

THE SCHOOL BOARD OF BROWARD COUNTY, FL
HEAD START/EARLY HEAD START PROGRAM

2015-2016 SELF-ASSESSMENT AND IMPROVEMENT PLAN

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

**Head Start (HS) / Early Head Start (EHS) Program
2015-2016 Self-Assessment and Improvement Plan**

At least once each program year, with the consultation and participation of the policy groups and, as appropriate, other community members, grantee and delegate agencies must conduct a Self-Assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations 1304.51(i)(1).

SELF-ASSESSMENT PROCESS: HS/EHS Program staff members began the process by reviewing the Self-Assessment Protocols, Program Plans, and Ongoing Monitoring documents to ensure the program is capturing current and accurate program data. HS/EHS Key Management Staff met to discuss their respective Self-Assessment components, delineate the revised process, what to look for, and where to find documentation/data. A focus group was conducted to discuss the program's goals, objectives, and implementation of federal regulations. This group was comprised of Dr. Nicole Mancini (Director), Ruth Ann Drummond (HS/EHS Specialist), Nacole Guyton (Curriculum Supervisor), Raquel Palacio (Family Services Supervisor), Nicole Wilson (Disabilities Manager), Kathryn Clark (Clinical Nurse), Melissa Miner (Compliance Specialist), Kimberly Eichner (Teacher Specialist), Patricia Bledsoe (Social Worker), Susan Schwartz (EHS Social Worker), Loly Morillo (Parent Educator), Malina Markos (Former Policy Council Chair), Sharon Cohen (Policy Council/Community Representative), Alisa Loray (Teacher Assistant), and Michelle Fountain (Teacher). HS/EHS Key Management Staff reviewed the Self-Assessment protocol data, long- and short-term goals, action step progress, School Readiness Goals data, compliance data, and current service area data with the focus group. The HS/EHS Director, HS/EHS Specialist, and Key Management Staff provided a summary and analysis of findings to the group, which discussed and provided recommendations for the 2016-2017 school year. HS/EHS Key Management Staff then developed the Improvement Plan and determined implications for program-wide improvements.

The Self-Assessment and Improvement Plan Report provides a summary of progress toward strategic plan goals and objectives. Summary data from protocols utilized during the Self-Assessment process are presented as strengths and areas of improvement. This analysis takes into consideration the data from the Self-Assessment protocols and school readiness goals, student and teacher data, and each service area. Based on the analysis, recommendations are provided in the improvement plan with a timeline for completion. The final Self-Assessment and Improvement Plan Report is submitted to Policy Council for approval and then to the Governing Body for review and approval. Once approved, the results of the Self-Assessment and Improvement Plan are shared with staff. The appendix outlines the 2016 process.

ANALYSIS AND FINDINGS:

Education and Early Childhood Development – Center- and Home-Based

The HS/EHS program continues to work towards ensuring all children are ready to succeed in Kindergarten by providing a developmentally appropriate classroom environment, effective teacher-child interactions, and differentiated instruction. Classrooms are equipped to facilitate children's independence as they explore different interest areas and engage in activities to

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

support their development. Each classroom has a daily schedule that includes a balance of small group, large group, and independent activities as well as established routines. HS children are engaged in developmentally appropriate learning activities facilitated by adults in a variety of settings. Curricula are integrated in the HS classroom to support children's school readiness. The Creative Curriculum System for Preschool has proved to be very successful in meeting the needs of the students. Select four-year-old classes piloted this curriculum and the program anticipates converting the remaining classes over for the 16-17 school year to provide a consistent and streamlined approach for students. Orders for furniture and materials are placed as needed. Several teachers were awarded grants related to special projects designed to supplement instruction.

Data is collected throughout the year and aggregated at three checkpoint periods in order to analyze progress, patterns, and trends. The continuous documentation of student progress assists teachers with individualizing lessons to explicitly meet the needs of their students on a daily basis; however, lesson plans don't always reflect this. HS Teacher Specialists support each teacher in the implementation and documentation of students' assessments. Documentation is entered in Teaching Strategies GOLD (TSG). It is evident that data is not consistently entered in TSG for some classrooms. As a result, it is difficult to use data accurately to drive instruction.

The Head Start and Early Head Start Program's goal is to have at least 80% of students demonstrating age appropriate skills in each of the developmental domains by the end of the school year. In the Spring 2015, student data indicated that 95% of the students met or exceeded expectations in the social emotional and physical-gross motor skills domains. In the physical-fine motor and literacy domains, 96% of students met or exceeded the expectations. In the language and math domains, 91% of students met or exceeded the expectation and 95% met or exceeded in the cognition domain. State Kindergarten assessment data was not available at the time this report was written.

The District's HS Program recognizes that high-quality teacher-child interactions are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning. The Federal CLASS Review conducted in December 2014 revealed scores below the 2014-2015 national averages reported in January 2016 in both the Emotional and Classroom Organization domain. In a review of Fall 2015 CLASS scores, efforts to improve Emotional Support was successful based on the program's internal score of 6.05 that is slightly above the National average of 6.03. This is an increase from the 5.8 received during the federal review. The Fall 2015 Classroom Organization score of 5.6 fell minimally below the National average score of 5.80. The Fall 2015 Instructional Support score of 4.26 surpassed the 2.88 National average score. Qualitative review of the scores and assessment protocols indicated a need for continued inter-rater reliability and/or recalibration training for the Teacher Specialists as well as additional resources to support the coaching process with the teachers.

As a result of receiving the federal review scores in Spring 2015, a new Coaching Plan was designed to better support teachers. The coaching plans provide a more strategic focus on the CLASS dimensions with deliberate short term and long term strategies that can implemented, supported, and follow up. The new plans were implemented in the Fall 2015. The District's

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

CLASS scores continue to fall within appropriate parameters, and improving in the Emotional Support domain specifically, proving that there are positive teacher-child interactions occurring.

Emotional support continues to be the area where teachers need the most support. In an effort to increase these scores, intensive, differentiated, and deliberate support was provided to improve teachers' ability to foster positive interactions in the classroom.

As an ongoing practice, all HS teachers and teacher assistants are encouraged to participate in professional development related to CLASS and best practices. New teachers attend foundational training, and additional professional development is offered through both face-to-face and online delivery systems. Teachers will continue to be supported in the promotion of children's development and learning through the use of classroom observation tools and the creation of professional growth goals.

Areas of Improvement for HS Education:

- Increase the number of dual language learners advancing in English Language Acquisition by providing ongoing professional development to teachers and teacher assistants
- Increase the number of teachers meeting the three benchmarks for TSG documentation
- Provide professional learning for teachers, assistants, and support staff on Emotional Support, Classroom Organization, and Instructional Support
- Implement double-coding and calibration opportunities for Teacher Specialists and Supervisors to ensure internal reliability on CLASS observation scores
- Align current professional development courses to better support effective practices
- Provide professional development for Teacher Specialists in mentoring and coaching, setting goals that are observable, measurable and time-based, and the Practice-Based Coaching model
- Monitor data and implementation of Coaching Plans to ensure focus is on implementation of high quality, evidence-based developmentally appropriate practices
- Design and implement professional development series for Teacher Specialists to implement with teachers through learning communities or planned professional development sessions
- Individualize instruction specific to current data for each student clearly defined in lesson plans
- Implement Creative Curriculum System for Preschool in all HS classrooms

In the EHS Home-Based program, families received weekly visits. A random sampling of these home visits were assessed in the fall utilizing the *Home Visit Rating Scales (HOVRS)*, which measures the home visitors' effectiveness in engaging the parent and child in the home activity. Each Parent Educator received feedback from the EHS Social Worker based upon the results of the HOVRS, and they jointly developed goals to improve the quality of their home visits. The home visitors document students' growth and development in the TSG ongoing monitoring tool and information is shared with parents on a regular basis. Socialization activities are scheduled every two weeks at each site, with bus transportation provided as needed.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Responsive caregiving is evident in the EHS classrooms, with teacher assistants demonstrating affection and caring, interacting with children, encouraging independence, and responding to their needs. Routines, inclusive of greeting, eating and meal times, diapering and toileting, dressing and naptime, are evident. EHS caregivers greet families at the start and end of the school day. Children are free to explore materials and are engaged in story and music activities daily. The daily structure allows for individual needs and provides opportunities for children to play with others, independently, and/or with an adult. It also allows children to choose their own activities.

This school year, the EHS center-based classrooms were observed using the CLASS Infant/Toddler. This tool focuses on how caregivers provide a secure base for infants, respond to children's needs in sensitive ways, encourage early language development, help children establish autonomy, make connections between things they learn, and guide toddlers as they learn to regulate their behavior. EHS caregivers were provided opportunities to learn about the best practices measured by CLASS through a self-guided online course, as well as a face-to-face professional learning experience. Additionally, they received coaching support from the EHS Teacher Specialist.

As in Head Start, data regarding children's development and growth is continuously collected and analyzed at three checkpoint periods for all EHS students. All EHS caregivers and home-based Parent Educators achieved interrater reliability in the use of TSG this year. Of the 21 benchmarked skills aligned to the School Readiness Goals, by the winter checkpoint children age birth to 1 met or exceeded 95% of skills based on their chronological age. 81% of these skills were within widely held expectations of 1-2 year olds, and 67% of these skills were mastered by 2-3-year-olds. However, children who had already turned 3 in EHS had met developmental expectations on only 38% of these benchmarked skills. Although this group of three-year-old children is small, it still warrants attention as the trend indicates fewer children mastering skills as they mature.

Areas of Improvement for EHS Education:

- Continue to work on system for ordering classroom materials as needed, not just at the start of the school year or upon completion of the Environmental Implementation Checklist (EIC)
- Develop plan of how to utilize CLASS Infant/Toddler data for truly individualized support for all EHS caregivers
- Continue to look for ways to improve participation in home-based socialization opportunities
- Increase knowledge and implementation of Active Supervision in EHS classrooms
- Provide continued support to EHS caregivers to address the needs of children turning 3 who have not yet transitioned to a HS-3 classroom due to space limitations
- Utilize a screening database to ensure all developmental screenings are completed within 45 days of enrollment and children are rescreened as warranted
- Provide additional training and support in the areas of mathematics, language, and social-emotional development in infants and toddlers

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Disabilities

Classroom environments are supportive of children with disabilities. In an effort to provide children enrolled in part-time Pre-K Exceptional Student Education (ESE) classes with wrap-around HS services, a joint HS/Pre-K ESE partnership was maintained for some AM/PM students. Additionally, three-year-old students in AM/PM classrooms throughout the county were actively recruited to apply for the HS program for the 2016-2017 school year. HS/EHS Teacher Specialists and Social Workers worked collaboratively with teachers and school staff to identify students who need additional assistance. Intervention strategies were implemented and data was collected to determine if further evaluation is warranted. While the number of students still needing to be evaluated at the end of the 2014-2015 school year decreased from 26% to 0, the program continues to work collaboratively with the district to ensure all students referred for an evaluation have one completed prior to the end of the school year.

The HS/EHS Program received a waiver for the 2014-2015 school year in anticipation of not meeting the 10% disabilities requirement. The District's Preschool ESE program increased the number of students in their full time programs by over 1,000 students for the 2015-2016 school year. The HS/EHS Program has applied for a waiver for the 2016-2017 school year as well. A second School Psychologist was added in September 2015 to help meet the identification of students with disabilities. This has resulted in an increase in the efficiency and timeliness of the assessment of applicable HS students. The HS Assessment Team assessed 50 students from September 2015 through March 2016.

Children enrolled in EHS with a suspected disability are referred to Early Steps if they are less than 35 months of age. As of March 2016, 12 students with an identified delay had been enrolled in EHS for at least a portion of the 15-16 school year. All parents of children with a disability are provided with community resources related to disability services as well as information on how they can support the development of their child. Parents are also provided with information to access the District's ESE website that provides a number of supports available to parents of children with a disability including meeting opportunities for parent support groups for various disabilities and the ESE Parent Advisory Council meetings. Parents and staff were provided training and information regarding Noise Induced Hearing Loss and Hearing Conservation. Teachers were provided resources to conduct lessons with children on how to protect their ears, and parents received information and a story to share with their child about hearing conservation measures.

Areas of Improvement for Disabilities:

- Assess HS students with a concern prior to the start of the school year
- Ensure more accurate speech referrals to reduce the number of additional screenings required by the SLP
- Collaborate with the district to ensure a faster, streamlined referral process (referral-consent-evaluation-staffing/IEP meeting)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Family and Community Partnerships

To assist parents in understanding the development and educational needs of their child, HS/EHS families received monthly (at times it was more than monthly...should we use regularly or another term?) communication regarding parent-child activities they could engage in at home. Each HS/EHS site conducted parent meetings related to How to Help Your Child Learn and Transitioning. HS teachers and EHS teacher assistants completed 2 conferences and 2 home visits for each child to share ongoing assessment results with families as well as obtain parents' input regarding goals for their child. The 2014-2015 HS/EHS Parent Satisfaction Survey results indicated at least 89% of respondents were satisfied with the program across a range of areas, including the application process, understanding of the curriculum, knowing how to support their child's learning in the home, understanding child development, and communication between the program and families.

Both HS and EHS collaborate with community agencies, as well as departments within Broward County. Within the district and community, there are a variety of mental health resources for both staff and families. Staff can access a variety of Mental Health professionals within Head Start or utilize the Employee Assistance Program (EAP). Externally, regularly accessed partners include, but are not limited to, the Chrysalis center, Henderson Behavioral Health, Boys and Girls Club, Workforce 1, and the Red Cross. Typically, HS/EHS Social Workers refer families out to community Mental Health agencies to receive additional counseling and services. HS and EHS families received support within the district through the Homeless Education Assistance Resource Team (HEART), Title 1, Voluntary Pre-Kindergarten, Exceptional Student Education (ESE), and Florida Diagnostic and Learning Resource System (FDLRS).

Families completed a Family Assessment with a Parent Educator in their home language. Aspects of the home and family were assessed to determine areas of strength and need. Parent Educators assisted each family with developing a goal within the Parent, Family, and Community Engagement (PFCE) Framework. Parent Interest Surveys were completed to determine topics for parent activity meetings. The child's teacher and the Parent Educators encouraged parent participation in school-based activities. Parent Educators conducted home visits and/or contacts at school to address individual family needs or concerns. The Family Services Supervisor monitored home visits, contacts, and family goals and provided individualized support to HS/EHS staff and families as needed.

To ensure access to comprehensive services for children and families, a database of partnerships with community agencies was created and shared with Parent Educators. Additional community resources were shared with staff as they became available. The Family Services Supervisor participated in collaborative meetings with community agencies to provide services and resources to families. The HS/EHS Specialist continued to research ways to provide wrap-around services to children enrolled in EHS to accommodate working families.

Staff were provided professional development to align goals with the PFCE Framework with greater consistency. After careful review of goals, it was noted that many did not reflect the actions and assistance of HS staff, only the action steps of the parents. Additionally, staff were provided professional development to ensure goals were SMART (Specific, Measurable,

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Attainable, Realistic, and Timely). There was noted improvement upon a second review of goals in February 2016 although staff continue to require additional support on goal setting. To assist in improving family goals, a Guide to Good Goals was created as a reference and staff were asked to create a goal for themselves for the 2016-2017 school year.

The HS/EHS Program maintained partnerships to support HS Families to promote Literacy and Science, Technology, Engineering, Arts and Math (STEAM) related activities. Partners include the Broward Center for Performing Arts, Young at Art, The Museum of Discovery and Science, Women in Distress, the Red Cross, Florida Center for Allergy & Asthma, WIC, Healthy Start, the Homeless Education Assistance Resource Team (HEART), Title 1, and 211 Broward. A comprehensive list of resources and partnerships was compiled and made available to all staff and several of the program's partners presented to staff in meetings. Partnerships with SBBC Technical College Students assisted in providing the required health screenings during the first 45 days of school to help identify student concerns immediately.

As children enrolled in EHS turn 30 months of age, a family transition plan is completed with the assigned parent educator in preparation of the students turning three. This plan allows for HS eligibility to be established, if requested by the parents. Upon turning three, EHS children who wish to continue in HS are placed on the wait list at their requested site. As seats become available, EHS children are moved into the three-year-old program. Any child who turns three, but doesn't have the opportunity to transition in the middle of the year, remains in an EHS classroom until the fall. As of March 2016, there were 10 EHS students who transitioned to three-year-old programs since the beginning of the 15-16 school year.

Areas of Improvement for Family and Community Partnerships:

- Create a formalized tracking system for maintaining district and community partnership agreements
- Improve tracking of families that are referred for and receive external Mental Health services
- Improve SMART family goals aligned with the PFCE Framework
- Improve family independence through increased understanding the purpose of family goals in compliance with the PFCE Framework
- Streamline family support to increase family outcomes through active partnerships and community-wide access to resources
- Increase access to homeless families that are transient through a partnership with HEART
- Develop a tracking system to ensure transition plans are updated when EHS students reach 34 months of age to ensure smooth transitions as children turn three
- Continue to seek funding sources and opportunities to provide wrap-around services for EHS students beyond the current 6-hour day

Family and Community Partnerships: EHS Services to Pregnant Women

In the 15-16 school year, EHS had fewer pregnant women enrolled than in the previous year, as some enrolled mothers gave birth in the summer of 2015, with their infants beginning center-based care as they turned three months of age. Enrolled women who were pregnant during this school year received monthly visits from a Parent Educator to ensure a risk assessment and

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

nutritional evaluation were completed and educational materials provided. As the enrolled mothers gave birth, the HS/EHS nurse completed a postnatal visit within two weeks of delivery. These families began receiving weekly visits from the Parent Educator as their infants reached 6 weeks of age, which continued until the children enrolled in school when they were three months old.

Areas of Improvement for EHS Services to Pregnant Women:

- As pregnant women are enrolled in EHS, the ChildPlus database will be utilized to track the pre- and postnatal visits and services provided

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

In the Spring of 2015, staff began to transition to the ChildPlus database by completing applications for the 15-16 school year. Applications were created, and participants were made eligible, selected, and enrolled exclusively within the new database. To ensure that all age eligible children who meet the low-income poverty guidelines are being reached in our recruiting efforts, HS/EHS staff recruited at their schools, churches, and other neighborhood locations. Informational flyers about the application process were placed in elementary schools, district offices, the HS/EHS website, and mailed to families upon request. Meetings were held with HEART to ensure wrap-around services to homeless families. To initiate these services, HEART staff were at application sites to assist any families identified as homeless. To better meet the needs of the families, applications for the 2016-2017 school year were taken at three convenient sites, staffed by personnel speaking English, Spanish, Haitian-Creole, and Portuguese. All staff received training in customer service, positive interactions, eligibility, and enrollment processes as well how to effectively take new, transition, and returning electronic applications in the new database prior to the first application period.

Student attendance was closely monitored each month. Parent Educators followed up with families that had chronic tardiness, numerous unexcused absences, or were picked up late. Social Workers assisted with extreme cases, particularly when family crisis was involved. Staff was reminded in the application training to stress the attendance requirements when families selected sites. Additionally, the HS/EHS Specialist provided training to staff regarding selection and enrollment of EHS students to better ensure that families were choosing the most appropriate schools.

Area of Improvement for ERSEA:

- Create a training manual describing all ERSEA functions within the ChildPlus database
- Review and restructure process for increasing the number of applications taken for schools with consistently low waitlists
- Improve training practices to ensure consistent service across schools

Health, Safety, and Nutrition

To ensure compliance to Head Start Performance Standard 1304.23(c)(7), which requires providing children opportunity to participate in food related activities snacks were increased to two components. Teachers will be provided activities and recipes using the two component

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

snacks for the children to do daily. The activities will also align with TSG Objectives. The program continues to see a decrease in the number of children identified as having nutritional concerns. The percentage of children flagged as obese or overweight declined from 5% in 2014-2015 to 4% in 2015-2016. As of Spring 2016, 141 children were identified as obese or overweight, which is less than the reported 153 children identified with a similar concern in 2015.

The percentage of vision referrals has continued to increase from 9.7% in 2014-2015 to 9.8% in 2015-2016. In collaboration with Kids In Distress Optometry Clinic parents are able to get free or low cost eye exam and glasses. In addition, vouchers for free eye exam and glasses were provided to parents by the Sight For Student Program. There has been an increase in parent participation in the UCLA program What To Do When Your Child Is Sick. As of Spring 2016, 201 parents have participated in the program, which is more than the 141 parents in the 2014-2015 school year. In order to maintain ratio when children go for follow-up dental visits, substitute teacher assistants were provided to assist in the classroom. As a result of the Child Plus database and earlier identification of areas of concern or missing health records, the percentage of students with up to date health records is now 99%. This is an increase from the 98% reported in 2014-2015. As of Spring 2016, there were no children missing hemoglobin or lead testing results.

In Collaboration with the Florida Department of Health, the EHS Program will be participating in the Shots by Two Program. The program initiative is to remind parents when their child is due for immunizations. Reminder cards will be sent to parents every time their child is due for shots.

EHS students were screened using a simple, non-invasive screening that requires no response on the part of the child, the otoacoustic emissions (OAE) instrument. However, this tool registered a high number of children with hearing concerns, thus calling into question the validity of the results. Students were also screened using a functional hearing assessment, which indicated a far fewer number of students with hearing issues.

In an effort to improve active supervision practices, the number of Teacher Specialists were increased from 5 to 10 to lower the number of teachers on each caseload. Each teacher was required to submit an Active Supervision Plan to ensure all adults are aware of the procedures prior to, during, and after transitions as well as throughout the school day in a variety of settings. Although there has been significant growth in this area, teachers continue to require additional assistance and coaching with developing effective Active Supervision Plans that align with the specific needs of each school/classroom.

Areas of Improvement for Health, Safety, and Nutrition:

- Continue to provide food related activities to teachers using the two component snacks.
- Increase immunization rate of children 0-2 by participating in the Shot By Two Program.
- Continue to increase participation in the UCLA Program What To Do When Your Child Is Sick.
- Train additional EHS staff on the use of the SPOT Vision Screener to screen all EHS students.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

- Develop a systematic referral system for EHS children that fail repeated OAE exams, inclusive of tracking of follow-up.
- Continue to ensure ratios are maintained and coverage is provided when students go to the dentist.
- Retrain EHS staff on the use of the OAE to ensure reliable results in the screening of all EHS students
- Utilize a systematic referral system for EHS children that fail repeated OAE exams, inclusive of tracking of follow-up
- Provide additional assistance when EHS travels to the dental clinics to ensure the safety of children as they disembark from the bus
- Provide deliberate professional development and support to classroom teachers to improve active supervision practices.

Mental Health

After a review of data, mental health staff were reduced for the 2015-2016 school year and Mental Health staff focused solely on providing Mental Health services to family and staff. Additionally, documentation of Mental Health practices was updated in the 2015-2016 school year to align with the Program Information Report (PIR) and to transition into using the ChildPlus database. Social Workers have spent approximately 826 hours onsite consulting with teachers and families. There were 271 hours spent consulting with staff about student behavior specifically. Mental Health referrals were made for 101 children through March 2016 and 86 referrals were made for services outside of the Head Start program to mental health partner agencies. Of those referred, 61 children received services.

HS/EHS staff received updated training on child abuse and a child abuse reporting protocol was updated and shared. Additionally, all staff received training on managing adult emotions, positive practices in the classroom, confidentiality, and Mental Health 911. HS/EHS Social Workers, Psychologists, and Teacher Specialists attended training on Conscious Discipline to ensure a unified practice.

Through regular family contact, the program provided opportunities for families to share mental health and behavioral concerns about their child and household. Teachers provided results of social emotional screenings to parents and Social Workers followed up, if requested by the teacher, as needed. Most HS teachers demonstrated an understanding of age-appropriate social behaviors, temperaments, and realistic behavioral expectations for young children. The HS Teacher Specialists, Social Workers and Psychologist worked collaboratively in creating behavior plans and facilitated a continuation of care in the home. In supporting teachers with children with identified behavioral concerns on the Devereux Early Childhood Assessment, 2nd Edition (DECA-2), of the 129 students initially identified 62 were identified as “Typical” after four weeks of intervention. Trend data is showing an increase in behavioral concerns in the classroom and there exists a need for a Behavior Technician to assist teachers with the implementation of behavior plans and strategies. Additional targeted professional development is being developed to further assist teachers with the implementation of positive behavior strategies and will be offered in the Spring and Fall 2016/

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Mental Health staff followed up with in-home behavioral concerns, as well as families of children with suspected disabilities. Mental Health staff supported crisis situations. Social Workers referred families that required ongoing services to community agencies in which case the Social Worker acted as a liaison between the school, program, and agency. In other situations, families did not pursue the community service which required additional in-house hours and resources to provide ongoing services within the program.

Areas of Improvement for Mental Health:

- Provide professional development for Parent Educators to better recognize mental health concerns, refer to Social Workers when appropriate, and share confidential information with relevant parties only
- Provide professional development and monitor to ensure protocol for mental health services referrals is followed
- Provide professional development for Teacher Specialists to support teachers in providing deliberate services in deliberate support for teachers in areas of classroom management as well as strong behavioral interventions and effective utilization of the "Safe Place".
- Improve individualization for students in the area of behavior management
- Promote family resilience and social-emotional wellness to create a safe, active, and positive home environment
- Increase proactive strategies, instead of reactive strategies, to decrease behavioral concerns at home and school
- Implement regular support groups to support various family members and structures

Program Design and Management

The HS/EHS program implemented the ChildPlus database management system with full features to take applications and document/monitor service areas. A new web-based 45-Day Screening and Coaching database was created and implemented in August 2015. This allowed more efficient tracking of screenings and due dates. Recordkeeping and reporting systems were reviewed and Key Management Staff consistently reported programmatic data related to their service area. Mental health service data was reviewed and another Social Worker is being recommended due to the physical size of the area the program serves. This will cut down on travel time for each Social Worker allowing them to focus on more families. The implementation of ChildPlus has provided the program with an efficient way to enter and manage data as well as run necessary reports; therefore, the Systems Analyst position no longer functions as it did previously. The program's technology needs would be better served with a Micro-Computer Technology Specialist.

The 14-15 School Readiness Goals Final Report was shared with staff and stakeholders through internal communications as well as posting on the Department's website. Health-related School Readiness Goals information was added to the 15-16 School Readiness Goals Report after receiving Policy Council's input. Service area reports were revised to ensure the timely

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

monitoring and reporting of service area activity as well as to ensure the effective utilization of the School Readiness Goal data throughout the year.

All new hires met the minimal requirements for their job classification, and HS/EHS staff were involved in the interview process. To ensure continued compliance with HS/EHS guidelines regarding staff qualifications and ensure high-quality teachers and assistants are placed in HS/EHS classrooms, the Director worked with Talent Acquisition on an approval form for teachers that must be in the District's Job Application database, Applitrack, prior to recommending any teacher for hiring. The Director discussed changes to the process to allow the HS/EHS program and Policy Council to conduct preliminary interviews and then forward potential candidate names to principals for a second interview. The Talent Acquisitions departments worked closely with the HS/EHS program to ensure staff with expired credentials were removed. The Compliance Specialist followed up on future expiring credentials. The Director modified the Instructional Approval form previously mentioned to also be used for teacher assistants. The preliminary interview process will be implemented with this group of school staff as well.

To meet the HS/EHS Performance Standard of providing services to EHS children and families for at least 48 weeks, the job description of the center-based caregivers was revised to allow for an 11-month contract year. Meetings are currently being held with the Broward Teachers Union and the District's Employee Relations and Compensation Departments to ensure compliance local regulations.

The HS/EHS Governing Body and Policy Council were provided annual orientation on the program. Policy Council reviewed and approved all program documents and reports, including funding and amendments, prior to being sent to the Governing Body. Program reports and documents were revised to ensure continued compliance with Information Memorandums and HS/EHS changes. Ongoing input from Policy Council and the Governing Body contributed to the revisions. *Policy 6000.6 Head Start/Early Head Start Major Program Policies and Procedures* was approved by the Governing Body. While essential program policies were approved in the past, this was the first time in the history of the program that an official school board policy was passed. To ensure compliance and high-quality instruction in the schools, the HS/EHS Director continues ongoing communication with school-based administrators, Cadre Directors, Chief Officers, the Superintendent, Policy Council, and the School Board Members through face-to-face and electronic methods.

Policy Council attendance has significantly decreased during the 15-16 school year. New measures implemented in Spring 2015 to improve attendance include an additional reminder the week before the meeting. A Parent Link notification will be utilized on conjunction with the phone numbers provided to send a reminder the day of the Policy Council meeting. The program also struggled with maintaining the Policy Council Officers with the chair, vice chair, and secretary all having to be replaced. The program continues to seek solutions to improve attendance and active involvement of its families in Policy Council.

Compliance checklists were reviewed and divided in to specific areas to be tracked by different staff members at varying intervals throughout the school year. Input from each Key

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Management area was incorporated in the development and implementation of the new Compliance Specialist Ongoing Monitoring Checklist. Throughout the monitoring process, discrepancies were identified in the way specific checklist items and expectations are interpreted in different classrooms throughout the district. Clarification will be made to the checklist verbiage to ensure each area is specific and measurable. A detailed compliance guide that corresponds with the Compliance Specialist Ongoing Monitoring Checklist will be developed to establish a common measurement of how the district complies with HS/EHS Performance Standards.

A new Frequently Asked Questions (FAQ) document for Principals was developed and distributed at the beginning of the school year outlining qualifications, requirements and placement of Head Start staff as well as several other key compliance areas. Year-end, program-wide reports on Compliance Specialist monitoring identified continued gaps in communication from school-based personnel related to staffing changes in the classrooms, which caused compliance concerns with tracking Child Abuse training, Certificates of Good Health, Policy Council approvals, PIR surveys, and the verification of staff credentials. Revisions have been made and additional procedures and tracking mechanisms will be designed to more closely monitor compliance with each requirement for new staff members.

Areas of Improvement for Program Design and Management:

- Increase the number of Social Workers to facilitate timely support throughout the school year
- Place high-quality teachers and assistants in the HS/EHS classes
- Provide professional learning for principals and cadre directors on CLASS with behavioral markers/Look-Fors and program implications as well as Developmentally Appropriate Practices
- Obtain final approval of new EHS Caregiver job description
- Revise Compliance Specialist Ongoing Monitoring Checklist to clarify checklist items making them more specific and measurable
- Develop a detailed compliance guide that corresponds with the Compliance Checklists to establish and facilitate a common measurement of how the department meets Head Start requirements
- Develop a system with instructional and non-instructional staffing to improve communication and procedures for hiring new HS/EHS Staff members
- Participate in regular Cadre Director meetings to communicate areas of concern
- Add fields in Child Plus and the Ongoing Monitoring checklist to track classroom staff completion of Child Abuse training, Policy Council approvals, and PIR surveys
- Implement new recruitment and retention plan for Policy Council members

Fiscal

Fiscal staff are continuing to improve the in-house system to ensure compliance and effectiveness of the program. The program utilizes District systems for financial management. In order to monitor progress, staff are working diligently on regular reports and updates to identify any deficiency and make the necessary changes. Order processing has been streamlined

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

to reduce time. The HS/EHS Budget Analyst and Bookkeepers developed a Fiscal Policies and Procedures Manual, which is reviewed regularly to ensure compliance and requirements. Fiscal staff continue to work on an efficient real-time tracking/reporting system. The program's mileage databases continually encounter glitches.

Areas of Improvement for Fiscal:

- Implement real-time tracking/reporting system to monitor transportation for dental appointments and field trips on a monthly basis report impacting the budget.
- Implement real-time tracking/reporting system to monitor closely salaries and fringe.
- Revise mileage databases to correct numerous glitches.

Facilities

In order to track changes in location of the HS/EHS classrooms at school sites, room numbers are now indicated on the Health and Safety Checklist that are completed by staff monthly and teachers daily. All areas of concern and the necessary follow-up are tracked and documented on the Child Plus Database. An EHS play area was installed at Peters Elementary, but it has not yet met inspection regulations for use by the children. At Drew Family Resource Center, the playground does not meet safety standards for the EHS children, as preschool and infant/toddler equipment is located adjacent to one another with no barrier to stop EHS children from utilizing inappropriate sized equipment. Additional funding opportunities are continuously explored, and playgrounds will be provided as funding becomes available.

Areas of Improvement for Facilities:

- Revise the Health and Safety Checklist to ensure play areas are inspected daily.
- Continue to explore additional funding opportunities to increase the number of Pre-K playgrounds
- Seek additional funding opportunities for infant/toddler playground at Drew Family Resource Center
- Monitor inspection of the EHS play area at Peters Elementary

Transportation

All bus drivers transporting HS/EHS students received training on the mandates of the program. Bus drivers trained all teacher assistants, who act as the bus monitors on dental and field trips, as to their responsibilities. All buses used in the transporting of HS/EHS children are equipped with age-appropriate child restraint systems. HS teachers incorporated monthly lessons on bus and pedestrian safety throughout the year. Post trip passenger alarm systems have been installed on all of the HS/EHS buses to ensure no children are left behind on the bus. A tracking system is now in place to track bus monitor training using the Child Plus Database.

Areas of Improvement for Transportation:

- As funding becomes available, purchase additional HS/EHS buses to allow for more field trips and swimming lessons.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

RECOMMENDATIONS FOR IMPROVEMENT TO BETTER SERVE CHILDREN AND FAMILIES:**Education and Early Childhood Development – HS and EHS Center-Based**

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Provide professional learning to teachers and assistants to improve number of children advancing in English language acquisition	September 2016 – May 2017
Implement ongoing monitoring and coaching support to ensure TSG documentation benchmarks are met	September 2016 – May 2017
Select and implement the Lastinger Coaching Model as a framework to improve instructional practices.	August 2016 – May 2017
Improve professional development to ensure alignment with CLASS and to support effective instructional practices	August 2016 – Jan 2017
Develop and implement a schedule for Teacher Specialists and Supervisors to double-code CLASS observations to ensure internal reliability.	August 2016 – Jan 2017
Schedule and implement the CLASS calibration training through Teachstone to ensure internal CLASS observation reliability.	September 2016 – October 2017
Develop a system for monitoring coaching plans and sufficient follow-up to support continuous program improvement.	September 2016 – May 2017
Implement a systematic method of identifying and ordering classroom materials as needed on an ongoing basis	August 2016 – July 2017
Implement Creative Curriculum System for Preschool in all HS classrooms	November 2016
Utilize CLASS Infant/Toddler data to provide individualized support to all EHS caregivers	September 2016 – June 2017
Provide additional support in understanding, and use of, active supervision strategies in EHS classrooms	August 2016 – June 2017
Provide continued support to EHS caregivers to address the needs of students who have turned three, and not yet transitioned to HS due to space limitations	September 2016 – June 2017
Utilize a screening database to allow for better tracking of developmental screenings and rescreenings as warranted	September 2016 – June 2017
Provide additional support in the areas of mathematics, language, and social-emotional development in infants and toddlers	September 2016 – June 2017

Education and Early Childhood Development – EHS Home-Based

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Provide individualized support for EHS Parent Educators based upon the HOVRS results, inclusive of developing personal growth plans	September 2016 – July 2017
Survey home-based families as to their satisfaction with EHS socialization activities	May – July 2016

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Identify and implement changes to current socialization practices to best meet family needs	July 2016 – July 2017
Investigate methods of improving participation in home-based socialization activities, perhaps through the identification of partners to provide incentives for attendance	July 2016– July 2017

Disabilities

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Assess HS students with concerns prior to the start of the school year	August 2016
Refine procedures so that more accurate speech referrals are made to reduce the number of additional screenings required by the SLP	August 2016 – May 2017
Collaborate with the district to ensure a faster, streamlined referral process (referral-consent-evaluation-staffing/IEP meeting)	August 2016 – May 2017

Family and Community Partnerships

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Develop SMART family goals aligned with the PFCE Framework	August 2016 – May 2017
Improve of family independence through increased understanding of the purpose of family goals in compliance with the PFCE Framework	August 2016 – May 2017
Streamline family support to strengthen family outcomes through active partnerships and community-wide access to resources	September 2016 – May 2017
Increase access to homeless families that are transient through a partnership with HEART	August 2016 – May 2017
Create a formalized tracking system for maintaining district and community partnership agreements	September 2016
Improve tracking of families that are referred for and receive external Mental Health services	September 2016 – June 2017
Develop a tracking system to ensure transition plans are updated when EHS students reach 34 months of age	September 2016
Continue to seek funding sources and opportunities to provide wrap around services for EHS students beyond the current 6 hour day	September 2016 – July 2017

Family and Community Partnerships - EHS Services to Pregnant Women

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Utilize the ChildPlus database to track services to pregnant women, including pre- and postnatal visits	June 2016 – August 2017

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

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Create a training manual for all ERSEA functions within the	August 2016

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

ChildPlus database	
Review and restructure process for increasing the number of applications taken for schools with consistently low waitlists	August 2016 – April 2017
Improve training practices to ensure consistent service across schools	August 2015 – May 2016

Health, Safety, And Nutrition

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Develop food related activities for teachers using the two component snacks	April 2016
Increase the immunization rate of children 0-2 by participating in the Florida Department Of Health Shots By Two Program	April 2016 – June 2017
Continue to reinforce with staff the availability and importance of the UCLA What To Do When Your Child Is Sick Program for parents	August 2016
Train additional EHS staff on the use of the Spot Vision Screener to allow for screening of all EHS students	May 2016 – September 2016
Retrain EHS staff in the use of the OAE to ensure reliable results	May 2016 – September 2016
Upon obtaining reliable results, utilize a systematic referral system for EHS children that fail repeated OAE exams, inclusive of follow-up results	September 2016 – July 2017
Continue to pilot the provision of substitutes to cover classes going to the dentist to maintain ratio	January 2016 – May 2017
Provide additional assistance when EHS travels to dental clinics to ensure the safety of children as they disembark from the bus	September 2016 – June 2017
Provide ongoing professional development, support, and monitoring to assist teachers with developing and implementing effective Active Supervision Plans.	August 2016 – May 2017

Mental Health

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Training for Parent Educators to better recognize mental health concerns, refer to Social Workers when appropriate, and share confidential information with relevant parties only	August 2016 – May 2017
Training and monitoring to ensure protocol for mental health services referrals	September 2016
Improve Mental Health Tracking to ensure documentation of where referral is coming from	August 2016
Develop a tiered-support model to better support teachers with Tier 2 and Tier 3 behavioral interventions	August 2015 – May 2016
Create and monitor individualized behavior plans for students	August 2015 – June 2016
Increased proactive strategies, instead of reactive strategies, to	August 2016 – June 2017

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

decrease behavioral concerns at home and school

Program Design and Management

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Increase the number of Social Workers to facilitate consistent and timely support throughout the school year due to size of coverage area	August 2016
Work with Talent Acquisition and school principals to place high-quality teachers and teacher assistants in the HS/EHS classes	May 2016 – May 2017
Implement preliminary interviewing process to screen for high-quality teachers and assistants	August 2016 – May 2017
Provide additional professional learning to principals and cadre directors on CLASS with behavioral markers/Look-Fors as well as Developmentally Appropriate Practices	August 2016 – April 2017
Continue to work with Compensation department in the approval of a new EHS Caregiver job description	April 2016 – December 2016
Revise Compliance Specialist Ongoing Monitoring Checklist to clarify checklist items making them more specific and measurable.	May 2016 – October 2016
Develop a detailed compliance guide that corresponds with the Compliance Checklists to establish and facilitate a common measurement of how the department meets Head Start requirements.	May 2016 – October 2016
Develop a system with instructional and non-instructional staffing to improve communication and procedures for hiring new HS/EHS Staff members.	May 2016 – June 2017
Participate in regular Cadre Director meetings to communicate areas of concern.	May 2016 – June 2017
Add fields in Child Plus and the Ongoing Monitoring checklist to track classroom staff completion of Child Abuse training, Policy Council approvals, and PIR surveys.	August 2016
Implement new recruitment and retention plan for Policy Council members	August 2016

Fiscal

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Implement real-time tracking/reporting system to monitor transportation and field trips impacting the budget on a monthly report	December 2016
Implement real-time tracking/reporting system to closely monitor salaries and fringe	November 2016
Revise mileage databases to correct numerous glitches	August 2016

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Facilities

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Revise the Health and Safety Checklist to ensure play areas are inspected daily	April 2015
Continue to explore additional grant funding opportunities to provide Pre-K playgrounds	August 2016 - June 2017
Seek additional funding opportunities for infant/toddler playground at Drew Family Resource Center	August 2016 – July 2017
Monitor inspection of the EHS play area at Peters Elementary	June 2016 to completion

Transportation

<i>Recommendations for Improvement</i>	<i>Timeline</i>
As funding becomes available, purchase additional HS/EHS buses to allow for more field trips and swimming lessons	August 2016

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Appendix

**Head Start (HS)/Early Head Start (EHS) Self-Assessment:
Program Reports Reviewed**

- _____ **Strategic Plan**
- _____ **Service Plan**
- _____ **Ongoing Monitoring Plan**
- _____ **School Readiness Goals Report**
- _____ **Annual Report**
- _____ **Program Information Report (PIR)**
- _____ **Classroom Assessment Scoring System Scores**
- _____ **2015 Self-Assessment Improvement Plan Recommendations and Timeline**
- _____ **Individual Service Area Data**
- _____ **Teaching Strategies GOLD Data**
- _____ **Classroom Implementation Plan Data**
- _____ **Fiscal Reports**
- _____ **Federal Review Reports**
- _____ **Parent Satisfaction Survey Results**

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

**Head Start (HS)/Early Head Start (EHS) Self-Assessment:
Program Documents Utilized in Review**

Document Name	Responsibility	Frequency
HS Environmental Implementation Checklist: Education	Teacher Specialists	Annual
HS/EHS Self-Assessment: Disabilities	Disabilities Manager	Annual
EHS Environmental Implementation Checklist: Education	EHS Teacher Specialist	Annual
HS/EHS Self-Assessment: Mental Health	Family Services Supervisor	Annual
HS/EHS Self-Assessment: Family Engagement	Family Services Supervisor	Annual
HS/EHS Annual Parent Satisfaction Survey	HS/EHS Families	Annual
HS/EHS Teacher Daily Health & Safety Checklist	HS/EHS Teachers	Daily
HS/EHS PE/TS Health & Safety Checklist	HS/EHS Parent Educators & Teacher Specialists	October, November, December, February, March, April
EHS Self-Assessment: Home-Based Program Option	HS/EHS Specialist	Annual
EHS Self-Assessment: Nutrition Services	HS/EHS Specialist	Annual
EHS Self-Assessment: Services to Pregnant Women	HS/EHS Specialist	Annual
EHS Self-Assessment: Disabilities	Disabilities Manager	Annual
HS/EHS Self-Assessment: Family & Community Partnerships	Family Services Supervisor	Annual
HS/EHS Self-Assessment: Community Partnership	Family Services Supervisor	Annual
HS/EHS Self-Assessment: Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA)	Family Services Supervisor	Annual
HS/EHS Self-Assessment: Transportation Services Checklist	Clinical Nurse	Annual
HS/EHS Self-Assessment: Program Design and Management	HS/EHS Director	Annual
HS/EHS Compliance Specialist Ongoing Monitoring Checklist	Compliance Specialist	Annual
HS/EHS Self-Assessment: Fiscal Operations	Budget Analyst	Annual

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

2015-2016 HS/EHS Annual Self-Assessment Timeline

November 2015	Key Management Staff reviews Self-Assessment process, determines where to find documentation, identifies the types of data to look for, and decides on the method of data reporting for each service area. Representatives for the focus group are identified.
February 2016	Key Management Staff review information gathered along with a review of the strategic plan (long-term goals) and service plan (short-term goals) to identify program strengths and areas of improvement to share with the focus group.
March 2016	Parents recruited from the Policy Council to participate in the focus group.
March 4, 2016	Focus group is held. Feedback is used to develop the Self-Assessment and Improvement Plan Report.
March 2016	Key Management Staff, HS Director, and HS/EHS Specialist analyze findings, incorporate feedback from the focus group, develop the Improvement Plan, and determine implications/timeline for improvements.
April 25, 2016	Self-Assessment and Improvement Plan is submitted to Policy Council for approval.
May 2016	Approved Self-Assessment and Improvement Plan is submitted to the Governing Body for review and approval. Key Management Staff integrate Improvement Plan with Annual Service Plan.
June 2016	HS/EHS Director shares Self-Assessment Report and Improvement Plan with schools and staff. Implementation begins.

THE SCHOOL BOARD OF BROWARD COUNTY, FL
HEAD START/EARLY HEAD START PROGRAM

2015-2016 SELF-ASSESSMENT PROTOCOLS

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Head Start (HS) Self-Assessment: Education

School: _____ Teacher: _____ Date: _____

Interest Area Materials

Yes	No	Interest Areas	1304.21(a)(4)(i) 1304.21(a)(4)(ii) 1304.21(a)(4)(iii)
		All interest areas are available daily as a choice activity (block area, dramatic play, manipulatives, art, literacy, discovery, sand and water, music and movement, technology, outdoors)	
		The dramatic play environment is changed to allow for other dramatic play settings (e.g., grocery store, clinic, and fire station)	
		Materials in all areas are rotated throughout the school year.	
		Movement/gross motor activities for indoors are available when children are not able to go outdoors	
Yes	No	Technology	1304.53(b)(1)(iii)
		Active Table and/or SMART Table is/are available for use	
		IBM KidSmart Computer is available for use	
		iPads are available for use	

Curriculum

Yes	No	Curriculum	1304.21(a)(4)(i) 1304.21(a)(4)(iv)
		Evidence/Use of Opening the World of Learning (4 year olds)	
		Evidence/Use of Little Treasures curricular components (4 year olds)	
		Evidence/Use of Preschool Literacy Notebook (3 & 4 year olds)	
		Evidence/Use of Creative Curriculum System for Preschool (3 year olds)	
		Evidence/use of Houghton Mifflin Pre-K Math (4 year olds)	
		Evidence/use of Macmillan/McGraw-Hill Pre-K Science (4 year olds)	

Content-Related Materials

Yes	No	Literacy	1304.21(a)(4)(i) 1304.21(a)(4)(iv)
		High-quality literature is chosen from a variety of genres appropriate for children's interest and conceptual level	
		Children have access to books being read aloud so that they can retell the stories in their own words	
		Print in the classroom includes: labeling objects, providing information (e.g., schedule and recipes), shared writing, and identifying classroom practices (e.g., waiting lists and charts)	
Yes	No	Math	1304.21(a)(4)(i) 1304.21(a)(4)(iv)
		A variety of materials are utilized for exploring number concepts	
		A variety of materials are utilized for exploring geometric shapes and spatial relationships	
		A variety of materials are utilized for exploring measurement (e.g., scales, measuring tapes, rulers, unifix cubes, liquid measures, etc.)	
		A variety of materials are utilized for collecting, organizing, and representing data	
Yes	No	Science	1304.21(a)(4)(i) 1304.21(a)(4)(iv)
		A variety of materials are utilized for actively investigating the life sciences (e.g., plants, learning about health, nutrition, and bodies)	
		A variety of materials are utilized or investigating the physical sciences (e.g., magnets, magnifying glasses, balance scales, mirrors, ramps, and balls)	
		A variety of materials are utilized for exploring the earth and the environment (e.g., sand, clay, water, thermometers, rocks, fossils, and recyclables)	
Yes	No	Social Studies	1304.21(a)(4)(i) 1304.53(b)(1)(ii)
		A variety of materials are utilized to help children learn about people and how they live (e.g., career-related props, books about different cultures/families, class rules, jobs, play money, cash registers, and family pictures)	
		A variety of materials are utilized to help children learn about spaces and geography (e.g., road signs, maps, and musical selections/games that children use independently to explore directionality)	

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Structure

Yes	No	Daily Schedule, Routines, and Groups	1304.21(a)(1)(iv) 1304.21(a)(3)(i)(A) 1304.21(a)(3)(i)(B) 1304.21(a)(3)(i)(C) 1304.21(a)(3)(ii) 1304.21(a)(4)(i) 1304.21(a)(5)(ii) 1304.21(c)(1)(i)
		Daily schedule is displayed in words and pictures at the children's eye level	
		Daily schedule includes a balance of activities (e.g., quiet/active times, large/small group, indoor/outdoor play times, and child-initiated/teacher-directed)	
		Daily schedule allows for flexibility	
		Maximum of one (1) hour is allocated for Rest Time, which includes set up of mats and putting mat away. The duration of Rest Time decreases as the year progresses so that by the last month of school, Rest Time is offered but does not exceed 30 minutes.	
		Children are supervised during Rest Time.	
		Quiet activities are provided to children who do not sleep 15 minutes after Rest Time begins	
		Children go outdoors daily (30 minutes total)	
		Routines and procedures are consistent to follow (e.g., brushing teeth, putting away belongings, and checking in)	
		Strategies are in place to teach children how to care for the classroom	
		Teacher guides children on where to put materials when they are finished	
		Flexible, large group activities are planned daily	
		Accommodations are made for children who choose not to participate in large group activities	
		Interactive experiences are planned and children are engaged in them during small and large group	
		Language development and comprehension is enhanced through shared reading opportunities to make predictions, interact with the text utilizing various strategies (e.g., pointers, framing tools, and highlighting tape) and respond to text through discussion writing, music, art, and/or drama	
		Children are engaged in daily shared reading experiences that focus on making predictions, rhyming, chiming in during subsequent readings, and participation in discussion	
		Flexible, small group (2-6 children) activities are planned each day	
		Needs and interests of children are addressed during small group activities	
		Classroom activities are adapted to include children with disabilities	1304.21(a)(1)(ii) 1308.4(c)
Yes	No	Lesson Plans	1304.21(a)(1)(i) 1304.21(a)(1)(iv) 1304.21(a)(4)(iv) 1304.21(c)(1)(i)
		Lesson Plans follow the HS Program Plan Book/Lesson Plan Guidelines	
		Weekly lesson plans are easily accessible and activities are carried out	
		Weekly Lesson Plans include: _____ Changes to the environment _____ Activities related to the topic _____ Reflect small and large group activities _____ Special activities _____ Evidence of language development skills: Phonemic Awareness, Vocabulary, Concepts of Print, and Letter Names/Sounds	
		Short, concise, five-day shared reading lessons (Shared Big Book/Poetry) are conducted daily	
		Shared Poetry is sent home for each child	
		The approach to child development and lesson planning is inclusive of children with disabilities consistent with their Individualized Education Plan (IEP)	1304.21(a)(1)(ii)
Yes	No	Center Time	1304.21(a)(4)(i-iv)
		Children choose interest areas, activities, materials, and playmates during choice time	
		Center time is scheduled for 60-75 minutes daily	
		Children are allowed to move to different interest areas during choice time	
		Teacher plans small group differentiated instruction, based upon the children's needs and interests, and conducts during center time	
		Teacher and Teacher Assistant circulate and interact with children	
Yes	No	Transitions	1304.21(a)(3)(ii)
		Transitions between activities are facilitated and smooth (individual, small, and large groups)	
		Children are able to use the bathroom as needed	
		Transitions are used to teach concepts and skills	

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Assessment

Yes	No	Assessment Observations/ Documentations	1304.20(b)(1)
		A system of collecting observational data and work samples is in place	
		Objective, factual observations are taken on each child weekly	
		Samples of children's work and supporting notes are collected to document progress	
		Observations and notes are dated	
		Documented observations are entered into Teaching Strategies GOLD (TSG) weekly	
		Checkpoints in TSG are finalized for Fall, Winter, and Spring	
Yes	No	Analyzing and Evaluating Children's Progress	1304.21(a)(1) 1304.21(a)(1)(ii) 1304.21(c)(1)(i) 1304.21(c)(2)
		Documentation, observations, and children's assessment results are analyzed	
		Class Profile, Individual Child, Letter Knowledge, and Sound Knowledge Reports are generated	
		Class Profile Report and observations are used to individualize and plan large/small group	
		Individualization is documented in the lesson plan weekly with goals for all students	
		Teachers are aware of students with IEPs and Individualization includes goals for those students	
		Confidentiality policies are maintained concerning information about children and families. Exceptional Student Education (ESE) records are kept locked or otherwise secured.	1308.6(e)

Family Involvement

Yes	No	Family Involvement	1304.20(c)(1) 1304.20(e)(2) 1304.20(e)(3)
		Contact with the family is made as needed	1304.21(a)(2)(i-iii) 1304.24(a)(1)(ii) 1304.40(d)(2) 1304.40(d)(3) 1304.40(e)(5) 1304.40(i)
		Parent conferences and home visits are conducted to share information, discuss information, and plan what will occur to support the child's learning	

Based on the HS Preschool Handbook, the HS Performance Standards, and the Creative Curriculum for Preschool Implementation Checklist.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Early Head Start (EHS) Self-Assessment: Education

School: _____ Teacher: _____ Date: _____

CARING AND TEACHING

Yes	No	A. Creating a Structure for Each Day (Do teachers use the following strategies?)	
		For All Age-Groups	1304.21(a)(3)(i)(B)
		Structure the day so that the schedule is predictable and flexible enough to meet individual children's needs?	1304.21(a)(3)(ii)
		Provide opportunities during the day when children may play with others, be alone, play with an adult, and choose their own activities or those offered by an adult?	1304.21(b)(2)(ii)
		Take children outside at least twice a day in a full-day program?	1304.21(c)(1)(i)
		Acknowledge and support infants' and toddlers' efforts and accomplishments	1308.4 (c)
		For Young and Mobile Infants	
		Allow infants to follow their own biological patterns of eating, sleeping, diapering, and playing?	
		For Toddlers and Twos	
		Keep group times short, allowing children to join and leave the group as the children decide?	
		Conduct transitions by using appropriate strategies? (e.g., giving a warning and clear directions, minimizing waiting, guiding individual or small-group transitions rather than whole-group transitions)	
		Encourage toddlers and twos to help clean up after playing?	
		Classroom activities are adapted to include children with disabilities (as needed).	
Yes	No	B. Building Relationships (Do teachers use the following strategies?)	
		For All Age-Groups	1304.21(a)(3)(i)(A)
		Hold, cuddle, and sing to infants and toddlers	1304.21(a)(4)(ii)
		Respond promptly, in a caring manner, to a child's cries, gestures, or speech	1304.21(b)(1)(ii)
		Sit with children at their level (e.g., on the floor, in low chairs)	1304.21(b)(2)(i)
		Laugh and smile, and use caring language	1304.21(c)(1)(iv)
		Demonstrate affection and caring (e.g., use gentle touches, hold and cuddle children, make frequent eye contact)	
		Interact with children frequently, both verbally and nonverbally, speaking calmly and pleasantly during verbal interactions	
		Use each child's name throughout daily interaction	
		Spend time with children individually, in addition to routine interactions	
		Acknowledge children's positive interactions (e.g., help children comfort one another, help children with disabilities engage in play with other children, comment on gentle touches)	
		Support English-language learners in a variety of ways. (e.g., use gestures and body language, provide other visual cues to help children understand verbal messages, allow children to respond nonverbally, let children respond in their home languages, provide books in the children's home language, include music in the children's home languages, use the children's home languages whenever possible)	
Yes	No	C. Promoting Children's Self-Regulation (Do teachers use the following strategies?)	
		For All Age-Groups	1304.21(a)(3)(i)(C)
		Use positive guidance strategies (e.g., redirect children's behavior, offer two acceptable choices; change the environment; give children specific language to use; make a reflective statement that begins with "I see."; appeal to children's senses of humor)	1304.21(b)(2)(i)

Yes	No	C. Promoting Children's Self-Regulation (Do teachers use the following strategies?)	Continued
		For All Age-Groups	

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

		Use their faces, voices, touches, and motions to help children regulate their behavior (e.g., make eye contact, touch children gently, talk quietly, sit next to children)	
		For Mobile Infants, Toddlers, and Twos	
		Use clear language to communicate which behaviors are acceptable, limiting the use of the word no	
		Encourage children's participation in routines	
		Allow children to make choices	
		Acknowledge children's appropriate actions and self-control	
		For Toddlers and Twos	
		Give children the chance to solve conflicts themselves if no one will be hurt	
		Give specific language to help children express their feelings verbally. (e.g., "Tell him, "I'm mad. I want my truck, please." Now you say it.")	
Yes	No	D. Responding to Challenging Behaviors (Do teachers use the following strategies?)	
		For All Age-Groups	1304.21(b)(2)(i)
		Prevent challenging behaviors when possible (e.g., anticipate children's physical needs, alert children before changes, minimize waiting)	
		For Toddlers and Twos	
		Respond to challenging behaviors promptly and appropriately (e.g., state that the behavior is not all right, comfort hurt child, stop behavior, involve child in comforting hurt child)	
Yes	No	E. Guiding Children's Learning (Do teachers use the following strategies?)	
		For All Age-Groups	1304.21 (a)(1)(ii)
		The approach to child development and lesson planning is inclusive of children with disabilities consistent with their Individual Family Service Plan (IFSP)/ Individual Education Plan (IEP).	1304.21(a)(4)(i)
		Describe what a child sees, hears, and does	1304.21(a)(4)(iii)
		Use open-ended prompts to extend children's thinking and help them understand cause-and-effect relationships, solve problems, and make predictions	1304.21(a)(4)(iv)
		Imitate and exchange sounds, gestures, and language with children	1304.21(b)(3)(ii)
		Name things (e.g., objects, people, animals, actions, body parts, clothing)	1304.21(c)(1)(ii)
		Sing and/or recite nursery rhymes or fingerplays	1304.21(c)(1)(vi)
		Use verbal language to help children discover mathematical relationships (e.g., number names, and comparative and positional words)	
		Provide opportunities for children to explore the physical world (e.g. bubbles, collections of objects, plastic containers, balls, a basket with colorful fabric scraps)	
		Provide opportunities for children to explore the natural world (e.g., take children outdoors each day to experience plants, animals, and the weather; plant a small garden; have a covered fish tank; have a class pet or nontoxic plants for toddlers and twos)	
ROUTINES			
Yes	No	For All Age-Groups (Do teachers use the following strategies?)	
		Include the following routines in a child's day: hellos and good-byes, eating and mealtimes, diapering and toileting, dressing, and sleeping and nap time	1304.21(a)(3)(i)(B)
		Follow health and safety practices for routines	1304.21(a)(4)(iii)
		Allow sufficient time during routines to meet individual needs without rushing	
		During routines, describe what is happening to the child and allow the child to make choices about how the routine is carried out (e.g., ask, "Do you want to crawl up the stairs or be lifted to the diaper table?" or, "Do you want to wear the red shirt or the blue shirt?")	

ROUTINES, CONTINUED

Yes	No	For All Age-Groups (Do teachers use the following strategies?)	
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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

		Promote the development of self-care skills and children's increasing independence during routines (e.g., when ready, feed themselves finger foods; sit in low chairs at table; put on clothing; dry hands after toileting; eat family-style-meals)	
		Greet and exchange information with families when they arrive	
		Calmly offer reassurance and comfort to a child who finds separation from family members distressing	
		Say good-bye to each child and exchange information with families at the end of the day	
		Create relaxed and social mealtimes (e.g., feed infants and toddlers individually or in small groups, do not rush, hold infants while bottle-feeding)	
		Follow a nap time routine for each child to help him or her fall asleep. Remove children from cribs when they wake up	

EXPERIENCES

Yes	No	For All Age-Groups (Do teachers use the following strategies?)	
		Initiate activities and invite, but do not require, children to participate	1304.21(a)(4)(i)
		Allow children to move freely in and out of play experiences and to be active throughout the day (e.g., playing with toys, imitating and pretending, connecting with music and movement, enjoying stories and books, creating with art, tasting and preparing food, enjoying sand and water)	1304.21(a)(5)(i) 1304.21(b)(1)(iii) 1304.21(b)(2)(i)
		Provide opportunities for children to enjoy stories and books (e.g., hold infants on your lap as you show them and read books with simple pictures, put books in different areas of the room, display books so that children can see and reach them, talk about and ask questions about the pictures in books, read predictable books with repetitive language patterns)	
		Avoid art experiences that focus on a finished product rather than on the creative process (e.g., coloring books; patterns or models for children to copy; activities where teachers do most of the work; telling a child what to draw, paint, or make; expecting a child to produce something recognizable; finishing a child's work to make it "better")	
		Provide a variety of daily outdoor experiences for children, weather permitting (e.g., encourage children to watch and listen; offer water play, riding toys, construction materials, and books; take children on walks)	

DOCUMENTS

Yes	No	For All Age-Groups	
		Lesson Plans are accessible and activities are carried out	1304.21(c)(2)
		Individualized plans are in evidence, and completed weekly	1304.41©(2)
		Individualization includes goals for students with an IFSP/IEP	1308.6(e)
		Dated, objective observation notes are in evidence for each child	
		Education Portfolios are current for each child	
		Parent conferences and home visits are conducted to share and discuss information and plan what will occur to support the child's learning	
		Confidentiality policies are maintained concerning information about children and families. Exceptional Student Education (ESE) records are kept locked, or otherwise secured.	

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

HS/EHS Self-Assessment: Mental Health

	YES/NO		COMMENTS
Is there documentation that indicates teachers provide feedback to parents about social emotional screening results?			<i>Parent Conference/Home Visit Forms</i>
Is there written evidence that teaching staff help families access mental health services?			
Is there ongoing documentation that indicates that families are provided information about depression, anxiety, abuse and neglect or any other mental health concern?			
How does the program provide opportunities for parents to share their mental health and/or behavioral concerns about their child?			
Is there written documentation indicating teacher's involvement in the planning of mental health service with parents?			
Is there evidence that parents are encouraged to share information regarding the student's functioning in the home environment?			<i>Parent Conference/Home Visit Forms</i>
How does teaching staff encourage the development of trust, self-esteem, and identity through respectful and responsive communication?			<i>Lesson Plans – Conscious Discipline Social Skill Streaming Teacher Contact Forms</i>
How does teaching staff demonstrate an understanding of age appropriate social behaviors, varying temperaments, realistic behavioral expectations for young children, setting appropriate limits and opportunities to encourage self-discipline?			<i>Lesson Plans – Conscious Discipline Social Skill Streaming Teacher Contact Forms</i>
Is there evidence of daily use of social-emotional strategies that promote competence, trust, self-esteem, and positive interaction with others?			<i>CLASS</i>
Is conversation encouraged during meals and snack times? Please provide examples of observation.			<i>CLASS</i>
Is the length of time for each activity period appropriate to the child's developmental age?			<i>Daily Schedules</i>
Is there advance notice of transitions, and an explanation of what happens next? Please give examples of transitions.			<i>CLASS</i>
For students with behavioral plans, is there documentation indicating that parents are working collaboratively with the teaching staff? If not, describe the reason(s).			<i>Sample Behavior Plans</i>
How are children developing in the area of Social-Emotional Development at the beginning of the year and mid-year? How does this compare to the previous year?			<i>School Readiness Goals Reports Teaching Strategies GOLD</i>
Number of Behavioral Referrals made			
Discuss data from Mental Health Tracking Forms			
Number of DECA Concerns in each of the areas after the 45 th day of Enrollment?			
			<i>Behav.</i>
Number of DECA Concerns after intervention strategies implemented for 4-weeks in each of the areas?			
			<i>Behav.</i>

What is the main challenge Head Start /Early Head Start Teachers face when dealing with students with mental health concerns?

Areas where the program needs improvement:

Behavior plan review. Are you able to identify the student's incentive? Is it being implemented effectively? Is there a clear identification of the target behaviors? How often was the plan reviewed to make any needed modifications? If it was discontinued, for how long the plan was implemented?

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

HS/EHS Self-Assessment: Family Engagement

Family Partnerships

Yes	No	Family Goal Setting: For each family reviewed...	Performance Standards
		Is there evidence of a Family Assessment (FA) for each family reviewed?	1304.40 (a)
		Was the FA completed and goal established within 90 days of the child's entering the program?	1304.40 (1)
		Is there evidence of a Goal? a Timetable? Steps? And Person Responsible?	1304.40(2)
		Is there documentation of the family's progress towards achieving their goal?	1304.40(2)
		Is there documentation of a pre-existing plan for family?	1304.40(3)
		Is there evidence of ongoing interaction with families? (Look for evidence in database of Parent Participation in Parent Engagement Activities, Parent/Teacher Home Visits and Conferences)	1304.40(4)
		Does staff ensure that services are responsive to each family's interest and needs? (Review Contacts with family in database)	1304.40(b)
		Is information available to families in their primary language? (Look up forms on CAB in Spanish, Creole, Portuguese)	1304.40(5)
		Is there a Parent Interest Survey in the child's Family Folder or Electronic Family Folder? (Review FA for evidence of materials shared with families, review Parent Activity Events for the names of families who participated)	1304.40(b)
		Is there evidence of follow-up and interventions to assist families? (Review Contacts for students in database)	1304.40(b)(ii)
		Is there documentation of continuing education and employment training opportunities being made available to the families?(See Referrals, Flyers...)	1304.40(b)(iii)
		Is there evidence that further follow-up was done when a referral provided was not helpful for the family?	1304.40(2)

Parental Involvement

Yes	No	For each family reviewed...	Performance Standards
		Is there a Parent Interest Survey in the child's Family Folder or Electronic Family Folder? (Review FA for evidence of materials shared with families, review Parent Activity Events for the names of families who participated)	1304.40(d)(1)
		Are parents informed that the program is open to them during program hours? (Review parent orientation materials, Parent Handbook)	1304.40(d)(2)
		Is there documentation to support that parent program activity participation is voluntary, not required?(See Preschool Medical Record, Denial of Consent for Dental Treatment, Parent Certification, Parent Handbook)	1304.40(2)
		Is there evidence that parents are informed of volunteer opportunities?(See: Parent Handbook, FPA Notes on FA, Parents as Partners Form)	1304.40(3)
		Is there documentation supporting the parent's involvement in child development and education activities? (Look for Preschool Conference form completed on Teacher Home Visits, Parent Activity Agendas, provision and explanation of Promoting Resilience, Now and Forever during FA, Policy Council Minutes)	1304.40(e)(1)(2)
		Is there evidence that families were given referrals to community agencies to participate in family literacy services? (Review FA – Goals, Referrals)	1304.40(4)(i)(ii)
		Is there documentation that family participated in parent engagement activities that promote interactive literacy activities, financial literacy, training to continue as child's primary teacher?	1304.40(A)(B)(C)(D)
		Is there evidence of 2 Teacher Home Visits and 2 Parent Conferences?	1304.40(5)
		Is there documentation that the Program offered training for parents on: medical, dental, nutrition, and/or mental health? (Review flyers, sign ins, agendas, etc for parent activities held at the school that is being reviewed)	1304.40(5) (f)(1)
		Is there evidence that parents were assisted in understanding how to enroll and participate	1304.40(2)(8)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

		in a system of ongoing family health care? (Review FA Health Care Coverage in database, review family contacts – follow-ups).	
		Does the program provide opportunities for parents to learn about Emergency First Aid, Home Safety Practices, Preventive medical/dental health, nutrition and mental health? (Review Parent Interest Survey, Parent Activities, Parent Orientation Packets, Notification of Parents on classroom Parent Board)	1304.40 (iii),
		Is there evidence that staff has shared information with the parent about the nutritional status of their child, mental health concerns? (Check for Nutrition Referrals, Mental Health Referrals, SW/MH Contacts with referrals on children reviewed)	1304.40 (4) (i)(ii)(iii)
		Is there evidence that families have been provided with comprehensive information about community resources? (See Orientation Packet for info on 211, Pinwheels for Prevention)	1304.40 (g)(1)(ii)
		Are parents provided with regular opportunities to work together in activities in which they have expressed an interest? (Review Parent Activities, information on Women's group, grandparents group, and/or fatherhood groups)	1304.40 (2)
		Is there evidence that parents have been involved in transition activities and encouraged to become advocates for their children? (Review parent activities on Transition/Orientation)	1304.40(3) (i)(ii)
		Are efforts made to explain the need for home visits? (See Parent Certification and Involvement Agreement, evidence that HS/EHS Parent Handbook was provided to Parent)	1304.40 (i)(1)

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

EHS Self-Assessment: Home-Based Program Option

Please indicate evidence of each item listed. Describe any problems or concerns in the comment section.

1306.33(a)	Yes/No	Comments
(1) The family received a weekly home visit. <i>(Home-based Service Report)</i>		
(2) The family had the opportunity to participate in two group socializations activities per month. <i>(Socialization Schedule)</i>		
(3) The family had the opportunity to make up home visits or group socializations that were cancelled by staff. <i>(Ask Parent Educator)</i>		
(5) The parent educators maintain a caseload of 10 to 12 each. <i>(Home-based Service Report)</i>		

1306.33(b)	Yes/No	Comments
The home visits were conducted with the participation of the parent(s). <i>(Personal Visit Records)</i>		
(1) The parent educator worked with the parent(s) to help them provide learning opportunities that enhance their child's growth and development? <i>(Personal Visit Records)</i>		

1306.33(c)	Yes/No	Comments
Group socialization activities emphasized peer group interaction through age appropriate activities. <i>(Observe group socialization activities)</i>		

Additional Comments:

EHS Self-Assessment: Services to Pregnant Women

Please indicate evidence of each item listed. Describe any problems or concerns in the comment section.

1304.40(c)(1)	Yes/No/NA	Comments
(1) The pregnant woman received assistance in accessing comprehensive prenatal and postpartum care immediately after enrollment in the program.		
(i) An early and continuing risk assessment was done of the nutritional status, as well as nutritional counseling and food assistance, if necessary.		
(ii) The pregnant woman had medical and dental examinations on an appropriate schedule as early in the pregnancy as possible.		
(iii) Assistance was provided to obtain mental health interventions and follow-up, including substance abuse prevention and treatment services, as needed.		
(2) The pregnant woman received prenatal education on fetal development (including risks from smoking and alcohol), labor delivery and postpartum recovery, including maternal depression.		
(3) The pregnant woman received information on the benefits of breast-feeding. For those who chose to breast feed in the center-based program, arrangements were provided as necessary.		

1304.40(i)(6)	Yes/No/NA	Comments
A health staff visited the newborn within two weeks after the infant's birth to ensure the well-being of both the mother and the child.		

Additional Comments:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

EHS Self-Assessment: Nutrition Services

Please indicate evidence of each item listed. Describe any problems or concerns in the comment section.

For Early Head Start Infant/Toddlers only:

	Yes/No/NA	Comments
Feeding requirements of the infant/toddler were obtained from the parents. 1304.23(a)(2) <i>(Individual Care Plan)</i>		
The following information is shared and updated with parents regularly: feeding schedule, amounts and types of food provided, meal patterns, new foods introduced, food intolerances and preferences, voiding patterns, observation related to developmental changes in feeding and nutrition. (1304.23(a)(3) <i>(What I Did Today)</i>		
Infants and toddlers in center-based receive food appropriate to his/her nutritional needs, developmental readiness, and feeding skills. (1304.23(b)(1)(iv) <i>(Observe if infants are fed in accordance with "Meal Pattern for Infants")</i>		
Infants and young toddlers who need it are fed "on demand" or at appropriate intervals. 1304.23(b)(1)(vii) <i>(Individual Care Plan, What I Did Today)</i>		
Infants are held while being fed and are not laid down to sleep with a bottle. 1304.23(c)(5) <i>(Observe infant feeding)</i>		
Snacks and meals are provided to each child during group socialization activities. 1304.23(b)(2) <i>(Observe or interview Social Worker)</i>		
Facilities are available for the proper storage and handling of breast milk and formula. 1304.23(e)(2) <i>(Verify that Procedures for Handling and Storage of Breast Milk are being implemented)</i>		

Additional Comments:

EHS Self-Assessment: Disabilities

Please indicate evidence of each item listed. Describe any problems or concerns in the comment section.

	Yes/No/NA	Comments
Services for infants and toddlers with disabilities supported the attainments of the expected outcomes in the IFSP. 1304.20(f)(2)(i) <i>(Evidence of individualization in TA or PE lesson planning)</i>		
Parents of infants and toddlers suspected of having a disability were promptly referred to Early Steps to coordinate any needed evaluations. 1304.20(f)(ii) <i>(Screening review results, Disabilities Monitoring Report, Social Worker documentation)</i>		
Staff participated in and supported efforts for a smooth and effective transition for a child who at age three will need to be considered for services for preschool age children with disabilities. 1304.20(f)(iii) <i>(Social Worker documentation)</i>		
Staff participated in the development and implementation of the IEP for preschool age children with disabilities. 1304.20(f)(iv) <i>(Social Worker Documentation)</i>		

Additional Comments:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

HS/EHS Self-Assessment: Disabilities

1. Is there evidence that the disabilities services plan has been updated annually?
☐ Yes ☐ No _____
2. Is there an interagency agreement between the program and the Local Education Agency that provides services to enable the effective participation of children with disabilities?
☐ Yes ☐ No _____
3. Do files demonstrate a timely process for assessing children with suspected disabilities, engaging parents, and arranging for services, as needed? (IEP meeting must occur within 30 calendar days of determination of a special need.)
☐ Yes ☐ No _____
4. Is there a formal partnership with Early Head Start and the local Part C Agency (provider of early intervention services)?
☐ Yes ☐ No _____
5. Is there an agreement that describes the process for coordinating services for infants and toddlers?
☐ Yes ☐ No _____
6. Is there evidence of the family's involvement in the development of Individual Education Plans (IEP) or Individual Family Service Plan (IFSP)?
☐ Yes ☐ No _____
7. Do IEPs and IFSPs identify persons responsible for planning, delivering, and supervising services and projected dates for services to begin?
☐ Yes ☐ No _____
8. Are transition plans developed for children that provide continuity of care as children with disabilities move from one program to the next?
☐ Yes ☐ No _____
9. What type of modifications has the program made to meet the specific needs of children with disabilities this past year?

10. How does the program provide parents with information and assistance in understanding and advocating for services and supports needed to address their child's needs?

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

HS/EHS Self-Assessment: Family and Community Partnerships

Part 1:

1304.41 Community Partnerships

Does the program have collaborative partnerships with the following community agencies?	YES	NO
1. Health care providers, such as clinics, physicians, dentist, and other health professionals		
2. Nutritional service providers		
3. Mental Health providers		
4. Family support services and/or providers		
5. Educational institutions and/or providers		
6. Disability service providers		
7. Cultural institutions such as libraries and museums, for both children and families		
8. Child care service providers		
9. Child protective service providers		
10. Organizations that provide job readiness and employment services		
11. Any other organizations or businesses that may provide support and resources to families		

What documentation exists to establish and document community partnership efforts and where would you find that documentation?

Part 2:

1. Does Broward County's HS/EHS Program have a partnership to assist in the assessment and screenings with concerns?
 _____yes _____no

If yes, list partners:

2. Does the Head Start and Early Head Start program have any partners to assist in the completion of sensory screenings (Hearing and Vision)? _____yes _____no

If yes, list partners:

3. How are community volunteers sought?

4. Are LEA agreements in place to address students with disabilities? _____yes _____no

5. Is a Health Service Advisory Committee established and functioning? _____yes _____no

What topics were addressed in the past year? _____

6. Are processes/plans in place to ensure transition to students from:

- | | | | | |
|-----------------------|----------|---------|---|---------|
| • EHS to HS3 | _____yes | _____no | Does plan address transition thresholds? _____yes | _____no |
| • HS3 to HS4 | _____yes | _____no | Where are plans located? | |
| • HS4 to Kindergarten | _____yes | _____no | Where are plans located? | |

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

How are transition plans shared with staff and elementary schools? _____

7. What outreach attempts have been made to encourage communication between Early Head Start or Head Start staff and principals, teachers, social workers and health staff to facilitate continuity of programming in Kindergarten? When does this occur?

8. How does the program coordinate joint training with early childhood programs in the community?

9. **EHS:** How does the program promote the access of children, families, and expectant parents to community services that are responsive to their needs?

Interview Questions for HS/EHS Community Partners

1. Describe your agency and its goals relating to the community and the services it provides?

2. Describe how your agency partners with the HS/EHS program?

3. Why did your agency develop a partnership with the HS/EHS program?

4. What initiatives are in place as a result of this partnership?

5. Describe the impact this partnership has made on the community?

6. Are you satisfied with the major effects of this partnership? How could you improve this ongoing partnership in the future?

HS/EHS Self-Assessment: Annual Parent Satisfaction Survey

_____ Review results of Parent Satisfaction Survey provided in English, Spanish, Haitian-Creole, and Portuguese.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

**HS/EHS Self-Assessment:
Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)**

1305.4 Age of children and family income eligibility

Yes	No		Performance Standards
		Is there documentation of how a child's age is established for eligibility in the Program? (See Applications of families reviewed for Proof of Age)	1305.4 (a)
		Is there evidence that family's income is at or below 100% of the Federal low-income poverty guidelines? (Check income documentation and Eligibility Verification in application database)	1305.4 (b)(1)
		Is there evidence that the family's income has been verified? (Review Eligibility Verification Form in family's application for signature of HS Staff member and list of documents utilized to verify)	1305.4(c)(d)(e)

1305.5 Recruitment of Children

Yes	No		Performance Standards
		Is there evidence that supports Program efforts to implement a recruitment process that actively informs and encourages all HS/EHS families with children living in the recruitment area to apply for the program? (See Recruitment flyers in English, Spanish, Haitian-creole, Portuguese, press releases)	1305.5(a)
		Does the Program obtain more applications than needed to fill the seats available? (Review wait list in database for your school site.)	1305.5(c)
		Does the program conduct outreach and recruitment activities to actively locate and recruit pre-school age children with disabilities?	
		Does the program reach out to other agencies serving children with disabilities?	

Head Start Act Sec 640(m) Assistance to Homeless Families

Yes	No		Head Start Act
		Is there a process in place for identifying, recruiting and prioritizing homeless children for enrollment? Please describe.	HSA Sec 640(m)(1)
		Can staff describe the process for determining eligibility of homeless children who cannot provide the usual HS/EHS required documentation? (Refer to Homeless Verification Form used at applications)	HAS Sec 640(m)(2)

1305.6 Selection process

Yes	No		Performance Standards
		Can you describe the process for establishing selection criteria and prioritizing children for enrollment? (income, age, disabilities, etc)?	1305.6(a)(b)
		Can you describe how children on the wait list fill vacancies that occur throughout the program year?	1305.6(d)

1305.7 Enrollment and re-enrollment

Yes	No		Performance Standards
		Does the program have a process by which children may remain in the program until they reach kindergarten age? (Describe the "transition" process)	1305.7(a)
		Does the program maintain its funded enrollment level by filling vacancies within 30 days of their creation? (Describe the process, refer to DOV's, teacher contacts, etc)	1305.7(b)
		Can you describe the process in place for children's income to be re-verified when a child moves from EHS to HS?	1305.7(c)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

1305.8 Attendance

Yes	No		Performance Standards
		Can you describe the procedure in place to analyze the reason for a child's absence as well as the number of absences when the attendance falls below 85%?	1305.8 (a)
		Is there evidence of follow-up with the family of a child whose attendance has fallen beneath 85% in a given month? (Review Contacts for attendance in the database)	1305.8(b)
		Has the monthly attendance rate for the class (school) being reviewed fallen beneath 85% during this calendar year? If so, what type of follow-up action was taken?	1305.8(b)
		Is there a process for considering a seat vacant due to a child's chronic absenteeism? (Review attendance guidelines, review contact for attendance in database, Preschool Conference forms, DOVs)	1305.8(c)

1308.5 Recruitment and enrollment of children with disabilities

Yes	No		Performance Standards
		Are you aware that we do NOT discriminate for recruitment, and enrollment based on a child's disability? (Review Application flyer, application training materials, see ECE HS/EHS Web site)	1308.5 (b)
		Can you describe the recruitment process for children with disabilities?	1308.5(a)
		Are children with disabilities prioritized on the wait list in the same way as non-disabled children?	1305.8
		Must children with disabilities meet the same criteria for age and income as non-disabled children to be eligible for the Program?	1308.5 (e)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

HS/EHS Self-Assessment: Transportation Services Checklist

(Adapted from *PRISM '05*)

Reviewer _____ Date/Time _____

Other Sources of Information Used _____

Instructions for Completing the Transportation Services Checklist

The information gathered will be based on bus ride(s), interviews, observations, and document reviews.

The checklist has been numbered for easy reference and separated into four categories:

- Facilities, Materials, Equipment and Transportation (Questions 1-13)
- Early Childhood Development and Health Services (Questions 14-22)
- Family and Community Partnerships (Questions 23-27)
- Program Design and Management (Questions 28-40)

The questions marked with ♦ apply to all Head Start grantees and their delegates, whether they provide transportation services or not. These items appear in questions 13-15, 17, and 26-30.

The questions marked with ☐ may be observed on bus ride(s).

Facilities, Materials, Equipment, and Transportation

Yes No

1. Each vehicle used in providing transportation services has:
 - ☐ a communication system to call for assistance;
 - ☐ emergency safety equipment, including a charged fire extinguisher properly mounted near the driver's seat and a sign indicating its location;
 - ☐ a first aid kit and a sign indicating its location; and
 - ☐ a seat belt cutter and a sign indicating its location. [1310.10(d)(1-4)]
2. Any auxiliary seating used in vehicles providing transportation services has been built into the vehicle by the manufacturer as part of its standard design, maintained in proper working order, and inspected annually. [1310.10(e)]
3. ☐ Baggage and other items transported in the passenger compartment are properly stored and secured, aisles remain clear, and doors and emergency exits are unobstructed at all times. [1310.15(b)]
4. There are procedures in place to ensure that the bus or alternative allowable vehicle is maintained in safe operating condition. The organization operating the vehicle has established and implemented procedures for:
 - an annual safety inspection through an inspection program licensed or operated by the State;
 - systematic preventive maintenance; and
 - ☐ a daily pre-trip inspection by the driver. [1304.53(a)(7), 1310.13]
5. ☐ Each vehicle is not required to back up or make "U" turns, except if necessary for safety reasons or because of physical barriers. [1310.20(b)(3)]
6. ☐ Trip stops minimize traffic disruptions and afford the driver a good field of view in front and behind the vehicle. [1310.20(b)(4)]
7. There are specific procedures for use of alternate routes in the case of hazardous conditions that could affect the safety of the children who are being transported. [1310.20(b)(7)]

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Facilities, Materials, Equipment, and Transportation (cont.)

Yes No

- _____ 8. ☒ Transit times for children going to and from the program do not exceed one hour each way unless there is no shorter route available or any alternative shorter route is either unsafe or impractical. [1310.20(b)(1)]
- _____ 9. ☒ When possible, stops do not require children to cross the street or highway when boarding or exiting the vehicle. [1310.20(b)(5)]
- _____ 10. ☒ If children must cross the street before boarding or after leaving the vehicle, the children are escorted across the street by the bus monitor or another adult. [1310.20(b)(6)]
- _____ 11. ☒ The number of occupants in the vehicle does not exceed maximum passenger capacity at any time. [1310.20(b)(2)]
- _____ 12. ☒ All vehicle occupants (except for the bus monitors who are assisting children) are seated in height and weight appropriate restraint systems while the vehicle is in motion. [1310.15(a), 1310.15(d)]
Exception: Approval letter from the Head Start Bureau is required for an extension of the effective date of the portion of the Head Start regulation relating to child safety restraint systems up to January 20, 2006.
- _____ 13. ☒ ♦ Children are only released to a parent, legal guardian, or other individual as designated in writing by the parent or legal guardian. The agency maintains lists of the persons, including alternates in case of emergency, and up-to-date child rosters are 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. [1310.10(g)]

Comments:

Early Childhood Development and Health Services

Yes No

- _____ 14. ♦ Children receive developmentally appropriate safety training within 30 days of the start of the program year on:
• safe riding practices;
• safety procedures for boarding and leaving the vehicle;
• safety procedures in crossing the streets to and from the vehicle at stops;
• recognition of danger zones around the vehicle; and
• emergency evacuation procedures, including participation in an emergency evacuation drill conducted on the vehicle the child will be riding. [1310.21(a), 1310.21(b)(1)-(5)]
- _____ 15. ♦ Children's safety training reminder activities have been developed and are developmentally appropriate, individualized, and an integral part of program activities. [1310.21(e)]
- _____ 16. At least two bus evacuation drills in addition to the one required to be provided within the first thirty days of service have been conducted during each program year. [1310.21(b)(5), 1310.21(d)]
- _____ 17. ♦ Grantee and delegate agencies have arranged for or provide transportation for children with disabilities to and from the program and to special clinics or other service providers when the special education and related services cannot be provided on-site. [1308.4(h)(6), 1310.22(b)]
- _____ 18. ☒ Up-to-date family contact information and authorization for emergency care for each child is readily available. [1304.22(a)(2), 1304.51(g)]
- _____ 19. Appropriate staff is informed of any health or safety accommodations or adaptations needed for children in accordance with the program's confidentiality policy. [1304.22(b)(3)]
- _____ 20. The agency must establish, maintain, and implement written procedures regarding the administration, handling, and storage of medication for every child. [1304.22(c)]

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Early Childhood Development and Health Services (cont.)

Yes No

- _____ 21. ☒ Bus drivers and monitors encourage self-control by using positive methods of child guidance by setting clear, consistent limits. [1304.21(a)(3)(i)(C), 1304.52(h)(1)(iv)]
- _____ 22. ☒ Routines and transitions occur in a timely, predictable, and unrushed manner according to each child's needs. [1304.21(a)(3)(ii)]

Comments:

Family and Community Partnerships

Yes No

- _____ 23. ☒ Effective two-way communication between staff and parents is facilitated on a regular basis throughout the program year. [1304.51(c)(1)]
- _____ 24. ☒ Interactions with families are respectful. [1304.40(a)(5)]
- _____ 25. ☒ Communication with parents is conducted in the parents' primary or preferred language or through an interpreter, to the extent feasible. [1304.40(a)(5)]
- _____ 26. ♦ Parents receive safety training within 30 days of the start of the program year that:
- emphasizes the importance of escorting their children to the vehicle stop and reinforcing the vehicle safety training.
 - complements the training provided to their children so that safety practices can be reinforced both in the program and at home by the parent. [1310.21(a), 1310.21(c)]
- _____ 27. ♦ Reasonable efforts are made to coordinate transportation resources with other human services agencies in the community. [1310.23(a)]

Comments:

Program Design and Management

Yes No

- _____ 28. ♦ The agency assists as many families as possible who need transportation in order for their children to attend the program in obtaining that transportation. [1310.10(a)]
- _____ 29. ♦ The specific types of transportation assistance being offered are made clear to all prospective families in the program's recruitment announcements. [1310.10(b)]
- _____ 30. ♦ If the agency has decided not to provide transportation services, either for all or a portion of the children, the agency provides reasonable assistance to the families of such children to arrange transportation to and from its activities. [1310.10(b)]
- _____ 31. If the agency provides transportation through an arrangement with another organization or individual, the agency has ensured compliance of the transportation provider with the Head Start regulations. [1310.10(c)]
- _____ 32. Each vehicle purchased after February 20, 2001 is a school bus or an allowable alternate vehicle equipped for use of height and weight appropriate child safety restraint systems and with a reverse beeper. [1310.10(c)]

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Program Design and Management (cont.)

Yes No

- _____ 33. All accidents involving transportation services are reported in accordance with applicable State requirements. [1310.10(f)]
- _____ 34. Where available in the State or jurisdiction, each driver has a valid Commercial Driver's License (CDL) for vehicles in the same class as the vehicle the driver operates. [1310.16(a)(1)]
- _____ 35. In accordance with the applicant review procedures, bus drivers' driving records have been checked through the appropriate State agency, including the National Driver Register, if available in the State. [1310.16(b)(2)]
- _____ 36. Each bus driver has received a combination of classroom and behind-the-wheel training prior to transporting any child enrolled in the agency's program, and refresher training annually, on how to:
- operate the vehicle safely and efficiently;
 - safely run a fixed route, including loading and unloading children, stopping at railroad crossings and performing other specialized driving maneuvers;
 - administer basic first aid;
 - handle emergency situations, including vehicle evacuation procedures;
 - operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints;
 - conduct routine vehicle maintenance and safety checks; and
 - maintain accurate records as necessary. [1310.17(a), 1310.17(b)(1)-(7)]
- _____ 37. Bus drivers receive annual evaluations, which must include an on-board observation of road performance. [1310.17(f)(1)]
- _____ 38. ☐ At least one bus monitor is on board at all times. [1310.15(c)]
Exception: Approval letter from the Head Start Bureau is required for an extension of the effective date of the portion of the Head Start regulation relating to bus monitors up to January 20, 2006.
- _____ 39. Each bus monitor has been trained prior to duty on:
- child boarding and exiting procedures;
 - use of child restraint systems;
 - any required paperwork;
 - responses to emergencies;
 - emergency evacuation procedures;
 - use of special equipment;
 - child pick-up and release procedures;
 - pre- and post-trip vehicle check. [1310.17(f)(2)]
- Exception:* Approval letter from the Head Start Bureau is required for an extension of the effective date of the portion of the Head Start regulation relating to bus monitors up to January 20, 2006.
- _____ 40. Each agency has identified the true cost of providing transportation in order to knowledgeably compare the costs of providing transportation directly versus contracting for the service. [1310.23(b)(1)]

Comments:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

**HS/EHS Self-Assessment: Program Design and Management
Record Keeping**

What record-keeping systems does the program have that provide accurate and timely information regarding children, families and staff?

1. Fiscal
2. Enrollment and attendance
3. Family Services
4. Home-based services
5. Parent Involvement
6. Health & Developmental Services
7. Safety
8. Nutrition
9. Education
10. Mental Health
11. Disabilities

How are security and confidentiality of child, family and staff files maintained?

How does the Director know if records are timely, up-to-date, and accurate?

Are periodic reports of financial status and program operations provided to advise, to control program quality, and to maintain program accountability?

- Program governing bodies ☐yes ☐no
- Policy council ☐yes ☐no
- Staff ☐yes ☐no

Does the program publish and make available to the public an annual report? ☐yes ☐no

Does the report include the following elements?

- Total amount of public and private fund received and the amount from each source ☐yes ☐no
- Explanation of budgetary expenditures and proposed budget for the fiscal year ☐yes ☐no
- Total number of child and families served, average monthly enrollment, and percentage of eligible children served ☐yes ☐no
- Results of the most recent review by the Secretary and the financial audit ☐yes ☐no
- Percentage of enrolled children who received medical and dental exams ☐yes ☐no
- Information about parent involvement activities ☐yes ☐no
- Agency's efforts to prepare children for kindergarten ☐yes ☐no

When is the annual report published?

How is it made available to the public?

Planning

Has the program conducted a Community Assessment once every three years? ☐yes ☐no

Does the program use the information from the Community Needs assessment for program planning?
☐yes ☐no

When was the Community Needs Assessment last updated?

Does the program conduct an annual Self Assessment? ☐yes ☐no

Does the self-assessment address financial management systems? ☐yes ☐no

Was the self-assessment conducted with the participation of Policy Council? ☐yes ☐no

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Does the program summarize areas of non-compliance and the strengths identified through its self-assessment?

____yes ____no

Does the agency prepare an improvement plan that is approved by the governing body and submitted to the Office of Head Start?

____yes ____no

Has the program made corrections to address areas out of compliance identified in the self-assessment?

____yes ____no

Has the program identified long range goals?

____yes ____no

Has the program identified short-term goals?

____yes ____no

Is there a written plan that includes strategies for implementing its goals and objectives? ____yes ____no

Does the program have short-term program and financial objectives that help the program accomplish long-range program goals? ____yes ____no

Does the program used its self-assessment to determine program effectiveness in meetings its goals?

____yes ____no

Does the program have short-term program and financial objectives that help the program accomplish long-range program goals? ____yes ____no

Does the program have a systematic on-going process of program planning? ____yes ____no

Ongoing Monitoring

What measures, tools, materials or procedures are used to monitor program operations in the following areas?

1. Fiscal
2. ERSEA
3. Family and Community Services
4. Home-based services
5. Health, Safety and Nutrition
6. Education
7. Mental Health
8. Disabilities

How often does the HS Director receive reports that capture the program's progress in meeting its goals and compliance?

How does the governing body direct correction of instances of non-compliance?

Human Resources

Does the organizational chart reflect assignments of applicable management function?

____yes ____no

What is the process for content area leaders to providing supervision and support to staff?

How is improvement or need for corrective action tracked?

Does the supervision and support process include feedback designed to improve the quality of services?

____yes ____no

How according to each area?

1. ERSEA
2. Education
3. Family and Community
4. Disabilities
5. Mental Health
6. Home-based services

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

7. Health, Safety and Nutrition

What is the annual performance review process and elements of performance evaluated?

How are the results of the annual performance review used?

Do all full-time Education and Early Childhood Development staff who provide direct services to children have a professional development plan? _____yes _____no

Is the professional development plan evaluated regularly to assess its impact on staff effectiveness?
_____yes _____no

Does the program have documentation of each staff member's initial health examination and periodic re-examinations? _____yes _____no

Has the program established standards of conduct and addressed violations of these standards?
_____yes _____no

What ongoing training opportunities have been offered to staff in each service area?

1. Fiscal
2. ERSEA
3. Family and Community Services
4. Home-based services
5. Health, Safety, and Nutrition Safety
6. Education
7. Mental Health
8. Disabilities

Does each HS teacher attend at least 15 hours of classroom-focused professional development each year?
_____yes _____no

Date staff received training in identifying and reporting child abuse and neglect _____

Program Governance: Policy Council

At least 51% of membership comprises parents of children currently enrolled in the program
_____yes _____no

All other members are drawn from the community served by the program?
_____yes _____no

Have all centers or other program options established program/parent committees?
_____yes _____no

Were Policy Council members elected by parents of children currently enrolled?
_____yes _____no

When did elections occur? _____

Are Policy Council members free of financial or other conflict of interest? _____yes _____no

When did Policy Council members received orientation and on-going training and technical assistance to ensure that they can oversee and participate in program administration effectively? _____

Do Policy Council members receive the following information or reports?

- | | | |
|---|----------|---------|
| • Monthly financial statements | _____yes | _____no |
| • Monthly program information summaries | _____yes | _____no |
| • Program enrollment reports | _____yes | _____no |
| • Monthly reports of meals and snacks | _____yes | _____no |
| • Financial audit | _____yes | _____no |
| • Annual self-assessment findings | _____yes | _____no |

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

- Community wide strategic planning and needs assessment ____yes ____no
- Program information reports ____yes ____no

Has Policy Council approved and submitted to the governing body decisions about each of the following?

- Program recruitment, selection and enrollment priorities ____yes ____no
- By-laws for Policy Council operations ____yes ____no
- Applications for funding and amendments to applications before application submission
____yes ____no
- Budget planning and program expenditures ____yes ____no
- Program decisions regarding employment of all program staff ____yes ____no

Do parents receive reimbursement for reasonable expenses to participate in fully in Policy Council?

____yes ____no

Program Governance: Governing Body

When was training last provided for the governing body?

What topics were covered?

Are training plans and materials available? ____yes ____no

Do governing body members receive the following information or reports?

- Monthly financial statements ____yes ____no
- Monthly program information summaries ____yes ____no
- Program enrollment reports ____yes ____no
- Monthly reports of meals and snacks ____yes ____no
- Financial audit ____yes ____no
- Annual self-assessment findings ____yes ____no
- Community wide strategic planning and needs assessment ____yes ____no
- Program information reports ____yes ____no

Does the governing body perform the following activities to support program administration and implementation?

Establishing procedures and criteria for recruiting, selecting, and enrolling children ____yes ____no

Developing procedures for selecting Policy Council members ____yes ____no

Establishing standards of conduct that determine how complaints are disclosed, addressed, and resolved
____yes ____no

Reviewing all applications for funding and amendments to applications for funding ____yes ____no

Communication

What are the mechanisms to ensure regular communication among all program staff?

How is staff made aware of policy or operational changes?

How does the program maintain effective two-way communication between staff and parents throughout the program year?

Does the program familiarize parents with the use of and rationale behind health and developmental procedures and obtain authorization for such procedures? ____yes ____no

Head Start/Early Intervention Department

[illegible][illegible]

Parent Educator / Teacher Specialist Monthly Health and Safety Checklist

Teacher: _____
 Print Name

Room #: _____
 Relief Person: _____
 Print Name

PE/TS: _____
 School: _____

PE/TS: _____ Print Name _____

The person conducting the health and safety checklist places a Y in the box if the measure is met and an N in the box if the measure is not met. Please sign and submit to your assigned secretary at KCW, 6th floor, on the last day of the month.

<i>day of the month.</i>	Oct PEs	Nov TSs	Dec PEs	Feb TSs	Mar PEs	April TSs	Comments / Concerns/Action Taken
Health and Safety Measures							
1. Toys are stored in a safe and orderly fashion							

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3/6/16
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[illegible]

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Head Start/Early Intervention Department

HS/EHS Self-Assessment: Fiscal Operations

(Adapted from T/TA @WKU Self-Assessment CATscan: Comprehensive Approach and Tool)

1301.11 Insurance and bonding.

Regulation	Interview Questions & Sources	Flag
(a) Private nonprofit Head Start agencies and their delegate agencies shall carry reasonable amounts of student accident insurance, liability insurance for accidents on their premises, and transportation liability insurance.	Does the organization have the required insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A How does the organization determine amounts? <i>Interview Fiscal Staff for this answer.</i>	
b) Private nonprofit Head Start and delegate agencies shall make arrangements for bonding officials and employees authorized to disburse program funds.	Are staff who handle funds bonded? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A This policy must be seen or interview confirmed.	

1301.11 Annual audit of Head Start programs.

Regulation	Interview Questions & Sources	Flag
(a) An audit of the Head Start program covering the prior budget period of each Head Start agency and its delegate agencies, if any, shall be made by an independent auditor to determine:	Has audit been conducted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
(1) Whether the agency's financial statements are accurate;	<input type="checkbox"/> Yes <input type="checkbox"/> No	
(2) Whether the agency is complying with the terms and conditions of the grant; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	
(3) Whether appropriate financial and administrative procedures and controls have been installed and are operating effectively. Head Start agencies shall either include delegate agency audits as a part of their own audits or provide for separate independent audits of their delegate agencies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
(c) ... the report of the audit shall be submitted to the responsible HHS official, in the manner and form prescribed by him or her, within 4 months after the end of the prior budget period.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

1301.13 Accounting system certification.

Regulation	Interview Questions & Sources	Flag
(a) ... Each Head Start agency or its delegate agency shall submit an accounting system certification, prepared by an independent auditor, stating that the accounting system or systems established by the Head Start agency, or its delegate, has appropriate internal controls for safeguarding assets, checking the accuracy and reliability of accounting data, and promoting operating efficiency.	<input type="checkbox"/> Have certification <input type="checkbox"/> Certification missing	
(b) A Head Start agency shall not delegate any of its Head Start program responsibilities to a delegate agency prior to receiving a certification that the delegate agency's accounting system meets the requirements specified in paragraph (a) of this section	<input type="checkbox"/> Have Certification <input type="checkbox"/> Certification Missing <input type="checkbox"/> Not Applicable	

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

1301.20 Matching requirements.

Regulation	Interview Questions & Sources	Flag
(a) Federal financial assistance granted under the act for a Head Start program shall not exceed 80 percent of the total costs of the program, unless:	Is a waiver in place? <input type="checkbox"/> Yes <input type="checkbox"/> No Is it current? <input type="checkbox"/> Yes <input type="checkbox"/> No Interview or document provided if waiver claimed?	
(1) An amount in excess of that percentage is approved under section 1301.21		
(b) The non-Federal share will not be required to exceed 20 percent of the total costs of the program.	Has match been met? <input type="checkbox"/> Yes <input type="checkbox"/> No Documentation: End of Fiscal Year Fiscal Report	
(c) Federal financial assistance awarded to Head Start grantees for training and technical assistance activities shall be included in the Federal share in determining the total approved costs of the program. Such financial assistance is, therefore, subject to the 20 percent non-Federal matching requirement of this subpart.	Match has been met? <input type="checkbox"/> Yes <input type="checkbox"/> No Interview or document provided?	

1301.21 Criteria for increase in Federal financial assistance.

Regulation	Interview Questions & Sources	Flag
(b) That has been involved in a major disaster.	Has the area been recently subject to a natural disaster? <input type="checkbox"/> Yes <input type="checkbox"/> No	

1301.32 Limitations on costs of development and administration of a Head Start program.

Regulation	Interview Questions & Sources	Flag
(a)(1) Allowable costs for developing and administering a Head Start program may not exceed 15 percent of the total approved costs of the program, unless the responsible HHS official grants a waiver approving a higher percentage for a specific period of time not to exceed twelve months.	Are administrative costs below 15%? <input type="checkbox"/> Yes <input type="checkbox"/> No How was this confirmed? How often are administrative costs checked?	

1309.1 Purpose and definition.

Regulation	Interview Questions & Sources	Flag
This 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.	Much of the fiscal aspect will be examined under the fiscal section.	

1309.2 Approval of previously purchased facilities.

Regulation	Interview Questions & Sources	Flag
Head Start grantees (including Early Head Start grantees) which purchased facilities after December 31, 1986, and which are continuing to pay costs of purchasing those facilities, may apply to receive Head Start funds to meet those costs by submitting applications which conform to the requirements of this part and the Act. A grantee may only use grant funds to pay facility purchase costs incurred after the responsible HHS official approves its application.	If the program got funds for facilities did they spend the funds for facilities? <input type="checkbox"/> Yes <input type="checkbox"/> No	

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

1309.3 Definition.

Regulation	Interview Questions & Sources	Flag
<i>Major renovation</i> means a structural change to the foundation, roof, floor, or exterior or load-bearing walls of a facility, or extension of an existing facility to increase its floor area. Major renovation also means extensive alteration of an existing facility, such as to significantly change its function and purpose, even if such renovation does not include any structural change to the facility. Major renovation also includes a renovation of any kind which has a cost exceeding the lesser of \$200,000, adjusted annually to reflect the percentage change in the Consumer Price Index for All Urban Consumers.	Please note definition of major renovation.	

1309.21 Recording of Federal interest and other protection of Federal interest.

Regulation	Interview Questions & Sources	Flag
(a) The Federal government has an interest in all real property and equipment acquired or upon which major renovations have been undertaken with grant funds for use as a Head Start facility.	How has interest been recorded? Documentation:	
(b) Facilities acquired with grant funds may not be mortgaged or used as collateral, or sold or otherwise transferred to another party, without the written permission of the responsible HHS official.	Is there a policy on this? <input type="checkbox"/> Yes <input type="checkbox"/> No Documentation:	
(c) Use of the facility for other than the purpose for which the facility was funded, without the express written approval of the responsible HHS official, is prohibited.	Does policy exist? <input type="checkbox"/> Yes <input type="checkbox"/> No Documentation:	
(d) A grantee receiving funds to acquire or make major renovations to a facility that is or will be sited on land not owned by the grantee must have a lease or other arrangement which protects the Federal interest in the facility and ensures the grantee's undisturbed use and possession of the facility. ...	Note definition of renovation. Is lease in place? <input type="checkbox"/> Yes <input type="checkbox"/> No Documentation:	
(2) Except as required under Sec. 1309.31 for certain modular units, the grantee must record the Notice of Federal Interest in the appropriate official records for the jurisdiction where a facility is or will be located immediately upon: purchasing a facility or land on which a facility is to be constructed; receiving permission to use funds to continue purchase of a facility; commencing major renovation of a facility or construction of a facility. In the case of a leased facility undergoing major renovations, the Notice of Federal Interest shall be a copy of the executed lease and all amendments. In the case of a facility now sited or to be constructed on land not owned by the grantee, the Notice of Federal Interest shall be the land lease or other document protecting the Federal interest. ...	Has Notice of Federal Interest has been filed? <input type="checkbox"/> Yes <input type="checkbox"/> No Documentation:	
(3) The Notice of Federal Interest for property sited on land not owned by the grantee shall include the following information: (i) The date of the award of grant funds for the acquisition or major renovation of the property to be used as a Head Start facility, and the address and legal description of the property to be acquired or renovated; (ii) That the grant incorporated conditions which included restrictions on the use of the property and provide for a Federal interest in the property;	Does Notice contain all required elements at left? <input type="checkbox"/> Yes <input type="checkbox"/> No	

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

<p>(iii) That the property may not be used for any purpose inconsistent with that authorized by the Head Start Act and applicable regulations;</p> <p>(iv) That the property may not be mortgaged or used as collateral, sold or otherwise transferred to another party, without the written permission of the responsible HHS official;</p> <p>(v) That these grant conditions and requirements cannot be altered or nullified through a transfer of ownership; and</p> <p>(vi) The name (including signature) and title of the person who completed the Notice for the grantee agency, and the date of the Notice.</p>	
<p>(4) A lease, serving as a Notice of Federal Interest, an affidavit filed in the land records as a substitute for the lease, or other document protecting the Federal interest in a facility acquired with grant funds and sited on land not owned by the grantee, shall include the following information:</p> <p>(i) The address and legal description of the property;</p> <p>(ii) That the grant incorporated conditions which include restrictions on the use of the property and provide for a Federal interest in the property for the term of the lease or other arrangement; and</p> <p>(iii) That the property may not be used for any purpose during the lease or other arrangement that is inconsistent with that authorized by the Head Start Act and applicable regulations. ...</p>	

1309.23 Insurance, bonding and maintenance.

Regulation	Interview Questions & Sources	Flag
<p>(a) At the time of acquiring or undertaking a major renovation of a facility or receiving approval for the use of Head Start funds to continue purchase the grantee shall obtain insurance coverage for the facility which is not lower in value than coverage it has obtained for other real property it owns, and which at least meets the requirements of the coverage specified in paragraphs (a)(1) and (2) of this section. For facilities, which have been constructed or renovated, insurance coverage must begin at the commencement of the expenditure of costs in fulfillment of construction or renovation work.</p>	<p>Is insurance in place? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>(1) A title insurance policy which insures the fee interest in the facility for an amount not less than the full appraised value as approved by ACF, or the amount of the purchase price, whichever is greater, and which contains an endorsement identifying ACF as a loss payee to be reimbursed if the title fails. If no endorsement naming ACF as loss payee is made, the grantee is required to pay ACF the title insurance proceeds it receives in the event of title failure; and</p>		
<p>(2) A physical destruction insurance policy, including flood insurance where appropriate, which insures the full replacement value of the facility from risk of partial and total physical destruction. The insurance policy is to be maintained for the period of time the facility is owned by the grantee.</p>		

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

1309.41 Record retention.

Regulation	Interview Questions & Sources	Flag
All records pertinent to the acquisition or major renovation of a facility must be retained by the grantee for a period equal to the period of the grantee's ownership (or occupancy, in the case of leased facilities) of the facility plus three years.	Are records kept for the required period? <input type="checkbox"/> Yes <input type="checkbox"/> No Does the program/agency have a records retention and destruction policy? <input type="checkbox"/> Yes <input type="checkbox"/> No Destruction policy is not required, but useful.	

1309.52 Procurement procedures.

Regulation	Interview Questions & Sources	Flag
(a) All facility construction and major renovation transactions must comply with the procurement procedure in 45 CFR parts 74 or 92, and must be conducted in a manner to provide, to the maximum extent practical, open and free competition.	Facilities procurement procedures have the required elements listed? <input type="checkbox"/> Yes <input type="checkbox"/> No These elements may be in agency's overall procurement procedures.	
(b) All contracts for construction or major renovation of a facility to be paid for in whole or in part with Head Start funds require the prior, written approval of the responsible HHS official and shall be on a lump sum fixed-price basis.		
(c) Prior written approval of the responsible HHS official is required for unsolicited modifications that would change the scope or objective of the project or would materially alter the costs of the project by increasing the amount of grant funds needed to complete the project.		
(d) All construction and major renovation contracts for facilities acquired with grant funds shall contain a clause stating that the responsible HHS official or his or her designee shall have access at all reasonable times to the work being performed pursuant to the contract, at any stage of preparation or progress, and require that the contractor shall facilitate such access and inspection.		

1309.54 Davis-Bacon Act.

Regulation	Interview Questions & Sources	Flag
Construction and renovation projects and subcontracts financed with funds awarded under the Head Start program are subject to the Davis-Bacon Act (40 U.S.C. 276a et seq.) and the Regulations of the Department of Labor, 29 CFR part 5. The grantee must provide an assurance that all laborers and mechanics employed by contractors or subcontractors in the construction or renovation of affected Head Start facilities shall be paid wages at not less than those prevailing on similar construction in the locality, as determined by the Secretary of Labor.	How does program ensure compliance with Davis-Bacon, if applicable? Documentation:	

1310.14 Inspection of new vehicles at the time of delivery.

Regulation	Interview Questions & Sources	Flag
Each agency 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	How are vehicles examined at time of delivery and by whom? Is there a procedure for this? If so, where is it found?	

3/6/16
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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics
Head Start/Early Intervention Department

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.

This section is designed to rely upon the audit to identify major fiscal issues. What follows are questions to operationalize the Federal requirements that do not require an accounting background. If programs have greater access to fiscally-oriented review team members they may always feel free to utilize the current fiscal review section(s) from OHS Monitoring protocol.

Regulation	Explanation, Questions & Sources	Flag
74.42	Does a code of conduct exist? <input type="checkbox"/> Yes <input type="checkbox"/> No	
92.36(b)(3)	Does it cover the appearance of conflict? <input type="checkbox"/> Yes <input type="checkbox"/> No	
1304.52(d)(8)	Does the fiscal officer position require a Certified Public Accountant (CPA), a bachelor's or master's degree in accounting, and/or demonstrated expertise in fiscal matters, such as the ability to: <ul style="list-style-type: none"> • Develop, monitor, evaluate, and report on financial control programs and procedures, including compensation and benefits, to policy groups and staff; • Develop and maintain accurate charts of accounts, including allocating program income and outlays and in-kind contributions; • Initiate and direct, in coordination with other staff and parents, cost studies and comparative analyses of alternative operating strategies; and • Help resolve audit exceptions, implement, make recommendations, and report all findings to management staff and governing bodies? <input type="checkbox"/> Yes <input type="checkbox"/> No	
74.21(b)(3-4) 92.20(b)(3-4)	Financial management systems provide for effective control over and accountability for grant funds, property, and other assets and ensure they are used solely for authorized purposes. Control activities are the policies, procedures, techniques, and mechanisms that enforce management's directives, such as the process of adhering to requirements for budget development and execution. They help ensure that actions are taken to address risks. Control activities are an integral part of an entity's planning, implementing, reviewing, and accountability for stewardship of government resources and achieving effective results. Do the fiscal policies address control activities? <input type="checkbox"/> Yes <input type="checkbox"/> No Are provisions in place for reconstructing data files in case of catastrophe? <input type="checkbox"/> Yes <input type="checkbox"/> No Are spending limits established? <input type="checkbox"/> Yes <input type="checkbox"/> No Is documentation required for credit card use? <input type="checkbox"/> Yes <input type="checkbox"/> No	
A-133(200)(a) A-133(400)(d)(4)	Is annual audit conducted in accordance with OMB Circular A-133? <input type="checkbox"/> Yes <input type="checkbox"/> No What findings exist? Is there a plan to address findings? Is the Board made aware of progress made to meet the corrective action plan? Is this documented? Documentation:	
220, App A(C)(2) 225, App A(C)(1)(a) 225, App A(C)(1)(d) 230, App A(A)(2)(a)	Program funds are not to be used to cover costs normally paid by other funding streams (i.e., inter-fund borrowing). Is this taking place? <input type="checkbox"/> Yes <input type="checkbox"/> No	

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics
Head Start/Early Intervention Department

74.48 74.93 92.36(c) 1309.54	<p>Procurement transactions must be conducted in a manner that provides for open and free competition. Do procedures describe how this is to take place? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Documentation: 1309.54 The Davis-Bacon Act requires that any contractor hired to construct, renovate, or repair a Head Start facility (if the contract exceeds \$2,000) must pay all laborers and mechanics engaged in the construction, renovation, or repair "prevailing rate" wages. Under the provisions of the Act, contractors or their subcontractors are to pay workers employed directly upon the site of the work no less than the locally prevailing wages and fringe benefits paid on projects of a similar character. For Head Start-funded contracts exceeding \$2,000 for constructing, renovating or repairing buildings: <ul style="list-style-type: none"> • Did the grantee or delegate obtain payroll certifications from the contractor? <input type="checkbox"/> Yes <input type="checkbox"/> No • Did the grantee or delegate compare the hourly rates reflected in the payroll certifications to the appropriate Department of Labor wage determination? <input type="checkbox"/> Yes <input type="checkbox"/> No </p>
74.21(b)(3) 74.31 1301.11(a-b) 1309.23(a)(2)	<p>Are officials and employees of non-profit organizations authorized to disburse program funds bonded? <input type="checkbox"/> Yes <input type="checkbox"/> No Do sites listed on the grant application also appear as insured locations on the insurance policy? <input type="checkbox"/> Yes <input type="checkbox"/> No Do the payables files show the organization is current on its premium payments? <input type="checkbox"/> Yes <input type="checkbox"/> No Does insurance cover liability for accidents on premises owned by the organization? <input type="checkbox"/> Yes <input type="checkbox"/> No Does the organization have transportation liability insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No Does the organization insure vehicles purchased using Head Start funds? <input type="checkbox"/> Yes <input type="checkbox"/> No If student accident insurance is not a separate policy and not identifiable in the declaration page of a master policy, is there confirmation from the insurer of accident coverage for Head Start students? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Documentation:</p>
225, App B(8)(b) 230, App B(8)(c)	<p>Program staff wages charged to the grant must be reasonable and supported by appropriate wage comparability data. Is there a wage scale? <input type="checkbox"/> Yes <input type="checkbox"/> No How was it based upon a comparability study? <input type="checkbox"/> Yes <input type="checkbox"/> No What was the date of the study? ____ / ____ / ____</p> <p>Documentation:</p>
74.21(b)(3-4) 92.20(b)(3-4) 1301.32	<p>The program's financial management systems provide for effective control over and accountability for grant funds, property, and other assets and ensure they are used solely for authorized purposes. Does the program perform periodic cost projections to ensure funds will be adequate to carry out the Head Start/Early Head Start program? <input type="checkbox"/> Yes <input type="checkbox"/> No When are these scheduled? Documentation or interviewee: What method does the program use to ensure that funds are available for payment of any vested accrued leave owed to employees of the Grantee? <input type="checkbox"/> Yes <input type="checkbox"/> No Is this in fiscal procedures manual? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Documentation:</p>
74.25 92.30	<p>The program sought and received prior approval in writing for budget changes where prior approval is required and received approval for hiring of designated key personnel. Review the grant application for the current award period, the organizational chart, and relevant Regional Office correspondence. For key personnel (defined as the Head Start Director and, where salaries are covered principally—i.e. greater than 50 percent—by the Head Start grant,</p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics
Head Start/Early Intervention Department

	<p>the Executive Director and the Chief Financial Officer, did the Regional Office approve the hiring? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are any key personnel different from those reflected in the grant application? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If so, was Regional Office approval obtained for individuals hired in the designated positions?</p> <p>Documentation:</p>
74.22(b)(2) 92.20(b)(7)	<p>The program minimized the time elapsing between the advancement of funds from the Payment Management System and disbursement of such funds. The program also avoided drawing down Head Start funds in excess of documented cash requirements.</p> <p>Is the procedure for PMS draws documented? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the procedure explain who does what, when and how time is minimized?</p> <p>Documentation:</p>
220, App A(C)(2) 225, App A(C)(1)(a) 225, App A(C)(1)(d) 230, App A(A)(2)(a)	<p>The program used Head Start funds to pay the cost of expenses which should have been paid using another funding source (directly or by allocation) or allowed another program to use Head Start funds in the nature of a temporary loan to cover another program's costs or expenses.</p> <p>Does the organization have one or more of the following: programs operating at a deficit, loss of programs or delayed reimbursement in other programs? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, ask the Fiscal Officer to describe and explain the circumstances of the programs operating at a deficit, loss of programs or delayed reimbursement in other programs.</p> <p>Documentation:</p>
1301.11(a-b) 1309.23(a)(2)	<p>The program has obtained and maintained required insurance coverage for risks and liabilities.</p> <p>How does the program determine what amount of insurance is reasonable to cover liability for accidents (including student accidents) on premises and for transportation activities engaged in by the program?</p> <p>Does the agency use vehicles or reimburse vehicle owners for the cost of using vehicles which are not owned by the agency? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, does the agency maintain or verify the existence of additional transportation coverage, including collision coverage, for the agency's liability related to its use of those vehicles?</p> <p>Documentation:</p>
74.21(b)(1-2) 92.20(b)(1-2) 1304.23(b)(1)(i) 1304.51(h)	<p>Financial reports and accounting records are current, accurate, complete and contain information pertaining to grant or sub-grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income.</p> <p>Reports include:</p> <ul style="list-style-type: none"> • Internal Revenue Service (IRS) 941 (Employer's Quarterly Federal Tax Return); • IRS 990 (Return of Organization Exempt from Income Tax); • IRS 5500 (Annual Return/Report of Employee Benefit Plan, if offered); • SF-425 (Federal Financial Report); SF-269 (Financial Status Report); • SF-272 (Federal Cash Transactions Report); and • USDA / Child and Adult Care Food Program (CACFP) reports. <p>Do the Board and Policy Council receive fiscal reports monthly? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the report contain elements listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Months Reviewed:</p> <p>What is the organization's process for reviewing of annual OMB A-133 audits of delegate agencies and for addressing any issues of concern identified in such audits?</p> <p>Did the organization file USDA/CACFP reports within the required timeframe?</p> <p>What is procurement within the organization?</p> <p>Does your review of procurement records indicate that the organization followed its written procurement procedures?</p>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics
Head Start/Early Intervention Department

	<input type="checkbox"/> Yes <input type="checkbox"/> No Do the delegate agency agreements contain terms, conditions and specifications that ensure contractor performance of requirements contained in the agreements? <input type="checkbox"/> Yes <input type="checkbox"/> No
642(c)(1)(E)(i) 642(c)(1)(E)(iv)(V)(bb) 642(d)(2)(A)	Monthly financial statements, including credit card expenditures, are provided to program governing bodies and policy groups to advise them about program planning, policies and operations, and to control program quality and maintain program accountability. How are credit card (charge cards, lines of credit and store credit) expenditures reported? Is there a procedure for this? <input type="checkbox"/> Yes <input type="checkbox"/> No How often are balance-sheet accounts reconciled to subsidiary ledgers or external statements to substantiate that account balances are correct? Which accounts are reconciled? Original time records are prepared and properly signed by the individual employee and approved by a responsible supervisory official. The program maintains personnel activity reports reflecting the distribution of activity for each employee whose compensation is charged, in whole or in part, directly to Head Start or Early Head Start grant awards. Where employees work on multiple grant awards, distribution of salaries and wages is adequately reflected in the personnel activity report. Do the fiscal policies or personnel policies indicate how time records are kept? <input type="checkbox"/> Yes <input type="checkbox"/> No If staff work across more than one source of funds, does the grantee have a cost allocation plan? <input type="checkbox"/> Yes <input type="checkbox"/> No Is the allocation base data (e.g. number of children served, number of transactions processed) current? <input type="checkbox"/> Yes <input type="checkbox"/> No Documentation:
220, App A(J)(10)(a) 220, App A(J)(10)(b) 220, App A(J)(10)(d) 225, App B(8)(h)(1) 225, App B(8)(h)(4) 230, App B(8)(m)(1) 230, App B(8)(m)(2)	Total compensation for personal services, including program employee wages and incentive compensation payments, charged to the grant are allowable, and reasonable. How does the grantee ensure compensation is reasonable and allowable? Has the organization made any incentive compensation payments or paid bonuses to any of its employees—with or without an agreement for payment? <input type="checkbox"/> Yes <input type="checkbox"/> No Documentation:
220, App A(C)(1)(b) 220, App A(C)(2)(a)(2) 220, App A(C)(3) 220, App A(J)(10)(a) 225, App B(8)(a-g) 230, App B(8)(a-l)	The Grantee has implemented procedures to determine allowability, allocability, and reasonableness of costs charged against its Head Start and Early Head Start grant awards as required by the applicable cost principles. Do fiscal policies explain this procedure? <input type="checkbox"/> Yes <input type="checkbox"/> No Can fiscal staff explain this procedure? <input type="checkbox"/> Yes <input type="checkbox"/> No Documentation:
220, App A(G)(11)(g) 225, App A(C)(3) 230, App A(E)(2)(c-g) 1301.32	Indirect cost charges are supported by a negotiated and approved indirect cost rate. Note: Applies only to programs with an approved negotiated indirect cost rate. Does the program have an Indirect Cost rate? <input type="checkbox"/> Yes <input type="checkbox"/> No Is it current? <input type="checkbox"/> Yes <input type="checkbox"/> No If provisional, is supporting documentation filed on time?
220, App A(C)(4)(a) 225, App A(C)(3)(a) 230, App A(A)(4)(a)(2)	If the Grantee is required to allocate costs between funding sources (including Head Start and Early Head Start awards), the program utilizes a method for allocating costs that reflects the relative degree of benefit for each program receiving the benefit of the allocated cost. How do benefits meet costs?
74.23(a)(1) 74.23(d) 74.23(h)(1-3) 74.23(i)(1-2)	The financial records of the Grantee are sufficient to allow verification that non-Federal participation (non-Federal share, match, in-kind) claimed by the Grantee and any delegate agency is necessary, reasonable, allowable and allocable, if also benefiting another award, under applicable cost principles. Are non-Federal share procedures well documented? <input type="checkbox"/> Yes <input type="checkbox"/> No

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

92.24(b)(6) 92.24(c)(1) 92.24(d) 92.24(g)	<p>Do they include how to determine necessity, reasonableness and allowability? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the procedure explain the process from receiving the NFS to documenting to recording to reporting? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Documentation: <i>A good idea from the 2012 monitoring protocol is to identify a sample of Grantee-claimed items of non-Federal share. Focus on those categories that make up most of the Grantee's non-Federal share, such as parent-related donated time/services, other volunteers, donated goods or equipment, donated or discounted space or facilities and cash. Choose at least three items in at least three categories and review the source documentation to support the identified items, including receipts, volunteer time sheets and other documentation of the nature and value of claimed non-Federal share.</i></p>
74.28 92.23(a)	<p>Grantee charged to the award only costs resulting from obligations incurred during the funding period.</p> <p>How does the grantee make sure that charges for specific fiscal years are only paid out of that year's funds?</p> <p>Is there a written policy/procedure for this? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Documentation:</p>
1309.10 1309.11 1309.21(d) 1309.23 1309.31(b) 1309.40	<p>For Grantees that own facilities purchased or constructed using Head Start grant funds or make major renovations to facilities with Head Start grant funds, documentation is available to show that the facilities transactions were approved by the Regional Grants Management Officer and comply with Federal regulations.</p> <p>Did you buy or build a facility? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Is there documentation to show federal requirements were met? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Documentation:</p>
74.32 74.34 92.31 92.32(e) 74.34(f)	<p>The Grantee meets property management standards for equipment purchased using Head Start funds, including conducting a physical inventory every 2 years and maintaining vehicle titles.</p> <p>Do procedures exist explaining how property standards are met? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Documentation:</p>
74.37 92.31(b) 92.32(f) 1309.21(b) 1309.22	<p>Grantees that entered into a mortgage or other loan agreement using collateral property which was acquired (in whole or in part) with Head Start funds, or was the subject of a major renovation, complied with appropriate Federal regulations, including obtaining advance Regional Office permission. Required language was also included in the mortgage or other loan agreement.</p> <p>Has the property been pledged as collateral? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If the property has been pledged as collateral to any bank or lender for the purpose of securing a loan, review the loan agreement to determine whether permission of the Regional Office was received in advance of encumbering the property and Federal interest in the property was subordinated to the interest of the lender with the written consent of the funding agency.</p>
220, App A(J)(14) 225, App B(11) 230, App B(11) 230, App B(43)	<p>The amount which the Grantee may claim a cost or non-Federal share contribution claimed on account of program occupancy or use of donated space in a facility owned by the Grantee, a delegate agency or other related party (which were not purchased with Federal funds) is limited to depreciation or a use allowance of 2% or less, including maintenance, taxes and insurance.</p> <p>Has donated space been claimed? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If so, was a valuation method other than acquisition cost or fair market value at the time of donation used to establish the basis for depreciating the space?</p> <p>Are claims for use of Grantee- or delegate-owned space based on depreciation or use allowance derived from the building cost reflected in the organization's records and excluding acquisition or renovation costs paid by the Federal Government?</p>

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School Board Of Broward County

8020 - Monitoring Worksheet

Page 1 of 28
MMiner

Compliance Specialist Checklist

Due: _____
Scheduled: _____
Actual: _____

Health & Safety		Regulation
1304.22		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Posters demonstrating the Heimlich Maneuver and first aid for asthma are posted in each classroom. Notes:	1304.22(a)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Medical and dental emergency, 911, and other emergency information (e.g., EMS, Fire, Police, Poison Control) is clearly posted in the classroom Notes:	1304.22(a)(2)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Exits and Evacuation routes are posted and clearly marked Notes:	1304.22(a)(3)13 04.53(a)(10)(vii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Up to date family contact information is available in case of emergency Notes:	1304.22(a)(4)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A temporary excluded location is designated for children with a short term injury or contagious illness Notes:	1304.22(b)(1)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Health & Safety		Regulation
1304.22		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Staff medical training is documented and up to date. Notes:	1304.22(b)(3)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	All medications are properly labeled (i.e., name of child/staff, name of medication, dosage, name/number of pharmacy/physician) Notes:	1304.22(c)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Medications are under lock and key and out of reach of children Notes:	1304.22(c)(1)1304.53(a)(10)(iii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Medications in need of refrigeration are refrigerated Notes:	1304.22(c)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	There are trained staff member(s) or school nurse to administer, handle and store child medications Notes:	1304.22
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Visual aids demonstrating tooth brushing, hand washing, and toileting are displayed in the classroom. (Toileting applicable to EHS only) Notes:	1304.22(e)(1)1304.22(e)(2)1304.22(e)(3)1304.22(e)(4)1304.22(e)(5)1304.22(e)(6)1304.22(e)(7)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Health & Safety	Regulation
1304.22	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	<p>Staff, volunteers and children wash their hands with soap and running water after diapering or toilet use, before food -related activities, whenever hands are contaminated with blood or other bodily fluids, after handling pets or other animals. Staff and volunteers wash their hands with soap and running water before and after giving medications, before and after treating or bandaging a wound, and after assisting a child with toilet use.</p> <p>Notes:</p> <p>1304.22(e)(1)13 04.22(e)(2)</p>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	<p>Nonporous gloves (e.g., latex) are worn by staff when they are in contact with spills of blood or other visible bodily fluids.</p> <p>Notes:</p> <p>1304.22(e)(3)</p>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	<p>A separate utility sink is specifically used to clean potties.</p> <p>Notes:</p> <p>1304.22(e)(6)</p>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	<p>First aid kits are readily available, labeled, well-supplied, age appropriate and out of reach of children.</p> <p>Notes:</p> <p>1304.22(f)(1)</p>
1304.53	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	<p>Toys, materials and furniture are safe, durable and kept in good condition (e.g., materials free of sharp edges and loose pieces, balloons and/or plastic bags not used; no choking hazards.</p> <p>Notes:</p> <p>1304.53(b)(1)(vi)</p>

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Health & Safety		Regulation
1304.53		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Toys are stored in a "safe and orderly" fashion (e.g., in their assigned places, not out where people can trip over them). Notes:	1304.53(b)(1)(vii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	The indoor and outdoor space for infants and toddlers is separated from general walkways and areas used by preschoolers. Notes:	1304.53(a)(4)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	There is at least 35 SF of usable indoor space per child (not including bathrooms, halls, kitchen, staff rooms and storage places) Notes:	1304.53(a)(5)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	There is at least 75 SF of usable outdoor space per child Notes:	1304.53(a)(5)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Sufficient and safe play space is available outside Notes:	1304.53(a)(5)13 04.53(a)(9)1304.53(g)(5)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	The playground equipment is in good repair and safe condition (e.g., adequately secured to the ground, free of sharp edges and/or splinters, soft falling surface) Notes:	1304.53(a)(7)13 04.53(a)(10)(viii) 1304.53(a)(10)(x)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Health & Safety	Regulation
1304.53	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	The outdoor play area is arranged such that no child can leave the premises or get into unsafe or unsupervised areas. Notes: 1304.53(a)(9)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	If necessary, there is a safe and effective heating and cooling system Notes: 1304.53(a)(10)(i)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	The heating/cooling system is insulated to protect children and staff from potential burns (Note: Look at pipes and/or radiators) Notes: 1304.53(a)(10)(i)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	There is an absence of highly flammable furnishings, decorations, or materials that emit toxic fumes Notes: 1304.53(a)(10)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Flammable and other dangerous materials/poisons are stored in locked cabinets or facilities separate from medications and food and accessible only to authorized persons. Notes: 1304.53(a)(10)(iii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Rooms are well lit. Notes: 1304.53(a)(10)(iv)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Health & Safety		Regulation
1304.53		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	The facility has approved, working fire extinguishers and an appropriate number of smoke detectors that are tested regularly. Notes:	1304.53(a)(10)(v))1304.53(a)(10)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions. Notes:	1304.53(a)(10)(vi) i)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Electrical plugs accessible to children are covered. Notes:	1304.53(a)(10)(xi))
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Windows and glass doors are constructed, adapted, or adjusted to prevent injury to children Notes:	1304.53(a)(10)(xi) i)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Bathroom facilities are clean and in good repair and easily reached by children Notes:	1304.53(a)(10)(xi) v)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Bathroom facilities are separated from areas used for cooking, eating or children's activities. Notes:	1304.53(a)(10)(xi) v)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Health & Safety		Regulation
1304.53		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Toilet training equipment is available for children being toilet trained Notes:	1304.53(a)(10)(x v)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Garbage and trash are stored and disposed of in a safe, sanitary manner. Notes:	1304.53(a)(10)(x vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Diapers are disposed of in a safe and sanitary manner Notes:	1304.53(a)(10)(x vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Annual safety inspection is current and on file Notes:	1304.53(a)(10)(x vii)
1304.52		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Staff Certificates of Good Health and TB screening are up to date and valid Notes:	1304.52(k)(1)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.53		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Art area is protected from traffic Notes:	1304.53(b)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Art materials are organized so that children can manage their work independently Notes:	1304.53(b)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Sand materials are easily accessible Notes:	1304.53(b)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Water props are easily accessible Notes:	1304.53(b)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Paint smocks available so that children can use them independently Notes:	1304.53(b)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Child-size cleaning materials are accessible in art area Notes:	1304.53(b)(1)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist	Regulation
1304.53	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Water play smocks are available so that children can use them independently 1304.53(b)(1) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Classroom furniture is arranged so that all children can be supervised/observed from any place in the classroom (including corner areas and cubbies) 1304.53(b)(1) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Non-stereotypic materials and displays that reflect a range of roles, special needs, and social/cultural contexts of the families in the classroom and community are used 1304.53(b)(1)(ii) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Equipment, toys, materials, and furniture are sufficient to meet the needs of children with disabilities in the classroom. 1304.53(b)(1)(iii) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Software programs are developmentally appropriate & technology equipment is available and ready for students to use. 1304.53(b)(1)(iii) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Bookshelf to display books is facing out (literacy area) 1304.53(a)(1) Notes:

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.53		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Block area has low pile carpeting Notes:	1304.53(a)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Block area is enclosed on three sides Notes:	1304.53(a)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Block area provides ample space so children can build without getting in each other's way Notes:	1304.53(a)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Discovery area includes a table or place where children can work Notes:	1304.53(a)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Dramatic play area provides ample space for 4-6 children to play at a time Notes:	1304.53(a)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Manipulatives area provides ample space for 4-6 children to play at a time Notes:	1304.53(a)(1)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.53		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Outdoor space is varied (e.g., soft materials, sunny and shady areas, paved or hard surfaces, place to be alone with 1-2 friends, and open space) Notes:	1304.53(a)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Interest areas are located near necessary and needed resources Notes:	1304.53(a)(1)13 04.53(a)(3)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Furniture is positioned to eliminate long and wide open spaces that encourage running Notes:	1304.53(a)(1)13 04.53(a)(3)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Interest areas are arranged so that they do not interfere with other activities Notes:	1304.53(a)(1)13 04.53(a)(3)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Classroom divided into well-defined interest areas Notes:	1304.53(a)(1)13 04.53(a)(3)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Commercial displays are limited to the topic of relevance or activity area Notes:	1304.53(a)(1)13 04.53(a)(3)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.53		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Areas with common materials are located near each other Notes:	1304.53(a)(1)13 04.53(b)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Table is available in art area for 4-6 children to work on a horizontal surface Notes:	1304.53(a)(1)13 04.53(b)(1)(iii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A variety of materials are available for exploring number concepts Notes:	1304.53(a)(1)13 04.53(b)(1)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A variety of materials are available for exploring geometric shapes and spatial relationships Notes:	1304.53(a)(1)13 04.53(b)(1)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A variety of materials are available for exploring measurement (e.g., scales, measuring tapes, rulers, unifix cubes, liquid measures, etc.) Notes:	1304.53(a)(1)13 04.53(b)(1)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A variety of materials are available for collecting, organizing, and representing data Notes:	1304.53(a)(1)13 04.53(b)(1)(vi)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.53		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A variety of materials are available for actively investigating the life sciences (e.g., plants, learning about health, nutrition, and bodies) Notes:	1304.53(a)(1)13 04.53(b)(1)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A variety of materials are available for investigating the physical sciences (e.g., magnets, magnifying glasses, balance scales, mirrors, ramps, and balls) Notes:	1304.53(a)(1)13 04.53(b)(1)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A variety of materials are available for exploring the earth and the environment (e.g., sand, clay, water, thermometers, rocks, fossils, and recyclables) Notes:	1304.53(a)(1)13 04.53(b)(1)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A variety of materials are available to help children learn about people and how they live (e.g., career-related props, books about different cultures/families, class rules, jobs, play money, cash registers, and family pictures) Notes:	1304.53(a)(1)13 04.53(b)(1)(ii)13 04.53(b)(1)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A variety of materials are offered to help children learn about spaces and geography (e.g., road signs, maps, and musical selections/games that children use independently to explore directionality) Notes:	1304.53(a)(1)13 04.53(b)(1)(ii)13 04.53(b)(1)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Children's photographs with their families are displayed Notes:	1304.53(a)(1)(iii)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist	Regulation
1304.53	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Physical facility has made provisions to accommodate the safety, comfort and participation of children with disabilities Notes: 1304.53(a)(2)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Center space is organized into functional areas that can be recognized by children and that allow for individual activities and social interactions. Notes: 1304.53(a)(3)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Materials are stored on low shelves where children have access to them independently Notes: 1304.53(a)(3)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Discovery area materials are displayed and organized so that children can use them independently Notes: 1304.53(a)(3)13 04.53(b)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Each child has a labeled cubby (name and symbol/photograph) or safe place to store work Notes: 1304.53(a)(3)13 04.53(b)(1)(vii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Dramatic play area has comfortable seating (e.g., rocking chair and bean bag chair) Notes: 1304.53(b)(1)(iii) 1304.53(b)(1)(iv)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.53		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Sand in water and sand area is 3-4 inches deep Notes:	1304.53(b)(1)(iii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Classroom has evidence of good lighting, softness, textures, homelike touches, and quiet/cozy place Notes:	1304.53(b)(1)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Literacy area includes a variety of materials/furnishing to make space comfortable and attractive (e.g., carpeted floor, bean bag chair, and child-size rocker) Notes:	1304.53(b)(1)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Dramatic play area is attractive and inviting (e.g., tablecloth, plant, framed pictures that children made, and photos) Notes:	1304.53(b)(1)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Children's artwork and writing is current and displayed at their eye level on walls/dividers Notes:	1304.53(b)(1)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Materials are in good condition and well-maintained Notes:	1304.53(b)(1)(vi)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.53		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Water and sand in respective play areas are clean and fresh Notes:	1304.53(b)(1)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Labeling of materials as well as where they belong is evident throughout the entire classroom Notes:	1304.53(b)(1)(vii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Organize toys and games in the manipulatives area by labeling the shelves and containers Notes:	1304.53(b)(1)(vii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Discovery area includes a place to store materials, collections, and displays Notes:	1304.53(b)(1)(vii)
1304.21		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Provide a variety of CDs representing diverse cultures and musical styles Notes:	1304.21(a)(1)(ii) 1304.53(b)(1)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Parent folder with weekly communication between home and school is evident Notes:	1304.21(a)(2)(i)-(iii) 1304.40(d)(2) 1304.40(d)(3) (l)1304.52(k)(1)-(

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.21		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Classroom has a parent board to orient families to the program and curricular activities (e.g., newsletters, open house agendas, parent meeting flyers, field trip announcements, and HS Requirements) Notes:	1304.21(a)(2)(i)-(iii) 1304.40(d)(2) 1304.40(d)(3) (l)1304.52(k)(1)-(
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Parent board is up-to-date Notes:	1304.21(a)(2)(i)-(iii) 1304.40(d)(2) 1304.40(d)(3) (l)1304.52(k)(1)-(
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Classroom has a designated "safe place" for children to go when upset, angry, or frustrated to calm and compose themselves prior to returning to the group or activity. Notes:	1304.21(a)(3)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Dramatic play area includes male and female dress-up clothing that reflect a variety of occupations and cultures (especially those of the children's families) Notes:	1304.21(a)(3)(i)(D)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Dramatic play area includes plastic food and real empty food boxes and containers that reflect the cultures of the students Notes:	1304.21(a)(3)(i)(D)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Literacy areas provide a variety of books representing various cultures and disabilities Notes:	1304.21(a)(3)(i)(D) 1304.21(a)(4)(iv) 1304.53(b)(1)(iii)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist	Regulation
1304.21	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Discovery area includes a variety of types of basic tools available (e.g., magnifying glasses, balance scales, sieves, funnels, magnets, thermometers, containers, and tongs) Notes: <div style="text-align: right;">1304.21(a)(4)(i)</div>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Discovery area includes a variety of materials to explore and investigate properties of objects (e.g., plants, seeds, rocks, soil, sensory tubs, take-a-parts, pulleys, gears, wheels, mirrors, and flashlights) Notes: <div style="text-align: right;">1304.21(a)(4)(i)</div>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Block area displays at least 4-6 props from a variety of categories (e.g., small vehicles, ocean/farm/zoo/wild animals, people, furniture, train set, and traffic signs) Notes: <div style="text-align: right;">1304.21(a)(4)(i)</div>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Dramatic play area includes: _____ Stove _____ Refrigerator _____ Sink _____ Dishes _____ Utensils Notes: <div style="text-align: right;">1304.21(a)(4)(i)</div>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Manipulatives area includes materials ranging from simple to complex to meet varying ability levels (e.g., puzzles of various complexities and different size pegs or beads) Notes: <div style="text-align: right;">(a)(4)(i), (a)(4)(iv), (a)(5)(ii)</div>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Manipulatives area provides a variety of self-correcting toys (e.g., puzzles, nesting boxes, and shape sorters) Notes: <div style="text-align: right;">(a)(4)(i), (a)(4)(iv), (a)(5)(ii)</div>

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.21		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Manipulatives area provides a variety of open-ended toys (e.g., Legos, interlocking links, pegboards, pegs, felt boards, and lacing beads) Notes:	(a)(4)(i), (a)(4)(iv), (a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Manipulatives area provides a variety of materials for collecting, sorting, and counting Notes:	(a)(4)(i), (a)(4)(iv), (a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Manipulatives area provides a variety of literacy-related materials (e.g., magnetic letters and Magna Doodle) Notes:	(a)(4)(i), (a)(4)(iv), (a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Manipulatives area provides a variety of materials ranging in complexity to meet various ability levels (e.g., 3 piece, 5 piece, 7 piece, 11 piece puzzles, small and large pegs, and beads) Notes:	(a)(4)(i), (a)(4)(iv), (a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Blocks are organized by shape with outlines to show where each shape goes Notes:	(a)(4)(i), (a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Block area has at least one other type of block (e.g., hollow, cardboard, foam, and large Lego) Notes:	(a)(4)(i), (a)(5)(ii)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist	Regulation
1304.21	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Sand area is well-equipped with a variety of materials (e.g., scoops, measuring cups/spoons, sieves, buckets, shovels, and sand molds) Notes: <div style="float: right; text-align: right;">(a)(4)(i), (a)(5)(ii), (b)(1)(iii)</div>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Water area is well-equipped with a variety of materials (e.g., buckets, cups, funnels, squirt bottles, water wheel, whisks, and floating toys) Notes: <div style="float: right; text-align: right;">(a)(4)(i), (a)(5)(ii), (b)(1)(iii)</div>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Make available a variety of musical instruments and dance props (e.g., streamers and scarves) Notes: <div style="float: right; text-align: right;">(a)(4)(ii)</div>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Dramatic play area includes a telephone/cell phone Notes: <div style="float: right; text-align: right;">(a)(4)(ii)-(iii)</div>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Dramatic play area includes: _____Table and chairs _____Mirror Notes: <div style="float: right; text-align: right;">(a)(4)(ii) - (iii)</div>
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Dramatic play area includes: _____Dolls of various ethnicities _____Doll clothes _____Doll bed Notes: <div style="float: right; text-align: right;">(a)(4)(ii) - (iii), (a)(3)(i)(D)</div>

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.21		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Dramatic play area includes accessories (e.g., shoes, purses, small suitcases, hats, and jewelry) Notes:	(a)(4)(ii) - (iii), (a)(3)(i)(D)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Provide books that have words to songs and rhymes Notes:	(a)(4)(ii), (a)(4)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Art area includes easel and painting materials (e.g., 4 or more colors of paint, brushes, and paper) are available so that children can use them independently on a daily basis. Notes:	(a)(4)(ii), (a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Art area includes materials to draw and paint on (e.g., paper, cardstock, newspaper, butcher paper, chalkboard, whiteboards, cardboard, and newsprint) Notes:	(a)(4)(ii), (a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Art area includes materials to draw and paint with (e.g., crayons, markers, colored pencils, chalk, gel pens, tempera paint, finger paint, watercolors, brushes, and sponges) Notes:	(a)(4)(ii), (a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Art area includes materials to cut and paste (e.g., scissors, glue, and collage materials) Notes:	(a)(4)(ii), (a)(5)(ii)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.21		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Art area includes materials and tools to mold (e.g., play dough, modeling clay, rolling pins, and craft sticks) Notes:	(a)(4)(ii), (a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Art area includes 3-D materials (e.g., pipe cleaners, wire, brads, dowels, and clothespins) Notes:	(a)(4)(ii), (a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Writing materials, books, and other texts are available in at least 5 interest areas. Notes:	(a)(4)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Print in the classroom includes: labeling objects, providing information (e.g., schedule and recipes), shred writing, and identifying classroom practices (e.g., waiting lists and charts) Notes:	(a)(4)(iv); 1304.53(b)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Alphabet on the wall is displayed at children's eye level Notes:	(a)(4)(iv); 1304.53(b)(1), (b)(1)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Literacy area includes props for retelling stories (e.g., puppets, flannel board and story characters, magnetic board, and story apron) Notes:	(a)(4)(iv)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.21		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Literacy area includes materials for writing, including alphabet charts, a variety of paper, and various writing tools in usable condition (i.e., pencils sharpened, blank paper, etc.) Notes:	(a)(4)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Literacy area books include storybooks, nursery rhymes, informational-text, predictable text, alphabet, languages spoken in the classroom, and number/counting Notes:	(a)(4)(iv); 1304.53(b)(1)(iv) , (b)(1)(vi)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Variety of equipment to develop gross motor skills is available (e.g., bikes, balls, hoops, etc.) Notes:	(a)(5)(i); 1304.53(a)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Block area has an adequate set of unit blocks Notes:	(a)(5)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Books and/or literacy materials available in block area Notes:	(a)(4)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Books and/or literacy materials available in dramatic play Notes:	(a)(4)(iv)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Environmental Implementation Checklist		Regulation
1304.21		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Books and/or literacy materials available in art Notes:	(a)(4)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Books and/or literacy materials available in manipulatives center Notes:	(a)(4)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Books and/or literacy materials related to science are available Notes:	(a)(4)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Books and/or literacy materials related to math skills are available Notes:	(a)(4)(iv)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Books and/or literacy materials related to social studies are available Notes:	(a)(4)(iv)
1306.20		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Staffing patterns support regulations regarding class size and number of adults per class Notes:	1306.20

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Disabilities	Regulation
1304.20	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Individualization includes goals for students with an IEP Notes: 1304.20(f)(2)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Individualization is demonstrated for students with developmental, sensory and behavioral concerns Notes: 1304.20(f)
1304.21	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	The approach to child development and lesson planning is inclusive of children with disabilities consistent with their IEP Notes: 1304.21(a)(1)(ii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Disability-themed books, manipulatives and other learning materials are available in the classroom Notes: 1304.21(a)(1)(ii)
1308.4	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Classroom activities are adapted to include children with disabilities Notes: (c)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Disabilities		Regulation
1308.4		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Facilities enable the safe and effective participation of children with disabilities Notes:	(o)(4)
1308.6		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Confidentiality policies are maintained concerning information about children and families. ESE records are kept locked or otherwise secured. (ensure posted schedule does not reference specific accommodations) Notes:	(e)(4)
Nutrition		Regulation
1304.23		
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A nutritional program is implemented that meets the nutritional needs and feeding requirements of each child, including those children with disabilities, children with special dietary needs, and children requiring medically based diets. Notes:	(b)(1)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	A nutritious breakfast is offered to all children when they arrive. Notes:	(b)(1)(iii)
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Meals are scheduled at age-appropriate intervals. Notes:	(b)(1)(vii)

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Nutrition	Regulation
1304.23	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Staff promotes effective dental hygiene among children in conjunction with meals. (b)(3) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Variety of foods are served which broaden each child's food experience. Menus reflect ethnic and cultural preferences. (c)(1) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Food is not used as punishment or reward, children are encouraged but not forced to eat or taste food. (c)(2) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Sufficient time is allowed for children to eat. (c)(3) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Preschool staff and volunteers interact with children during mealtimes to contribute to the development of socialization and good food habits. (c)(4) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	During snack time children participate in setting up table, serving and cleanup. (c)(4) Notes:

School Board Of Broward County

8020 - Monitoring Worksheet

Compliance Specialist Checklist

Nutrition	Regulation
1304.23	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Opportunities are provided for children in food-related activities (c)(7) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Appropriate licenses (water/sewage, food/sanitation, fire codes, ad vendor/contractor licenses are seen) (e)(1); 1306.30(c); 1304.53(a)(6), (a) Notes:
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	There is evidence of compliance with all food safety and sanitation laws posted in the cafeteria (e)(1) Notes:
Human Resources	Regulation
1304.52	
<input type="checkbox"/> Non-Compliant <input type="checkbox"/> Not Observed <input type="checkbox"/> Not Applicable <input type="checkbox"/> Compliant	Classroom staff qualifications are on file and current 1304.52(b) Notes: