

Policy 6000.6

Head Start/Early Head Start

Major Program Policies and Procedures

The School Board of Broward County, FL

Approved by Policy Council: 7/23/15

Approved by Governing Body: 9/16/15

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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Head Start/Early Intervention Department

Head Start/Early Head Start Major Program Policies

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

~~The following federal legislation applies to this document.~~

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

- ~~(i) have legal and fiscal responsibility for administering and overseeing programs under this subchapter, including the safeguarding of Federal funds;~~
- ~~(ii) adopt practices that assure active, independent, and informed governance of the Head Start agency, including practices consistent with subsection (d)(1), and fully participate in the development, planning, and evaluation of the Head Start programs involved;~~
- ~~(iii) be responsible for ensuring compliance with Federal laws (including regulations) and applicable State, tribal, and local laws (including regulations); and~~
- ~~(iv) be responsible for other activities, including—~~

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

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

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

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

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

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

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

~~(bb) complaints, including investigations, when appropriate;~~

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

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

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

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

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

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

§200.302 Purpose of financial and program management

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

Sec. 215.29 Conditional exemptions:

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

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

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

~~Property Standards~~

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

~~Procurement Standards~~

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

~~Reports and Records~~

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

~~Termination and Enforcement~~

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

REFERENCE: Title 2 CFR Part 200 – Subpart E

REQUIREMENT: Cost Principles for Non-Profits

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

| Implementation | Responsibility | Documentation | Timeline |
|--|-------------------------------|--------------------------|--------------------|
| On accordance with 2 CFR Part 200, the HS/EHS Program works collaboratively with Accounting and Financial Reporting, Budget, | ● HS/EHS Director ● HS/EHS | ● HS/EHS Fiscal Handbook | November – October |

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

REFERENCE: Title 2 Part 200 – Subpart E
REQUIREMENT: Uniform Administrative Requirements

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

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

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

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REFERENCE: Title 2 CFR Part 200

REQUIREMENT: Restrictions on Lobbying

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

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

REFERENCE: Fiscal

REQUIREMENT: 1301.1 – 1301.2

~~1301.10 – 1301.13~~

~~1301.20 – 1301.21~~

~~1301.30 – 1301.34~~

REFERENCE: Fiscal

REQUIREMENT: 1301.10 General

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

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

45 CFR part 46 Protection of Human Subjects

45 CFR part 74 Administration of grants

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

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

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

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

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

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

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

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

REFERENCE: Fiscal

REQUIREMENT: §200.302 Standards for Financial Management Systems

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

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

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

REQUIREMENT: §200.327 – 200.333 Reports and Records

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

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

REFERENCE: Fiscal

REQUIREMENT: §200.343 Closeout Procedures

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

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

REFERENCE: Fiscal

REQUIREMENT: 1301.11 Insurance and bonding

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

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

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

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

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

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

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

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

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

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

REFERENCE: Fiscal

REQUIREMENT: ~~1301.13 Accounting System Certification~~

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

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

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

REFERENCE: Fiscal

REQUIREMENT: 1301.20 Matching Requirements

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

- ~~(1) An amount in excess of that percentage is approved under section 1301.21; or~~
- ~~(2) The Head Start agency received Federal financial assistance in excess of 80 percent for any budget period falling within fiscal year 1973 or fiscal year 1974. Under the circumstances described in clause~~
- ~~(3) Of the preceding sentence, the agency is entitled to receive the same percentage of Federal financial assistance that it received during such budget periods.~~

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

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

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

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REFERENCE: Fiscal

REQUIREMENT: 1301.21 Criteria for Increase in Federal Financial Assistance

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

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

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

REFERENCE: Fiscal

REQUIREMENT: 1301.30 General Requirements

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

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

REFERENCE: Program Administration and Grants Management

REQUIREMENT: 1301.31 Personnel Policies

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

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

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

~~(b) Staff recruitment and selection procedures:~~

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

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

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

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

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

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

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

REFERENCE: Fiscal

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

(a) General provisions:

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

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

(b) Development and administrative costs:

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

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

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

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

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

~~(c) Program costs.~~

~~Program costs include, but are not limited to:~~

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

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

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

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

~~(d) Dual-benefit costs.~~

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

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

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

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

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

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

~~(f) Requirements for compliance:~~

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

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

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

~~(g) Waiver:~~

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

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

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

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

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|--|-----------------------|----------------------|-----------------|
| HS/EHS Program classifies administrative | ●—HS/EHS | ●—HS/EHS | Annually |

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

REFERENCE: Fiscal

REQUIREMENT: 1301.33 Delegation of Program Operations

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

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

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

~~REFERENCE: Fiscal~~

~~REQUIREMENT: 1301.34 Grantee Appeals~~

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

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

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

~~REQUIREMENT: 1302.1 – 1302.5~~

~~1302.10 – 1302.11~~

~~1302.20 – 1302.25~~

~~1302.30 – 1303.32~~

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

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

~~REQUIREMENT: 1303.1 – 1303.8~~

~~1303.10 – 1303.17~~

~~1303.20 – 1303.24~~

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

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

Child Health and Development Services

REFERENCE: Child Health and Development Services

REQUIREMENT: 1304.20(a) Determining Child Health Status

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

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

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

- (A) For children who are not up-to-date on an age-appropriate schedule of well child care, grantee and delegate agencies must assist parents in making the necessary arrangements to bring the child up-to-date;
- (B) For children who are up-to-date on an age-appropriate schedule of well child care, grantee and delegate agencies must ensure that they continue to follow the recommended schedule of well child care; and
- (C) Grantee and delegate agencies must establish procedures to track the provision of health care services:

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

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

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

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

REFERENCE: Child Health and Development Services

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

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

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

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

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

**REFERENCE: Child Health and Development Services
 REQUIREMENT: 1304.20(e) Extended follow-up and treatment**

- ~~1) The program must establish a system of ongoing communication with the parents of children with identified health needs to facilitate the implementation of the follow-up plan.~~
- ~~2) Grantee and delegate agencies must provide assistance to the parents, as needed, to enable them to learn how to obtain any prescribed medications, aids or equipment for medical and dental conditions.~~
- ~~3) Dental follow-up and treatment must include:

 - ~~(i) Fluoride supplements and topical fluoride treatments as recommended by dental professionals in communities where a lack of adequate fluoride levels has been determined or for every child with moderate to severe tooth decay; and~~
 - ~~(ii) Other necessary preventive measures and further dental treatment as recommended by the dental professional.~~~~
- ~~4) Grantee and delegate agencies must assist with the provision of related services addressing health concerns in accordance with the Individualized Education Program (IEP) and the Individualized Family Service Plan (IFSP).~~
- ~~5) Early Head Start and Head Start funds may be used for professional medical and dental services when no other source of funding is available. When Early Head Start or Head Start funds are used for such services, grantee and delegate age~~

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

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| | | Database | year |
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| Individual needs are addressed and assistance/referrals are made: | HS/EHS Nurse | • Nurse's Notes • Health Database | Annually throughout the school year |
| Assistance is provided to parents to facilitate access to needed health care, medications or medical equipment if needed: | HS/EHS Nurse | • Nurse's Notes • Health Database | Annually throughout the school year |
| The Head Start Program has a service agreement with Broward County's Health Department Dental Clinic to provide screenings and follow-up treatment to all children over one year old enrolled in Head Start or Early Head Start | • HS/EHS Nurse • Broward County Health Department Dental | • Dental Records • Dental Rosters • Dental Contract | Annually |
| Dental screening, which include cleaning, fluoride treatment, x-rays, sealants and oral hygiene instruction, takes place within the first 90 days of school: | HS/EHS Nurse | • Dental Records • Dental Rosters | Beginning of school year |
| Follow-up dental visits for children who need further treatment are scheduled throughout the school year | HS/EHS Nurse | • Dental Records • Dental Rosters | Annually throughout the school year: |
| Health concerns identified in the Individualized Education Plan (IEP) or the Family Service Plan (IFSP) are addressed in collaboration with parents and health services are provided: | HS/EHS Nurse | • Nursing Notes • IEP • IFSP | Annually throughout the school year |
| Head Start and Early Head Start funds are only utilized to meet needed medical and dental services when all other sources such as Medicaid, private health insurance, and community resources are not available or have been exhausted: | HS/EHS Nurse | • Nursing Notes • Dental Billing • Record of Family Services | Annually through-out the school year |

REFERENCE: Child Health and Development Services

REQUIREMENT: 1304.20(d) Ongoing Care

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

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

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

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

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

REFERENCE: Child Health and Development Services

REQUIREMENT: 1304.20(c) Involving parents

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

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

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

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

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

REFERENCE: Child Health and Development Services

REQUIREMENT: 1304.20(f) Individualization of the Program

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

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

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

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| <p>The EHS Social Worker or Disabilities Manager participates in the development of the Individualized Education Plan (IEP) and advocates for the child to remain in the EHS program as long as it is in the child's best interest.</p> | <ul style="list-style-type: none"> ● EHS Social Worker ● Disabilities Manager | <ul style="list-style-type: none"> ● HS/EHS Database | <p>Throughout the school year</p> |
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REFERENCE: Education and Early Childhood Development REQUIREMENT: 1304.21(a) Approach for all Children

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

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

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

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

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| <p>HS/EHS Specialist, and HS/EHS Director.</p> <ul style="list-style-type: none"> •The results of the self-assessment are used to make programmatic changes. | <p>Supervisor</p> <ul style="list-style-type: none"> •HS/EHS Specialist •HS/EHS Director | <p>Assessment: Education Summary Form</p> | |
| <p>An environmental checklist is completed to assess the learning environment, curricular implementation, assessment practices, and instructional practices.</p> | <ul style="list-style-type: none"> •Teachers •Teacher Specialists | <p>Environmental Checklist</p> | <p>Fall</p> |
| <p>A teacher-child interaction assessment system is conducted annually on all teachers to identify classroom conditions which increase student learning. Teachers scoring in the low range in any areas will receive a 2nd observation in the spring to ensure professional growth.</p> | <p>Teacher Specialists</p> | <p>Teacher-Child Interaction Assessment tool</p> | <p>Fall/Spring</p> |
| <p>Results from the environmental checklist the classroom interaction assessment, and the ongoing developmental student assessments are used to create annual measurable and observable goals for each teacher.</p> | <p>Teacher Specialists</p> | <ul style="list-style-type: none"> •Environmental checklist •Classroom interaction assessment •Students' ongoing developmental assessment data •Coaching Plan Goals | <p>Fall/Winter</p> |
| <p>During classroom visits, Teacher Specialists monitor the state of equipment and order replacements as needed.</p> | <ul style="list-style-type: none"> •Teacher Specialists •Teachers | <ul style="list-style-type: none"> •Pre-K Basic Equipment List •Pre-K Orders | <p>Fall/Spring</p> |
| <p>Classroom orders are reviewed by the Curriculum Supervisor before being submitted to bookkeepers for processing.</p> | <ul style="list-style-type: none"> •Curriculum Supervisor •Bookkeepers | <p>Classroom orders</p> | <p>Fall/Spring</p> |
| <p>The Curriculum Supervisor meets with vendors to review new products and programs. New professional educational publications, books, and technology for the classrooms are reviewed. Orders are generated as needed to support the program.</p> | <ul style="list-style-type: none"> •Curriculum Supervisor •HS/EHS Director | <ul style="list-style-type: none"> •Curriculum Supervisor's Calendar •Generated orders | <p>Annually</p> |
| <p>Each HS Teacher has access to the electronic Preschool Handbook which details procedures in the following areas:</p> <ul style="list-style-type: none"> —Procedures and Forms —Education | <ul style="list-style-type: none"> •Teacher Specialists •Social Workers •Key | <p>HS Preschool Handbook</p> | <p>August</p> |

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

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

REFERENCE: Education and Early Childhood Development REQUIREMENT: 1304.21(a) Parent Participation

(2) Parents must be:

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

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

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

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

REFERENCE: Education and Early Childhood Development

REQUIREMENT: 1304.21(a) Social and Emotional Development

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

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

(A) Building trust

(B) Fostering Independence

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

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

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

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| <p>teachers understand mental health records that provide information about a child's social and emotional strengths and weaknesses to develop realistic expectations and goals.</p> | <p>Specialists</p> <ul style="list-style-type: none"> ● Social Workers ● Family Service Supervisor ● Psychologist ● Disabilities Manager | <p>Problem Solving Meetings</p> | |
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REFERENCE: Education and Early Childhood Development REQUIREMENT: 1304.21(a) Cognitive and Language Skills

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

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

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

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

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knowledge in current trends and practices:

REFERENCE: Education and Early Childhood Development

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

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

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

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

**REFERENCE: Education and Early Childhood Development
REQUIREMENT: 1304.21(a) Physical Development – Home-Based**

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

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

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| utilizing a variety of equipment and materials. | <p align="center">Teacher Specialist</p> <ul style="list-style-type: none"> • EHS Social Worker • EHS Teacher Specialist • EHS Parent Educator | | August–July |
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REFERENCE: Education and Early Childhood Development

REQUIREMENT: 1304.21(b) Approach for Infants and Toddlers

- (1) The EHS program must encourage:
- (i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child’s family culture, and whenever possible speak the child’s language.
 - (ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level
 - (iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.
- (2) The program must support the social and emotional development of infants and toddlers by promoting an environment that:
- (i) Encourages the development of self-awareness, autonomy and self-expression
 - (ii) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.
- (3) The program must promote the physical development of infants and toddlers by:
- (i) Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and
 - (ii) Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.

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

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

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

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

REFERENCE: Education and Early Childhood Development REQUIREMENT: 1304.21(c) Approach for Preschoolers

- (1) The program in collaboration with the parents, must implement a curriculum that:
 - (i) ~~Supports each child's individual pattern of development and learning;~~

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

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

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

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

REFERENCE: Education and Early Childhood Development REQUIREMENT: 1304.21(c) Ongoing Assessment

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

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

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

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

REFERENCE: Child Health and Safety

REQUIREMENT: 1304.22(a) Health Emergency Procedures

Grantees operating center-based programs must establish and implement policies and procedures to respond to medical and dental health emergencies with which all staff are familiar and trained. At a minimum, these policies and procedures must include:

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

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

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

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| well as in recognizing and preventing child abuse: | | ment Form | |
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REFERENCE: Child Health and Safety

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

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

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

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| accommodate the child's need. | | <ul style="list-style-type: none"> ● HS Database ● Care Plans | |
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REFERENCE: ~~Child Health and Safety~~

REQUIREMENT: ~~1304.22(c) Medication Administration~~

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

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

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

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REFERENCE: Child Health and Safety

REQUIREMENT: 1304.22(d) Injury Prevention

The program must:

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|--|---|
| Parents receive safety information at parent orientation. | HS Teachers | Parent Orientation Packet | Beginning of the school year |
| Documented training is provided to parents and staff in CPR, car seat safety, poison control, and injury prevention | HS Nurse | Sign in sheets Flyers | Annually |
| Children are provided pedestrian training with the first 30 days of school. Reminder pedestrian activities are provided monthly and documented in the lesson plans. | HS Teachers | <ul style="list-style-type: none"> • 21-Day Classroom Management Plan • Lesson plans | <ul style="list-style-type: none"> • Within the first 30 days of school • Monthly |
| Swimming classes and water safety awareness are provided for the Head Start students | <ul style="list-style-type: none"> • HS Teachers • Swim Central | Swimming Schedule | Annually |

REFERENCE: Child Health and Safety

REQUIREMENT: 1304.22(e) Hygiene

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

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~~established guidelines (e.g., standards of the Occupational Safety Health Administration, U.S. Department of Labor). Any tools and equipment used to clean spills of bodily fluids must be cleaned and disinfected immediately. Other blood-contaminated materials must be disposed of in a plastic bag with a secure tie.~~

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

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

REFERENCE: Child Health and Safety REQUIREMENT: 1304.22(f) First Aid Kits

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

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2) ~~First aid kits must be restocked after use, and an inventory must be conducted at regular intervals:~~

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

REFERENCE: Child Nutrition

REQUIREMENT: 1304.23(a) Identification of Nutritional Needs

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

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

| Implementation | Responsibility | Documentation | Timeline |
|--|-------------------------|------------------------------|------------------------|
| Parents are made aware of nutritional related assessments required for enrollment. | HS Staff | Application Forms | Application |
| Nutrition related assessment data is obtained from the current physical provided by the parent at the time of enrollment, which includes height/weight and hemoglobin/hematocrit. | School Staff | Physical | Enrollment |
| Parents complete the Preschool Medical | School Staff | Health and | Enrollment |

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

REFERENCE: Child Nutrition

REQUIREMENT: 1304.23(b) Nutritional Services

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

- (i) — The Early Head Start and Head Start program must use funds from USDA Food and Consumer Services Child Nutrition Programs as the primary source of payment for meal services. Early Head Start and Head Start funds may be used to cover those allowable costs not covered by the USDA.
- (ii) — Each child in a part-day center-based setting must receive meals and snacks that provide at least 1/3 of the child's daily nutritional needs. Each child in a center-based full-day program must receive meals and snacks that provide 1/2 to 2/3 of the child's daily nutritional needs, depending upon the length of the program day.

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- ~~(iii) — All children in morning center-based settings who have not received breakfast at the time they arrive at the Early Head Start or Head Start program must be served a nourishing breakfast.~~
- ~~(iv) — Each infant and toddler in center-based settings must receive food appropriate to his or her nutritional needs, developmental readiness, and feeding skills, as recommended in the USDA meal pattern or nutrient standard menu planning requirements outlined in 7 CFR parts 210, 220, and 226.~~
- ~~(v) — For 3- to 5-year-olds in center-based settings, the quantities and kinds of food served must conform to recommended serving sizes and minimum standards for meal patterns recommended in the USDA meal pattern or nutrient standard menu planning requirements outlined in 7 CFR parts 210, 220, and 226.~~
- ~~(vi) — For 3- to 5-year-olds in center-based settings or other Head Start group experiences, foods served must be high in nutrients and low in fat, sugar, and salt.~~
- ~~(vii) — Meal and snack periods in center-based settings must be appropriately scheduled and adjusted, where necessary, to ensure that individual needs are met. Infants and young toddlers who need it must be fed "on demand" to the extent possible or at appropriate intervals.~~

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

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| | Assistants | Checklist | |
|--|---|--|-----------|
| Early Head Start center-based staff receive training on individualizing to meet each infant and toddler nutritional needs, developmental readiness, and feeding skills; as recommended by the USDA. | <ul style="list-style-type: none"> ● HS/EHS Specialist ● EHS Teacher Assistant | Nutrition Services Checklist | Quarterly |
| The Broward County Schools Food and Nutrition Services staff plans all meals in accordance with USDA meal patterns and serving size requirements. The Cafeteria Manager and staff at each school are responsible for serving meals as instructed by the SBBC Food and Nutritional Services Department. Cafeteria staff receive extensive training to ensure meals are prepared and served correctly. | <ul style="list-style-type: none"> ● Food and Nutritional Services Department ● Cafeteria Manager and Staff | Food and Nutritional Services Records | Daily |
| Menus meet USDA requirements for a variety of nutrients to include protein, iron, calcium, vitamin C and vitamin D. No more than 30% of calories can come from fat sources. In addition, no baked deserts or fried foods are served. | Food and Nutritional Services Department | Menus | Daily |
| Breakfast, lunch and snack are scheduled to provide the children appropriately spaced meals and adequate time to eat. Infants and young toddlers are fed on demand. | <ul style="list-style-type: none"> ● Teachers ● Teacher Assistants | <ul style="list-style-type: none"> ● Nutrition Services Checklist ● Daily Schedule ● Lesson Plans | Daily |

REFERENCE: Child Nutrition

REQUIREMENT: 1304.23(b) Nutritional Services

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

| Implementation | Responsibility | Documentation | Timeline |
|---|--|----------------------|-----------------|
| Early Head Start home-based families are provided nutritional snacks and meals during socialization activities. | <ul style="list-style-type: none"> ● EHS Social Workers ● Parent Educators | Meal Records | Bi-weekly |

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REFERENCE: Child Nutrition

REQUIREMENT: 1304.23(b) Nutritional Services

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

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

REFERENCE: Child Nutrition

REQUIREMENT: 1304.23(b) Nutritional Services

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

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

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REFERENCE: Child Nutrition

REQUIREMENT: 1304.23(c) Meal Service

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

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

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

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| provider regarding food allergies or special dietary needs. The school's Cafeteria Manager makes arrangements to accommodate a child's dietary requirements. | | information forms | |
| Snack time is used for children to participate in food related activities, as well as family style serving. | HS/EHS Teacher and Teacher Assistants | Nutrition Services Checklist | Nutrition Services Checklist quarterly |

REFERENCE: Child Nutrition

REQUIREMENT: 1304.23(d) Family Assistance with Nutrition

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|--|--------------------------|
| Parents are provided nutritional information at parent orientation. | HS Teacher | ● Parent Orientation Packets | Beginning of school year |
| Parents are invited to participate in nutrition workshops. | ● Parent Educators ● HS Nutritionist | ● Flyers ● Sign in sheets | Yearly |
| The Head Start Nutritionist provides individual consultation with the parent of each child who is identified to be under or overweight as a result of the health screening. | ● HS Nurse ● HS Nutritionist | ● Nutrition Notes ● Nutrition Referrals | Yearly |
| Parent Educators have nutrition packets to share with parents during home visits. The packets consist of information on how to eat healthy on a budget, grocery shopping checklist, and healthy eating habits for children. | ● Parent Educators ● HS Nutritionist | Nutrition Packets | Yearly |

REFERENCE: Child Nutrition

REQUIREMENT: 1304.23(e) Food Safety and Sanitation

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

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| Implementation | Responsibility | Documentation | Timeline |
|--|------------------------|------------------------------|-----------------|
| The most recent safety and sanitation report is posted in each cafeteria as required by the USDA | Cafeteria Manager | Nutrition Services Checklist | Quarterly |
| Each Early Head Start classroom is equipped with a refrigerator and respective thermometer for proper storage and handling of breast milk and formula. | EHS Teacher Assistants | Nutrition Services Checklist | Quarterly |

REFERENCE: Child Mental Health

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

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

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

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

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

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| Information about the availability of consultative services of the assigned HS mental health professional is posted in each classroom. Information is posted in four different languages. | • Social Workers • School Psychologist | Parent Notification form | August–June |
| Mental health professionals have access to a variety of articles about mental health topics. | Family Services Supervisor | • Copy of articles • ECKLC | August–June |
| When clinically necessary, mental health professionals encourage parental participation in relevant school meetings, such as CPST meetings, and parent teacher conferences, where progress and regressions about student’s behavior and/or emotional functioning are addressed. | • Social Workers • School Psychologist | • CPST form • Parent Conference Form • Social Worker Contacts | August–June |
| When warranted, parents are encouraged to participate in the development of behavior plans and other interventions. Parents are encouraged to acknowledge their involvement in behavior modification plans by signing and returning daily behavioral logs. | • Social Workers • School Psychologist | Behavior Plan Logs | August–June |
| Parental participation is also evident when accepting referrals and complying with recommendations | • Social Workers • School Psychologist | • HS/EHS Program Referral for Services form • Social Worker Contacts | August–June |

REFERENCE: Child Mental Health

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

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

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

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

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

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

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

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

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

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

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

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

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

REFERENCE: Family Partnerships

REQUIREMENT: 1304.40(b) Accessing Community Services and Resources

- ~~1) The program must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals, including:

 - ~~(i) Emergency or crisis assistance in areas such as food, housing, clothing, and transportation;~~
 - ~~(ii) Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence; and~~
 - ~~(iii) Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community.~~~~
- ~~2) The program must follow-up with each family to determine whether the kind, quality, and~~

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

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

REFERENCE: Family Partnerships

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

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

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

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

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

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

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| provided regarding the benefits of breastfeeding | | Assessment Form ● Postpartum Health Visit Form | weeks of delivery |
| Breastfeeding mothers of center-based children are provided an area with a privacy screen and rocking chair for nursing purposes | EHS Staff | Daily Health and Safety Checklist | Ongoing |

REFERENCE: Family Partnerships

REQUIREMENT: ~~1304.40(d) Parent Involvement General~~

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

| Implementation | Responsibility | Documentation | Timeline |
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| Parent Activities are offered at least 4 times per year at individual school sites and topics are based on the interests of the parents as expressed on the Parent Interest Survey Form. | ● Parent Educators ● Teachers ● Teacher Assistants | ● Parent Interest Survey ● Proposed Parent Activities ● Parent Activity Flyers, agendas, minutes, evaluations | ● Completed at Registration ● Compiled by Parent Educators during first 30 days of school ● As meetings are held throughout the year |
| Parents are encouraged to participate in the planning and implementation of the programs through their participation in Parent Committees at each individual site as well as in the Policy Council. | ● Parent Educators ● Family Services Supervisor | ● Signed Certification of Parent Agreements ● Parent | ● Completed during application ● Shared with parents at |

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

REFERENCE: Family Partnerships

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

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

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

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

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

REFERENCE: Family Partnerships

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

- (1) Grantee and delegate agencies must provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families.
- (2) Grantee and delegate agencies must ensure that, at a minimum, the medical and dental health education program:
 - (i) Assists parents in understanding how to enroll and participate in a system of ongoing family health care.
 - (ii) Encourages parents to become active partners in their children's medical and dental health care process and to accompany their child to medical and dental examinations and appointments; and
 - (iii) Provides parents with the opportunity to learn the principles of preventive medical and dental health, emergency first aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topics (e.g., maternal and child health and the prevention of Sudden Infant Death Syndrome), information specific to the health needs of individual children must also be made available to the extent possible.
- (3) Grantee and delegate agencies must ensure that the nutrition education program includes, at a minimum:
 - (i) Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets; and
 - (ii) Parent discussions with program staff about the nutritional status of their child.
- (4) Grantee and delegate agencies must ensure that the mental health education program provides, at a minimum (see 45 CFR 1304.24 for issues related to mental health education):
 - (i) A variety of group opportunities for parents and program staff to identify and discuss issues related to child mental health;
 - (ii) Individual opportunities for parents to discuss mental health issues related to their child and family with program staff; and
 - (iii) The active involvement of parents in planning and implementing any mental health interventions for their children.

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

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

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

REFERENCE: Family Partnerships

REQUIREMENT: 1304.40(g) Parent Involvement in Community Advocacy

The program must:

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

| Implementation | Responsibility | Documentation | Timeline |
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| Parents are encouraged to influence community services through their participation in established school organizations such as PTA/PTO as well as other community organizations. Information is shared with parents on a regular basis as Program Staff learn of community forums on a variety of topics of interest to our families the information is shared with parents. | All Staff | • School newsletters shared with parents • Flyers | Throughout the school year |
| Feedback on Reading Readiness Program is gathered through a Parent Survey. | Family Services Supervisor | Reading Readiness Parent Survey | At the end of the school year |
| Parent Committee meetings are held at individual schools at least 4 times per | • Parent Educators | • Parent Activity | Regular intervals |

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| year. Family Support Groups are held throughout the year. | <ul style="list-style-type: none"> Teachers | <ul style="list-style-type: none"> Database Flyers | throughout the school year |
| There are established procedures for parents to receive information on 211 a community resource available by phone to provide parents with comprehensive resource and referral information. | Parent Educators | <ul style="list-style-type: none"> 211 Brochure Referral Forms | <ul style="list-style-type: none"> Distributed at initial home visit by Parent Educators Provided at the time of Orientation Utilized as needed throughout the school year |
| Parent Educators distribute and review "Pinwheels for Prevention Family Development: A Caregiver's Guide" to Parents. | Parent Educators | Pinwheels for Prevention "Family Development: A Caregivers Guide" | <ul style="list-style-type: none"> Distributed at initial home visit with each family. |
| Family Services Staff attend community Resource Fairs, Workshops, and Conferences to obtain updated information on community resources to share with families. | <ul style="list-style-type: none"> Parent Educators Family Services Supervisor | <ul style="list-style-type: none"> Resource Fair Flyers Parenting Class calendars Community Event Flyers TDA's Trip Reports | Notification via email and department conference throughout the school year |

REFERENCE: Family Partnerships

REQUIREMENT: 1304.40(h) Parent Involvement in Transition Activities

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

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must:

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

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

REFERENCE: Family Partnerships

REQUIREMENT: 1304.40(i) Parent Involvement in Home Visits

- 1) The program must not require that parents permit home visits as a condition of the child's participation in Early Head Start or Head Start center-based program options. Every effort must be made to explain the advantages of home visits to the parents.
- 2) The child's teacher in center-based programs must make no less than two home visits per program year to the home of each enrolled child, unless the parents expressly forbid such visits. The child may not be dropped from the program if the parents will not participate in the visits. Other staff working with the family must make or join home visits, as appropriate.
- 3) Grantee and delegate agencies must schedule home visits at times that are mutually

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convenient for the parents or primary caregivers and staff.

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

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

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REFERENCE: Community Partnerships

REQUIREMENT: 1304.41(a)(1) Community Planning

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

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

REFERENCE: Community Partnerships

REQUIREMENT: 1304.41(a)(2) Collaborative Relationships

The grantee must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that the program responds to community needs, including:

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

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

REFERENCE: Community Partnerships

REQUIREMENT: 1304.41(a)(3) Volunteer Outreach

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

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

REFERENCE: Community Partnerships

REQUIREMENT: 1304.41(a)(4) Interagency Agreements

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

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

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REFERENCE: Community Partnerships

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

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

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

REFERENCE: Community Partnerships

REQUIREMENT: ~~1304.41 (c)(1) Transition Services~~

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

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

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

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

REFERENCE: Community Partnerships

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

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

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

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- ~~Current and changing family circumstances~~
- ~~The availability of Head Start and other child development or child care services in the community.~~

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

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

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

Program Governance

REFERENCE: Program Governance

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

- ~~1) The grantee must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program:

 - ~~(i) Policy Council: this council must be established at the grantee level~~
 - ~~(ii) Parent Committee: for center-based programs, this Committee must be established at the center level. For other program options, an equivalent Committee must be established at the local program level. When programs operate more than one option from the same site, the Parent Committee membership is combined unless parents choose to have a separate Committee for each option.~~~~
- ~~2) Parent Committees must be comprised exclusively of the parents of children currently enrolled at the center level for center-based programs or at the equivalent level for other program options.~~

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- ~~3) Policy Council and Parent Committees must be established as early in the program year as possible. The Policy Council may not be dissolved until successor Councils are elected and seated.~~
- ~~4) The governing body and the Policy Council must not have identical memberships and functions.~~

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

REFERENCE: ~~Program Governance~~

REQUIREMENT: ~~1304.50(b) Policy Group Composition and Formation~~

- ~~1) Each governing body operating an Early Head Start or Head Start program must propose, within the framework of these regulations, the total size of their respective policy groups (based on the number of centers, classrooms, or other program option units, and the number of children served by their Early Head Start and Head Start program), the procedures for election of parent members, and the procedure for selection of community representatives. These proposals must be approved by the Policy Council.~~
- ~~2) Policy Council must be comprised of two types of representatives: parents of currently enrolled children and community representatives. At least 51 percent of the members of these policy groups must be the parents of currently enrolled children.~~

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- ~~3) Community representatives must be drawn from the local community: businesses; public or private community, civic, and professional organizations; and others who are familiar with resources and services for low income children and families, including the parents of formerly enrolled children.~~
- ~~4) All parent members of Policy Council must stand for election or re-election annually. Community representatives also must be selected annually.~~
- ~~5) Policy Council must limit the number of one-year terms any individual may serve to a combined total of three terms.~~
- ~~6) No grantee staff (or members of their immediate family) may serve on Policy Council except parents who occasionally substitute for Early Head Start or Head Start staff.~~
- ~~7) Parents of children currently enrolled in all program options must be proportionately represented on established policy groups.~~

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

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

~~REFERENCE: Program Governance~~

~~REQUIREMENT: 1304.50(c) Policy Group Responsibilities – General~~

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

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

~~REFERENCE: Program Governance~~

~~REQUIREMENT: 1304.50(d)(1) Policy Council Responsibilities~~

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

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

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

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| approval prior to implementation. | ● EHS Specialist | | |
| The annual Self-Assessment process drives the program's short term and long term plans. Results of the Self-Assessment and Improvement Plan are submitted to Policy Council for review and approval prior to implementation. | ● HS/EHS Director ● HS/EHS Specialist | Policy Council Minutes | April/May |
| The School Board establishes personnel policies. Changes to personnel policies that are specific to the HS/EHS program are submitted for review and approval to Policy Council prior to implementation. | ● School Board Chairperson ● HS/EHS Director ● HS/EHS Specialist | Policy Council Minutes | As Needed |
| Hiring and termination of program staff, including management staff, are submitted to Policy Council for approval. | ● HS/EHS Director ● HS/EHS Specialist | Policy Council Minutes | As Needed |

REFERENCE: Program Governance

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|----------------------------------|-------------------------------------|-----------------------------|
| Members of Policy Council are encouraged to participate in the Parent Committee at their respective school providing two-way | Policy Council Member | Parent Committee Minutes | September to May |

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

REFERENCE: Program Governance

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|---|----------------------|
| Parent Committees are formed at each school site where there is a Head Start or Early Head Start classroom. | <ul style="list-style-type: none"> ● Teacher ● Parent Educator | Parent Committee Minutes | September |
| The Parent Committee participates in selecting and planning activities to be held for parents throughout the year. | <ul style="list-style-type: none"> ● Teacher ● Parent Educator | <ul style="list-style-type: none"> ● Parent Interest Survey ● Parent Committee Minutes ● Proposed Parent Activity | September |

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| | | | |
|---|---|---|------------------------------------|
| | | Plan | |
| At the Parent Committee meeting, a staff member or a Policy Council representative, provides parents with program updates and solicits input on services and activities. In addition, information on the selected topic is presented to the parents. | <ul style="list-style-type: none"> • Teacher • Parent Educator | <ul style="list-style-type: none"> • Flyer • Sign-in sheet • Minutes | At least once a quarter |
| Parent Committee members that are part of the Policy Council Personnel Committee are invited to participate in the screening/interviewing of applicants for advertised positions. | <ul style="list-style-type: none"> • HS/EHS Director • HS/EHS Specialist • HS/EHS Support Staff | <ul style="list-style-type: none"> • Contact Log • Interview Log • List of Candidates | As needed |

REFERENCE: Program Governance

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

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

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

REFERENCE: Program Governance

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

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

| Implementation | Responsibility | Documentation | Timeline |
|--|--|--|------------------------------|
| The School Board and Policy Council By-Laws govern the roles and responsibilities of the respective governing body. | <ul style="list-style-type: none"> • School Board of Broward County • Policy Council | <ul style="list-style-type: none"> • School Board Bylaws • Policy Council Bylaws | Revised as needed |

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

~~REFERENCE: Program Governance~~

~~REQUIREMENT: 1304.50(h) Internal Dispute Resolution~~

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

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

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Head Start/Early Intervention Department

Management Systems

REFERENCE: Management Systems and Procedures

REQUIREMENT: 1304.51(a) Program Planning

- 1) ~~The program must develop and implement a systematic, on-going process of program planning that includes consultation with the program’s governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children. Program planning must include:

 - (i) ~~An assessment of community strengths, needs and resources through completion of the Community Needs Assessment~~
 - (ii) ~~The formulation of both multi-year (long-range) programs goals and short term program and financial objectives that address the findings of the Community Assessment, are consistent with the philosophy of Head Start and Early Head Start and reflect the findings of the program’s annual self-assessment~~
 - (iii) ~~The development of written plans for implementing services in each of the program areas.~~~~
- 2) ~~All written plans for implementing services, and the progress in meeting them, must be reviewed by the staff and reviewed and approved by the Policy Council at least annually, and must be revised and updated as needed.~~

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

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

REFERENCE: Management Systems and Procedures
REQUIREMENT: 1304.51(b) Communication: General

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

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

REFERENCE: Management Systems and Procedures

REQUIREMENT: 1304.51(c) Communication: Families

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

| Implementation | Responsibility | Documentation | Timeline |
|--|-------------------------|--|----------------------------------|
| Communication with parents starts at time of application and continues throughout the year. | HS/EHS Staff | Database | August to July |
| During the application process, at enrollment, and during parent orientation, parents are given information about the program's services and requirements, and asked to provide information about | HS/EHS Staff | <ul style="list-style-type: none"> ● Enrollment Forms ● Orientation Documents | At time of enrollment |

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| themselves and their child. | | | |
| During the course of the program year, two-way comprehensive communication takes place at parent/teacher conferences, home visits, telephone contacts, Parent Committee meetings, parent activities, and Policy Council meetings. | All HS/EHS Staff | <ul style="list-style-type: none"> ● Parent Conference Forms ● Meeting Minutes ● Family Service Records | August to July |
| Parents receive updates and program information through the use of phone messages, email, a monthly Family Fun Focus newsletter, school board website, and public service announcements. | <ul style="list-style-type: none"> ● Family Services Supervisor ● HS/EHS Specialist ● Curriculum Supervisor ● HS/EHS Director | <ul style="list-style-type: none"> ● Emails ● Newsletters ● Website ● Announcements ● Flyers | |
| Interpreters are available to translate for parents who are limited or non-English speaking. Several program staff are bilingual in Spanish, Haitian Creole and Portuguese. Interpreters in other languages, including sign language, are secured as needed. | HS Staff Requests Interpreter | <ul style="list-style-type: none"> ● Interpreter Requests ● Translation Requests ● Translated Documents | August to July |

REFERENCE: Management Systems and Procedures

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|--|---|---|--------------------------|
| The 5-Year Strategic Plan is submitted to Policy Council and the Governing Body for review and approval. Progress toward goals is included in the continuation grant narrative. | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist | <ul style="list-style-type: none"> ● Policy Council Minutes ● School Board Minutes ● SBBC Signed Agenda | Every 5 years |

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| | | Request Form | |
|--|--|--|-----------|
| Annual Service Plan is submitted to the Policy Council and to the School Board for review and approval. | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist | <ul style="list-style-type: none"> ● Policy Council Minutes ● School Board Minutes ● SBBC Signed Agenda Request Form | May |
| The Policy Council and the School Board receive monthly reports on program operations, meals, enrollment and fiscal reports. | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist | <ul style="list-style-type: none"> ● Policy Council Minutes ● Policy Council and Governing Body Emails | Monthly |
| The Policy Council and the School Board receive updated information related to policy changes, guidance, and memorandums issued by HHS. | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist | <ul style="list-style-type: none"> ● Policy Council Minutes ● Emails to School Board | Monthly |
| The Head Start/Early Head Start Grant Application, budgets, and training/technical assistance plans are reviewed and approved by the Policy Council and the School Board prior to being submitted to the Office of Head Start. | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist | <ul style="list-style-type: none"> ● Policy Council Minutes ● School Board Minutes ● SBBC Signed Agenda Request Form | April |
| New or updated program policies and procedures are submitted to Policy Council and the Governing Body for review and approval. | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist | <ul style="list-style-type: none"> ● Policy Council Minutes ● School Board Minutes | As needed |

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REFERENCE: Management Systems and Procedures

REQUIREMENT: 1304.51(c) Communication: Staff

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

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

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REFERENCE: Management Systems and Procedures

REQUIREMENT: 1304.51(f) Communication: Delegate Agencies

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

REFERENCE: Management Systems and Procedures

REQUIREMENT: 1304.51(g) Record Keeping Systems

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

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

REFERENCE: Management Systems and Procedures

REQUIREMENT: 1304.51(h) Reporting Systems

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|--|-----------------|
| The HS/EHS Director meets with all Key Management Staff on a monthly basis. | <ul style="list-style-type: none"> ● HS/EHS Director | <ul style="list-style-type: none"> ● Calendars ● Meeting | Monthly |

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

REFERENCE: Management Systems and Procedures

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|--------------------------------|----------|
| HS/EHS Director and Key Management Staff review self-assessment process, determine method of data collection, and develop timeline. | HS/EHS Director | Key Management Meeting Minutes | November |
| Identify parents to participate in self-assessment process and notify them of date and time of focus group meeting(s). | <ul style="list-style-type: none"> ●—HS/EHS Director ●—Family Services Supervisor ●—Parent | List of Participating Parents | December |

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

REFERENCE: Management Systems and Procedures

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

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

See Appendix for program's detailed Ongoing Monitoring Plan.

REFERENCE: Management Systems and Procedures

REQUIREMENT: 1304.60 Deficiencies and Quality Improvement Plans

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- ~~(a) Early Head Start and Head Start grantee and delegate agencies must comply with the requirements of this part in accordance with the effective date set forth in 45 CFR 1304.2.~~
- ~~(b) If the responsible HHS official, as a result of information obtained from a review of an Early Head Start or a Head Start grantee, determines that the grantee has one or more deficiencies, as defined in Sec. 1304.3(a)(6) of this part, and therefore also is in violation of the minimum requirements as defined in Sec. 1304.3(a)(14) of this part, he or she will notify the grantee promptly, in writing, of the finding, identifying the deficiencies to be corrected and, with respect to each identified deficiency, will inform the grantee that it must correct the deficiency either immediately or pursuant to a Quality Improvement Plan.~~
- ~~(c) An Early Head Start or Head Start grantee with one or more deficiencies to be corrected under a Quality Improvement Plan must submit to the responsible HHS official a Quality Improvement Plan specifying, for each identified deficiency, the actions that the grantee will take to correct the deficiency and the timeframe within which it will be corrected. In no case can the timeframes proposed in the Quality Improvement Plan exceed one year from the date that the grantee received official notification of the deficiencies to be corrected.~~
- ~~(d) Within 30 days of the receipt of the Quality Improvement Plan, the responsible HHS official will notify the Early Head Start or Head Start grantee, in writing, of the Plan's approval or specify the reasons why the Plan is disapproved.~~
- ~~(e) If the Quality Improvement Plan is disapproved, the Early Head Start or Head Start grantee must submit a revised Quality Improvement Plan, making the changes necessary to address the reasons that the initial Plan was disapproved.~~
- ~~(f) If an Early Head Start or Head Start grantee fails to correct a deficiency, either immediately, or within the timeframe specified in the approved Quality Improvement Plan, the responsible HHS official will issue a letter of termination or denial of refunding. Head Start grantees may appeal terminations and denials of refunding under 45 CFR part 1303, while Early Head Start grantees may appeal terminations and denials of refunding only under 45 CFR part 74 or part 92. A deficiency that is not timely corrected shall be a material failure of a grantee to comply with the terms and conditions of an award within the meaning of 45 CFR 74.61(a)(1), 45 CFR 74.62 and 45 CFR 92.43(a).~~

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

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REFERENCE: Management Systems and Procedures

REQUIREMENT: 1304.61 Noncompliance

(a) If the responsible HHS official, as a result of information obtained from a review of an Early Head Start or Head Start grantee, determines that the grantee is not in compliance with Federal or State requirements (including, but not limited to, the Head Start Act or one or more of the regulations under parts 1301, 1304, 1305, 1306 or 1308 of this title) in ways that do not constitute a deficiency, he or she will notify the grantee promptly, in writing, of the finding, identifying the area or areas of noncompliance to be corrected and specifying the period in which they must be corrected.

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

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

Human Resources Management

REFERENCE: Human Resources Management

REQUIREMENT: 1304.52(a) Organizational Structure

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

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

- (i) Program management (the Early Head Start or Head Start director);
- (ii) Management of early childhood development and health services, including child development and education; child medical, dental, and mental health; child nutrition; and services for children with disabilities; and

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

| Implementation | Responsibility | Documentation | Timeline |
|---|-----------------------|--|-----------------|
| The program's organizational chart is designed to accomplish the goals and objectives of the program. | HS/EHS Director | Organizational Chart | August |
| <p>Program management functions are assigned to staff within the program:</p> <ul style="list-style-type: none"> • Child Development and Education – Curriculum Supervisor, Teacher Specialists • Child Medical, Dental, Nutrition – Clinical Nurse, Parent Educators • Child Mental Health – Family Services Supervisor, Social Workers, Psychologist • Services for Children with Disabilities – Family Services Supervisor, Psychologist/Disabilities Manager • Family/Community Partnerships – Curriculum Supervisor, Family Services Supervisor, Parent Educators | HS/EHS Director | <ul style="list-style-type: none"> • Organizational Chart • Monthly Tasks • Roles and Responsibilities of Staff | August |

REFERENCE: Human Resources Management REQUIREMENT: 1304.52 (b-d) Staff Qualifications

(b) Staff qualifications--general:

- (1) Grantee and delegate agencies must ensure that staff and consultants have the knowledge, skills, and experience they need to perform their assigned functions responsibly.
- (2) In addition, grantee and delegate agencies must ensure that only candidates with the qualifications specified in this part and in 45 CFR 1306.21 are hired.
- (3) Current and former Early Head Start and Head Start parents must receive preference for employment vacancies for which they are qualified.
- (4) Staff and program consultants must be familiar with the ethnic background and heritage of families in the program and must be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency.

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

(d) Qualifications of content area experts. Grantee and delegate agencies must hire staff or consultants who meet the qualifications listed below to provide content area expertise and

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oversight on an ongoing or regularly scheduled basis. Agencies must determine the appropriate staffing pattern necessary to provide these functions:

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

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

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

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

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

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

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|----------------------|-------------------|
| Job descriptions are available for all HS/EHS positions on the District's Compensation website. | <ul style="list-style-type: none"> ● HS/EHS Director ● Compensation & HRIS Director | Job Descriptions | Revised as needed |
| Vacancies for HS/EHS positions are posted on the District's website. | <ul style="list-style-type: none"> ● Principals ● Non-Instructional Staffing ● Instructional | Vacancy Listings | Ongoing |

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| | <p align="center">Staff</p> <ul style="list-style-type: none"> ● HS/EHS Director | | |
| <p>The HS/EHS program follows school board policies and procedures related to hiring practices for all staff.</p> | <ul style="list-style-type: none"> ● Principals ● HS/EHS Director ● HS/EHS Specialist | <p>School Board of Broward County Personnel Policies</p> | <p>Ongoing</p> |
| <p>HS/EHS staff, and when possible a HS/EHS Policy Council member, are included as part of school-based interviews for teachers and teacher assistants to select candidates that possess the knowledge and skills pertaining to the position as well as hold the required certification/qualifications.</p> | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist | <p>Sign-In Log</p> | <p>As needed</p> |
| <p>Policy Council approves all new staff at their monthly meeting.</p> | <ul style="list-style-type: none"> ● HS/EHS Director ● Policy Council Chair | <p>Policy Council Minutes</p> | <p>Monthly</p> |

REFERENCE: Human Resources Management

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

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

~~(g) Classroom staffing and home visitors:~~

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

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

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

~~(4) Grantee and delegate agencies must ensure that each teacher working exclusively with infants and toddlers has responsibility for no more than four infants and toddlers and that no more than eight infants and toddlers are placed in any one group. However, if State;~~

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~~Tribal or local regulations specify staff:child ratios and group sizes more stringent than this requirement, the State, Tribal or local regulations must apply.~~

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

~~(h) Family child care providers. – NOT APPLICABLE~~

~~(1) Head Start and Early Head Start grantee and delegate agencies must ensure that family child care providers have previous early child care experience and, at a minimum, enroll in a Child Development Associate (CDA) program or an Associates or Bachelor's degree program in child development or early childhood education within six months of beginning service provision. In addition, such grantee and delegate agencies must ensure that family child care providers acquire the CDA credential or Associate's or Bachelor's degree within two years of February 7, 2008 or, thereafter, within two years of beginning service provision.~~

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

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

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|---|----------------------|
| EHS Teacher Assistants hold a minimum of a Child Development Association (CDA) credential with an Infant/Toddler endorsement or an Associates degree or higher in Early Childhood Education. | <ul style="list-style-type: none"> ● Principals ● Non-Instructional Staffing ● HS/EHS Director ● HS/EHS Specialist | <ul style="list-style-type: none"> ● Copy of CDA ● SAP Report indicating degree ● Copy of Transcripts | July—June |
| A 1:4 teacher to student ratio is maintained at | ● Principals | Classroom | July—June |

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| all times in the infant/toddler classrooms. | ● HS/EHS Specialist ● EHS Teacher Specialist | observations | |
| A substitute teacher is secured when EHS staff are absent. | Principals | Substitute paperwork | July—June |
| Either the EHS Teacher Assistant or the Parent Educator speaks the home language of the family. | HS/EHS Specialist | Assignment of staff | July—June |
| Supervision is provided for both indoor and outdoor activities. | ● Principals ● EHS Teacher Assistants | EHS Teacher Assistant Schedule | July—June |

**REFERENCE: Human Resources Management
REQUIREMENT: 1304.52(i) Standards of Conduct**

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

- ~~(i) They will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability;~~
- ~~(ii) They will follow program confidentiality policies concerning information about children, families, and other staff members;~~
- ~~(iii) No child will be left alone or unsupervised while under their care; and~~
- ~~(iv) They will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.~~

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|--------------------------|---------------------------------------|----------------------|
| HS/EHS Staff comply with Equal Educational Opportunity (EEO) policies and laws and participate in EEO training on an annual basis. | ● EEO Liaison | Signed EEO Acknowledgement | Annually |
| HS/EHS Staff comply with Policy 5100.1 and ensure all information related to | ● All Staff | Policy 5100.1 | July—June |

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| students and families is kept confidential at all times. | | | |
| All HS/EHS children are provided adequate supervision at all times. | <ul style="list-style-type: none"> ● Principals ● HS Teachers ● HS Teacher Assistants ● EHS Teacher Assistants | Classroom Visits | July—June |
| A positive behavioral support system is implemented in all classrooms. Teachers and Assistants only use positive methods of child guidance with children. | <ul style="list-style-type: none"> ● Principals ● HS Teachers ● HS Teacher Assistants ● EHS Teacher Assistants ● Teacher Specialists ● Psychologist | <ul style="list-style-type: none"> ● Classroom Management Plan ● Individualized Positive Behavior Support Plans | July—June |
| All School Board Employees must comply with Policy 5202: Gifts Solicitation and Receipt. No school district employee shall solicit or accept anything of value, including a gift, loan, money, credit, entertainment, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the school district employee would be influenced thereby. | ● All HS/EHS Staff | Policy 5202 | July—June |
| All Administrators comply with Policy 4009.11: Code of Conduct for Administrators. | ● Administrators | Policy 4009.11 | July—June |
| All staff are expected to follow the Code of Ethics 6A-10.080 and Principles 6A-10.081 of Professional Conduct for the Education Profession in Florida. As per 6A-10.081(2), violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law. | ● All Staff | Florida Code of Ethics for the Education Profession | July—June |
| All teachers, upon initial employment, complete the District's Child Abuse and Neglect training. | <ul style="list-style-type: none"> ● HS Teachers ● Student Services Department: Child Abuse | Certificate of Completion | Ongoing |

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| | and Neglect Services | | |
| Teachers, teacher assistants, principals, and district program staff participate in annual training on the program's expectations regarding Standards of Conduct and the use of positive child guidance. All new employees and volunteers will receive the training upon being hired or placed within the program. | <ul style="list-style-type: none"> • Family Services Supervisor • HS/EHS Director | <ul style="list-style-type: none"> • Sign-In sheets • Electronic Login Records • Certificates of Completion | <ul style="list-style-type: none"> • August • Upon new employee placement |
| Teachers and teacher assistants will be provided ongoing support by Teacher Specialists who document all support related to positive guidance in their onsite contact reports/coaching plans in the database. | <ul style="list-style-type: none"> • Curriculum Supervisor • Family Services Supervisor • Teacher Specialists • Compliance Specialist | <ul style="list-style-type: none"> • Coaching Plans • Site Visit Reports | July—June |
| Stakeholder responsibilities for teachers, administrators, school-based support staff, and district staff with regard to ensuring a positive school culture promoting equal educational opportunity and establishing the framework for a safe learning environment are outlined in School Board Policy 5.8: Student Code of Conduct. | <ul style="list-style-type: none"> • All Staff | Policy 5.8 | July—June |
| All SBBC employees comply with School Board Policy 5.3: Mandatory Reporting of Child Abuse, Abandonment, or Neglect. | <ul style="list-style-type: none"> • All Staff | Policy 5.3 | July—June |
| All SBBC employees comply with School Board Policy 5.9: Anti-Bullying Policy. | <ul style="list-style-type: none"> • All Staff | Policy 5.9 | |
| Principals will report any incident involving suspected abuse, corporal punishment, or humiliation by HS/EHS staff to the Director of Head Start/Early Intervention immediately, accompanied by a reporting form within 24 hours. | <ul style="list-style-type: none"> • Principals | <ul style="list-style-type: none"> • Child Abuse Log • Reporting Form | July—June |
| The HS/EHS Director will report all suspected or alleged child abuse and/or neglect to the assigned Program Specialist in the HS Regional Office within three calendar days. | <ul style="list-style-type: none"> • Family Services Supervisor • HS/EHS Director • Compliance | Region IV Child Abuse Reports | July—June |

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| | Specialist | | |
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| The District's Police Department handles matters reported/related to Professional Standards: | <ul style="list-style-type: none"> ● District School Police | BCPS Special Investigative Unit Reports | As needed |
| The Broward County Public Schools Chief of Police will inform/provide the Director of Head Start/Early Intervention about ongoing updates regarding all abuse investigations involving HS/EHS staff. This includes notification of any final determination made in such incidents: | <ul style="list-style-type: none"> ● Chief of Police | <ul style="list-style-type: none"> ● Email ● Investigative Reports | July—June |
| Employee Discipline Guidelines are followed in circumstances requiring progressive discipline: | <ul style="list-style-type: none"> ● HS/EHS Director ● Principals ● School Board | Policy 4.9 | July—June |
| Training and support related to recognizing and preventing child abuse and the related performance standard will be monitored to ensure compliance at all times: | <ul style="list-style-type: none"> ● Family Services Supervisor ● HS/EHS Director ● Compliance Specialist | Compliance Reports | July—June |
| The Director of Head Start/Early Intervention will disseminate an annual memo reminding principals, teachers, assistants, and all HS/EHS staff of the standards of conduct, child abuse requirements, reporting procedures, forms, and timelines: | <ul style="list-style-type: none"> ● HS/EHS Director | Child Abuse Memo | July—June |
| All school and district staff will follow School Board of Broward County, FL Standards of Conduct. Appropriate course of action will be taken for violations based on School Board Policies: | <ul style="list-style-type: none"> ● Principals ● Teachers ● Teacher Assistants ● Bus Drivers ● HS/EHS Director ● All HS/EHS Staff ● All HS/EHS Admin | <ul style="list-style-type: none"> ● School Board Policies | July—June |

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REFERENCE: Human Resources Management

REQUIREMENT: 1304.52(j) Staff Performance Appraisals

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|----------------------|-----------------|
| All staff receive an annual evaluation applicable to their job. Areas of growth and opportunity are identified. | <ul style="list-style-type: none"> • Principals • HS/EHS Director • HS/EHS Specialist • Curriculum Supervisor • Family Services Supervisor | Evaluations | May – February |

REFERENCE: Human Resources Management

REQUIREMENT: 1304.52(k) Staff and Volunteer Health

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|-----------------------|--|-----------------|
| All HS/EHS staff is required to have a Physician's Statement Of Good Health signed by their health care provider indicating that they are free of all | HS/EHS Nurse | Physician's Statement Of Good Health For Personnel | August - June |

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| communicable diseases and were screened for tuberculosis: | | | |
| As per The Florida Department Of Health (FLDOH), doctors follow the recommended Tuberculosis questionnaire for symptom screening: | HS/EHS Nurse | Physician's Statement Of Good Health For Personnel | August – June |
| Certificates of Good Health for HS/EHS staff are certified and dated: | HS/EHS Nurse | HS/EHS Database | August – June |
| As the Statement of Good Health is a requirement for HS/EHS School Board employees only, the medical co-payment must be reimbursed as per bargaining unit requirement: | HS/EHS Bookkeepers | Receipts from health care providers | August – June |

**REFERENCE: Human Resources Management
REQUIREMENT: 1304.52(l) Training and Development**

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

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

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

- (i) Methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers; and
- (ii) Methods for planning for successful child and family transitions to and from the Early Head Start or Head Start program:

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

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

- (i) Infant, toddler, and preschool age child development;
- (ii) Implementation of curriculum (see Sec. 1304.3(a)(5) for the definition of curriculum);
- (iii) Skill development for working with children with disabilities;
- (iv) Effective communication with infants, toddlers, and preschoolers and with their families;

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- (v) ~~Safety, sanitation, hygiene, health practices and certification in, at minimum, infant and child cardiopulmonary resuscitation (CPR);~~
- (vi) ~~Identifying and reporting suspected child abuse or neglect;~~
- (vii) ~~United States Department of Agriculture's Child and Adult Care Food Program; and~~
- (viii) ~~Other areas necessary to increase the knowledge and skills of the family child care providers.~~

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

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| the Governing Body and the Policy Council on an annual basis or upon appointment to the council or school board. | Director | Council Minutes ● School Board Workshop ● Signed Acknowledgment | October |
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Facilities

REFERENCE: ~~Facilities, Materials and Equipment~~

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|--|------------------------------------|------------------|
| At each site the program provides developmentally appropriate indoor and outdoor environments that are safe, clean, attractive and spacious and appropriate for the conduct of all program activities. | School Administration | School records | Daily |
| The indoor environment includes identifiable areas for different activities and materials such as blocks, art, books, science and dramatic play. | ● HS Teachers ● Teacher Specialist | Environmental Checklist | Daily |
| Space for preschool children and older toddlers is arranged to facilitate a variety of large group, small groups, and individual program activities. | ● HS Teachers ● EHS Teacher Assistants ● Teacher Specialist | Environmental Checklist | Daily |
| Low, open shelves to allow children to see and to select their own materials. | ● HS Teachers ● Teacher Specialist | Environmental Checklist | Daily |
| Areas for infants and toddlers include an | ● EHS Teacher | Environmental | Daily |

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| open area on the floor for their safe movement. | Assistants • Teacher Specialist | Checklist | |
| Resting and napping facilities provide a crib, bed, or mat for each child. | • EHS Teacher Assistants • Teacher Specialist | Environmental Checklist | Daily |
| Outdoor space is designed to support the developmental progress of all children and to prevent injuries. | • HS Teachers • EHS Teacher Assistants • Teacher Specialist | Health and Safety Checklist | Daily |
| All equipment and toys utilized are safe and age appropriate. | • HS Teachers • Teacher Specialist | Health and Safety Checklist | Daily |
| Food preparation areas are separated from areas used for other activities. | School Administration | Health and Safety Checklist | Daily |
| Designated space is available for the care of children who become ill during the day and cannot be sent home. | School Administration | Health and Safety Checklist | Daily |

REFERENCE: Facilities, Materials, and Equipment

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|----------------------------|--|---------------------------------|
| Classroom spaces have at least 35 square foot of usable space per child. | HS/EHS Director | Health and Safety Checklist | Established annually |

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| Outdoor play space has at least 75 square feet per child. | School Administration | School Records | Established Annually |
| Early Head Start and Head Start sites adhere to licensing requirements of public schools and are licensed as part of the School Board of Broward County. | HS Teachers | • Daily Safety Checklist • Work Order | Daily |
| A Health and Safety Checklist is utilized daily to ensure that facilities, materials and equipment are safe for children's use. A work order is generated and submitted to the School Administrator requesting maintenance or repair of facilities or equipment not in good repair. | HS Teachers | • Daily Safety Checklist • Work Order | Daily |
| The safety, maintenance, and repair of facilities, materials, and equipment is done in accordance with the state requirements for educational facilities. | • School Administration • HS/EHS Director • HS/EHS Specialist | School Records | As needed |
| Custodial staff at each site prepare a monthly checklist to ensure adherence to the standards. | School Custodial Staff | Custodial Safety Checklist | Monthly |
| Head Start staff utilize a daily health and safety checklist as well as a quarterly health and safety checklist to ensure adherence to Head Start performance standards. | • Health Parent Educators • HS/EHS Teachers and Assistants | Health and Safety Checklists | Quarterly per school year and daily |

REFERENCE: Facilities, Materials, and Equipment

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

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

- ~~(i) — There is a safe and effective heating and cooling system that is insulated to protect children and staff from potential burns;~~
- ~~(ii) — No highly flammable furnishings, decorations, or materials that emit highly toxic fumes when burned are used;~~
- ~~(iii) — Flammable and other dangerous materials and potential poisons are stored in locked cabinets or storage facilities separate from stored medications and food and are accessible only to authorized persons. All medications, including those required for~~

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- ~~staff and volunteers, are labeled, stored under lock and key, refrigerated if necessary, and kept out of the reach of children;~~
- ~~(iv) — Rooms are well lit and provide emergency lighting in the case of power failure;~~
 - ~~(v) — Approved, working fire extinguishers are readily available;~~
 - ~~(vi) — An appropriate number of smoke detectors are installed and tested regularly;~~
 - ~~(vii) — Exits are clearly visible and evacuation routes are clearly marked and posted so that the path to safety outside is unmistakable~~
 - ~~(viii) — Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions;~~
 - ~~(ix) — Paint coatings on both interior and exterior premises used for the care of children do not contain hazardous quantities of lead;~~
 - ~~(x) — The selection, layout, and maintenance of playground equipment and surfaces minimize the possibility of injury to children;~~
 - ~~(xi) — Electrical outlets accessible to children prevent shock through the use of child-resistant covers, the installation of child protection outlets, or the use of safety plugs;~~
 - ~~(xii) — Windows and glass doors are constructed, adapted, or adjusted to prevent injury to children;~~
 - ~~(xiii) — Only sources of water approved by the local or State health authority are used;~~
 - ~~(xiv) — Toilets and hand washing facilities are adequate, clean, in good repair, and easily reached by children. Toileting and diapering areas must be separated from areas used for cooking, eating, or children's activities;~~
 - ~~(xv) — Toilet training equipment is provided for children being toilet trained;~~
 - ~~(xvi) — All sewage and liquid waste is disposed of through a locally approved sewer system, and garbage and trash are stored in a safe and sanitary manner; and~~
 - ~~(xvii) — Adequate provisions are made for children with disabilities to ensure their safety, comfort, and participation.~~

| Implementation | Responsibility | Documentation | Timeline |
|--|---|-----------------------------|-----------------------------|
| <p>All Head Start facilities are inspected three times per school year to ensure that each facility is equipped with the following:</p> <ul style="list-style-type: none"> • Safe heating and cooling • Emergency lighting • Approved working fire extinguishers • Smoke detectors • Adequate toileting and hand-washing facilities • Separate toileting and diapering areas • Garbage stored and disposed of in a safe sanitary manner • Clearly visible exit signs | <ul style="list-style-type: none"> • Health Parent Educators • Self Assessment Team • School Custodial Staff | Health and Safety Checklist | Three times per school year |

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| <ul style="list-style-type: none"> • Safe windows and glass doors | | | |
| <p>All Head Start facilities are checked daily for the following:</p> <ul style="list-style-type: none"> • Covered electrical plugs • Dangerous materials/poison stored out of reach • Areas free of hazardous conditions • Clearly marked exit signs • Play area are safe and free of undesirable and hazardous materials and conditions. | <ul style="list-style-type: none"> • HS/EHS Teacher and Assistants • HS Staff | <p>Daily Safety Checklist</p> <p>Monthly Safety Checklist</p> | <p>Daily</p> <p>Monthly</p> |
| <p>Daily Health and Safety Checklists are collected by secretaries, who report any items marked out of compliance to the HS/EHS Nurse, who follows up with each site</p> | <ul style="list-style-type: none"> • HS Clerical Staff • HS/EHS Nurse | <p>Daily Safety Checklist</p> | <p>Monthly</p> |

REFERENCE: Facilities, Materials, and Equipment

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

- ~~1) The program must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults. Equipment, toys, materials, and furniture owned by the grantee must be:

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

| Implementation | Responsibility | Documentation | Timeline |
|--|--|-----------------------------|-------------------------|
| <p>(1) Every classroom is equipped with all the equipment, toys, furniture and materials specified on the Basic Equipment list.</p> | <ul style="list-style-type: none"> • HS Teacher • HS/EHS Teacher Specialist • HS/EHS | <p>Basic Equipment List</p> | <p>Classroom set-up</p> |

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

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

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

~~REQUIREMENT: 1305.3 Determining Community Strengths and Needs~~

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

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

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

- ~~(1) The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition;~~
- ~~(2) Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each;~~
- ~~(3) The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies;~~
- ~~(4) Data regarding the education, health, nutrition and social service needs of Head Start eligible children and their families;~~
- ~~(5) The education, health, nutrition and social service needs of Head Start eligible children and their families as defined by families of Head Start eligible children and by institutions in the community that serve young children;~~
- ~~(6) Resources in the community that could be used to address the needs of Head Start eligible children and their families, including assessments of their availability and accessibility.~~

~~(d) The Early Head Start and Head Start grantee and delegate agency must use information from the Community Assessment to:~~

- ~~(1) Help determine the grantee's philosophy, and its long-range and short-range program objectives;~~
- ~~(2) Determine the type of component services that are most needed and the program option or options that will be implemented;~~
- ~~(3) Determine the recruitment area that will be served by the grantee, if limitations in the amount of resources make it impossible to serve the entire service area.~~
- ~~(4) If there are delegate agencies, determine the recruitment area that will be served by the grantee and the recruitment area that will be served by each delegate agency.~~
- ~~(5) Determine appropriate locations for centers and the areas to be served by home-based programs; and~~
- ~~(6) Set criteria that define the types of children and families who will be given priority for recruitment and selection.~~

~~(The information collection requirements are approved by the Office of Management and Budget (OMB) under OMB Control Number 0970-0124 for paragraphs (b) and (d).)~~

~~(e) In each of the two years following completion of the Community Assessment the grantee must conduct a review to determine whether there have been significant changes in the information described in paragraph (b) of this section. If so, the Community Assessment must be updated and the decisions described in paragraph (c) of this section must be reconsidered.~~

~~(f) The recruitment area must include the entire service area, unless the resources available to the Head Start grantee are inadequate to serve the entire service area.~~

~~(g) In determining the recruitment area when it does not include the entire service area, the grantee must:~~

- ~~(1) Select an area or areas that are among those having the greatest need for Early Head Start or Head Start services as determined by the Community Assessment; and~~

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(2) Include as many Head Start eligible children as possible within the recruitment area, so that:

- (i) The greatest number of Head Start eligible children can be recruited and have an opportunity to be considered for selection and enrollment in the Head Start program, and
- (ii), the Head Start program can enroll the children and families with the greatest need for its services.

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

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|--|---|--------------------|--------|
| Assign staff according to community needs: | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist ● Family Services Supervisor | School Assignments | August |
|--|---|--------------------|--------|

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

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

~~(a) Process overview:~~

~~(1) Program staff must:~~

- ~~(i) Conduct an in-person interview with each family, unless paragraph (a)(2) of this section applies;~~
- ~~(ii) Verify information as required in paragraphs (h) through (j) of this section; and;~~
- ~~(iii) Create an eligibility determination record for each enrolled participant according to paragraph (l) of this section.~~

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

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

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~~REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) REQUIREMENT: 1305.4(b)(c) Determining, verifying, and documenting eligibility~~

~~(b) Age eligibility requirements:~~

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

~~(2) For Head Start, a child must:~~

~~(i) Be at least three years old; or,~~

~~(ii) Turn three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located; and,~~

~~(iii) Not be older than compulsory school age.~~

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

~~(c) Income eligibility requirements:~~

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

~~(i) The family's income is equal to or below the poverty line; or,~~

~~(ii) The family is eligible or, in the absence of child care, would be potentially eligible for public assistance.~~

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

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

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| <p>of the family's income is requested to determine eligibility. This documentation is entered into the database and filed.</p> | | <p>accepted:</p> <ul style="list-style-type: none">● Pay stubs with Year to Date information● All W-2 Forms● Income Tax Form 1040/1040A (with Schedule C if self employed)● Unemployment Compensation Records● Social Security Printout● Public Assistanee Records (TANF)● Supplemental Security Income Records● Veteran's Benefits Records● Child Support printouts● Grants, stipends, Scholarships● Letter of Financial Support● Verification of Income Record● Statement of Family Income History | |
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| <p>Applications are accepted for children whose family income exceeds 100 percent of poverty level if</p> <ul style="list-style-type: none"> • Child is categorically eligible or • Has an IEP or IFSP | HS/EHS Staff | <ul style="list-style-type: none"> • Income documentation stated above • IEP (Individual Education Plan) • IFSP (Individual Family Service Plan) | At time of application |
| Prior to determining eligibility, Head Start staff verifies the proof of income documentation. | HS/EHS Staff | Copy of income documentation | At time of application |
| Head Start staff obtains a copy of documentation indicating family's income for the past twelve months or previous calendar year, whichever works to the family's advantage. | HS/EHS Staff | Copy of income documentation | At time of application |
| When the parent/guardian cannot provide proof of income, Head Start staff interviews the parent and obtains a signed statement detailing the way they obtain financial support. | HS/EHS Staff | <ul style="list-style-type: none"> • History of Family Income Statement • Verification of Income • Letter of Financial Support | At time of application |
| At application time, HS staff indicates on the electronic application form the type of income, the period covered, the amount, and the proof provided by parents. | HS/EHS Staff | Head Start application | At time of application |

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

~~(d) Additional allowances for programs:~~

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

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

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

- ~~(i) How it is meeting the needs of low income families or families potentially eligible for public assistance, homeless children, and children in foster care, and include local demographic data on these populations;~~
- ~~(ii) Outreach and enrollment policies and procedures that ensure it is meeting the needs of income eligible or categorically eligible children or pregnant women, before serving over income children or pregnant women;~~
- ~~(iii) Efforts, including outreach, to be fully enrolled with income eligible or categorically eligible pregnant women or children;~~
- ~~(iv) Policies, procedures, and selection criteria it uses to serve eligible children;~~
- ~~(v) Its current enrollment and its enrollment for the previous year;~~
- ~~(vi) The number of pregnant women and children served, disaggregated by whether they are either income or categorically eligible or meet the over income requirements of paragraph (c)(2) of this section; and,~~
- ~~(vii) The eligibility criteria category of each child on the program's waiting list.~~

~~(e) Additional Allowances for Indian tribes.~~

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

- ~~(i) The program has served all pregnant women or children who wish to be enrolled from Indian and non-Indian families living on the reservation who either meet low income guidelines or who are categorically eligible;~~
- ~~(ii) The program has served all pregnant women or children who wish to be enrolled from income eligible or categorically eligible Indian families native to the reservation, but living in non-reservation areas the tribe has approved as part of its service area;~~
- ~~(iii) The tribe has resources within its grant or from other non-Federal sources, without using additional funds from HHS intended to expand Early Head Start or Head Start services, to enroll pregnant women or children whose family incomes exceed low income guidelines or who are not categorically eligible; and,~~
- ~~(iv) At least 51 percent of the program's participants are either income or categorically eligible.~~

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

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

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| Implementation | Responsibility | Documentation | Timeline |
|--|-----------------------|--|-------------------------------|
| <p>To ensure that at least 90 percent of the children enrolled in the program are from low-income families, proof of the family's income is requested to determine eligibility. This documentation is entered into the database and filed.</p> | <p>HS/EHS Staff</p> | <p>Copy of proof of income documentation accepted:</p> <ul style="list-style-type: none"> ● Pay stubs with Year to Date information ● All W-2 Forms ● Income Tax Form 1040/1040A (with Schedule C if self employed) ● Unemployment Compensation Records ● Social Security Printout ● Public Assistance Records (TANF) ● Supplemental Security Income Records ● Veteran's Benefits Records ● Child Support printouts ● Grants, stipends, Scholarships ● Letter of Financial Support ● Verification of Income Record ● Statement of Family Income History | <p>At time of application</p> |

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|--|--------------|---|------------------------|
| <p>Applications are accepted for children whose family income exceeds 100 percent of poverty level if</p> <ul style="list-style-type: none"> • Child is categorically eligible or • Has an IEP or IFSP | HS/EHS Staff | <ul style="list-style-type: none"> • Income documentation stated above • IEP (Individual Education Plan) • IFSP (Individual Family Service Plan) | At time of application |
| Prior to determining eligibility, Head Start staff verifies the proof of income documentation. | HS/EHS Staff | Copy of income documentation | At time of application |
| Head Start staff obtains a copy of documentation indicating family's income for the past twelve months or previous calendar year, whichever works to the family's advantage. | HS/EHS Staff | Copy of income documentation | At time of application |
| When the parent/guardian cannot provide proof of income, Head Start staff interviews the parent and obtains a signed statement detailing the way they obtain financial support. | HS/EHS Staff | <ul style="list-style-type: none"> • History of Family Income Statement • Verification of Income • Letter of Financial Support | At time of application |
| At application time, HS staff indicates on the electronic application form the type of income, the period covered, the amount, and the proof provided by parents. | HS/EHS Staff | Head Start application | At time of application |
| Currently, the Broward County School District Head Start Program does not serve families of Indian Tribes. | N/A | N/A | N/A |

~~REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) REQUIREMENT: 1305.4(f)-(j) Determining, verifying, and documenting eligibility~~

~~(f) Categorical eligibility requirements:~~

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

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

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

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

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~~program must give the family reasonable time to present these documents.~~

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

- ~~(1) The family meets an income eligibility requirement in paragraph (e) of this section; or~~
- ~~(2) The family meets a categorical requirement in paragraph (f) of this section; and~~
- ~~(3) The family's income comes primarily from agricultural work.~~

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

~~(i) Verifying income.~~

~~(1) If the family can provide all W-2 forms, pay stubs, or pay envelopes for the relevant time period, program staff must:~~

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

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

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

- ~~(i) Accept the family's signed declaration to that effect, if program staff:
 - ~~(A) Describes efforts made to verify the family's income; and,~~
 - ~~(B) Explains how the family's total income was calculated; or,~~~~

~~(ii) Seeks information from third parties about the family's eligibility, if the family gives written consent. If a family gives consent to contact third parties, program staff must adhere to program safety and privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (1)(2)(i)(C) in this section.~~

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

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

~~(j) Verifying categorical eligibility.~~

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

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

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

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

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

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

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

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

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| <p>must be less than three on September 1 of the school year for which they are applying. Pregnant mothers may also apply for the Early Head Start Program.</p> | | | |
| <p>To ensure that at least 90 percent of the children enrolled in the program are from low income families, proof of the family's income is requested to determine eligibility, this documentation is entered into the database, and filed.</p> | <p>HS/EHS Staff</p> | <p>Copy of proof of income documentation accepted:</p> <ul style="list-style-type: none"> ● Pay stubs with Year to Date information ● All W-2 Forms ● Income Tax Form 1040/1040A (with Schedule C if self employed) ● Unemployment Compensation Records ● Social Security Printout ● Public Assistance Records (TANF) ● Supplemental Security Income Records ● Veteran's Benefits Records ● Child Support printouts ● Grants, stipends, Scholarships ● Letter of Financial Support ● Verification of | <p>At time of application</p> |

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| | | <ul style="list-style-type: none"> Income Record • Statement of Family Income History | |
| <p>d) Applications are accepted for children whose family income exceeds 100 percent of poverty level if</p> <ul style="list-style-type: none"> • Child is categorically eligible or • Has an IEP or IFSP | HS/EHS Staff | <ul style="list-style-type: none"> • Income documentation stated above • IEP (Individual Education Plan) • IFSP (Individual Family Service Plan) | At time of application |
| Prior to determining eligibility, Head Start staff verifies the proof of income documentation. | HS/EHS Staff | Copy of income documentation | At time of application |
| Head Start staff obtains a copy of documentation indicating family's income for the past twelve months or previous calendar year, whichever works to the family's advantage. | HS/EHS Staff | Copy of income documentation | At time of application |
| When the parent/guardian cannot provide proof of income, Head Start staff interviews the parent and obtains a signed statement detailing the way they obtain financial support. | HS/EHS Staff | <ul style="list-style-type: none"> • History of Family Income Statement • Verification of Income • Letter of Financial Support | At time of application |
| At application time, HS staff indicates on the electronic application form the type of income, the period covered, the amount, and the proof provided by parents. | HS/EHS Staff | Head Start application | At time of application |
| A Certificate of Eligibility is generated and signed by a Head Start staff member for each child that is age eligible. | HS/EHS Staff | Certificate of Eligibility | After verification and processing |

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

(k) Eligibility duration:

(l) If a child is determined eligible under this section and is participating in a Head Start

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~~program, he or she will remain eligible through the end of the succeeding program year.~~

~~(2) If a program operates both an Early Head Start and a Head Start program, and the parents wish to enroll their child who has been enrolled in the program's Early Head Start, the program must ensure, whenever possible, the child receives Head Start services until enrolled in school.~~

~~(1) Records:~~

~~(1) A program must keep eligibility determination records for each participant and on-going training records for program staffs. A program may keep these records electronically.~~

~~(2) Each eligibility determination record must include:~~

~~(i) Copies of any documents or statements, including declarations, that are deemed necessary to verify eligibility under paragraphs (h) through (j) of this section;~~

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

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

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

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

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

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

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

~~(iii) A statement that identifies whether:~~

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

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

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

~~(D) The child is in foster care;~~

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

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

~~(3) A program must keep eligibility determination records:~~

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

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

~~(iii) Are no longer enrolled.~~

| Implementation | Responsibility | Documentation | Timeline |
|--|-----------------------|----------------------|-----------------|
| Children who are currently enrolled in | Parent Educators | • Previous years | February- |

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| the HS Program complete a Transition Application. These applications are processed first and children are placed before additional applications are taken | | <ul style="list-style-type: none"> ● application ● New Eligibility Verification ● New Parent Certification ● Transition Application Logs | March |
| When a student is enrolled in the EHS program and will be HS age eligible, a separate Transition Application is completed to determine HS Eligibility. Children receive additional points for participation in prior programs. | EHS Parent Educator | <ul style="list-style-type: none"> ● Previous years application updated ● New income documentation ● New Eligibility Verification ● New Parent Certificate ● Transition Application Logs | At time of application |
| All Eligibility Determination records are kept electronically. | HS/EHS Staff | <ul style="list-style-type: none"> ● Electronic Eligibility Verification Record | Ongoing |
| Staff receive training throughout the year as well as intensive training before transition applications are taken and the open application period. | Family Services Supervisor | Training Agenda and Minutes | Ongoing |
| Eligibility is determined by review of all documents gathered and statements made during the in-person interview. | HS/EHS Administration | <ul style="list-style-type: none"> ● Certificate of Eligibility ● Electronic documents ● Application | After verification and processing |

~~REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) REQUIREMENT: 1305.4(m)(n) Determining, verifying, and documenting eligibility~~

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

~~(n) Training.~~

~~(1) A program must train all governing body, policy council, management, and staff who~~

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~~determine eligibility on applicable Federal regulations and program policies and procedures. Training must, at a minimum:~~

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

~~(2) A program must train management and staff members who make eligibility determinations within 90 days following the effective date of this rule, and as soon as possible, but within 90 days of hiring new staff after the initial training has been conducted.~~

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

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

| Implementation | Responsibility | Documentation | Timeline |
|--|---------------------------------------|--|---|
| All Administrators comply with Policy 4009.11: Code of Conduct for Administrators | Administrators | Policy 4009.11 | July—June |
| All staff are expected to follow the Code of Ethics 6A-10.080 and Principles 6A-10.081 of Professional Conduct for the Education Profession in Florida. As per 6A-10.081(2), violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law. | All Staff | Florida Code of Ethics for the Education Profession | July—June |
| The District's Police Department handles matters reported/related to Professional Standards. | District School Police | Professional Standards Manual | As needed |
| Staff receive training throughout the year as well as intensive training before transition applications are taken and the open application period begins. Trainings include professional development on treating families with | Family Services Supervisor | Training Agenda and Minutes | Annual and Ongoing as needed |

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| dignity and respect, as well as explaining repercussion of deliberate misrepresentation of information. | | | |
| Training dates were set within compliance of 90 and 180 day requirements. New staff are trained within 90 days of hire and new Governing Body and Policy Council members will be trained within 180 days of beginning their term. | HS/EHS Administration | <ul style="list-style-type: none"> ● Training Agenda ● Minutes Application ● Electronic Presentation | Ongoing |

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) REQUIREMENT: 1305.5 Recruitment of Children

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|------------------------------|-----------------------------|
| Application sites are centrally located in areas accessible to parents by public transportation. | Family Services Supervisor | Flyer | January-February |
| Evening and Saturday hours are made available to facilitate access to working parents. | <ul style="list-style-type: none"> ● Family Services Supervisor ● Assigned HS Staff | Flyer | March-April |
| Bilingual staff assists families with the application interview process. | <ul style="list-style-type: none"> ● Family Services Supervisor ● HS Staff | Staff Assignments | January-May |
| Families of children with suspected or | ● HS Family | Flyers | January-- |

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| identified disabilities are encouraged to apply for the program. If the child is not accepted to either the HS or EHS program, the family is given information about Child Find, if appropriate. | <p align="center">Services Supervisor</p> <ul style="list-style-type: none"> ● HS Staff | | August |
| Staff follow-up with parents who did not provide all age and income documentation necessary to determine eligibility. | <ul style="list-style-type: none"> ● HS Staff | <ul style="list-style-type: none"> ● Completed applications ● Notes attached to applications | January– May |
| In order to obtain the greatest number of applications possible, the program begins processing applications six months prior to the beginning of the school year. Applications continue to be accepted throughout the year for sites with limited wait lists, or for families with extreme need (homeless, protective services, foster children etc.). | <ul style="list-style-type: none"> ● HS/EHS Director ● Family Services Supervisor ● HS Staff | <ul style="list-style-type: none"> ● Flyers ● HS Database | March of previous school year – April of current school year |

REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) REQUIREMENT: 1305.6 Selection Criteria

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

| Implementation | Responsibility | Documentation | Timeline |
|--|--|----------------------|-------------------|
| Selection criteria are developed to ensure that the neediest families are given priority. | Selection Committee | Selection Criteria | December– January |
| High risk factors are identified and assigned points to assist in the ranking of children at the same poverty level. | Selection Committee | Selection Criteria | December– January |
| At least ten percent of the enrollment | <ul style="list-style-type: none"> ● HS/EHS | Disabilities | April– March |

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| opportunities are made available to children with disabilities to ensure that they are included through the selection and enrollment process. | <ul style="list-style-type: none"> ● Director ● Family Services Supervisor | Placement Form | |
| A waitlist is maintained annually. Children are placed according to ranking and availability at site of request. | Family Services Supervisor | <ul style="list-style-type: none"> ● Database ● Waitlist per site | June—May |
| Children whose family income is between 100 and 130 percent of poverty are considered for placement when there are available vacancies at sites with no children on the waitlist. The program does not exceed the 10% over-income allowance through close monitoring of enrollment. | <ul style="list-style-type: none"> ● Family Services Supervisor ● Systems Analyst ● Compliance Specialist | <ul style="list-style-type: none"> ● Database ● Waitlist per site | August—June |

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

| Transition | Head Start | Early Head Start |
|--|-------------------|-------------------------|
| EHS center based to EHS center based | | 500,000 |
| EHS home based to EHS center based | | 500,000 |
| EHS home based to EHS home based | | 500,000 |
| HS3 to HS4 | | 450,000 |
| Homeless/Foster | 300,000 | 300,000 |
| Temporary Assistance for Needy Families (TANF) | 11,000 | 11,000 |
| Supplemental Security Income (SSI) | 11,000 | 11,000 |
| Income | Head Start | Early Head Start |
| 0-10% — | 100,000 | 100,000 |
| 11-20% | 90,000 | 90,000 |
| 21-30% | 80,000 | 80,000 |
| 31-40% | 70,000 | 70,000 |
| 41-50% | 60,000 | 60,000 |
| 51-60% | -50,000 | -50,000 |
| 61-70% | 40,000 | 40,000 |
| 71-80% | 30,000 | 30,000 |
| 81-90% | 20,000 | 20,000 |
| 91-100% | 10,000 | 10,000 |
| 101%-130% | 1,000 | 1,000 |
| Documented Disabilities | Head Start | Early Head Start |
| Child with IEP or IFSP ● May not exceed 129,000 points. No additional points are given for other disabilities if points are given in this area. | 129,000 | 129,000 |
| Other Disabilities (may not exceed 100 points) | Head Start | Early Head Start |
| Health Concern | 50 | 50 |
| Speech/Language Concern | 50 | 50 |
| Mental Health Concern | 50 | 50 |
| Child screened & flagged by Early Steps/FDLRS for speech/language | 9,000 | 9,000 |

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Other Factors

| Prior Programs | Head Start | Early Head Start |
|---|-------------------|-------------------------|
| Early Head Start | 130,000 | 130,000 |
| • Must be income eligible to receive these points | | |
| Title I, Migrant | 35 | 35 |
| Employment | Head Start | Early Head Start |
| 2 parents, 2 working | 125 | 125 |
| 1 parent, 1 working | 150 | 150 |
| 2 parents, 1 working | 75 | 75 |
| Education (use parent w/highest education) | Head Start | Early Head Start |
| Elementary | 25 | 25 |
| No HS Diploma/GED | 15 | 15 |
| High School Diploma | 10 | 10 |
| Parent enrolled in school (voc/tech training, college, GED, or English Language Learning) | 15 | 15 |
| Family Composition | Head Start | Early Head Start |
| Living w/guardian other than parent | 30 | 30 |
| Size of Family | | |
| • 3 or more children under age 5 | 20 | 20 |
| • 5-10 people in family | 10 | 10 |
| • > 10 people in family | 20 | 20 |
| Age of Parent (Parent < 23) | 20 | 20 |
| Primary Adult Needs Interpreter | 20 | 20 |
| Social Service Needs | Head Start | Early Head Start |
| Family involved with Protective Services | 50 | 50 |
| Receiving services for a history of Domestic Violence | 50 | 50 |
| History of Treatment for psychiatric, psychological or substance abuse problems | 5 | 5 |
| Anyone in household w/no health insurance | 5 | 5 |
| Lost home due to foreclosure, eviction or natural disaster within past 12 months | 5 | 5 |
| Parent lost job within past 12 months due to business closing or layoff | 5 | 5 |
| Currently on wait list for subsidized daycare | 5 | 5 |
| Child is receiving Medicaid | 0 | 0 |
| Loss of parent due to incarceration | 10 | 10 |
| Loss of parent due to death | 30 | 30 |

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

- (a) Each child enrolled in a Head Start program, except those enrolled in a migrant program, must be allowed to remain in Head Start until Kindergarten or first grade is available for the child in the child's community, except that the Head Start Program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with a greater need for Head Start services.
- (b) A Head Start grantee must maintain its funded enrollment level. When a program determines that a vacancy exists, no more than thirty calendar days may elapse before the vacancy is

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~~filled. A program may elect not to fill a vacancy when sixty calendar days or less remains in the program's enrollment year.~~

~~(e) If a child has been found income eligible and is participating in a Head Start Program, he or she remains income eligible throughout that enrollment year and the immediately succeeding enrollment year. Children who are enrolled in a program receiving funds under the authority of Section 645A of the Head Start Act (Programs for families with infants and toddlers, or Early Head Start) remain income eligible while they are participating in the program. When a child moves from a program serving infants and toddlers, to a Head Start Program, serving children age 3 and older, the family income must be re-verified. If one agency operates both an Early Head Start and a Head Start Program, and the parents wish to enroll their child who has been enrolled in the agency's Early Head Start Program, the agency must ensure, whenever possible, that the child receives Head Start services until enrolled in school.~~

| Implementation | Responsibility | Documentation | Timeline |
|--|---|--|----------------------------|
| Each child enrolled in the Head Start Program will continue to be served until age eligible for Kindergarten without re-verification of income. | Family Services Supervisor | <ul style="list-style-type: none"> ● Selection criteria ● Electronic database ● Head Start application ● Letter of assignment | August—June |
| Every effort is made to place eligible transitioning Early Head Start children in a Head Start classroom after verification of income. | HS/EHS Specialist | <ul style="list-style-type: none"> ● Letter of assignment | September—April |
| Once eligibility has been determined, a ranked waitlist is created. | Family Services Supervisor | <ul style="list-style-type: none"> ● Electronic database ● Waitlist notifications | June—April |
| All efforts are made to ensure children are assigned to their first school of choice in the order of priority ranking. Families have the opportunity to select two site locations. If the number of eligible children for a particular site is greater than the number of available seats, children remain on the ranked waitlist until a seat becomes available. | <ul style="list-style-type: none"> ● Family Services Supervisor ● Secretaries ● HS/EHS Specialist ● HS/EHS Director ● Compliance Specialist | Waitlist | June—April |
| If there is an available seat at a nearby location other than the selected ones at the time of application, families on the waitlist are offered the opportunity to | Secretaries | <ul style="list-style-type: none"> ● Letters of assignment ● Notes in database | August—April |

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| enroll at that site. | | | |
| Once placed, families are given five school days to complete enrollment at the assigned site. An expiration date for enrollment is included in the written notification. After that date, a new child is assigned if the parent has not completed enrollment. | Secretaries | Letters of assignment | August—April |
| A vacancy is declared when a child withdraws or is terminated from the program for non-compliance with the Attendance Policy for Head Start Students. As soon as a vacancy is declared, a new child is assigned from the respective waitlist. | Secretaries Parent Educators | <ul style="list-style-type: none"> ● Written Declaration of Vacancy (DOV) ● Database | Ongoing |
| Vacancies, which occur within 60 days of the end of the enrollment year, are not filled. | Parent Educator Secretaries | DOV notes | Mid-April |
| Each child enrolled and participating in the Head Start pre-school program will continue to be served until age eligible for Kindergarten, without re-verification of income. | Family Services Supervisor | <ul style="list-style-type: none"> ● Selection Criteria ● Electronic database | August—July |
| Children enrolled in the Early Head Start Program remain income eligible while they are participating in the program. | Family Services Supervisor | <ul style="list-style-type: none"> ● Selection Criteria ● Electronic database | August—July |
| Families whose children transition from Early Head Start to the Head Start Program will have to go through the re-verification of income. Such families will be given priority for enrollment. | Family Services Supervisor | Selection Criteria | August—July |
| Whenever possible, Early Head Start families whose income may be between 100% and 130% of poverty will be ensured continuity of services as part of the 10% over income allowance. | Family Services Supervisor | <ul style="list-style-type: none"> ● Selection Criteria ● Electronic database | August—July |
| Staff who intentionally enroll children not eligible for the program will be disciplined. Progressive discipline will be followed according to School Board policies. | HS/EHS Director | ● | |

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**REFERENCE: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)
REQUIREMENT: 1305.8 Attendance**

- (a) ~~When the monthly average daily attendance rate in a center-based program falls below 85%, a Head Start Program must analyze the causes of absenteeism. The analysis must include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days.~~
- (b) ~~If the absences are a result of illnesses or if they are well-documented absences for other reasons, no special attention is required. If, however, the absences result from other factors, including temporary family problems that affect a child's regular attendance, the program must initiate appropriate family support procedures for all children with four or more consecutive unexcused absences. These procedures must include home visits or other direct contact with the child's parents. Contacts with the family must emphasize the benefits of regular attendance while at the same time remaining sensitive to any special family circumstances influencing attendance patterns. All contacts with the child's family as well as special family support service activities provided by program staff must be documented.~~
- (c) ~~In circumstances when chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's seat must be considered an enrollment vacancy.~~

| Implementation | Responsibility | Documentation | Timeline |
|--|---|--|-------------------------|
| Attendance is monitored during the Parent Educators weekly contact with the classroom teacher. Follow-up is done with the parent after three consecutive unexcused absences. | <ul style="list-style-type: none"> ● Parent Educator ● Teacher | Teacher Contact Event in database | August- July |
| A monthly classroom attendance report is generated indicating monthly average daily attendance. The Family Services Supervisor provides the assigned support team with copies of the report to verify the causes of absenteeism for any child or classroom with average daily attendance below 85%. | Family Services Supervisor | <ul style="list-style-type: none"> ● Terms Report #3014 ● Monthly Attendance Report | August- July |
| Teachers make the initial phone contact with the parent after two consecutive unexcused absences. If parents are not located or do not respond, the assistance of Family Services staff is requested to make a home visit to follow-up on absenteeism. | <ul style="list-style-type: none"> ● Teacher ● Parent Educator | <ul style="list-style-type: none"> ● Events Database ● Family Services Conference Forms | August- July |
| The Attendance Policy for Head Start Students is followed to provide necessary family support to allow the child to continue in the program if possible. All | Parent Educator | <ul style="list-style-type: none"> ● Events Database ● Family Services | August- July |

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| contacts with the parent and assistance provided is documented in the database | | Conference Forms | |
| After all steps in the Head Start Attendance policy have been followed, and chronic absenteeism persists, the parent is notified via certified mail indicating that his/her child will be withdrawn from the program and a vacancy will be declared: | <ul style="list-style-type: none"> ● Parent Educator ● Family Services Supervisor ● School Administrator | Letters to parent | August- July |

Staffing Requirements

REFERENCE: Staffing Requirements

REQUIREMENT: 1306.20 Program Staffing Patterns

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

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

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

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

(e) Not applicable to SBBC HS Program

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

(g) Not applicable to SBBC HS Program.

(h) Not applicable to SBBC HS Program.

| Implementation | Responsibility | Documentation | Timeline |
|--|---|---|-----------------|
| The program adheres to all Head Start requirements when hiring staff by ensuring proper certification and degrees as needed. | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist | <ul style="list-style-type: none"> ● Copies of State Certification ● Copies of National CDA ● Degree confirmations in SAP | August- July |
| School principals and support staff ensure program compliance with HS Standards and District's Policies. | <ul style="list-style-type: none"> ● School Principals ● HS/EHS Support Staff | <ul style="list-style-type: none"> ● Evaluations ● Service Area Monitoring | August- June |

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| | | Reports | |
|---|---|---|---------------|
| Two paid staff are employed per class. In addition, volunteers provide support to teachers. | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist | Staffing Reports | August – June |
| Parent Educators (Home Visitors) are responsible for home visits. | Family Services Supervisor | <ul style="list-style-type: none"> ● Staffing Report ● Organizational Chart | August – June |
| Parent Educators who speak different languages are hired in the program to serve the diverse population of HS/EHS families | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist ● Family Services Supervisor | List of Staff Languages | August – June |
| Each HS classroom maintains a ratio of one teacher and one teacher assistant per classroom. The ratio is 1:10 or 2:20 in each 4 year old class and 2:17 in each 3 year old class. | <ul style="list-style-type: none"> ● School Principal ● HS/EHS Director ● HS/EHS Specialist ● Social Worker ● Teacher Specialist | Classroom Visits | August – June |
| EHS maintains a 1:4 ratio in the classroom. Parent Educators are employed to provide the home based program option. | <ul style="list-style-type: none"> ● School Principal ● HS/EHS Director ● HS/EHS Specialist ● Social Worker ● Teacher Specialist | Classroom Visits | August – June |
| Grantee ensures staff are not assigned to families who they are related to in order to avoid any conflict of interest. | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist ● Family Services Supervisor | <ul style="list-style-type: none"> ● Rosters ● Annual survey of staff at the beginning of each school year ● Email | Ongoing |

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| | | reminders throughout the year | |
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REFERENCE: Staffing Requirements

REQUIREMENT: 1306.21 Staff Qualifications

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

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

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| | <ul style="list-style-type: none"> ● SBBC Non-Instructional Staffing Department | <ul style="list-style-type: none"> ● certification Database reports | |
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REFERENCE: Staffing Requirements

REQUIREMENT: ~~1306.22 Volunteers~~

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

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

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

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| members of the Policy Council and on Parent Committees. | ● Parent Educators | | |
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REFERENCE: Staffing Requirements

REQUIREMENT: 1306.23 Staff Training

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

~~(b) Head Start grantees must provide staff with information and training about the underlying philosophy and goals of Head Start and the program options being implemented.~~

| Implementation | Responsibility | Documentation | Timeline |
|--|--|--|-------------------------|
| The program offers professional development to staff throughout the year. All professional development is geared toward acquiring and increasing knowledge and skills to implement job responsibilities | ● HS/EHS Director ● HS/EHS Specialist ● HS/EHS Curriculum Supervisor | ● Sign In Sheets ● CAB Calendar ● Emails to Staff | August– June |
| The program offers information related to the Head Start philosophy and goals through digital capabilities. | HS/EHS Director | ● Sign in sheets ● Participation Report | August– June |
| Pre-service and in-service professional development events are provided throughout the year to ensure HS/EHS staff are prepared to deliver quality services. | ● HS/EHS Director ● HS/EHS Specialist ● HS/EHS Curriculum Supervisor ● Family Services Supervisor | ● Sign in sheets ● Participation Report | |
| Additional professional development events such as child abuse and flu pandemic prevention are mandatory annual informational events presented to all District staff. | Family Services Supervisor | ● Sign in sheets ● Participation Report | |
| Staff participates in various out of town and local conferences and workshops during the year. | ● HS Staff ● Bookkeepers | ● Temporary Duty Authorizations | |
| EHS staff attends regular training to upgrade their skills. All staff who work with the infants | ● HS/EHS Specialist | ● Sign in sheets | |

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| and toddlers take the Parent As Teachers training. | <ul style="list-style-type: none"> ● EHS Teacher Specialist ● EHS Social Worker | <ul style="list-style-type: none"> ● Participation Report | |
| Staff development meetings are scheduled to present new or revised information related to the HS/EHS Program. | <ul style="list-style-type: none"> ● HS/EHS Director ● HS/EHS Specialist | <ul style="list-style-type: none"> ● Sign in sheets | Monthly |

Program Options

REFERENCE: Program Options

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

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

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|--|-----------------|
| The District's Head Start Program adheres to Head Start Performance Standards. | HS/EHS Staff | Service Area Documentation | August – June |
| Head Start Teachers and staff providing family services comply with the home visit requirements. | <ul style="list-style-type: none"> ● Teachers ● Family Services Staff | Copies of Home Visits | August – June |
| The socialization and development of social skills are part of the education requirements implemented in the curricula. | <ul style="list-style-type: none"> ● Teachers ● Family Services Staff | <ul style="list-style-type: none"> ● Database EPA/DECA ● Lesson plans indicating | |

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| | | social skills | |
| The District's facilities meet all standards applicable to school districts. | District's Building and Facilities Departments | • Facilities & Building Department Websites | August– June |
| Community and District resources are used through areas of services to meet the needs of families in the program. | HS/EHS Staff | Agreements with departments and agencies | August– June |

REFERENCE: Program Options

REQUIREMENT: 1306.31 Choosing a Head Start Program Option

- (a) Grantees may choose to implement one or more than one of four program options: a center-based option, a home-based program option, a combination program option, or a family child care option.
- (b) The program option chosen must meet the needs of the children and families as indicated by the community needs assessment conducted by the grantee.
- (c) When assigning children to a particular program option, Head Start grantees that operate more than one program option must consider such factors as the child's age, developmental level, disabilities, health or learning problems, previous preschool experiences and family situation. Grantees must also consider parents' concerns and wishes prior to making final assignments.

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

REFERENCE: Program Options

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

- (1) Head Start classes must be staffed by a teacher and an aide or two teachers and, whenever possible, a volunteer.
- (2) Grantees must determine their class size based on the predominant age of the children who will participate in the class and whether or not a center-based double-session variation is being

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implemented.

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

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

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

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

~~(7) It is recommended that at least 13 children be enrolled in each center based option class where feasible.~~

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

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

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

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

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

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

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| Implementation | Responsibility | Documentation | Timeline |
|---|---|--|------------------------|
| (a. 1) All classrooms serving 3-4 year-old students are staffed with one certified HS Teacher and a Teacher Assistant. | ● HS/EHS Director | List of Teachers and Assistants | August-June |
| (a. 2) The number of children in the classroom is determined based on age of students as of September 1st of every year, following the School District's age requirement. | ● HS/EHS Director ● Family Services Supervisor | Assignment Roster | August-June |
| (a. 3) In classrooms serving 4-5 year-old students, 18-20 children are assigned per class. | ● HS/EHS Director ● Family Services Supervisor | Assignment Roster | August-June |
| (a. 4) No double session classes. | N/A | N/A | N/A |
| (a. 5) In classrooms serving 3-year-old students, only 17 children are assigned per class. | ● HS/EHS Director ● Family Services Supervisor | Assignment Roster | August-June |
| (a. 6) No double session classes. | N/A | N/A | N/A |
| (a. 7) All classrooms have a minimum of 17 students. | ● HS Director ● Family Services Supervisor | Assignment Roster | August-June |
| (a. 8) There are only 4-5 year-old students in the 4-year-old classrooms. | ● HS Director ● Family Services Supervisor | Assignment Roster | August-June |
| (a. 9) There are only 3-year-old students in the 3-year-old classrooms. | ● HS Director ● Family Services Supervisor | Assignment Roster | August-June |
| (a. 10) HS classrooms adhere to the District's age requirements when assigning children. | ● HS Director ● Family Services Supervisor | Assignment Roster | August-June |

REFERENCE: Program Options

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

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

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days per week.

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

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

~~(4) Programs must make a reasonable estimate of the number of days during a year that classes may be closed due to problems such as inclement weather or illness, based on their experience in previous years. Grantees must make provisions in their budgets and program plans to operate makeup classes and provide these classes, when needed, to prevent the number of days of service available to the children from falling below 128 days per year.~~

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

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|----------------------------|-------------------------------|--------------------------|
| HS Classes operate 5 days a week | School District | School Calendar | August – June |
| HS Classes operate 6 hours per day following the School Districts' schedule. | School District | Schools Hours List | August – June |
| HS Classes operate a minimum of 180 days of the year, following the District's calendar. The | School District | School Calendar | August – June |

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| District's calendar surpasses the minimum number of days and weeks of services required by Head Start. | | | |
| The School District allocates additional number of school days during the year in case of make-up days are necessary due to natural disasters such as hurricanes. | School District | School Calendar | August – June |
| Students are not required to follow a minimum number of days during the year. However, excessive absences are addressed as necessary. The program adheres to the HS attendance policies. | HS Staff | Attendance records | August – June |
| (6) The program does not run a migrant program. | N/A | N/A | N/A |
| (7) Staff is assigned at the beginning of the school year and they participate in the Pre-Service meeting event. | <ul style="list-style-type: none"> ● HS/EHS Director ● Curriculum Supervisor | Sign in sheets from Pre-Service | August |
| (8) Parents sign the Parent Agreement Form, at the time of enrollment, in which they agree to participate in the required home visits and conferences. | HS Staff | Copy of Parent Agreement Form | August – June |

REFERENCE: Program Options

REQUIREMENT: 1306.32(d) Center-Based Full Day Variation

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|--|--|----------------------|-----------------|
| Six hours of services are being offered at the center-based sites. The HS Program follows | <ul style="list-style-type: none"> ● HS/EHS Admin | Schools hours list | August – June |

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| each school's hours of operation. | • Family Services Supervisor | | |
| (2) Voluntary Prekindergarten state funding is used to extend the day at some Head Start sites. | • HS/EHS Admin • Family Services Supervisor | List of HS classrooms offering HS/VPK Extended Day | August-June |
| (3) Such option is not available | N/A | N/A | N/A |

REFERENCE: Program Options

REQUIREMENT: 1306.33(a) Home-Based Requirements

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

- ~~1) Provide one home visit per week per family (a minimum of 44 home visits per year) lasting for a minimum of 1 and a half hours each.~~
- ~~2) Provide, at a minimum, two group socialization activities per month for each child (a minimum of 22 group socialization activities each year).~~
- ~~3) Make up planned home visits or scheduled group socialization activities that were canceled by the grantee or by program staff when this is necessary to meet the minimums stated above. Medical or social service appointments may not replace home visits or scheduled group socialization activities.~~
- ~~4) Allow staff sufficient employed time to participate in pre-service training, to plan and set up the program at the start of the year, to close the program at the end of the year, to maintain records, and to keep component and activities plans current and relevant. These activities should take place when no home visits or group socialization activities are planned.~~
- ~~5) Maintain an average caseload of 10 to 12 families per home visitor with a maximum of 12 families for any individual home visitor.~~

| Implementation | Responsibility | Documentation | Timeline |
|---|---|--|---------------------------|
| Each Parent Educator is assigned a maximum of twelve children and parents with whom to conduct weekly home visits lasting 90 minutes each. | • HS/EHS Specialist • Parent Educators | • Enrollment Roster • Personal visit record | August to July |
| At each program site, families enrolled in the home-based option are invited to participate in a socialization session twice a month. | • Parent Educators • EHS Social Worker | • Socialization schedule • Socialization attendance records | August to July |
| In order to allow Parent Educators sufficient time to prepare and close the program year, home visits and socialization sessions are | • HS/EHS Specialist • Parent | • EHS master schedule • Staff | August to July |

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| <p>scheduled to begin a week after staff return in the fall, and end a week prior to the end of the program year. During the course of the year, Parent Educators have one day a week to prepare for their weekly visits and update records.</p> | <p align="center">Educators</p> | <p align="center">calendars</p> | |
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REFERENCE: Program Options

REQUIREMENT: 1306.33(b) Home-Based Program Home Visits

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

- ~~1) The purpose of the home visit is to help parents improve their parenting skills and to assist them in the use of the home as the child's primary learning environment. The home visitor must work with parents to help them provide learning opportunities that enhance their child's growth and development.~~
- ~~2) Home visits must, over the course of a month, contain elements of all Head Start program components. The home visitor is the person responsible for introducing, arranging and/or providing Head Start services.~~

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

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REFERENCE: Program Options

REQUIREMENT: 1306.33(c) Home-Based Group Socialization

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

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

| Implementation | Responsibility | Documentation | Timeline |
|--|--|--|-----------------|
| Bi-monthly socialization sessions take place in the socialization classroom at each EHS site. The Parent Educator and/or caregiver and EHS Social Worker and/or Teacher Specialist work with the parents supervising the children, as well as modeling appropriate interactions. | <ul style="list-style-type: none"> ● EHS Social Worker ● EHS Teacher Specialist ● Parent Educators ● EHS Assigned Caregivers | <ul style="list-style-type: none"> ● Lesson plans ● Sign in sheets | August to July |
| Socialization sessions are planned to engage parents and children in developmentally appropriate activities during center time. Families enrolled in the home-based program at each site are encouraged to attend bi-monthly socialization sessions. Center-based families attend socializations in the summer months. | <ul style="list-style-type: none"> ● EHS Social Worker ● EHS Teacher Specialist ● Parent Educators ● EHS Assigned Caregivers | <ul style="list-style-type: none"> ● Lesson plans ● Sign in sheets | August to July |
| Transportation to and from socialization is made available to families enrolled in the home-based program option. Center-based parents transport themselves to socialization sessions held in the summer months. | <ul style="list-style-type: none"> ● EHS Social Worker ● EHS Teacher Specialist ● Parent | Transportation request forms | August to July |

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| | Educators | | |
| Parents and children participating in socialization eat lunch at the school site. | <ul style="list-style-type: none"> • EHS Social Worker • EHS Teacher Specialist • Parent Educators | Food service meal records | August to July |
| Meals are prepared by the school cafeteria in accordance with USDA regulations. Portions are appropriate for infants, toddlers and adults. Children under one year of age are provided with appropriate food (baby food) to meet their dietary needs. | <ul style="list-style-type: none"> • Cafeteria Managers | | August to July |

REFERENCE: Designation Renewal

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

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

Disabilities

REFERENCE: Disabilities

REQUIREMENT: 1308.4 Purpose and Scope of Disabilities Service Plan

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

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- ~~(1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents~~
- ~~(2) That resources are used efficiently.~~
- ~~(b) The plan must be updated annually.~~
- ~~(c) The plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all Head Start children and provisions for any modifications necessary to meet the special needs of the children with disabilities.~~
- ~~(d) The Head Start grantee and delegate agency must use the disabilities service plan as a working document which guides all aspects of the agency's effort to serve children with disabilities. This plan must take into account the needs of the children for small group activities, for modifications of large group activities and for any individual special help.~~
- ~~(e) The grantee or delegate agency must designate a coordinator of services for children with disabilities (disabilities coordinator) and arrange for preparation of the disabilities service plan and of the grantee application budget line items for services for children with disabilities. The grantee or delegate must ensure that all relevant coordinators, other staff and parents are consulted.~~
- ~~(f) The disability service plan must contain:
 - ~~(1) Procedures for timely screening; —~~
 - ~~(2) Procedures for making referrals to the LEA for evaluation to determine whether there is a need for special education and related services for a child, as early as the child's third birthday; —~~
 - ~~(3) Assurances of accessibility of facilities; and —~~
 - ~~(4) Plans to provide appropriate special furniture, equipment and materials if needed.~~~~
- ~~(g) The plan, when appropriate, must address strategies for the transition of children into Head Start from infant/toddler programs (0-3 years), as well as the transition from Head Start into the next placement. The plan must include preparation of staff and parents for the entry of children with severe disabilities into the Head Start program.~~
- ~~(h) The grantee or delegate agency must arrange or provide special education and related services necessary to foster the maximum development of each child's potential and to facilitate participation in the regular Head Start program unless the services are being provided by the LEA or other agency. The plan must specify the services to be provided directly by Head Start and those provided by other agencies. The grantee or delegate agency must arrange for, provide, or procure services which may include, but are not limited to special education and these related services:
 - ~~(1) Audiology services, including identification of children with hearing loss and referral for medical or other professional attention; provision of needed rehabilitative services such as speech and language therapy and auditory training to make best use of remaining hearing; speech conservation; lip reading; determination of need for hearing aids and fitting of appropriate aids; and programs for prevention of hearing loss;~~
 - ~~(2) Physical therapy to facilitate gross motor development in activities such as walking prevent or slow orthopedic problems and improve posture and conditioning;~~
 - ~~(3) Occupational therapy to improve, develop or restore fine motor functions in activities such as using a fork or knife; —~~
 - ~~(4) Speech or language services including therapy and use of assistive devices necessary~~~~

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- ~~for a child to develop or improve receptive or expressive means of communication;—~~
- ~~(5) Psychological services such as evaluation of each child's functioning and interpreting the results to staff and parents; and counseling and guidance services for staff and parents regarding disabilities;~~
- ~~(6) Transportation for children with disabilities to and from the program and to special clinics or other service providers when the services cannot be provided on-site. Transportation includes adapted buses equipped to accommodate wheelchairs or other such devices if required; and—~~
- ~~(7) Assistive technology services or devices necessary to enable a child to improve functions such as vision, mobility or communication to meet the objectives in the IEP.~~
- ~~(i) The disabilities service plan must include options to meet the needs and take into consideration the strengths of each child based upon the IEP so that a continuum of services available from various agencies is considered.~~
- ~~(j) The options may include:~~
- ~~(1) Joint placement of children with other agencies;—~~
- ~~(2) Shared provision of services with other agencies;—~~
- ~~(3) Shared personnel to supervise special education services, when necessary to meet State requirements on qualifications;~~
- ~~(4) Administrative accommodations such as having two children share one enrollment slot when each child's IEP calls for part-time service because of their individual needs;~~
- ~~(5) Any other strategies to be used to insure that special needs are met. These may include:~~
- ~~—————(i) Increased staff;~~
- ~~—————(ii) Use of volunteers; and—~~
- ~~(iii) Use of supervised students in such fields as child development, special education, child psychology, various therapies and family services to assist the staff.~~
- ~~(k) The grantee must ensure that the disabilities service plan addresses grantee efforts to meet State standards for personnel serving children with disabilities by the 1994-95 program year. Special education and related services must be provided by or under the supervision of personnel meeting State qualifications by the 1994-95 program year.~~
- ~~(l) The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEAs and other agencies within the grantee's service area. If no agreement can be reached, the grantee must document its efforts and inform the Regional Office. The agreements must address:~~
- ~~(1) Head Start participation in the public agency's Child Find plan under Part B of IDEA;—~~
- ~~(2) Joint training of staff and parents;—~~
- ~~(3) Procedures for referral for evaluations, IEP meetings and placement decisions;~~
- ~~(4) Transition;~~
- ~~(5) Resource sharing;~~
- ~~(6) Head Start commitment to provide the number of children receiving services under IEPs to the LEA for the LEA Child Count report by December 1 annually; and~~
- ~~(7) Any other items agreed to by both parties. Grantees must make efforts to update the~~

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~~agreements annually.~~

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

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

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

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

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

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

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

~~(5) Transportation. Transportation is a related service to be provided to children with disabilities. When transportation to the program site and to special services can be accessed from other agencies, it should be used. When it is not available, program funds are to be used to provide it. Special buses or use of taxis are allowable expenses if there~~

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~~are no alternatives available and they are necessary to enable a child to be served.~~

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

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

- ~~(i) Travel and per diem expenses for disabilities coordinators, teachers and parents to attend training and technical assistance events related to special services for children with disabilities;~~
- ~~(ii) The provision of substitute teaching staff to enable staff to attend training and technical assistance events;~~
- ~~(iii) Fees for courses specifically related to the requirements of the disabilities service plan, a child's IEP or State certification to serve children with disabilities; and~~
- ~~(iv) Fees and expenses for training/technical assistance consultants if such help is not available from another provider at no cost.~~

| Implementation | Responsibility | Documentation | Timeline |
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| Specific Performance Standards and Procedures are indicated in the HS Disabilities Procedural Manual. | Disabilities Manager | ● HS Disabilities Procedural Manual | Updated annually |
| HS children with disabilities are included in the full range of activities and services provided for all HS students. Any modifications that may be necessary to meet the special needs of students with a disability are addressed as part of the Individual Education Plan (IEP). The IEP is implemented at the school site and is documented by the school-based Exceptional Student Education (ESE) Specialist/LEA (Local Education Agency). | School-based ESE Specialist/LEA | IEP | August-June |
| The ESE Program Specialist serves the role of the HS Disabilities Coordinator or Specialist. The Disabilities Manager works in collaboration with the HS/EHS Director, HS/Early Head Start (EHS) Specialist, Budget Analyst, Curriculum Supervisor, Nurse, Family Services Supervisor, and Systems Analyst to ensure coordination of services for children with disabilities. The | ● Disabilities Manager ● HS/EHS Director ● HS/EHS Specialist | ● Service Area Meeting Sign-In Sheets/ Minutes ● Policy Council Meeting Sign-In Sheets/ | August-June |

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| <p>HS/EHS Policy Council is kept informed of the activities of the HS/EHS program and approves any changes to disabilities procedures.</p> | | <p align="center">Minutes</p> | |
| <p>All children enrolled in HS/EHS are screened within the first 45 days of entry into the program in the following areas:</p> <p>1. Cognitive development/Language/Motor</p> <p>2. Speech</p> <p>3. Hearing</p> <p>4. Vision</p> <p>5. Social-Emotional</p> | <ul style="list-style-type: none"> ● HS Teacher ● EHSTeacher Assistants HS Teacher Certified Hearing Screener ● Trained staff ● HS Teacher ● HS Teacher ● EHS Teacher Assistants ● Parent Educators ● Parents | <p>Pre-Academic Screening</p> <p>Informal Speech Screening</p> <p>Hearing Screening/Referral form</p> <p>Vision Screening form</p> <p>Social-Emotional Screening form</p> | <p>45 days of entry</p> <p>45 days of entry</p> <p>45 days of entry</p> <p>45 days of entry</p> <p>45 days of entry</p> |
| <p>HS Teachers and staff are provided with Professional Development on Disabilities Identification and the Referral process through a track-able video content delivery presentation.</p> | <p>HS Disabilities Manager</p> | <p>Attendance/ Viewing Details Log</p> | <p>September</p> |
| <p>Referrals for additional assessment are made following established HS Referral procedures for Developmental, Language, Speech and Mental Health/Behavior concerns.</p> | <ul style="list-style-type: none"> ● HS Teacher ● Teacher Specialist ● Social Workers | <ul style="list-style-type: none"> ● Established HS Referral Procedures for Developmental, Language, and Speech and Mental Health/Behavior Concerns | <p>October-December</p> |
| <p>Children under three years of age (Part C)</p> | <ul style="list-style-type: none"> ● SBBC Part | <p>IEP</p> | <p>August-</p> |

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| <p>with an existing Individual Family Service Plan (IFSP) are tested by the designated LEA prior to the child's third birthday. Based on evaluation results ESE eligibility is established and services and placement is determined by a multidisciplinary team as part of the IEP process.</p> | <p>C-Team</p> <ul style="list-style-type: none"> • School-based ESE Specialist/LEA • Parent • EHS Teacher • EHS Staff | | <p>June</p> |
| <p>The Infant/Toddler and Pre-K Basic equipment database includes materials accessible to a variety of developmental levels. Special equipment is ordered as needed for children with disabilities.</p> | <ul style="list-style-type: none"> • HS/EHS Specialist • Curriculum Supervisor | <ul style="list-style-type: none"> • Infant/Toddler and Pre-K Basic Equipment database | <p>August-June</p> |
| <p>The School Board of Broward County (SBBC) Facilities Department assures the accessibility of classroom sites. HS and EHS sites adhere to licensing requirements of public schools and are licensed as part of the SBBC.</p> | <p>School-based administrator</p> | <p>School facilities records</p> | <p>August-June</p> |
| <p>At the time of initial staffing into the ESE program, the IEP committee determines the area of need and whether or not special equipment or adaptations are required for the student to access the general education environment. These special equipment and/or adaptations are addressed on the Services page of the IEP.</p> | <ul style="list-style-type: none"> • School-based ESE Specialist/LEA • IEP Committee | <p>IEP Services</p> | <p>August-June</p> |
| <p>A transition meeting is held by EHS staff (HS/EHS Specialist, Social Worker, Teacher Specialist, Caregivers, Parent Educators) and the Disabilities Manager to discuss the transition of EHS students into the HS program.</p> | <ul style="list-style-type: none"> • Disabilities Manager • EHS staff | <p>EHS-HS Transition meeting notes</p> | <p>May-June</p> |
| <p>The Disabilities Manager notifies the child's former program school-based ESE Specialist/LEA when an ESE child is accepted into Head Start program. IEP records are accessible to all school-based ESE Specialists through the EASY IEP online database system.</p> | <ul style="list-style-type: none"> • Disabilities Manager • School-based ESE Specialists/LEA | <p>Change of placement records</p> | <p>August-June</p> |
| <p>Transition IEP staffing meetings are conducted as appropriate to reflect changes in placement and to address updates to goals</p> | <ul style="list-style-type: none"> • School-based ESE Specialist/ | <p>IEP Services</p> | <p>August-June</p> |

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| <p>and objectives. At this time the IEP committee, including parent, discuss service needs and the option of supporting school personnel in the area of special training or materials. These supports are reflected on the IEP Services page under Supports for School Personnel.</p> | <p>LEA ● IEP Committee</p> | | |
| <p>The Head Start Articulation card is generated from the Screening Review database for all HS students transitioning out of the Head Start program and into Kindergarten. The Articulation card is printed and included in the Cumulative folder.</p> | <p>HS Teachers</p> | <p>HS Articulation Card</p> | <p>May-June</p> |
| <p>The school-based ESE Specialist/LEA is responsible for scheduling transition/matriculation meetings for Head Start children with an IEP prior to their kindergarten placement.</p> | <p>School-based ESE Specialist/LEA</p> | <p>IEP</p> | <p>May-June</p> |
| <p>All special education services for Head Start students with a disability are provided through the School Board of Broward County (SBBC) as defined in their Individual Education Plan (IEP).</p> | <p>School Board of Broward County (SBBC)</p> | <p>IEP</p> | <p>August-June</p> |
| <p>Audiology services are provided to EHS and HS students as needed. The HS referral process is indicated in the Preschool Handbook Referral Guide section. HS students that fail the hearing screening are referred to the assigned SBBC audiologist for further audiological screening or assessment. EHS students failing the hearing screening are referred for medical intervention.</p> <p>The SBBC audiologist sends a referral to parents if medical intervention or further audiological treatment is necessary.</p> <p>Students are staffed into the ESE Deaf and Hard of Hearing (DHH) program if it is determined that they have a hearing loss that impacts their ability to access education and if the hearing loss meets the SBBC ESE eligibility requirements. Auditory</p> | <p>● SBBC Audiologist ● School-based ESE Specialist/LEA ● IEP committee</p> | <p>● Preschool Handbook-Referral Guide ● SBBC Policies and Procedures Manual-ESE eligibility section ● IEP</p> | <p>August-June</p> |

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| <p>rehabilitative services, hearing aids and FM technology are addressed through the IEP.</p> | | | |
| <p>Physical therapy (PT) and occupational therapy (OT) is provided to EHS and HS students as needed. If gross motor, fine motor, and/or orthopedic problems are suspected, a referral to the Occupational & Physical Therapy Department is made as per the Preschool Handbook Referral Guide section.</p> | <ul style="list-style-type: none"> ● Disabilities Manager ● HS/EHS Nurse ● School-based ESE Specialist/ ● LEA | <p>Preschool Handbook- Referral Guide</p> | <p>August- June</p> |
| <p>Students are staffed into the ESE Physically Impaired (PI) or Orthopedically Impaired (OI) program if it is determined that the impairment impacts the child's ability to access education and if the impairment meets the SBBC ESE eligibility requirements.</p> | <ul style="list-style-type: none"> ● School-based ESE Specialist/ LEA ● IEP committee | <p>SBBC Policies and Procedures Manual ESE eligibility section</p> | <p>August- June</p> |
| <p>Speech and language services are provided to EHS and HS students that meet the SBBC ESE eligibility requirements.</p> <p>HS students with a speech (only) concern follow the HS Referral Procedures for Developmental, Language, and Speech Concerns as indicated in the Preschool Handbook Preschool Referral Guide section.</p> <p>Students are referred to the HS Speech Language Pathologist (SLP) and school-based ESE Specialist/LEA. The HS teacher discusses the concern with parents and documents the discussion on the HS/EHS Parent Conference form.</p> <p>HS students with a language concern follow the HS Referral Procedures for Developmental, Language, and Speech Concerns as indicated in the Preschool handbook Preschool Referral Guide section. The HS teacher discusses the concern with parents and documents the discussion on the HS/EHS Parent Conference form.</p> <p>Students are staffed into the ESE Speech</p> | <ul style="list-style-type: none"> ● HS Teacher ● School-based SLP ● HS SLP ● School-based ESE Specialist/ LEA ● Teacher Specialists ● Disabilities Manager | <ul style="list-style-type: none"> ● HS/EHS Early Childhood Education Conference form ● SBBC Policies and Procedures Manual ● IEP | <p>August- June</p> |

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| <p>Impaired (SI) and/or Language Impaired (LI) program if after assessment it is determined that their impairment impacts their ability to access education and they meet the SBBC ESE eligibility requirements. Speech and language services and any accompanying assistive devices are addressed through the IEP.</p> | | | |
| <p>HS students requiring psychological services follow the HS Referral Procedures for Developmental, Language, and Speech Concerns as indicated in the Preschool Handbook Preschool Referral Guide section. The HS teacher discusses the concern with parents and documents the discussion on the HS/EHS Parent Conference form.</p> <p>Students are staffed into the ESE program if after assessment it is determined that their impairment impacts their ability to access education and they meet the SBBC ESE eligibility requirements. Services are addressed through the IEP.</p> | <ul style="list-style-type: none"> ● HS Teacher ● School-based ESE Specialist/ LEA ● Teacher Specialist ● Social Workers ● HS Psychologist ● HS SLP ● Disabilities Manager | <ul style="list-style-type: none"> ● HS/EHS Parent Conference form ● SBBC Policies and Procedures Manual ● IEP | <p>August-June</p> |
| <p>Transportation services are provided for Head Start children with disabilities when indicated on their IEP. The determination of the need for adaptive bus equipment is made at the IEP staffing meeting. The IEP reflects any necessary adaptive bus equipment on the Services page under Transportation Needs.</p> | <ul style="list-style-type: none"> ● School-based ESE Specialist/ LEA | <p>IEP Services-Transportation Needs</p> | <p>August-June</p> |
| <p>Assistive Technology (AT) is provided for Head Start children with disabilities if deemed appropriate through the IEP process. The determination of the need for assistive technology is made at the IEP staffing meeting. The IEP reflects any assistive technology needs on the Services page under Assistive Technology Needs.</p> | <p>School-based ESE Specialist/ LEA</p> | <p>IEP Services-Assistive Technology Needs</p> | <p>August-June</p> |
| <p>The Florida Department of Education (DOE) requires that teachers of prekindergarten children with a disability obtain an ESE endorsement by July 1, 2011. As per the Florida DOE, teachers holding a Pre-K/Primary certification are exempt from this requirement. In compliance with this State</p> | <ul style="list-style-type: none"> ● HS Teacher ● SBBC Certification Department | <p>Florida DOE Certification ESE Endorsement</p> | <p>July 1, 2011</p> |

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| requirement, all Head Start teachers will meet the certification requirement. | | | |
| All teachers must take an ESE course in order to renew their certification beginning July 1, 2014. The District's ESE Department offers a course meeting this requirement and all HS Teachers are encouraged to take the District's course. | HS Teacher | Renewed certification | Annually |
| The Broward County Head Start department has a Memorandum of Understanding (MOU) with the Exceptional Student Education Department, which specifies this interagency agreement. | <ul style="list-style-type: none"> ● ESE Director ● HS/EHS Director | MOU Between Broward County HS Program and the ESE Department | July 1, 2012 to June 30, 2015 |
| The Broward County Early Head Start Program has a Memorandum of Understanding (MOU) with (CDTC) Children's Diagnostic and Treatment Center that specifies this interagency agreement. | <ul style="list-style-type: none"> ● Executive Director CDTC ● HS/EHS Director | MOU Between Broward County EHS Program and CDTC | August 1, 2012 to August 1, 2015 |
| Non-Federal Entity funds are allocated in the Head Start budget for children with disabilities to assure that the service needs addressed in the IEP are fully met should SBBC ESE funds not fully cover these costs. Non-Federal Entity funds are utilized only after other resources such as Medicaid and community resources have been exhausted. | <ul style="list-style-type: none"> ● HS/EHS Director ● Budget Analyst ● Disabilities Manager | HS Grant Budget | Annually |
| The non-federal entity budget forms reflect adequate resources to meet the objectives and activities of the HS disabilities component. | <ul style="list-style-type: none"> ● HS/EHS Director ● Budget Analyst ● Disabilities Manager | HS Grant Budget | Annually |
| Non-Federal entity funds are allocated in the Head Start/Early Head Start budget to cover the salary of one full time Disabilities Manager. | <ul style="list-style-type: none"> ● HS/EHS Director ● Budget Analyst | HS Grant Budget | Annually |
| The SBBC provides for multidisciplinary evaluations of Head Start children with suspected disabilities. | <ul style="list-style-type: none"> ● HS/EHS Director ● Budget Analyst ● Disabilities Manager | HS Grant Budget | Annually |
| The SBBC is in compliance with architectural requirements in accordance | <ul style="list-style-type: none"> ● SBBC Facilities | SBBC Facilities | Annually |

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| with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101). | Department • School-based Admin | | |
| Transportation services are provided for Head Start children with a disability when indicated on their IEP. | • SBBC Transportation • School-based ESE Specialist/LEA | IEP Services | June-August |
| Special equipment and materials are addressed on the Services page of the IEP. Services and materials may include Health Care needs, Assistive Technology needs, Behavioral needs, Transportation needs, Communication needs, Supports for School Personnel and Related services. Head Start funds are utilized only when the resources from the SBBC are not adequate. | School-based ESE Specialist/LEA | IEP Services | August-June |
| The Head Start budget includes funding for Training and Technical Assistance Plan (T/TA). The Disabilities Manager is able to access these funds to increase knowledge and skills through professional development opportunities. | • HS/EHS Director • Budget Analyst | • HS Grant Budget • T/TA Plan | Annually |

REFERENCE: Disabilities

REQUIREMENT: 1308.5 Recruitment and enrollment of children with disabilities

- ~~(a) The grantee outreach and recruitment activities must incorporate specific actions to actively locate and recruit children with disabilities.~~
- ~~(b) A grantee must insure that staff engaged in recruitment and enrollment of children are knowledgeable about the provisions of 45 CFR part 84, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and of the Americans with Disabilities Act of 1990, (42 U.S.C. 12101).~~
- ~~(c) The grantee must not deny placement on the basis of a disability or its severity to any child when:

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

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available enrollment opportunities.

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

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

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

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|--|---------------------------------|--|--------------------------|
| The Disabilities Recruitment Plan outlines the specific recruitment efforts to actively locate and recruit children with disabilities for the next school year. Disabilities recruitment activities include dissemination of Head Start Application flyers, on-site visits, and recruitment presentations. | Disabilities Manager | ●—Disabilities Recruitment Plan ●—HS Application Flyers | January-April |
| District wide ESE Specialists receive information regarding the Head Start application process and enrollment opportunities as part of their District meeting. Head Start (HS) application flyers are distributed and the Disabilities Manager serves as liaison for follow-up questions regarding the placement of an Exceptional Student Education (ESE) student into the Head Start program. | Disabilities Manager | District ESE Specialist meeting agenda/folder contents | January-April |
| HS Application flyer includes statement regarding welcoming ESE students into Head Start. The HS application flyers are distributed to all elementary schools that offer Head Start. The flyers are replenished as needed by HS | Parent Educators | HS Application Flyer | January-April |

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| Parent Educators: | | | |
| The Disabilities Manager is an active participant at District Pre-K Agency meetings throughout the school year. The Disabilities Manager completes a HS recruitment presentation each year at the start of the application process, application flyers are made available, and dialogue is initiated regarding ESE candidates. | Disabilities Manager | Pre-K Agency Agenda | January-April |
| The Disabilities Manager collaborates with the District Pre-K ESE department regarding potential ESE candidates. HS Application flyers are provided and Pre-K ESE Program Specialists are invited to refer ESE students for the HS program. | <ul style="list-style-type: none"> ● Disabilities Manager ● District Pre-K ESE Program Specialists | HS Application Flyers | January-April |
| The Disabilities Manager recruits potential ESE students from Broward County Schools (BCS) preschool ESE programs including full time Pre-K ESE and the part time AM-PM Speech & Language program. The resulting referrals are documented and utilized by the Disabilities Manager in monitoring and tracking these ESE applications. | Disabilities Manager | <ul style="list-style-type: none"> ● Pre-K ESE Teacher and AM-PM teacher recruitment letter ● ESE Students Referred by Pre-K ESE Teachers log | January-April |
| The Disabilities Manager collaborates with the SBBC Pre-K Assessment teams in order to recruit ESE preschool candidates for the HS program. Recruitment letters are sent and HS application flyers are provided. | Disabilities Manager | District Pre-K Assessment Team Recruitment Letter | January-April |
| School-based Speech Language Pathologists (SLP) are included in the recruitment of ESE students for Head Start. The Disabilities Manager sends a recruitment letter and provides HS Application flyers for distribution. | Disabilities Specialist | SLP recruitment letter | January-April |
| The Disabilities Manager collaborates with the Florida Diagnostic Learning Resource System (FDLRS) throughout the school year but particularly during the HS application period. HS application flyers are made available for parents attending a FDLRS assessment. | <ul style="list-style-type: none"> ● Disabilities Manager ● FDLRS | <ul style="list-style-type: none"> ● HS Application flyer | January-April |

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| <p>Head Start staff is provided with the provisions of 45 CFR Part 84, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and the Americans with Disabilities Act (ADA) of 1990, (42 U.S.C. 12101). Both are posted as a resource on the Head Start/Early Intervention Department online CAB conference.</p> | <p>HS Staff</p> | <ul style="list-style-type: none"> ● 45 CFR part 84 ● ADA of 1990 (42 U.S.C. 12101) | <p>August-June</p> |
| <p>The Broward County Head Start (HS) program does not deny placement on the basis of a disability or severity to any child that meets the HS age and income eligibility criteria and for whom the Head Start program is an appropriate placement based on the child's IEP service needs.</p> | <ul style="list-style-type: none"> ● Disabilities Manager ● Family Services Supervisor | <p>HS Enrollment</p> | <p>August-June</p> |
| <p>No student is denied enrollment due to staff attitudes, inaccessibility of facilities, need for additional resources, unfamiliarity of a disabling condition or need for personalized special services. All Head Start students with a disability are provided services based on the ESE eligibility and IEP service guidelines set by SBBC.</p> | <p>School-based ESE Specialist/LEA</p> | <p>SBBC Policies and Procedures manual</p> | <p>August-June</p> |
| <p>If facilities need adaptations to accommodate children with disabilities, personnel from the School Board of Broward County (SBBC) Facilities Dept. are contacted to provide accessibility such as wheelchair ramps or grab bars in bathrooms.</p> | <ul style="list-style-type: none"> ● SBBC Facilities Department ● School-based Admin | <p>Facilities work request</p> | <p>Ongoing</p> |
| <p>The Head Start/Early Head Start Nurse, Disabilities Manager, and District Health Education staff is available to provide classroom support. The School Board of Broward County personnel are accessible to assist staff with specialized training to meet the needs of medically involved students and to educate HS teachers on various disabling conditions. These supports are recorded on the IEP Services page.</p> | <ul style="list-style-type: none"> ● HS/EHS Nurse ● Disabilities Manager ● District Health Education staff ● SBBC District Staff | <p>IEP Services page</p> | <p>Ongoing</p> |
| <p>The Disabilities Manager reviews applications indicating a concern or an existing disability. Disability information is confirmed and points</p> | <p>Disabilities Manager</p> | <p>HS ESE Candidate list</p> | <p>January-May</p> |

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| are assigned as necessary. A list is developed indicating the confirmed ESE Candidates for the next school year. The list is used to track the enrollment of children with disabilities. | | | |
| All children, including children with disabilities, must provide verification of immunization as per Florida State Statute. Inability to provide such documentation results in suspension pending proof. | <ul style="list-style-type: none"> ● School-based staff ● HS Nurse | <ul style="list-style-type: none"> ● Health Database ● Health records | August-June |

REFERENCE: Disabilities

REQUIREMENT: 1308.6 Assessment of children

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

~~(1) All children enrolled in Head Start are screened as the first step in the assessment process;—~~

~~(2) Staff also carry out on-going developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities;—~~

~~(3) Only those children who need further specialized assessment to determine whether they have a disability and may require special education and related services proceed to the next step, evaluation. The disabilities coordinator has primary responsibility for this third step, evaluation, only.~~

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

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

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

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

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

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

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

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

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

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

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

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

~~(iv) The evaluation must be made by a multidisciplinary team or group of persons including at least one teacher or specialist with knowledge in the area of suspected disability.—~~

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

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

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

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

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

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

~~(5) The multidisciplinary team provides the results of the evaluation, and its professional~~

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

| Implementation | Responsibility | Documentation | Timeline |
|---|---|---|---|
| All children enrolled in HS/EHS are screened within the first 45 days of entry into the program in the following areas: | | | |
| 1. Cognitive development/Language/Motor | <ul style="list-style-type: none"> ● HS Teacher ● EHS Teacher Assistant ● EHS Parent Educator | Pre-Academic screening tool | 45 days of entry |
| 2. Speech | HS Teacher | Informal Speech Screening | 45 days of entry |
| 3. Hearing | Certified Hearing Screener | Hearing Screening/ Referral form | 45 days of entry |
| 4. Vision | <ul style="list-style-type: none"> ● Trained staff ● HS Teacher ● EHS staff | Vision Screening form | 45 days of entry |
| 5. Social-Emotional | <ul style="list-style-type: none"> ● HS Teacher ● EHS Teacher Assistant ● EHS Parent Educator ● Parent | Social-Emotional Screening | 45 days of entry |
| Parents are informed of the types and purposes of screenings at the start of the school year through a screening information and agreement form: | <ul style="list-style-type: none"> ● HS Teacher ● Parent Educator | Screening Information and Agreement form | Upon the start of the HS/EHS program |
| Parents have the option to deny consent for | HS Teacher | Denial of | |

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| their child to participate in any or all of the screenings conducted within the first 45 days of entry into the Head Start program: | | Consent for Developmental; Social-Emotional; Hearing; Vision; Height/Weight; and Dental Screening form | |
| Teachers inform parents of screening results during their first home visit or during a teacher/parent conference held at school: | HS Teacher | Parent Conference form | August-June |
| Children that fail the vision screening are referred to the Head Start/Early Head Start Nurse who notifies the parents and assists them in appropriate follow up: | HS/EHS Nurse | Vision Screening form | August-June |
| Head Start children that fail the hearing screening are referred to the assigned School Board of Broward County (SBBC) audiologist. The SBBC audiologist completes a follow-up screening and sends a medical referral home to parents as appropriate. EHS children that fail the hearing screening are referred to their pediatrician: | <ul style="list-style-type: none"> ● SBBC Audiologist ● Disabilities Manager | <ul style="list-style-type: none"> ● Hearing Screening/Referral form ● Hearing Medical Referral ● EHS Hearing Referral | August-June |
| During the application process, parents have the opportunity to indicate concerns they may have about their child. This information is recorded in the Head Start/Early Head Start Application database: | HS /EHS Staff completing the application | HS Application database | Application period |
| The Disabilities Manager, Family Services Supervisor, and the Nurse review parent concern database information and follow-up as needed. The Disabilities Manager reviews speech/language, hearing and developmental concerns. The Family Services Supervisor reviews social-emotional and behavioral concerns. The Nurse reviews health/medical concerns: | <ul style="list-style-type: none"> ● Disabilities Manager ● Family Services Supervisor ● HS/EHS Nurse | HS Application database | Application period |
| At the time of application, parents that have expressed a concern about their child are offered an opportunity to attend a free Florida Diagnostic Learning and Resource | HS Staff completing the application | HS Application database | Application period |

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| <p>System (FDLRS) screening/assessment:</p> | | | |
| <p>An ongoing developmental assessment is used to collect information about each child's functioning in the areas of gross and fine motor skills, perceptual discrimination, cognition, attention skills, self-help, social and receptive skills and expressive language.</p> | <p>HS Teachers</p> | <p>Online assessment system and resulting reports</p> | <p>August-June</p> |
| <p>The HS Teacher inputs data into the online assessment system based on each child's abilities. A Class Profile Report is generated in October, January, and May of each school year. Children who fall below age expectancy are flagged and additional support and individualization is provided. The Teacher Specialist, Social Worker, and Disabilities Manager assist the HS Teacher with technical support as needed.</p> | <ul style="list-style-type: none"> ● HS Teachers ● Teacher Specialists ● Social Workers ● Disabilities Manager | <ul style="list-style-type: none"> ● Class Profile Report ● Lesson Plans ● Head Start Database | <p>October January May</p> |
| <p>The Screening Review process occurs upon completion of the 45-day screening and first online data collection in October. HS teachers, Teacher Specialists, Social Workers, Parent Educators, and Key Management staff review the screening and assessment results. Upon screening and assessment review, HS Teachers, Teacher Specialists, and Social Workers initiate appropriate follow-up/interventions and referrals.</p> | <ul style="list-style-type: none"> ● HS Teachers ● Teacher Specialists ● Social Workers ● Parent Educators ● Key Management Staff | <ul style="list-style-type: none"> ● Screening Review Data sheet ● Data Team Meetings ● Head Start Database | <p>October-June</p> |
| <p>Referrals for additional assessment are made following the referral procedures for Developmental, Language, Speech and Mental Health/Behavior concerns.</p> | <ul style="list-style-type: none"> ● HS Teacher ● Teacher Specialists ● Social Workers | <ul style="list-style-type: none"> ● Referral Procedure for Developmental, Language, Speech and Mental Health/Behavior Concerns | <p>October-June</p> |
| <p>The Disabilities Manager ensures a multidisciplinary collaborative problem solving team (CPST) meeting to discuss the data gathered and to make a decision regarding additional assessment occurs. The Teacher, Teacher Specialist, Social Worker, HS Psychologist, and/or HS Speech Language Pathologist may participate. The</p> | <p>Disabilities Manager</p> | <p>CPST Meeting notes</p> | <p>October-May</p> |

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| <p>School-based LEA is notified and invited to participate as well.</p> | | | |
| <p>A referral packet is generated for all students who require a full assessment. Forms for students with Speech and/or Language concerns are submitted to the HS Speech/Language Pathologist (SLP). Forms for children with Developmental and/or Mental Health/Behavior concerns are submitted to the HS Psychologist. The referral packet is assembled and submitted to the Disabilities Manager. The Disabilities Manager contacts the school-based LEA to obtain parental consent for formal evaluation. The HS SLP contacts the school-based LEA for parental consent for students requiring speech/language only evaluations.</p> | <ul style="list-style-type: none"> ●—Disabilities Manager ●—HS SLP | <ul style="list-style-type: none"> ●—HS Referral Packet | <p>October-May</p> |
| <p>No child is singled out for screening/assessment without prior written parental consent and accompanying signed SBBC procedural safeguards. Individual observations and data collection may take place within the classroom if the intent is to use this data for individualizing curriculum to improve student outcomes.</p> | <ul style="list-style-type: none"> ●—School-based ESE Specialist/LEA ●—Parent | <ul style="list-style-type: none"> ●—Individual Education Plan (IEP) Consent ●—SBBC Procedural Safeguards Handbook | <p>August-June</p> |
| <p>All assessments are conducted abiding by the Florida Department of Education (DOE) Exceptional Student Education Policies and Procedures (SP&P) and the SBBC Speech and Language Program Handbook.</p> | <p>Assessment staff</p> | <ul style="list-style-type: none"> ●—Florida Department of ESE (SP&P) page 27-50; ●—Section II: Student Evaluations and Reevaluations ●—SBBC Speech and Language Program Handbook | <p>August-June</p> |
| <p>Confidentiality is maintained in accordance with SBBC and State guidelines. Parents are provided with the opportunity to review their child's records with advance notice. If additional testing is required after initial</p> | <p>School-based ESE Specialist/LEA</p> | <p>Florida Department of ESE (SP&P) page 9; Confidentiality</p> | <p>August-June</p> |

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| <p>consent was obtained (and eligibility or denial was staffed), the parent is part of the multidisciplinary team that recommends additional testing, and a new consent must be generated.</p> | | <p>of Student Records</p> | |
| <p>The purpose and results of an evaluation are explained to parents by a multidisciplinary team at the time of IEP staffing in terms that they can understand. Based on assessment results, teacher observations, and multidisciplinary team recommendation, eligibility or denial of an ESE eligibility is established. If an ESE eligibility is determined, an IEP is written based on student's needs utilizing input by parents and the multidisciplinary team.</p> | <ul style="list-style-type: none"> ● School-based ESE Specialist/ LEA ● Assessment staff | <ul style="list-style-type: none"> ● Florida Department of ESE (SP&P) ● IEP | <p>August-June</p> |

REFERENCE: Subpart D-Health Services

- REQUIREMENT:**
- ~~1308.7 Eligibility Criteria: Health impairment~~
 - ~~1308.8 Eligibility Criteria: Emotional/behavioral disorders~~
 - ~~1308.9 Eligibility Criteria: Speech or language impairment~~
 - ~~1308.10 Eligibility Criteria: Mental retardation~~
 - ~~1308.11 Eligibility Criteria: Hearing impairment including deafness~~
 - ~~1308.12 Eligibility Criteria: Orthopedic impairment~~
 - ~~1308.13 Eligibility Criteria: Visual impairment including blindness~~
 - ~~1308.14 Eligibility Criteria: Learning disabilities~~
 - ~~1308.15 Eligibility Criteria: Autism~~
 - ~~1308.16 Eligibility Criteria: Traumatic brain injury~~
 - ~~1308.17 Eligibility Criteria: Other impairments~~

| Implementation | Responsibility | Documentation | Timeline |
|--|--|---|--------------------|
| <p>All assessment is conducted abiding by the Florida Department of Education (DOE) Exceptional Student Education Policies and Procedures (SP&P) Broward School District and the SBBC Speech and Language Program Handbook.</p> | <p>School Board of Broward County (SBBC)/Head Start Assessment staff</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August-June</p> |
| <p>1308.7 Eligibility criteria: Health impairment A student is eligible for specifically designed instruction and related services as a student with an other health impairment if the following criteria are met: 1. There is evidence of a health impairment</p> | <p>School Board of Broward County (SBBC)/Head Start Assessment staff</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August-June</p> |

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| <p>that results in reduced efficiency in schoolwork and adversely affects the student's performance in the educational environment.</p> <p>2.—The student demonstrates a need for special education.</p> | | | |
| <p>1308.8 Eligibility criteria: Emotional/behavioral disorders A student is eligible for specifically designed instruction and related services as a student with emotional or behavioral disabilities if the following criteria are met:</p> <p>1.—A student with an emotional or behavioral disability demonstrates an inability to maintain adequate performance in the educational environment that cannot be explained by physical, sensory, or socio-cultural, developmental, medical, or health (with the exception of mental health) factors; and one or more of the following characteristics:</p> <p>a.—Internal factors characterized by:</p> <ul style="list-style-type: none"> ●—Feelings of sadness, or frequent crying, or restlessness, or loss of interest in friends or school work, or mood swings, or erratic behavior; or ●—The presence of symptoms such as fears, phobias, or excessive worrying and anxiety regarding personal or school problems; or ●—Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances, or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events; or <p>b.—External factors characterized by:</p> | <p>School Board of Broward County (SBBC)/Head Start Assessment staff</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August-June</p> |

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| <ul style="list-style-type: none">●—An inability to build or maintain satisfactory interpersonal relationships with peers, teachers, and other adults in the school setting; or●—Behaviors that are chronic and disruptive such as noncompliance, verbal or physical aggression, or poorly developed social skills that are manifestations of feelings, symptoms, or behaviors as specified in section 1. a) above. <p>2.—The characteristics described above are present for a minimum of six months duration and in two or more settings, including but not limited to, school, educational environment, transition to or from school, or home and community settings. At least one setting must include school.</p> <p>3.—The student demonstrates the need for special education</p> <p>4.—In extraordinary circumstances, the general education requirements in Rule 6A-6.0331, F.A.C., and criteria for eligibility relating to duration and setting described in 2. Above may be waived when immediate intervention is required to address an acute onset of an internal characteristic listed above in 1. a)</p> <p>5.—The characteristics described below are not indicative of a student with an emotional or behavioral disability;</p> <ul style="list-style-type: none">a.—Normal, temporary (less than 6 months) reaction-s to life event (s) or crisis; orb.—Emotional or behavioral difficulties that improve significantly from the presence of evidenced-based | | | |
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| <p align="center">implemented interventions, or c.—Social maladjustment unless also found to meet criteria for an emotional or behavioral disability</p> | | | |
| <p>1308.9 Eligibility criteria: Speech or language impairment A student is eligible for specifically designed instruction and related services as a student with a speech impairment if the following criteria are met: 1.—Speech sound disorder; evaluation results must reveal all of the following: a.—The speech sound disorder must have a significant impact on the student’s intelligibility, although the student may be intelligible to familiar listeners or within known contexts b.—The student’s phonetic or phonological inventory must be significantly below that expected for his or her chronological age or developmental level based on normative data c.—The speech sound disorder must have an adverse effect of the student’s ability to perform or function in the student’s typical learning environment, thereby demonstrating the need for exceptional student education d.—The speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency 2.—Fluency disorder; evaluation results must reveal all of the following: a.—The student must exhibit significant and persistent dysfluent speech behaviors. The dysfluency may include repetition of phrases, whole words, syllables, and phonemes;</p> | <p>School Board of Broward County (SBBC)/Head Start Assessment staff</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August= June</p> |

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| <p>prolongations; blocks; and circumlocutions. Additionally, secondary behaviors, such as struggle and avoidance, may be present.</p> <p>b.—The fluency disorder must have an adverse effect on the student’s ability to perform or function in the educational environment, thereby demonstrating the need for exceptional education.</p> <p>c.—The dysfluency is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</p> <p>3.—Voice disorder; evaluation results must reveal all of the following:</p> <p>a.—The student must exhibit significant and persistent atypical production of quality, pitch. Loudness, resonance, or duration of phonation. The atypical voice characteristics may include inappropriate range, inflection, loudness, excessive nasality, breathiness, hoarseness, or harshness.</p> <p>b.—The voice disorder does not refer to vocal disorders that are found to be the direct result or symptom of medical condition unless the disorder adversely affects the student’s ability to perform or function in the educational environment and is amenable to improvement with therapeutic intervention.</p> <p>c.—The voice disorder must have an adverse effect on the student’s ability to perform or function in the educational environment, thereby demonstrating the need for exceptional education.</p> <p>d.—The atypical voice characteristics</p> | | | |
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| <p>are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.</p> <p>4.—Language impairment; evaluation results must reveal all of the following:</p> <p>a.—There is evidence, based on evaluation results, or significant deficits in language. The impairment may manifest in significant difficulties affecting one or more of the following areas:</p> <p>i.—Listening comprehension</p> <p>ii.—Oral expression</p> <p>iii.—Social interaction</p> <p>iv.—Emergent literacy skills</p> <p>b.—One or more documented and dated behavioral observations reveal significant language deficits that interfere with performance or functioning in the typical learning environment.</p> <p>c.—Results of standardized norm-referenced instrument(s) reveal a significant language deficit in one or more of the areas listed above as evidenced by standard score(s) significantly below the mean.</p> <p>d.—Information gathered from the child's parent or guardian, teacher, service providers, or caregivers must support the results of the standardized instruments and observations conducted.</p> <p>e.—The language impairment must have an adverse effect on the child's ability to perform or function in the typical learning environment, thereby demonstrating the need for exceptional student education.</p> <p>f.—The language impairment is not</p> | | | |
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| <p>primarily the result of factors related to chronological age; gender, culture, ethnicity, or limited English proficiency.</p> <p>5.—The student demonstrates the need for special education</p> | | | |
| <p>1308.10 Eligibility criteria: Mental retardation (Intellectual Disability)</p> <p>A student is eligible for specifically designed instruction and related services as a student with an intellectual disability if the following criteria are met:</p> <p>1.—The measured level of intellectual functioning is more than two SD below the mean on an individually measured, standardized test of intellectual functioning.</p> <p>2.—The level of adaptive functioning is more than two SD below the mean on the adaptive behavior composite or on two out of three domains on a standardized test of adaptive behavior. The adaptive behavior measure shall include parental or guardian input.</p> <p>3.—The level of academic or pre-academic performance on a standardized test is consistent with the performance expected of a student of comparable intellectual functioning.</p> <p>4.—The social developmental history identifies the developmental, familial, medical, health, and environmental factors impacting student functioning and documents the student's functional skills outside of the school environment.</p> <p>5.—The student demonstrates a need for special education.</p> | <p>School Board of Broward County (SBBC)/Head Start Assessment staff</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August-June</p> |
| <p>1308.11 Eligibility criteria: Hearing impairment including deafness</p> <p>A student is eligible for specifically designed instruction and related services as a student</p> | <p>School Board of Broward County (SBBC)/Head Start Assessment</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August-June</p> |

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| <p>who is deaf or hard of hearing if the following criteria are met:</p> <p>1.—Medical: An audiology evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:</p> <p>a.—25 decibel (dB) + 5 dB or greater based on pure tone average or average of 500, 1000, 2000 Hz unaided in the better ear; or</p> <p>b.—A high frequency hearing threshold level of 25 dB + 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or</p> <p>c.—A unilateral hearing threshold level of 50 dB + 5 dB or greater on pure tone average of 500, 1000, and 2000 Hz unaided; or</p> <p>d.—Auditory Evoked Potential responses evidencing permanent hearing loss a multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above, and</p> <p>e.—The student demonstrates a need for special education</p> | <p>staff</p> | | |
| <p>1308.12-Eligibility criteria: Orthopedic impairment A student is eligible for specifically designed instruction and related services as a student with an orthopedic impairment if the following criteria are met:</p> <p>1.—There is evidence of an orthopedic impairment that adversely affects the student's performance in the educational environment in any of the following; ambulation, hand</p> | <p>School Board of Broward County (SBBC)/Head Start Assessment staff</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August-June</p> |

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| <p align="center">movement, coordination, or daily living skills:</p> <p align="center">2.—The student demonstrates a need for special education</p> | | | |
| <p>1308.13 Eligibility criteria: Visual impairment including blindness A student is eligible for special education and related services if the following medical and educational criteria are met:</p> <p>1.—A licensed ophthalmologist or optometrist has documented an eye condition that causes an impairment as manifested by at least one of the following:</p> <p>a.—A visual acuity of 20/70 or less in the better eye after best possible correction;</p> <p>b.—A peripheral field so constricted that it affects the student’s ability to function in an educational setting;</p> <p>c.—A progressive loss of vision that may affect the student’s ability to function in an educational setting, not including students who have learning problems that are primarily the result of visual perceptual or visual motor difficulties; or</p> <p>d.—For children birth to five years of age or students who are otherwise unable to be assessed, bilateral lack of central, steady, or maintained fixation of vision with an estimated visual acuity of 20/70 or less after best possible correction; bilateral central scotoma involving the perimacula area; bilateral grade III, IV, or V retinopathy or prematurity; or documented eye impairment as stated in Rule 6A-6.03014.</p> | <p>School Board of Broward County (SBBC)/Head Start Assessment staff</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August-June</p> |

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| <p align="center">e.—The student demonstrates a need for special education</p> | | | |
| <p>1308.14 Eligibility criteria: Learning disabilities</p> <p>A student is eligible for specifically designed instruction and related services as a student with a Specific Learning Disability if all of the following criteria are met:</p> <p>1.—Evidence of specific learning disability</p> <p>a.—When provided with learning experience and instruction appropriate for the student’s chronological age or grade level standards, the student does not achieve adequately on one or more of the following areas based on review of multiple sources that may include group or individual criterion or norm-referenced measures, including individual diagnostic procedures:</p> <ul style="list-style-type: none"> ●—Oral expression ●—Listening comprehension ●—Written expression ●—Basic reading skills ●—Reading comprehension ●—Mathematics calculation ●—Mathematics problem solving <p>b.—The student does not make adequate progress to meet chronological age or grade level standards in one or more areas identified above as determined through:</p> <ul style="list-style-type: none"> ●—A process based on the student’s response to scientific, research-based intervention, consistent with the comprehensive evaluation procedures in Rule 6A-6.0331 F.A.C. <p>c.—The group determines that its findings are not primarily the result of one or more of the</p> | <p>School Board of Broward County (SBBC)/Head Start Assessment staff</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August-June</p> |

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| <p>following:</p> <ul style="list-style-type: none"> ●—A visual, hearing, or motor disability ●—Intellectual disability ●—Emotional or behavioral disability ●—Cultural factors ●—Irregular pattern of attendance or high mobility rate ●—Classroom behavior ●—Environmental or economic factors ●—Limited English proficiency <p>2.—The student demonstrates a need for special education</p> | | | |
| <p>1308.15 Eligibility criteria: Autism A student is eligible for specifically designed instruction and related services as a student with Autism Spectrum Disorder (ASD) if evidence of all of the following criteria are met:</p> <ol style="list-style-type: none"> 1.—Uneven developmental profile as evidenced by inconsistencies across or within the domains of language, social interaction, adaptive behavior, or cognitive skills 2.—Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to people or the environment 3.—Impairment in verbal or non-verbal language or social communication skills 4.—Restricted repetitive or stereotyped patterns of behavior, interest, or activities 5.—The student demonstrates a need for special education | <p>School Board of Broward County (SBBC)/Head Start Assessment staff</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August-June</p> |
| <p>1308.16 Eligibility criteria: Traumatic brain injury A student is eligible for specifically designed instruction and related services as a student</p> | <p>School Board of Broward County (SBBC)/Head Start Assessment</p> | <p>Florida Department of ESE (SP&P)</p> | <p>August-June</p> |

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

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| <ul style="list-style-type: none"> • A score of 1.5 SD below the mean in two or more developmental domains as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or • A score of 2.0 SD below the mean in one developmental domain as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or • Based on informed clinical opinion a determination has been made that a developmental delay exists. • The requirements of Rule 6A-6.0331 (2), F.A.C., have been met; • There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has a developmental delay as defined in section (2) (b) of this rule; and, • The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C. | | | |
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REFERENCE: Disabilities

REQUIREMENT: 1308.18 Disabilities/Health Services Coordination

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

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

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

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- ~~(d) The health coordinator under the supervision of the Head Start director or designee must:~~
- ~~(1) Obtain the doctor's instructions and parental consent before any medication is administered.~~
 - ~~—(2) Maintain an individual record of all medications dispensed and review the record regularly with the child's parents.—~~
 - ~~(3) Record changes in a child's behavior, which have implications for drug dosage or type, and share this information with the staff, parents and the physician.~~
 - ~~—(4) Assure that all medications, including those required by staff and volunteers, are adequately labeled, stored under lock and key and out of reach of children, and refrigerated, if necessary.~~

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

REFERENCE: Disabilities

REQUIREMENT: 1308.19 Developing Individualized Education Programs (IEPs)

- ~~(a) When Head Start provides for the evaluation, the multidisciplinary evaluation team makes the~~

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

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

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

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

~~(e) The IEP must include:~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~(h) The grantee may also invite other individuals at the request of the parents and other~~

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individuals at the discretion of the Head Start program, including those component staff particularly involved due to the nature of the child's disability.

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

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

- (1) Notify parents in writing and, if necessary, also verbally or by other appropriate means of the purpose, attendees, time and location of the IEP meeting far enough in advance so that there is opportunity for them to participate;
- (2) Make every effort to assure that the parents understand the purpose and proceedings and that they are encouraged to provide information about their child and their desires for the child's program;
- (3) Provide interpreters, if needed, and offer the parents a copy of the IEP in the parents' language of understanding after it has been signed;
- (4) Hold the meeting without the parents only if neither parent can attend, after repeated attempts to establish a date or facilitate their participation. In that case, document its efforts to secure the parents' participation, through records of phone calls, letters in the parents' native language or visits to parents' homes or places of work, along with any responses or results; and arrange an opportunity to meet with the parents to review the results of the meeting and secure their input and signature.

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

| Implementation | Responsibility | Documentation | Timeline |
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| <p>The Head Start (HS) assessment team, in collaboration with School Board of Broward County (SBBC) assigned staff, provides the assessment of Head Start students. The Individual Education Plan (IEP) committee is a multidisciplinary team which may include HS assessment staff as well as the school-based Speech-Language Pathologist (SLP); Psychologist, HS Teacher, the school-based Exceptional Student Education (ESE) Specialist/LEA, Pre-K ESE Program Monitor, Disabilities Manager, HS Teacher Specialist, and HS Social Worker.</p> <p>The present levels of performance and priority educational needs are based on a combination of formal assessments as well as parent input, teacher input, portfolio contents, observations</p> | <ul style="list-style-type: none"> ● HS assessment Team ● School-based ESE Specialist/ LEA | <p>IEP-Present Levels of Performance</p> | <p>August-June</p> |

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| and informal assessments: | | | |
| Based on present levels of performance, priority educational needs, multidisciplinary team recommendation, and eligibility requirements established by the Florida Department of Education, eligibility or denial of ESE eligibility is established and an IEP is developed. Parental consent (signature) is required prior to implementation of the IEP. | School-based ESE Specialist/ LEA | ● IEP ● Florida Department of Education ESE Policies and Procedures Manual | August-June |
| The Disabilities Manager is invited to attend IEP meetings by the school-based ESE Specialist/LEA and attends whenever possible. The HS assessment team (Psychologist and Speech Language Pathologist-SLP) may also attend IEP meetings. | ● School-based ESE Specialist/ LEA ● Disabilities Manager ● HS assessment team | IEP Committee Participants | August-June |
| The IEP includes a child's present level of performance in the domains of: Curriculum and Instruction, Independent Functioning, Social/Emotional Behavior, and Communication. An impact statement is made which details how the disability affects classroom performance. | School-based ESE Specialist/ LEA | IEP Present Levels of Performance | August-June |
| The IEP includes annual measurable goals and short-term instructional objectives to attain the annual goals. The IEP also includes the evaluation procedure, title of the implementer, and person responsible for documenting mastery. | School-based ESE Specialist/ LEA | IEP Goals and Objectives | August-June |
| Special needs are addressed on the Services page of the IEP. Services may include Health Care needs, Assistive Technology needs, Behavioral needs, Transportation needs, Communication needs, Supports for School Personnel and Related services. | School-based ESE Specialist/ LEA | IEP Services | August-June |
| The IEP addresses initiation, duration, frequency and location of services to be provided to the student and the related services necessary for the child to participate in the | School-based ESE Specialist/ LEA | IEP | August-June |

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| <p><u>general education setting:</u></p> | | | |
| <p>The school-based ESE Specialist/LEA sets up the IEP staffing date as soon as the Evaluation Specialists indicate that all assessments have been completed. Parents are invited to the IEP staffing meeting via the Parent Participation Form, which is sent out with at least 10 days prior notice to the date of the staffing. The school-based ESE Specialist/LEA generates the Parent Participation form. Parents may invite additional attendees who have special knowledge or expertise regarding their child. In addition to the HS Disabilities Manager, HS staff may be invited to the IEP meeting to help support parent and or provide information pertaining to the student and family.</p> | <p>School-based ESE Specialist/LEA</p> | <ul style="list-style-type: none"> ● IEP Parent Participation ● IEP Committee Participants | <p>August-June</p> |
| <p>The Parent Participation form includes the date and time of the IEP meeting, the purpose of the meeting, and the team members who will be present at the meeting. Parents indicate if they will attend the meeting on the specified time and date, or if they wish to participate via a phone conference (if they cannot attend) and wish the school to provide results of the meeting in writing, or if they wish to attend on another date or time.</p> | <p>School-based ESE Specialist/LEA</p> | <p>IEP Parent Participation</p> | <p>August-June</p> |
| <p>Once eligibility is established at the IEP meeting, a “Begin Date” and “End Date” is documented on the IEP Placement page indicating when service will commence. Services typically begin within one week of established eligibility.</p> | <p>School-based ESE Specialist/LEA</p> | <p>IEP Placement</p> | <p>August-June</p> |
| <p>If a parent speaks a language other than English, an interpreter is provided for the IEP meeting so that the parent is able to participate and understand the proceedings. Sign Language interpreters are also provided for parents who are deaf and communicate through sign language.</p> | <p>School-based ESE Specialist/LEA</p> | <ul style="list-style-type: none"> ● SBBC Interpreter Request form ● Sign Language Interpreter form | <p>August-June</p> |

REFERENCE: Disabilities

REQUIREMENT: 1308.20 Nutrition Services

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- ~~(a) The disabilities coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program.~~
- ~~(b) Appropriate professionals, such as physical therapists, speech therapists, occupational therapists, nutritionists or dietitians must be consulted on ways to assist Head Start staff and parents of children with severe disabilities with problems of chewing, swallowing and feeding themselves.~~
- ~~(c) The plan for services for children with disabilities must include activities to help children with disabilities participate in meal and snack times with classmates.~~
- ~~(d) The plan for services for children with disabilities must address prevention of disabilities with a nutrition basis.~~

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

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| readiness, and feeding skills, as recommended by the USDA: | <ul style="list-style-type: none"> ● Specialist ● EHS Teachers | | |
| At the time of entry to the EHS center-based program the EHS Teacher Assistant and parent complete the individual care plan that provides information on infant and toddler feeding schedules, types of foods, food intolerances, new foods and voiding patterns. The plans are updated periodically to reflect changes in the child's nutritional needs. EHS parents receive daily reports from the EHS teacher that includes feeding and voiding information. | EHS Teacher Assistant | <ul style="list-style-type: none"> ● Individual care plan | Daily |
| Parents are provided nutritional information at parent orientation: | <ul style="list-style-type: none"> ● HS Teacher ● EHS Teacher Assistant | Parent Orientation Packets | Beginning of school year |
| Parents are invited to participate in nutrition workshops: | <ul style="list-style-type: none"> ● Parent Educators ● HS/EHS Nutritionist | <ul style="list-style-type: none"> ● Nutrition flyers ● Sign-in sheets | August-June |
| The HS/EHS Nutritionist provides individual consultation with the parent of each child who is identified to be under or overweight as a result of the health screening: | <ul style="list-style-type: none"> ● HS/EHS Nurse ● HS/EHS Nutritionist | <ul style="list-style-type: none"> ● Nutrition notes ● Nutrition referral | August-June |
| Parent Educators have nutrition packets to share with parents during home visits. The packets consist of information on how to eat healthy on a budget, grocery shopping checklist, and healthy eating habits for children. | <ul style="list-style-type: none"> ● Parent Educators ● HS/EHS Nutritionist | Nutrition packets | August-June |

REFERENCE: Disabilities

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

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

- (1) Support parents of children with disabilities entering from infant/toddler programs.—
- (2) Provide information to parents on how to foster the development of their child with disabilities.—
- (3) Provide opportunities for parents to observe large group, small group and individual activities describe in their child's IEP.
- (4) Provide follow-up assistance and activities to reinforce program activities at home.
- (5) Refer parents to groups of parents of children with similar disabilities who can

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~~provide helpful peer support.~~

~~(6) Inform parents of their rights under IDEA.~~

~~(7) Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program and other sources and assist them with initial efforts to access such resources.~~

~~(8) Identify needs (caused by the disability) of siblings and other family members.~~

~~(9) Provide information in order to prevent disabilities among younger siblings.~~

~~(10) Build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.~~

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

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

| Implementation | Responsibility | Documentation | Timeline |
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| Parents of Early Head Start (EHS) children including those with a disability are supported by the EHS staff including the EHS Teacher Assistant, EHS Teacher Specialist, EHS Social Worker, EHS Parent Educator, and Key Management staff (Nurse, Disabilities Manager, Family Services Supervisor). EHS parents receive an EHS orientation packet upon entering the program. Packet contents include a variety of documents relating to the EHS program as well as pamphlets related to child development and how to promote a baby's intelligence. | EHS Teacher Assistant | • EHS Orientation packet | Upon entering the EHS program |
| EHS Teacher Assistants review the Individual Family Service Plan (IFSP) for EHS children with a disability and initiate individualization the first day of the program. | EHS Teacher Assistants | • IFSP • Individualization in Lesson Plans | Weekly |
| A variety of community resources are provided to all HS/EHS families. These include community resources related to disability services as well as information on how parents can support the development of their child. Resources are distributed to parents by HS Parent Educators during their first home visit or during the Parent Engagement activity. | HS Parent Educators | • Community Resources | First home visit |

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| <p>Parents can request the opportunity to observe classroom activities and therapies provided upon request. Volunteerism in the classroom is encouraged. Head Start introductory information (available in English, Spanish, Haitian-Creole and Portuguese) provides parents with information about the Head Start program including opportunities for school and program involvement. This information is included in the parent orientation packet provided at the start of the HS/EHS program.</p> | <ul style="list-style-type: none"> ● HS Teacher ● EHS Teacher Assistant ● School-based ESE Specialist/LEA ● School-based SLP | <p>HS introductory information</p> | <p>August-June</p> |
| <p>Parents are provided with home reinforcement activities for IEP goals and objectives upon request. Teachers also provide parents with activities to reinforce skills learned in the classroom on a monthly basis.</p> | <ul style="list-style-type: none"> ● School-based SLP ● School-based ESE Specialist/LEA ● HS Teacher ● EHS Teacher Assistants | <ul style="list-style-type: none"> ● EHS Parent/Child Activity | <p>August-June</p> |
| <p>Parents are provided with information to access the Broward County Public Schools (BCPS) Exceptional Student Education (ESE) website that provides a number of supports available to parents of children with a disability. Among these are meeting opportunities for parent support groups for various disabilities including ESE Parent Advisory Council. Additionally, the Disabilities Manager alerts HS/EHS staff of ESE parent training opportunities throughout the course of the school year. Additionally, the school-based ESE Specialist/LEA may also refer parents to support groups in the family's area and specific to their child's disability.</p> | <ul style="list-style-type: none"> ● Disabilities Manager ● School-based ESE Specialist/LEA | <ul style="list-style-type: none"> ● BCPS ESE website ● BCPS ESE Training calendar | <p>June-August</p> |
| <p>Parents are provided with the School Board of Broward County (SBBC) Notice of Procedural Safeguards for Parents of Students with a Disability upon signing consent for assessment. This booklet</p> | <p>School-based ESE Specialist/LEA</p> | <p>SBBC Notice of Procedural Safeguards for Parents of Students with a</p> | <p>June-August</p> |

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| <p>includes parent IDEA rights. Parent signature indicating they have read and understand the procedural safeguards is required and kept on file by the school-based ESE Specialist/LEA. Parents are provided with additional explanation and clarification if needed.</p> | | <p>Disability</p> | |
| <p>Social Workers and Parent Educators provide SSI information and resources available to parents.</p> | <ul style="list-style-type: none"> ● Social Workers ● Parent Educators | <ul style="list-style-type: none"> ● Family services records ● HS Events Database | <p>June-August</p> |
| <p>Information regarding younger siblings and adult family members is obtained at the time of application. Additional information is obtained through home visit meetings conducted by HS Social Workers and Parent Educators. Younger siblings may be referred to Florida Diagnostic Learning and Treatment System (FDLRS) if a disability is suspected.</p> | <ul style="list-style-type: none"> ● Social Workers ● Parent Educators | <p>FDLRS information cards</p> | <p>June-August</p> |
| <p>Parent confidence, skill and knowledge in accessing resources and advocating for their child with special needs is promoted through the use of the BCS ESE website, and ESE training opportunities. Additionally, the Disabilities Manager provides professional development to parents based on parent interests on a variety of subjects.</p> | <p>Disabilities Manager</p> | <ul style="list-style-type: none"> ● BCPS ESE Website ● BCPS Training Calendar | <p>June-August</p> |
| <p>At the end of the year, students' ongoing developmental assessment is generated in order to determine student growth and performance. Letter and sound knowledge, concepts of print, phonological awareness assessment, pre-academic screening, and social-emotional screening information is placed in the HS students' cumulative folders to familiarize kindergarten teachers with the students' progress in the program.</p> | <p>HS Teacher</p> | <p>Cumulative folder documents</p> | <p>May-June</p> |
| <p>The HS Program ensures a smooth transition to Kindergarten (K); from EHS to HS; and from the 3-year-old program to the 4-year-old program by specifying the registration/enrollment process, necessary</p> | <ul style="list-style-type: none"> ● HS Teacher ● Parent Educator | <p>HS/EHS Transition documents</p> | <p>May-June</p> |

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

Facility Construction and Renovations

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REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.1—1309.5 General

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

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.10—1309.12 Application Procedures

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.20—1309.23 Protection of Federal Interest

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.30—1309.34 Modular Units

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.40—1309.44 Other Administrative Provisions

REFERENCE: Facility Construction and Renovations

REQUIREMENT: 1309.51—1309.54 Construction and Major Renovation

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

Transportation

REFERENCE: Transportation

REQUIREMENT: 1310.10 General

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

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

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

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

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

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|---|--|---|---------------------|
| The Head Start and Early Head Start program do not provide transportation except for dental services, field trips, and Early Head Start socialization. | HS Nurse | ● Recruitment Flyer ● HS Application | Annually |
| All families are informed that no transportation is provided on the program recruitment flyer as well as on the application and during the application process. Parents are informed by staff to choose a site close to their home, work or their childcare provider. If transportation becomes a problem for the family requests for transfers to a different site are accommodated | ● Family Services Supervisor ● HS/EHS Staff | ● Recruitment Flyer ● Application | Annually |

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| whenever possible. Parents are referred to the Broward County Transit Bus Pass Program which supplies bus passes at no charge. | | | |
| All buses used to transport children on field trips and dental visits are equipped with a communication system, fire extinguisher, first aid kit, and seat belt cutter. | <ul style="list-style-type: none"> ● HS Nurse ● Head Start Bus Driver | Transportation Checklist | Annually |
| Emergency contact information and a list of all people who are permitted to pick up the child are kept at the school | School Staff | Broward County Schools Emergency Card | Annually |
| Accidents are reported in accordance with the School Board of Broward County procedures. | Transportation Department | Transportation Department Policies | Annually |

REFERENCE: Transportation

REQUIREMENT: 1310.11 Child Restraint Systems

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

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

REFERENCE: Transportation

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

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

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~~(2) with a reverse beeper.~~

~~(c) As provided in 45 CFR 1310.2(a), paragraph (b) of this section does not apply to vehicles purchased for use in transporting children served under the home-based option for Head Start and Early Head Start.~~

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

REFERENCE: Transportation

REQUIREMENT: 1310.13 Maintenance of Vehicles

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

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

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

REFERENCE: Transportation

REQUIREMENT: 1310.14 Inspection of New Vehicles at Time of Delivery

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

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manufacturer's certification of compliance with the applicable FMVSS is included with the vehicle.

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

REFERENCE: Transportation

REQUIREMENT: 1310.15 Operation of Vehicles

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

- (a) On a vehicle equipped for use of such devices, any child weighing 50 pounds or less, is seated in a child restraint system appropriate to the child's height and weight while the vehicle is in motion.
- (b) Baggage and other items transported in the passenger compartment are properly stored and secured and the aisles remain clear and the doors and emergency exits remain unobstructed at all times.
- (c) Effective June 21, 2004, there is at least one bus monitor on board at all times, with additional bus monitors provided as necessary, such as when needed to accommodate the needs of children with disabilities. As provided in 45 CFR 1310.2(a), this paragraph does not apply to transportation services to children served under the home-based option for Head Start and Early Head Start.
- (d) Except for bus monitors who are assisting children, all vehicle occupants must be seated and wearing height and weight appropriate safety restraints while the vehicle is in motion.

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

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REFERENCE: ~~Transportation~~

REQUIREMENT: ~~1310.16 Driver Qualifications~~

- ~~(a) Each agency providing transportation services must ensure that persons who drive vehicles used to provide such services, at a minimum:
 - 1) in States where such licenses are granted, have a valid Commercial Driver's License (CDL) for vehicles in the same class as the vehicle the driver will operating; and
 - 2) meet any physical, mental, and other requirements established under applicable law or regulations as necessary to perform job-related functions with any necessary reasonable accommodations.~~
- ~~(b) Each agency providing transportation services must ensure that there is an applicant review process for use in hiring drivers, that applicants for driver positions must be advised of the specific background checks required at the time application is made, and that there are criteria for the rejection of unacceptable applicants. The applicant review procedure must include, at minimum:
 - 1) all elements specified in 45 CFR 1304.52(b), with additional disclosure by the applicant of all moving traffic violations, regardless of penalty;
 - 2) a check of the applicant's driving record through the appropriate State agency, including a check of the applicant's record through the National Driver Register, if available in the State; and
 - 3) after a conditional offer of employment to the applicant and before the applicant begins work as a driver, a medical examination, performed by a licensed doctor of medicine or osteopathy, establishing that the individual possesses the physical ability to perform any job-related functions with any necessary accommodations.~~
- ~~(c) As provided in 45 CFR 1310.2(a), this section does not apply to transportation services to children served under the home-based option for Head Start and Early Head Start.~~

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

REFERENCE: ~~Transportation~~

REQUIREMENT: ~~1310.17 Driver and Bus Monitoring Training~~

- ~~(a) Each agency providing transportation services must ensure that persons employed to drive vehicles used in providing such services will have received the training required under paragraphs (b) and (c) of this section no later than 90 days after the effective date of this section as established by §1310.2 of this part. The agency must ensure that drivers who are hired to drive vehicles used in providing transportation services after the close of the 90-day period must receive the training required under paragraphs (b) and (c) prior to transporting~~

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~~any child enrolled in the agency's program. The agency must further ensure that at least annually after receiving the training required under paragraphs (b) and (c), all drivers who drive vehicles used to provide such services receive the training required under paragraph (d) of this section.~~

- ~~(b) Drivers must receive a combination of classroom instruction and behind-the-wheel instruction sufficient to enable each driver to:

 - 1) operate the vehicle in a safe and efficient manner;
 - 2) safely run a fixed route, including loading and unloading children, stopping at railroad crossings and performing other specialized driving maneuvers;
 - 3) administer basic first aid in case of injury;
 - 4) handle emergency situations, including vehicle evacuation procedures;
 - 5) operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints;
 - 6) conduct routine maintenance and safety checks of the vehicle; and
 - 7) maintain accurate records as necessary.~~
- ~~(c) Drivers must also receive instruction on the topics listed in 45 CFR 1304.52(k)(1), (2) and (3)(i) and the provisions of the Head Start Program Performance Standards for Children with Disabilities (45 CFR 1308) relating to transportation services for children with disabilities.~~
- ~~(d) Drivers must receive refresher training courses including the topics listed in paragraphs (b) and (c) of this section and any additional necessary training to meet the requirements applicable in the State where the agency operates.~~
- ~~(e) Each agency providing transportation services must ensure that drivers who transport children receiving the services qualify under the applicable driver training requirements in its State.~~
- ~~(f) Each agency providing transportation services must ensure that:

 - 1) the annual evaluation of each driver of a vehicle used to provide such services includes an on-board observation of road performance; and
 - 2) before bus monitors assigned to vehicles used to provide such services begin their duties, they are trained on child boarding and exiting procedure, use of child restraint systems, any required paperwork, responses to emergencies, emergency evacuation procedures, use of special equipment, child pick-up and release procedures and pre- and post-trip vehicle check.~~

| Implementation | Responsibility | Documentation | Timeline |
|---|---|---|---------------------|
| All School Board of Broward County Bus Drivers receive state mandated training which includes operation of a vehicle in a safe manner, how to safely run a fixed route, basic first aid, vehicle evacuation, operation of special equipment, safety checks and how to maintain accurate records. | School Board of Broward County Transportation Department | Transportation Department training records | Annually |
| Refresher training and annual evaluations are provided for all drivers. | School Board of Broward County Transportation Department | Transportation Department training records | Annually |

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| <p>All bus monitors (Head Start/ Early Head Start Teachers and Teacher Assistants) are trained by the district bus driver in child boarding and exiting, use of child harnesses, emergencies, evacuation, use of special equipment and the completion of a pre/post trip student count.</p> | <ul style="list-style-type: none"> ● HS Nurse ● HS Bus Drivers ● HS/EHS Teacher and Teacher Assistant | <p>Transportation Checklist</p> | <p>Annually and per each dental or field trip</p> |
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REFERENCE: Transportation

REQUIREMENT: 1310.18–1310.19

These Performance Standards do not exist.

REFERENCE: Transportation

REQUIREMENT: 1310.20 Trip Routing

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

| Implementation | Responsibility | Documentation | Timeline |
|--|---|--------------------------|-----------------|
| Children’s transit time never exceeds one hour on field trip or dental buses | <ul style="list-style-type: none"> ● HS Nurse ● HS Bus Driver | Transportation Checklist | Daily |
| School Board of Broward County | <ul style="list-style-type: none"> ● Bus Driver | Transportation | Daily |

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| <p>buses may not back up or make U= turns. All stops are made to minimize traffic disruptions and to eliminate the need for children to cross the street. Alternate routes are planned and children are escorted across the street if needed by an adult.</p> | <p>• HS/EHS Teachers or Teacher Assistants</p> | <p>Checklist</p> | |
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REFERENCE: Transportation

REQUIREMENT: 1310.21 Safety Education

- ~~(a) Each agency must provide training for parents and children in pedestrian safety. The training provided to children must be developmentally appropriate and an integral part of program experiences. The need for an adult to accompany a preschool child while crossing the street must be emphasized in the training provided to parents and children. The required transportation and pedestrian safety education of children and parents, except for the bus evacuation drills required by paragraph (d) of this section, must be provided within the first thirty days of the program year.~~
- ~~(b) Each agency providing transportation services, directly or through another organization or an individual, must ensure that children who receive such services are taught:

 - 1) safe riding practices;
 - 2) safety procedures for boarding and leaving the vehicle;
 - 3) safety procedures in crossing the street to and from the vehicle at stops;
 - 4) recognition of the danger zones around the vehicle; and
 - 5) emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.~~
- ~~(c) Each agency providing transportation services must provide training for parents that:

 - 1) emphasizes the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and
 - 2) complements the training provided to their children so that safety practices can be reinforced both in Head Start and at home by the parent.~~
- ~~(d) Each agency providing transportation services must ensure that at least two bus evacuation drills in addition to the one required under paragraph (b)(5) of this section are conducted during the program year.~~
- ~~(e) Each agency providing transportation services must develop activities to remind children of the safety procedures. These activities must be developmentally appropriate, individualized and be an integral part of the Head Start or Early Head Start program activities.~~

| Implementation | Responsibility | Documentation | Timeline |
|--|-----------------------|---|-----------------|
| <p>The 21-Day Classroom Management Plan reflects pedestrian safety for children.</p> | <p>HS Teachers</p> | <p>21-Day Classroom Management Plan</p> | <p>Annually</p> |
| <p>The Field Trip Bus Request form reminds</p> | <p>HS Teachers</p> | <p>Field Trip Bus</p> | <p>Annually</p> |

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| teachers to go over safe riding practices; safety in boarding and leaving the vehicle; safety in crossing the street, danger zones and emergency evacuation procedures. | | Request form | |
| Head Start teachers review transportation and pedestrian safety on a monthly basis with all students. | HS Teachers | Lesson Plans | Monthly |
| Head start parents receive information on car seat safety, pedestrian safety and bus safety at parent orientation, or upon entry to the program. | Parent Orientation Packets | HS Staff | Annually |
| Two bus evacuation drills are done annually with one drill completed within 30 days of the beginning of the school year. The evacuation drills are documented on the transportation training checklist. | Transportation Training Checklist | HS Bus Drivers | Annually |

REFERENCE: ~~Transportation~~

REQUIREMENT: ~~1310.22 Children with Disabilities~~

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

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

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

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

| Implementation | Responsibility | Documentation | Timeline |
|--|-----------------------|----------------------|---------------------|
| Any special transportation requirements for | ● HS Staff | IEP | Annually |

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| children with disabilities, as noted on their IEP are followed: | <ul style="list-style-type: none"> • LEA • School ESE Specialist | | |
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REFERENCE: Transportation

REQUIREMENT: 1310.23 Coordinated Transportation

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

~~(b) At a minimum, the agency must:~~

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

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

REFERENCE: Head Start Fellows Program

REQUIREMENT: 1311.1—1311.5

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

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

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

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~~in the Head Start Fellows Program:~~

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

Requirement: 1304.51(i)(2) Grantee must establish and implement procedures for the ongoing monitoring of their own Early Head Start and Head Start operations to ensure that these operations effectively implement Federal regulations.

Education

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

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

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

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Disabilities

| What Will be Reviewed | How Does the Monitoring Take Place | Frequency of Review | Personnel Responsible | Documentation Evidence |
|---|--|---|--|---|
| Individual Education Plan (IEP) <ul style="list-style-type: none"> Created by school-based Local Educational Agency (LEA) representative EasyIEP database Original form kept by Head Start and a copy is kept at each child's school site | <ul style="list-style-type: none"> Document Review Collaborative Problem Solving Team (CPS) Meetings | Annually at time of acceptance into HS program Or <ul style="list-style-type: none"> At time of ESE eligibility (whichever occurs first) | <ul style="list-style-type: none"> Disabilities Manager Family Services Supervisor | IEP for each Head Start student with an ESE eligibility |
| Exceptional Student Education (ESE) Progress Report <ul style="list-style-type: none"> EasyIEP database Completed by ESE staff member who delivers ESE support services Indicates progress made in meeting the goals and objectives of the IEP | Document Review | Quarterly | <ul style="list-style-type: none"> Disabilities Manager Family Services Supervisor | Quarterly IEP Progress Report |
| Computerized Tracking <ul style="list-style-type: none"> Review Parent Concern data on the Head Start Application database; Disabilities tab Verification of ESE status | Head Start Database | Weekly (April-June) | <ul style="list-style-type: none"> Disabilities Manager Family Services Supervisor | HS Database |
| Awarding points based on ESE status | EasyIEP database | Ongoing | <ul style="list-style-type: none"> Disabilities Manager Family Services Supervisor | HS Database |
| The caseload of ESE students enrolled in the HS/EHS Program | Documentation Review | Quarterly | <ul style="list-style-type: none"> Disabilities Manager Family Services Supervisor | Quarterly HS/EHS Disabilities Report |

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

Health/Safety/Nutrition

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

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

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

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three calendar days

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

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

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

Family Services

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

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

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| progress towards achieving goal | | | | <ul style="list-style-type: none"> • Parent Educator Review Form |
| EHS Transition Planning Report for each child 2-6 months of age and older | <ul style="list-style-type: none"> • Electronic Submission • Documentation Review | Monthly | <ul style="list-style-type: none"> • EHS Parent Educator • HS/EHS Specialist | <ul style="list-style-type: none"> • EHS Family Transition Plans • Transition Logs |
| EHS Transition Application Log documenting date when HS application was taken for each child eligible for 3-year-old program | Documentation Review | Annually | HS/EHS Specialist | Application in database |
| Self-Assessment results for Family Services | <ul style="list-style-type: none"> • Documentation Review • Focus Groups | Annually | Family Services Supervisor | Self-Assessment Results and Improvement Plan for HS/EHS Family Services |

Mental Health

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

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| form reflecting the list of children referred for mental health services | | | Supervisor ● Social Workers | Tracking form ● HS Database |
| Self-Assessment results for mental health | ● Documentation Review ● Focus Groups | Annually | ● Family Services Supervisor ● Social Workers | Self-Assessment Results and Improvement Plan for Mental Health |

Parent Engagement and Community Partnerships

| What Will be Reviewed | How Does the Monitoring Takes Place | Frequency of Review | Personnel Responsible | Documentation Evidence |
|--|---|----------------------------|--|--|
| Parent Activities: ● Parent Activity Flyers ● Attendance Sign In Sheets ● Parent Educator CAB Calendars | ● Review of Parent Activity Database ● Documentation Review ● Review of CAB calendars | As per scheduled event | ● Parent Educators ● Family Services Supervisor ● Curriculum Supervisor | ● Flyers ● Sign-in sheets ● Events entered in database |
| Memorandums of Understanding/Agreements | Documentation Review | Annually | ● Family Services Supervisor ● Curriculum Supervisor ● Disabilities Manager ● HS/EHS Specialist | Approved Agreements |
| Progress towards accomplishing project goals with community partners | ● Surveys ● Review of CAB Calendar | Monthly | ● Family Services Supervisor ● Curriculum Supervisor | ● Partnership Agreements ● Event documentation in database ● Survey results ● CAB Calendar events |
| Project Tracking Record documenting completion of tasks within stipulated timeline | Documentation Review | Monthly | ● Family Services Supervisor ● Curriculum Supervisor | ● Project Tracking Record ● Documentation of project completion |
| Survey Report indicating utilization | ● Documentation Review | Semi-annually | ● Family Services | ● Surveys |

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

Program Management

| What Will be Reviewed | How Does the Monitoring Takes Place | Frequency of Review | Personnel Responsible | Documentation Evidence |
|---------------------------------|--|----------------------------|------------------------------|---|
| Key Management Staff Reports | Electronic Documentation | Monthly | HS/EHS Director | Copies of reports reporting activities conducted related to each service area |
| Service Area Compliance Reports | Electronic Documentation | Monthly | HS/EHS Director | Copies of reports denoting compliance with standards |
| Referrals from 45-Day | Electronic Documentation | Monthly | • HS/EHS Director | Disabilities Referral Report |

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Head Start/Early Intervention Department

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

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| | | | <ul style="list-style-type: none"> Supervisor • Family Services Supervisor | <ul style="list-style-type: none"> • Program CLASS Report |
| School Readiness Goals | Electronic Documentation <ul style="list-style-type: none"> • Literacy Data • Parent Activities Data • TSG Comparative Report • TSG Snapshot Report | Three times a year | <ul style="list-style-type: none"> • HS/EHS Director • HS/EHS Specialist • Curriculum Supervisor • Teacher Specialists • Social Workers • Key Management Staff | School Readiness Goals Report |
| Analysis of District-wide Trend Data | Review of: <ul style="list-style-type: none"> • TSG Data and Reports • BASIS (if available) • HS Database | Annually | <ul style="list-style-type: none"> • HS/EHS Director • HS/EHS Specialist | End-of-Year School Readiness Goals Report |
| Teacher and Assistant Qualifications <ul style="list-style-type: none"> • Teacher Degrees and Certifications • Teacher Assistant Degrees and Certifications | Review Staff Credentials² Documentation | August—May | <ul style="list-style-type: none"> • HS/EHS Director • HS/EHS Specialist | <ul style="list-style-type: none"> • Teacher Degree Report • Teacher Certification Report • Teacher Assistant Credentials Report |
| Staff Schedules and Calendars | Electronic Documentation | Quarterly | HS/EHS Director | <ul style="list-style-type: none"> • Staff Calendars • STAR System Reports |
| Services provided by staff at the school sites | <ul style="list-style-type: none"> • Electronic Documentation • Site visits | Monthly | HS/EHS Director | <ul style="list-style-type: none"> • Staff Calendars • HS Database events |
| Policy Council Documents for Meetings and Approval | Electronic Documentation | Monthly | HS/EHS Director | <ul style="list-style-type: none"> • Email with documents sent prior to meetings • Policy Council Binder with all documents for meetings |

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Head Start/Early Intervention Department

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| Required School Board Monthly Documents/ Reports | Electronic Documentation | Monthly | HS/EHS Director | Email sent with approved reports |
| Program's Annual Operational and Fiscal Performance | Electronic Documentation | Annually | • HS/EHS Director • HS/EHS Specialist | HS/EHS Annual Report |
| Dissemination of Self-Assessment Results and Improvement Plan | Electronic Documentation | Annually | HS/EHS Director | HS/EHS Annual Self-Assessment Report and Improvement Plan |
| Training on the program's expectations regarding the use of positive child guidance | Documentation Review | • Annually • Upon Hiring | HS/EHS Director | • Attendance Sign-in Sheets • Professional Development Attendance Reports • Record of Attendance |
| Policy Council and School Board training on updated HS/EHS performance standards, PIs, IMs, etc. | Documentation Review | Annually | HS/EHS Director | • Attendance Sign-in Sheets • Record of Attendance |
| Annual communication to principals at every HS/EHS site, school staff, district staff, and Chief of Police that any incident involving suspected abuse, corporal punishment, or humiliation by HS/EHS staff must be reported to the Director of Head Start/Early Intervention immediately, accompanied by a reporting form within 24 hours | Documentation Review | Annually | HS/EHS Director | • Memo |
| Reporting of alleged/suspected child abuse/neglect incidents to the Program Specialist in the Region IV Office within three calendar days via email | Documentation Review | Each occurrence | • Compliance Specialist • HS/EHS Director | • Child Abuse Reporting Form • Emails |

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Head Start/Early Intervention Department

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

Fiscal

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

Approved by Policy Council: 7/23/15
 Approved by Governing Body: 9/16/15

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

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**~~Head Start/Early Head Start
Policy Council By-Laws~~**

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

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

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

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

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

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

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Head Start/Early Intervention Department

Article VI.—Membership

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

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

~~The Policy Council shall include 12 parents or guardians of currently enrolled children, two community representatives, and the previous chairperson for a total of 15 members. 12 parent alternates are also elected to fill the role of the representative when that parent is not able to attend scheduled meetings. Council members are from the following geographically served areas:~~

- ~~• North Broward~~
- ~~• Central Broward~~
- ~~• South Broward~~

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

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

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

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

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

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

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

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

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

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

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

~~**Sec. 12. Conflict of Interest**—No staff or their immediate families may serve on the Policy Council. Immediate family includes wife, husband, child, stepchild, mother, father, brother, sister, aunt, uncle, in-law, niece, nephew, grandparent and grandchild or any other person who resides in the household of the Policy Council member.~~

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

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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Head Start/Early Intervention Department

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

Article VII. Code of Conduct

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

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

~~Types of Behavior that will not be tolerated include:~~

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

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

Article VIII. Officers

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

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

Sec. 4. Duties ~~—~~

Chair

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

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

Vice Chair

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

Secretary

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

Past Chair

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

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

Article IX. Committees

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

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

~~Grievance Committee~~

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

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

~~Personnel Committee~~

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

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

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

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

~~**Article X.—Meetings**~~

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

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

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

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

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

~~**Sec. 6. Annual Meetings**—The Annual Meeting shall be the September Policy Council meeting.~~

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

~~**Article XI. Amendments**~~

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

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