

Broward County Public Schools Head Start/Early Head Start Procedures Handbook



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Program Governance

Policy Council

- 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.
- 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.
- The elected Policy Council continues to fulfill its functions and responsibilities until the successor the Policy Council is elected and seated.
- The School Board 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.

Policy Council Membership

- Policy Council is composed of 14 parent representatives, 2 community representatives, and the previous chairperson, for a total of **17 members**. 12 parent alternates are also elected to fill the role of the representative when that parent is not able to attend scheduled meetings.
- All parents or legal guardians of children enrolled in Head Start are invited to participate in electing representatives 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 (Total: 12).
- 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.
- All members of Policy Council are elected or re-elected annually.
- Community representatives are also selected annually.

Policy Council Terms of Membership

- 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.
- 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.

Policy Council Responsibilities

- Policies and procedures for Policy Council responsibilities are outlined in the Head Start/Early Head Start (HS/EHS) Policy Council By-laws. They are reviewed annually and updated as needed.
- 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.
- 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.
- The annual Self-Assessment Plan is submitted to Policy Council for review and approval prior to implementation. 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.
- 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.
- Hiring and termination of program staff, including management staff, are submitted to Policy Council for approval.
- Policy Council By-laws establish:
 - How this body shares decision making responsibility with the School Board.
 - The composition of the council and how it chooses its members.
 - By-laws are reviewed by the Policy Council annually to ensure all HS/EHS Program Standards are followed.

Policy Council Member Training

- Policy Council members are trained annually in the responsibilities of the Policy Council.
- Policy Council Officers are invited to attend trainings and conferences to help them in their role.
- Policy Council members are reimbursed for all travel and mileage expenses incurred.

Program Operations

Procedures for determining Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

- Every year the Head Start/Early intervention (HS/EI) Department will use current Community Assessment data to determine programmatic needs of Head Start and Early Head Start classrooms and sites.
- The HS/EI Department will follow Head Start Performance Standards in determining eligibility for students in Head Start.
- The HS/EI Department will submit Selection Criteria for Head Start and Early Head Start for approval annually.
- A structured, orderly process will be in place for Head Start applications to be taken.
- All prospective Head Start parents/legal guardians will be interviewed in person as prescribed in the Head Start Performance Standards.
- Every attempt will be made to create a process that takes parent needs into consideration.
- The HS/EI Department will ensure that enrollment is always at the number set by Head Start.
- Parents will be notified of their status for the following school year no later than June 15th.

Training on ERSEA

- All staff will receive annual training on the processes and regulations of Eligibility, Recruitment, Selection, Enrollment, and Attendance.
- All staff will receive training updates as needed throughout the year.

Application Process

- The open application window is advertised via the Early Childhood Education website, flyers, social media and other marketing avenues.
- Parents schedule an appointment for an interview and bring all required documents.
- Trained staff interview parents and take applications.
- Parents are given a copy of the health requirements for preschool entry.
- Parents without an ongoing system of health care are given an application for Florida Kid Care.
- During the application process, concerns expressed by parents are recorded in the application database.
- The database captures the area of concern (development, speech, language, social-emotional/behavior, health). Each trained staff member reviews the applications that have a concern, verify information, and assign points as appropriate.

Registration/Enrollment

- Every attempt will be made to hold an Enrollment Roundup for students accepted into the Head Start program.
- Parents will register their children, provide medical and other necessary documents and students will complete health screenings at the Enrollment Roundup.
- At registration parents give written consent for health and dental screenings

- 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.
- During orientation, or upon entry, teachers complete a conference form asking parents about their child and the parent's goals for their child.

Education and Child Development Program Services

Selection of Research-based Curriculum

- As per the Head Start Performance Standards, the curriculum used in the Head Start classrooms is research-based and current.
- The Head Start Department is responsible to ensure that current, research-based curriculum is used.
- The socialization and development of social skills are part of the education requirements implemented in the curricula.
- Poems are selected and used in the class as part of the curriculum are sent home as part of the Poetry Book so that children can share them with their families.

Training

- Professional development on the currently used curriculum is provided to all teachers who are new to teaching Head Start.
- Professional development (PD) for classroom management skills is provided to new teachers and teachers exhibiting the need to strengthen these skills.

Monitoring

- The Curriculum Fidelity checklist is reviewed by the Compliance Specialists during compliance checks.
- Daily Lesson Plans are reviewed by Teacher Specialists and school administrators.
- My Learning Plan is used to monitor teacher and teacher assistant training.

Screening and Assessment Procedures

- Teachers are instructed at pre-service training or via video conferencing about the required screenings.
- Three- and four-year old children are screened utilizing a pre-academic screening to determine the child's language, motor skills and cognitive development.
- A social-emotional screener is utilized for the social-emotional screening of three- and four-year olds.
- The program's Curriculum Supervisor and Teacher Specialists review screening results. Depending on the need identified the appropriate staff follows-up with the teacher and parent to develop an intervention plan.
- 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.
- Head Start staff, school staff, or parents notify nurse of any health concerns that arise.
- Parents are contacted via phone, mail or home visit to discuss concerns. Concerns are entered into the database (ChildPlus).

- Individual needs are addressed, and assistance/referrals are made.
- 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 (ChildPlus) and reported to appropriate staff.
- Appropriate staff members, with the cooperation of the parent, initiate follow-up on the status of existing concerns.

Head Start Classroom Teacher Procedures

- Each HS Teacher has access to the electronic Preschool Handbook on SharePoint with the following:
 - Procedures and Forms
 - Education
 - Mental Health
 - Disabilities
 - Health and Nutrition
 - Family Involvement
 - Screening and Assessment
 - Transitions and Orientation
 - Referral Guide
- The HS Preschool Handbook is updated annually.
- The 21-Day Classroom Management Plan ensures that the classroom environment is established to provide consistent routines and smooth transitions throughout the day.
- Social Workers and Teacher Specialists assist with developing positive behavior strategies.

Learning Environment

- Pro-social skills lessons are included in lessons focus on specific steps related to developing positive social skills and interactions with others.
- Comprehensive classroom management and social-emotional strategies are taught, reviewed, and used within the structure of the instructional day.
- Teachers implement a plan to create a safer, kinder, and more respectful classroom culture and to foster social emotional development.
- Classroom rules are posted at children's eye level in the classroom and used on a daily basis.
- 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.
- Teachers utilize multicultural books and anthologies with the students to incorporate the cultures and languages of the students in their class.
- 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 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 select social emotional strategies and activities based on each student's developmental level.
- 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.
- Teachers participate in documentation collection and review with Teacher Specialists and Social Workers for students with identified developmental concerns.
- Teachers provide documentation and participate in annual and interim IEP meetings with school and district-based staff.
- Children are allowed and enabled to independently use toilet facilities throughout the school day.
- Visual directions for hand washing are posted by each sink.
- Support staff and mental health professionals work with the teaching staff on supporting the social and emotional development of children.
- Teachers use an interactive daily schedule to ensure children are aware of transitions between planned routine activities.
- Each classroom exhibits a culturally diverse environment, reflecting the cultures and languages of the children in the classroom
- Through a multidisciplinary collaborative problem-solving process, support staff helps teachers understand mental health records that provide information about a child's social and emotional strengths and weaknesses to develop realistic expectations and goals.
- 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.
- Parent meetings are held at each school covering topics selected on the surveys.
- Teachers send home family newsletters providing families with information about the curriculum for the month.
- Skills related to the curricular themes and activities families can do with their children are provided in the newsletter.
- The newsletter is accessible on the Department's website and in the Family Engagement folder of the Preschool Handbook.
- Teachers conduct home visits (2) and parent conferences (2) to share observations and information about their child's development and education.
- Parents are invited to school-related functions.
- Parents complete a satisfaction survey to provide the HS/EHS Program with feedback on the curriculum and implementation.

Materials and Space

- Classrooms are supplied with a basic inventory complete with developmentally appropriate furniture and materials.
- Consumable materials are supplied to classrooms twice a year.
- Classroom space guidelines of 35 square feet per child are adhered to.

Children with Disabilities

Disabilities Procedures

- The Head Start staff confer with the child's parent(s) to support the teacher or parent educator in the development of individualized interventions according to the child's strengths and needs.
- Classroom staff receive a copy of the child's Individual Education Plan (IEP).
- Head Start staff guides individualization of lesson plans according to the goals identified in the IEP.
- As soon as a suspected disability or developmental delay is identified in a child by the parent or the Head Start staff, written consent is obtained from the parent and a referral is made to psychologist.
- A LEA will coordinate services with the Head Start and school staff. The Head Start staff is informed of the screening and evaluation dates. The Head Start staff is invited to participate and accompany the parent to the IEP planned meeting.
- The Head Start staff participates in the development of the Individualized Education Plan (IEP) and advocates for the child to continue with needed services as long as it is in the child's best interest.
- The Plan is updated annually.
- The plan includes 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.

Services

- Head Start staff works collaboratively with all other Head Start (HS), Exceptional Student Learning Support (ESLS) and school staff to ensure coordination of services for children with disabilities.
- Referrals for additional assessments and services are made following established HS referral procedures for developmental, language, speech, mental health/behavior concerns.
- Physical therapy (PT) and occupational therapy (OT) is provided to HS students as documented in their IEP.
- Speech and language services are provided to HS students that meet the BCPS ESE eligibility requirements.
- Transportation services are provided for Head Start children with disabilities when indicated on their IEP. The determination of need for adaptive bus equipment is made at the IEP staffing meeting.
- 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.

Transition to Kindergarten

- The Head Start staff is notified and invited to participate in the planning meeting for a Head Start child that will be transitioning from the Head Start 4 or Head Start Integrated class to Kindergarten.
- The plan addresses strategies for the transition of children from Head Start into Kindergarten.
- At the end of the year, students ongoing developmental assessment is generated in order to determine student growth and performance. Assessment data is placed in the HS students' cumulative folders to familiarize kindergarten teachers with students' progress in the program.

Services for Parents

- A variety of community resources are provided to all Head Start 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 staff during home visits or Parent Engagement activities.
- Parents can request the opportunity to observe classroom activities and therapies provided upon request. Volunteerism in the classroom is encouraged.
- Parents are provided with home reinforcement activities for IEP goals and objectives upon request. Teachers also provide parents with activities to reinforce goals at home.
- Parents are provided with information to access the Broward County Public Schools (BCPS) Exceptional Student Learning Support (ESLS) 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 ESLS Parent Advisory Council. Additionally, Head Start will provide parents with information of ESLS parent training opportunities throughout the course of the school year.
- The HS Program ensures a smooth transition to Kindergarten by specifying the registration/enrollment process, necessary documentation, and times lines to all families participating in the program.

Inclusion

- HS/EI staff will 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. Other services may include but not limited to:
 - 1) Audiology services
 - 2) Physical Therapy
 - 3) Occupational Therapy
 - 4) Speech or language services
 - 5) Psychological services
 - 6) Transportation for children with disabilities
 - 7) Assistive Technology
- Head Start children with disabilities are included in the full range of activities and services provided for all Head Start 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 LEA (Local Education Agency).

- 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.

Transition to other programs

- Transition IEP staffing meetings are conducted as appropriate to reflect changes in placement and to address updates to goals and objectives. At this time the IEP committee, including parent, discuss service needs and the option of supporting school personnel in the area of special training or materials.
- Students are staffed into the ESLs Physically Impaired program or Orthopedically Impaired program if it is determined that the impairment impacts the child's ability to access education and if the impairment meets the BCPS ESLS eligibility requirements.

Protection for the Privacy of Child Records

Confidentiality (FERPA), Disclosures, and Parental Rights

Family Educational Rights and Privacy Act (FERPA) Notice

The Family Educational Rights and Privacy Act is a federal law that protects the accuracy and privacy of students' educational records. The Family Educational Rights and Privacy Act (FERPA), F.S. 1002.22, F.S. 1002.221 and SB Policy 5100.1 afford parents, guardians or eligible students (students over 18 years of age or attending a postsecondary institution) certain rights with respect to the student's education records maintained by the District.

These rights are:

1. The right to inspect and review a student's education records within 30 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. When the educational records contain information about more than one student, parents may review the information related only to his or her child. E-mails not maintained in a student's file folders kept by the schools or District departments are not educational records. In addition, records created and maintained by Broward District Schools Police (the District's law enforcement unit) are not educational records.
2. The right to request the amendment of a student's education records. Parents or eligible students may ask the Broward County School District to amend a record that they believe is inaccurate, misleading, or in violation of the student's privacy rights. They should write the school principal, clearly identify the part of the record they want changed, and specify the reasons for the request. If the District decides not to amend the record as requested, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing within a reasonable period of time regarding the request for amendment. Additional information regarding the hearing procedures will be provided when the parent or eligible student is notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without consent in many situations, including, to a school official with a legitimate educational interest to appropriate parties in connection with an emergency if necessary to protect the health or safety of the student or other individuals, to an agency caseworker or representative of a state or local child welfare agency, or tribal organization, when the agency is legally responsible for the care and protection of the student, and to governmental agencies. Additional requirements and conditions may apply to non-consensual disclosures. When disclosure is made in response to a court order or subpoena, the parent/guardian/majority age student will be notified, except where the law prohibits said notification.

Health Program Services

Enrollment

- Parents complete an 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.
- Parents submit an up to date physical and immunization record.
- An application to the state low cost health insurance program is given to parents for children without an ongoing source of medical care.
- At enrollment parents provide information on the health and nutrition information form regarding their child's health, development and nutrition history.
- Information provided by the parent at application and enrollment is reviewed and health concerns identified. Parents are contacted, and appropriate referrals are made.

Health Records

- Physical and immunization records are reviewed, and copies are kept for district files.
- Health Records are reviewed throughout the school year and parents are notified, via Urgent Notice, if health records are not up to date.
- 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.
- Information is tracked in the Head Start database (ChildPlus) and monthly reports are generated.
- Parents are sent reminder letters.
- Record review continues throughout the school year and parents are notified if requirements have not been met.
- Care Plans and Nursing Notes are generated and shared with child's teacher and school staff.

Health Screenings

- All screenings are completed within 45 days of enrollment.
- Whenever possible, an Enrollment Roundup will be held before the summer and children will be screened.

- Vision screening is completed using a vision screener, an eye chart or functional vision testing.
- Hearing screening is completed using a hearing screener, an audiometer or functional hearing screening.
- Height and weight screening is completed on all children.
- Body mass index is obtained on all children.
- 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
- Head Start staff, school staff, or parents notify nurse of any health concerns
 - Parents are contacted via phone, mail or home visit to discuss concerns. Concerns are entered in the health database.
 - Individual needs are addressed, and assistance/referrals are made.
 - Assistance is provided to parents to facilitate access to needed health care, medications or medical equipment if needed.
 - The program's Nurse and Health Parent Educators review screening results. Depending on the need identified the appropriate staff follows-up with the teacher and parent to develop an intervention plan.
 - 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.

Dental Screenings

- 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.
- A dental screening, which may include cleaning, fluoride treatment, x-rays, sealants and oral hygiene instruction, takes place within the first 90 days of school.
- Follow-up dental visits for children who need further treatment are scheduled throughout the school year.

Child Nutrition

- The HS/EHS program adheres to the nutritional services guidelines followed by the School Board of Broward County in accordance with the National School Lunch Act.
- All children attend full day and receive meals and snacks that provide two thirds of the child's daily nutritional needs. Individual schools are responsible for serving meals as planned by the Broward County Schools Food and Nutrition Department.
- All meals and snacks meet USDA meal patterns, serving size requirements and are high in nutrients and low in fat, sugar, and salt.
- USDA funds are the primary source of payment for meal services. EHS funds are used to purchase formula and food for the infants that is not funded by USDA.

Mental Health Support

- Social Workers receive referrals for family support from Teachers, Parent Educators, and other Head Start Staff.
- Social Workers track their assistance via the Monthly Mental Health Tracking Form.
- Social Workers refer families to Community Agencies when necessary.

Safety

- The program consults Caring for our Children Basics, available at http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf for safety policies and practices.
- All Head Start facilities are inspected two times per school year by the district Safety Department, daily by teachers and monthly by Head Start Staff and yearly by Compliance Specialists.
- The program adheres to the School Board of Broward County established policies and procedures to handle suspected child abuse and neglect that are in compliance with state and federal laws.
- Annual training is provided to all staff which includes all standards of conduct indicated in 1302.90.
- The active supervision plans utilized by teachers and teacher's assistant ensures appropriate indoor and outdoor supervision of children at all times.
- Children are only released to an authorized adult.
 - The program adheres to the policies and procedures established by the School Board of Broward County which include emergencies, fire prevention and response, infectious diseases, medication administration and release of children to authorized adults.
 - The School Board of Broward County has established emergency procedures and emergency preparedness plan which includes hurricanes, tornados, evacuation routes, flooding and fire.

Transportation Procedures

Services Provided

- All families are informed that no transportation is provided on the program recruitment flyer as well as on the application and during the application process.
- Parents are informed by staff to choose a site close to their home, work or their childcare provider.
- If transportation becomes a problem for the family requests for transfers to a different site are accommodated whenever possible.
- Parents are referred to the Broward County Transit Bus Pass Program that supplies bus passes at no charge.

Vehicles

- All dental and field trip buses are equipped with height and weight appropriate child restraint systems, reverse beepers, seat belt cutters, charged fire extinguisher, and a first aid kit.
- Each bus is equipped with an emergency communication system.
- No Auxiliary seating is used.
- 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.

Vehicle Operation

- 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.
- One bus monitor is on board the dental and field trip buses at all times.
- 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.
- 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.
- Refresher training and annual evaluations are provided for all drivers.
- All bus monitors are trained by the district 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. The bus monitor and bus driver have CPR and first aid training.

Trip Routing

- Children's transit time never exceeds one hour on field trip or dental buses.

Safety Procedures

- School Board of Broward County buses may not back up or make U-turns.
- All stops are made to minimize traffic disruptions and to eliminate the need for children to cross the street. Alternate routes are planned, and children are escorted across the street if needed by an adult. Bus Monitors or other adults escort children across the street. Drivers use alternate routes in case of hazardous conditions.
- 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.

Children with Disabilities

- Any transportation requirements for children with disabilities, as noted on their IEP are followed.

Family Engagement Procedures

Parent Activities

- Parents receive Parent Interest Survey, which includes a comprehensive list of Parent Activity Topic choices as part of the registration packet.
- Parents complete the Parent Interest Survey and submits to _____
- Choices are tallied up by class and parent educators meet with teachers to share results, determine dates, and complete the Parent Activity Planning Guide.
- The Parent Activity Planning Guides are submitted to assigned clerical staff.
- Parent Educators create flyers, sign-in sheets, and evaluations via the Parent Activity Database.

- All Parent Activities packets are submitted to assigned clerical staff on a regular basis.
- Parents receive educational support in the home, at quarterly parent meetings, and at various Head Start sites. The professional development topics may include:
 - How to Help Your Child Learn
 - Behavior Management
 - Child Development
 - Monthly Family Newsletters
 - Transitions

Family Partnerships

- After student enrollment, an initial Family Assessment occurs in which the parent creates a goal collaboratively with their assigned Parent Educator (PE).
- The PE has two additional contacts with the parent to be updated on the goal progress and offer assistance as needed to assist the parent in meeting their goal by the end of the current enrollment year.
- Parents are invited to attend meetings at their child’s school to learn about the curriculum, child development, and transitioning.
- 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.
- Parent educators conduct home visits and make family contacts to share observations and set goals for each child.

Community Partnerships

- Family Service Staff create partnerships with local organizations.
- A Collaborative Relationships form is completed and submitted to the Family Services Supervisor.
- Community partners are invited to participate in Policy Council. Two partners are voting members.
- Information about Policy Council Meetings, HS Registration, Curriculum, and Family Engagement is available on the Department website.

Early Head Start

Home-based Option Procedures

- Early Head Start staff provides one home visit per week per family that lasts at least an hour and a half and provides a minimum of 46 visits per year.
- Early Head Start staff will provide, at a minimum, 22 group socialization activities distributed over the course of the program year.
- The home-based curriculum ensures home-visiting and group socializations implement a developmentally appropriate research-based childhood curriculum that promotes the parent’s role as the child’s teacher through experiences focused on the parent-child relationship and, as appropriate, the family’s traditions, culture, values, and beliefs.
- The curriculum is aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and, as appropriate, state the early learning standards, and is

sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework.

- The curriculum has an organized scope and sequence that includes plans and materials for learning experiences based on developmental progression and how children learn.
- Head Start/Early Intervention Department staff will support the Early Head Start classroom staff in the effective implementation of the curriculum, monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of the implementation through the system of training and professional development.
- Group socializations are planned jointly with families and Early Head Start staff, conducted with both child and parent participation, occur in a classroom, community facility, home or field trip setting, as appropriate.
- Group socializations are structured to provide appropriate activities for participating children that are intentionally aligned to school readiness goals, the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and the home-based curriculum.
- The program encourages parents to share experiences related to their child's development with other parents in order to strengthen parent-child relationships and to promote parents understanding of child development.

Center-based Option Procedures

- Early Head Start classroom staff provides 1,380 annual hours of planned class operation for all enrolled children and provide regular home-based services during the summer break.
- The ratio is 1 teacher to 4 children. If a classroom has nine children, the program will add another adult in the classroom for a total of three adults.
- Center-based programs implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate, that are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation.
- The curriculum is aligned with *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the framework.
- The curriculum has an organized developmental scope and sequence that includes plans and materials for learning experiences based on the developmental progressions and how children learn.
- Head Start/Early Intervention Department staff support Early Head Start staff to efficiently implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.
- Early Head Start district staff will have regular contact with classroom staff and document concerns.

Screening Procedures

- In collaboration with each child's parent and with parental consent, Early Head Start staff will complete or obtain a current developmental screening to identify concerns regarding

a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program.

- A researched-based developmental standardized screening tool is used to complete the screening. Additional information from family members, teachers, and relevant staff familiar with the child's typical behavior is also used.
- If warranted through screening and additional relevant information with direct guidance from a mental health or child development professional and with the parent's consent, any needs identified will be referred to the local agency responsible promptly. The appropriate agency must be responsible for implementing IDEA for formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA.
- A partnership with the child's parents and the relevant local agency, Children's Diagnostic and Treatment Center (CDTC) to support families through the formal evaluation process is fostered.
- If a child is determined to be eligible for services under IDEA, the department will partner with parents and the local agency (CDTC) responsible for implementing IDEA, as appropriate, and deliver the services.
- If, after the formal evaluation, the local agency (CDTC) responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the department will seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness and if the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs
- For infants, toddlers and two-year olds a pre-academic screening is utilized as the developmental screening tool.
- A social-emotional screener is utilized for the social-emotional screening of infants, toddlers and two-year olds.

Transition to Head Start Procedures

- Early Head Start implements strategies and practices to support successful transitions for children and their families transitioning out of Early Head Start.
- Six months prior to a child's 3rd birthday, transition planning will be implemented for each child and family that take into account the child's developmental level and health disability status, progress made by the child and family in Early Head Start, current and changing family circumstances, and the availability of Head Start, other public pre-kindergarten, and other early education and child development services in the community that will meet the needs of the child and family.
- Early Head Start staff transitions children into Head Start or other programs as soon as possible after the child's 3rd birthday but permits the child to remain in Early Head Start for a limited number of additional months following the child's 3rd birthday in necessary for an appropriate transition.
- Early Head Start staff will collaborate with parents of Early Head Start children to implement strategies and activities that support successful transitions from Early Head Start and, at a minimum, provide information about their child's progress during the

program year and provide strategies for parents to continue their involvement in and advocacy for education and development of their child.

- Early Head Start staff and Head Start staff work together to maximize enrollment transitions from Early Head Start to Head Start, consistent with eligibility provisions, and promote successful transitions through collaboration and communication.
- For children with an IFSP additional transition services are provided to ensure an appropriate transition.

Enrolled Pregnant Women Procedures

- Within 30 days of enrollment, Early Head Start staff determines whether each enrolled pregnant woman has an ongoing source of continuous accessible health care, provided by a health care professional that maintains her ongoing health record and is not primarily a source of emergency or urgent care, and has appropriate health insurance coverage. If a pregnant woman does not have health insurance coverage, the program assists as quickly as possible to meet her needs.
- Early Head Start staff will facilitate the ability of all enrolled pregnant women to access comprehensive services through referrals that, at a minimum, include nutritional counseling, food assistance, oral health care, mental health services, substance abuse prevention and treatment, and emergency shelter or transitional housing in cases of domestic violence.
- Early Head Start staff provides a newborn visit with each mother and baby to offer support and identify family needs. This must be scheduled within 2 weeks after the infant's birth.
- Early Head Start staff provides enrolled pregnant women, fathers, and partners or other relevant family members the prenatal and postpartum information, education and services that address, as appropriate, fetal development, the importance of nutrition, the risks of alcohol, drugs, and smoking, labor and delivery, postpartum recovery, parental depression, infant care and safe sleep practices, and the benefits of breastfeeding.
- Early Head Start staff addresses needs for appropriate supports for emotional well-being, nurturing and responsive caregiving, and father engagement during pregnancy and early childhood.
- Early Head Start staff engage enrolled pregnant women and other relevant family members, such as fathers, in family partner services and include a specific focus on factors that influence prenatal and postpartum maternal and infant health.
- Early Head Start staff engage enrolled pregnant women and other relevant family members, such as fathers, in discussions about program options, plans for the infant's transition to program enrollment, and support the family during the transition process, where appropriate.

Early Head Start Disabilities Procedures

- The Early Head Start staff confer with the child's parent(s) to support the teacher assistant or parent educator in the development of individualized interventions according to the child's strengths and needs.
- Classroom staff 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).

- Early Head Start staff guides individualization of lesson plans according to the goals identified in the IFSP.
- The Early Head Start Program has a signed agreement with CDTC Early Steps Program outlining the collaborative working relationship between the two programs.
- As soon as a suspected disability or developmental delay is identified in a child under the age of 3, by the parent or the Early Head Start 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.
- A point person has been identified at CDTC's Early Steps Program to coordinate services with the Early Head Start staff. The Early Head Start staff is informed of the screening and evaluation dates. The Early Head Start staff is invited to participate and accompany the parent to the IFSP planned meeting
- The Early Head Start staff is notified and invited to participate in the planning meeting for an Early Head Start child that will be transitioning at age three from Part C to preschool age services
- The Early Head Start staff or Head Start staff participates in the development of the Individualized Education Plan (IEP) and advocates for the child to remain in the Early Head Start program as long as it is in the child's best interest.

Human Resources Management

Personnel Policies and Procedures

- All hiring procedures in SBBC Policy 4002 are followed.
- Job descriptions and salary schedules are located with the Compensation and Human Resource Information System Department and are available on the SBBC website.
- The following steps are taken to fill vacant positions:
 - 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.
 - 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.
 - Resume scoring rubrics and interview scoring rubrics are used for department positions to ensure fair hiring practices.
 - Principals schedule interviews and a Head Start Teacher Specialist sits in on the interview. Head Start parents are invited to sit on the interview committees.
 - Interviews take place and a candidate is selected and recommended for hiring.
 - Employment verifications and references are checked per SBBC Policy.
 - ✓ Criminal background checks and fingerprinting are conducted per SBBC Policy.
 - ✓ 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.

Standards of conduct

- The Head Start/Early Intervention Department will follow the SBBC Policy 4002 (Employee Disciplinary Guidelines).
- Employees are prohibited from the use of corporal punishment, isolation, withholding food, or binding a child to restrict movement.
- Employees are prohibited from toilet learning methods that punish, demean or humiliate a child.
- Employees are prohibited from the use of physical or verbal abuse or derogatory remarks about the child or the family.
- Employees are not permitted to use physical activity or recess as a punishment or reward.
- Head Start staff, including teachers and teacher assistants, must ensure that no child is left alone or unsupervised by staff in their care.
- Head Start staff, including teachers and teacher assistants, must comply with confidentiality (FERPA) policies.

Staff Qualifications

- Job descriptions for the following key Head Start positions have minimum requirements as prescribed in the Head Start Performance Standards.
 - Management Staff-Job descriptions exceed the minimum requirements.
 - ✓ Director, Head Start/Early Intervention
 - ✓ Fiscal officer
 - ✓ Family Services Supervisor
 - ✓ Curriculum Supervisor
 - ✓ Early Head Start Specialist
 - Child and Family Services Staff
 - ✓ Early Head Start Certified Development Associate
 - ✓ Head Start Teachers
 - ✓ Head Start Assistant Teachers
 - ✓ Social Workers
 - ✓ Parent Educators
 - ✓ Nurse(s)
 - ✓ Teacher Specialists
 - ✓ Inclusion Specialists

Staff Evaluation and Discipline

- 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
- Employees are provided a probationary period as specified in their respective contracts.
- All employees are evaluated using the district evaluation instruments.

Training and Professional Development

- All teachers and teacher assistants are required to complete 15 hours of professional development annually. A variety of opportunities are made available to all staff.

- Participants and facilitators evaluate professional development at the end of each session. Revisions are made accordingly.
- Teachers are provided with professional learning resources which may include:
 - 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:
 - ✓ 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
 - ✓ English Language Learner (ELL) needs are addressed through individualization
- An annual self-assessment is conducted by staff.
 - The results of these assessments are shared with key management staff including HS/EHS Curriculum Supervisor, HS/EHS Specialist, and HS/EHS Director.
 - The results of the self-assessment are used to make programmatic changes.
- Teacher Specialists are provided professional development in a research-based coaching program as required by the Head Start Performance Standard.

Staff Health and Wellness

- All Head Start staff is required to maintain up to date health examinations. These records are tracked by the Compliance Specialists.
- Mental health and wellness information is made available to all employees.
- Social workers are available for all employees.

Volunteers

All school sites will use the district guidelines below for volunteers:

Visitor Type	Setting/Activity	Requirements	STAR System Steps	Badge Type	Watch List
Volunteer (General)	Supervised Helping with supervised activities	Approved online volunteer application creates Level 1 clearance	Registration Module See check-in steps below	Volunteer (Annual)	No
Chaperone (Overnight)	Unsupervised	Approved online volunteer application & Level 2 clearance	Registration Module See check-in steps below	Volunteer (Annual)	No
Chaperone (Single day)	Supervised	Approved online volunteer application	Registration Module See check-in steps below	Volunteer (Annual)	No
Mentor	Unsupervised	Approved mentor application & Level 2 clearance	Registration Module Enter as Visitor, log hours manually	Visitor (One day)	No

Volunteer Speaker/Academic Fair Judge	Supervised Escorted, staff present	Sexual predator check provided by watch list.	Registration Module Enter as Visitor, perform watch list, log hours manually	Visitor (One day)	Yes
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- Visitor Badge:** Valid for one day only.
- Volunteer Badge:** Valid for entire school year.
- Volunteer Check-in:** First time - Swipe/type ID or scan volunteer badge
- Level 2 Clearance:** FDLE fingerprinting (known as Level 2) is required ONLY for volunteers serving as overnight chaperones, volunteer coaches and mentors.

Program Management and Quality Improvement

Data management procedures

- The HS/EI Department uses a data management system (ChildPlus) to track all student data and information.
- All employees are trained in the use of the database and security of information.
- All employees receive a password to use the database which provides access pertaining to their role.
- The HS/EI Department uses the SBBC assigned SharePoint site to house all documents pertaining to policies and procedures regarding Head Start.
- Teachers and principals have access to the Head Start SharePoint site that houses all documents pertaining to policies and procedures for the sites.

Establishing and assessing goals

- Goals for each of the service areas is established.
- The School Readiness Report is prepared three times a year to monitor student growth.
- Teaching Strategies Gold Assessment data is collected three times a year.
- Classroom Assessment Scoring System (CLASS) evaluations are conducted twice a year.
- Program self-assessment is conducted annually.
- The Community Assessment is conducted every five years and updated annually.

Compliance

- An environmental checklist is completed to assess the learning environment, curricular implementation, assessment practices, and instructional practices.
- 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.
- 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.
- Classroom inventory is reviewed twice a year and items needed are purchased.

Reporting

- The School Readiness Reports are submitted to Policy Council and the School Board three times a year.

- Service Reports are submitted to Policy Council and the School Board monthly.

Implementation of Program Performance Standards

- The Head Start/Early Intervention Department is continuously implementing all Head Start Performance Standards.

Fiscal

Procurement

- The Head Start/Early Intervention Department follows SBBC Purchasing Policy #3320 for all procurement.

Financial and Administrative Requirements

Insurance and Bonding

- School Term Accident Insurance is purchased for all Head Start students annually.
- In the event of a claim, School Board Policy 4306 and 4306.1 is adhered to.
- School Board Policy 2311 provides guidance on Fleet and Garage Liability Insurance.
- School Board Policy 4.2 provides procedures for Workman’s Compensation.
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Financial

- The HS/EHS Program classifies administrative 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.
- Direct and Indirect costs are delineated in the Grant Narrative and Budget.
- The Head Start/Early Intervention Department utilizes a cost allocation methodology based on the number of children served under each program. Costs that benefit more than one program are allocated based on the ratio of each program’s expenses to total expenses.
- OMB Circular A-122, “Cost Principles for Non-Profit Organizations,” establishes the principles for determining costs of grants, contracts, and other agreements with the Federal Government. Only costs that are allowable, in accordance with the cost principles, are be allocated to benefit the HS/EHS grant.
- The general approach in allocating costs to particular grants is as follows:
 - 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.
- The HS/EHS Budget Detail delineates the administrative and development costs.
- 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.
- 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.

Appendix A
Applicable Code of Federal Regulations

Below is a list and hyperlink of the Code of Federal Regulations that pertain to the Head Start Grant

[45 CFR 16](#)- Procedures of the Departmental Grant Appeals Board

[45 CFR 30](#)-Claims Collection

[45 CFR 46](#)-Protection of Human Subjects

[45 CFR 75](#)-Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards

[45 CFR 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 81](#)-Practice and Procedure for Hearings Under Part 80 of this Title

[45 CFR 84](#)-Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance

Appendix B Monitoring Plans

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

What Will be Reviewed	How Does the Monitoring Takes Place	Frequency of Review	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	<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	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	<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"> • Declarations of Vacancy • Terms Class Roster #2042 • Database Assignment and Enrollment Report • Classroom Enrollment Report • Transfer Request List
Attendance <ul style="list-style-type: none"> • District monthly attendance reports • Follow-up with parent for 3 or more consecutive absences • Average daily attendance for the month • Reason for frequent absences 	<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"> • Teacher Contacts in Database • Family Contacts in Database
Self-Assessment Results for ERSEA	<ul style="list-style-type: none"> • Results are analyzed and Self-Assessment Report and Improvement Plan is prepared • Results submitted to HS/EHS Director 	Annually	<ul style="list-style-type: none"> • Self-Assessment Results and Improvement Plan for HS/EHS ERSEA

Education Monitoring Plan

What Will be Reviewed	How Does the Monitoring Takes Place	Frequency of Review	Documentation Evidence
Implementation of the 21-Day Plan	Classroom Visits	<ul style="list-style-type: none"> • First five weeks of school 	<ul style="list-style-type: none"> • HS Database (ChildPlus) • 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"> • 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 	<ul style="list-style-type: none"> • October • February • May <p>Within 45 days of enrollment (BRIGANCE)</p>	<ul style="list-style-type: none"> • HS Database (ChildPlus) Ongoing Data Review
Classroom Coaching Plans	<ul style="list-style-type: none"> • Classroom visits • Review of HS Database Events (ChildPlus –Coaching Plans) 	Monthly	<ul style="list-style-type: none"> • HS Database Events • Goals on Classroom Coaching Plans • Education Services Report
Teacher Lesson Plans	<ul style="list-style-type: none"> • Classroom visits • Review of HS Database Events (ChildPlus –Teacher Contacts) 	Monthly	<ul style="list-style-type: none"> • HS Database Events (ChildPlus –Teacher Contacts) • Teacher Lesson Plans
Classroom Assessment Scoring System (CLASS) Results	Observation and completion of CLASS forms	Fall and Spring	<ul style="list-style-type: none"> • CLASS Summary Forms • HS Database (ChildPlus) -CLASS • Fall/Spring CLASS Report • Education Services Report
Student's screening review results	Review of electronic documentation in the HS Database	October - May	HS Database (ChildPlus) 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"> • Referrals • Screening Review • Follow-up Events in HS Database (ChildPlus)
Individualized support provided to teachers	<ul style="list-style-type: none"> • HS Database Review of TS TA support (ChildPlus) • Coaching Plans 	September - May	<ul style="list-style-type: none"> • Professional Development Report • HS Database (Childplus – Coaching Plans)

			<ul style="list-style-type: none"> • Education Services Report
Classroom visits and planning activities	<ul style="list-style-type: none"> • HS Database Events 	August - June	<ul style="list-style-type: none"> • Education Services Report
Student Portfolios	<ul style="list-style-type: none"> • Classroom Visits • Documentation Review • HS Database (ChildPlus) 	Monthly	<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-Assessment Report and Improvement Plan • Results submitted to HS/EHS Director 	Annually	<ul style="list-style-type: none"> • Self-Assessment Results and Improvement Plan for HS/EHS Education
Individualized Instruction <ul style="list-style-type: none"> • Individualized activities identified by child in Teacher Lesson Plan Books 	Documentation Review	Monthly	<ul style="list-style-type: none"> • Individualized activities in Teacher Plan Books • Documentation of Individualization in HS Database (ChildPlus –Teacher Contacts)
Professional Development Attended <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"> • 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"> • Web Calendars • HS Database (ChildPlus)
Coaching/Support for Teachers (including positive child guidance)	Classroom Visit Observation	Monthly	<ul style="list-style-type: none"> • HS Database Events/(ChildPlus –) 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 Checklists

Disabilities Monitoring Plan

What Will be Reviewed	How Does the Monitoring Take Place	Frequency of Review	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 at time of ESE eligibility (whichever occurs first)	IEP for each Head Start student with an ESE eligibility

<p>Exceptional Student Education (ESE) Progress Report</p> <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	Quarterly IEP Progress Report
<p>Computerized Tracking</p> <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)	HS Database
Awarding points based on ESE status	EasyIEP database	Ongoing	HS Database
The caseload of ESE students enrolled in the HS/EHS Program	Documentation Review	Quarterly	Quarterly HS/EHS Disabilities Report
<p>Disability Referrals:</p> <ul style="list-style-type: none"> • Action steps • Meeting dates • Outcomes 	Documentation Review	Weekly	HS Disabilities Referral Log
<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 	Monthly	Child's file
Self-Assessment Results for Disabilities	<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 	Annually	Self-Assessment Results and Improvement Plan for HS/EHS Disabilities

Health/Safety/Nutrition

What Will be Reviewed	How Does the Monitoring Takes Place	Frequency of Review	Documentation Evidence
Health <ul style="list-style-type: none"> • Immunizations • Physicals • Blood Work • Medical Home • Medical Insurance • Dental Service • Health Conditions • Health Screening Results • Smoking in Household 	Child Plus	Daily Monthly	Monthly tracking reports from Child Plus
Any new or reoccurring health condition	Document Review Referrals	As needed	Child Plus Reports
Compliance with health, safety and nutrition performance standards	<ul style="list-style-type: none"> • Classroom Visit • Observation • Document Review • Child Plus 	<ul style="list-style-type: none"> • Daily • Monthly • Yearly 	* Completed Health Safety, and Nutrition Checklist <ul style="list-style-type: none"> • Compliance Reports • Child Plus
EHS Health Tracking Record documents health and dental screening status, physical and immunization records expiration date.	• Child Plus	Monthly	Child Plus Reports
Safety <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 • Yearly 	*Completed Health & Safety Checklist *Compliance Reports *Child Plus
Safety <ul style="list-style-type: none"> • Exit signs • Emergency Lights • Fire Extinguisher 	<ul style="list-style-type: none"> • Classroom Visit • Observation • Document Review 	<ul style="list-style-type: none"> • Daily • Monthly * Yearly 	<ul style="list-style-type: none"> • Completed Health & Safety Checklist • Compliance Reports • Child Plus

<ul style="list-style-type: none"> • Fire alarm • Playground sand and equipment • 911 Posters • Locks 			
<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 	Website Monitoring	As Needed	<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 • First Aid/CPR 	<ul style="list-style-type: none"> • Document Review • Observation 	Daily	<ul style="list-style-type: none"> • Completed Transportation Training Checklist
Safe and efficiency operation of the Head Start Buses	<ul style="list-style-type: none"> • Document Review • Observation 	Daily	<ul style="list-style-type: none"> • Completed Mandatory Pre/Post Trip Inspection form
Compliance of the Transportation Performance Standards	Self-Assessment Document Review	Annually	<ul style="list-style-type: none"> • Results of Annual Self-Assessment
Ongoing classroom visits to ensure compliance with all HS/EHS Performance Standards	<ul style="list-style-type: none"> • Classroom Visits 	August-June	<ul style="list-style-type: none"> • Compliance Reports
Utilize the updated <i>Alleged Child Abuse Tracking</i> log to ensure reporting of all incidents within three calendar days	<ul style="list-style-type: none"> • Document Review 	As needed	Head Start Database (Child Plus)

Mental Health Monitoring Plan

What Will be Reviewed	How Does the Monitoring Take Place	Frequency of Review	Documentation Evidence
<p>Devereux Early Childhood Assessment (DECA) Screening Review Data</p> <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"> • HS Database • eDECA 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"> On-site Mental Health Consultation Record Entry in events database
Mental Health Services Tracking form reflecting the list of children referred for mental health services	Documentation Review	Monthly	<ul style="list-style-type: none"> Mental Health Services Tracking form HS Database
Self-Assessment results for mental health	<ul style="list-style-type: none"> Documentation Review Focus Groups 	Annually	Self-Assessment Results and Improvement Plan for Mental Health

Family Services Monitoring Plan

What Will be Reviewed	How Does the Monitoring Takes Place	Frequency of Review	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"> 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	Database Entry Review
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"> 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 Interest Survey Proposed Parent Activity Guide Parent Sign-in logs Flyers Parent Activity Minutes

			<ul style="list-style-type: none"> • 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"> • 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"> • 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"> • Parent Board • Health and Safety Checklist
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	<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, progress towards achieving goal	<ul style="list-style-type: none"> • HS Database • Documentation Review 	Monthly	<ul style="list-style-type: none"> • Family Assessment Partnership Agreement • Progress notes • 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 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	Application in database
Self-Assessment results for Family Services	<ul style="list-style-type: none"> • Documentation Review • Focus Groups 	Annually	Self-Assessment Results and Improvement Plan for HS/EHS Family Services

Parent Engagement and Community Partnerships

What Will be Reviewed	How Does the Monitoring Takes Place	Frequency of Review	Documentation Evidence
Parent Activities: <ul style="list-style-type: none"> • Parent Activity Flyers • Attendance Sign-In Sheets • Parent Educator Calendars 	<ul style="list-style-type: none"> • Review of Parent Activity Database • Documentation Review • Review of calendars 	As per scheduled event	<ul style="list-style-type: none"> • Flyers • Sign-in sheets • Events entered in database

Memorandums of Understanding/ Agreements	Documentation Review	Annually	Approved Agreements
Progress towards accomplishing project goals with community partners	<ul style="list-style-type: none"> • Surveys • Review of Calendar 	Monthly	<ul style="list-style-type: none"> • Partnership Agreements • Event documentation in database • Survey results • Calendar events
Project Tracking Record documenting completion of tasks within stipulated timeline	<ul style="list-style-type: none"> • Documentation Review 	Monthly	<ul style="list-style-type: none"> • Project Tracking Record • Documentation of project completion
Survey Report indicating utilization and degree of satisfaction with resources provided to address parents interests and needs	<ul style="list-style-type: none"> • Documentation Review • Surveys 	Semi-annually	<ul style="list-style-type: none"> • Surveys • 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 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"> • 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"> • Self-Assessment Results and Improvement Plan for HS/EHS Family and Community Engagement

Program Management Monitoring Plan

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

	<ul style="list-style-type: none"> • Review of HS Database Events 		
Ongoing Assessment of Students	<ul style="list-style-type: none"> • Electronic Documentation • Generated TSG Reports during fall, winter, and spring • Literacy Assessments 	Monthly	<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"> • 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"> • 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"> • CLASS Summary Reports • 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	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	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 Credentials' Documentation	August - May	<ul style="list-style-type: none"> • Teacher Degree Report • Teacher Certification Report • Teacher Assistant Credentials Report
Staff Schedules and Calendars	Electronic Documentation	Quarterly	<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	<ul style="list-style-type: none"> • Staff Calendars • HS Database events
Policy Council Documents for Meetings and Approval	Electronic Documentation	Monthly	<ul style="list-style-type: none"> • Email with documents sent prior to meetings • Policy Council Binder with all documents for meetings

Required School Board Monthly Documents/ Reports	Electronic Documentation	Monthly	Email sent with approved reports
Program's Annual Operational and Fiscal Performance	Electronic Documentation	Annually	HS/EHS Annual Report
Dissemination of Self-Assessment Results and Improvement Plan	Electronic Documentation	Annually	HS/EHS Annual Self-Assessment Report and Improvement Plan
Training on the program's expectations regarding the use of positive child guidance	Documentation Review	<ul style="list-style-type: none"> Annually Upon Hiring 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Child Abuse Reporting Form Emails
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"> Coaching Plans Professional Development Sign-in Sheets Emails Resources shared

Fiscal Monitoring Plan

What Will be Reviewed	How Does the Monitoring Takes Place	Frequency of Review	Documentation Evidence
Broward Innovative Tool for Education (BRITE) Reports used for reconciliation/verification of financial transactions.	Document Review	Monthly	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” <ul style="list-style-type: none"> • 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	Records Disposition Request #244 Memo
Electronic internal controls: Grant Master Data file (GMGRANTD) manages the restrictions for the functions, objects, and locations that are allowed to be used on each grant	Supervision	Daily	Enterprise Resource Planning Accounting System (ERP)
Verification and documentation of payments: <ul style="list-style-type: none"> • Amount of funds under grant and how funds were used. Document total cost of the award. • Share of costs provided by other sources documented. • Records that show compliance and performance • Other records to facilitate an effective audit. 	Documentation Review	Monthly/ Daily	<ul style="list-style-type: none"> • Paid detailed invoices (statements are not adequate.) • Payroll records and time sheets signed. • Travel, mileage, checks request signed. • Signatures on all required documents. • Copy of application, award letter and IDC rate
Self-Assessment Results for Fiscal Operations	<ul style="list-style-type: none"> • Staff analyzes the results and prepare the Self-Assessment Report and Improvement Plan • Results submitted to HS/EHS Director 	Annually	<ul style="list-style-type: none"> • Self-Assessment Results and Improvement Plan for HS/EHS Fiscal