHS and HS students as needed. If gross motor, fine motor, and/or orthopedic problems are suspected, a referral to the Occupational & Physical Therapy Department is made as per the Preschool Handbook-Referral Guide section.</u></p>	<ul style="list-style-type: none"> • <u>Disabilities Manager</u> • <u>HS/EHS Nurse</u> • <u>School-based ESE Specialist/LEA</u> 	<p><u>Preschool Handbook-Referral Guide</u></p>	<p><u>August-June</u></p>
<p><u>Students are staffed into the ESE Physically Impaired (PI) or Orthopedically Impaired (OI) program if it is determined that the impairment impacts the child's ability to access education and if the impairment meets the SBBC ESE eligibility requirements.</u></p>	<ul style="list-style-type: none"> • <u>School-based ESE Specialist/LEA</u> • <u>IEP committee</u> 	<p><u>SBBC Policies and Procedures Manual-ESE eligibility section</u></p>	<p><u>August-June</u></p>
<p><u>Speech and language services are provided to EHS and HS students that meet the SBBC ESE eligibility requirements.</u></p> <p><u>HS students with a speech (only) concern follow the HS Referral Procedures for</u></p>	<ul style="list-style-type: none"> • <u>HS Teacher</u> • <u>School-based SLP</u> • <u>HS SLP</u> • <u>School-based ESE</u> 	<ul style="list-style-type: none"> • <u>HS/EHS Early Childhood Education Conference form</u> 	<p><u>August-June</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>Developmental, Language, and Speech Concerns as indicated in the Preschool Handbook-Preschool Referral Guide section.</u></p> <p><u>Students are referred to the HS Speech Language Pathologist (SLP) and school-based ESE Specialist/LEA. The HS teacher discusses the concern with parents and documents the discussion on the HS/EHS Parent Conference form.</u></p> <p><u>HS students with a language concern follow the HS Referral Procedures for Developmental, Language, and Speech Concerns as indicated in the Preschool handbook-Preschool Referral Guide section. The HS teacher discusses the concern with parents and documents the discussion on the HS/EHS Parent Conference form.</u></p> <p><u>Students are staffed into the ESE Speech Impaired (SI) and/or Language Impaired (LI) program if after assessment it is determined that their impairment impacts their ability to access education and they meet the SBBC ESE eligibility requirements. Speech and language services and any accompanying assistive devices are addressed through the IEP.</u></p>	<p><u>Specialist/LEA</u></p> <ul style="list-style-type: none"> <u>Teacher Specialists</u> <u>Disabilities Manager</u> 	<ul style="list-style-type: none"> <u>SBBC Policies and Procedures Manual</u> <u>IEP</u> 	
<p><u>HS students requiring psychological services follow the HS Referral Procedures for Developmental, Language, and Speech Concerns as indicated in the Preschool Handbook-Preschool Referral Guide section. The HS teacher discusses the concern with parents and documents the discussion on the HS/EHS Parent Conference form.</u></p> <p><u>Students are staffed into the ESE program if after assessment it is determined that their impairment impacts their ability to access education and they meet the SBBC ESE eligibility requirements. Services are addressed through the IEP.</u></p>	<ul style="list-style-type: none"> <u>HS Teacher</u> <u>School-based ESE Specialist/LEA</u> <u>Teacher Specialist</u> <u>Social Workers</u> <u>HS Psychologist</u> <u>HS SLP</u> <u>Disabilities Manager</u> 	<ul style="list-style-type: none"> <u>HS/EHS Parent Conference form</u> <u>SBBC Policies and Procedures Manual</u> <u>IEP</u> 	<p><u>August-June</u></p>
<p><u>Transportation services are provided for</u></p>	<ul style="list-style-type: none"> <u>School-</u> 	<p><u>IEP-Services-</u></p>	<p><u>August-</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>Head Start children with disabilities when indicated on their IEP. The determination of the need for adaptive bus equipment is made at the IEP staffing meeting. The IEP reflects any necessary adaptive bus equipment on the Services page under Transportation Needs.</u>	<u>based ESE Specialist/ LEA</u>	<u>Transportation Needs</u>	<u>June</u>
<u>Assistive Technology (AT) is provided for Head Start children with disabilities if deemed appropriate through the IEP process. The determination of the need for assistive technology is made at the IEP staffing meeting. The IEP reflects any assistive technology needs on the Services page under Assistive Technology Needs.</u>	<u>School-based ESE Specialist/ LEA</u>	<u>IEP-Services-Assistive Technology Needs</u>	<u>August-June</u>
<u>The Florida Department of Education (DOE) requires that teachers of prekindergarten children with a disability obtain an ESE endorsement by July 1, 2011. As per the Florida DOE, teachers holding a Pre-K/Primary certification are exempt from this requirement. In compliance with this State requirement, all Head Start teachers will meet the certification requirement.</u>	<ul style="list-style-type: none"> <u>HS Teacher</u> <u>SBBC Certification Department</u> 	<u>Florida DOE Certification ESE Endorsement</u>	<u>July 1, 2011</u>
<u>All teachers must take an ESE course in order to renew their certification beginning July 1, 2014. The District's ESE Department offers a course meeting this requirement and all HS Teachers are encouraged to take the District's course.</u>	<u>HS Teacher</u>	<u>Renewed certification</u>	<u>Annually</u>
<u>The Broward County Head Start department has a Memorandum of Understanding (MOU) with the Exceptional Student Education Department, which specifies this interagency agreement.</u>	<ul style="list-style-type: none"> <u>ESE Director</u> <u>HS/EHS Director</u> 	<u>MOU Between Broward County HS Program and the ESE Department</u>	<u>July 1, 2012 to June 30, 2015</u>
<u>The Broward County Early Head Start Program has a Memorandum of Understanding (MOU) with (CDTC) Children's Diagnostic and Treatment Center that specifies this interagency agreement.</u>	<ul style="list-style-type: none"> <u>Executive Director CDTC</u> <u>HS/EHS Director</u> 	<u>MOU Between Broward County EHS Program and CDTC</u>	<u>August 1, 2012 to August 1, 2015</u>
<u>Non-Federal Entity funds are allocated in the Head Start budget for children with disabilities to assure that the service needs addressed in the IEP are fully met should SBBC ESE funds not fully cover these costs.</u>	<ul style="list-style-type: none"> <u>HS/EHS Director</u> <u>Budget Analyst</u> <u>Disabilities</u> 	<u>HS Grant Budget</u>	<u>Annually</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>Non-Federal Entity funds are utilized only after other resources such as Medicaid and community resources have been exhausted.</u>	<u>Manager</u>		
<u>The non-federal entity budget forms reflect adequate resources to meet the objectives and activities of the HS disabilities component.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>Budget Analyst</u> • <u>Disabilities Manager</u> 	<u>HS Grant Budget</u>	<u>Annually</u>
<u>Non-Federal entity funds are allocated in the Head Start/Early Head Start budget to cover the salary of one full time Disabilities Manager.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>Budget Analyst</u> 	<u>HS Grant Budget</u>	<u>Annually</u>
<u>The SBBC provides for multidisciplinary evaluations of Head Start children with suspected disabilities.</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>Budget Analyst</u> • <u>Disabilities Manager</u> 	<u>HS Grant Budget</u>	<u>Annually</u>
<u>The SBBC is in compliance with architectural requirements in accordance with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101).</u>	<ul style="list-style-type: none"> • <u>SBBC Facilities Department</u> • <u>School-based Admin</u> 	<u>SBBC Facilities</u>	<u>Annually</u>
<u>Transportation services are provided for Head Start children with a disability when indicated on their IEP.</u>	<ul style="list-style-type: none"> • <u>SBBC Transportation</u> • <u>School-based ESE Specialist/LEA</u> 	<u>IEP-Services</u>	<u>June-August</u>
<u>Special equipment and materials are addressed on the Services page of the IEP. Services and materials may include Health Care needs, Assistive Technology needs, Behavioral needs, Transportation needs, Communication needs, Supports for School Personnel and Related services. Head Start funds are utilized only when the resources from the SBBC are not adequate.</u>	<u>School-based ESE Specialist/LEA</u>	<u>IEP-Services</u>	<u>August-June</u>
<u>The Head Start budget includes funding for Training and Technical Assistance Plan (T/TA). The Disabilities Manager is able to</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>Budget</u> 	<ul style="list-style-type: none"> • <u>HS Grant Budget</u> • <u>T/TA Plan</u> 	<u>Annually</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>access these funds to increase knowledge and skills through professional development opportunities.</u>	<u>Analyst</u>		
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REFERENCE: Disabilities

REQUIREMENT: 1308.5 Recruitment and enrollment of children with disabilities

(a) The grantee outreach and recruitment activities must incorporate specific actions to actively locate and recruit children with disabilities.

(b) A grantee must insure that staff engaged in recruitment and enrollment of children are knowledgeable about the provisions of 45 CFR part 84, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and of the Americans with Disabilities Act of 1990, (42 U.S.C. 12101).

(c) The grantee must not deny placement on the basis of a disability or its severity to any child when:

- (1) The parents wish to enroll the child,
- (2) The child meets the Head Start age and income eligibility criteria,
- (3) Head Start is an appropriate placement according to the child's IEP, and
- (4) The program has space to enroll more children, even though the program has made ten percent of its enrollment opportunities available to children with disabilities. In that case children who have a disability and non-disabled children would compete for the available enrollment opportunities.

(d) The grantee must access resources and plan for placement options, such as dual placement, use of resource staff and training so that a child with a disability for whom Head Start is an appropriate placement according to the IEP is not denied enrollment because of:

- (1) Staff attitudes and/or apprehensions,
- (2) Inaccessibility of facilities,
- (3) Need to access additional resources to serve a specific child
- (4) Unfamiliarity with a disabling condition or special equipment, such as a prosthesis,
- (5) Need for personalized special services such as feeding, suctioning, and assistance with toileting, including catheterization, diapering, and toilet training.

(e) The same policies governing Head Start program eligibility for other children, such as priority for those most in need of the services, apply to children with disabilities. Grantees also must take the following factors into account when planning enrollment procedures:

- (1) The number of children with disabilities in the Head Start service area including types of disabilities and their severity,
- (2) The services and resources provided by other agencies,
- (3) State laws regarding immunization of preschool children.

Grantees must observe applicable State laws which usually require that children entering State preschool programs complete immunizations prior to or within thirty days after entering to reduce the spread of communicable diseases.

(f) The recruitment effort of a Head Start grantee must include recruiting children who have severe disabilities, including children who have been previously identified as having disabilities.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>The Disabilities Recruitment Plan outlines the specific recruitment efforts to actively locate and recruit children with disabilities for the next school year. Disabilities recruitment activities include dissemination of Head Start Application flyers, on-site visits, and recruitment presentations.</u>	<u>Disabilities Manager</u>	<ul style="list-style-type: none"> <u>Disabilities Recruitment Plan</u> <u>HS Application Flyers</u> 	<u>January-April</u>
<u>District wide ESE Specialists receive information regarding the Head Start application process and enrollment opportunities as part of their District meeting. Head Start (HS) application flyers are distributed and the Disabilities Manager serves as liaison for follow-up questions regarding the placement of an Exceptional Student Education (ESE) student into the Head Start program.</u>	<u>Disabilities Manager</u>	<u>District ESE Specialist meeting agenda/folder contents</u>	<u>January-April</u>
<u>HS Application flyer includes statement regarding welcoming ESE students into Head Start. The HS application flyers are distributed to all elementary schools that offer Head Start. The flyers are replenished as needed by HS Parent Educators.</u>	<u>Parent Educators</u>	<u>HS Application Flyer</u>	<u>January-April</u>
<u>The Disabilities Manager is an active participant at District Pre-K Agency meetings throughout the school year. The Disabilities Manager completes a HS recruitment presentation each year at the start of the application process, application flyers are made available, and dialogue is initiated regarding ESE candidates.</u>	<u>Disabilities Manager</u>	<u>Pre-K Agency Agenda</u>	<u>January-April</u>
<u>The Disabilities Manager collaborates with the District Pre-K ESE department regarding potential ESE candidates. HS Application flyers are provided and Pre-K ESE Program Specialists are invited to refer ESE students for the HS program.</u>	<ul style="list-style-type: none"> <u>Disabilities Manager</u> <u>District Pre-K ESE Program Specialists</u> 	<u>HS Application Flyers</u>	<u>January-April</u>
<u>The Disabilities Manager recruits potential ESE students from Broward County Schools (BCS) preschool ESE programs including full time Pre-K ESE and the part time AM-PM Speech & Language program. The resulting referrals are documented and utilized by the Disabilities Manager in monitoring and</u>	<u>Disabilities Manager</u>	<ul style="list-style-type: none"> <u>Pre-K ESE Teacher and AM-PM teacher recruitment letter</u> <u>ESE</u> 	<u>January-April</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>tracking these ESE applications.</u>		<u>Students Referred by Pre-K ESE Teachers log</u>	
<u>The Disabilities Manager collaborates with the SBBC Pre-K Assessment teams in order to recruit ESE preschool candidates for the HS program. Recruitment letters are sent and HS application flyers are provided.</u>	<u>Disabilities Manager</u>	<u>District Pre-K Assessment Team Recruitment Letter</u>	<u>January-April</u>
<u>School-based Speech Language Pathologists (SLP) are included in the recruitment of ESE students for Head Start. The Disabilities Manager sends a recruitment letter and provides HS Application flyers for distribution.</u>	<u>Disabilities Specialist</u>	<u>SLP recruitment letter</u>	<u>January-April</u>
<u>The Disabilities Manager collaborates with the Florida Diagnostic Learning Resource System (FDLRS) throughout the school year but particularly during the HS application period. HS application flyers are made available for parents attending a FDLRS assessment.</u>	<ul style="list-style-type: none"> <u>Disabilities Manager</u> <u>FDLRS</u> 	<ul style="list-style-type: none"> <u>HS Application flyer</u> 	<u>January-April</u>
<u>Head Start staff is provided with the provisions of 45 CFR Part 84, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and the Americans with Disabilities Act (ADA) of 1990, (42 U.S.C. 12101). Both are posted as a resource on the Head Start/Early Intervention Department online CAB conference.</u>	<u>HS Staff</u>	<ul style="list-style-type: none"> <u>45 CFR part 84</u> <u>ADA of 1990 (42 U.S.C. 12101)</u> 	<u>August-June</u>
<u>The Broward County Head Start (HS) program does not deny placement on the basis of a disability or severity to any child that meets the HS age and income eligibility criteria and for whom the Head Start program is an appropriate placement based on the child's IEP service needs.</u>	<ul style="list-style-type: none"> <u>Disabilities Manager</u> <u>Family Services Supervisor</u> 	<u>HS Enrollment</u>	<u>August-June</u>
<u>No student is denied enrollment due to staff attitudes, inaccessibility of facilities, need for additional resources, unfamiliarity of a disabling condition or need for personalized special services. All Head Start students with a disability are provided services based on the ESE eligibility and IEP service guidelines set</u>	<u>School-based ESE Specialist/ LEA</u>	<u>SBBC Policies and Procedures manual</u>	<u>August-June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

by SBBC.			
If facilities need adaptations to accommodate children with disabilities, personnel from the School Board of Broward County (SBBC) Facilities Dept. are contacted to provide accessibility such as wheelchair ramps or grab bars in bathrooms.	<ul style="list-style-type: none"> • <u>SBBC Facilities Department</u> • <u>School-based Admin</u> 	<u>Facilities work request</u>	<u>Ongoing</u>
The Head Start/Early Head Start Nurse, Disabilities Manager, and District Health Education staff is available to provide classroom support. The School Board of Broward County personnel are accessible to assist staff with specialized training to meet the needs of medically involved students and to educate HS teachers on various disabling conditions. These supports are recorded on the IEP-Services page.	<ul style="list-style-type: none"> • <u>HS/EHS Nurse</u> • <u>Disabilities Manager</u> • <u>District Health Education staff</u> • <u>SBBC District Staff</u> 	<u>IEP Services page</u>	<u>Ongoing</u>
The Disabilities Manager reviews applications indicating a concern or an existing disability. Disability information is confirmed and points are assigned as necessary. A list is developed indicating the confirmed ESE Candidates for the next school year. The list is used to track the enrollment of children with disabilities.	<u>Disabilities Manager</u>	<u>HS ESE Candidate list</u>	<u>January-May</u>
All children, including children with disabilities, must provide verification of immunization as per Florida State Statute. Inability to provide such documentation results in suspension pending proof.	<ul style="list-style-type: none"> • <u>School-based staff</u> • <u>HS Nurse</u> 	<ul style="list-style-type: none"> • <u>Health Database</u> • <u>Health records</u> 	<u>August-June</u>

REFERENCE: Disabilities

REQUIREMENT: 1308.6 Assessment of children

(a) The disabilities coordinator must be involved with other program staff throughout the full process of assessment of children, which has three steps:

- (1) All children enrolled in Head Start are screened as the first step in the assessment process;
- (2) Staff also carry out on-going developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities;
- (3) Only those children who need further specialized assessment to determine whether they have a disability and may require special education and related services proceed to the next step, evaluation. The disabilities coordinator has primary responsibility for this third step, evaluation, only.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

(b) Screening, the first step in the assessment process, consists of standardized health screening and developmental screening which includes speech, hearing and vision. It is a brief process, which can be repeated, and is never used to determine that a child has a disability. It only indicates that a child may need further evaluation to determine whether the child has a disability. Rescreening must be provided as needed.

(1) Grantees must provide for developmental, hearing and vision screenings of all Early Head Start and Head Start children within 45 days of the child's entry into the program. This does not preclude starting screening in the spring, before program services begin in the fall.

(2) Grantees must make concerted efforts to reach and include the most in need and hardest to reach in the screening effort, providing assistance but urging parents to complete screening before the start of the program year.

(3) Developmental screening is a brief check to identify children who need further evaluation to determine whether they may have disabilities. It provides information in three major developmental areas: visual/motor, language and cognition, and gross motor/body awareness for use along with observation data, parent reports and home visit information. When appropriate standardized developmental screening instruments exist, they must be used. The disabilities coordinator must coordinate with the health coordinator and staff who have the responsibility for implementing health screening and with the education staff who have the responsibility for implementing developmental screening.

(c) Staff must inform parents of the types and purposes of the screening well in advance of the screening, the results of these screenings and the purposes and results of any subsequent evaluations.

(d) Developmental assessment, the second step, is the collection of information on each child's functioning in these areas: gross and fine motor skills, perceptual discrimination, cognition, attention skills, self-help, social and receptive skills and expressive language. The disabilities coordinator must coordinate with the education coordinator in the on-going assessment of each Head Start child's functioning in all developmental areas by including this developmental information in later diagnostic and program planning activities for children with disabilities.

(e) The disabilities coordinator must arrange for further, formal, evaluation of a child who has been identified as possibly having a disability, the third step.

(1) The disabilities coordinator must refer a child to the LEA for evaluation as soon as the need is evident, starting as early as the child's third birthday.

(2) If the LEA does not evaluate the child, Head Start is responsible for arranging or providing for an evaluation, using its own resources and accessing others. In this case, the evaluation must meet the following requirements:

(i) Testing and evaluation procedures must be selected and administered so as not to be racially or culturally discriminatory, administered in the child's native language or mode of communication, unless it clearly is not feasible to do so.

(ii) Testing and evaluation procedures must be administered by trained (State certified or licensed) personnel.

(iii) No single procedure may be the sole criterion for determining an appropriate educational program for a child.

(iv) The evaluation must be made by a multidisciplinary team or group of persons

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

including at least one teacher or specialist with knowledge in the area of suspected disability.

(v) Evaluators must use only assessment materials which have been validated for the specific purpose for which they are used.

(vi) Tests used with children with impaired sensory, manual or communication skills must be administered so that they reflect the children's aptitudes and achievement levels and not just the disabilities.

(vii) Tests and materials must assess all areas related to the suspected disability.

(viii) In the case of a child whose primary disability appears to be a speech or language impairment, the team must assure that enough tests are used to determine that the impairment is not a symptom of another disability and a speech or language pathologist should be involved in the evaluation.

(3) Parental consent in writing must be obtained before a child can have an initial evaluation to determine whether the child has a disability.

(4) Confidentiality must be maintained in accordance with grantee and State requirements. Parents must be given the opportunity to review their child's records in a timely manner and they must be notified and give permission if additional evaluations are proposed. Grantees must explain the purpose and results of the evaluation and make concerted efforts to help the parents understand them.

(5) The multidisciplinary team provides the results of the evaluation, and its professional opinion that the child does or does not need special education and related services, to the disabilities coordinator. If it is their professional opinion that a child has a disability, the team is to state which of the eligibility criteria applies and provides recommendations for programming, along with their findings. Only children whom the evaluation team determines need special education and related services may be counted as children with disabilities.

Implementation	Responsibility	Documentation	Timeline
<u>All children enrolled in HS/EHS are screened within the first 45 days of entry into the program in the following areas:</u>			
<u>1. Cognitive development/Language/Motor</u>	<ul style="list-style-type: none"><u>HS Teacher</u><u>EHS Teacher Assistant</u><u>EHS Parent Educator</u>	<u>Pre-Academic screening tool</u>	<u>45 days of entry</u>
<u>2. Speech</u>	<u>HS Teacher</u>	<u>Informal Speech Screening</u>	<u>45 days of entry</u>
<u>3. Hearing</u>	<u>Certified</u>	<u>Hearing</u>	<u>45 days of</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

	<u>Hearing Screener</u>	<u>Screening/Referral form</u>	<u>entry</u>
<u>4. Vision</u>	<ul style="list-style-type: none"> • <u>Trained staff</u> • <u>HS Teacher</u> • <u>EHS staff</u> 	<u>Vision Screening form</u>	<u>45 days of entry</u>
<u>5. Social-Emotional</u>	<ul style="list-style-type: none"> • <u>HS Teacher</u> • <u>EHS Teacher Assistant</u> • <u>EHS Parent Educator</u> • <u>Parent</u> 	<u>Social-Emotional Screening</u>	<u>45 days of entry</u>
<u>Parents are informed of the types and purposes of screenings at the start of the school year through a screening information and agreement form.</u>	<ul style="list-style-type: none"> • <u>HS Teacher</u> • <u>Parent Educator</u> 	<u>Screening Information and Agreement form</u>	<u>Upon the start of the HS/EHS program</u>
<u>Parents have the option to deny consent for their child to participate in any or all of the screenings conducted within the first 45 days of entry into the Head Start program.</u>	<u>HS Teacher</u>	<u>Denial of Consent for Developmental, Social-Emotional, Hearing, Vision, Height/Weight, and Dental Screening form</u>	
<u>Teachers inform parents of screening results during their first home visit or during a teacher/parent conference held at school.</u>	<u>HS Teacher</u>	<u>Parent Conference form</u>	<u>August-June</u>
<u>Children that fail the vision screening are referred to the Head Start/Early Head Start Nurse who notifies the parents and assists them in appropriate follow up.</u>	<u>HS/EHS Nurse</u>	<u>Vision Screening form</u>	<u>August-June</u>
<u>Head Start children that fail the hearing screening are referred to the assigned School Board of Broward County (SBBC) audiologist. The SBBC audiologist completes a follow-up screening and sends a medical referral home to parents as appropriate. EHS children that fail the hearing screening are referred to their pediatrician.</u>	<ul style="list-style-type: none"> • <u>SBBC Audiologist</u> • <u>Disabilities Manager</u> 	<ul style="list-style-type: none"> • <u>Hearing Screening/Referral form</u> • <u>Hearing Medical Referral</u> • <u>EHS Hearing</u> 	<u>August-June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

		<u>Referral</u>	
<u>During the application process, parents have the opportunity to indicate concerns they may have about their child. This information is recorded in the Head Start/Early Head Start Application database.</u>	<u>HS /EHS Staff completing the application</u>	<u>HS Application database</u>	<u>Application period</u>
<u>The Disabilities Manager, Family Services Supervisor, and the Nurse review parent concern database information and follow-up as needed. The Disabilities Manager reviews speech/language, hearing and developmental concerns. The Family Services Supervisor reviews social-emotional and behavioral concerns. The Nurse reviews health/medical concerns.</u>	<ul style="list-style-type: none"> • <u>Disabilities Manager</u> • <u>Family Services Supervisor</u> • <u>HS/EHS Nurse</u> 	<u>HS Application database</u>	<u>Application period</u>
<u>At the time of application, parents that have expressed a concern about their child are offered an opportunity to attend a free Florida Diagnostic Learning and Resource System (FDLRS) screening/assessment.</u>	<u>HS Staff completing the application</u>	<u>HS Application database</u>	<u>Application period</u>
<u>An ongoing developmental assessment is used to collect information about each child's functioning in the areas of gross and fine motor skills, perceptual discrimination, cognition, attention skills, self-help, social and receptive skills and expressive language.</u>	<u>HS Teachers</u>	<u>Online assessment system and resulting reports</u>	<u>August-June</u>
<u>The HS Teacher inputs data into the online assessment system based on each child's abilities. A Class Profile Report is generated in October, January, and May of each school year. Children who fall below age expectancy are flagged and additional support and individualization is provided. The Teacher Specialist, Social Worker, and Disabilities Manager assist the HS Teacher with technical support as needed.</u>	<ul style="list-style-type: none"> • <u>HS Teachers</u> • <u>Teacher Specialists</u> • <u>Social Workers</u> • <u>Disabilities Manager</u> 	<ul style="list-style-type: none"> • <u>Class Profile Report</u> • <u>Lesson Plans</u> • <u>Head Start Database</u> 	<u>October January May</u>
<u>The Screening Review process occurs upon completion of the 45 day screening and first online data collection in October. HS teachers, Teacher Specialists, Social Workers, Parent Educators, and Key Management staff review the screening and assessment results. Upon screening and assessment review, HS Teachers, Teacher</u>	<ul style="list-style-type: none"> • <u>HS Teachers</u> • <u>Teacher Specialists</u> • <u>Social Workers</u> • <u>Parent Educators</u> • <u>Key</u> 	<ul style="list-style-type: none"> • <u>Screening Review Data sheet</u> • <u>Data Team Meetings</u> • <u>Head Start Database</u> 	<u>October - June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>Specialists, and Social Workers initiate appropriate follow-up/interventions and referrals.</u>	<u>Management Staff</u>		
<u>Referrals for additional assessment are made following the referral procedures for Developmental, Language, Speech and Mental Health/Behavior concerns.</u>	<ul style="list-style-type: none"> • <u>HS Teacher</u> • <u>Teacher Specialists</u> • <u>Social Workers</u> 	<ul style="list-style-type: none"> • <u>Referral Procedure for Developmental, Language, Speech and Mental Health/Behavior Concerns</u> 	<u>October - June</u>
<u>The Disabilities Manager ensures a multidisciplinary collaborative problem solving team (CPST) meeting to discuss the data gathered and to make a decision regarding additional assessment occurs. The Teacher, Teacher Specialist, Social Worker, HS Psychologist, and/or HS Speech Language Pathologist may participate. The School-based LEA is notified and invited to participate as well.</u>	<u>Disabilities Manager</u>	<u>CPST Meeting notes</u>	<u>October-May</u>
<u>A referral packet is generated for all students who require a full assessment. Forms for students with Speech and/or Language concerns are submitted to the HS Speech/Language Pathologist (SLP). Forms for children with Developmental and/or Mental Health/Behavior concerns are submitted to the HS Psychologist. The referral packet is assembled and submitted to the Disabilities Manager. The Disabilities Manager contacts the school-based LEA to obtain parental consent for formal evaluation. The HS SLP contacts the school-based LEA for parental consent for students requiring speech/language only evaluations.</u>	<ul style="list-style-type: none"> • <u>Disabilities Manager</u> • <u>HS SLP</u> 	<ul style="list-style-type: none"> • <u>HS Referral Packet</u> 	<u>October-May</u>
<u>No child is singled out for screening/assessment without prior written parental consent and accompanying signed SBBC procedural safeguards. Individual observations and data collection may take place within the classroom if the intent is to use this data for individualizing curriculum to improve student outcomes.</u>	<ul style="list-style-type: none"> • <u>School-based ESE Specialist/LEA</u> • <u>Parent</u> 	<ul style="list-style-type: none"> • <u>Individual Education Plan (IEP) Consent</u> • <u>SBBC Procedural Safeguards Handbook</u> 	<u>August-June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

All assessments are conducted abiding by the <u>Florida Department of Education (DOE) Exceptional Student Education Policies and Procedures (SP&P) and the SBBC Speech and Language Program Handbook.</u>	Assessment staff	<ul style="list-style-type: none"> Florida Department of ESE (SP&P) page 27-50; Section H: Student Evaluations and Reevaluations SBBC Speech and Language Program Handbook 	August-June
Confidentiality is maintained in accordance with SBBC and State guidelines. Parents are provided with the opportunity to review their child's records with advance notice. If additional testing is required after initial consent was obtained (and eligibility or denial was staffed), the parent is part of the multidisciplinary team that recommends additional testing, and a new consent must be generated.	School-based ESE Specialist/LEA	Florida Department of ESE (SP&P) page 9; Confidentiality of Student Records	August-June
The purpose and results of an evaluation are explained to parents by a multidisciplinary team at the time of IEP staffing in terms that they can understand. Based on assessment results, teacher observations, and multidisciplinary team recommendation, eligibility or denial of an ESE eligibility is established. If an ESE eligibility is determined, an IEP is written based on student's needs utilizing input by parents and the multidisciplinary team.	<ul style="list-style-type: none"> School-based ESE Specialist/LEA Assessment staff 	<ul style="list-style-type: none"> Florida Department of ESE (SP&P) IEP 	August-June

REFERENCE: Subpart D-Health Services

REQUIREMENT: **1308.7 Eligibility Criteria: Health impairment**
 1308.8 Eligibility Criteria: Emotional/behavioral disorders
 1308.9 Eligibility Criteria: Speech or language impairment
 1308.10 Eligibility Criteria: Mental retardation
 1308.11 Eligibility Criteria: Hearing impairment including deafness

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

1308.12 Eligibility Criteria: Orthopedic impairment

1308.13 Eligibility Criteria: Visual impairment including blindness

1308.14 Eligibility Criteria: Learning disabilities

1308.15 Eligibility Criteria: Autism

1308.16 Eligibility Criteria: Traumatic brain injury

1308.17 Eligibility Criteria: Other impairments

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
All assessment is conducted abiding by the Florida Department of Education (DOE) Exceptional Student Education Policies and Procedures (SP&P) Broward School District and the SBBC Speech and Language Program Handbook.	School Board of Broward County (SBBC)/Head Start Assessment staff	Florida Department of ESE (SP&P)	August-June
<p><u>1308.7 Eligibility criteria: Health impairment</u> A student is eligible for specifically designed instruction and related services as a student with an other health impairment if the following criteria are met:</p> <ol style="list-style-type: none"> 1. <u>There is evidence of a health impairment that results in reduced efficiency in schoolwork and adversely affects the student's performance in the educational environment.</u> 2. <u>The student demonstrates a need for special education.</u> 	School Board of Broward County (SBBC)/Head Start Assessment staff	Florida Department of ESE (SP&P)	August-June
<p><u>1308.8 Eligibility criteria:</u> <u>Emotional/behavioral disorders</u> A student is eligible for specifically designed instruction and related services as a student with emotional or behavioral disabilities if the following criteria are met:</p> <ol style="list-style-type: none"> 1. <u>A student with an emotional or behavioral disability demonstrates an inability to maintain adequate performance in the educational environment that cannot be explained by physical, sensory, or socio-cultural, developmental, medical, or health (with the exception of mental health) factors; and one or more of the following characteristics:</u> <ol style="list-style-type: none"> a. <u>Internal factors characterized by:</u> <ul style="list-style-type: none"> • <u>Feelings of sadness, or</u> 	School Board of Broward County (SBBC)/Head Start Assessment staff	Florida Department of ESE (SP&P)	August-June

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>frequent crying, or restlessness, or loss of interest in friends or school work, or mood swings, or erratic behavior; or</u></p> <ul style="list-style-type: none"> • <u>The presence of symptoms such as fears, phobias, or excessive worrying and anxiety regarding personal or school problems; or</u> • <u>Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances, or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events; or</u> <p>b. <u>External factors characterized by:</u></p> <ul style="list-style-type: none"> • <u>An inability to build or maintain satisfactory interpersonal relationships with peers, teachers, and other adults in the school setting; or</u> • <u>Behaviors that are chronic and disruptive such as noncompliance, verbal or physical aggression, or poorly developed social skills that are manifestations of feelings, symptoms, or behaviors as specified in section 1. a) above.</u> <p>2. <u>The characteristics described above are present for a minimum of six months duration and in two or more settings, including but not limited to, school, educational environment, transition to or from school, or home and community settings. At least one setting must include school.</u></p> <p>3. <u>The student demonstrates the need for</u></p>			
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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>special education</u></p> <p>4. <u>In extraordinary circumstances, the general education requirements in Rule 6A-6.0331, F.A.C., and criteria for eligibility relating to duration and setting described in 2. Above may be waived when immediate intervention is required to address an acute onset of an internal characteristic listed above in 1. a)</u></p> <p>5. <u>The characteristics described below are not indicative of a student with an emotional or behavioral disability;</u></p> <ul style="list-style-type: none"> a. <u>Normal, temporary (less than 6 months) reactions to life event (s) or crisis, or</u> b. <u>Emotional or behavioral difficulties that improve significantly from the presence of evidenced-based implemented interventions, or</u> c. <u>Social maladjustment unless also found to meet criteria for an emotional or behavioral disability</u> 			
<p><u>1308.9 Eligibility criteria: Speech or language impairment</u></p> <p><u>A student is eligible for specifically designed instruction and related services as a student with a speech impairment if the following criteria are met:</u></p> <p>1. <u>Speech sound disorder; evaluation results must reveal all of the following:</u></p> <ul style="list-style-type: none"> a. <u>The speech sound disorder must have a significant impact on the student's intelligibility, although the student may be intelligible to familiar listeners or within known contexts</u> b. <u>The student's phonetic or phonological inventory must be significantly below that expected for his or her chronological age or developmental level based on normative data</u> 	<p><u>School Board of Broward County (SBBC)/Head Start Assessment staff</u></p>	<p><u>Florida Department of ESE (SP&P)</u></p>	<p><u>August-June</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p>c. <u>The speech sound disorder must have an adverse effect of the student's ability to perform or function in the student's typical learning environment, thereby demonstrating the need for exceptional student education</u></p> <p>d. <u>The speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency</u></p> <p>2. <u>Fluency disorder; evaluation results must reveal all of the following:</u></p> <p>a. <u>The student must exhibit significant and persistent dysfluent speech behaviors. The dysfluency may include repetition of phrases, whole words, syllables, and phonemes; prolongations; blocks; and circumlocutions. Additionally, secondary behaviors, such as struggle and avoidance, may be present.</u></p> <p>b. <u>The fluency disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional education.</u></p> <p>c. <u>The dysfluency is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</u></p> <p>3. <u>Voice disorder; evaluation results must reveal all of the following:</u></p> <p>a. <u>The student must exhibit significant and persistent atypical production of quality, pitch. Loudness, resonance, or duration of phonation. The atypical voice characteristics may include inappropriate range, inflection,</u></p>			
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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>loudness, excessive nasality, breathiness, hoarseness, or harshness.</u></p> <p>b. <u>The voice disorder does not refer to vocal disorders that are found to be the direct result or symptom of medical condition unless the disorder adversely affects the student's ability to perform or function in the educational environment and is amenable to improvement with therapeutic intervention.</u></p> <p>c. <u>The voice disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional education.</u></p> <p>d. <u>The atypical voice characteristics are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</u></p> <p>4. <u>Language impairment; evaluation results must reveal all of the following:</u></p> <p>a. <u>There is evidence, based on evaluation results, or significant deficits in language. The impairment may manifest in significant difficulties affecting one or more of the following areas:</u></p> <p>i. <u>Listening comprehension</u></p> <p>ii. <u>Oral expression</u></p> <p>iii. <u>Social interaction</u></p> <p>iv. <u>Emergent literacy skills</u></p> <p>b. <u>One or more documented and dated behavioral observations reveal significant language deficits that interfere with performance or functioning in the typical learning environment.</u></p> <p>c. <u>Results of standardized norm-referenced instrument(s) reveal a</u></p>			
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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>significant language deficit in one or more of the areas listed above as evidenced by standard score(s) significantly below the mean.</u></p> <p>d. <u>Information gathered from the child's parent or guardian, teacher, service providers, or caregivers must support the results of the standardized instruments and observations conducted.</u></p> <p>e. <u>The language impairment must have an adverse effect on the child's ability to perform or function in the typical learning environment, thereby demonstrating the need for exceptional student education.</u></p> <p>f. <u>The language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</u></p> <p>5. <u>The student demonstrates the need for special education</u></p>			
<p><u>1308.10 Eligibility criteria: Mental retardation (Intellectual Disability)</u> <u>A student is eligible for specifically designed instruction and related services as a student with an intellectual disability if the following criteria are met:</u></p> <p>1. <u>The measured level of intellectual functioning is more than two SD below the mean on an individually measured, standardized test of intellectual functioning.</u></p> <p>2. <u>The level of adaptive functioning is more than two SD below the mean on the adaptive behavior composite or on two out of three domains on a standardized test of adaptive behavior. The adaptive behavior measure shall include parental or guardian input.</u></p>	<p><u>School Board of Broward County (SBBC)/Head Start Assessment staff</u></p>	<p><u>Florida Department of ESE (SP&P)</u></p>	<p><u>August-June</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p>3. <u>The level of academic or pre-academic performance on a standardized test is consistent with the performance expected of a student of comparable intellectual functioning.</u></p> <p>4. <u>The social developmental history identifies the developmental, familial, medical, health, and environmental factors impacting student functioning and documents the student's functional skills outside of the school environment.</u></p> <p>5. <u>The student demonstrates a need for special education.</u></p>			
<p><u>1308.11 Eligibility criteria: Hearing impairment including deafness</u> <u>A student is eligible for specifically designed instruction and related services as a student who is deaf or hard of hearing if the following criteria are met:</u></p> <p>1. <u>Medical: An audiology evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:</u></p> <p>a. <u>25 decibel (dB) + 5 dB or greater based on pure tone average or average of 500, 1000, 2000 Hz unaided in the better ear; or</u></p> <p>b. <u>A high frequency hearing threshold level of 25 dB + 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or</u></p> <p>c. <u>A unilateral hearing threshold level of 50 dB + 5 dB or greater on pure tone average of 500, 1000, and 2000 Hz unaided; or</u></p> <p>d. <u>Auditory Evoked Potential responses evidencing permanent</u></p>	<p><u>School Board of Broward County (SBBC)/Head Start Assessment staff</u></p>	<p><u>Florida Department of ESE (SP&P)</u></p>	<p><u>August-June</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>hearing loss a multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above, and</u></p> <p>e. <u>The student demonstrates a need for special education</u></p>			
<p>1308.12 Eligibility criteria: Orthopedic impairment <u>A student is eligible for specifically designed instruction and related services as a student with an orthopedic impairment if the following criteria are met:</u></p> <ol style="list-style-type: none"> 1. <u>There is evidence of an orthopedic impairment that adversely affects the student's performance in the educational environment in any of the following; ambulation, hand movement, coordination, or daily living skills.</u> 2. <u>The student demonstrates a need for special education</u> 	<p><u>School Board of Broward County (SBBC)/Head Start Assessment staff</u></p>	<p><u>Florida Department of ESE (SP&P)</u></p>	<p><u>August-June</u></p>
<p>1308.13 Eligibility criteria: Visual impairment including blindness <u>A student is eligible for special education and related services if the following medical and educational criteria are met:</u></p> <ol style="list-style-type: none"> 1. <u>A licensed ophthalmologist or optometrist has documented an eye condition that causes an impairment as manifested by at least one of the following:</u> <ol style="list-style-type: none"> a. <u>A visual acuity of 20/70 or less in the better eye after best possible correction;</u> b. <u>A peripheral field so constricted that it affects the student's ability to function in an educational setting;</u> c. <u>A progressive loss of vision that may affect the student's ability to function in an educational setting, not</u> 	<p><u>School Board of Broward County (SBBC)/Head Start Assessment staff</u></p>	<p><u>Florida Department of ESE (SP&P)</u></p>	<p><u>August-June</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p>including students who have learning problems that are primarily the result of visual perceptual or visual motor difficulties; or</p> <p>d. For children birth to five years of age or students who are otherwise unable to be assessed, bilateral lack of central, steady, or maintained fixation of vision with an estimated visual acuity of 20/70 or less after best possible correction; bilateral central scotoma involving the perimacula area; bilateral grade III, IV, or V retinopathy or prematurity; or documented eye impairment as stated in Rule 6A-6.03014.</p> <p>e. The student demonstrates a need for special education</p>			
<p><u>1308.14 Eligibility criteria: Learning disabilities</u></p> <p><u>A student is eligible for specifically designed instruction and related services as a student with a Specific Learning Disability if all of the following criteria are met:</u></p> <p>1. <u>Evidence of specific learning disability</u></p> <p>a. <u>When provided with learning experience and instruction appropriate for the student's chronological age or grade level standards, the student does not achieve adequately on one or more of the following areas based on review of multiple sources that may include group or individual criterion or norm-referenced measures, including individual diagnostic procedures:</u></p> <ul style="list-style-type: none"> • <u>Oral expression</u> • <u>Listening comprehension</u> • <u>Written expression</u> 	<p><u>School Board of Broward County (SBBC)/Head Start Assessment staff</u></p>	<p><u>Florida Department of ESE (SP&P)</u></p>	<p><u>August-June</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<ul style="list-style-type: none"> • <u>Basic reading skills</u> • <u>Reading comprehension</u> • <u>Mathematics calculation</u> • <u>Mathematics problem solving</u> <p>b. <u>The student does not make adequate progress to meet chronological age or grade level standards in one or more areas identified above as determined through:</u></p> <ul style="list-style-type: none"> • <u>A process based on the student's response to scientific, research-based intervention, consistent with the comprehensive evaluation procedures in Rule 6A-6.0331 F.A.C.</u> <p>c. <u>The group determines that its findings are not primarily the result of one or more of the following:</u></p> <ul style="list-style-type: none"> • <u>A visual, hearing, or motor disability</u> • <u>Intellectual disability</u> • <u>Emotional or behavioral disability</u> • <u>Cultural factors</u> • <u>Irregular pattern of attendance or high mobility rate</u> • <u>Classroom behavior</u> • <u>Environmental or economic factors</u> • <u>Limited English proficiency</u> <p>2. <u>The student demonstrates a need for special education</u></p>			
<p><u>1308.15 Eligibility criteria: Autism</u> <u>A student is eligible for specifically designed instruction and related services as a student with Autism Spectrum Disorder (ASD) if evidence of all of the following criteria are met:</u></p> <p>1. <u>Uneven developmental profile as</u></p>	<p><u>School Board of Broward County (SBBC)/Head Start Assessment staff</u></p>	<p><u>Florida Department of ESE (SP&P)</u></p>	<p><u>August-June</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>evidenced by inconsistencies across or within the domains of language, social interaction, adaptive behavior, or cognitive skills</u></p> <p>2. <u>Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to people or the environment</u></p> <p>3. <u>Impairment in verbal or non verbal language or social communication skills</u></p> <p>4. <u>Restricted repetitive or stereotyped patterns of behavior, interest, or activities</u></p> <p>5. <u>The student demonstrates a need for special education</u></p>			
<p><u>1308.16 Eligibility criteria: Traumatic brain injury</u> <u>A student is eligible for specifically designed instruction and related services as a student with a traumatic brain injury if the following criteria are met:</u></p> <p>1. <u>There is evidence of a traumatic brain injury that impacts one or more of the areas identified in the definition.</u></p> <p>2. <u>The student demonstrates a need for special education.</u></p>	<p><u>School Board of Broward County (SBBC)/Head Start Assessment staff</u></p>	<p><u>Florida Department of ESE (SP&P)</u></p>	<p><u>August-June</u></p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>1308.17 Eligibility criteria: Other impairments (Developmentally Delayed)</u> <u>A child is eligible for specially designed instruction and related services as a student with developmental delay when the following criteria are met:</u></p> <ol style="list-style-type: none"> <u>1. For a child three (3) through five (5) years of age</u> <u>There is documentation of one of the following:</u> <ul style="list-style-type: none"> <u>A score of two (2) standard deviations (SD) below the mean or 25 percent delay on measures yielding scores in months in at least one area of development</u> <u>A score of 1.5 SD below the mean or a 20 percent delay on measures yielding scores in months in at least (2) areas of development</u> <u>Based on informed clinical opinion, the eligibility staffing committee makes a recommendation that a developmental delay exists and exceptional student education services are needed</u> <u>The eligibility staffing committee or multidisciplinary team makes a determination concerning the effects of the environment, cultural differences, or economic disadvantage.</u> <u>2. For a child birth through two (2) years of age</u> <u>There is documentation of one of the following:</u> <ul style="list-style-type: none"> <u>A score of 1.5 SD below the mean in two or more developmental domains as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or</u> <u>A score of 2.0 SD below the</u> 	<p><u>School Board of Broward County (SBBC)/Head Start Assessment staff</u></p>	<p><u>Florida Department of ESE (SP&P)</u></p>	<p><u>August-June</u></p>
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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p><u>mean in one developmental domain as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or</u></p> <ul style="list-style-type: none">• <u>Based on informed clinical opinion a determination has been made that a developmental delay exists.</u>• <u>The requirements of Rule 6A-6.0331 (2), F.A.C., have been met;</u>• <u>There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has a developmental delay as defined in section (2) (b) of this rule; and,</u>• <u>The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.</u>			
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REFERENCE: Disabilities

REQUIREMENT: 1308.18 Disabilities/Health Services Coordination

(a) The grantee must ensure that the disabilities coordinator and the health coordinator work closely together in the assessment process and follow up to assure that the special needs of each child with disabilities are met.

(b) The grantee must ensure coordination between the disabilities coordinator and the staff person responsible for the mental health component to help teachers identify children who show signs of problems such as possible serious depression, withdrawal, anxiety or abuse.

(c) Each Head Start director or designee must supervise the administration of all medications, including prescription and over-the-counter drugs, to children with disabilities in accordance with State requirements.

(d) The health coordinator under the supervision of the Head Start director or designee must:

(1) Obtain the doctor's instructions and parental consent before any medication is administered.

(2) Maintain an individual record of all medications dispensed and review the record regularly with the child's parents.

(3) Record changes in a child's behavior, which have implications for drug dosage or type, and share this information with the staff, parents and the physician.

(4) Assure that all medications, including those required by staff and volunteers, are

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics Head Start/Early Intervention Department

adequately labeled, stored under lock and key and out of reach of children, and refrigerated, if necessary.

Implementation	Responsibility	Documentation	Timeline
<u>The Disabilities Manager and Nurse work in close collaboration to assure that the special needs of children with disabilities are met. Ongoing dialogue and information pertaining to health related concerns are shared as necessary. Parents note special medical concerns during the application process. The Health and Nutrition information form and Physical form are reviewed by the Nurse to determine any medical needs. The Nurse provides appropriate assistance and submits a referral as necessary. Key Management collaboration meetings are held quarterly to address the service needs of students, families, and topics pertinent to the Head Start program.</u>	<ul style="list-style-type: none"> • <u>Disabilities Manager</u> • <u>HS/EHS Nurse</u> • <u>Key Management Staff</u> 	<ul style="list-style-type: none"> • <u>Health and Nutrition information form</u> • <u>Physical form</u> • <u>Key Management Collaboration Meeting sign in sheets and agendas</u> 	<u>August - June</u>
<u>The Disabilities Manager, Family Services Supervisor, and Social Worker collaborate to provide ongoing support and services to children with special needs. The Social Worker provides teachers with information to assist them in the identification of children with possible depression, withdrawal anxiety, or abuse.</u>	<ul style="list-style-type: none"> • <u>Disabilities Manager</u> • <u>Family Services Supervisor</u> • <u>Social Workers</u> 	<u>Parent handouts on Depression, Anxiety, Abuse</u>	<u>August - June</u>
<u>The Head Start program adheres to the SBBC guidelines to medication administration.</u>	<u>School Administrative staff</u>	<ul style="list-style-type: none"> • <u>SBBC Medication Administration</u> 	<u>August- June</u>

REFERENCE: Disabilities

REQUIREMENT: 1308.19 Developing Individualized Education Programs (IEPs)

(a) When Head Start provides for the evaluation, the multidisciplinary evaluation team makes the determination whether the child meets the Head Start eligibility criteria. The multidisciplinary evaluation team must assure that the evaluation findings and recommendations, as well as information from developmental assessment, observations and parent reports, are considered in making the determination whether the child meets Head Start eligibility criteria.

(b) Every child receiving services in Head Start who has been evaluated and found to have a disability and in need of special education must have an IEP before special education and related services are provided to ensure that comprehensive information is used to develop the child's program.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

(c) When the LEA develops the IEP, a representative from Head Start must attempt to participate in the IEP meeting and placement decision for any child meeting Head Start eligibility requirements.

(d) If Head Start develops the IEP, the IEP must take into account the child's unique needs, strengths, developmental potential and the family strengths and circumstances as well as the child's disabilities.

(e) The IEP must include:

(1) A statement of the child's present level of functioning in the social-emotional, motor, communication, self-help, and cognitive areas of development, and the identification of needs in those areas requiring specific programming.

(2) A statement of annual goals, including short term objectives for meeting these goals.

(3) A statement of services to be provided by each Head Start component that are in addition to those services provided for all Head Start children, including transition services.

(4) A statement of the specific special education services to be provided to the child and those related services necessary for the child to participate in a Head Start program. This includes services provided by Head Start and services provided by other agencies and non-Head Start professionals.

(5) The identification of the personnel responsible for the planning and supervision of services and for the delivery of services.

(6) The projected dates for initiation of services and the anticipated duration of services.

(7) A statement of objective criteria and evaluation procedures for determining at least annually whether the short-term objectives are being achieved or need to be revised.

(8) Family goals and objectives related to the child's disabilities when they are essential to the child's progress.

(f) When Head Start develops the IEP, the team must include:

(1) The Head Start disabilities coordinator or a representative who is qualified to provide or supervise the provision of special education services;

(2) The child's teacher or home visitor;

(3) One or both of the child's parents or guardians; and

(4) At least one of the professional members of the multidisciplinary team which evaluated the child.

(g) An LEA representative must be invited in writing if Head Start is initiating the request for a meeting.

(h) The grantee may also invite other individuals at the request of the parents and other individuals at the discretion of the Head Start program, including those component staff particularly involved due to the nature of the child's disability.

(i) A meeting must be held at a time convenient for the parents and staff to develop the IEP within 30 calendar days of a determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP.

(j) The grantee must make vigorous efforts to involve parents in the IEP process. The grantee must:

(1) Notify parents in writing and, if necessary, also verbally or by other appropriate means of the purpose, attendees, time and location of the IEP meeting far enough in

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

advance so that there is opportunity for them to participate;

(2) Make every effort to assure that the parents understand the purpose and proceedings and that they are encouraged to provide information about their child and their desires for the child's program;

(3) Provide interpreters, if needed, and offer the parents a copy of the IEP in the parents' language of understanding after it has been signed;

(4) Hold the meeting without the parents only if neither parent can attend, after repeated attempts to establish a date or facilitate their participation. In that case, document its efforts to secure the parents' participation, through records of phone calls, letters in the parents' native language or visits to parents' homes or places of work, along with any responses or results; and arrange an opportunity to meet with the parents to review the results of the meeting and secure their input and signature.

(k) The grantee must initiate the implementation of the IEP as soon as possible after the IEP meeting by modifying the child's program in accordance with the IEP and arranging for the provision of related services. If a child enters Head Start with an IEP completed within two months prior to entry, services must begin within the first two weeks of program attendance.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The Head Start (HS) assessment team, in collaboration with School Board of Broward County (SBBC) assigned staff, provides the assessment of Head Start students. The Individual Education Plan (IEP) committee is a multidisciplinary team which may include HS assessment staff as well as the school-based Speech-Language Pathologist (SLP), Psychologist, HS Teacher, the school-based Exceptional Student Education (ESE) Specialist/LEA, Pre-K ESE Program Monitor, Disabilities Manager, HS Teacher Specialist, and HS Social Worker.</u> <u>The present levels of performance and priority educational needs are based on a combination of formal assessments as well as parent input, teacher input, portfolio contents, observations and informal assessments.</u>	<ul style="list-style-type: none"> <u>HS assessment Team</u> <u>School-based ESE Specialist/LEA</u> 	<u>IEP-Present Levels of Performance</u>	<u>August-June</u>
<u>Based on present levels of performance, priority educational needs, multidisciplinary team recommendation, and eligibility requirements established by the Florida Department of Education, eligibility or denial of ESE eligibility is established and an IEP is developed. Parental consent (signature) is required prior to implementation of the IEP.</u>	<u>School-based ESE Specialist/LEA</u>	<ul style="list-style-type: none"> <u>IEP</u> <u>Florida Department of Education ESE Policies and Procedures</u> 	<u>August-June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

		<u>Manual</u>	
<u>The Disabilities Manager is invited to attend IEP meetings by the school-based ESE Specialist/LEA and attends whenever possible. The HS assessment team (Psychologist and Speech Language Pathologist-SLP) may also attend IEP meetings.</u>	<ul style="list-style-type: none"> • <u>School-based ESE Specialist/LEA</u> • <u>Disabilities Manager</u> • <u>HS assessment team</u> 	<u>IEP Committee Participants</u>	<u>August-June</u>
<u>The IEP includes a child's present level of performance in the domains of: Curriculum and Instruction, Independent Functioning, Social/Emotional Behavior, and Communication. An impact statement is made which details how the disability affects classroom performance.</u>	<u>School-based ESE Specialist/LEA</u>	<u>IEP Present Levels of Performance</u>	<u>August-June</u>
<u>The IEP includes annual measurable goals and short-term instructional objectives to attain the annual goals. The IEP also includes the evaluation procedure, title of the implementer, and person responsible for documenting mastery.</u>	<u>School-based ESE Specialist/LEA</u>	<u>IEP Goals and Objectives</u>	<u>August-June</u>
<u>Special needs are addressed on the Services page of the IEP. Services may include Health Care needs, Assistive Technology needs, Behavioral needs, Transportation needs, Communication needs, Supports for School Personnel and Related services.</u>	<u>School-based ESE Specialist/LEA</u>	<u>IEP Services</u>	<u>August-June</u>
<u>The IEP addresses initiation, duration, frequency and location of services to be provided to the student and the related services necessary for the child to participate in the general education setting.</u>	<u>School-based ESE Specialist/LEA</u>	<u>IEP</u>	<u>August-June</u>
<u>The school-based ESE Specialist/LEA sets up the IEP staffing date as soon as the Evaluation Specialists indicate that all assessments have been completed. Parents are invited to the IEP staffing meeting via the Parent Participation Form, which is sent out with at least 10 days prior notice to the date of the staffing. The school-based ESE Specialist/LEA generates</u>	<u>School-based ESE Specialist/LEA</u>	<ul style="list-style-type: none"> • <u>IEP Parent Participation</u> • <u>IEP Committee Participants</u> 	<u>August-June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

the Parent Participation form. Parents may invite additional attendees who have special knowledge or expertise regarding their child. In addition to the HS Disabilities Manager, HS staff may be invited to the IEP meeting to help support parent and or provide information pertaining to the student and family.			
The Parent Participation form includes the date and time of the IEP meeting, the purpose of the meeting, and the team members who will be present at the meeting. Parents indicate if they will attend the meeting on the specified time and date, or if they wish to participate via a phone conference (if they cannot attend) and wish the school to provide results of the meeting in writing, or if they wish to attend on another date or time.	<u>School-based ESE Specialist/ LEA</u>	<u>IEP Parent Participation</u>	<u>August-June</u>
Once eligibility is established at the IEP meeting, a “Begin Date” and “End Date” is documented on the IEP Placement page indicating when service will commence. Services typically begin within one week of established eligibility.	<u>School-based ESE Specialist/ LEA</u>	<u>IEP Placement</u>	<u>August-June</u>
If a parent speaks a language other than English, an interpreter is provided for the IEP meeting so that the parent is able to participate and understand the proceedings. Sign Language interpreters are also provided for parents who are deaf and communicate through sign language.	<u>School-based ESE Specialist/ LEA</u>	<ul style="list-style-type: none"> • <u>SBBC Interpreter Request form</u> • <u>Sign Language Interpreter form</u> 	<u>August-June</u>

REFERENCE: Disabilities

REQUIREMENT: 1308.20 Nutrition Services

(a) The disabilities coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program.

(b) Appropriate professionals, such as physical therapists, speech therapists, occupational therapists, nutritionists or dietitians must be consulted on ways to assist Head Start staff and parents of children with severe disabilities with problems of chewing, swallowing and feeding themselves.

(c) The plan for services for children with disabilities must include activities to help children with disabilities participate in meal and snack times with classmates.

(d) The plan for services for children with disabilities must address prevention of disabilities

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

with a nutrition basis.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</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.	<ul style="list-style-type: none"> • <u>School staff</u> • <u>Food & Nutrition Services Department</u> 	<ul style="list-style-type: none"> • <u>School records</u> • <u>Food & Nutrition Services Record</u> 	<u>August-June</u>
Nutritional status is obtained from the physical form provided by the parent at the time of enrollment, which includes height/weight and hemoglobin/hematocrit (for determining anemia) screening results.	<u>School staff</u>	<ul style="list-style-type: none"> • <u>Physical form</u> 	<u>At time of Enrollment</u>
Children who are flagged for weight are referred to the HS/EHS Nurse. The Nurse sends nutritional information to the parents and makes a referral to the HS/EHS Nutritionist for further follow-up. If a child is flagged for hemoglobin (anemia), the Nurse sends information to the parents on anemia and foods that are rich in iron.	<ul style="list-style-type: none"> • <u>HS/EHS Nurse</u> • <u>HS/EHS Nutritionist</u> 	<u>Nutritional Referral</u>	<u>August-June</u>
Parents complete the health and nutrition form at enrollment indicating special dietary requirements, cultural preferences, and nutritional needs of their child.	<u>School Staff</u>	<u>Health and nutrition form</u>	<u>At time of Enrollment</u>
Feeding and eating special considerations for children with a disability are addressed and implemented as part of the Individual Education Plan (IEP), noted on the Services pages under Special Considerations and Assistive Technology Needs.	<u>School-based ESE Specialist/ LEA</u>	<u>IEP (Services)</u>	<u>August-June</u>
EHS center-based staff receives training on individualizing to meet each infant and toddler's nutritional needs, developmental readiness, and feeding skills, as recommended by the USDA.	<ul style="list-style-type: none"> • <u>HS/EHS Specialist</u> • <u>EHS Teacher Specialist</u> • <u>EHS Teachers</u> 	<u>Nutrition Services records</u>	<u>Quarterly</u>
At the time of entry to the EHS center-based program the EHS Teacher Assistant and parent complete the individual care plan that provides information on infant and toddler feeding schedules, types of foods, food intolerances, new foods and voiding patterns. The plans are	<u>EHS Teacher Assistant</u>	<ul style="list-style-type: none"> • <u>Individual care plan</u> 	<u>Daily</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>updated periodically to reflect changes in the child's nutritional needs. EHS parents receive daily reports from the EHS teacher that includes feeding and voiding information.</u>			
<u>Parents are provided nutritional information at parent orientation.</u>	<ul style="list-style-type: none"> • <u>HS Teacher</u> • <u>EHS Teacher Assistant</u> 	<u>Parent Orientation Packets</u>	<u>Beginning of school year</u>
<u>Parents are invited to participate in nutrition workshops.</u>	<ul style="list-style-type: none"> • <u>Parent Educators</u> • <u>HS/EHS Nutritionist</u> 	<ul style="list-style-type: none"> • <u>Nutrition flyers</u> • <u>Sign-in sheets</u> 	<u>August-June</u>
<u>The HS/EHS 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"> • <u>HS/EHS Nurse</u> • <u>HS/EHS Nutritionist</u> 	<ul style="list-style-type: none"> • <u>Nutrition notes</u> • <u>Nutrition referral</u> 	<u>August-June</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"> • <u>Parent Educators</u> • <u>HS/EHS Nutritionist</u> 	<u>Nutrition packets</u>	<u>August-June</u>

REFERENCE: Disabilities

REQUIREMENT: 1308.21 Parent Participation and Transition of Children into Head Start and from Head Start to Public School.

(a) In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks:

- (1) Support parents of children with disabilities entering from infant/toddler programs.
- (2) Provide information to parents on how to foster the development of their child with disabilities.
- (3) Provide opportunities for parents to observe large group, small group and individual activities describe in their child's IEP.
- (4) Provide follow-up assistance and activities to reinforce program activities at home.
- (5) Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.
- (6) Inform parents of their rights under IDEA.
- (7) Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program and other sources and assist them with initial efforts to access such resources.
- (8) Identify needs (caused by the disability) of siblings and other family members.
- (9) Provide information in order to prevent disabilities among younger siblings.
- (10) Build parent confidence, skill and knowledge in accessing resources and advocating

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

to meet the special needs of their children.

(b) Grantees must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.

(c) Head Start grantees, in cooperation with the child's parents, must notify the school of the child's planned enrollment prior to the date of enrollment.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
Parents of Early Head Start (EHS) children including those with a disability are supported by the EHS staff including the EHS Teacher Assistant, EHS Teacher Specialist, EHS Social Worker, EHS Parent Educator, and Key Management staff (Nurse, Disabilities Manager, Family Services Supervisor). EHS parents receive an EHS orientation packet upon entering the program. Packet contents include a variety of documents relating to the EHS program as well as pamphlets related to child development and how to promote a baby's intelligence.	EHS Teacher Assistant	<ul style="list-style-type: none"> EHS Orientation packet 	Upon entering the EHS program
EHS Teacher Assistants review the Individual Family Service Plan (IFSP) for EHS children with a disability and initiate individualization the first day of the program.	EHS Teacher Assistants	<ul style="list-style-type: none"> IFSP Individualization in Lesson Plans 	Weekly
A variety of community resources are provided to all HS/EHS families. These include community resources related to disability services as well as information on how parents can support the development of their child. Resources are distributed to parents by HS Parent Educators during their first home visit or during the Parent Engagement activity.	HS Parent Educators	<ul style="list-style-type: none"> Community Resources 	First home visit
Parents can request the opportunity to observe classroom activities and therapies provided upon request. Volunteerism in the classroom is encouraged. Head Start introductory information (available in English, Spanish, Haitian-Creole and Portuguese) provides parents with information about the Head Start program including opportunities for school and	<ul style="list-style-type: none"> HS Teacher EHS Teacher Assistant School-based ESE Specialist/LEA 	HS introductory information	August-June

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>program involvement. This information is included in the parent orientation packet provided at the start of the HS/EHS program.</u>	<ul style="list-style-type: none"> • <u>School-based SLP</u> 		
<u>Parents are provided with home reinforcement activities for IEP goals and objectives upon request. Teachers also provide parents with activities to reinforce skills learned in the classroom on a monthly basis.</u>	<ul style="list-style-type: none"> • <u>School-based SLP</u> • <u>School-based ESE Specialist/LEA</u> • <u>HS Teacher</u> • <u>EHS Teacher Assistants</u> 	<ul style="list-style-type: none"> • <u>EHS Parent/Child Activity</u> 	<u>August-June</u>
<u>Parents are provided with information to access the Broward County Public Schools (BCPS) Exceptional Student Education (ESE) website that provides a number of supports available to parents of children with a disability. Among these are meeting opportunities for parent support groups for various disabilities including ESE Parent Advisory Council. Additionally, the Disabilities Manager alerts HS/EHS staff of ESE parent training opportunities throughout the course of the school year. Additionally, the school-based ESE Specialist/LEA may also refer parents to support groups in the family's area and specific to their child's disability.</u>	<ul style="list-style-type: none"> • <u>Disabilities Manager</u> • <u>School-based ESE Specialist/LEA</u> 	<ul style="list-style-type: none"> • <u>BCPS ESE website</u> • <u>BCPS ESE Training calendar</u> 	<u>June-August</u>
<u>Parents are provided with the School Board of Broward County (SBBC) Notice of Procedural Safeguards for Parents of Students with a Disability upon signing consent for assessment. This booklet includes parent IDEA rights. Parent signature indicating they have read and understand the procedural safeguards is required and kept on file by the school based ESE Specialist/LEA. Parents are provided with additional explanation and clarification if needed.</u>	<u>School-based ESE Specialist/LEA</u>	<u>SBBC Notice of Procedural Safeguards for Parents of Students with a Disability</u>	<u>June-August</u>
<u>Social Workers and Parent Educators provide SSI information and resources available to</u>	<ul style="list-style-type: none"> • <u>Social Workers</u> 	<ul style="list-style-type: none"> • <u>Family services</u> 	<u>June-August</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics Head Start/Early Intervention Department

parents.	<ul style="list-style-type: none"> • <u>Parent Educators</u> 	<u>records</u> <ul style="list-style-type: none"> • <u>HS Events Database</u> 	
Information regarding younger siblings and adult family members is obtained at the time of application. Additional information is obtained through home visit meetings conducted by HS Social Workers and Parent Educators. Younger siblings may be referred to Florida Diagnostic Learning and Treatment System (FDLRS) if a disability is suspected.	<ul style="list-style-type: none"> • <u>Social Workers</u> • <u>Parent Educators</u> 	<u>FDLRS information cards</u>	<u>June-August</u>
Parent confidence, skill and knowledge in accessing resources and advocating for their child with special needs is promoted through the use of the BCS ESE website, and ESE training opportunities. Additionally, the Disabilities Manager provides professional development to parents based on parent interests on a variety of subjects.	<u>Disabilities Manager</u>	<ul style="list-style-type: none"> • <u>BCPS ESE Website</u> • <u>BCPS Training Calendar</u> 	<u>June-August</u>
At the end of the year, students' ongoing developmental assessment is generated in order to determine student growth and performance. Letter and sound knowledge, concepts of print, phonological awareness assessment, pre-academic screening, and social-emotional screening information is placed in the HS students' cumulative folders to familiarize kindergarten teachers with the students' progress in the program.	<u>HS Teacher</u>	<u>Cumulative folder documents</u>	<u>May - June</u>
The HS Program ensures a smooth transition to Kindergarten (K); from EHS to HS; and from the 3-year-old program to the 4-year-old program by specifying the registration/enrollment process, necessary documentation, and timelines to all families participating in the program. The HS Family Services Support Team and the HS Teachers provide ongoing guidance to families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for Kindergarten Roundup events at those schools. In addition, all families of students transitioning to Kindergarten receive transition resources,	<ul style="list-style-type: none"> • <u>HS Teacher</u> • <u>Parent Educator</u> 	<u>HS/EHS Transition documents</u>	<u>May - June</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

such as a literacy-related calendar of activities, Kindergarten expectations, a book about Kindergarten and multiple resources that support the family in helping their child learn to read. Families participate in transition meetings with HS Parent Educators to review the resources provided to them so that they effectively know how to utilize each one over the summer in preparation for Kindergarten.			
The School-based ESE Specialist/LEA provides IEP Transition staffing meetings as required for disability HS students matriculating from Head Start into Kindergarten. The District ESE folder is transferred if the student will attend a new school. ESE data is shared electronically between schools utilizing the Broward County Schools online district database Total Educational Resource Management System (TERMS). Additionally, IEP paperwork may be accessed through the EASY IEP online computer database.	<ul style="list-style-type: none"> • <u>School-based ESE Specialist/LEA</u> • <u>School-based data processor/IMT</u> 	<ul style="list-style-type: none"> • <u>TERMS database</u> • <u>EASY IEP database</u> 	<u>June - August</u>
The Head Start program provides parents a written letter of acceptance and school placement prior to the start of the school year. Head Start schools are informed of incoming students through a School Roster form that is sent to the school's data processor/ (IMT) upon completion of the seat assignment process.	<ul style="list-style-type: none"> • <u>Family Services Supervisor</u> • <u>Systems Analyst</u> • <u>HS Clerical staff</u> 	<ul style="list-style-type: none"> • <u>HS Acceptance Letter</u> • <u>School Roster</u> 	<u>Prior to start of the school year</u>

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.1 – 1309.5 General

This part prescribes regulations implementing sections 644(c), (f) and (g) and 645A(b)(9) of the Head Start Act, 42 U.S.C. 9801 et seq., as they apply to grantees operating Head Start programs (including Early Head Start grantees) under the Act. It prescribes the procedures for applying for Head Start grant funds to purchase, construct, or make major renovations to facilities in which to operate Head Start programs. It also details the measures which must be taken to protect the Federal interest in such facilities purchased, constructed or renovated with Head Start grant funds.

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.10 – 1309.12 Application Procedures

Approved by Policy Council:

Approved by Governing Body:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.20 – 1309.23 Protection of Federal Interest

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.30 – 1309.34 Modular Units

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.40 – 1309.44 Other Administrative Provisions

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.51 – 1309.54 Construction and Major Renovation

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
HS/EHS Grantee complies with all School Board of Broward County, Florida policies related to facilities and construction.	<ul style="list-style-type: none">• <u>HS/EHS Director</u>• <u>HS/EHS Specialist</u>	<ul style="list-style-type: none">• <u>Applicable School Board Policies</u>	<u>As needed</u>
HS/EHS Grantee identifies modulars at school sites that are federal interest with a sign referencing Head Start Performance Standard 1309.2.	<ul style="list-style-type: none">• <u>HS/EHS Director</u>	<ul style="list-style-type: none">• <u>Federal Interest Sign</u>	<u>Signs posted at all times</u>

REFERENCE: Transportation

REQUIREMENT: 1310.10 General

(a) Each agency must assist as many families as possible who need transportation in order for their children to attend the program in obtaining that transportation.

(b) When an agency has decided not to provide transportation services, it must provide reasonable assistance to the families of such children to arrange transportation to and from its activities. The specific types of assistance being offered must be made clear to all prospective families in the program's recruitment announcements.

(c) Each agency providing transportation services is responsible for compliance with the applicable requirement of this part. When an agency provides transportation through another organization or an individual the agency must ensure the compliance of the transportation provider with the requirements of this part.

(d) Each program providing transportation services, must ensure that each vehicle used in providing such services is equipped with:

- (1) a communication system to call for assistance in case of an emergency;
- (2) safety equipment for use in an emergency, including a charged fire extinguisher that is properly mounted near the driver's seat and a sign indicating its location;
- (3) a first aid kit and a sign indicating the location of such equipment; and
- (4) a seat belt cutter for use in an emergency evacuation and a sign indicating its location.

(e) Each program providing transportation services must ensure that any auxiliary seating, such

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics Head Start/Early Intervention Department

as temporary or folding jump seats, used in vehicles of any type providing such services are built into the vehicle by the manufacturer as part of its standard design, are maintained in proper working order, and are inspected as part of the annual inspection required under §1310.13(a) of this subpart.

(f) Each program providing transportation services must ensure that all accidents involving vehicles that transport children receiving such services are reported in accordance with applicable State requirements.

(g) Each program must ensure that children are only released to a parent or legal guardian, or other individual identified in writing by the parent or legal guardian. This regulation applies when children are not transported and are picked up from the classroom, as well as when they are dropped off by a vehicle. Agencies must maintain lists of the persons, including alternates in case of emergency, and up-to-date child rosters must be maintained at all times to ensure that no child is left behind, either at the classroom or on the vehicle at the end of the route.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The Head Start and Early Head Start program do not provide transportation except for dental services, field trips, and Early Head Start socialization.</u>	<u>HS Nurse</u>	<ul style="list-style-type: none"> <u>Recruitment Flyer</u> <u>HS Application</u> 	<u>Annually</u>
<u>All families are informed that no transportation is provided on the program recruitment flyer as well as on the application and during the application process. Parents are informed by staff to choose a site close to their home, work or their childcare provider. If transportation becomes a problem for the family requests for transfers to a different site are accommodated whenever possible. Parents are referred to the Broward County Transit Bus Pass Program which supplies bus passes at no charge.</u>	<ul style="list-style-type: none"> <u>Family Services Supervisor</u> <u>HS/EHS Staff</u> 	<ul style="list-style-type: none"> <u>Recruitment Flyer</u> <u>Application</u> 	<u>Annually</u>
<u>All buses used to transport children on field trips and dental visits are equipped with a communication system, fire extinguisher, first aid kit, and seat belt cutter.</u>	<ul style="list-style-type: none"> <u>HS Nurse</u> <u>Head Start Bus Driver</u> 	<u>Transportation Checklist</u>	<u>Annually</u>
<u>Emergency contact information and a list of all people who are permitted to pick up the child are kept at the school</u>	<u>School Staff</u>	<u>Broward County Schools Emergency Card</u>	<u>Annually</u>
<u>Accidents are reported in accordance with the School Board of Broward County procedures.</u>	<u>Transportation Department</u>	<u>Transportation Department Policies</u>	<u>Annually</u>

REFERENCE: Transportation

REQUIREMENT: 1310.11 Child Restraint Systems

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**Academics****Head Start/Early Intervention Department**

Each program providing transportation services must ensure that each vehicle used to transport children receiving such services is equipped for use of height- and weight-appropriate child safety restraint systems.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>All dental and field trip buses are equipped with height and weight appropriate child restraint systems. Teachers and Teacher Assistants are trained on Transportation Performance Standards at pre-service and via video conference.</u>	<ul style="list-style-type: none">• <u>HS Nurse</u>• <u>HS Bus Drivers</u>• <u>HS Teachers and Teacher Assistants</u>	<ul style="list-style-type: none">• <u>Transportation Checklist</u>• <u>Bus Driver Handbook</u>• <u>Video Conference</u>	<u>Annually</u>

REFERENCE: Transportation**REQUIREMENT: 1310.12 Required Use of School Buses or Allowable Alternate Vehicles**

- (a) Each program providing transportation services must ensure that children enrolled in its program are transported in school buses or allowable alternate vehicles that are equipped for use of height- and weight-appropriate child restraint systems, and that have reverse beepers. As provided in 45 CFR 1310.2(a), this paragraph does not apply to transportation services to children served under the home-based option for Head Start and Early Head Start.
- (b) Each Head Start and Early Head Start program receiving permission from the responsible HHS official to purchase a vehicle with grant funds for use in providing transportation services to children in its program or a delegate agency's program must ensure that the funds are used to purchase a vehicle that is either a school bus or an allowable alternate vehicle and is equipped
- (1) for use of height- and weight-appropriate child restraint systems; and
- (2) with a reverse beeper.
- (c) As provided in 45 CFR 1310.2(a), paragraph (b) of this section does not apply to vehicles purchased for use in transporting children served under the home-based option for Head Start and Early Head Start.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>All dental and field trip buses are equipped with height and weight appropriate child restraint system and reverse beepers. Teachers and Teacher Assistants are trained on transportation performance standards at pre-service and/or via video conference presentation.</u>	<ul style="list-style-type: none">• <u>HS Nurse</u>• <u>HS/EHS Bus Drivers</u>• <u>HS/EHS Teachers and Teacher Assistants</u>	<ul style="list-style-type: none">• <u>Transportation Checklist</u>• <u>Bus Driver Handbook</u>• <u>Video Conference Records</u>	<u>Annually</u>

REFERENCE: Transportation**REQUIREMENT: 1310.13 Maintenance of Vehicles**

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Each program providing transportation services must ensure that vehicles used to provide such services are maintained in safe operating condition at all times. The organization operating the vehicle must establish and implement procedures for:

- (a) a thorough safety inspection of each vehicle on at least an annual basis through an inspection program licensed or operated by the State;
- (b) systematic preventive maintenance on such vehicles; and
- (c) daily pre-trip inspection of the vehicles by the driver.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>All Broward County school buses are required by the state to have regularly scheduled safety inspections, preventive maintenance and daily pre-trip and post-trip inspections.</u>	<ul style="list-style-type: none">• <u>School Board of Broward County</u>• <u>Transportation Department</u>• <u>Head Start Bus Drivers</u>	<ul style="list-style-type: none">• <u>Transportation Department records</u>• <u>Transportation Checklist</u>	<u>Annually</u>

REFERENCE: Transportation

REQUIREMENT: 1310.14 Inspection of New Vehicles at Time of Delivery

Each program providing transportation services must ensure that bid announcements for school buses and allowable alternate vehicles for use in transporting children in its program include the correct specifications and a clear statement of the vehicle's intended use. Such agencies must ensure that there is a prescribed procedure for examining such vehicles at the time of delivery to ensure that they are equipped in accordance with the bid specifications and that the manufacturer's certification of compliance with the applicable FMVSS is included with the vehicle.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>A procedure is in place for the inspection of new vehicles through the School Board of Broward County Transportation Department.</u>	<u>School Board of Broward County</u> <u>Transportation Department</u>	<u>Transportation Department Records</u>	<u>Annually</u>

REFERENCE: Transportation

REQUIREMENT: 1310.15 Operation of Vehicles

Each program providing transportation services, either directly or through an arrangement with another organization or an individual, to children enrolled in its program must ensure that:

- (a) On a vehicle equipped for use of such devices, any child weighing 50 pounds or less, is seated in a child restraint system appropriate to the child's height and weight while the vehicle is in motion.
- (b) Baggage and other items transported in the passenger compartment are properly stored and secured and the aisles remain clear and the doors and emergency exits remain

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

unobstructed at all times.

(c) Effective June 21, 2004, there is at least one bus monitor on board at all times, with additional bus monitors provided as necessary, such as when needed to accommodate the needs of children with disabilities. As provided in 45 CFR 1310.2(a), this paragraph does not apply to transportation services to children served under the home-based option for Head Start and Early Head Start.

(d) Except for bus monitors who are assisting children, all vehicle occupants must be seated and wearing height- and weight- appropriate safety restraints while the vehicle is in motion.

Implementation	Responsibility	Documentation	Timeline
<u>All children on dental or field trips buses are seated in an appropriate height and weight child restraint system, which includes lap belt and shoulder harnesses.</u>	<ul style="list-style-type: none">• <u>HS Bus Drivers</u>• <u>HS Nurse</u>• <u>HS/EHS Teachers and Teacher Assistants</u>	<ul style="list-style-type: none">• <u>Transportation Checklist</u>• <u>Bus Driver Handbook</u>	<u>Annually</u>
<u>One bus monitor (Teacher or Teacher Assistant) is on board the dental and field trip buses at all times.</u>	<ul style="list-style-type: none">• <u>HS Nurse</u>• <u>HS Bus Driver</u>• <u>HS/EHS Teacher and Teacher Assistant</u>	<ul style="list-style-type: none">• <u>Transportation Checklist</u>• <u>Bus Monitor Training tracking sheet</u>	<u>Annually</u>

REFERENCE: Transportation

REQUIREMENT: 1310.16 Driver Qualifications

(a) Each agency providing transportation services must ensure that persons who drive vehicles used to provide such services, at a minimum:

- 1) in States where such licenses are granted, have a valid Commercial Driver's License (CDL) for vehicles in the same class as the vehicle the driver will operating; and
- 2) meet any physical, mental, and other requirements established under applicable law or regulations as necessary to perform job-related functions with any necessary reasonable accommodations.

(b) Each agency providing transportation services must ensure that there is an applicant review process for use in hiring drivers, that applicants for driver positions must be advised of the specific background checks required at the time application is made, and that there are criteria for the rejection of unacceptable applicants. The applicant review procedure must include, at minimum:

- 1) all elements specified in 45 CFR 1304.52(b), with additional disclosure by the applicant of all moving traffic violations, regardless of penalty;

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

- 2) a check of the applicant's driving record through the appropriate State agency, including a check of the applicant's record through the National Driver Register, if available in the State; and
 - 3) after a conditional offer of employment to the applicant and before the applicant begins work as a driver, a medical examination, performed by a licensed doctor of medicine or osteopathy, establishing that the individual possesses the physical ability to perform any job-related functions with any necessary accommodations.
- (c) As provided in 45 CFR 1310.2(a), this section does not apply to transportation services to children served under the home-based option for Head Start and Early Head Start.

Implementation	Responsibility	Documentation	Timeline
<u>All School Board of Broward County bus drivers follow state guidelines, which include valid CDL license, background check, disclosure of moving traffic violations, check of driving record and medical exam.</u>	<u>School Board of Broward County Transportation Department</u>	<u>Transportation Department Records</u>	<u>Annually</u>

REFERENCE: Transportation

REQUIREMENT: 1310.17 Driver and Bus Monitoring Training

- (a) Each agency providing transportation services must ensure that persons employed to drive vehicles used in providing such services will have received the training required under paragraphs (b) and (c) of this section no later than 90 days after the effective date of this section as established by §1310.2 of this part. The agency must ensure that drivers who are hired to drive vehicles used in providing transportation services after the close of the 90 day period must receive the training required under paragraphs (b) and (c) prior to transporting any child enrolled in the agency's program. The agency must further ensure that at least annually after receiving the training required under paragraphs (b) and (c), all drivers who drive vehicles used to provide such services receive the training required under paragraph (d) of this section.
- (b) Drivers must receive a combination of classroom instruction and behind-the-wheel instruction sufficient to enable each driver to:
 - 1) operate the vehicle in a safe and efficient manner;
 - 2) safely run a fixed route, including loading and unloading children, stopping at railroad crossings and performing other specialized driving maneuvers;
 - 3) administer basic first aid in case of injury;
 - 4) handle emergency situations, including vehicle evacuation procedures;
 - 5) operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints;
 - 6) conduct routine maintenance and safety checks of the vehicle; and
 - 7) maintain accurate records as necessary.
- (c) Drivers must also receive instruction on the topics listed in 45 CFR 1304.52(k)(1), (2) and (3)(i) and the provisions of the Head Start Program Performance Standards for Children with Disabilities (45 CFR 1308) relating to transportation services for children with disabilities.
- (d) Drivers must receive refresher training courses including the topics listed in paragraphs (b)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

and (c) of this section and any additional necessary training to meet the requirements applicable in the State where the agency operates.

- (e) Each agency providing transportation services must ensure that drivers who transport children receiving the services qualify under the applicable driver training requirements in its State.
- (f) Each agency providing transportation services must ensure that:
- 1) the annual evaluation of each driver of a vehicle used to provide such services includes an on-board observation of road performance; and
 - 2) before bus monitors assigned to vehicles used to provide such services begin their duties, they are trained on child boarding and exiting procedure, use of child restraint systems, any required paperwork, responses to emergencies, emergency evacuation procedures, use of special equipment, child pick-up and release procedures and pre- and post-trip vehicle check.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>All School Board of Broward County Bus Drivers receive state mandated training which includes operation of a vehicle in a safe manner, how to safely run a fixed route, basic first aid, vehicle evacuation, operation of special equipment, safety checks and how to maintain accurate records.</u>	<u>School Board of Broward County Transportation Department</u>	<u>Transportation Department training records</u>	<u>Annually</u>
<u>Refresher training and annual evaluations are provided for all drivers.</u>	<u>School Board of Broward County Transportation Department</u>	<u>Transportation Department training records</u>	<u>Annually</u>
<u>All bus monitors (Head Start/ Early Head Start Teachers and Teacher Assistants) are trained by the district bus driver in child boarding and exiting, use of child harnesses, emergencies, evacuation, use of special equipment and the completion of a pre/post trip student count.</u>	<ul style="list-style-type: none">• <u>HS Nurse</u>• <u>HS Bus Drivers</u>• <u>HS/EHS Teacher and Teacher Assistant</u>	<u>Transportation Checklist</u>	<u>Annually and per each dental or field trip</u>

REFERENCE: Transportation

REQUIREMENT: 1310.18 -1310.19

These Performance Standards do not exist.

REFERENCE: Transportation

REQUIREMENT: 1310.20 Trip Routing

- (a) Each agency providing transportation services must ensure that in planning fixed routes the safety of the children being transported is the primary consideration.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**Academics****Head Start/Early Intervention Department**

(b) The agency must also ensure that the following basic principles of trip routing are adhered to:

- 1) The time a child is in transit to and from the Head Start or Early Head Start program must not exceed one hour unless there is no shorter route available or any alternative shorter route is either unsafe or impractical.
- 2) Vehicles must not be loaded beyond the maximum passenger capacity at any time.
- 3) Vehicles must not be required to back up or make “U” turns, except when necessary for reasons of safety or because of physical barriers.
- 4) Stops must be located to minimize traffic disruptions and to afford the driver a good field of view in front of and behind the vehicle.
- 5) When possible, stops must be located to eliminate the need for children to cross the street or highway to board or leave the vehicle.
- 6) If children must cross the street before boarding or after leaving the vehicle because curbside drop off or pick up is impossible, they must be escorted across the street by the bus monitor or another adult.
- 7) Specific procedures must be established for use of alternate routes in the case of hazardous conditions that could affect the safety of the children who are being transported, such as ice or water build up, natural gas line breaks, or emergency road closing. In selecting among alternatives, transportation providers must choose routes that comply as much as possible with the requirements of this section.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Children’s transit time never exceeds one hour on field trip or dental buses</u>	<ul style="list-style-type: none">• <u>HS Nurse</u>• <u>HS Bus Driver</u>	<u>Transportation Checklist</u>	<u>Daily</u>
<u>School Board of Broward County buses may not back up or make U-turns. All stops are made to minimize traffic disruptions and to eliminate the need for children to cross the street. Alternate routes are planned and children are escorted across the street if needed by an adult.</u>	<ul style="list-style-type: none">• <u>Bus Driver</u>• <u>HS/EHS Teachers or Teacher Assistants</u>	<u>Transportation Checklist</u>	<u>Daily</u>

REFERENCE: Transportation**REQUIREMENT: 1310.21 Safety Education**

- (a) Each agency must provide training for parents and children in pedestrian safety. The training provided to children must be developmentally appropriate and an integral part of program experiences. The need for an adult to accompany a preschool child while crossing the street must be emphasized in the training provided to parents and children. The required transportation and pedestrian safety education of children and parents, except for the bus evacuation drills required by paragraph (d) of this section, must be provided within the first thirty days of the program year.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**Academics****Head Start/Early Intervention Department**

- (b) Each agency providing transportation services, directly or through another organization or an individual, must ensure that children who receive such services are taught:
- 1) safe riding practices;
 - 2) safety procedures for boarding and leaving the vehicle;
 - 3) safety procedures in crossing the street to and from the vehicle at stops;
 - 4) recognition of the danger zones around the vehicle; and
 - 5) emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.
- (c) Each agency providing transportation services must provide training for parents that:
- 1) emphasizes the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and
 - 2) complements the training provided to their children so that safety practices can be reinforced both in Head Start and at home by the parent.
- (d) Each agency providing transportation services must ensure that at least two bus evacuation drills in addition to the one required under paragraph (b)(5) of this section are conducted during the program year.
- (e) Each agency providing transportation services must develop activities to remind children of the safety procedures. These activities must be developmentally appropriate, individualized and be an integral part of the Head Start or Early Head Start program activities.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The 21-Day Classroom Management Plan reflects pedestrian safety for children.</u>	<u>HS Teachers</u>	<u>21-Day Classroom Management Plan</u>	<u>Annually</u>
<u>The Field Trip Bus Request form reminds teachers to go over safe riding practices, safety in boarding and leaving the vehicle, safety in crossing the street, danger zones and emergency evacuation procedures.</u>	<u>HS Teachers</u>	<u>Field Trip Bus Request form</u>	<u>Annually</u>
<u>Head Start teachers review transportation and pedestrian safety on a monthly basis with all students.</u>	<u>HS Teachers</u>	<u>Lesson Plans</u>	<u>Monthly</u>
<u>Head start parents receive information on car seat safety, pedestrian safety and bus safety at parent orientation, or upon entry to the program.</u>	<u>Parent Orientation Packets</u>	<u>HS Staff</u>	<u>Annually</u>
<u>Two bus evacuation drills are done annually with one drill completed within 30 days of the beginning of the school year. The evacuation drills are documented on the transportation training checklist.</u>	<u>Transportation Training Checklist</u>	<u>HS Bus Drivers</u>	<u>Annually</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

REFERENCE: Transportation

REQUIREMENT: 1310.22 Children with Disabilities

(a) Each agency must ensure that there are school buses or allowable alternate vehicles adapted or designed for transportation of children with disabilities available as necessary to transport such children enrolled in the program. This requirement does not apply to the transportation of children receiving home-based services unless school buses or allowable alternate vehicles are used to transport the other children served under the home-based option by the grantee.

Whenever possible, children with disabilities must be transported in the same vehicles used to transport other children enrolled in the Head Start or Early Head Start program.

(b) Each Head Start, Early Head Start and delegate agency must ensure compliance with the Americans with Disabilities Act (42 U.S.C. 12101 *et seq.*), the HHS regulations at 45 CFR part 84, implementing Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), and the Head Start Program Performance Standards on Services for Children with Disabilities (45 CFR part 1308) as they apply to transportation services.

(c) Each agency must specify any special transportation requirements for a child with a disability when preparing the child's Individual Education Plan (IEP) or Individual Family Service Plan (IFSP), and ensure that in all cases special transportation requirements in a child's IEP or IFSP are followed, including:

- 1) special pick-up and drop-off requirements;
- 2) special seating requirements;
- 3) special equipment needs;
- 4) any special assistance that may be required; and
- 5) any special training for bus drivers and monitors.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>Any special transportation requirements for children with disabilities, as noted on their IEP are followed.</u>	<ul style="list-style-type: none">• <u>HS Staff</u>• <u>LEA</u>• <u>School ESE Specialist</u>	<u>IEP</u>	<u>Annually</u>

REFERENCE: Transportation

REQUIREMENT: 1310.23 Coordinated Transportation

(a) Each agency providing transportation services must make reasonable efforts to coordinate transportation resources with other human services agencies in its community in order to control costs and to improve the quality and the availability of transportation services.

(b) At a minimum, the agency must:

- (1) identify the true costs of providing transportation in order to knowledgeably compare the costs of providing transportation directly versus contracting for the service;
- (2) explore the option of participating in any coordinated public or private transportation systems existing in the community; and
- (3) where no coordinated public or private non-profit transportation system exists in the community, make every effort to identify other human services agencies also providing

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

transportation services and, where reasonable, to participate in the establishment of a local transportation coordinating council.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The grantee does not provide transportation services to and from school. Parents are encouraged to apply to the Head Start program at their home school. City bus pass information is shared with parents who have difficulty getting their child to and from school.</u>	<ul style="list-style-type: none">• <u>HS/EHS Staff</u>	<u>HS Application</u> <u>Flyer</u>	<u>Annually</u>

REFERENCE: Head Start Fellows Program

REQUIREMENT: 1311.1 – 1311.5

(a) This part establishes regulations implementing section 648A(d) of the Head Start Act, as amended, 42 U.S.C. 9801 et seq., applicable to the administration of the Head Start Fellows Program, including selection, placement, duration and status of the Head Start Fellows.

(b) As provided in section 648A(d) of the Act, the Head Start Fellows Program is designed to enhance the ability of Head Start Fellows to make significant contributions to Head Start and to other child development and family services programs.

<u>Implementation</u>	<u>Responsibility</u>	<u>Documentation</u>	<u>Timeline</u>
<u>The grantee will follow all application processes and procedures should an individual apply and be selected to participant in the Head Start Fellows Program.</u>	<ul style="list-style-type: none">• <u>HS/EHS Staff</u>	<u>Fellow</u> <u>Application</u>	<u>Annually</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Head Start (HS)/Early Head Start (EHS) Ongoing Monitoring Plan

Requirement: 1304.51(i)(2) *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.*

Education

<u>What Will be Reviewed</u>	<u>How Does the Monitoring Takes Place</u>	<u>Frequency of Review</u>	<u>Personnel Responsible</u>	<u>Documentation Evidence</u>
Implementation of the 21-Day Plan	Classroom Visits	<ul style="list-style-type: none"> August/September First five weeks of school 	<ul style="list-style-type: none"> Teacher Specialists 	<ul style="list-style-type: none"> HS Database Events Completed 21-Day Plans in the teachers' plan book
Anecdotal notes and documentation in Teaching Strategies GOLD (TSG)	Review of data in TSG	<ul style="list-style-type: none"> October February May 	<ul style="list-style-type: none"> Teacher Specialists 	<ul style="list-style-type: none"> TSG Checkpoint Data Class Profile Reports Individual Child Profiles Teacher Contact Summaries
Assessment Data: <ul style="list-style-type: none"> Letter/Sound Knowledge Concepts of Print Phonological Awareness Teaching Strategies GOLD BRIGANCE 	<ul style="list-style-type: none"> Documentation Review Team Data Meetings 	<ul style="list-style-type: none"> September/October February May Within 45 days of enrollment (BRIGANCE)	<ul style="list-style-type: none"> Teacher Specialists Curriculum Supervisor 	<ul style="list-style-type: none"> HS Database Ongoing Data Review
Environmental Implementation Checklist (EIC) <ul style="list-style-type: none"> Classroom Environment, Structure, Instruction, and Interactions Evidence of Parent Involvement Assessment Practices 	EIC Documentation Review	Fall	<ul style="list-style-type: none"> Teacher Specialists Teachers 	<ul style="list-style-type: none"> Completed Environmental Implementation Checklist HS Database Events Education Services Report
Classroom Coaching Plans	Classroom visits	Monthly	<ul style="list-style-type: none"> Teacher Specialists 	<ul style="list-style-type: none"> HS Database Events

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

	<ul style="list-style-type: none"> <u>Review of HS Database Events</u> 		<ul style="list-style-type: none"> <u>Curriculum Supervisor</u> 	<ul style="list-style-type: none"> <u>Goals on Classroom Coaching Plans</u> <u>Education Services Report</u>
<u>Teacher Lesson Plans</u>	<ul style="list-style-type: none"> <u>Classroom visits</u> <u>Review of HS Database Events</u> 	<u>Monthly</u>	<ul style="list-style-type: none"> <u>Teacher Specialists</u> 	<ul style="list-style-type: none"> <u>HS Database Events</u> <u>Teacher Lesson Plans</u>
<u>Classroom Assessment Scoring System (CLASS) Results</u>	<u>Observation and completion of CLASS forms</u>	<u>Fall and Spring</u>	<u>Teacher Specialists</u>	<ul style="list-style-type: none"> <u>CLASS Summary Forms</u> <u>HS Database CLASS</u> <u>Fall/Spring CLASS Report</u> <u>Education Services Report</u>
<u>Student's screening review results</u>	<u>Review of electronic documentation in the HS Database</u>	<u>October - May</u>	<u>Teacher Specialists</u>	<u>HS Database Screening Review Layout</u>
<u>Follow-up to screening review results</u>	<ul style="list-style-type: none"> <u>Communication with Teacher</u> <u>Documentation Review</u> 	<u>October - May</u>	<ul style="list-style-type: none"> <u>Teacher Specialists</u> <u>Content Area Specialists</u> 	<ul style="list-style-type: none"> <u>Referrals</u> <u>Screening Review Follow-up Events in HS Database</u>
<u>Individualized support provided to teachers</u>	<ul style="list-style-type: none"> <u>HS Database Review of TS TA support</u> <u>Classroom Implementation Plans (CIP)</u> 	<u>September - May</u>	<ul style="list-style-type: none"> <u>Teacher Specialists</u> <u>Curriculum Supervisor</u> <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> <u>Professional Development Report</u> <u>HS Database documenting coaching support</u> <u>Education Services Report</u>
<u>Classroom visits and planning activities</u>	<u>HS Database Events</u>	<u>August - June</u>	<u>Teacher Specialists</u>	<u>Education Services Report</u>
<u>Student Portfolios</u>	<ul style="list-style-type: none"> <u>Classroom Visits</u> <u>Documentation Review</u> <u>HS Database</u> 	<u>Monthly</u>	<u>Teacher Specialists</u>	<ul style="list-style-type: none"> <u>Education Portfolio Checklist</u> <u>Portfolio Contents</u> <u>Data in HS Database</u>
<u>Self-Assessment Results for Education</u>	<ul style="list-style-type: none"> <u>Curriculum Supervisor and HS/EHS Specialist analyze the results and prepare the Self-</u> 	<u>Annually</u>	<ul style="list-style-type: none"> <u>Curriculum Supervisor</u> <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> <u>Self-Assessment Results and Improvement Plan for HS/EHS Education</u>

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

	Assessment Report and <u>Improvement Plan</u> • Results submitted to HS/EHS Director			
<u>Individualized Instruction</u> • <u>Individualized activities</u> <u>identified by child in Teacher</u> <u>Lesson Plan Books</u>	<u>Documentation Review</u>	<u>Monthly</u>	<u>Teacher Specialists</u>	<ul style="list-style-type: none"> • <u>Individualized activities in Teacher Plan Books</u> • <u>Documentation of Individualization in HS Teacher Specialist Events Database</u>
<u>Professional Development</u> <u>Attended</u> • <u>Sign-in Sheets</u> • <u>Record of attendance for digital</u> <u>professional development</u>	<u>Documentation Review</u>	<u>Monthly</u>	<ul style="list-style-type: none"> • <u>Teacher Specialists</u> • <u>Curriculum Supervisor</u> • <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> • <u>Attendance Sign-in Sheets</u> • <u>Professional Development Attendance Reports</u> • <u>Record of Attendance</u>
<u>Implementation of curriculum and</u> <u>instructional delivery</u>	<u>Classroom Visits</u>	<u>Monthly</u>	<ul style="list-style-type: none"> • <u>Teacher Specialists</u> • <u>Curriculum Supervisor</u> • <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> • <u>CAB Calendars</u> • <u>HS Database Events</u>
<u>Coaching/Support for Teachers</u> <u>(including positive child guidance)</u>	<u>Classroom Visit Observation</u>	<u>Monthly</u>	<ul style="list-style-type: none"> • <u>Curriculum Supervisor</u> • <u>Teacher Specialists</u> • <u>HS/EHS Specialist</u> • <u>Compliance Specialist</u> 	<u>HS Database Events/Coaching Plans</u>
<u>Ongoing classroom visits to</u> <u>ensure compliance with all</u> <u>HS/EHS Performance Standards</u>	<u>Classroom Visits</u>	<u>August-June</u>	<ul style="list-style-type: none"> • <u>Compliance Specialist</u> 	<u>Compliance Specialist Checklists</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Disabilities

<u>What Will be Reviewed</u>	<u>How Does the Monitoring Take Place</u>	<u>Frequency of Review</u>	<u>Personnel Responsible</u>	<u>Documentation Evidence</u>
Individual Education Plan (IEP) • Created by school-based Local Educational Agency (LEA) representative • EasyIEP database • Original form kept by Head Start and a copy is kept at each child's school site	• Document Review • Collaborative Problem Solving Team (CPS) Meetings	Annually at time of acceptance into HS program Or • At time of ESE eligibility (whichever occurs first)	• Disabilities Manager • Family Services Supervisor	IEP for each Head Start student with an ESE eligibility
Exceptional Student Education (ESE) Progress Report • EasyIEP database • Completed by ESE staff member who delivers ESE support services • Indicates progress made in meeting the goals and objectives of the IEP	Document Review	Quarterly	• Disabilities Manager • Family Services Supervisor	Quarterly IEP Progress Report
Computerized Tracking • Review Parent Concern data on the Head Start Application database; Disabilities tab • Verification of ESE status	Head Start Database	Weekly (April-June)	• Disabilities Manager • Family Services Supervisor	HS Database
Awarding points based on ESE status	EasyIEP database	Ongoing	• Disabilities Manager • Family Services Supervisor	HS Database
The caseload of ESE students enrolled in the HS/EHS Program	Documentation Review	Quarterly	• Disabilities Manager • Family Services Supervisor	Quarterly HS/EHS Disabilities Report

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>Disability Referrals:</u>	<u>Documentation Review</u>	<u>Weekly</u>	<ul style="list-style-type: none"> • <u>Psychologist</u> • <u>Speech Language Pathologist</u> • <u>Disabilities Manager</u> • <u>Family Services Supervisor</u> 	<u>HS Disabilities Referral Log</u>
<u>Disabilities Monitoring Report tracking referrals for EHS evaluations</u> <ul style="list-style-type: none"> • <u>Referral date</u> • <u>Evaluation date</u> • <u>Outcomes</u> • <u>Transition due date</u> 	<ul style="list-style-type: none"> • <u>Monthly and Quarterly Disabilities Report</u> • <u>Documentation Review</u> 	<u>Monthly</u>	<ul style="list-style-type: none"> • <u>EHS Social Worker</u> • <u>EHS Teacher Specialist</u> • <u>HS/EHS Specialist</u> 	<u>Child's file</u>
<u>Self-Assessment Results for Disabilities</u>	<ul style="list-style-type: none"> • <u>Data review and preparation of the Disabilities Self-Assessment report with steps and timelines</u> • <u>Results submitted to HS/EHS Director</u> 	<u>Annually</u>	<ul style="list-style-type: none"> • <u>Psychologist</u> • <u>Speech Language Pathologist</u> • <u>Disabilities Manager</u> • <u>Family Services Supervisor</u> 	<u>Self-Assessment Results and Improvement Plan for HS/EHS Disabilities</u>

Health/Safety/Nutrition

<u>What Will be Reviewed</u>	<u>How Does the Monitoring Takes Place</u>	<u>Frequency of Review</u>	<u>Personnel Responsible</u>	<u>Documentation Evidence</u>
<u>Health</u> <ul style="list-style-type: none"> • <u>Immunizations</u> • <u>Physicals</u> • <u>Blood Work</u> • <u>Medical Home</u> • <u>Medical Insurance</u> 	<u>Electronic Documentation</u>	<u>Monthly</u>	<u>Nurse</u>	<u>Monthly tracking reports</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<ul style="list-style-type: none"> • <u>Dental Service</u> • <u>Health Conditions</u> • <u>Health Screening Results</u> • <u>Smoking in Household</u> 					
<ul style="list-style-type: none"> Any new or reoccurring <u>health condition</u> <u>Compliance with health, safety and nutrition performance standards</u> 	<u>Document Review</u> <ul style="list-style-type: none"> • <u>Classroom Visit</u> • <u>Observation</u> • <u>Document Review</u> • <u>Electronic Submission</u> 	<u>As needed</u> <ul style="list-style-type: none"> • <u>Daily</u> • <u>Monthly</u> • <u>Quarterly</u> 	<u>Nurse</u> <ul style="list-style-type: none"> • <u>Teachers</u> • <u>Teacher Assistants</u> • <u>Teacher Specialists</u> • <u>Social Workers</u> • <u>Parent Educators</u> • <u>Secretaries</u> • <u>Health Parent Educators</u> 	<u>Health Observation Referrals</u> <u>Completed Health, Safety, and Nutrition Checklist</u>	
<u>EHS Health Tracking Record</u> <u>documents health and dental screening status, physical and immunization records expiration date.</u>	<ul style="list-style-type: none"> • <u>Health Records</u> • <u>Documentation Review</u> 	<u>Monthly</u>	<ul style="list-style-type: none"> • <u>EHS Teacher Assistants</u> • <u>EHS Health Parent Educator</u> • <u>Nurse</u> • <u>HS/EHS Specialist</u> 	<u>Children's screening records and health documents</u>	
<u>Safety</u> <ul style="list-style-type: none"> • <u>Electrical Plugs covered</u> • <u>Dangerous materials stored out of reach</u> • <u>First Aid kit</u> • <u>Exit signs</u> • <u>Playground conditions</u> • <u>Posted Emergency Information</u> • <u>Safety Locks On Cabinets</u> • <u>Indoor Areas Free of Hazardous Conditions</u> 	<ul style="list-style-type: none"> • <u>Observation</u> • <u>Document Review</u> 	<ul style="list-style-type: none"> • <u>Daily</u> • <u>Monthly</u> • <u>Quarterly</u> 	<ul style="list-style-type: none"> • <u>Teachers</u> • <u>HS/EHS Staff</u> 	<u>Completed Health & Safety Checklist</u>	

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>Safety</u> <ul style="list-style-type: none"> • <u>Exit signs</u> • <u>Emergency Lights</u> • <u>Fire Extinguisher</u> • <u>Fire alarm</u> • <u>Playground sand and equipment</u> • <u>911 Posters</u> • <u>Locks</u> 	<ul style="list-style-type: none"> • <u>Classroom Visit</u> • <u>Observation</u> • <u>Document Review</u> 	<ul style="list-style-type: none"> • <u>Daily</u> • <u>Monthly</u> • <u>Quarterly</u> 	<ul style="list-style-type: none"> • <u>Teachers</u> • <u>HS Staff</u> • <u>School Based Custodial Staff</u> 	<ul style="list-style-type: none"> • <u>Completed Health & Safety Checklist</u> • <u>School based Custodial Checklist</u>
<u>Safety</u> <ul style="list-style-type: none"> • <u>Copy of schools' Safety Inspection Report</u> • <u>Lockdown and Emergency Drills</u> • <u>Work Order numbers</u> • <u>School Safety Plans</u> • <u>School Emergency Checklist</u> 	<u>Website Monitoring</u>	<u>As Needed</u>	<ul style="list-style-type: none"> • <u>School Board of Broward County Safety Department</u> • <u>District FileMaker Database</u> 	<ul style="list-style-type: none"> • <u>Safety Department Web Page</u> www.broward.k12.fl.us/safety • <u>Individual Schools Website</u>
<u>Bus Monitor Training on:</u> <ul style="list-style-type: none"> • <u>Boarding/Exiting</u> • <u>Child Harnesses</u> • <u>Emergency Procedures</u> • <u>Special Equipment</u> • <u>Pre/Post Trip Child Check</u> 	<ul style="list-style-type: none"> • <u>Document Review</u> • <u>Observation</u> 	<u>Daily</u>	<ul style="list-style-type: none"> • <u>HS Bus Drivers</u> • <u>Nurse</u> 	<u>Completed Transportation Training Checklist</u>
<u>Safe and efficiency operation of the Head Start Buses</u>	<ul style="list-style-type: none"> • <u>Document Review</u> • <u>Environment Observation</u> 	<u>Daily</u>	<u>School Board of Broward County Transportation Department</u>	<u>Completed Mandatory Pre/Post Trip Inspection form</u>
<u>Compliance of the Transportation Performance Standards</u>	<u>Self-Assessment Document Review</u>	<u>Annually</u>	<u>Nurse</u>	<u>Results of Annual Self Assessment</u>
<u>Ongoing classroom visits to ensure compliance with all HS/EHS Performance Standards</u>	<ul style="list-style-type: none"> • <u>Classroom Visits</u> 	<u>August-June</u>	<u>Compliance Specialist</u>	<u>Compliance Specialist Checklists</u>
<u>Utilize the updated <i>Alleged Child Abuse Tracking</i> log to ensure reporting of all incidents within</u>	<ul style="list-style-type: none"> • <u>Document Review</u> 	<u>As needed</u>	<u>HS/EHS Director</u>	<u>Updated Log</u>

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>three calendar days</u>				
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Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

<u>What Will be Reviewed</u>	<u>How Does the Monitoring Takes Place</u>	<u>Frequency of Review</u>	<u>Personnel Responsible</u>	<u>Documentation Evidence</u>
<u>Recruitment process</u> <ul style="list-style-type: none"> • <u>Availability of recruitment materials</u> • <u>Distribution of recruitment materials</u> • <u>Mailings to agencies and organizations</u> 	<u>Document Review</u>	<u>Prior to application period</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> • <u>Multilingual flyers</u> • <u>Banners</u> • <u>Communication with agencies and organizations</u> • <u>News releases</u> • <u>Media coverage</u>
<u>Application process</u> <ul style="list-style-type: none"> • <u>Number of applications received</u> 	<u>Review HS Database</u>	<u>Monthly</u>	<u>Family Services Supervisor</u>	<u>Number of applications reflected in the Database</u>
<u>Selection process</u> <ul style="list-style-type: none"> • <u>Verify that points assigned to selection criteria approved by Policy Council correspond to those entered on database.</u> 	<u>Review HS Database</u>	<u>Prior to annual selection and assignment of children</u>	<u>Family Services Supervisor</u>	<ul style="list-style-type: none"> • <u>Policy Council Minutes reflecting approval of selection criteria</u> • <u>Points on selection criteria in database</u>
<u>Enrollment process</u> <ul style="list-style-type: none"> • <u>Database enrollment records</u> • <u>District monthly enrollment reports</u> • <u>Declaration of vacancy and new assignment dates</u> 	<u>Document Review</u>	<ul style="list-style-type: none"> • <u>Weekly</u> • <u>Monthly</u> 	<ul style="list-style-type: none"> • <u>Secretaries</u> • <u>Family Services Supervisor</u> 	<ul style="list-style-type: none"> • <u>Declarations of Vacancy</u> • <u>Terms Class Roster #2042</u> • <u>Database Assignment and Enrollment Report</u> • <u>Classroom Enrollment Report</u>
<u>Attendance</u> <ul style="list-style-type: none"> • <u>District monthly attendance reports</u> • <u>Follow-up with parent for 3 or</u> 	<ul style="list-style-type: none"> • <u>HS Database</u> • <u>Document Review</u> 	<ul style="list-style-type: none"> • <u>Daily</u> • <u>Weekly</u> • <u>Monthly</u> 	<ul style="list-style-type: none"> • <u>Family Services Supervisor</u> • <u>Parent Educators</u> 	<ul style="list-style-type: none"> • <u>Teacher Contacts in Database</u> • <u>Family Contacts in Database</u>

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<ul style="list-style-type: none"> more consecutive absences Average daily attendance for the month Reason for frequent absences 				<ul style="list-style-type: none"> Terms Attendance Report #3014
<ul style="list-style-type: none"> Self-Assessment Results for ERSEA 	<ul style="list-style-type: none"> Family Services Supervisor 	Annually	<ul style="list-style-type: none"> Family Services Supervisor analyzes the results and prepares the Self-Assessment Report and Improvement Plan Results submitted to HS/EHS Director 	<ul style="list-style-type: none"> Self-Assessment Results and Improvement Plan for HS/EHS ERSEA

Family Services

<u>What Will be Reviewed</u>	<u>How Does the Monitoring Takes Place</u>	<u>Frequency of Review</u>	<u>Personnel Responsible</u>	<u>Documentation Evidence</u>
The Family Assessment and Partnership Agreement developed with each family	<ul style="list-style-type: none"> Interviews Document Review HS Database Entries 	Monthly	<ul style="list-style-type: none"> Parent Educators Family Services Supervisor 	<ul style="list-style-type: none"> Preliminary Family Needs Assessment Family Assessment and goals Follow-up contacts Agency Contacts Family Summaries Parent Interest Surveys Releases of Information Referrals
Number of Family Partnerships developed by each Parent Educator	Database	Quarterly	Family Services Supervisor	Database Entry Review

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Follow-up with families to find out outcome of referrals, progress towards goals and updating family assessment status	Interview	Three times a year	<ul style="list-style-type: none"> Parent Educator Social Worker Family Services Supervisor 	<ul style="list-style-type: none"> Family Assessment Family Partnership Agreement Referrals
Parent orientation and parent meetings held quarterly at each HS/EHS site and that parents had input into the topics of the activities	Document Review	Twice a year	<ul style="list-style-type: none"> Parent Educators Teachers 	<ul style="list-style-type: none"> Parent Interest Survey Proposed Parent Activity Guide Parent Sign-in logs Flyers Parent Activity Minutes Parent Evaluations Parent Activities Report
Documented 2 Parent/Teacher Conferences and 2 Home Visits	Document Review	Twice per year	<ul style="list-style-type: none"> Family Services Supervisor Secretaries 	<ul style="list-style-type: none"> Teacher Home Visit Logs Home Visit Forms Parent Conference Forms
EHS Home Visit Report indicating date of home visit conducted with each family (Home-based option)	<ul style="list-style-type: none"> Monthly Parent Educator Mentoring Meeting Documentation Review 	Monthly	<ul style="list-style-type: none"> Home-based Parent Educators EHS Social Worker 	<ul style="list-style-type: none"> EHS Home Visit Record Parent Educator Mentoring Form
Parent boards in the classrooms and other materials or activities that promote parent participation	<ul style="list-style-type: none"> Observation Document Review 	Monthly	<ul style="list-style-type: none"> Teachers Parent Educators 	Parent Board
EHS Socialization Attendance Record documenting families participating in bi-monthly socialization (Home-based option)	<ul style="list-style-type: none"> Site Visits Documentation Review 	Quarterly	HS/EHS Specialist	<ul style="list-style-type: none"> Sign-in sheets Socialization Binder
EHS Family Partnership Agreement (FPA) & Follow-Up Report documenting date when FPA was initiated, follow-up contacts,	<ul style="list-style-type: none"> HS Database Documentation Review 	Monthly	<ul style="list-style-type: none"> EHS Social Worker EHS Parent Educators 	<ul style="list-style-type: none"> Family Assessment Partnership Agreement Progress notes

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

progress towards achieving goal				<ul style="list-style-type: none"> Parent Educator Review Form
EHS Transition Planning Report for each child 2.6 months of age and older	<ul style="list-style-type: none"> Electronic Submission Documentation Review 	Monthly	<ul style="list-style-type: none"> EHS Parent Educator HS/EHS Specialist 	<ul style="list-style-type: none"> EHS Family Transition Plans Transition Logs
EHS Transition Application Log documenting date when HS application was taken for each child eligible for 3-year-old program	Documentation Review	Annually	HS/EHS Specialist	Application in database
Self-Assessment results for Family Services	<ul style="list-style-type: none"> Documentation Review Focus Groups 	Annually	Family Services Supervisor	Self-Assessment Results and Improvement Plan for HS/EHS Family Services

Mental Health

What Will be Reviewed	How Does the Monitoring Take Place	Frequency of Review	Personnel Responsible	Documentation Evidence
Devereux Early Childhood Assessment (DECA) Screening Review Data <ul style="list-style-type: none"> 45-day screening results are reflected on the Screening Review document DECA reassessments for flagged students are reviewed 4 weeks after 45 days of screening review 	Documentation Review	Quarterly	<ul style="list-style-type: none"> Family Services Supervisor Social Workers 	HS Database
On-site Mental Health Consultation Record <ul style="list-style-type: none"> Reflects classroom visits and technical assistance provided to teachers by Social Workers 	Documentation Review	Every 6 weeks	<ul style="list-style-type: none"> Family Services Supervisor Social Workers 	<ul style="list-style-type: none"> On-site Mental Health Consultation Record Entry in events database
Mental Health Services Tracking	Documentation Review	Monthly	Family Services	Mental Health Services

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

form reflecting the list of children referred for mental health services			Supervisor	Tracking form
Self-Assessment results for mental health	<ul style="list-style-type: none"> Documentation Review Focus Groups 	Annually	<ul style="list-style-type: none"> Social Workers Family Services Supervisor Social Workers 	<ul style="list-style-type: none"> HS Database Self-Assessment Results and Improvement Plan for Mental Health

Parent Engagement and Community Partnerships

<u>What Will be Reviewed</u>	<u>How Does the Monitoring Takes Place</u>	<u>Frequency of Review</u>	<u>Personnel Responsible</u>	<u>Documentation Evidence</u>
Parent Activities: <ul style="list-style-type: none"> Parent Activity Flyers Attendance Sign-In Sheets Parent Educator CAB Calendars 	<ul style="list-style-type: none"> Review of Parent Activity Database Documentation Review Review of CAB calendars 	As per scheduled event	<ul style="list-style-type: none"> Parent Educators Family Services Supervisor Curriculum Supervisor 	<ul style="list-style-type: none"> Flyers Sign-in sheets Events entered in database
Memorandums of Understanding/Agreements	Documentation Review	Annually	<ul style="list-style-type: none"> Family Services Supervisor Curriculum Supervisor Disabilities Manager HS/EHS Specialist 	Approved Agreements
Progress towards accomplishing project goals with community partners	<ul style="list-style-type: none"> Surveys Review of CAB Calendar 	Monthly	<ul style="list-style-type: none"> Family Services Supervisor Curriculum Supervisor 	<ul style="list-style-type: none"> Partnership Agreements Event documentation in database Survey results CAB Calendar events
Project Tracking Record documenting completion of tasks within stipulated timeline	Documentation Review	Monthly	<ul style="list-style-type: none"> Family Services Supervisor Curriculum Supervisor 	<ul style="list-style-type: none"> Project Tracking Record Documentation of project completion
Survey Report indicating utilization	Documentation Review	Semi-annually	Family Services Supervisor	Surveys

Approved by Policy Council:
Approved by Governing Body:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

and degree of satisfaction with resources provided to address parents interests and needs	<ul style="list-style-type: none"> • <u>Surveys</u> 		<ul style="list-style-type: none"> • <u>Supervisor Curriculum Supervisor</u> 	<ul style="list-style-type: none"> • <u>Survey Reports</u>
Parent orientation agenda and materials are provided to each parent upon student's entry into the program	<ul style="list-style-type: none"> • <u>Documentation Review</u> 	<u>Monthly</u>	<ul style="list-style-type: none"> • <u>Parent Educators</u> • <u>Family Services Supervisor</u> • <u>Curriculum Supervisor</u> 	<ul style="list-style-type: none"> • <u>Parent Orientation Agenda</u> • <u>Parent Orientation Packet</u> • <u>HS Database documenting information was provided</u>
Transition information provided to families for: <ul style="list-style-type: none"> • <u>EHS to HS</u> • <u>HS3 to HS4</u> • <u>HS to Kindergarten</u> 	<ul style="list-style-type: none"> • <u>Documentation Review</u> 	<u>Spring</u>	<ul style="list-style-type: none"> • <u>Family Services Supervisor</u> • <u>Curriculum Supervisor</u> • <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> • <u>Transition Meeting Agenda</u> • <u>Transition Materials & Resources</u>
Self-Assessment Results for Family and Community Engagement	<ul style="list-style-type: none"> • <u>Staff analyzes the results and prepare the Self-Assessment Report and Improvement Plan</u> • <u>Results submitted to HS/EHS Director</u> 	<u>Annually</u>	<ul style="list-style-type: none"> • <u>Family Services Supervisor</u> • <u>Curriculum Supervisor</u> 	<ul style="list-style-type: none"> • <u>Self-Assessment Results and Improvement Plan for HS/EHS Family and Community Engagement</u>

Program Management

<u>What Will be Reviewed</u>	<u>How Does the Monitoring Takes Place</u>	<u>Frequency of Review</u>	<u>Personnel Responsible</u>	<u>Documentation Evidence</u>
<u>Key Management Staff Reports</u>	<u>Electronic Documentation</u>	<u>Monthly</u>	<u>HS/EHS Director</u>	<u>Copies of reports reporting activities conducted related to each service area</u>
<u>Service Area Compliance Reports</u>	<u>Electronic Documentation</u>	<u>Monthly</u>	<u>HS/EHS Director</u>	<u>Copies of reports denoting compliance with standards</u>
<u>Referrals from 45-Day</u>	<u>Electronic Documentation</u>	<u>Monthly</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> 	<u>Disabilities Referral Report</u>

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>Developmental Screenings completed</u>			<ul style="list-style-type: none"> • <u>HS/EHS Specialist</u> • <u>Curriculum Supervisor</u> • <u>Family Services Supervisor</u> 	
<u>Family Assessments</u>	<ul style="list-style-type: none"> • <u>Electronic Documentation</u> • <u>Review of HS Database Events</u> 	<u>Monthly</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>Family Services Supervisor</u> 	<u>Family Assessment Status Report</u>
<u>Ongoing Assessment of Students</u>	<u>Electronic Documentation</u> <ul style="list-style-type: none"> • <u>Generated TSG Reports during fall, winter, and spring</u> • <u>Literacy Assessments</u> 	<u>Monthly</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>Curriculum Supervisor</u> • <u>Family Services Supervisor</u> • <u>Speech Language Pathologist</u> • <u>Psychologist</u> • <u>Disabilities Manager</u> 	<ul style="list-style-type: none"> • <u>Assessment Status Reports</u> • <u>Documentation Status Reports</u> • <u>Final TSG Snapshot Report</u> • <u>Literacy Data in the HS Database</u>
<u>High-Quality Classroom Environments</u>	<ul style="list-style-type: none"> • <u>Classroom Visits</u> • <u>Documentation review</u> 	<u>Monthly</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>Curriculum Supervisor</u> 	<ul style="list-style-type: none"> • <u>Environmental Implementation Checklist</u> • <u>Calendars with scheduled site visits</u>
<u>High-Quality Teaching and Learning</u>	<ul style="list-style-type: none"> • <u>Classroom Visits</u> • <u>Review of HS Database Events</u> • <u>Review Classroom Implementation Plans</u> 	<u>Weekly</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>Curriculum Supervisor</u> 	<ul style="list-style-type: none"> • <u>Classroom Implementation Plans</u> • <u>Documented coaching support in the HS Database</u>
<u>Classroom Assessment Scoring System Results</u>	<u>Review of CLASS results</u>	<u>Twice a year</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>Curriculum</u> 	<ul style="list-style-type: none"> • <u>CLASS Summary Reports</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

			Supervisor • <u>Family Services Supervisor</u>	• <u>Program CLASS Report</u>
<u>School Readiness Goals</u>	<ul style="list-style-type: none"> • <u>Electronic Documentation</u> <ul style="list-style-type: none"> • <u>Literacy Data</u> • <u>Parent Activities Data</u> • <u>TSG Comparative Report</u> • <u>TSG Snapshot Report</u> 	<u>Three times a year</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> • <u>Curriculum Supervisor</u> • <u>Teacher Specialists</u> • <u>Social Workers</u> • <u>Key Management Staff</u> 	<u>School Readiness Goals Report</u>
<u>Analysis of District-wide Trend Data</u>	<u>Review of:</u> <ul style="list-style-type: none"> • <u>TSG Data and Reports</u> • <u>BASIS (if available)</u> • <u>HS Database</u> 	<u>Annually</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> 	<u>End-of-Year School Readiness Goals Report</u>
<u>Teacher and Assistant Qualifications</u> <ul style="list-style-type: none"> • <u>Teacher Degrees and Certifications</u> • <u>Teacher Assistant Degrees and Certifications</u> 	<u>Review Staff Credentials' Documentation</u>	<u>August - May</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> 	<ul style="list-style-type: none"> • <u>Teacher Degree Report</u> • <u>Teacher Certification Report</u> • <u>Teacher Assistant Credentials Report</u>
<u>Staff Schedules and Calendars</u>	<u>Electronic Documentation</u>	<u>Quarterly</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"> • <u>Staff Calendars</u> • <u>STAR System Reports</u>
<u>Services provided by staff at the school sites</u>	<ul style="list-style-type: none"> • <u>Electronic Documentation</u> • <u>Site visits</u> 	<u>Monthly</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"> • <u>Staff Calendars</u> • <u>HS Database events</u>
<u>Policy Council Documents for Meetings and Approval</u>	<u>Electronic Documentation</u>	<u>Monthly</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"> • <u>Email with documents sent prior to meetings</u> • <u>Policy Council Binder with all documents for meetings</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<u>Required School Board Monthly Documents/ Reports</u>	<u>Electronic Documentation</u>	<u>Monthly</u>	<u>HS/EHS Director</u>	<u>Email sent with approved reports</u>
<u>Program's Annual Operational and Fiscal Performance</u>	<u>Electronic Documentation</u>	<u>Annually</u>	<ul style="list-style-type: none"> • <u>HS/EHS Director</u> • <u>HS/EHS Specialist</u> 	<u>HS/EHS Annual Report</u>
<u>Dissemination of Self-Assessment Results and Improvement Plan</u>	<u>Electronic Documentation</u>	<u>Annually</u>	<u>HS/EHS Director</u>	<u>HS/EHS Annual Self-Assessment Report and Improvement Plan</u>
<u>Training on the program's expectations regarding the use of positive child guidance</u>	<u>Documentation Review</u>	<ul style="list-style-type: none"> • <u>Annually</u> • <u>Upon Hiring</u> 	<u>HS/EHS Director</u>	<ul style="list-style-type: none"> • <u>Attendance Sign-in Sheets</u> • <u>Professional Development Attendance Reports</u> • <u>Record of Attendance</u>
<u>Policy Council and School Board training on updated HS/EHS performance standards, PIs, IMs, etc.</u>	<u>Documentation Review</u>	<u>Annually</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"> • <u>Attendance Sign-in Sheets</u> • <u>Record of Attendance</u>
<u>Annual communication to principals at every HS/EHS site, school staff, district staff, and Chief of Police that any incident involving suspected abuse, corporal punishment, or humiliation by HS/EHS staff must be reported to the Director of Head Start/Early Intervention immediately, accompanied by a reporting form within 24 hours</u>	<u>Documentation Review</u>	<u>Annually</u>	<u>HS/EHS Director</u>	<ul style="list-style-type: none"> • <u>Memo</u>
<u>Reporting of alleged/suspected child abuse/neglect incidents to the Program Specialist in the Region IV Office within three calendar days via email</u>	<u>Documentation Review</u>	<u>Each occurrence</u>	<ul style="list-style-type: none"> • <u>Compliance Specialist</u> • <u>HS/EHS Director</u> 	<ul style="list-style-type: none"> • <u>Child Abuse Reporting Form</u> • <u>Emails</u>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Monitor training and support (coaching, mentoring, modeling, professional development and resources provided) provided related to this performance standard and ensure compliance at all times	<u>Documentation Review</u>	<u>Weekly</u>	<ul style="list-style-type: none"> • <u>Compliance Specialist</u> • <u>HS/EHS Director</u> 	<ul style="list-style-type: none"> • <u>Coaching Plans</u> • <u>Professional Development Sign-in Sheets</u> • <u>Emails</u> • <u>Resources shared</u>
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Fiscal

<u>What Will be Reviewed</u>	<u>How Does the Monitoring Takes Place</u>	<u>Frequency of Review</u>	<u>Personnel Responsible</u>	<u>Documentation Evidence</u>
Broward Innovative Tool for Education (BRITE) Reports used for reconciliation/verification of financial transactions.	<u>Document Review</u>	<u>Monthly</u>	Bookkeepers <u>Budget Analyst</u>	<u>Head Start/Early Head Start Operating Budget Excel Worksheet</u> <ul style="list-style-type: none"> • <u>231-2 MTD & YTD Labor Report</u> • <u>231-3 Primary Positions</u> • <u>Line Item Report – “Non-Labor Exp”</u> • <u>“Requisitions”</u> • <u>“Purchase Orders”</u> • <u>“Labor & Ben Only”</u> • <u>Budget Status Report</u> • <u>Supplement Report</u> • <u>One-Time Payment Report</u> • <u>Unfilled Positions</u>
Records Disposition Request (RDR) form #244 provides specific instructions for each record series to be purged.	<u>Document Review</u>	<u>Yearly</u>	<u>Department Office Manager</u>	<u>Records Disposition Request #244 Memo</u>
<u>Electronic internal controls:</u>	<u>Supervision</u>	<u>Daily</u>	<u>Central Grant</u>	<u>Enterprise Resource</u>

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

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Grant Master Data file (GMGRANTD) manages the restrictions for the functions, objects, and locations that are allowed to be used on each grant				Administrators (CGA)	Planning Accounting System (ERP)
Verification and documentation of payments: <ul style="list-style-type: none"> Amount of funds under grant and how funds were used. Document total cost of the award. Share of costs provided by other sources documented. Records that show compliance and performance Other records to facilitate an effective audit. 	Documentation Review	Monthly/ Daily		Bookkeepers Budget Analyst	<ul style="list-style-type: none"> Paid detailed invoices (statements are not adequate.) Payroll records and time sheets signed. Travel, mileage, checks request signed. Signatures on all required documents. Copy of application, award letter and IDC rate
Self-Assessment Results for Fiscal Operations	<ul style="list-style-type: none"> Staff analyzes the results and prepare the Self-Assessment Report and Improvement Plan Results submitted to HS/EHS Director 	Annually		<ul style="list-style-type: none"> Budget Analyst Bookkeepers 	<ul style="list-style-type: none"> Self-Assessment Results and Improvement Plan for HS/EHS Fiscal

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Head Start/Early Head Start Policy Council By-Laws

Article I. Name – The name of this organization shall be The Broward County Head Start/Early Head Start Policy Council.

Article II. Fiscal Year- The fiscal year shall begin on the first day of November and end on the last day of October in accordance with the grant year.

Article III. Purpose - The Policy Council shall implement the Head Start Program's Performance Standards.

Article IV. Function - The Policy Council and their committees shall: encourage participation in the program; serve as a link to enhance communication among all components of Head Start; facilitate parents' understanding of options, rights, responsibilities, and opportunities within the Head Start Program; help to plan, coordinate, and organize program activities for parents in conjunction with the staff; ensure the Parent Activity Funds are used to support parent activities; recruit volunteer parents, community residents, and organizations to assist with Head Start needs; assist with the mobilization of community resources; assist in resolving program complaints; work in concert with key management and the governing body to develop, review, and approve or disapprove the following policies and procedures:

- All funding applications and amendments,
- Procedures describing the implementation of shared decision-making,
- Procedures for program planning, philosophy, long and short-range goals and objectives of the program,
- The composition of the Policy Council and the procedures by which members are chosen,
- Criteria for defining recruitment selection, and enrollment priorities,
- The annual self-assessment of programs including planning or other actions that may result from the review of the annual audit or findings from the Federal monitoring review,
- Program personnel policies and subsequent changes to those policies, including standards of conduct of program staff, consultants and volunteers,
- Written procedures for resolving internal disputes, including impasse procedures,
- Participate in the recruitment, screening and decisions to hire or terminate the Head Start/Early Head Start Director and Head Start/Early Head Start Specialist and any person who works primarily for the Head Start program.

Article V. Authority - The grantee and the Policy Council shall work together in shared governance to fulfill the mission of the Head Start program. The Policy Council is not charged with the ownership responsibility, legal, fiscal or fiduciary responsibility of the Head Start Program. Neither does the Head Start Policy Council have authority to set policy of their own. Areas of action are defined by the Head Start Performance Standards.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Article VI. Membership

Sec. 1. Classes of Members - Eligible members shall be comprised of two types: individual and organizational.

Sec. 2. Composition - At least 51% of the Policy Council members shall be individual members who are parents or guardians of children currently enrolled in the Head Start Program. The Council shall include two (2) parent or guardian members that serve at large and whose children are enrolled in Early Head Start. The Policy Council shall include as ex officio a former officer of the Policy Council from the previous year. This will add stability to the Council. In the event of this member being ineligible to serve on the council due to term limits, he or she may serve in an advisory capacity.

The Policy Council shall include 12 parents or guardians of currently enrolled children, 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. Council members are from the following geographically served areas:

- North Broward
- Central Broward
- South Broward

The Policy Council shall include two (2) organizational members drawn from local businesses, public or private community, civic, and professional organizations or others who are familiar with the resources and services for low-income children and their families.

Sec. 3. Roles and Responsibilities – Basic responsibilities of the Policy Council members shall include:

- Serve as a link between the Parent Committees, Grantee, the School Board of Broward County (SBBC) and the community.
- Attending meetings regularly
- Participation on various committees
- Participation in Head Start and community related events
- Abiding by the Policy Council bylaws
- Abiding by the Code of Conduct
- Abiding by the Confidentiality Statement and other program policies
- Abiding by the formal job description
- Being of assistance to the Head Start Staff
- Considering all sides of matter before voting
- Debating the issues, not the people
- Staying abreast of Policy Council plans and progress
- Working within the system to resolve issues.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Sec. 4. Election of Members - Upon commencement of the school year, the Parent Educator or other assigned Head Start staff will notify the Parent Committee regarding the date and place of Policy Council elections for their school in their geographic area. Elections will take place in each geographic area. Notices will be posted in all classrooms. On the specified date, elections will be held. The election will be supervised by the Parent Educator or other assigned Head Start staff. The elected Policy members and alternates will be announced at the conclusion of the school meeting and seated at the Annual Policy Council meeting in September.

Sec. 5. Selection of Community Representatives – Each year, research and recruitment of local businesses, public and private community civic, professional organizations who are familiar with resources and services for low-income children and families, and parents of formerly enrolled children is conducted to identify potential Community Representative candidates. The Policy Council approves proposed Community Representative candidates.

Sec. 6. Orientation and Training - Members and alternates elected to the Policy Council shall receive orientation and training before the first meeting in which they are to vote.

Sec. 7. Term of Office - Members shall serve for a term of one (1) year. No member shall serve on the Policy Council for more than three (3) one-year terms.

Sec. 8. Voting - Each member of the Policy Council shall have one (1) vote. There shall be no proxy voting by, or for, any member. Voting can occur via phone or videoconferencing. An alternate may vote if a member is absent. The Chair shall vote only in the event of a tie.

Sec. 9. Termination of Membership - A member may be terminated by a 2/3 affirmative vote of the membership at a regularly scheduled meeting. A member is automatically terminated if absent from three consecutive meetings in a twelve (12) month period without previous notification of their intended **absence**.

Sec. 10. Resignation - Any member may resign at anytime by giving written resignation to the Chair.

Sec. 11. Vacancy - In the event of a vacancy, the alternate, from the corresponding geographic area, automatically succeeds as the permanent new voting member. A new alternate is then elected before the next regularly scheduled Policy Council meeting. All vacancies shall be filled with the same class of member and corresponding geographically served member.

Sec. 12. Conflict of Interest - No 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 the Policy Council member.

Sec. 13. Confidentiality Statement - All information shared about Head Start children, families, Head Start/Early Head Start staff, programs or business is considered private and confidential. No confidential data or information will be discussed, released, confirmed, interpreted, accessed,

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

copied, distributed, and/or otherwise used except as needed for legitimate business purpose by and between properly authorized individuals. Any Policy Council member who disregards or compromises confidentiality will be subject to termination from the Policy Council and/or prosecution under law.

Article VII. Code of Conduct

Sec. 1. Standards of Behavior - The Code of Conduct shall establish a standard of behavior for participants in order that meeting proceedings are amicable for all. Participants shall conduct themselves in the following manner:

- With courtesy
- With respect to one another
- With patience
- By modeling how we want our children to treat others
- By acknowledging the cultures and practices of other people and families

Types of Behavior that will not be tolerated include:

- Physical or verbal abuse of children
- Threats or intimidation of staff or participants
- Swearing or cursing
- Smoking
- Attempting to undermine the democratic process
- Attempting to discredit the professionalism of the staff
- Attempts to usurp Policy Council process
- Quarreling, personal attacks
- Humiliating other participants
- Bringing guns, alcohol, or drugs to any meeting
- Violating any program policy
- Violation of the confidentiality of Head Start children, parents, guardians, and family participates or staff members.

Sec. 2. Consequences - Any violation will result in the offending participant being cautioned, asked to stop, and removed from the meeting should the problem continue.

Article VIII. Officers

Sec. 1. Composition - Officers shall be elected by a majority vote at the September Policy Council Meeting.

Sec. 3. Terms - Officers shall serve from September through August meetings. If an officer resigns or is removed from office, an election will be held at the next Policy Council meeting to fill the vacated office.

Sec. 4. Duties –
Chair

- Work together with the Head Start/Early Head Start Director and Head Start/Early Head Start Specialist to prepare an agenda

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

- Preside over all meetings
- Announce and explain each proposed motion
- Safeguard the rights of members to see that everyone is equally included in the business of the Policy Council
- Vote only to break a tie
- Appoint committee Chairs as needed
- Sign documents as needed
- Act as the official representative of the Policy Council
- Work closely with the Head Start Director

Vice Chair

- Attend all meetings
- Call and remind members of upcoming meetings
- Act in absence of the Chair
- Be responsible for the annual review of the bylaws
- Succeed to the Chair in the event of a vacancy

Secretary

- Attend all meetings
- Record and submit minutes of all meetings and corrections of previous minutes
- Maintain a current complete list of all voting members
- See that meeting minutes are furnished to the professional staff for processing in a timely manner
- Chair the meeting in the absence of the Chair and Vice Chair
- Distribute any reports and information

Past Chair

The Past Chair shall add stability to the Policy Council by extending the benefit of previous experience to the officers and Policy Council. If unable to be a voting member of the council due to term limits, the past chair will serve in an advisory capacity.

Sec. 5. Removal - Any member may be terminated by a two-thirds (2/3) affirmative vote for violation of the Code of Conduct or violation of Confidentiality. If such an action is to take place, the member must be notified in advance of the meeting and of the intended termination. Any member may be removed by a two-thirds (2/3) affirmative vote of the membership at a regularly scheduled meeting if it is determined the organization would be best served by such action.

Article IX. Committees

Sec. 1. Standing - The Executive Committee shall be the standing committee of the Policy Council. It shall consist of the Chair, Vice Chair, Secretary, Past President, and include the Head Start/Early Head Start Director and Head Start/Early Head Start Specialist who will be recognized as ex officio members. The Executive Committee shall have the authority to conduct

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

necessary business between meetings and to handle such affairs as may be requested by the Head Start staff.

Grievance Committee

The Grievance Committee shall be a standing committee of the Policy Council. It shall hear grievances from the community or parents who have followed the grievance procedures established by the Governing Body and the Policy Council. The Grievance Committee may also hear grievances of Head Start staff and present their findings to the grantee and/or Governing Body. The purpose of the grievance committee is to assist the Head Start program and foster good community relations.

The Grievance Committee will not meet unless a grievance is placed before them. The Executive Committee will appoint the membership of this committee.

Personnel Committee

Policy Council established, at its January 2007 meeting, a Personnel Committee. All efforts should be made to have two representatives from each of the three geographic areas serve on the Personnel Committee

The names of these committee members will be available to principals. These committee members will be invited to screen or participate in interviews for Head Start and Early Head Start personnel. At the monthly Policy Council meeting, the council will vote to approve, disapprove, or assign staff when presented by the Personnel Committee.

Sec. 2. Ad Hoc. – Committees other than the Executive Committee shall be ad hoc with chairpersons appointed by the Chair and ratified by the membership. Committees shall respond to situations as they arise.

Sec. 3. Composition – Committees shall consist of an odd number of members, shall give attention to the appointment of representatives from diverse geographic areas, shall include both individual and organizational members and may include non-members noted for their subject related expertise.

Article X. – Meetings

Sec. 1. Parliamentary Authority – Robert's Rules of Order Newly Revised shall govern the Policy Council meetings.

Sec. 2. Notice – Notice of all regular meetings and agendas shall be sent to members five (5) days prior to the scheduled meeting. Notice of special meetings, agenda and purpose shall be stated in advance and sent to members forty-eight (48) hours prior to any special meeting.

Sec. 3. Quorum – A quorum shall be 33% of the voting members and must include one officer and either the Head Start/Early Head Start Director the Head Start/Early Head Start Specialist.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Sec. 4. Regular Meetings – Regular Policy Council meetings shall be convened monthly during the school year at a consistent, convenient time and location routinely published throughout the school year.

Sec. 5. Special Meetings – Special meetings may be convened for urgent or emergency business by an officer and with the consent of the Head Start/Early Head Start Director or Head Start/Early Head Start Specialist. Sufficient time must be provided that all members may be notified.

Sec. 6. Annual Meetings – The Annual Meeting shall be the September Policy Council meeting.

Sec. 7. Majority – All motions shall be considered passed by a simple majority vote of a quorum unless otherwise stated in these bylaws.

Article XI. Amendments

These bylaws may be amended or repealed at any regularly scheduled Policy Council meeting provided: a written copy of all proposed changes has been sent to each member at least one (1) week before the meeting and the proposed amendment is approved by a 2/3 vote of the members present at the Policy Council Meeting.

Article XII. Save Harmless - The Policy Council shall indemnify, defend and save harmless its members against liability caused by or arising from neglect or wrongful performance or any act of omission.