

Head Start Written Plans Policies and Procedures 2022-2023



POLICY COUNCIL APPROVED: 5/24/2023
GOVERNING BOARD APPROVED:

PROGRAM GOVERNANCE

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1301.2 - GOVERNING BODY			
(a) Composition			
The composition of a governing body must be in accordance with the requirements specified at section 642(c)(1)(B) of the Act, except where specific exceptions are authorized in the case of public entities at section 642(c)(1)(D) of the Act. Agencies must ensure members of the governing body do not have a conflict of interest, pursuant to section 642(c)(1)(C) of the Act.	DISD School Board members are volunteers & not compensated. They are elected officials from the community. DISD has developed a purchasing conflict of interest form to be used to disclose conflicts related to purchasing, contract management or other expenditure of other grant funds for governing body members.	Executive Director Director Head Start District Finance Dept.	Annually Conflict of interest forms
(b) Duties and responsibilities			
(1) The governing body is responsible for activities specified at section 642(c)(1)(E) of the Act.	DISD School Board provides oversight of the Head Start program. Two board members serve as liaisons on our Policy Council. Board members provide legal & fiscal oversight, participate in program development, planning & evaluation, help to establish procedures, & review and approve key elements of the program each month.	Executive Director Governing Body Director Head Start	Annually School Board minutes Policy Council agenda & minutes
(2) The governing body must use ongoing monitoring results, data on school readiness goals, other information described in §1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.	Monthly Compliance reports are reviewed & approved each month at the School Board meetings. Reports include Program Information data.	Executive Director Governing Body Policy Council members Director Head Start	Monthly meeting agendas and minutes
(c) Advisory committees			
(1) A governing body may establish advisory committees as it deems necessary for effective governance and improvement of the program.	Since 2 Board members serve as liaisons on our Policy Council, we have not had the need to create advisory committees	Executive Director Governing Body Policy Council members Director Head Start	
(2) If a governing body establishes an advisory committee to oversee key responsibilities related to program governance, it must:			
(i) Establish the structure, communication, and oversight in such a way that the governing body continues to maintain its legal and fiscal responsibility for the Head Start agency.	N/A at this time 1. If a need arises to create an advisory team, the Governing Body would continue to assume fiscal and legal responsibility for overseeing the Head Start programs. 2. Ensure that the agency develops internal control procedures to safeguard Federal funds, comply with laws and regulations that have an impact of financial statements, detect and implement corrective actions.	Governing Body Policy Council Fiscal Manager Head Start Director	Ongoing as needed

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(ii) Notify the responsible HHS official of its intent to establish such an advisory committee.	Notification would be provided if there is a determined need to create advisory committees.	Director Head Start	Correspondence between the parties
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1301.3 - POLICY COUNCIL & POLICY COMMITTEE			
(a) Establishing policy councils and policy committees			
Each agency must establish and maintain a policy council responsible for the direction of the Head Start program at the agency level, and a policy committee at the delegate level. If an agency delegates operational responsibility for the entire Head Start or Early Head Start program to one delegate agency, the policy council and policy committee may be the same body.	With each program year, our program establishes and maintains a Policy Council. We do not have a delegate agency.	Director Head Start PFCE Specialist	Yearly Monthly Policy Council agendas and minutes
(b) Composition			
(1) A program must establish a policy council in accordance with section 642(c)(2)(B) of the Act, or a policy committee at the delegate level in accordance with section 642(c)(3) of the Act, as early in the program year as possible. Parents of children currently enrolled in each program option must be proportionately represented on the policy council and on the policy committee at the delegate level.	1.Each school year we assure that at least 51% of the Policy Council membership is made up of parents of currently enrolled children. Each classroom will have 2 parents elected to serve on the Policy Council. 2. Community representatives are selected and elected by Policy Council members. Our program does not have delegates.	Policy Council PFCE Specialist Head Start Director	Ongoing as needed
(2) The program must ensure members of the policy council, and the policy committee at the delegate level, do not have a conflict of interest pursuant to sections 642(c)(2)(C) and 642(c)(3)(B) of the Act. Staff may not serve on the policy council or policy committee at the delegate level except parents who occasionally substitute as staff. In the case of tribal grantees, this exclusion applies only to tribal staff who work in areas directly related to or which directly impact administrative, fiscal, or programmatic issues.	1.Our program assures that members of the Policy Council are not also staff members and that they are not members of the immediate families of staff. 2.Make exceptions for Policy Council members who occasionally substitute for regular staff members.	Policy Council members PFCE Specialist Head Start Director	Ongoing as needed

PROGRAM GOVERNANCE

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
c. Duties and responsibilities			
(1) A policy council is responsible for activities specified at section 642(c)(2)(D) of the Act. A policy committee must approve and submit to the delegate agency its decisions in each of the following areas referenced at section 642(c)(2)(D)(i) through (vii) of the Act.	The Policy Council helps to Develop, Review, Approve, and Submit recommendations to the School Board for all of the identified responsibilities outlined in the Head Start Act. They provide fiscal oversight and approve all applications. They help to create Policy Council By-Laws and program policies/procedures.	Director Head Start PFCE Specialist Policy Council members	Policy Council agendas and minutes
(2) A policy council, and a policy committee at the delegate level, must use ongoing monitoring results, data on school readiness goals, other information described in §1302.102, and information described in section 642(d)(2) of the Act to conduct its responsibilities.	Head Start Program Managers share program data with the Policy Council. Policy Council members review it and are involved in the decision-making process to plan our program's direction.	Director Head Start PFCE Specialist Policy Council members	Policy Council agendas and minutes
(d) Term			
(1) A member will serve for one year.	The program has established procedures for annual elections of Policy Council members.	PFCE Specialist Head Start Director Policy Council	Policy Council agendas and minutes
(2) If the member intends to serve for another year, s/he must stand for re-election.	The program ensures that all Policy Council members are elected, or re-elected annually.	PFCE Specialist Head Start Director Policy Council	Policy Council agendas and minutes
(3) The policy council, and policy committee at the delegate level, must include in its bylaws how many one-year terms, not to exceed five terms, a person may serve.	Our Policy Council By-Laws outline the terms the can be served and their duration.	Head Start Director PFCE Specialist Policy Council	Policy Council By-Laws
(4) A program must seat a successor policy council, or policy committee at the delegate level, before an existing policy council, or policy committee at the delegate level, may be dissolved.	1. Begin recruiting for the policy council for the new year in August during registration with parents. 2. Assure that out-going policy council members remain actively involved until their successors can be elected and trained at the beginning of the new school year.	PFCE Specialist Head Start Director	Policy Council By-Laws Policy Council Agendas & minutes
(e) Reimbursement			
A program must enable low-income members to participate fully in their policy council or policy committee responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the low-income members.	1. Provide activities for the children in attendance at the meeting to enable parents to fully participate in Policy Council meetings. 2. Staff help to find resources for parents as needed on a case by case basis. Any reimbursements that are deemed needed would be subject to the Head Start budget & Policy Council approvals.	Director Head Start PFCE Specialist Policy Council members	Ongoing, Policy Council By-Laws

PROGRAM GOVERNANCE

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1301.4 - PARENT COMMITTEES			
(a) Establishing parent committees			
A program must establish a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible. This committee must be established at the center level for center-based programs and at the local program level for other program options. When a program operates more than one option, parents may choose to have a separate committee for each option or combine membership. A program must ensure that parents of currently enrolled children understand the process for elections to the policy council or policy committee and other leadership opportunities.	We establish a Parent Committee at the beginning of each new school year. All parents are welcome and encouraged to join this committee. We encourage each class to help to recruit parent representatives to join this committee. We provide a leadership training each year to explain the different leadership opportunities that we have in our Head Start program.	Head Start Director PFCE Specialist	Sign In Sheets Parent Committee Agendas
(b) Requirements of parent committees			
Within the parent committee structure, a program may determine the best methods to engage families using strategies that are most effective in their community, as long as the program ensures the parent committee carries out the following minimum responsibilities:	Our program offers in-person and virtual participation opportunities to our parents. We work to schedule our meetings around our parent's availability that they share with us during the enrollment process.	Head Start Director PFCE Specialist	Meeting agendas and minutes and attendance logs
(1) Advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families	Design program activities for parents and plan group socialization experiences. Assist with activities such as: Animal Fair, Car Show, Panda Dance, Bus Evacuation	Head Start Director PFCE Specialist	Monthly Agendas Sign In Sheets Log of activities
(2) Have a process for communication with the policy council and policy committee	We use See Saw, Emails, Social media, Tuesday Folders, Chrome box T.Vs, Marquee, & flyers for communications. A parent is designated as the liaison to provide updates to each committee.	Director Head Start PFCE Specialist Instructional Staff	Proof of communications
(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.	1. Encourage qualified Head Start parents to apply for positions. 2. Post job vacancies for our Head Start Program in areas where parents can see (ex: Parent Room) 3. Encourage parents to serve on interview committees.	Head Start Director Program Managers PFCE Specialist	Job postings Interview committees
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1301.5 - TRAINING			

PROGRAM GOVERNANCE

An agency must provide appropriate training and technical assistance or orientation to the governing body, any advisory committee members, and the policy council, including training on program performance standards and training indicated in §1302.12(m) to ensure the members understand the information they receive and can effectively oversee and participate in the programs in the Head Start agency.	Training for Policy Council, Parent Committee, Governing Board and Program staff takes place at the beginning of the new school year. We cover topics such as Roles & Responsibilities, ERSEA, Head Start Standards, Orientation/Standards, Robert's Rule of Order, Confidentiality, Leadership, etc.	Head Start Director PFCE Specialist Disability Specialist as Trainer	Sign In Sheets for trainings Powerpoints and agendas
§1301.6 - IMPASSE PROCEDURES			
(a) To facilitate meaningful consultation and collaboration about decisions of the governing body and the policy council, each agency's governing body and policy council jointly must establish written procedures for resolving internal disputes between the governing board and policy council in a timely manner that include impasse procedures. These procedures must:	Our Policy Council By-Laws outline our impasse procedures that are aligned with Denton ISD policies/procedures.	Director Head Start PFCE Specialist Policy Council & Governing Body	Policy Council By-Laws Denton ISD Legal & Local Policies & procedures
(1) Demonstrate that the governing body considers proposed decisions from the policy council and that the policy council considers proposed decisions from the governing body	Policy Council By-Laws outline the Roles & Responsibilities of the Governing Body & outlines steps for shared decision-making.	Director Head Start PFCE Specialist Policy Council & Governing Body	Policy Council By-Laws
(2) If there is a disagreement, require the governing body and the policy council to notify the other in writing why it does not accept a decision	Follow procedures for resolving internal disputes between the governing body and policy council outlined in Policy Council By-Laws.	Director Head Start PFCE Specialist Policy Council & Governing Body	Policy Council By-Laws
(3) Describe a decision-making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal.	We follow Policy Council By-Laws that are aligned with DISD impasse grievance procedures	Director Head Start PFCE Specialist Policy Council & Governing Body	Policy Council By-Laws
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1301.6 - IMPASSE PROCEDURES Con't.			
(c) For all programs except American Indian and Alaska Native programs, if no resolution is reached with a mediator, the governing body and policy council must select a mutually agreeable arbitrator whose decision is final.	Use community resources to assist in resolving disputes. Follow impasse steps outlined in District Policies & Procedures and Policy Council By-Laws.	Director Head Start PFCE Specialist Policy Council Governing Body	Policy Council By-Laws Denton ISD Legal & Local Policy & Procedures

PROGRAM OPERATIONS

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.11 - DETERMINING COMMUNITY STRENGTHS, NEEDS, AND RESOURCES			
(a) Service Area			
(1) A program must propose a service area in the grant application and define the area by county or sub-county area, such as a municipality, town or census tract or jurisdiction of a federally recognized Indian reservation.	Our program's service area has been set up and defined as the DISD school zones.	Director Head Start ERSEA Manager	List of Head Start students & addresses
(i) A tribal program may propose a service area that includes areas where members of Indian tribes or those eligible for such membership reside, including but not limited to Indian reservation land, areas designated as near-reservation by the Bureau of Indian Affairs (BIA) provided that the service area is approved by the tribe's governing council, Alaska Native Villages, Alaska Native Regional Corporations with land-based authorities, Oklahoma Tribal Statistical Areas, and Tribal Designated Statistical Areas where federally recognized Indian tribes do not have a federally established reservation.	N/A		
(2) If a program decides to change the service area after ACF has approved its grant application, the program must submit to ACF a new service area proposal for approval.	If the need arises to change our service area, our program will follow the necessary steps to submit a new service area proposal to seek approval.	Director Head Start ERSEA Manager Program Managers	Community Assessment Data Service Area mapping
(b) Community wide strategic planning and needs assessment (community assessment)			
(1) To design a program that meets community needs, and builds on strengths and resources, a program must conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and resources and include, at a minimum:	Conduct a full community assessment in the first year of the 5 year grant period with updates in each of the following 4 years. Each Program Team Manager will help to research the needs for their area. Strengths and needs will be identified. Data will be used to create program goals and objectives and will help to determine the direction of the program. 2. Community Assessment updates will include changes/additions to Pre-K age program options within our service area. 3. Our Community Service Area continues to have diverse backgrounds where we serve the most neediest students and families according to our Selection Criteria. We update our Selection Criteria each program year based on identified needs and changes in eligibility requirements.	Director Head Start Program Team Managers Community members Parents staff	

PROGRAM OPERATIONS

(i) The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including:	When conducting the Community Assessment, our program researches community data to try to capture the number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak.	Director Head Start Program Team Managers Community members Parents Staff	Community Assessment report
(A) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A))	When conducting the Community Assessment, our program works with our District's homeless liaison to see which students in the area qualify for services. We look to other community data sources as well to try to account for and service these families.	Director Head Start Program Team Managers District Homeless Liaison	McKinney-Vento list provided by the district
(B) Children in foster care	When conducting the Community Assessment, our program researches community data to try to capture the foster children that are in need of services. We work with our District McKinney Vento Liaison.	Program Team Managers Community members Parents Staff	Community Assessment report McKinney-Vento list provided by the district
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Community wide strategic planning and needs assessment (community assessment) con't.			
(C) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies	Since our program is within the Denton ISD, our Disability specialist and campus Diagnostician help us to identify the students with disabilities in need of services. Parents share their concerns and needs about their child during the enrollment process. ECI also sends us students who will soon be turning 3.	Director Head Start Program Team Managers Disability Specialist	Community & Self-Assessment reports District special education records
(ii) The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being.	As we conduct our Community Assessment, we search for data that reflects the education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being. During our enrollment process, we also inquire about our family needs in these areas in order to plan services.	Director Head Start Program Managers	Community Assessment report and Family Need's data
(iii) Typical work, school, and training schedules of parents with eligible children	As we conduct our Community Assessment data, we search for data that displays typical work, school, and training schedules of parents with eligible children. We also gather this data from our parents enrolled in our program to know what their availability is and their identified needs.	Director Head Start PFCE Specialist	Community Assessment report and Family Need's data

PROGRAM OPERATIONS

(iv) Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, public funded state and local pre-schools, and the approximate number of eligible children served	As we gather data for our Community Assessment, we try to capture the other types of programs available in our Service Area for 3 and 4 year olds.	Director Head Start Education Specialist	Community Assessment report List of other programs in the area
(v) Resources that are available in the community to address the needs of eligible children and their families	Our program gets available community resource information from the city and from United Way. This helps us to determine which MOUs that we may need for our families according to the identified needs.	Director Head Start Family Service Staff	List of resources and MOUs
(vi) Strengths of the community	Within our Community Assessment, we identify the strengths and needs of our Community Service Area.	Director Head Start Program Managers	Community Assessment Report
(2) A program must annually review and update the community assessment to reflect any significant changes including increased availability of publicly-funded pre-kindergarten (including an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered for a full school day), rates of family and child homelessness, and significant shifts in community demographics and resources.	Our program conducts a Community Assessment Update annually for the 4 years after the Baseline Assessment. This update will include changes/additions to Pre-K age program options within our Service Area.	Director Head Start Education Manager	Community Assessment Update report List of District Pre-K age services Community Day Care lists of services
(3) A program must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. A program must not enroll children from diverse economic backgrounds if it would result in a program serving less than its eligible funded enrollment.	Our Community Service area continues to have diverse backgrounds where we serve the most neediest students and families according to our Selection Criteria. We update our Selection Criteria each year based on identified needs to determine eligibility requirements. The majority of our head start students meet Pre-K eligibility requirements which receive state funding.	Director Head Start ERSEA Specialist	Enrollment records/data

SUBPART A - ERSEA

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.12 - 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	Recruitment of Head Start children will occur continuously throughout the year. However, a major round-up effort will take place each spring. An in - person interview is conducted with each family. When it is not possible for a parent to do an in-person interview. The Staff will contact each family by phone to verify income, categorical eligibility, family size, child's birthdate and/or other information.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Sign In/Out Data Phone Log Head Start Application
(ii) Verify information as required in paragraphs (h) and (i) of this section	<p>All staff are responsible for verifying age by reviewing the birth certificate or its equivalent. If the family cannot provide documentation that confirms age, the program will allow the family 30 days to provide documentation. If the family is still unable to provide documentation, the family may continue enrollment. To verify eligibility based on income, program staff use the following documents to determine the family's income for the relevant time period: tax forms, pay stubs, written statements from employers, current public assistance benefit statements, signed declarations, and other proof of income.</p> <p>If the family cannot provide proof of income for the relevant time period, program staff may accept written statements from employers, including individuals who are self-employed, for the relevant time period and use information provided to calculate total annual income. A written declaration and explanation can be collected at the time of application using the Self-Declaration of Income form.</p> <p>If the family reports no income for the relevant time period, the program may accept the family's signed declaration to that effect. Program staff then describes efforts made to verify the family's income, and explains how the family's total income was calculated or seeks information from third parties about the family's eligibility, if the family gives written consent. This will be documented on the Zero Income Statement provided at application. If the family cannot demonstrate a significant change in income for the relevant time period, program staff may consider current income circumstances. For families who have 50/50 physical placement for child custody, the income is to be collected by both households and divided by 2 to reflect both household's income. The size of the family will be determined by examining both household's relation to the child per the Head Start Program Performance Standard definition of family. Once the household size is determined for both households, it too will be divided by 2. Public Assistance (TANF, SNAP,SSI) or Potential Eligibility in the Absence.</p>	ERSEA Specialist Head Start staff (ERSEA TEAM)	Sign In/Out Data Phone Log Birth Certificate Self-Declaration Form Third Parties Form Zero Income Form Written Statement
(iii) Create an eligibility determination record for enrolled participants according to paragraph (k) of this section	The Denton ISD Head Start determines, verifies, and documents eligibility in accordance with the regulations. All documents obtained become the family's eligibility record for each family. 1. When an IRS tax return or check stubs are used as the sole source of income information, no other documentation is necessary. 2. When an IRS tax return or check stubs are not provided or when other income information is provided in addition to an IRS tax return, the Income Calculation Worksheet Form must be completed. 3. When parents do not have a 1040 tax form, check stubs, or lack any type of documentation needed to verify income, they complete the Self Declaration Income Form. Documentation may also include an interview with third-party references when consent has been given by the parent/guardian to verify their eligibility information. 4. Attach or place all completed forms and documentation in the ERSEA folder.	ERSEA Specialist Head Start staff (ERSEA TEAM)	ERSEA Folder with copies of: Income information (such as 1040 Tax Return TANF and SSI documents Foster Care) or its equivalent Self-Declaration form Third Parties form Zero Income form Written Statement
(2) Program staff may interview the family over the telephone if an in-person interview is not possible or convenient for the family.	Denton ISD Head Start will: Conduct an interview with each family over the phone if an in-person interview is not possible or convenient for the family, to verify information as required in 1302.12h and 1302.12i; and create an eligibility determination record for enrolled participants according to 1302.12k.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Phone Log, Eligibility records/ Eligibility Verification Form

SUBPART A - ERSEA

(3) If a program has an alternate method to reasonably determine eligibility based on its community assessment, geographic and administrative data, or from other reliable data sources, it may petition the responsible HHS official to waive requirements in paragraphs (a)(1)(i) and (ii) of this section.	Denton ISD Head Start conducts a needs assessment (community assessment) to design a program that meets community needs and builds on strengths and resources. Denton ISD conducts a baseline Community Assessment at least once over the five-year period and updates on a yearly basis. The Community Assessment uses data that describes community strengths, needs, and resources and includes at a minimum: The number of eligible preschool children, and expectant mothers, including their geographic location, race, ethnicity, and languages spoken, including children experiencing homelessness in collaboration with, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6) (A)); Children in foster care; and children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies; other child development, childcare centers, and family childcare programs that serve eligible children, publicly funded state and local preschools and the approximate number of eligible children served, resources that are available in the community to address the needs of eligible children and their families; and, strengths of the community. Denton ISD Head Start must annually review and update the community assessment to reflect any significant changes including rates of family and child homelessness, and significant shifts in community demographics and resources. Denton ISD must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the Denton ISD Head Start eligible funded enrollment. When DISD Head Start has an alternate method to reasonably determine eligibility based on its community assessment, geographic and administrative data, or from other reliable data source, it may petition the responsible HHS office to waive requirements in paragraphs.	Program Director Program Management Team ERSEA Specialist/Head Start staff (ERSEA TEAM)	Community Assessment
(b) Age requirements			
(1) For Early Heat Start, except when the child is transitioning to Head Start, a child must be an infant or a toddler younger than three years old.	N/A		
(2) For Head Start, a child must:			
(i) Be at least three years old or, 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	The State of Texas requires students to be of age by Sept. 1 of that current school year, but not older than the compulsory school age.	ERSEA Specialist/ Head Start staff (ERSEA TEAM)	Birth certificate or its equivalent Check off list
(ii) Be no older than the age required to attend school.	When a student turns five as of Sept 1, they are eligible to move to kindergarten	ERSEA Specialist/ Head Start staff (ERSEA TEAM)	Birth certificate or its equivalent Check off list
(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	N/A		
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c) 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.	Denton ISD Head Start will recruit eligible expectant mothers when the families income is equal to or below poverty guidelines. Recruitment posters and flyers are posted in public agencies such as doctors and WIC offices. Expectant mothers are given points following a verified doctor's letter of pregnancy.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Data Calculation sheet
(ii) The family is eligible for or, in the absence of child care, would be potentially eligible for public assistance; including TANF child-only payments	Eligible expectant mothers are recruited by the Denton ISD Head Start program when there is an absence of childcare, and they would be potentially eligible for public assistance, including TANF child-only payments. Flyers and posters are hung in venues where our expectant mothers can review them, places such as Planned Parenthood, dental and doctor's offices, and WIC.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Data Collection sheet ERSEA Selection Criteria

SUBPART A - ERSEA

(iii) The child is homeless, as defined in part 1305	A child is eligible if: the child is homeless as defined in 45 CFR Part 1305; or homeless as defined by the McKinney-Vento Homeless Assistance Act. If a child is defined as homeless with documentation from the school district Homeless Liaison and Verification Form Student Resident Questionnaire (SRQ), the child will have the appropriate points added to their application and be put on the priority list. A slot will be offered according to the ERSEA criteria selection procedure.	ERSEA Specialist Head Start staff (ERSEA TEAM) District Social Worker/Homeless Liaison School Secretary	Student Resident Questionnaire 9 Weeks Homeless and Foster Children Report Emails
(iv) The child is in foster care	To verify whether a child is in foster care, program staff accepts either a court order or other legal or government-issued document, a written statement from a government child welfare official that demonstrates the child is in foster care, or proof of a foster care payment. If a child is defined as foster with documentation from The Texas Department of Family and Protective Services (DFPS), or any other legal documentation verifying foster placement, the child will have the appropriate points added to their application and offered a slot, according to the ERSEA policy.	ERSEA Specialist Head Start staff (ERSEA TEAM)	legal or government issued document
(2) If the family does not meet a criterion under paragraph (c)(1) of this section, a program may enroll a child who would benefit from services, provided that these participants only make up to 10 % of a program's enrollment in accordance with paragraph (d) of this section	When the Head Start program has made all the selections that are based on eligibility requirements (c)(1) of this section, we may choose to enroll children who may benefit from services. Once the program has reached 10% over income limitation, the program will consider using the 101-130% allowance and will continue selections based on the new allowance. After the program has reached 10% over-income allowance, over income children will not be eligible for enrollment.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Selection Criteria Point System
(d) Additional allowances for programs			
(1) A program may enroll an additional 35% of participants whose families do not meet a criterion described in paragraph (c) of this section and whose incomes are below 130% of the poverty line if the program:	If DISD Head Start chooses to enroll participants who do not meet a criterion in paragraph 1302.12, and whole family incomes are between 100 and 130 percent of the poverty line, will submit a report to the Head Start regional program office explaining 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; Submit outreach and enrollment policies and procedures that ensure it is meeting the needs of eligible children or pregnant women, before servicing over-income children; Including efforts, to be fully enrolled with eligible pregnant women and children; Review policies, procedures, and selection criteria it uses to serve eligible children; Evaluate the number of pregnant women and children served, disaggregated by the eligibility criteria in 1302.12 (d) (c) and 1302.12 (d)(1); and; Review the eligibility criteria category of each child on the DISD's Head Start priority list. The 35% of participants whose families do not meet the criterion will be considered only if every effort has been made to recruit and enroll income-eligible children first. A request to the Head Start director and ERSEA manager must be made and approved before selecting a family with income in the range of 101-130% of the poverty level and if the 10% over income limit has been exhausted. These families are last in priority.	Head Start Director ERSEA Specialist/Head Start staff (ERSEA TEAM)	Selection Criteria Report to the Head Start regional program office.
(i) Establishes and implements outreach, and enrollment policies and procedures to ensure it is meeting the needs of eligible pregnant women, children, and children with disabilities, before serving pregnant women or children who do not meet the criteria in paragraph (c) of this section	Recruitment and outreach are conducted on an on-going regular basis to social service agencies that serve pregnant women, eligible children, and children with disabilities to ensure the program has made every effort to serve income and categorically eligible families first. The priority/waitlist is examined during each registration opportunity to enroll the most eligible children/pregnant women/disabled children first before serving pregnant women or children who do not meet the criteria in paragraph (c). Pregnant women are prioritized once pregnancy has been medically verified. The families income is equal to or below the poverty line as indicated in 1302.12 9(c)(i)(ii)(iii)(iv). The Director of Direct Services may reserve one of more enrollment slots for pregnant women. No more than three percent of a program's funded enrollment slots may be reserved. If the reserved slot is not filled within 30 days, the enrollment slot becomes vacant.	Head Start Director ERSEA Specialist Head Start staff (ERSEA TEAM)	Priority List Selection Criteria

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(ii) Establishes criteria that ensure pregnant women and children eligible under the criteria listed in paragraph (c) of this section are served first	Family for a pregnant woman means all persons who financially support the pregnant woman. Recruitment and outreach are conducted on an on-going basis to social service agencies that serve pregnant women. Points are allocated and prioritized to pregnant women once pregnancy has been medically verified.(c). (see Section Criteria Appendix 1)	ERSEA Specialist Head Start Staff (ERSEA TEAM) Program Director	Selection Criteria list Head Start Application PIR Report
(2) If a program chooses to enroll participants who do not meet a criterion in paragraph (c) of this section, and whose family incomes are between 100 and 130% of the poverty line, it must be able to report to the Head Start regional program office:	If the program chooses to enroll participants who do not meet the criterion in paragraph © of this section the Head Start Director/Regional office will be notified as well as the following will occur: An explanation of how the program 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; We will review and submit outreach and enrollment policies and procedures that ensure it is meeting the needs of eligible children or pregnant women, before serving over-income children; Including efforts, to be fully enrolled with eligible pregnant women or children; Review policies, procedures, and selection criteria it uses to serve eligible children; Evaluate the number of pregnant women and children served, disaggregated by the eligibility criteria in 1302.12 d(c) and 1302.12 (d)(1); and, Review the eligible criteria category of each child in the DISD's Head Start priority list.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Priority list Head Start Disability list PIR Report
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(d) Additional allowances for programs (con't)			
(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	The program conducts recruitment in social service agencies such as WIC, doctor's offices, Friends of the Family, and utilize our community assessment. The community assessment uses data that describes community strengths, needs, and resources and includes, at a minimum, information including the number of eligible preschool-age children, families receiving public assistance, children in foster care and expectant mothers, including their geographic location, race, ethnicity, and languages spoken, including: Children experiencing homelessness in collaboration with, to the extent possible, district McKinney-Vento Liaisons (42 U.S.C. 11432 (6)(A). When a child is listed as Categorically Eligible, the parent will not be asked to produce any income documentation and the child will be given the maximum eligibility points on the point system.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Community Assessment Priority list/Waiting list
(ii) Outreach and enrollment policies and procedures that ensure it is meeting the needs of eligible children or pregnant women, before serving over-income children or pregnant women	Recruitment and outreach are conducted on an on-going basis to ensure the program has made every effort to serve income and categorically eligible families first. MOU's developed between the program and community agencies provide outreach and focus on pregnant women who may participate in the program. The priority/wait list is reviewed weekly to also enroll the most eligible children/pregnant women first before serving pregnant women or children who do not meet the criteria in paragraph (c). (see Selection Criteria below) Pregnant women are prioritized once pregnancy has been medically verified. If a child is determined eligible and is participating in a Head Start program, he or she will remain eligible through the end of the succeeding program year.	ERSEA Specialist Head Start staff (ERSEA TEAM)	The Intent to Return Letter The Return Letters Enrollment schedule (Registration time slot) Roll sheets
(iii) Efforts, including outreach, to be fully enrolled with eligible pregnant women or children	MOU's developed between the Head Start program and community agencies. Recruitment flyers are placed in agencies such as WIC office, doctor's offices, and pregnant women are prioritized once pregnancy has been medically verified.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Community Assessment Priority list/Waiting list PIR Report MOU's
(iv) Policies, procedures, and selection criteria it uses to serve eligible children <u>(Selection Criteria)</u>	Before a child is determined to be eligible, all forms/documents must be submitted to the program staff. We must report how we are meeting the need of potential eligible families on the basis of categorical eligibility, the parent, guardian or other person(s) seeking service for the child who has knowledge of the family's situation may submit information to Denton ISD concerning the family's categorical eligibility. Verification of eligibility must include examination of the following: A copy of the court order or other legal or government-issued document or a statement of a government child welfare official demonstrating the child in foster care.	ERSEA Specialist Head Start staff (ERSEA TEAM)	ERSEA Plan Selection Criteria Priority List/Wait List PIR Report

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(v) Its current enrollment and its enrollment for the previous year	When the program chooses to enroll families who do not meet the criterion (family income between 100 and 130 percent of the poverty guidelines), the Denton ISD Director and ERSEA Specialist will report to the regional office the current enrollment and its enrollment for the previous year.	ERSEA Specialist Start staff (ERSEA TEAM)	Head	ERSEA Plan Selection Criteria Priority List/Wait List PIR Report
(vi) The number of pregnant women and children served, disaggregated by the eligibility criteria in paragraphs (c) and (d)(1) of this section (See Selection Criteria)	Pregnant women and children are served and are given points by the eligibility Selection Criteria.	ERSEA Specialist Head Start staff (ERSEA TEAM)		ERSEA Plan Selection Criteria Priority List/Wait List PIR Report
(vii) The eligibility criteria category of each child on the program's waiting list	(See ERSEA Plan, Selection Criteria, and priority list/wait list) Recruitment and outreach are conducted on an on-going basis to social service agencies that serve pregnant women, eligible children, and children with disabilities to ensure the program has made every effort to serve income and categorically eligible families first. The priority/wait list is examined during each registration opportunity to enroll the most eligible children/pregnant women/children with disabilities first before serving pregnant women or children who do not meet the criteria in paragraph (c). A lesser point value is give to the participants who do not meet the criterion in paragraph (c) of this section.	ERSEA Specialist Head Start staff (ERSEA TEAM)		ERSEA Plan Selection Criteria Priority List/Wait List PIR Report
(e) Additional allowances for Indian tribes				
Does Not Apply to our Program				
(f) Migrant or Seasonal eligibility requirements				
A child is eligible for Migrant or Seasonal Head Start, if the family meets an eligibility criterion in paragraphs (c) and (d) of this section; and the family's income comes primarily from agricultural work (Selection Criteria and priority list/wait list)	Families complete an occupational survey that informs us if they are migrant workers. Families that are migrant or seasonal that meets eligibility criterion can enroll in the program	ERSEA Specialist Head Start staff (ERSEA TEAM)		Occupational Survey Selection Criteria Priority list/wait list PIR Report
(g) Eligibility requirements for communities with 1,000 or fewer individuals				
(1) A program may establish its own criteria for eligibility provided that it meets the criteria outlined in section 645(a)(2) of the Act	N/A			
(2) No child residing in such community whose family is eligible under criteria described in paragraphs (c) through (d) of this section, may be denied an opportunity to participate in the program under the eligibility criteria established under this paragraph (g)	N/A			
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible		Completion & Evidence of
(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 families to provide documents that confirm a child's age, if doing so creates a barrier for the family to enroll the child	The State of Texas requires students to be of age by September 1 of that current school year, but not older than the compulsory school age. The child's birth date must be verified by birth record, birth certificate, official documents (physical, shot, dental record etc.) and must meet the age requirement. Denton ISD Head Start does not require families to provide documents that confirm a child's age, if doing so creates a barrier for the family to enroll the child. They are allowed to continue enrollment and are given 30 days to provide proof of age for our records.	ERSEA Specialist Head Start staff School Secretary		Copy of Birth Certificate or its equivalent Passport
(i) Verifying eligibility				

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(1) To verify eligibility based on income, program staff must use tax forms, pay stubs, or other proof of income to determine the family income for the relevant time period	To verify eligibility based on income, program staff use the following documents to determine the family's income for the relevant time period: tax forms, pay stubs, written statements from employers, current public assistance benefit statements, signed declarations, and other proof of income.	ERSEA Specialist Head Start staff (ERSEA TEAM)	
(i) If the family cannot provide tax forms, pay stubs, or other proof of income for the relevant time period, program staff may accept written statements from employers, including individuals who are self-employed, for the relevant time period and use information provided to calculate total annual income with appropriate multipliers			
(ii) If the family reports no income for the relevant time period, a program may accept the family's signed declaration to that effect, if program staff describes efforts made to verify the family's income, and explains how the family's total income was calculated or 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 (k)(2) of this section			
(iii) If the family can demonstrate a significant change in income for the relevant time period, program staff may consider current income circumstances			
(2) To verify whether a family is eligible for, or in the absence of child care, would be potentially eligible for public assistance, the program must have documentation from either the state, local, or tribal public assistance agency that shows the family either receives public assistance or that shows the family is potentially eligible to receive public assistance	Program staff will verify whether a family is eligible for, or in the absence of child care, would be potentially eligible for public assistance, by obtaining documentation from either the state, local, or tribal public assistance agency that shows the family either received public assistance or that shows the family is potentially eligible to receive public assistance.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Copies of potentially eligible to receive public assistance letter
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(i) Verifying eligibility (con't)			
(3) To verify whether a family is homeless, a program may accept 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; or any other document that establishes homelessness	To verify whether a family is homeless, the program may accept a written statement from the district homeless liaison. The homeless liaison attests that the child is homeless by documentation/information gathered at enrollment after the completion of the Student Residency Questionnaire. The program accepts the families signed declaration to verify housing status.	ERSEA Specialist Head Start staff (ERSEA TEAM) Denton ISD Homeless Liaison	Residency Questionnaire, Email from the Homeless Liaison Homeless Report
(i) If a family can provide one of the documents described in this paragraph (i)(3), program staff must describe efforts made to verify the accuracy of the information provided and state whether the family is eligible because they are homeless	To verify whether a family is homeless, the program may accept a written statement from the district homeless liaison. The homeless liaison attests that the child is homeless by documentation/information gathered at enrollment after the completion of the Student Residency Questionnaire. The program accepts the families signed declaration to verify housing status.	ERSEA Specialist Head Start staff (ERSEA TEAM) Denton ISD Homeless Liaison	Residency Questionnaire Email from the Homeless Liaison Homeless Report

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(ii) If a family cannot provide one of the documents described in this paragraph (i)(3) 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 describe the child's living situation that meets the definition of homeless in part 1305 of this chapter	To verify whether a family is homeless, the program may accept a written statement from the district homeless liaison. The homeless liaison attests that the child is homeless by documentation/information gathered at enrollment after the completion of the Student Residency Questionnaire. The program accepts the families signed declaration to verify housing status.	ERSEA Specialist Head Start staff (ERSEA TEAM) Denton ISD Homeless Liaison	Residency Questionnaire Email from the Homeless Liaison Homeless Report
(iii) Program staff may seek information from third parties who have firsthand knowledge about a family's living situation, if the family gives written consent. If the family gives consent to contact third parties, program staff must adhere to program privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k) of this section	To verify whether a family is homeless, the program may accept a written statement from the district homeless liaison. The homeless liaison attests that the child is homeless by documentation/information gathered at enrollment after the completion of the Student Residency Questionnaire.	ERSEA Specialist Head Start staff (ERSEA TEAM) Denton ISD Homeless Liaison	Residency Questionnaire Email from the Homeless Liaison/ Homeless Rep
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(i) Verifying eligibility (con't)			
(4) To verify whether a child is in foster care, program staff must accept either a court order or other legal or government-issued document, a written statement from a government child welfare official that demonstrates the child is in foster care, or proof of a foster care payment	Children in Foster Care are automatically eligible for services and count as income eligible. Eligibility is documented on the Office of Head Start Eligibility Verification Form. We accept a court order or other legal government-issued document to prove eligibility.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Head Start Eligibility Verification Form Foster Care/Kinship Form
(j) Eligibility duration			
(1) If a child is determined eligible under this section and is participating in a Head Start program, he or she will remain eligible through the end of the succeeding program year 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	Children who are eligible under this section and are participating in a Head Start program will remain eligible through the end of the following program year, 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 a change in the child's family income and there is a child with a greater need for Head Start services.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Head Start Eligibility Verification Form Income documents
(2) Children who are enrolled in a program receiving funds under the authority of section 645A of the Act remain eligible while they participate in the program	Children in Foster Care are automatically eligible for services and count as income eligible. Eligibility is documented on the Office of Head Start Eligibility Verification Form. Children who are enrolled in a program receiving funds under the authority of section 645A of the Act remain eligible while they participate in the program.	ERSEA Specialist Head Start staff (ERSEA TEAM)	Head Start Eligibility Verification Form
(3) If a child moves from an Early Head Start program to a Head Start program, program staff must verify the family's eligibility again	N/A		
(4) 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, provided the child is eligible	N/A		
(k) Records			
(1) A program must keep eligibility determination records for each participant and ongoing records of the eligibility training for staff required by paragraph (m) of this section. A program may keep these records electronically	(i)(ii)(A)(B)(iii)(A)(B)(iii)(A)(B)(C)(D) Training of staff is done every year. Students records are kept on campus for 5 years. At that time, they are sent to be shredded. The program keeps eligibility determination records for each participant and ongoing records of the eligibility training for staff. Participant eligibility determination records include: Data Calculation Worksheet (documentation of in-person interview) Copies of any documents or statements, including declarations that are deemed necessary to verify eligibility. Verification of Eligibility Form HS Application (documents income)	School Secretary ERSEA Specialist & Asst.	Students records Training sign-in sheets

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Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(k) Records (con't)			
(2) Each eligibility determination record must include:	(i)(ii)(A)(B)(iii)(A)(B)(iii)(A)(B)(C)(D) Each student has a cumulative folder which contains all documentation required. These folders are kept in a locked file cabinet. An evaluation of the following documents is reviewed and copied to determine the family's income while in person interviews take place. Phone interviews are used when a family is unable to attend an interview. Documents gathered at the interview are kept in the child's folder record and electronically. In extreme circumstances such as a pandemic, the Denton ISD Head Start staff will use zoom and phone to conduct interviews. Document of the family may be emailed or dropped off to the interviewer.	Denton ISD Head Start Secretary ERSEA Specialist Head Start staff (ERSEA TEAM)	Eligibility determination Data Calculation Worksheet (documentation of in-person interview) Copies of any documents or statements, including declarations that are deemed necessary to verify eligibility HS Application (documents of income)
(i) Copies of any documents or statements, including declarations, that are deemed necessary to verify eligibility under paragraphs (h) and (i) 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 telephone interview with the family as described under paragraph (a)(1)(i) or (a)(2) of this section			
(B) Describing efforts made to verify eligibility, as required under paragraphs (h) through (i) of this section; and, collecting documents required for third party verification that includes the family's written consent to contact each third party, the third parties' names, titles, and affiliations, and 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 a homeless child or the child is in foster care			
(D) The family was determined to be eligible under the criterion in paragraph (c)(2) of this section			
(E) The family was determined to be eligible under the criterion in paragraph (d)(1) of this section			

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Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(k) Records (con't)			
(3) A program must keep eligibility determination records for those currently enrolled, as long as they are enrolled, and, for one year after they have either stopped receiving services; or are no longer enrolled	The program keeps eligibility determination records for those currently enrolled, as long as they are enrolled and for one to five years after they have stopped receiving services. All eligibility records are housed in a locked file cabinet.	ERSEA Specialist & Asst. Head Start Secretary	Eligibility determination records Data Calculation Worksheet (documentation of in-person interview) Copies of any documents or statements, including declarations that are deemed necessary to verify eligibility, Verification of Eligibility Form Head Start Application /documents
(l) Program policies and procedures on violating eligibility determination regulations. A program must establish written 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	If staff intentionally violate federal and/or program eligibility determination regulations, the program will administer performance improvement action according to Denton ISD Policies and Procedures and may include termination. In the event, that the program suspects that a parent or guardian provided false or inaccurate information during the eligibility determination process, the Head Start Director and ERSEA Specialist will conduct a full investigation. The family may be required to reapply for services using accurate eligibility information. Each situation will be investigated and responded to appropriately.	Denton ISD Head Start Director ERSEA Specialist	Eligibility determination records, Data Calculation Worksheet, documentation of in-person interview.
(m) Training on eligibility			
(1) A program must train all governing body, policy council, management, and staff who determine eligibility on applicable federal regulations and program policies and procedures. Training must, at a minimum:	(1)(i)(ii)(iii)The program trains all governing body, Policy Council members, management team members, and staff who determines eligibility on applicable federal regulations and program policies and procedures. At a minimum the training: Includes methods on how to collect and complete accurate eligibility information from families and third-party sources, incorporates strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy, explains program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information. The program trains staff members who make eligibility determinations within 90 days of hiring new staff. Training is provided by a Head Start Consultant at least every year to ensure staff remains current with procedures of the program. The program trains all governing body and Policy Council members within 180 days of the beginning of the school year of a new governing body or Policy Council. Training is provided at least every year to ensure governing body and Policy Council members remain current with the policy and procedures of the program. The program also provides eligibility training to all staff during their onboarding process (within 60 days of employment).	Denton ISD Head Start Director ERSEA Specialist Head Start Consultant	Meeting Signature page Meeting Agenda
(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			
(iii) Explain program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information.			
(2) A program must train management and staff members who make eligibility determinations within 90 days of hiring new staff	Explains program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information. The program trains staff members who make eligibility determinations within 90 days of hiring new staff. Training is provided by a Head Start Consultant at least every year to ensure staff remain current with procedures of the program. The program trains all governing body and Policy Council members within 180 days of the beginning of the school year of a new governing body & Policy Council. Training is provided at least every year to ensure governing body and policy council members remain current with policy and procedures to the program. The program also provides eligibility training to staff that work the registration during their onboarding process (within 60 days of employment).	Denton ISD Head Start Director ERSEA Specialist	Meeting Signature page Meeting Agenda

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(3) A program must train all governing body and policy council members within 180 days of the beginning of the term of a new governing body or policy council	The program trains all governing body and Policy Council members within 180 days of the beginning of the school year of a new governing body or Policy Council. Training is provided at least every year to ensure governing body and Policy Council members remain current with Policy and Procedures of the program. The program also provides eligibility training to all staff during their onboarding process (within 60 days of employment).	Denton ISD Head Start Director ERSEA Specialist	Meeting Signature page Meeting Agenda
(4) A program must develop policies on how often training will be provided after the initial training	Trainings provided at least every year to ensure governing body and Policy Council members remain current with policy and procedures of the program. Robert's Rules of Order is explained and implemented. The program also provides eligibility training to all staff during their onboarding process (within 60 days of employment). Training will occur as a new member becomes an officer.	Denton ISD Head Start Director ERSEA Specialist	Meeting Signature page Meeting Agenda
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.13 - RECRUITMENT OF CHILDREN			
In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage and assist them in applying for admission to the program. A program must include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.	In order to reach those most in need of services, the program develops and implements a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services and encourages and assists them in applying for admission to the program. Recruitment of children this process includes: Program efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care. Canvassing the local community, use of news releases and advertising, and use of family referrals and referrals from other public and private agencies. The program designs and follows its Recruitment Plan and networks with internal and external resources to obtain referrals. This listing includes dates and specific recruitment activities implemented (e.g., copies of distributed flyers, public service announcements, etc.). During the recruitment process that occurs prior to the beginning of the enrollment year, the program solicits applications from as many Head Start eligible families within the recruitment area as possible. The availability of program options is explained to parents e.g., via staff-parent discussion, at recruitment events, at parent orientation, via Head Start enrollment telephone blast, on the website, etc. * Recruitment posters/flyers are distributed to local social service agencies, local newspaper and placed on the district's web site. * The flyer contains information of what to bring to apply for the Head Start program, the date, time, location, phone number and a map for all eligible families. We use social media to advertise recruitment events.	ERSEA Specialist Head Start Staff	Flyers Phone Blast Denton ISD Website
§1302.14 - SELECTION PROCESS			
(a) Selection criteria			
(1) A program must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in §1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) and, other relevant family or child risk factors.	The program annually establishes selection criteria that weigh the prioritization of participants, based on community needs identified in the community needs assessment, family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, and other relevant family or child risk factors. Each spring for the upcoming recruitment, the new program year's selection criteria will become effective annually based on the approval by the ERSEA Committee, Policy Council, and the Denton ISD Board of Trustees. The program does not deny enrollment based on a disability or chronic health condition or its severity. The program ensures at least 10% of total funded enrollment is filled by children eligible for services under IDEA. The Priority list is developed at the beginning of each recruitment year and is maintained during the year. Priority lists rank children according to the program's selection criteria.	ERSEA Specialist Head Start ERSEA Team/Committee Policy Council Denton ISD Board of Trustees	Head Start ERSEA Team/Committee agenda, Policy Council agenda and minutes, Board of Trustees agenda and minutes

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(2) If a program serves migrant or seasonal families, it must select participants according to criteria in paragraph (a)(1) of this section, and give priority to children whose families can demonstrate they have relocated frequently within the past two-years to pursue agricultural work.	During registration, families complete an occupational survey that informs us if they are migrant workers. When the occupational survey results reflect that families are migrant workers families are selected to participate and given priority to families according to criteria in 1304.14 paragraph (a) (1) of the Performance Standards.	ERSEA Specialist Head Start ERSEA Team/Committee	Occupational Survey
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(a) Selection criteria (con't)			
(3) If a program operates in a service area where Head Start eligible children can enroll in high-quality publicly funded pre-kindergarten for a full school day, the program must prioritize younger children as part of the selection criteria in paragraph (a)(1) of this section. If this priority would disrupt partnerships with local education agencies, then it is not required. An American Indian and Alaska Native or Migrant or Seasonal Head Start program must consider whether such prioritization is appropriate in their community.	At the time of selection, the Head Start program will prioritize the younger children and accept student school transfers within the (Denton ISD) service area if the Local Education Agency (LEA) accepts the transfer.	ERSEA Specialist Head Start ERSEA Team/Committee	Drop and Add Forms
(4) A program must not deny enrollment based on a disability or chronic health condition or its severity.	The program reviews the recruitment information to assure that placement is not denied on the basis of a disability or its severity to any child who meets Head Start eligibility criteria. At least 10% of our enrollment is required to be students with disabilities. Our Disability Specialist provides oversight throughout the process of assessment, identification, eligibility, placements, and services for the student.	ERSEA Specialist Head Start ERSEA Team/Committee Head Start Director Education Specialist Disability Specialist/Mental Health Specialist	Meeting Agendas Forms from Spring Recruitment and ongoing recruitment completed by parent
(b) Children eligible for services under IDEA			
(1) A program must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.	The program does not deny enrollment based on a disability or chronic health condition or its severity. The program ensures at least 10% of total funded enrollment is filled by children eligible for services under IDEA. Campus information related to the recruitment dates is listed on the recruitment flyer. Parents complete the Denton ISD disability survey during recruitment. The educational Disability Specialist works alongside the campus diagnostician to review information about students currently receiving services under IDEA who might meet eligibility criteria.	Head Start Director Education Specialist Disability Specialist / Mental Health Specialist ERSEA Specialist	Disability Survey Selection Criteria
(2) If the requirement in paragraph (b)(1) of this section has been met, children eligible for services under IDEA should be prioritized for the available slots in accordance with the program's selection criteria described in paragraph (a) of this section.	Children under IDEA are prioritized for available slots in accordance with our selection criteria. Parents are surveyed for children that may have a suspected disability. The educational diagnostician reviews information about students eligible to receive services under IDEA who might meet eligibility criteria.	Disability Specialist/Mental Health Specialist ERSEA Criteria	Disability Survey Selection Criteria
(c) Waiting lists			
A program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program's selection criteria	Priority/Waiting list ranks children according to the program's selection criteria and is developed at the beginning of each enrollment year and maintained during the year.	ERSEA Specialist Head Start Director	Priority/Wait List
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.15 - ENROLLMENT			
(a) Funded enrollment			

SUBPART A - ERSEA

A program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 days	Funded enrollment level is maintained and all enrollment vacancies are filled before 30 calendar days elapse. If a need arises, a spot maybe held for potential Foster children coming into our area.	ERSEA Specialist	Drop and Add Form ADA Report Monthly Director Report Attendance Roster
(b) Continuity of enrollment			
(1) A program must make efforts to maintain enrollment of eligible children for the following year.	Funded enrollment level is maintained, and all enrollment vacancies are filled before 30 calendar days elapse. Returning students remain in the program until they are kindergarten eligible.	ERSEA Specialist	Drop and Add Form, ADA Report Director Report Attendance Roster
(2) Under exceptional circumstances, a program may maintain a child's enrollment in Head Start for a third year, provided that family income is verified again. A program may maintain a child's enrollment in Early Head Start as described in §1302.12(j)(2).	If a parent request is received for a Head Start student to be retained for a third year, this request would be taken to the campus committee (ERSEA) to make a determination if this would be in best interest of the child based on their identified needs. We would follow all of the TEA guidance given for this type of retention request.	ERSEA Specialist Head Start Director ERSEA Committee	Notes from meeting eligibility forms
(3) If a program serves homeless children or children in foster care, it must make efforts to maintain the child's enrollment regardless of whether the family or child moves to a different service area, or transition the child to a program in a different service area, as required in §1302.72(a), according to the family's needs.	The ERSEA Specialist and Denton ISD Homeless Liaison work together to maintain homeless children or children in foster care. The child will be allowed to maintain enrollment if the caregivers agree to keep them in our program.	ERSEA Specialist Head Start Director	Email Phone Logs
(c) Reserved slots			
If a program determines from the community assessment there are families experiencing homelessness in the area, or children in foster care that could benefit from services, the program may reserve one or more enrollment slots for pregnant women and children experiencing homelessness and children in foster care, when a vacancy occurs. No more than three percent of a program's funded enrollment slots may be reserved. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled in accordance with paragraph (a) of this section.	If a program determines, from the community assessment, there are families experiencing homelessness in the area, or children in foster care that could benefit from services, the ERSEA specialist will notify the Head Start Director. The Head Start Director will reserve one or more enrollment slots for pregnant women and children experiencing homelessness and children in foster care when a vacancy occurs. No more than three percent of a program's funded enrollment slots may be reserved. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled in accordance with paragraph (a) of this section.	Head Start Director ERSEA Specialist	Community Assessment Monthly Director Report
(d) Other enrollment			
Children from diverse economic backgrounds who are funded with other sources, including private pay, are not considered part of a program's eligible funded enrollment.	Children from diverse economic backgrounds who are funded with other sources, including private pay, are not considered part of a program's eligible funded enrollment.	Head Start Director ERSEA Specialist	Attendance Sheets Enrollment list
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities		Completion & Evidence of
(e) State immunization enrollment requirements			
A program must comply with state immunization enrollment and attendance requirements, with the exception of homeless children as described in §1302.16(c)(1).	Children entering the Denton ISD Head Start program are required to follow Texas State law that all students be immunized before beginning school or have a state approved Affidavit of Exemption on file. Homeless children are an exception. They are given 30 days to provide their documentation & plans. If the program determines a child is eligible under the McKinney-Vento Homeless Act, the program nurse, and social service assistant assist families that do not have a current physical and dental exam, and immunizations. All physicals, dental, and/or immunizations are reviewed by the school nurse prior to a child entering a classroom. The school nurse follows Texas State law for children to get them immunized as soon as possible in order to comply with state licensing requirements.	Health Specialist Social Work Assistant	Immunization Record Physical and Dental Forms

SUBPART A - ERSEA

(f) Voluntary parent participation			
Parent participation in any program activity is voluntary, including consent for data sharing, and is not required as a condition of the child's enrollment.	We encourage parent participation in the form of attendance at parent meetings, school activities, and volunteering in the classroom/school. Upon applying to the program, we ask parents for consent to test and use the data.	Denton ISD Head Start Director Program Managers	Head Start Parent Handbook Head Start forms
§1302.16 - ATTENDANCE			
(a) Promoting regular attendance			
A program must track attendance for each child			
(1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's well-being.	1. Staff must enter daily attendance at arrival and dismissal for each enrolled child into eSchool. If a child is unexpectedly absent and a parent/guardian has not contacted the program, within one hour of the program start time, classroom staff must attempt to contact the parent to ensure the child's well-being and document the conversation. 2. As a part of its continuum of services for preschool children with IEP's, some children spend a part of all their morning in a preschool classroom for children with IEP's. If the student comes directly to the preschool classroom for children with IEP's, the special education teacher with contact the Head Start teacher to share information about any absences. 3. Excessive absences or tardiness will be reviewed by the Assistant Principal, Campus Attendance Committee. The Head Start ERSEA committee will also review the information. 4. The ERSEA specialist is contacted and a follow-up or a home visit may be done. 5. We conduct a mandatory whole group parent meeting to reemphasize the importance of daily attendance, conduct one-on-one parent meetings, make follow-up phone calls and emails.	Head Start Teachers ERSEA Specialist ECSE Teachers	Document of communicating between teacher (call logs) Attendance Form ADA Reports Excel spreadsheets of attendance data
(2) A program must implement strategies to promote attendance. At a minimum, a program must:			
(i) Provide information about the benefits of regular attendance	Parents are trained at orientation about Head Start attendance. Guidelines for attendance are in the Head Start Parent Handbook.	Head Start Teachers ERSEA Specialist Campus Admin. & Director Head Start	Document of communicating between teacher Attendance Form ADA Reports
(ii) Support families to promote the child's regular attendance	At enrollment/orientation, the Head Start staff informs the parent/guardian that families are expected to maintain regular attendance. Parents/guardians are given a Parent Handbook with a copy of the attendance policy. When a child's attendance becomes irregular, parents receive a warning letter, truancy class assignment, and a success plan may be administered. Every nine weeks the Head Start Director invites all students and families with perfect attendance to participate in a Huddle.	Head Start Teachers ERSEA Specialist Head Start Director	Document of communicating between teacher Attendance Form ADA Reports
(iii) Conduct a home visit or make other direct contact with a child's parents if a child has multiple unexplained absences (such as two consecutive unexplained absences)	We use the ADA attendance report to monitor student percentages of attendance. Based on the report, we determine which students are in need of a home visit.	Family Service Staff Head Start Director	ADA attendance report & home visit records
(iv) Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.	Within the first 60 days of the school year, the ADA attendance data is pulled to review patterns of attendance. Thereafter, the reports are ran every two weeks to conduct ongoing progress monitoring and to put steps of intervention in place as deemed necessary.	Family Service Staff Head Start Director Office staff	ADA attendance report

SUBPART A - ERSEA

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities		Completion & Evidence of
(3) If a child ceases to attend, the program must make appropriate efforts to reengage the family to resume attendance, including as described in paragraph (a)(2) of this section. If the child's attendance does not resume, then the program must consider that slot vacant. This action is not considered expulsion as described in §1302.17.	Social Worker will follow-up to determine the reason(s) for absences or any irregular attendance and provide assistance if needed. Within the first 60 days of program operation, the ERSEA specialist and school administrator will use individual child attendance data to identify children with patterns of absence that put them at risk of missing 10% of program days per year. They will develop a plan, engaging families and classroom staff, to help eliminate barriers and increase support for the child's attendance. Attendance classes will be assigned to the parent. If a child ceases to attend and the above efforts have not resulted in re-engagement of the child and family, then the program must consider that slot vacant. (See Attendance Chart)	Assistant Principal ERSEA Specialist/Social Worker Head Start Teacher	Meeting Agenda Attendance form Attendance Plan
(b) Managing systematic program attendance issues			
If a program's monthly average daily attendance rate falls below 85 percent, the program must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate. The program must use this data to make necessary changes in a timely manner as part of ongoing oversight and correction as described in §1302.102(b) and inform its continuous improvement efforts as described in §1302.102(c).	Analysis of the causes of absenteeism-If the monthly average daily attendance rate in a center-based program falls below 85 percent (except in the case of illness or well-documented absences), the Director and the ERSEA specialist must analyze the causes and follow Denton ISD Head Start ERSEA Policies and Procedures. Updates must be made for that program year. 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. How many children have been absent 4 or more days this year? What contact did the program make with parents to determine the reasons for absenteeism? Has attendance fallen below 85 percent? This analysis will be included in the Director's Manager monthly report.	Assistant Principal Head Start Director ERSEA Specialist/Social Worker ERSEA Committee	ADA Attendance Report Director's Manager monthly report ERSEA Policies and Procedures
(c) Supporting attendance of homeless children			
(1) If a program determines a child is eligible under §1302.12(c)(1)(iii), it must allow the child to attend for up to 90 days or as long as allowed under state licensing requirements, without immunization and other records, to give the family reasonable time to present these documents. A program must work with families to get children immunized as soon as possible in order to comply with state licensing requirements	The Denton ISD Head Start follows the state licensing requirements for vaccinations and other records. The family services workers work with parents to obtain documents.	ERSEA Specialist Head Start staff (ERSEA TEAM) District Social Worker Homeless Liaison School Secretary	ERSEA Folder 9 Weeks Homeless and Foster Children Report Emails Attendance Sheets
(2) If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the program facility, the program must utilize community resources, where possible, to provide transportation for the child.	If a child is defined as homeless with documentation from the school district Homeless Liaison and Verification Form Student Resident Questionnaire (SRQ), the child will be allowed to attend classes regularly when the family does not have transportation. The social worker and the social service assistant will work to help relieve the barriers and use community resources, where possible to obtain transportation for the child.	ERSEA Specialist Head Start staff (ERSEA TEAM) District Social Worker Homeless Liaison School Secretary	Student Resident Questionnaire 9 Weeks Homeless and Foster Children Report Emails Attendance Sheets
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.17 - SUSPENSION AND EXPULSION			
(a) Limitations on suspension			
(1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature	(1-4iv)Before the use of suspension, the classroom teacher/staff will contact the campus Diagnostician/Disability Specialist. The diagnostician initiates the RTI process. There is a coordination of services which involves an interdisciplinary team. The team may include of the School Psychologist, Counselor, speech language pathologist, Principal, Head Start Director, Nurse, Head Start Teacher, Special Education Teacher and Parent. Together this interdisciplinary team will create and implement strategies and resources for the challenging behavior or Individual Developmental Plan (IDP).The program severely limits the use of suspension due to a child's behavior. If the program uses suspension due to a child's behavior, a temporary suspension is only used as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications. The child may return to full participation in all program activities as quickly as possible while ensuring child safety.	Diagnostician/Disability Specialist School Psychologist Counselor Speech Language Pathologist Principal/Head Start Director Nurse Head Start Teacher Special Education Teacher	RTI Notes, Meeting Notes

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(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications			
(3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources - such as behavior coaches, psychologists, other appropriate specialists, or other resources - as needed, to determine no other reasonable option is appropriate			
(4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:			
(i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources			
(ii) Developing a written plan to document the action and supports needed			
(iii) Providing services that include home visits			
(iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate			
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Prohibition on expulsion			
(1) A program cannot expel or unenroll a child from Head Start because of a child's behavior	(1, 2i-ii) Our program does not expel or unenroll students because of the child's behavior being exhibited at school. Teachers track the student's progress on Social-Emotional skills. If a problem continues with behavior after the child has had time to adjust to classroom routines and procedures, the DMTSS team will meet to see if there are any interventions &/or support services that can be implemented to help the student with these identified behaviors. If the student is eligible for 504 or special education services, the team will meet to discuss plans and services that need to be put in place.		
(2) When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher			

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(i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services;			
(ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.			
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement	Our program is part of the Denton ISD. Special Education supports are provided on campus. For students with behavioral concerns, the district MTSS process, individual development plans, campus-wide character traits program, positive behavior supports, other outside resources and coaching are implemented. Our Mental Health Specialist and Asst. can provide individual, small group, and large group supports to help to develop Social-Emotional skills within the classroom/school.	Director Head Start Campus Assistant Principal/Campus Administration Educational Specialist, District PK Coach Mental Health Specialist Counselor UNT Play Therapy Program Classroom Teachers	RTI Notes, Meeting Notes
§1302.18 - FEES			
(a) Policy on fees			
A program must not charge eligible families a fee to participate in Head Start, including special events such as field trips, and cannot in any way condition an eligible child's enrollment or participation in the program upon the payment of a fee.	Our program does not charge families fees.	Denton ISD Director Head Start	Fiscal records
(b) Allowable fees			
(1) A program must only accept a fee from families of enrolled children for services that are in addition to services funded by Head Start, such as child care before or after funded Head Start hours. A program may not condition a Head Start child's enrollment on the ability to pay a fee for additional hours.	Denton ISD Head Start does not charge any fees to families. The Denton ISD has partnered with Denton ISD Extended School Day Program. The mission is to ensure our students have the opportunity for educational, recreational and enrichment programs. This program provides a supervised environment that promotes safety, responsibility and community involvement. Our partnership is with Denton Country Day School through a MOU.	Director/Assistant Principal/Campus Administrator	Head Start budget Meeting Notes
(2) In order to support programs serving children from diverse economic backgrounds or using multiple funding sources, a program may charge fees to private pay families and other non-Head Start enrolled families to the extent allowed by any other applicable federal, state or local funding sources.	Our campus does not have programs where fees are being collected.	Director Head Start Campus Administrators	Fiscal records

PROGRAM STRUCTURE

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.20 - DETERMINING PROGRAM STRUCTURE			
(a) Choose a program option	N/A		
(1) A program must choose to operate one or more of the following program options: center-based, home-based, family child care, or an approved locally-designed variation as described in §1302.24. The program option(s) chosen must meet the needs of children and families based on the community assessment described in §1302.11(b). A Head Start program serving preschool-aged children may not provide only the option described in §1302.22(a) and (c)(2)	Our Head Start Program is a center-based program within Denton ISD public school system. Denton ISD is the Grantee/Recipient.	Director Head Start	Community Assessment report Center location & address
(2) To choose a program option and develop a program calendar, a program must consider in conjunction with the annual review of the community assessment described in §1302.11(b)(2), whether it would better meet child and family needs through conversion of existing slots to full school day or full working day slots, extending the program year, conversion of existing Head Start slots to Early Head Start slots as described in paragraph (c) of this section, and ways to promote continuity of care and services. A program must work to identify alternate sources to support full working day services. If no additional funding is available, program resources may be used.	Our program follows Denton ISD school year calendar and minutes of instruction requirements from TEA and Head Start program required minutes for the year. We are a full day program.	Director Head Start	Calendar and Schedule of services
(b) Comprehensive services			
All program options must deliver the full range of services, as described in subparts C, D, E, F, and G of this part, except that §§1302.30 through 1302.32 and §1302.34 do not apply to home-based options.	Our program delivers the full range of services for each Manager Area.	Director Head Start Programs Managers	Written Plans & services rendered
(c) Conversion	N/A		
(1) Consistent with section 645(a)(5) of the Head Start Act, grantees may request to convert Head Start slots to Early Head Start slots through the re-funding application process or as a separate grant amendment.	N/A		

PROGRAM STRUCTURE

(2) Any grantee proposing a conversion of Head Start services to Early Head Start services must obtain policy council and governing body approval and submit the request to their regional office	N/A		
(3) With the exception of American Indian and Alaska Native grantees as described in paragraph (c)(4) of this section, the request to the regional office must include:	N/A		
(i) A grant application budget and a budget narrative that clearly identifies the funding amount for the Head Start and Early Head Start programs before and after the proposed conversion	N/A		
(ii) The results of the community assessment demonstrating how the proposed use of funds would best meet the needs of the community, including a description of how the needs of eligible Head Start children will be met in the community when the conversion takes place	N/A		
(iii) A revised program schedule that describes the program option(s) and the number of funded enrollment slots for Head Start and Early Head Start programs before and after the proposed conversion	N/A		
(iv) A description of how the needs of pregnant women, infants, and toddlers will be addressed	N/A		
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c) Conversion (con't.)	N/A		
(v) A discussion of the agency's capacity to carry out an effective Early Head Start program in accordance with the requirements of section 645A(b) of the Head Start Act and all applicable regulations	N/A		
(vi) Assurances that the agency will participate in training and technical assistance activities required of all Early Head Start grantees	N/A		

PROGRAM STRUCTURE

(vii) A discussion of the qualifications and competencies of the child development staff proposed for the Early Head Start program, as well as a description of the facilities and program infrastructure that will be used to support the new or expanded Early Head Start program	N/A		
(viii) A discussion of any one-time funding necessary to implement the proposed conversion and how the agency intends to secure such funding	N/A		
(ix) The proposed timetable for implementing this conversion, including updating school readiness goals as described in subpart J of this part	N/A		
(4) Consistent with section 645(d)(3) of the Act, any American Indian and Alaska Native grantee that operates both an Early Head Start program and a Head Start program may reallocate funds between the programs at its discretion and at any time during the grant period involved, in order to address fluctuations in client populations. An American Indian and Alaska Native program that exercises this discretion must notify the regional office.	N/A		
(d) Source of funding			
A program may consider hours of service that meet the Head Start Program Performance Standards, regardless of the source of funding, as hours of planned class operations for the purposes of meeting the Head Start and Early Head Start service duration requirements in this subpart	Our program's hours of service meets/exceeds the required service duration requirements that are outlined by Head Start.	Director Head Start	Availability calendar DISD calendar
§1302.21 CENTER-BASED OPTION			
(a) Setting			
The center-based option delivers the full range of services, consistent with §1302.20(b). Education and child development services are delivered primarily in classroom settings	We have 11 classrooms that service 193 students in our Head Start program.	Head Start Teachers Education Specialist	Class list Daily Schedules Services records
(b) Ratios and group size			
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of

PROGRAM STRUCTURE

(1) Staff-child ratios and group size maximums must be determined by the age of the majority of children and the needs of children present. A program must determine the age of the majority of children in a class at the start of the year and may adjust this determination during the program year, if necessary. Where state or local licensing requirements are more stringent than the teacher-child ratios and group size specifications in this section, a program must meet the stricter requirements. A program must maintain appropriate ratios during all hours of program operation, except:	Each Head Start classroom follows the ratios that are outlined in the Head sTart standards. The age of the class is determined in order to know the appropriate ratios to follow when creating class lists. (Ex: a class age of majority 3s would have a 2/17 ratio and a class age of majority 4s would have a 2/18 ratio).	Education Specialist Head Start Director	Ongoing as needed Class lists records
(i) For brief absences of a teaching staff member for no more than five minutes	Quick breaks where coverage is not warranted would be a bathroom break, etc. The remaining staff member would call on their walkie talkie for assistance if needed before their return.	Instructional Staff Program Managers	Use of walkies
(ii) During nap time, one teaching staff member may be replaced by one staff member or trained volunteer who does not meet the teaching qualifications required for the age.	Floater paraprofessionals rotate to cover teacher conferenc periods to maintain proper ratios.	Instructional Staff Program Managers	Daily Schedules
(2) An Early Head Start or Migrant or Seasonal Head Start class that serves children under 36 months old must have two teachers with no more than eight children, or three teachers with no more than nine children. Each teacher must be assigned consistent, primary responsibility for no more than four children to promote continuity of care for individual children. A program must minimize teacher changes throughout a child's enrollment, whenever possible, and consider mixed age group classes to support continuity of care.	N/A		
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Ratios and group size (con't)			
(3) A class that serves a majority of children who are three years old must have no more than 17 children with a teacher and teaching assistant or two teachers. A double session class that serves a majority of children who are three years old must have no more than 15 children with a teacher and teaching assistant or two teachers	Class age is determined when creating class lists and proper ratios are followed	Education Specialist Head Start Director	Class list records

PROGRAM STRUCTURE

(4) A class that serves a majority of children who are four and five years old must have no more than 20 children with a teacher and a teaching assistant or two teachers. A double session class that serves a majority of children who are four and five years old must have no more than 17 children with a teacher and a teaching assistant or two teachers	Class age is determined when creating class lists and proper ratios are followed	Education Specialist Head Start Director	Class list records
(c) Service duration			
(1) Early Head Start	N/A		
(i) By August 1, 2018, a program must provide 1,380 annual hours of planned class operations for all enrolled children			
(ii) A program that is designed to meet the needs of young parents enrolled in school settings may meet the service duration requirements in paragraph (c)(1)(i) of this section if it operates a center-based program schedule during the school year aligned with its local education agency requirements and provides regular home-based services during the summer break	N/A		
(2) Head Start			
(i) Until a program is operating all of its Head Start center-based funded enrollment at the standard described in paragraph (c)(2)(iv) or (v) of this section, a program must provide, at a minimum, at least 160 days per year of planned class operations if it operates for five days per week, or at least 128 days per year if it operates four days per week. Classes must operate for a minimum of 3.5 hours per day	We follow our District School year calendar and our instructional minutes meet TEA requirement and meets/exceeds the Head Start Duration requirements. We are a full day program.	Director of Head Start	Annually District calendar Availability calendar

PROGRAM STRUCTURE

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c) Service duration con't.			
(ii) Until a program is operating all of its Head Start center-based funded enrollment at the standard described in paragraph (c)(2)(iv) or (v) of this section, if a program operates a double session variation, it must provide classes for four days per week for a minimum of 128 days per year and 3.5 hours per day. Each double session class staff member must be provided adequate break time during the course of the day. In addition, teachers, aides, and volunteers must have appropriate time to prepare for each session together, to set up the classroom environment, and to give individual attention to children entering and leaving the center	We are a full day program and meet the required duration minutes.	Director of Head Start	Annually District calendar Availability calendar
(iii) By August 1, 2019, a program must provide 1,020 annual hours of planned class operations over the course of at least eight months per year for at least 50 percent of its Head Start center-based funded enrollment.	Our program meets/exceeds the required hours of instruction each school year. We monitor this by calculating the hours of operation on the school calendar.	Director of Head Start	Annually District Calendar Availability calendar
(iv) By August 1, 2021, a program must provide 1,020 annual hours of planned class operations over the course of at least eight months per year for all of its Head Start center-based funded enrollment	Our program meets/exceeds the required hours of instruction each school year. We monitor this by calculating the hours of operation on the school calendar.	Director of Head Start	Annually District Calendar Availability calendar
(v) A Head Start program providing fewer than 1,020 annual hours of planned class operations or fewer than eight months of service is considered to meet the requirements described in paragraphs (c)(2)(iii) and (iv) of this section if its program schedule aligns with the annual hours required by its local education agency for grade one and such alignment is necessary to support partnerships for service delivery.	N/A		
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(3) Secretarial determination			
(i) On or before February 1, 2018, the Secretary may lower the required percentage described in paragraph (c)(2)(iii) of this section, based on an assessment of the availability of sufficient funding to mitigate a substantial reduction in funded enrollment	N/A		

PROGRAM STRUCTURE

(ii) On or before February 1, 2020, the Secretary may lower the required percentage described in paragraph (c)(2)(iv) of this section, based on an assessment of the availability of sufficient funding to mitigate a substantial reduction in funded enrollment.	N/A		
(4) Extension			
If an extension is necessary to ensure children enrolled in the program on November 7, 2016 are not displaced from the Early Head Start or Head Start program, a program may request a one-year extension from the responsible HHS official of the requirements outlined in paragraphs (c)(1) and (c)(2)(iii) of this section.	N/A		
(5) Exemption for Migrant or Seasonal Head Start programs	N/A		
A Migrant or Seasonal program is not subject to the requirements described in §1302.21(c)(1) or (2), but must make every effort to provide as many days and hours of service as possible to each child and family	N/A		
(6) Calendar planning - A program must:			
(i) Plan its year using a reasonable estimate of the number of days during a year that classes may be closed due to problems such as inclement weather	Denton ISD Head Start program follows the calendar of the school district, which includes make up days for inclement weather	Governing Board Director of Head Start	Published DISD calendar Availability calendar
(ii) Make every effort to schedule makeup days using existing resources if hours of planned class operations fall below the number required per year	The Denton ISD calendar has inclement weather days designated on it.	Denton ISD Director Head Start	Published DISD calendar Availability calendar
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(d) Licensing and square footage requirements.			
(1) The facilities used by a program must meet state, tribal, or local licensing requirements, even if exempted by the licensing entity. When state, tribal, or local requirements vary from Head Start requirements, the most stringent provision takes precedence.	Facility was designed for Early Childhood and meets/exceeds the requirements.	Governing Board Director of Head Start	Ongoing Building blue prints/design & outdoor facilities
(2) A center-based program must have at least 35 square feet of usable indoor space per child available for the care and use of children (exclusive of bathrooms, halls, kitchen, staff rooms, and storage places) and at least 75 square feet of usable outdoor play space per child.	Apply appropriate space allocations to classrooms and to group socialization settings according to room and building occupancy numbers.	Governing Board Director of Head Start	Ongoing Building blue prints/design & outdoor facilities

PROGRAM STRUCTURE

(3) A program that operates two or more groups within an area must ensure clearly defined, safe divisions to separate groups. A program must ensure such spaces are learning environments that facilitate the implementation of the requirements in subpart C of this part. The divisions must limit noise transfer from one group to another to prevent disruption of an effective learning environment	Larger areas in the building can have more than one class at a time such as playground and indoor activity center. Allowable ratios for staff/student are maintained and staff are zoned to provide appropriate active supervision of their group.	Instructional Staff	Daily Class Schedules
§1302.22 HOME BASED OPTION - N/A			
§1302.23 FAMILY CHILD CARE OPTION - N/A			
§1302.24 LOCALLY-DESIGNED PROGRAM OPTION VARIATIONS - N/A			

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.30 PURPOSE			
All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interactions. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum, the elements contained in §§1302.31 through 1302.34, and a home-based program must implement, at a minimum, the elements in §§1302.33 and 1302.35.	Our Head Start Program has highly qualified Staff and services. The education specialist is CLASS certified and conducts CLASS observations and provides instructional coaching and supports. We use a research based curriculum and use reliable screening and assessment tools to track student progress. Each Head Start students has an Individualized Development Plan basedon their indentified needs.	Education Specialist Head Start Instructional staff	Staff credentials CLASS observations IDP's IEP's Assessment data (Dial-4, CLI and report cards)
§1302.31 TEACHING AND THE LEARNING ENVIRONMENT			
(a) Teaching and the learning environment			
A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through (e) of this section	1. Classroom environment is set up using developmentally appropriate practice guidelines. 2. Classroom environments are center-based to encourage children individual skills and competencies. 3. A variety of materials and planned activities are implemented to encourage individual and group play. 4. Monthly Instructional Support Meetings with teachers are conducted to further assist teachers in areas needed. 5. Learning Environments are monitored by Administration using the Circle Progress Monitoring tool from CLI Engage (Classroom Environment Checklists).	Educational Specialist Teaching Teams Administrators	Classroom Checklist at beginning of the year CIRCLE Environmental checklist BOY & EOY Ongoing through lesson plans CLASS observations

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Effective teaching practices			
(1) Teaching practices must: (i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities;	1. Parent Orientation lays the foundation of trust with Families 2. Teachers provide an environment where expression of feelings and sharing concern and care for others is modeled, and encouraged by using (PBIS) Positive Behavior Intervention Supports as outlined in district guidelines.	Program Team Managers Teaching Teams	Orientation is at beginning of year, sign-in sheets is evidence, and ongoing with evidence being lesson plans.
(ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by aligning with and using the Framework and the curricula as described in §1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning	Teachers gather information from parents and informal and formal assessments to create goals from each of the ELOF domains for each student. Goals are recorded and assessed on the Denton ISD Head Start Individual Development Plan (IDP) The teachers then plan lessons throughout the year to help students progress on goals. The goals are assessed at the BOY, MOY, and EOY and parents are updated on their child's goals at parent conferences and home visits.	Education Specialist Teaching Teams	Evidence is Denton ISD Head Start IDP form assessed in BOY, MOY, and EOY. Also in lesson plans which are ongoing.
(iii) Integrate child assessment data in individual and group planning	Teachers use data from formal CLI Engage Assessments along with informal assessments as outlined by our district's Curriculum department when making weekly lesson plans.	Teaching Teams	This is ongoing and evidence is weekly lesson plans.
(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the Head Start Early Learning Outcomes Framework: Ages Birth to Five	Teachers use data and input from parents to select goals from each of the domains outlined in the ELOF. Teachers will plan activities and lessons to help children achieve their goals.	Teaching Teams	Student Individual Development Plan
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

(b) Effective teaching practices (con't)			
(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:			
(i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English	N/A At this time our school does not have an Early Head Start Program.		
(ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or	All our teachers hold English as a Second Language certifications. Our Bilingual teachers are Certified Bilingual Education Teachers. Our Bilingual teachers have the support of our district's Bilingual Department and follow Gomez & Gomez model. Items in the classroom are labeled with picture and words in both languages as appropriate.	Teaching Teams Bilingual Department	This is ongoing and evidence is in weekly lesson plans.
(iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.	All of our teachers hold English as a Second Language certifications. Classrooms have multicultural materials in them for exploration and the program celebrates multicultural events such as Black History Month, Cinco de Mayo, etc. Designated staff help to provide verbal and written translations to our families.	Teaching Teams Program Team Managers	This is ongoing and evidence is in weekly lesson plans.
(c) Learning environment			
A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences	Our district curriculum department provides Pacing Guides with a scope and sequence for teachers to reference when planning. We also use a Circle Monitoring Classroom Environmental checklist. We follow the recommended minutes of instruction in the Pre-K guidelines that are reflected in the Teacher's lesson plans and in their daily schedules.	Education Specialist Campus Administration Teaching Teams	This is ongoing and evidence is in weekly lesson plans.

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c) Learning environment (con't)			
(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,	N/A At this time our school does not have an Early Head Start Program.		
(2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.	Classrooms environments are set up with developmentally appropriate materials and daily schedule provides small and large group activities, center time activities and opportunities for individual instruction.	Education Specialist Teaching Teams	Aug. /Ongoing Evidence is classroom checklist daily schedules lesson plans anecdotal records
(d) Materials and space for learning			
To support implementation of the curriculum and the requirements described in paragraphs (a), (b), (c), and (e) of this section a program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning	Denton ISD Curriculum Department provides a variety of trainings to help teachers implement the curriculum with fidelity through developmentally and age appropriate practices for 3 and 4 year old children. Classrooms are set up in the "Center Model" for both indoor and outdoor activities. We provide an appropriate environment for children with special needs which include any modifications stated in student's IEP and work with teaching teams to ensure IEP's are met. Teachers use thematic units throughout the year and change materials to support children's interest.	Education Specialist Teaching Teams Disability Specialist	Ongoing and evidence is lesson plans and IEP
(e) Promoting learning through approaches to rest, meals, routines, and physical activity			
(1) A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.	Daily schedules allow for a rest time everyday. Each student is provided a cot and blanket that is assigned to them for the year. Blankets are sent home for washing weekly or may be washed at school if needed. Students are encouraged to rest at least 20 minutes and if they choose to not nap they are provided with books and other materials to use while on their cots as alternative learning activities.	Education Specialist Teaching Teams Disability Specialist	Ongoing and evidence is lesson plans and IEP

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(e) Promoting learning through approaches to rest, meals, routines, and physical activity (con't)			
(2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.	At this time our program does not serve Early Head Start. Our program provides a breakfast and lunch for our students . The Nutrition Specialist develops a 4 week cycle of menus utilizing principals of sound menu planning. The Nutrition Specialist also provides a list of recommended healthy snacks. Our facility does not have a cafeteria and students eat in classrooms at tables in small clusters. Teachers sit with children while eating to foster communication between all tables. Daily schedules allow time for breakfast, lunch and snack times. Children are given as much time as needed to finish all meals. Instructional Support is provided to teachers that help to enforce that food is never used as a reward or a punishment.	Education Specialist Nutrition Specialist Teaching Teams	Ongoing Evidence is lesson plans and daily schedules
(e) Promoting learning through approaches to rest, meals, routines, and physical activity (con't)			
(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth	Daily schedules allow for handwashing and bathroom times. Each classroom has a sink and bathroom facility that is at the children's level. Children receive assistance by staff as needed until they achieve independence. Our curriculum department provides transitional activities to assist teachers during the transitional times.	Education Specialist Teaching Teams	Ongoing evidence is Daily Schedules
(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment	Daily schedules reflect time for both a gross motor time in the activity center/gym and outside recess time. If weather prohibits outside time, activities are provided indoors in Shared Pod areas.	Education Specialist Teaching Teams	Ongoing evidence is Daily Schedules

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.32 CURRICULA			
(a) Curricula			
(1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:	Denton ISD State adopted Pre-K curriculum is Savvas Three Cheers for Pre-k. Our program also uses Growing with mathematics for extra Math resources and Changemaker and Baby Doll Circle Time from Conscious Discipline for extra Social-Emotional Support.	Education Specialist Teaching Teams	Ongoing Curriculum materials
(ii) Are aligned with the 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 Texas Prekindergarten guidelines are aligned with ELOF and school readiness goals.	Education Specialist Teaching Teams	Ongoing Pre-K guidelines
(iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.	Denton ISD Curriculum Department provides our teachers with pacing guides and a scope and sequences to follow.	Education Specialist Teaching Teams	Ongoing Pacing guides
(2) A program must support staff to effectively 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	Teachers have instructional support meetings monthly and faculty meetings monthly. Educational specialist conducts CLASS reviews in the fall and spring. Administration conducts TTESS teacher evaluations yearly or bi-yearly and conduct additional walk-throughs. Teachers have professional developments scheduled by the district for teachers and staff annually. Teachers have coaching opportunities through the Head Start Education Specialist, District Pre-K coaches, and Region XI Texas School Ready project.	Administration Education Specialist Teaching Teams	Ongoing Classroom observations CLASS Lesson plans

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Adaptation			
A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) of this section to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in §1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations	Student with special needs sometimes require adaptations, accommodations, &/or modifications. The Disability Specialist works with the teachers in the development of the Individual Development Plan based on IEP goals. Special education service providers also provide consultation with the Head Start teacher.	Disability Specialist, Special Education Service Providers	Logs ARD meeting minutes
§1302.33 CHILD SCREENINGS AND ASSESSMENTS			
(a.) Screening			
(1) In collaboration with each child's parent and with parental consent, a program must 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 or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.	<p>*During the enrollment process, consent for screening is obtained.</p> <p>*As a part of the recruitment process, parents complete the ASQ-3.</p> <p>*Children enrolling at the start of the school year are administered the DIAL-4 by trained staff while parents are completing district enrollment paperwork. For students whose home language is reported to be other than English, a language test is performed to see if they qualify for bilingual instruction.</p> <p>*For students enrolling after the start of the school year, the ASQ-3 is completed during the enrollment process. The DIAL-4 is completed by the Education Specialist and Teachers within the first 45 calendar days of enrollment.</p> <p>*Vision and hearing screenings are completed by the Health Specialist/Campus Nurse within the first 45 days of enrollment.</p>	ERSEA Specialist Health Specialist Disability Specialist Education Specialist	Developmental screenings reports in student portfolio

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.	Campus special education support staff assigned to the campus are consulted to review the appropriateness of the current instruments to determine their continued appropriateness. DIAL-4 protocols are shared with the campus diagnostician and Disability Specialist, speech language pathologists, and other special education support staff to for review to determine those children whose results indicate an immediate need for referral to special education. Information is shared with parent and teacher. Results of the Developmental Screening can be used in the DMTSS meetings to see which students may be low in certain areas that may require extra supports.	Disability Specialist Educational Specialist	Disability Specialist Log DMTSS documentation
(3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent's consent, promptly and appropriately address any needs identified through:			
(i) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA	Parent is given information about how to refer their child including the contact information for the campus diagnostician or campus SLP	Campus Diagnostician Campus SLP	Child Find spreadsheet
(ii) Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.	With parent consent, a full and individual evaluation is completed within state established timelines. (45 school days from initial consent to completion of assessment, 30 days from completion of assessment to ARD)	District Campus Diagnostician Campus SLP	Operating Guidelines
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(4) If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part	For students eligible for intervention under IDEA, a copy of the ARD is maintained by the Head Start Disability Specialist. Goals and classroom interventions are provided to the classroom teacher and maintained in the student portfolio. For those students with a behavior intervention plan developed in the ARD process, copies are provided to all Head Start support staff, the Head Start teacher serving the child, campus administrator, and campus counselor.	Disability Specialist District Head Start Teachers	Operating Guidelines

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

(5) If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:			
(i) 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	If the student is not eligible for special education intervention, the MTSS Team will convene to determine if 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 develop a plan to address the child's needs. This may include a determination of eligibility under Section 504 with classroom accommodations.	Disability Specialist Education Specialist ERSEA Specialist Campus Counselor Program Director DMTSS Campus Coordinator Administration	MTSS Logs, 504 Meeting Minutes
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(a.) Screening (con't)			
(ii) 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 those students with a significant delay, a plan and accommodations (if needed), is developed in the ARD process and copies are provided to all Head Start support staff, the Head Start teacher serving the child and campus administrator.	Disability Specialist Program Director Administrators Teachers	ARD meeting minutes
(A) Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.	If the student is not eligible for special education intervention, the DMTSS Team will convene to determine if 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 develop a plan to address the child's needs. This may include a determination of eligibility under Section 504 with classroom accommodations.	Disability Specialist Education Specialist ERSEA Specialist Campus Counselor Program Director	RTI Logs, 504 Meeting Minutes
(B) A program may use program funds for such services and supports when no other sources of funding are available.	N/A due to Denton ISD is the Recipient of our federal grant and these services are provided as part of our in-kind match.	Disability Specialist Head Start Director	

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

(b.) Assessment for individualization			
(1) A program must conduct standardized and structured assessments, which may be observation- based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.	The district selected instrument used for ongoing monitoring of skill development in the Texas Prekindergarten Guidelines is administered at required checkpoints. Information is utilized in the development of the Individual Development Plan. Progress on the district selected instrument and progress on IDP goals are shared with parents.	Education Specialist Disability Specialist MTSS Campus Coordinator	CLI Engage Curriculum Assessments Dial-4 ASQ-3
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b.) Assessment for individualization (con't)			
(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.	1. The district selected instrument used for ongoing monitoring of skill development in the Texas Prekindergarten Guidelines is administered at required checkpoints. 2. Information is utilized in the development of the Individual Development Plan. 3. Progress on the district selected instrument and progress on IDP goals are shared with parents.	Education Specialist Disability Specialist	District calendar for distrubutuion of PK report cards and progress reports
(3) If warranted from the information gathered from paragraphs (b)(1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.	For children not making adequate progress, an MTSS meeting is scheduled with a need for special education referral reviewed.	Education Specialist Disability Specialist	MTSS Logs

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

(c.) Characteristics of screenings and assessments			
(1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.	1. Norming documentation in the Technical Manuals are reviewed to determine the reliability and validity. Information from the Technical Manual is also reviewed to address developmental appropriateness, cultural appropriateness, linguistic appropriateness, and appropriateness for children with disabilities. 2. Staff administering all screening and assessments are properly trained.	Education Specialist Disability Specialist	Disability Specialist Log
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c.) Characteristics of screenings and assessments (con't)			
(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:			
(i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition	Children whose home language is reported to be other than English are administered assessments according to district guidelines which are in accordance with state guidelines for screening/assessing students who may be identified as Emergent Bilingual.	District Bilingual Education personnel Education Specialist Administrators	State approved assessment results.
(ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain	The DIAL-4 was selected as the district screening instrument due to inclusion of gross and fine motor skills, receptive and expressive language skills, articulation skills, and cognitive skill development. The ASQ-3 addresses all these domains and includes information from the parent relating to self-care skills and social skills.	ERSEA Specialist Education Specialist Disability Specialist Teachers	Dial-4 & ASQ Protocols
(iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.	The program is a part of the district. Teachers employed by the district are certified teachers. Those teachers who hold bilingual education certification conduct the screening using the DIAL-4. Paraprofessionals selected and trained by the District Bilingual Education Department conduct the screening for status as an English Language Learner.	Human Resources District Bilingual Education Department Education Specialist	Teacher records Training records - Bilingual education assessment results

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(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (c)(2)(i) through (iii) of this section.	The program is a part of the district. Texas Education Agency guidelines regarding the screening of children to determine eligibility as English Language Learners is followed.	District Bilingual Education Department	Operating Guidelines
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c.) Characteristics of screenings and assessments (con't)			
(4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.	The program is a part of the district. Texas Education Agency guidelines regarding the screening of children to determine eligibility as English Language Learners is followed.	District Bilingual Education Department	Operating Guidelines
(d) Prohibitions on use of screening and assessment data			
The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation	Screening and assessment data is used to individualize instruction and implement specific instructional practices that will promote and/or sustain school readiness. Screening is conducted after the recruitment process is completed. For students completing enrollment at the start of the school year, screening is conducted while parents complete the district's enrollment paperwork. For students enrolling after the start of school, screening is conducted by the classroom teacher within 45 calendar days of enrollment. Results of screening are not a factor in the recruitment process.	Education Specialist Disability Specialist ERSEA Specialist Health Specialist Campus Nurse	Developmental screening report in student's portfolio
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.34 PARENT AND FAMILY ENGAGEMENT IN EDUCATION AND CHILD DEVELOPMENT SERVICES			
(a) Purpose			
Center-based and family child care programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.	Our program partners with the parents and strives to get them engaged and recognizes them as their child's educator	PFCE Specialist	Parent Involvement records

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

(b) Engaging parents and family members			
A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure:	Parents are encouraged to become volunteers and to help with planning activities through the Parent Committee	PFCE Specialist	Parent Involvement records
(1) The program's settings are open to parents during all program hours	Parents are welcome to volunteer during school hours	Teaching Teams PFCE Specialist	Ongoing Parent Volunteer hours log
(2) Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior	Teachers communicate with parents daily: face to face, Seesaw, Tuesday folders, home visits, parent teacher conferences, and IEP meetings	All Staff	IDP home visit form
(3) Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program	Teachers hold parent teacher conferences in the fall and in the spring. Additional Parent/Teacher meetings can be scheduled throughout the year as needed.	Education Specialist Teaching Teams	IDP forms completed Parent/Teacher conferences are held in the fall and spring
(4) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program	At least one parent from each classroom serves on the Parent Committee and meetings are scheduled on a monthly basis. Parents are asked to be involved in school activity planning. Weekly lesson plans are posted on parent board by each classroom. Weekly newsletters are sent home by teachers to keep parents up to date with weekly learning objectives.	Education Specialist PFCE Specialist Teaching Teams	Ongoing lesson plans newsletters
(5) Parents and family members have opportunities to volunteer in the class and during group activities	Following District guidelines on Approved Volunteers, Parents must fill out and be approved and then are welcomed to volunteer.	Education Specialist PFCE Specialist	Volunteer logs
(6) Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress	Following completion of the developmental screening, results are entered into a spreadsheet for use in analysis of data and in generating a report to the parent of assessment results. Teachers discuss the outcome of screeners with parents at home visits.	Disability Specialist Teaching Teams Education Specialist Health Specialist	Spreadsheet Developmental Screening Report

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Engaging parents and family members(con't)			
(7) Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff;	Teachers will conduct a parent /teacher conference and a home visit in the Fall and Spring semesters of the school year. If a student is enrolled after that time, the home visit will be conducted within 45 days of enrollment unless the student enrolls in December, home visits and conferences will be in the spring semester.	Education Specialist Teaching Teams	Completed in fall and spring Evidence is DISD HS home visit form.
(8) Teachers that serve migrant or seasonal families make every effort to conduct home visits to engage the family in the child's learning and development	N/A at this time in our program.		
§1302.35 EDUCATION IN HOME-BASED PROGRAMS	N/A		
§1302.36 TRIBAL LANGUAGE PRESERVATION AND REVITALIZATION			
A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations. If children's home language is English, exposure to English as described in §1302.31(b)(2)(i) and (ii) is not required	N/A		

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Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Evidence of Completion
§1302.40 PURPOSE				
(a) A program must provide high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child's growth and school readiness	We have MOU with community members to help bridge gap in dental and physical health.	Health Specialist Head Start Director Nutritionist Head Start Mental Health Specialist	Ongoing	Charting
(b) A program must establish and maintain a Health Services Advisory Committee that includes Head Start parents, professionals, and other volunteers from the community	Invites are sent out twice a year to all parents, some community members, and professionals.	Health Specialist Head Start Director Nutritionist Head Start Mental Health Specialist	Ongoing	Invites and sign-in pages
§1302.41 COLLABORATION AND COMMUNICATION WITH PARENTS				
(a) For all activities described in this part, programs must collaborate with parents as partners in the health and well-being of their children in a linguistically and culturally appropriate manner and communicate with parents about their child's health needs and development concerns in a timely and effective manner.	Limited nurses clinic on campus site for assessments and emergency treatment. Charting is also completed to see when their student is due for dental and physical.	Health Specialist Head Start Director	Ongoing	Charting
(b) At a minimum, a program must				
(1) Obtain advance authorization from the parent or other person with legal authority for all health and developmental procedures administered through the program or by contract or agreement, and, maintain written documentation if they refuse to give authorization for health services	1. Parents sign necessary consents upon enrollment per Denton ISD district policy, additional consents are obtained as necessary 2. Written documentation is kept of any parent refusals for treatment and for any parent refusals of recommended care.	Health Specialist ERSEA/assistant Head Start Director	Ongoing	Child's records

HEALTH PROGRAM SERVICES

(2) Share with parents the policies for health emergencies that require rapid response on the part of staff or immediate medical attention	1. Parents are made aware of health emergency procedures via consent to treatment at registration, through the parent handbook, and by district policies for health services which are available on the Denton ISD website and linked to the health specialist's webpage.	Health Specialist District/ Program Staff Head Start Director	Ongoing	Denton ISD district website including school and health specialist's pages, School's Head Start parent Handbook
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
§1302.42 CHILD HEALTH STATUS AND CARE				
(a) Source of health care				
(1) A program, within 30 calendar days after the child first attends the program or, for the home-based program option, receives a home visit, must consult with parents to determine whether each child has ongoing sources of continuous, accessible health care – provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care – and health insurance coverage	1. For our center-based program, at registration, parents will state their current medical and dental coverage. The provider will be verified by the parent providing a copy of a current physical/dental exam record completed by the provider. 2. At registration, parents will provide a copy of their health insurance card or documentation that they have applied or been denied for Medicaid/CHIP coverage.	Health Specialist or ERSEA Personnel	Within 30 days from Enrollment	Child's records
(2) If the child does not have such a source of ongoing care and health insurance coverage or access to care through the Indian Health Service, the program must assist families in accessing a source of care and health insurance that will meet these criteria, as quickly as possible	1. Families without health insurance coverage for the child will be assisted by program staff with applying for Medicaid/CHIP or otherwise obtaining insurance. For those unable to obtain coverage, program staff will be available to the family to assist with finding affordable care when needed from program partners and other outside resources.	Health Specialist or ERSEA Personnel	Within 30 days from Enrollment	Child's records
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
(b) Ensuring up-to-date child health status				
(1) Within 90 calendar days after the child first attends the program or, for the home-based program option, receives a home visit, with the exceptions noted in paragraph (b)(3) of this section, a program must				

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(i) Obtain determinations from health care and oral health care professionals as to whether or not the child is up-to-date on a schedule of age appropriate preventive and primary medical and oral health care, based on: the well-child visits and dental periodicity schedules as prescribed by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the state in which they operate, immunization recommendations issued by the Centers for Disease Control and Prevention, and any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems	1. Parents will provide Head Start program at registration or as soon as possible thereafter with physical and dental exam forms completed by the provider 2. Parents will provide the Head Start program with vaccination records in compliance with state law. 3. Health Specialist will review each child's records to determine each student's conformity with periodicity schedule within the first 30 days in the program. 4. Forms will be reviewed yearly by Health Specialist before printing for provision to parents to ensure they are still in conformance with the Texas Periodicity Schedule.	Health Specialist	Within 90 days of enrollment	Child's Records
(ii) Assist parents with making arrangements to bring the child up-to-date as quickly as possible; and, if necessary, directly facilitate provision of health services to bring the child up-to-date with parent consent as described in §1302.41(b)(1)	The Health Specialist and other staff will follow up with parents of students not in conformity to determine reasons child is not in compliance. Referrals to affordable providers will be provided as needed and the Health Specialist will confer with social worker as needed to ensure accessibility to care.	Health Speciaist	Ongoing	Child's Records
(2) Within 45 calendar days after the child first attends the program or, for the homebased program option, receives a home visit, a program must either obtain or perform evidence-based vision and hearing screenings	Within 45 days, Health Specialist will perform vision and hearing screenings on all children in the program in compliance with state regulations and district rules.	Health Speciaist	Within 45 days of enrollment	Child's Records
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
(3) If a program operates for 90 days or less, it has 30 days from the date the child first attends the program to satisfy paragraphs (b)(1) and (2) of this section.	N/A - Not a homebased program			

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(b) Ensuring up-to-date child health status (con't)				
(4) A program must identify each child's nutritional health needs, taking into account available health information, including the child's health records, and family and staff concerns, including special dietary requirements, food allergies, and community nutrition issues as identified through the community assessment or by the Health Services Advisory Committee	1. At registration, parents will identify food allergies and diet restriction. 2. At registration, parents will complete a nutrition questionnaire, which will be reviewed by the Health Specialist within the first 30 days after enrollment. 3. Within the first 45 days, the Health Specialist will obtain BMI's on all children in the program, and consult with the Nutrition Specialist regarding BMI's outside of the normal range. 4. The classroom teacher will discuss nutrition at home visits and monitor students during mealtimes for behaviors indicating food issues.	Health Specialist Classroom Teacher Nutrition Specialist	Ongoing	Child's Records
(c) Ongoing care				
(1) A program must help parents continue to follow recommended schedules of well-child and oral health care	Tracking of when they are due for care. Email notes are sent that they are due.	Health Specialist Head Start Director	Ongoing	Charting
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
(2) A program must implement periodic observations or other appropriate strategies for program staff and parents to identify any new or recurring developmental, medical, oral, or mental health concerns	1. The Health Specialist/School Nurse performs quick visual assessments of children in the program with screenings and when greeting children in hallways and classrooms. 2. Classroom teachers perform daily health checks of students when greeting them in the classroom, during breakfast, and as needed throughout the day and notifies the Health Specialist of any concerns. 3. The Health Specialist/School Nurse assesses children as needed, determines health needs from their records, and assists the parent in locating appropriate resources in the community for care. 4. Mental health specialist observes students needs while in classrooms during her guidance lessons.	Health Specialist ClassroomTeacher Mental Health Specialist	Ongoing	Visits to nurse are documented in child's records, Classroom teachers maintains records of child's development and concerns, Mental health specialist maintains records of concerns and services rendered or recommended

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(3) A program must facilitate and monitor necessary oral health preventive care, treatment and follow-up, including topical fluoride treatments. In communities where there is a lack of adequate fluoride available through the water supply and for every child with moderate to severe tooth decay, a program must also facilitate fluoride supplements, and other necessary preventive measures, and further oral health treatment as recommended by the oral health professional	1. Classes brush teeth daily. Best practices will be followed using evidence-based recommended health practices during pandemics or health crisis. 2. The program requests dental exams at registration, and assists with finding dental resources for those who do not turn in a completed dental exam form. 3. Water in the city of Denton is fluoridated	Classroom Staff Health Specialist	Daily	Denton City water reports Classroom Schedules
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
(d) Extended follow-up care				
(1) A program must facilitate further diagnostic testing, evaluation, treatment, and follow-up plan, as appropriate, by a licensed or certified professional for each child with a health problem or developmental delay, such as elevated lead levels or abnormal hearing or vision results that may affect child's development, learning, or behavior	1. The Health Specialist will review physical and dental exams to determine which children need further follow-up, and will assist the parent with finding affordable follow-up care as needed. 2. The Health Specialist will send referral letters to all parents of children with abnormal screening results and will follow up with the families as needed.	Health Specialist	Ongoing	Child's Records
(2) A program must develop a system to track referrals and services provided and monitor the implementation of a follow-up plan to meet any treatment needs associated with a health, oral health, social and emotional, or developmental problem	The Health Specialist will track referrals via notes in the child's records and the Health Specialist's facility records. The Health Specialist will periodically review follow-ups with the families	Health Specialist	Ongoing	Child's Records
(3) A program must assist parents, as needed, in obtaining any prescribed medications, aids or equipment for medical and oral health conditions	The Health Specialist, with assistance from the Social Worker, will assist students in finding affordable sources for medical and dental needs	Health Specialist	Ongoing	Child's Records
(e) Use of funds				
(1) A program must use program funds for the provision of diapers and formula for enrolled children during the program day.	The program will maintain a supply of pull-ups for incontinent children. Formula is not applicable to our Head Start program for 3-5 year olds.	Health Specialist Fiscal Manager	Ongoing	Available supply of pull-ups

HEALTH PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
(2) A program may use program funds for professional medical and oral health services when no other source of funding is available. When program funds are used for such services, grantee and delegate agencies must have written documentation of their efforts to access other available sources of funding	The program does not have funds specifically budgeted for medical and oral health services, but instead uses community partnerships(MOUs) and community resources to obtain necessary care. The program would consider on a case by case basis extraordinary circumstances requiring the use of program funds when no other source was available and if such use of program funds were to become necessary, appropriate documentation would be completed	Health Specialist Social Worker Director	Ongoing	Child's records Facility financial records
§1302.43 ORAL HEALTH PRACTICES				
A program must promote effective oral health hygiene by ensuring all children with teeth are assisted by appropriate staff, or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily	Each classroom will be supplied with toothbrushes and fluoride toothpaste. Classrooms will label each toothbrush so as to identify that it belongs to an individual child. Toothbrushes will be stored in a manner complying with Caring For Our Children Basic Standards. Each classroom will include toothbrushing in their daily schedule. Training will be provided to staff on safe/healthy toothbrushing protocols. CDC/Local health dept. guidance will be followed to prevent the spread of germs.	Health Specialist Classroom Teacher Education Specialist	Ongoing	Classroom daily schedules
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
§1302.44 CHILD NUTRITION				
(a) Nutrition service requirements				
(1) A program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities. Family style meals are encouraged as described in §1302.31 (e)(2).	1. The program follows the USDA National School breakfast and lunch program requirements. 2. The Health Specialist will make the food service personnel aware of any special dietary requirements including children with special needs. 3. The Food Service Director will include a variety of cultural and ethnic preferences when developing the meals. 4. Nutrition Specialist provides teachers with a list of a variety of healthy snacks options that consist of fruits, peanut butter, vegetable sticks, and whole grain products	Health Specialist Nutrition Specialist	Ongoing	Breakfast/Lunch/ Snack menus

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(2) Specifically, a program must				
(i) Ensure each child in a program that operates for fewer than six hours per day receives meals and snacks that provide one third to one half of the child's daily nutritional needs	N/A			
(ii) Ensure each child in a program that operates for six hours or more per day receives meals and snacks that provide one half to two thirds of the child's daily nutritional needs, depending upon the length of the program day	Child Nutrition staff follow the USDA National School Lunch and Breakfast Program requirements. * Breakfast provides 1/4 of the RDA and lunch provides 1/3 of the RDA	Nutrition Specialist	Ongoing	Breakfast/Lunch/ Snack menus
(iii) Serve three- to five-year-olds meals and snacks that conform to USDA requirements in 7 CFR parts 210, 220, and 226, and are high in nutrients and low in fat, sugar, and salt	Child Nutrition staff follow the USDA National School Lunch and Breakfast Program requirements.	Classroom Teacher Nutrition Specialist	Ongoing	Breakfast/Lunch/ Snack menus
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
(iv) Feed infants and toddlers according to their individual developmental readiness and feeding skills as recommended in USDA requirements outlined in 7 CFR parts 210, 220, and 226, and ensure infants and young toddlers are fed on demand to the extent possible	N/A			
(v) Ensure bottle-fed infants are never laid down to sleep with a bottle	N/A			
(vi) Serve all children in morning center-based settings who have not received breakfast upon arrival at the program a nourishing breakfast	If a child arrives late to the center and has missed the Breakfast scheduled time for the classroom, a tray can still be obtained from the cafeteria for the child.	Classroom Teachers Food Service Staff Front Office Staff	Ongoing	Daily meal counts
(vii) Provide appropriate healthy snacks and meals to each child during group socialization activities in the home-based option	N/A			

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(viii) Promote breastfeeding, including providing facilities to properly store and handle breast milk and make accommodations, as necessary, for mothers who wish to breastfeed during program hours, and if necessary, provide referrals to lactation consultants or counselors;	If a parent has an infant with them while they are volunteering or on campus, a private place can be provided for her to breastfeed if needed and for breast milk to be stored while on campus.	Front Office Staff Program Managers	Ongoing	
(ix) Make safe drinking water available to children during the program day	Water is offered frequently and available on request. Our center has water fountains in the building and use of individual student water bottles is also present.	Classroom Teacher	Ongoing	Sources of water at center
(b) Payment sources				
A program must use funds from USDA Food, Nutrition, 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	Breakfast/Lunch are provided through USDA funds. The program provides the snacks through our federal grant funds.	Nutrition Specialist Fiscal Manager	Ongoing	Meal Counts and Fiscal records
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
§1302.45 CHILD MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING				
(a) Wellness promotion				
To support a program-wide culture that promotes children's mental health, social and emotional well-being, and overall health, a program must				
(1) Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns	1. School Counselor will observe and collaborate with classroom teachers. 2. Training in handling children with a history of Adverse Childhood Events will be provided. 3. DMTSS meetings will be held for student's struggling with Social-Emotional &/or Mental Health concerns.	Disability Specialist Educaton Specialist Mental Health Specialist & asst.	Ongoing	Staff Training Records Mental Health Specialist data of supports and services
(2) Secure mental health consultation services on a schedule of sufficient and consistent frequency to ensure a mental health consultant is available to partner with staff and families in a timely and effective manner	School Counselor is on site five days per week with an assistant as well. They provide individual, small group, and whole group guidance & support services.	Mental Health Specialist & asst. Family Service staff	Ongoing	Data and records of services rendered

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(3) Obtain parental consent for mental health consultation services at enrollment	Consent for school counselor services will be obtained at registration	Mental Health Specialist	At Registration	Child's record
(4) Build community partnerships to facilitate access to additional mental health resources and services, as needed	1. The Health Specialist, Social Worker, Mental Health Specialist, and other staff will actively work to identify mental health resources and services 2. The Mental Health Specialist will refer to the school psychologist, diagnostician, and outside agencies as needed (i.e. Play Therapy)	Health Specialist Mental Health Specialist Social Worker	Ongoing	Data and records of services rendered
(b) Mental health consultants				
A program must ensure mental health consultants assist:				
(1) The program to implement strategies to identify and support children with mental health and social and emotional concerns	We have ongoing conversations with staff and guardians. We survey parents regarding the child's ACEs history. Training/Instructional support is provided to staff. Guidance lessons are given to each class.	Mental Health Specialist & asst ERSEA Specialist	Ongoing	Data and records of services rendered
(2) Teachers, including family child care providers, to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning	Whole class guidance, small group, and staff consultations are conducted. CLASS observations also provide insight on what instructional supports may be needed.	Teachers Mental Health Specialist Education Specialist	Ongoing	Data and records of services rendered
(3) Other staff, including home visitors, to meet children's mental health and social and emotional needs through strategies that include observation and consultation	Teachers collaborate with parents at conferences and home visits and throughout the program year to review student progress and inform them of any concerns.	Teachers Mental Health Specialist & asst. Education Specialist	Ongoing	Data and records of services rendered
(4) Staff to address prevalent child mental health concerns, including internalizing problems such as appearing withdrawn and externalizing problems such as challenging behaviors	Consultations and staff education regarding needs presented by behaviors. Mental health specialist provides guidance & supports to students with identified needs.	Teachers Mental Health Specialist & asst. Education Specialist	Ongoing	Data and records of services rendered

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(5) In helping both parents and staff to understand mental health and access mental health interventions, if needed	Consultation with parents and providing outside counseling and other resources list. Consultation with staff to survey needs and to provide supports.	Mental Health Specialist & asst. Family Service staff	Ongoing	Data and records of services rendered
(6) In the implementation of the policies to limit suspension and prohibit expulsion as described in §1302.17	Follow best practices to keep all students safe. Our goal is to work to keep students in school and to provide the necessary supports to help them to be successful.	Director Family Service Staff Mental Health Specialist	Ongoing	Data and records of services rendered
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
§1302.46 FAMILY SUPPORT SERVICES FOR HEALTH, NUTRITION, AND MENTAL HEALTH				
(a) Parent collaboration				
Programs must collaborate with parents to promote children's health and well-being by providing medical, oral, nutrition and mental health education support services that are understandable to individuals, including individuals with low health literacy	Program team will collaborate with families to determine family needs for health training. Upon determining and prioritizing those needs, the Health Specialist will collaborate with the Family Services Specialist to provide parent education.	Health Specialist Family Service Staff Mental Health Specialists Nutrition Specialist	Ongoing	Health records Family Service Records Mental Health Records
(b) Opportunities				
(1) Such collaboration must include opportunities for parents to:				
(i) Learn about preventive medical and oral health care, emergency first aid, environmental hazards, and health and safety practices for the home including health and developmental consequences of tobacco products use and exposure to lead, and safe sleep	The Health Specialist will collaborate with the Family Services Specialist to provide education to parents in a variety of formats based on identified needs.	Health Specialist Family Services Specialist	Ongoing	
(ii) Discuss their child's nutritional status with staff, including the importance of physical activity, healthy eating, and the negative health consequences of sugar-sweetened beverages, and how to select and prepare nutritious foods that meet the family's nutrition and food budget needs;	The Health Specialist will have parents complete a nutrition and activity questionnaire at registration to determine the nutrition/activity learning needs of the families. The Health Specialist will arrange for education for the families as needed, and the Health Specialist, Nutrition Specialist, and classroom teachers will provide individual education and support as needed. Nutrition parent classes are made available.	Health Specialist Nutrition Specialist Classroom Teachers PFCE Specialist	Ongoing	

HEALTH PROGRAM SERVICES

(iii) Learn about healthy pregnancy and postpartum care, as appropriate, including breastfeeding support and treatment options for parental mental health or substance abuse problems, including perinatal depression	Individual parent support will be provided as needed	Health Specialist Social Worker Family Services Specialist Classroom Teachers	Ongoing	
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
(b) Opportunities (con't)				
(iv) Discuss with staff and identify issues related to child mental health and social and emotional well-being, including observations and any concerns about their child's mental health, typical and atypical behavior and development, and how to appropriately respond to their child and promote their child's social and emotional development	Classroom teachers will confer with parents regarding the child's mental health and social and emotional well-being at conferences and home visits and as needed. Mental Health staff will provide training and supports to teachers and students.	Classroom Teachers Mental Health Specialists Education Specialist	Ongoing	Training logs Home visit & conference forms Records for Mental Health Supports
(v) Learn about appropriate vehicle and pedestrian safety for keeping children safe	The Health Specialist will collaborate with the Family Services Specialist to provide education to parents in a variety of formats. Health & Safety tips are shared in monthly newsletters.	Health Specialist Family Services Specialist Safety Manager	Ongoing	Newsletter & other forms of communications Training logs
(2) A program must provide ongoing support to assist parents' navigation through health systems to meet the general health and specifically identified needs of their children and must assist parents	The Health Specialist and Social Worker are available to assist families with navigating health systems.	Health Specialist Social Worker	Ongoing	Health records
(i) In understanding how to access health insurance for themselves and their families, including information about private and public health insurance and designated enrollment periods	Upon learning families are without insurance coverage, the Health Specialist refers families to the Social Worker for assistance in applying for Medicaid/CHIP and accessing other coverage options. Events are held at school to educate parents on Medicaid.	Health Specialist Family Services Staff	Ongoing	Child's records
(ii) In understanding the results of diagnostic and treatment procedures as well as plans for ongoing care	The Health Specialist will follow up with families with abnormal findings on physicals and dentals as needed to ensure family's understanding of treatment needs and plans for ongoing care, and to ensure family has access to ongoing care.	Health Specialist	Ongoing	Child's records

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(iii) In familiarizing their children with services they will receive while enrolled in the program and to enroll and participate in a system of ongoing family health care	The Health Specialist will participate in family orientation to familiarize families with the program's health services	Health Specialist	Orientation	Health records
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
§1302.47 SAFETY PRACTICES				
(a) A program must establish, train staff on, implement, and enforce a system of health and safety practices that ensure children are kept safe at all times. A program should consult <u>Caring for our Children Basics</u> , available at http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf , for additional information to develop and implement adequate safety policies and practices described in this part	Monthly walkthroughs inside and outside of building are conducted. Heat tickets are put in for Denton ISD to take care of all maintenance repairs and grounds. Service Solution custodians are responsible for cleaning and surveys are completed monthly to address any identified needs.	Safety/Facility Manager	Ongoing	Safety Coordinator binder Denton ISD heat tickets Services Solution surveys
(b) A program must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with §1302.102, that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety. This system must ensure:	See below			
(1) Facilities. All facilities where children are served, including areas for learning, playing, sleeping, toileting, and eating are, at a minimum:	See below			
(i) Meet licensing requirements in accordance with §§1302.21(d)(1) and 1302.23(d)	Required postings for building are in front entrance. We are exempt from Child Care licensing since we are public school	Safety/Facility Manager	Ongoing	Posted City of Denton Certificate of Occupancy
(ii) Clean and free from pests	Service Solution custodians keep facility clean and Adams monthly pest control treatment scheduled every 2nd Thursday.	Safety/Facility Manager	Ongoing	Binders located in the front office

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(iii) Free from pollutants, hazards and toxins that are accessible to children and could endanger children's safety	Monthly walkthroughs are done inside and outside of facility. Toxins are kept locked up and out of the reach of children.	Safety/Facility Manager	Ongoing	Binders located in the front office
(iv) Designed to prevent child injury and free from hazards, including choking, strangulation, electrical, and drowning hazards, hazards posed by appliances and all other safety hazards	Monthly walkthroughs are conducted inside and outside of facility. Classroom emergency boards, emergency plans are in place, electrical plugs are covered and toxins are locked up. Drills for fire, disaster, lock down/lockout, evacuation and child find are practiced monthly, when needed or yearly .	Safety/Facility Manager	Ongoing	Safety Coordinator binder Classroom emergency board Program Information Monthly Report
(v) Well lit, including emergency lighting	Facility is well lit with indoor and natural lights.	Safety/Facility Manager	Ongoing	Safety Manager binder
(vi) Equipped with safety supplies that are readily accessible to staff, including, at a minimum, fully-equipped and up-to-date first aid kits and appropriate fire safety supplies	Classrooms are equipped with a first aid kit, fanny pack, evacuation backpack. Fire exits are posted, yearly checked by fire marshal fire extinguishes are on each wing with instructions, and working smoke alarms.	Safety/Facility Manager	Ongoing	Fire extinguishers has expiration tags Evacuation backpacks Fanny packs
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
§1302.47 SAFETY PRACTICES (con't)				
(vii) Free from firearms or other weapons that are accessible to children	A sign will be posted at the front & back entrance	Safety/Facility Manager	Ongoing	Front and back entrance signs
(viii) Designed to separate toileting and diapering areas from areas for preparing food, cooking, eating, or children's activities	Restrooms are designated for toileting/diapering Kitchens/classrooms are designated for food areas	Classroom teachers & Co-Teachers	Ongoing	Classroom design and set up
(ix) Kept safe through an ongoing system of preventative maintenance	Monthly walkthroughs and Heat (Maintainance) Tickets submitted	Safety Facility Manager	Ongoing	Safety Log binder
(2) Equipment and materials. Indoor and outdoor play equipment, cribs, cots, feeding chairs, strollers, and other equipment used in the care of enrolled children,	See below			
(i) Be clean and safe for children's use and are appropriately disinfected	Toys are cleaned by classroom teaches/co-teacher. The campus is cleaned by custodians in the am and pm.	Classroom teachers & Co-Teachers	Ongoing	Custodial surveys Classroom appearance
(ii) Be accessible only to children for whom they are age appropriate	Indoor and outdoor equipment is age appropriate and accesssible to all students.	Denton ISD	Ongoing	Daily Observations

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(iii) Be designed to ensure appropriate supervision of children at all times	Teachers and co-teacher keep close supervision on children. Fanny pack has class list for when class goes outdoors. Zoning is taught to staff for in the classroom and outdoors. We utilize the magic number of the day per classroom.	Classroom teachers & Co-Teachers	Ongoing	Zoning charts in classrooms Classroom set-up
(iv) Allow for the separation of infants and toddlers from preschoolers during play in center-based programs	N/A			
(v) Be kept safe through an ongoing system of preventative maintenance	Monthly walkthroughs and Heat (Maintainance) Tickets	Safety/Facility Manager	Ongoing	Safety Manager binder & heat tickets
(3) Background checks. All staff have complete background checks in accordance with §1302.90(b).	Background checks are completed through the HR hiring process prior to staff being allowed to be on campus with students. No volunteers are allowed with children until the background check is completed as well.	Denton ISD HR dept.	Ongoing	HR records
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
(4) Safety training				
(i) Staff with regular child contact. All staff with regular child contact have initial orientation training within three months of hire and ongoing training in all state, local, tribal, federal and program-developed health, safety and child care requirements to ensure the safety of children in their care; including, at a minimum, and as appropriate based on staff roles and ages of children they work with, training in:	The Health Specialist will ensure appropriate health and safety training is in place for all employees, to be received initially within three months of hire, and repeated as needed. All staff with regular child supervision responsibilities shall maintain CPR certification, and paraprofessionals shall maintain basic first aid certification.	Health Specialist Education Specialist Director	Within 90 days of hire	Safe Schools training logs Instructional Support Records Campus/ District & Health PD plans & certificates
(A) The prevention and control of infectious diseases	See above			
(B) Prevention of sudden infant death syndrome and use of safe sleeping practices	See above			
(C) Administration of medication, consistent with standards for parental consent	See above			
(D) Prevention and response to emergencies due to food and allergic reactions	See above			
(E) Building and physical premises safety, including identification of and protection from hazards, bodies of water, and vehicular traffic	See above			

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(F) Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment	See above			
(G) Emergency preparedness and response planning for emergencies	See above			
(H) Handling and storage of hazardous materials and the appropriate disposal of biocontaminants	See above			
(I) Appropriate precautions in transporting children, if applicable	See above			
(J) First aid and cardiopulmonary resuscitation	See above			
(K) Recognition and reporting of child abuse and neglect, in accordance with the requirement at paragraph (b)(5) of this section	See above			
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
(4) Safety training (con't)				
(ii) Staff without regular child contact. All staff with no regular responsibility for or contact with children have initial orientation training within three months of hire; ongoing training in all state, local, tribal, federal and program-developed health and safety requirements applicable to their work; and training in the program's emergency and disaster preparedness procedures.	Staff are assigned trainings in Safe School based on their identified roles.	HR dept. Health Specialist Education Specialist Director	Within 90 days of hire	Safe Schools training logs Instructional Support Records Campus/ District & Health PD plans & certificates
(5) Safety practices. All staff and consultants follow appropriate practices to keep children safe during all activities, including, at a minimum:				
(i) Reporting of suspected or known child abuse and neglect, including that staff comply with applicable federal, state, local, and tribal laws	Suspected child abuse and neglect is called in by staff and can be done anonymously.	Staff	Ongoing	Teacher & Family Service records
(ii) Safe sleep practices, including ensuring that all sleeping arrangements for children under 18 months of age use firm mattresses or cots, as appropriate, and for children under 12 months, soft bedding materials or toys must not be used	N/A			

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(iii) Appropriate indoor and outdoor supervision of children at all times	There are two full time employees, teacher & co - teacher that keep close supervision of children while indoors and outdoors. Zoning is taught and implemented.	Instructional Staff	Ongoing	Observations
(iv) Only releasing children to an authorized adult	Pick-up lists are maintained in the front office for each child and each classroom has a copy of the current pick-up list for each child.	Staff	Ongoing	Pick-up binders are located in front office. Teacher's class records
(v) All standards of conduct described in §1302.90(c).	Positive Behavior Intervention Strategies (PBIS) are taught and used at the center. Staff code of conduct is in employee handbooks.	Instructional Staff	Ongoing	Staff handbook signature page
6) Hygiene practices. All staff systematically and routinely implement hygiene practices that at a minimum ensure:				
(i) Appropriate toileting, hand washing, and diapering procedures are followed	Washing hands is modeled and practiced after using restroom.	Staff	Ongoing	Observations
(ii) Safe food preparation	Wash hands, put on gloves and clean surface before food preparation.	Staff and Volunteers	Ongoing	Posted hand washing guidelines
(iii) Exposure to blood and body fluids are handled consistent with standards of the Occupational Safety Health Administration	Staff are trained on these safe practices. Gloves are used, call trained custodian for clean up and keep children from bio hazards.	Staff and Volunteers	Ongoing	Safe Schools training
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Timeline for Completion	Completion & Evidence of
(7) Administrative safety procedures. Programs establish, follow, and practice, as appropriate,				
(i) Emergencies	Practice drills and posted procedures	Safety Coordinator and Administration	Ongoing	Emergency Board and EOP binder
(ii) Fire prevention and response	Monthly fire drills, posted fire drill exits and fire drill plan	Principal and staff	Ongoing	Drills are recorded in the Monthly Report
(iii) Protection from contagious disease, including appropriate inclusion and exclusion policies for when a child is ill, and from an infectious disease outbreak, including appropriate notifications of any reportable illness	District guidelines are followed for contagious disease, consistent with State of Texas regulations	Health Specialist	Ongoing	District Policy Child's records
(iv) The handling, storage, administration, and record of administration of medication	All medications are kept in the nurse's office along with medical note for dispensation. Labels on the medicine show Dr. orders. Parents sign a medical release form before medicine is administered at school.	Health Specialist	Ongoing	Child's Health records

HEALTH PROGRAM SERVICES

(v) Maintaining procedures and systems to ensure children are only released to an authorized adult	Pick-up list maintained in the front office for each child and each classroom has a copy of the current pick-up list for each child.	Staff	Ongoing	Pick-up binders are located in front office.
(vi) Child specific health care needs and food allergies that include accessible plans of action for emergencies. For food allergies, a program must also post individual child food allergies prominently where staff can view wherever food is served.	The Health Specialist will notify the dietician, kitchen manager, and classroom teacher of any food allergies. The classroom teacher will prominently post the allergy on the classroom door and inside the snack cabinet door including the child's name and picture. All staff will undergo epi pen training	Health Specialist Nutrition Specialist Kitchen staff Classroom teachers	Ongoing	Child's records Classroom postings
(8) Disaster preparedness plan. The program has all-hazards emergency management/disaster preparedness and response plans for more and less likely events including natural and manmade disasters and emergencies, and violence in or near programs.	Emergency operation plan, fire exit and, tornado/disaster exit are posted in classrooms and throughout the building. Required drills are planned and carried out with supervision of the BERT Team.	Staff	Ongoing	Emergency safety board in classrooms safety exit posted and records of drills performed.
(c) A program must report any safety incidents in accordance with §1302.102(d)(1)(ii).	Director will report incidents affecting the health and safety of program. In report will be the participants, and circumstances affecting the financial viability of program. It wil also include 1302.102 (A) (B) (C) (D) (2) (3)	Director	Ongoing	Record of reports made
(9) COVID-19 Mitigation Policy.	The program has an evidence-based COVID-19 mitigation policy developed in consultation with their Health Services Advisory Committee (HSAC) that can be scaled up or down based on the impact of COVID-19 in the community to protect staff, children, and families from COVID-19 infection. Next column would state this..... Our program created an evidence-based COVID mitigation plan in conjunction with the Health Advisory Committee with Policy Council and Board approvals. We followed District, CDC, and health dept. guidance for our community that was based on the current identified needs. This will be a fluid plan that can adapt to any arising health concerns within our service area.	Director Head Start, Health Specialist Head Start Managers & staff	Ongoing	COVID mitigation plan CDC & Health dept. guidance District COVID protocols

HEALTH PROGRAM SERVICES

HEALTH PROGRAM SERVICES

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HEALTH PROGRAM SERVICES

FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.50 FAMILY ENGAGEMENT			
(a) Purpose. A program must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.	The program believes that engaging families in every aspect of programming is critical to school readiness for children and the overall success of the program. We consider family engagement in foundation elements of the program, such as Program Environment , Family Partnerships, Teaching and Learning, and Community Partnerships. Doing so results in long-term family outcomes that lead to self-sufficiency, in accordance with the PFCE Framework. Parents are encouraged to submit an application to volunteer during enrollment each school year. Parents are encouraged to serve in leadership roles and to help to advocate for their children. They are encouraged to serve on various Head Start committees and councils, such as Parent Committee and Policy Council. They are invited to Parent Education opportunities.	All Head Start Staff	School-wide activities, Head Start Committee meeting agenda and sign-in sheets Parenting classes meeting sign-in sheets, Volunteer hours, Newsletters
(b) Family engagement approach. A program must:			

FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

<p>(1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement</p>	<p>To facilitate secure relationships and attachments to adult caregivers, parents are encouraged to spend time in the children's classroom, to reassure the child about his or her parent's return, and for older children to discuss school often. Parents may also experience anxiety over separation from their children. All staff members work to assist parents with such separation anxiety by validating their feelings and encouraging parental participation in the program.</p> <ol style="list-style-type: none"> 1. Denton ISD Head Start is open to parents/guardians during program hours. 2. Regular communication will occur between instructional staff and families regarding child's routines, activities and behaviors via informal and formal communication including: phone calls, texting, social media communication, written communication, face-to-face contact, home visits, virtual opportunities, and parent teacher conferences. 3. The Family Partnership/Needs Assessment, which includes a survey to capture family's needs and interests, is completed with families by family services staff. 4. Instructional staff complete a minimum of two home visits per year and two parent-teacher conferences per school year with families. 5. Instructional staff and/or program staff will inform parents about the purposes and results of developmental screenings, assessments, and child progress via home visits, parent teacher conferences, and other formal and informal communications. 6. Volunteer and/or observation opportunities are offered in the classroom, and at family engagement events. 7. Parents/guardians are encouraged to become a member of program committees, such as the Parent Committee and Policy Council. 8. Family Events are scheduled at regular intervals during the school year. 9. Families are notified of opportunities and events offered by community partners via handouts, See Saw messaging, and/or social media (Facebook) communicate 	<p>PFCE Specialist All the Head Start Staff</p>	<p>School-wide activities, Head Start Committee meeting agenda, Parenting classes meeting sign-in sheets, Volunteer hours, Newsletters</p>
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FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

<p>(2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community</p>	<p>Relationship building through early and frequent interaction with family. Advocate for parents in receiving needed services to accomplish goals. By using a family focused approach in all systems and services, staff and families will strive to promote growth in families and children. Through the family partnership/family needs assessment, students' curriculum and assessment, educational and engagement opportunities, and other program activities, parents and staff will build relationships that support family well-being and promote children's learning and development. Parents will have the opportunity to learn about the program's education curriculum and assessment via parent committee group, School Readiness Team meetings, and Policy Council meetings. Teaching staff will discuss curriculum and assessment with parents during home visits and parent teacher conferences.</p>	<p>PFCE Specialist All the Head Start Staff Social Worker Social Services Assistant Educational Specialist</p>	<p>School-wide activities, Head Start Committee meeting agenda and sign-in sheets, Parenting classes meeting sign-in sheets, Volunteer hours, Newsletters, Needs Assessment data</p>
<p>(3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability</p>	<p>We identify the aforementioned factors each school year upon student enrollment by completing a family strength and needs assessment or updating a prior year's assessment as needed. Goals are set with each parent/guardian based on the family's identified needs. Referrals are given to appropriate community resources throughout the school year.</p>	<p>Social Worker Social Service Assistant PFCE Specialist Head Start Teachers</p>	<p>Family Needs Assessment Family Partnership Family Goal progress data</p>
<p>(4) Provide parents with opportunities to participate in the program as employees or volunteers</p>	<p>Families are invited to volunteer within the classroom. Opportunities for volunteering also exist outside the classroom including, but not limited to, participating in staff interviews, assisting with recruitment efforts, completing site observations, Health/Safety checklists and program self-assessment, and joining Policy Council and parent/family groups and committees. Staff will provide any interested individual with a list of volunteer opportunities and volunteer job descriptions. A volunteer application/background check must be completed before any individual is permitted to volunteer in a setting where they would be around children as per Denton ISD regulations. A volunteer orientation will be scheduled and provided by PFCE Specialist. Once the volunteer background check is cleared, the volunteer may start service.</p>	<p>PFCE Specialist Campus Administrators</p>	<p>Volunteer logs Denton ISD Volunteer Cleared List</p>

FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

(5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe	Staff must communicate with parents formally concerning their child's strengths, areas of concern, and progress in achieving individualized goals or family services. Communication may include but is not limited to: notes sent home, activity calendars, and/or parent information handouts. Staff members help translate/interpret information.	PFCE Specialist Social Worker Social Work Assistant	Information sent home such as: Social media posts Newsletters Flyers
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.50 FAMILY ENGAGEMENT (CON'T)			
(6) Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in part 1303 subpart C, of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community	The family services team creates a Google Sheet after each year's enrollment containing each family's goal. There are also spaces for teachers to input notes on goal progress and family needs. Each teacher is shared on only the sheet that pertains to their class in an effort to maintain the confidentiality of other families. We also share information through emails, phone calls, and face-to-face interactions on a case-by-case basis with teachers and staff as needed. We follow the confidentiality provisions under FERPA/IDEA and all staff complete training on this at the beginning of each school year.	Head Start Director Family Service Staff PFCE Head Start Teachers Education Specialist	Family Service Goal progress in Google Sheets Family Needs Assessment and goal setting Home visit forms
§1302.51 PARENT ACTIVITIES TO PROMOTE CHILD LEARNING AND DEVELOPMENT			
(a) A program must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:	We use the PFCE Framework throughout the program systems - ERSEA, PFCE, Education, etc.		
(1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate	The program offers opportunities to attend parent activities that are based on the family needs assessment, the family interest survey, and the PFCE framework. These activities are in both Spanish and English and focus on building the parent-child relationship, literacy, and resources that will benefit bilingualism. We use the PFCE Framework as a road map to guide both parents and staff. An example is Parent Orientation which informs parents about the importance of attendance. We use Ready Rosie as our parent curriculum.	PFCE Specialist Program Team Managers Head Start Teachers Director Head Start	Log of Activities offered Sign-in sheets

FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

(2) Providing parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance	At enrollment, the staff informs parents that children are expected to maintain regular attendance (85% or higher monthly). Parents/guardians are given an attendance policy training at parent orientation. Teachers review the attendance policy at the fall home visit. All staff supports families to promote the child's regular attendance. Attendance is tracked and ERSEA committee meets to review poor attendance. Action plans are put in place for students struggling with attendance. We follow the District Attendance plan and have extra measures/steps in place for interventions that are outlined in our Parent Handbook.	ERSEA Specialist Head Start Director Head Start Staff Campus Administrators	Parent Orientation Agenda Orientation PowerPoint Head Start Handbook Sign sheets Attendance data and plans
(3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy	Bilingual/ESL parent resources and program information are on our District's website. A Parent representative serves on the LPAC committee.	LPAC chair Bilingual Dept. Education Specialist Head Start Teachers	District Website LPAC forms and information
§1302.51 PARENT ACTIVITIES TO PROMOTE CHILD LEARNING AND DEVELOPMENT (CON'T)			
(b) A program must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations	Ready Rosie is our Parent Curriculum. It is a part of our adopted curriculum Savvas Three Cheers for Pre-K. Teachers use Ready Rosie share to send a playlist of videos out to families that are related to the learning targets. The Curriculum Dept. provides teachers with pacing guides that include suggested lessons/activities for parents to do at home. Teachers share home activities through their weekly newsletters and in See Saw messaging.	Education Specialist PFCE Specialist Head Start Teachers	Ready Rosie data See Saw messages Newsletters Home activities shared
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.52 FAMILY PARTNERSHIP SERVICES			

FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

<p>(a) Family partnership process. A program must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.</p>	<p>Family Service Staff meet with each family at enrollment each school year to:</p> <ol style="list-style-type: none"> 1. Complete a Family Strength and Needs Assessment or update a prior assessment as needed. 2. Establish the Family Partnership Agreement with the family 3. Document family driven goals and develop action steps in collaboration with the family to reach each goal. 4. Problem solve to enable the family to identify and remove barriers to reaching goals. 5. Make appropriate referrals, give resources and provide active support and follow-up as needed. 6. Give the family a written document depicting their goal. 7. Follow-up to support progress and or needs. 8. The FPA and all progress, or lack of, will be entered and documented into Google doc database. 9. The Social Worker will review each FPA with Social Worker Assistant and the PFCE Specialist to support on-going goal achievement for families and provide professional development for staff. 10. If the family is already working with another agency and has established goals or pre-existing plans, goals/plans will be the same as those previously identified. With signed consent from the family, efforts will be made to exchange information regarding pre-existing plans to support the work currently being done on the pre-existing goals. 11. If a family refuses to participate in the FPA development and all efforts have been made to support the family to recognize the benefits of the process, Family Services Staff will document the refusal on the goal-setting form as well as the goal-tracking spreadsheet. 	<p>Head Start Director Family Service Staff PFCE Specialist Head Start Teachers</p>	<p>Google Doc: Need Assessment Family Partnership</p>
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FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

<p>(b) Identification of family strengths and needs. A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders</p>	<p>A Family Partnership Agreement (FPA) is initiated at enrollment or as early after enrollment as possible and continues for as long as the family participates in the program, based on parent interest and need. The process includes a Family Partnership Agreement and activities to:</p> <ol style="list-style-type: none"> 1. Support family well-being, including family safety, health, and economic stability 2. Support child learning and development 3. Provide services and supports for children with disabilities 4. Foster parental confidence and skills that promote early learning and development of their children <p>Family managers explain the purpose of the Family Partnership Agreement. This includes family partnership building and goal setting through community resources and parent engagement across all program activities.</p> <p>Staff must provide ongoing encouragement and support to parents that are not interested in engaging in the FPA process, with the goal of building a supportive and trusting relationship that will promote parent engagement in the process. Staff must document the parent's refusal to participate and must document their ongoing efforts to engage parents in the FPA process.</p> <p>In order to achieve our goal of partnering with parents/families, our program utilizes the Head Start Parent Family and Community Engagement Framework to support all Family Partnership work: 1) The Head Start PFCE Framework identifies the following outcomes as a focal point of our work.</p>	<p>Family Service Staff PFCE Specialist</p>	<p>Google Form: Needs Assessment Family Partnership</p>
<p>(c) Individualized family partnership services. A program must offer individualized family partnership services that:</p>	<p>During the enrollment process, a parent interview helps to guide the managers through the family needs assessment and goal setting with the parents. A plan is made according to the individual needs of the family.</p>	<p>Family Service Staff PFCE Specialist</p>	<p>Family Needs Assessment & Goal Setting</p>
<p>(1) Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described in paragraph (b) of this section</p>	<p>Family Service Staff help to identify which goals a parent is wanting to work toward and identifies which part of the framework this goal is aligned with</p>	<p>Family Service Staff PFCE Specialist</p>	

FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

(2) Help families achieve identified individualized family engagement outcomes	Family Service Staff along with Instructional Staff help to check on parent progress throughout the program year. Teachers check on progress at home visits and parent/teacher conferences. Staff try to help with any identified barriers and help to provide resources when needed.	Family Service Staff PFCE Specialist Head Start Teachers	Google Sheet tracking family goal progress
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.52 FAMILY PARTNERSHIP SERVICES (CON'T)			
(3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary	Family Service staff and instructional staff have access to the Google Sheet that tracks family goals and progress. They share the responsibility of working with families and tracking efforts. It is a collaborative effort to help the families to try to reach their goals.	b	Google Sheet tracking family goal progress
(4) Assign staff and resources based on the urgency and intensity of identified family needs and goals	The PFCE Specialist, Social Worker, and the Social Service Assistant are assigned to a caseload. Family needs and goals are prioritized based on urgency and intensity. The PFCE Specialist compiles a list of all individuals who set ESL or GED as their goal and shared that information to the school district's Adult Education and Literacy Department who then schedule and complete enrollment and registration for those classes.	Social Worker Social Service Assistant PFCE Specialist	Google Sheet: Needs Assessment Family Partnership
(d) Existing plans and community resources. In implementing this section, a program must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.	As early in the relationship as feasible, PFCE Specialist, Social Worker and Social Work Assistant must ask the parent/guardian if there is a pre-existing goal plan. If there is a pre-existing goal plan, PFCE Specialist, Social Worker and Social Work Assistant request a copy from the family. To reduce burden on parents, avoid duplication of effort, and avoid conflict with any pre-existing family plans developed between other programs, the Family Partnership Agreement takes into account, and builds upon as appropriate, information obtained from the family concerning pre-existing family plans. The program coordinates, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.	Social Worker Social Service Assistant PFCE Specialist	Google Sheet: Needs Assessment Family Partnership

FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

§1302.53 COMMUNITY PARTNESHIPS & COORDINATION WITH OTHER EARLY CHILDHOOD & EDUCATION PROGRAMS			
(a) Community partnerships			
<p>(1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources, as determined by the community assessment</p>	<p>Denton ISD Head Start Program has established collaborative efforts within the community as well as with-in our LEA to assist participating families in receiving necessary services. Information on both informal and formal partnerships is tracked by the family services team. In many cases formal Memorandum of Understandings (MOUs) are established with partners through the Head Start staff. Staff are encouraged to join local community groups such as coalitions, boards, workgroups, etc. The MOUs are reviewed and approved by the Denton ISD School Board and Policy Council.</p>	<p>Head Start Director Social Worker Social Service Assistant PFCE Specialist</p>	<p>MOUs Policy Council Agenda Policy Council Meeting Minutes Denton ISD Trustee Broad Agenda Denton ISD Trustee Broad Meeting Minutes</p>
<p>(2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include:</p>	<p>Denton ISD Head Start strives to maintain strong relationships with, mental health providers, nutritional service providers, educational and cultural institutions, state agencies, housing agencies, domestic violence prevention groups, health care providers, and providers of prenatal and postnatal support to name a few. The program makes every effort to establish and maintain collaborative relationships with:</p> <ul style="list-style-type: none"> • Health care providers • Child and adult mental health providers • Medicaid managed care networks • Dentists • Other health professionals • Nutritional services providers • Other preschool and childcare providers • Family preservation and support services • Nutrition assistance agencies • Adult or family literacy services • Housing assistance agencies • Homeless services providers 	<p>Head Start Director School Nurse Social Worker Social Service Assistant</p>	<p>MOUs Policy Council Agenda Policy Council Meeting Minutes Denton ISD Trustee Broad Agenda Denton ISD Trustee Broad Meeting Minutes</p>

FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(a) Community partnerships (con't)			
(i) Health care providers, including child and adult mental health professionals, Medicaid managed care networks, dentists, other health professionals, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers	Our program has Mental Health staff on site to provide support services. We can also refer our families to the Denton ISD Family Center which provides free counseling services in English and Spanish. We have additional partnerships with UNT play therapy, TWU dental, and the TWU/UNT Head Start to Healthy Lifestyles project. MOUs are in place for additional Community Resources for this area.	Family Service Staff PFCE Specialist Health Specialist Mental Health Specialist	MOUs Records of referrals
(ii) Individuals and agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of child care services	We have Special Education Staff on site to offer services to our Head Start students according to identified needs through the ARD/IEP process within our LEA. We do have informal partnerships with several surrounding childcare centers that offer drop-off and pick-up to families.	Disability Specialist Campus Diagnostician Head Start Teachers Special Ed. Teachers	ARD minutes IEP plans
(iii) Family preservation and support services and child protective services and any other agency to which child abuse must be reported under state or tribal law	We use local contacts/resources through Dept. of Family Services (CPS)	All Staff	ongoing CPS reports
(iv) Educational and cultural institutions, such as libraries and museums, for both children and families	We have a library on site that our students are able to participate in as well as book fairs. When the community has special events for children to attend, the district and campus advertise these opportunities to our families.	All Staff	Communications to families
(v) Temporary Assistance for Needy Families, nutrition assistance agencies, workforce development and training programs, adult or family literacy, adult education, and post-secondary education institutions, and agencies or financial institutions that provide asset-building education, products and services to enhance family financial stability and savings	The PFCE maintains contacts for community resources including WIC, the Denton ISD Adult Education and Literacy Department, local financial institutions, and more. As early in the school year as possible, these agencies are contacted to schedule parent educational classes and/or informational days to assist families in applying for outside benefits. Head Start staff hold at least one resource fair per year where as many agencies as possible attend on the same day.	Family Service Staff PFCE Specialist Head Start Director	Attendance logs Family Service records
(vi) Housing assistance agencies and providers of support for children and families experiencing homelessness, including the local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11431 et seq.);	Denton ISD has a staff member that serves as a liaison for identifying and providing services to our families that qualify for McKinney Vento. Families are also referred, on a case-by-case basis, to the Denton Housing Authority to be placed on the waiting list for housing benefits.	Family Service Staff	List of families qualifying for services Family Service records

FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

(vii) Domestic violence prevention and support providers	We have an MOU with Friends of the Family. Our Family Service staff help our families to find housing & shelters and help to get monetary resources donated to help with housing needs when our families are in need of assistance.	Family Service Staff	Family Serviced records
(viii) Other organizations or businesses that may provide support and resources to families.	<p>Denton ISD Head Start strives to maintain strong relationships with, mental health providers, nutritional service providers, educational and cultural institutions, state agencies, housing agencies, domestic violence prevention groups, health care providers, and providers of prenatal and postnatal support to name a few.</p> <p>The program makes every effort to establish and maintain collaborative relationships with:</p> <ul style="list-style-type: none"> • Health care providers • Child and adult mental health providers • Medicaid managed care networks • Dentists • Other health professionals • Nutritional services providers • Other preschool and childcare providers • Family preservation and support services • Nutrition assistance agencies • Adult or family literacy services • Housing assistance agencies • Homeless services providers 	<p>Head Start Director</p> <p>School Nurse</p> <p>Social Worker</p> <p>Social Service Assistant</p> <p>PFCE Specialist</p>	<p>MOUs</p> <p>Policy Council Agenda</p> <p>Policy Council Meeting Minutes</p> <p>Denton ISD Trustee Broad Agenda</p> <p>Denton ISD Trustee Broad Meeting Minutes</p>
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Coordination with other programs and systems			
A program must take an active role in promoting coordinated systems of comprehensive early childhood services to low-income children and families in their community through communication, cooperation, and the sharing of information among agencies and their community partners, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws	Our program is within the public school system and is bound to follow all laws and policies and procedures for sharing of records, HIPPA, and confidentiality. At the campus level, only staff with the "educational need to know" are included in the sharing of a child's records.	<p>All Staff</p> <p>Director Head Start</p> <p>Family Service Staff</p> <p>Campus Administrators</p> <p>Front Office Staff</p> <p>Instructional Staff</p>	Ongoing Child's records

FAMILY COMMUNITY ENGAGEMENT PROGRAM SERVICES

(1) Memorandum of understanding. To support coordination between Head Start and publicly funded preschool programs, a program must enter into a memorandum of understanding with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the program, as described in section 642(e)(5) of the Act	1. Our Head Start Director participates in the early childhood coalition which coordinates quality early childhood services. 2. Program staff participate in training and professional development opportunities at the local, state and regional levels to stay abreast of important information and trends and take a proactive approach in continual improvements. 3. The Head Start and state preschool program are on the AWSYC campus and are both under the umbrella of Denton ISD. Denton ISD is the Head Start recipient.		
(2) Quality Rating and Improvement Systems. A program, with the exception of American Indian and Alaska Native programs, must participate in its state or local Quality Rating and Improvement System (QRIS) if:	N/A Our program is not a Licensed Day Care. We are part of the public school system. Therefore, QRIS does not apply to our program.	Director Head Start	
(i) Its state or local QRIS accepts Head Start monitoring data to document quality indicators included in the state's tiered system	N/A	Director Head Start	
(ii) Participation would not impact a program's ability to comply with the Head Start Program Performance Standards	We follow the Head Start Act & Standards and the TEA requirements for public schools.	Director Head Start Campus Administrators All Head Start Staff	Written Plans and all policies and procedures for campus and district
(iii) The program has not provided the Office of Head Start with a compelling reason not to comply with this requirement	N/A		
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Coordination with other programs and systems (con't)			
(3) Data systems. A program, with the exception of American Indian and Alaska Native programs unless they would like to and to the extent practicable, should integrate and share relevant data with state education data systems, to the extent practicable, if the program can receive similar support and benefits as other participating early childhood programs.	Since our Head Start program is part of the public school system and our students meet Pre-K eligibility, we participate in state reporting that is required such as attendance data, assessment outcomes in CLI engage, PEIMS data, etc.	Director Head Start Director EC Campus Secretary Office Staff Campus Administrators	PEIMS data attendance data CLI engage data, etc.
(4) American Indian and Alaska Native programs. An American Indian and Alaska Native program should determine whether or not it will participate in the systems described in paragraphs (b)(2) and (3) of this section	N/A		

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.60 FULL PARTICIPATION IN PROGRAM SERVICES AND ACTIVITIES			
A program must ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities.	<ul style="list-style-type: none"> •The campus diagnostician district and ECI diagnostician share information with the Disability Specialist and ERSEA Specialist regarding students enrolled in an ECSE classroom, a PK classroom, or receiving walk-in speech services who might meet Head Start Eligibility criteria. •ERSEA Specialist reviews recruitment list with Disability Specialist/Campus diagnostician/campus Speech and Language Pathologist to identify any children on that list who are currently eligible under IDEA and receiving services within the district. 	ERSEA Specialist Disability Specialist	ERSEAand Disability of Specialist, Communication Logs, Archived Special Education Records
(a) Additional services for children with disabilities			
Programs must ensure the individualized needs of children with disabilities, including but not limited to those eligible for services under IDEA, are being met and all children have access to and can fully participate in the full range of activities and services. Programs must provide any necessary modifications to the environment, multiple and varied formats for instruction, and individualized accommodations and supports as necessary to support the full participation of children with disabilities. Programs must ensure all individuals with disabilities are protected from discrimination under and provided with all services and program modifications required by section 504 of the Rehabilitation Act (29 U.S.C. 794), the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), and their implementing regulations.	The Special Education Head Start program is part of the Denton ISD. All services identified in the ARD are provided at Ann Windle School for Young Children campus where the program is housed.	Disability Specialist Campus Diagnostician Campus LSSP Education Specialist Head Start Teacher	IEP Documents, Accommodations page, District Testing page placed in student's Head Start file, purchase orders, employee daily schedule, 504 documentation
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Services during IDEA eligibility determination			

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

While the local agency responsible for implementing IDEA determines a child's eligibility, a program must provide individualized services and supports, to the maximum extent possible, to meet the child's needs. Such additional supports may be available through a child's health insurance or it may be appropriate or required to provide the needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in section 705(9)(b) of the Rehabilitation Act. When such supports are not available through alternate means, pending the evaluation results and eligibility determination, a program must individualize program services based on available information such as parent input and child observation and assessment data and may use program funds for these purposes.	Multi Tier Support System (MTSS) as outlined by Denton ISD are implemented. An enrolled student with an outside report indicating a severe disorder (autism, intellectual disability, orthopedic impairment, other health impairment) but without a disability determination under IDEA may be referred to the campus 504 committee. The 504 committee meeting includes the parent. Using results of the developmental indicators for the Development of Learning 4th Edition (DIAL-4) and the Ages and Stages questionnaire completed by the parent, the Head Start teacher develops an individual plan which is reviewed with the parent and modified with parent input.	Campus MTSS team 504 Committee Head Start teacher	MTSS records 504 records students portfolio
(c) Additional services for children with an IFSP or IEP			
To ensure the individual needs of children eligible for services under IDEA are met, a program must:			
(1) Work closely with the local agency responsible for implementing IDEA, the family, and other service partners, as appropriate, to ensure:	The Program is a part of Denton ISD. The Special Education Department uses a computerized system for the generation of all referral, Full Individual Evaluation, and IEP documents including Progress Reports. For students shared between ECSE and Head Start, the teacher documents implementation of services. For services such as OT,PT, SLP, Psychological services or transportation, service providers document delivery using a program selected by the district Special Education Department.	Disability Specialist, ECSE Teachers, Special Education Service Providers	Special Education Archived records, service providers, sign-in notebook, Progress Reports
(i) Services for a child with disabilities will be planned and delivered as required by their IFSP or IEP, as appropriate	Campus educational diagnostician and campus SLP work with the Program in monitoring services and report to the campus special education supervisor if irregularities are noted.	Education Specialist, Disability Specialist, Campus diagnostician, Campus SLP, Education Specialist	Special Education Archived records, service providers, sign-in notebook, Progress Reports
(ii) Children are working towards the goals in their IFSP or IEP	Classroom teachers instructional plans indicate that the IEP goals are being addressed in the classroom.	Education Specialist	Classroom instruction plans

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c) Additional services for children with an IFSP or IEP (can't)			
(iii) Elements of the IFSP or IEP that the program cannot implement are implemented by other appropriate agencies, related service providers and specialists	All services specified in the IEP documents are provided by Denton ISD Department of Special Education staff.	Campus Diagnostician and Campus SLP, District Special Education service providers	Service providers, Logs, Progress Reports
(iv) IFSPs and IEPs are being reviewed and revised, as required by IDEA	Special Education case manager for each child eligible for special education services monitors Annual ARD dates and assures the reviews are held within the required timeline.	Campus Diagnostician, Campus SLP, Disability Specialist	Weekly Reports sent to Campus Diagnostician, Disability Specialist, Campus SLP, and Program Director/Campus Principal, service logs
(v) Services are provided in a child's regular Early Head Start or Head Start classroom or family child care home to the greatest extent possible	All services specified in the IEP (ARD) are provided on the Ann Windle School for Young Children campus where the Denton ISD Head Start program is housed.	District Special Education personnel	Class Roles
(2) Plan and implement the transition services described in subpart G of this part, including at a minimum:			
(i) For children with an IFSP who are transitioning out of Early Head Start, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure appropriate steps are undertaken in a timely and appropriate manner to determine the child's eligibility for services under Part B of IDEA;	NA. Program grant does not include Early Head Start	NA	

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(ii) For children with an IEP who are transitioning out of Head Start to kindergarten, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure steps are undertaken in a timely and appropriate manner to support the child and family as they transition to a new setting.	Receiving elementary campuses are provided a list of children that will be transferring from Ann Windle SYC to their campus for the next school year and are invited to come and observe. Parents are given information about activities provided by the receiving campus that are occurring as part of the annual Kindergarten Roundup activities. The home campus is notified by the campus diagnostician of student currently receiving services under IDEA, who are enrolled on the Ann Windle SYC campus that will be transitioning to their campus for the next school year as kindergarten students. Information is provided about the child. A transition ARD meeting is held with the receiving campus invited to participate in the development of the plan including goals for the next school year.	Campus Diagnostician Campus SLP Disability Specialist Education Specialist	Email communication between receiving campus and Ann Windle SYC campus, IEP documentation
§1302.62 ADDITIONAL SERVICES FOR PARENTS			
(a) Parents of all children with disabilities			
(1) A program must collaborate with parents of children with disabilities, including but not limited to children eligible for services under IDEA, to ensure the needs of their children are being met, including support to help parents become advocates for services that meet their children's needs and information and skills to help parents understand their child's disability and how to best support the child's development	Campus special education support services make three contacts with the parent inviting them to attend ARD's. These include a written invitation in the parent's language, a follow-up invitation, and a reminder call or email. Parents are provided a copy of the Notice of Procedural Safeguards at each IEP meeting by the campus diagnostician. Parents are provided the Guide to the ARD booklet at the initial referral which explains the ARD process and how the parent is a part of the ARD.	Campus Diagnostician Disability Specialist Speech Language Pathologist	Procedural Safeguard Log from special education software program; Parental Contact Log from Special Education software
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(2) A program must assist parents to access services and resources for their family, including securing adaptive equipment and devices and supports available through a child's health insurance or other entities, creating linkages to family support programs, and helping parents establish eligibility for additional support programs, as needed and practicable.	List of service providers are made available. All services and resources specified in the ARD document are provided by the district. Information about other sources outside of the school setting is provided to parents as appropriate.	Campus Social Worker Disability Specialist	Activity Log
(b) Parents of children eligible for services under IDEA			
For parents of children eligible for services under IDEA, a program must also help parents:			

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

(1) Understand the referral, evaluation, and service timelines required under IDEA	For Disability concern (verify name) forms completed by parent during recruitment and provided to the Disability Specialist or campus diagnostician or a campus pathologist contact the parent to discuss. If a parent request an evaluation in writing, the campus diagnostician or a campus speech pathologist contacts the parent within 15 school days per Texas Education Code. During the referral meeting the following steps are followed: 1. Distribution and explanation of Notice of Procedural Safeguards and Parent's Guide to the ARD Process. Documentation of receipt of these two booklets. 2. Review of Notice of Intent to Evaluate (verify name) 3. Review of Consent to Evaluation (verify name) 4. Review of the Timeline Chart from Legal Framework within 45 school days to completion of Full Individual Evaluation and 30 calendar days from the date for ARD.	Campus Diagnostician Campus SLP	Archived Referral Documents
(2) Actively participate in the eligibility process and IFSP or IEP development process with the local agency responsible for implementing IDEA, including by informing parents of their right to invite the program to participate in all meetings	Denton ISD Head Start teacher serves as the General Education Representative in the IEP (ARD) meeting. Teacher has input as to Accommodations and Testing Accommodations.	Campus Diagnostician Campus SLP	Evidence: Outlook Calendar IEP (ARD) notifications of SLP and Diagnostician Deliberation in IEP (ARD) document
(b) Parents of children eligible for services under IDEA (con't)			
(3) Understand the purposes and results of evaluations and services provided under an IFSP or IEP	Denton ISD Multi-Disciplinary Assessment Team members explain assessment results to parents prior to the meeting and during the IEP meeting help on the campus.	Campus Diagnostician Campus SLP other Assessment Team Members	Parent Contact Logs, District Special Education software
(4) Ensure their children's needs are accurately identified in, and addressed through, the IFSP or IEP	The IEP committee follows an agenda developed by the District Special Education Services. Parents are encouraged to be an active part of the IEP meeting and have input in the development of the goals.	Campus Diagnostician Campus SLP	Deliberations in the IEP meeting ARD Documents

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.63 COORDINATION AND COLLABORATION WITH THE LOCAL AGENCY RESPONSIBLE FOR IMPLEMENTING IDEA			
(a) A program must coordinate with the local agency responsible for implementing IDEA to identify children enrolled or who intend to enroll in a program that may be eligible for services under IDEA, including through the process described in §1302.33(a)(3) and through participation in the local agency Child Find efforts	The diagnostic and SLP's assigned to the campus have access to archived IEP documents. Accommodations and goals are given to Head Start teachers.	Campus Diagnostician Campus SLP	Indicator 11 log in district software, Head Start student file
(b) A program must work to develop interagency agreements with the local agency responsible for implementing IDEA to improve service delivery to children eligible for services under IDEA, including the referral and evaluation process, service coordination, promotion of service provision in the least restrictive appropriate community-based setting and reduction in dual enrollment which causes reduced time in a less restrictive setting, and transition services as children move from services provided under Part C of IDEA to services provided under Part B of IDEA and from preschool to kindergarten.	The Denton ISD Head Start Program is provided support for all services under IDEA by the Denton ISD Department of Special Education Services.	District	Special Education Operating Guidelines, Legal Frameworks
(c) A program must participate in the development of the IFSP or IEP if requested by the child's parents, and the implementation of the IFSP or IEP. At a minimum, the program must offer:	The Head Start classroom teacher provides information to the Multi-Disciplinary Assessment Team during the referral process. The Head Start classroom teacher serves as the general education teacher in the IEP (ARD) meeting.	Campus diagnostician Campus SLP	Deliberations of the IEP meeting
(1) To provide relevant information from its screenings, assessments, and observations to the team developing a child's IFSP or IEP	The Disability Specialist works with the ERSEA Specialist in obtaining screening reports from children transferring into the Denton ISD Head Start Program.	Campus diagnostician Campus SLP	Deliberations of the IEP meeting, Archived Referral Documents

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.63 COORDINATION AND COLLABORATION WITH THE LOCAL AGENCY RESPONSIBLE FOR IMPLEMENTING IDEA (can't)			
(2) To participate in meetings with the local agency responsible for implementing IDEA to develop or review an IEP or IFSP for a child being considered for Head Start enrollment, a currently enrolled child, or a child transitioning from a program	All IEP meetings are held on the campus with the child's Head Start teacher in attendance.	Campus diagnostician Campus SLP	Deliberations of the IEP meeting
(d) A program must retain a copy of the IEP or IFSP for any child enrolled in Head Start for the time the child is in the program, consistent with the IDEA requirements in 34 CFR parts 300 and 303.	The Disability Specialist/Campus Diagnostician has access to all archived documents during the time period the child is enrolled in the program.	Disability Specialist	District Special Education software

TRANSITION SERVICES

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.70 TRANSITIONS FROM EARLY HEAD START - N/A			
§1302.71 TRANSITIONS FROM HEAD START TO KINDERGARTEN			
(a) Implementing transition strategies and practices			
A program that serves children who will enter kindergarten in the following year must implement transition strategies to support a successful transition to kindergarten.	* Parents are provided with a letter about transition. * Parents are invited to attend orientation at child's home school. *Kdg. Transition and parent orientations for each Elementary campus will be printed and posted throughout the school.	Education Specialist	Flyers from home campus orientation
(b) Family collaborations for transitions			
(1) A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.	Through our IDP's teachers work with parents on goal setting and progress is sent home every 9 weeks through report cards.	Education Specialist Teaching teams	Student IDP Report cards
(2) At a minimum, such strategies and activities must:			
(i) Help parents understand their child's progress during Head Start	Through our IDP's teachers work with parents on goal setting and progress is sent home every 9 weeks through report cards.	Education Specialist Teaching teams	Student IDP Report cards
(ii) Help parents understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child	Through our IDP's teachers work with parents on goal setting and progress is sent home every 9 weeks through report cards.	Education Specialist Teaching teams	Student IDP Report cards
(iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs	Transfer ARD's are conducted for transfer of services to transition campus.	Disability Specialist	IEP minutes

TRANSITION SERVICES

(iv) Assist parents in the ongoing communication with teachers and other school personnel so that parents can participate in decisions related to their children's education	* Home visits and Parent-Staff conferences are designed to provide parents the opportunity to communicate with teachers and other staff their concerns about their child's education.	Education Specialist Teaching teams	Home visit and IDP forms in student's portfolios
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c) Community collaborations for transitions			
(1) A program must collaborate with local education agencies to support family engagement under section 642(b)(13) of the Act and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.	With our grantee/recipient as Denton ISD, families are placed and provided materials about their child's home campus within the district.	Education Specialist	Elementary Campus Orientation flyers
(2) At a minimum, such strategies and activities must include:			
(i) Coordination with schools or other appropriate agencies to ensure children's relevant records are transferred to the school or next placement in which a child will enroll, consistent with privacy requirements in subpart C of part 1303 of this chapter;	*Head Start follows Denton ISD procedures in the transfer of all records from one campus to another, upholding all privacy requirements	Campus PIEMS Coordinator Campus receptionist	Cum folders esped records
(ii) Communication between appropriate staff and their counterparts in the schools to facilitate continuity of learning and development, consistent with privacy requirements in subpart C of part 1303 of this chapter;	Head Start follows Denton ISD procedures in the transfer of all records from one campus to another upholding all privacy requirements.	Campus PIEMS Coordinator Campus receptionist Counselor	
(iii) Participation, as possible, for joint training and professional development activities for Head Start and kindergarten teachers and staff.	The district provides professional development opportunities for EC teachers/staff		
(3) A program that does not operate during the summer must collaborate with school districts to determine the availability of summer school programming for children who will be entering kindergarten and work with parents and school districts to enroll children in such programs, as appropriate	All bilingual students are offered summer school program and Special Education students with regression with recoupment. Students struggling with SEL skills may be recommended for some summer services.	LPAC Coordinator Disability Specialist Campus Administration Mental Health Specialist	LPAC reports IEP reports SEL progress reports and data

TRANSITION SERVICES

(d) Learning environment activities			
A program must implement strategies and activities in the learning environment that promote successful transitions to kindergarten for enrolled children, and at a minimum, include approaches that familiarize children with the transition to kindergarten and foster confidence about such transition	Students are sent home for summer with summer learning activities and supplies for next school year. Teachers provide class discussions about going to a new school.	Education Specialist Teaching teams	Learning packs
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(e) Transition services for children with an IEP			
A program must provide additional transition services for children with an IEP, at a minimum, as described in subpart F of this part.	*Transition ARD's are held in May. All receiving campuses will be invited to their students' transitional ARD.	Disability Specialist	ARD minutes
§1302.72 TRANSITIONS BETWEEN PROGRAMS			
(a) For families and children who move out of the community in which they are currently served, including homeless families and foster children, a program must undertake efforts to support effective transitions to other Early Head Start or Head Start programs. If Early Head Start or Head Start is not available, the program should assist the family to identify another early childhood program that meets their needs.	If our families contact us seeking help with new placement we can help and school records can be transferred.	Education Specialist Social Services Specialist PEIMS Coordinator	Log sheets
(b) A program that serves children whose families have decided to transition them to other early education programs, including public pre-kindergarten, in the year prior to kindergarten entry must undertake strategies and activities described in §1302.71(b) and (c)(1) and (2), as practicable and appropriate.	If out families contact us seeking help with new placement we can help and school records can be transferred.	Education Specialist Social Services Specialist PEIMS Coordinator	Log sheets
(c) A migrant or seasonal Head Start program must undertake efforts to support effective transitions to other migrant or seasonal Head Start or, if appropriate, Early Head Start or Head Start programs for families and children moving out of the community in which they are currently served.	N/A		

HUMAN RESOURCES MANAGEMENT

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.90 PERSONNEL POLICIES			
(a) Establishing personnel policies and procedures			
A program must establish written personnel policies and procedures that are approved by the governing body and policy council or policy committee and that are available to all staff.	We follow all of DISD personnel policy and procedures. The District has Legal and Local policies in place and provides a yearly Employee Handbook that includes the Code of Conduct to each employee which needs to be signed by the employee as proof of receipt through our Safe Schools trainings. In addition we have a campus staff handbook that includes code of conduct that staff sign.	HS Director Campus Admin. HR dept.	Employee Signature Check-off sheet Safe School records
(b) Background checks and selection procedures			
(1) Before a person is hired, directly or through contract, including transportation staff and contractors, a program must conduct an interview, verify references, conduct a sex offender registry check and obtain one of the following:	The District requires a background check on every employee before they are hired. This includes employee fingerprinting. Records are maintained on file in the HR dept. Once an employee is hired, the district subscribes to their record and will receive ongoing alerts on any activity on the employee.	HR Dept. Head Start Director Campus admin.	Emails received from HR dept. letting us know when an employee is cleared to start. HR records, HR memo explaining their background check procedures for all new employees
(i) State or tribal criminal history records, including fingerprint checks			
(ii) Federal Bureau of Investigation criminal history records, including fingerprint checks			
(2) A program has 90 days after an employee is hired to complete the background check process by obtaining:			
(i) Whichever check listed in paragraph (b)(1) of this section was not obtained prior to the date of hire			
(ii) Child abuse and neglect state registry check, if available.			

HUMAN RESOURCES MANAGEMENT

(3) A program must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check including any arrest, pending criminal charge, or conviction and must use Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f(c) (1)(D) and 42 U.S.C. 9858f(h)(1) or tribal disqualifications factors to determine whether the prospective employee can be hired or the current employee must be terminated			
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Background checks and selection procedures Con't.			
(4) A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process described in paragraphs (b)(1) through (3) of this section is complete	New employees are not allowed on campus until their background check has cleared	HR Dept. Director Head Start Campus admin.	Confirmation Email from HR
(5) A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years which must include each of the four checks listed in paragraphs (b)(1) and (2) of this section, and review and make employment decisions based on the information as described in paragraph (b)(3) of this section, unless the program can demonstrate to the responsible HHS official that it has a more stringent system in place that will ensure child safety.	Employees complete the initial background check prior to hire. The District subscribes to DPS. We receive a notification from DPS of any arrests or changes in their status while employed by the district	HR Dept.	Confirmation Email from HR Memo from HR on required steps that are completed
(6) A program must consider current and former program parents for employment vacancies for which such parents apply and are qualified	Program posts all job openings in a location that is clearly visible and accessible to all parents. We encourage our parents to apply for positions that may fit what they are looking for.	Director Head Start Family Service Staff Campus Admin. Instructional Staff	Posted job opening signs, Staff Roster can identify former parents working in our program
(c) Standards of conduct			
(1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that	Head Start follows the DISD written standards of conduct for staff, consultants, volunteers, etc., These standards of conduct are reviewed on an annual basis by staff. Oversight is provided for all volunteers on campus.	Head Start Director PFCE Specialist All Other Staff	Annually Reviewed Parent Handbook signature pages, Staff Employee Handbook receipts

HUMAN RESOURCES MANAGEMENT

(i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior	Standards of conduct are followed in compliance with the performance standards. Guidance and oversight is provided to all on campus. Classroom observations are conducted on a regular basis to ensure proper management is in place. Instructional support is provided and skills are modeled for staff.	Head Start Director Program Managers PFCE Specialist Campus Administrators	As needed
(ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:	See above		
(A) Use corporal punishment	See above		
(B) Use isolation to discipline a child	See above		
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c) Standards of conduct (con't.)			
(C) Bind or tie a child to restrict movement or tape a child's mouth	Standards of conduct are followed in compliance with the performance standards. Training and instructional support is provided.	Head Start Director Program Managers PFCE Specialist Campus Administrators	As needed/ongoing
(D) Use or withhold food as a punishment or reward	See above		
(E) Use toilet learning/training methods that punish, demean, or humiliate a child	See above		
(F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child	See above		
(G) Physically abuse a child	See above		
(H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family;	See above		
(I) Use physical activity or outdoor time as a punishment or reward	See above		

HUMAN RESOURCES MANAGEMENT

(iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition	Standards of conduct are followed in compliance with the performance standards. Training and instructional support is provided.	Head Start Director Program Managers PFCE Specialist	Ongoing as needed
(iv) Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws	Provide training to all staff/volunteers/Policy Council/Parent Committee on confidentiality procedures, and provide disciplinary actions for failure to follow policies.	Head Start Director Program Managers PFCE Specialist Disability Specialist Campus Admin.	Ongoing as needed
(v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.	1. Establish procedures which ensure that no child will be left alone or unsupervised. Instructional Support is provided on Active Supervision. 2. Ensure that buses, bathrooms and classrooms are checked at the end of each day to ensure that children have not been left asleep or unattended. 3. Assure that all children are released at the proper place to the proper, authorized individuals.	Head Start Director Campus Admin. Program managers Classroom Staff District bus personnel	Ongoing as needed Class lists, magic number of day zoning charts pick-up lists
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c) Standards of conduct (con't.)			
(2) Personnel policies and procedures must include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct	Follow all campus and district personnel policies for standards of conduct and have systems in place for action steps taken with not followed by a staff member	Head Start Director Campus admin. Governing Body DISD Human Resource Dept.	Ongoing as needed
(d) Communication with dual language learners and their families			
(1) A program must ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency.	We have Bilingual Staff in the Bilingual classrooms. We have people available to serve as translators. Written communications are given in English and Spanish.	Bilingual staff	Ongoing as needed

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(2) If a majority of children in a class or home-based program speak the same language, at least one class staff member or home visitor must speak such language	1. Ensure that classroom staff are able to communicate effectively, orally and written, in the language spoken by the majority of children in the class. 2. Consider bilingual skills during the interview and employment selection. 3. Follow LPAC recommendations/testing process to determine appropriate class placement.	Head Start Director Education Specialist Campus Admin.	Ongoing as needed Class and Staff lists
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.91 STAFF QUALIFICATIONS AND COMPETENCY REQUIREMENTS			
(a) Purpose			
A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities	1. Conduct orientation for all new staff and volunteers, including instruction on personnel policies and procedures and all other policies and procedures as they relate to their assigned duties. 2. Evaluate individual employee's needs for additional training, especially in areas which are mission essential. 3. Align training needs with the TTA Plan. 4. HR verifies Teacher Certifications/Qualifications	Head Start Director Campus Admin. Program Managers HR Staff	Ongoing as needed Staff credential notebook HR records
(b) Early Head Start or Head Start director			
A program must ensure an Early Head Start or Head Start director hired after November 7, 2016, has, at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration	DISD Head Start follows requirement outlined in the Standards for all staff credentials. Policy Council and Board are involved in the hiring process and approvals for the Director position.	Executive Director Head Start Policy Council Denton ISD HR dept.	Ongoing Hiring HR records Policy Council and Board minutes
(c) Fiscal officer			
A program must assess staffing needs in consideration of the fiscal complexity of the organization and applicable financial management requirements and secure the regularly scheduled or ongoing services of a fiscal officer with sufficient education and experience to meet their needs. A program must ensure a fiscal officer hired after November 7, 2016, is a certified public accountant or has, at a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field	Qualified Fiscal Staff are provided by DISD for all Federal grants. Campus Head Start Fiscal Manager works closely with them for oversight of the budget and expenditures.	Denton ISD HR dept. Executive Director Director Head Start DISD Board	HR records

HUMAN RESOURCES MANAGEMENT

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.91 STAFF QUALIFICATIONS AND COMPETENCY REQUIREMENTS (CON'T)			
(d) Child and family services management staff qualification requirements			
(1) Family, health, and disabilities management.			
A program must ensure staff responsible for management and oversight of family services, health services, and services to children with disabilities hired after November 7, 2016 have, at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee.	Staff credentials are reviewed and verified throughout the interview and hiring processess.	Director Head Start HR dept. Campus Admin. Program Managers	HR records Head Start Staff Credential records
(2) Education management			
As prescribed in section 648A(a)(2)(B)(i) of the Act, a program must ensure staff and consultants that serve as education managers or coordinators, including those that serve as curriculum specialists, have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience	Staff credentials are reviewed and verified throughout the interview and hiring processess.	Director Head Start HR dept. Campus Admin. Program Managers	HR records Head Start Staff Credential records
(e) Child and family services staff			
(1) Early Head Start center-based teacher qualification requirements	N/A		
As prescribed in section 645A(h) of the Act, a program must ensure center-based teachers that provide direct services to infants and toddlers in Early Head Start centers have a minimum of a Child Development Associate (CDA) credential or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development	N/A		

HUMAN RESOURCES MANAGEMENT

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.91 STAFF QUALIFICATIONS AND COMPETENCY REQUIREMENTS (CON'T)			
(e) Child and family services staff (con't)			
(2) Head Start center-based teacher qualification requirements			
(i) The Secretary must ensure no less than fifty percent of all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework.	Since our Head Start program is within Denton ISD (public school), our teachers are required to have teacher certifications in Early Childhood.	HR dept. Director Head Start Campus Admin.	HR records Head Start Staff Credential records
(ii) As prescribed in section 648A(a)(3)(B) of the Act, a program must ensure all center- based teachers have at least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of section 648A(a)(3)(B) of the Act.	Since our Head Start program is within Denton ISD (public school), our teachers are required to have teacher certifications in Early Childhood. Staff credentials are reviewed and verified throughout the interview and hiring process. Professional development plans are put in place for staff in need.	HR dept. Director Head Start Campus Admin. Education Specialist	HR records Head Start Staff Credential records
(3) Head Start assistant teacher qualification requirements			
As prescribed in section 648A(a) (2)(B)(ii) of the Act, a program must ensure Head Start assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.	Require all Paraprofessional staff to obtain CDA credentials or show proof of an associates degree. Staff credentials are reviewed and verified throughout the interview & hiring process. Professional development plans are put in place for staff in need.	Director Head Start Education Specialist Instructional Staff	CDA, diploma Professional Development plans for staff Transcripts & certifications
(4) Family child care provider qualification requirements			
(i) A program must ensure family child care providers have previous early child care experience and, at a minimum, are enrolled in a Family Child Care CDA program or state equivalent, or an associate's or baccalaureate degree program in child development or early childhood education prior to beginning service provision, and for the credential acquire it within eighteen months of beginning to provide services.	Although we are not a licensed child care program/facility, our program ensures that our staff meet the necessary required credentials for the positions that they hold.	Director Head Start Family Service Staff	Certificates of completion
(ii) By August 1, 2018, a child development specialist, as required for family child care in §1302.23(e), must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field.	Although we are not a licensed child care program/facility, our program ensures that our staff meet the necessary required credentials for the positions that they hold.	Director Head Start Education Specialist HR department	Certificates of completion

HUMAN RESOURCES MANAGEMENT

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.91 STAFF QUALIFICATIONS AND COMPETENCY REQUIREMENTS (CON'T)			
(e) Child and family services staff (con't)			
(5) Center-based teachers, assistant teachers, and family child care provider competencies			
A program must ensure center-based teachers, assistant teachers, and family child care providers demonstrate competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.	We work to ensure that Head Start Staff have/maintain required credentials. Instructional Support is provided. CLASS observations are conducted. Data is used to drive professional development plans. Instructional Staff set goals and monitor progress.	Education Specialist Director Head Start Instructional Staff	Ongoing Professional Development Plans/TTA plan Instructional Support Agendas
(6) Home visitors	N/A		
A program must ensure home visitors providing home-based education services:	N/A We currently don't have a home-based program, but we do conduct home visits in our Head Start center-based program.		
(i) Have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree;	N/A		
(ii) Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.	N/A		

HUMAN RESOURCES MANAGEMENT

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(e) Child and family services staff (con't)			
(7) Family services staff qualification requirements			
A program must ensure staff who work directly with families on the family partnership process hired after November 7, 2016, have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.	Establish minimum requirements for family services specialists to include conditions that he/she have the required credentials before recommending for hire or willing to obtain them within the 18 month required time frame.	Director Head Start Program Managers Campus Administrators	Certificates of completion Degrees & credentials
(8) Health professional qualification requirements			
(i) A program must ensure health procedures are performed only by a licensed or certified health professional	1. Follow DISD minimum requirements for health coordinator to include conditions that he/she be an RN, have work experience in health services, and have experience related to young children. 2. Follow procedures that require only a licensed/certified health professional be allowed to perform certain health procedures whenever applicable by federal, state, and local health guidelines.	Director Head Start Campus Administrators Campus Nurse/Health specialist	
(ii) A program must ensure all mental health consultants are licensed or certified mental health professionals. A program must use mental health consultants with knowledge of and experience in serving young children and their families, if available in the community	1. Establish procedures to ensure that mental health services are supported by licensed or certified professionals. 2. Utilize available resources from Mental Health professionals that are employed by the district. 3. Assistants will serve directly under the credentialed Mental Health Specialist.	Director Head Start HR dept. Campus Administrators Program Managers	Degrees credentials certificates of staff
(iii) A program must use staff or consultants to support nutrition services who are registered dietitians or nutritionists with appropriate qualifications	1. Follow DISD minimum requirements for nutrition specialist to include conciliations that he/she be a nutritionist or registered dietician, have experience in nutrition services, have the ability to plan and implement central menus and food cost accounting systems. 2. Have food service personnel serve as one of our Program Managers for the area of Nutrition and as a member of our Health Advisory Committee	Director Head Start HR dept. Nutrition specialist	Degrees, credentials certificates of staff Head Start Job Descriptions and Staff Rosters

HUMAN RESOURCES MANAGEMENT

(f) Coaches A program must ensure coaches providing the services described in 1302.92(c) have a minimum of a baccalaureate degree in early childhood education or a related field	Ensure that Head Start staff serving in this Manager role meets the required credentials.	Director Head Start HR dept. Campus Admin. Program Managers	Degrees credentials certificates of staff HR records
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.92 TRAINING AND PROFESSIONAL DEVELOPMENT			
(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.	1. Conduct orientation for all new staff and volunteers, including instruction on personnel policies and procedures and all other policies and procedures as they relate to their assigned duties. 2. Include orientation through Instructional Support a discussion of the history of Denton ISD Head Start, the goals and philosophy of the Head Start program, center policies and procedures, and the overall program organization. 3. Staff complete beginning of the year trainings including safe school courses assigned to them. Managers attend monthly meetings with the Director to receive pertinent information.	Director Head Start Education Specialist	Instructional Support Agendas Campus PD sign-in sheets Leadership trainings Safe Schools Trainings Program team Manager meetings sign-in sheets
(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:	See below		
(1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act.	Disability Specialist provides training during staff meetings lead by campus administration or Education Specialist regarding students with disabilities. Professional Development is provided by the district, Education Specialist, Campus Admin., Counselor, Region XI, and Head Start webinars, and Head Start Director.	Disability Specialist Director Head Start Education Specialist Campus Admin.	Agenda from trainings/sign in sheets
(2) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws	1. Documentation of completing District Safe Schools Training 2. Guidance counselor will train staff of mandatory reporting requirements	Head Start Director Counselor/Mental Health Specialist & asst. Education Specialist Family Service Staff	Certificate of completion Sign- in sheets

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(3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part	Family Service Social Worker provides training to her assistants including PFCE Specialist. She also trains any other staff who will be working her Round-up events & enrollment. Education Specialist trains instructional staff on home visiting & parent/teacher conferences. Family service staff attend Head Start trainings and obtain the necessary Family Service credentials.	Family Service staff Education Specialist	Sign-in sheets to trainings
(4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes	Director meets with Program Managers on a regular basis and offers trainings and supports on all of the key components of Head Start that aim for Continuous Quality Improvements in the services we provide to produce positive outcomes. Family Service staff attend Head Start trainings that are offered in their area.	Director Head Start Family6 Service staff	Manager Meeting Agendas and Sign-in sheets
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.92 TRAINING AND PROFESSIONAL DEVELOPMENT (CON'T)			
(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.	TTA plan is created based on identified goals and needs of staff & program. Instructional Support is provided throughout the school year. As new needs arise, professional development is given to train staff on action steps that are needed.	Director Head Start Education Specialist Disability Specialist Mental Health Specialist	Instructional Support Agendas PD provided
(c) A program must implement a research-based, coordinated coaching strategy for education staff that:			
(1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;	Evaluate individual employee's needs for additional training, especially in areas which are mission essential. Education Specialist is CLASS certified and uses the observation data to plan her instructional supports and coaching focus.	Education Specialist	Instructional Support and Coaching documentation

HUMAN RESOURCES MANAGEMENT

(2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals	Additional Instructional Support is provided for new teachers to the program and any teacher with identified needs for support. New teachers are also assigned mentors to go to for guidance and extra training.	Education Specialist Director Head Start Campus Admin.	Instructional Support and Coaching documentation
(3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals	Education Specialist can provide/assign additional Professional Development & Observation opportunities for teachers and Paraprofessionals in need of more supports.	Education Specialist Director Head Start Campus Admin.	Instructional Support and Coaching documentation
(4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:			
(i) Align with the program's school readiness goals, curricula, and other approaches to professional development;	Our school goals are incorporated into our overall strategic plan. We align goals, resources, PD/TTA to our identified needs.	Education Specialist Director Head Start Campus Admin.	Instructional Support and Coaching documentation
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.92 TRAINING AND PROFESSIONAL DEVELOPMENT (CON'T)			
(ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals	We use our Education Specialist as a Coach as well as our district Pre-K Coaches and Region XI Coaches to provide coaching support to our teachers. Education Specialist is CLASS certified and conducts classroom observations.	Education Specialist Director Head Start Campus Admin.	CLASS observation data Instructional Support and Coaching Documentation
(iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff	Program Managers meet regularly with the Director and share key information with one another, plan together, and discuss/track program progress and any barriers to progress. This helps to plan the direction and action steps for the program.	Director Head Start Program Managers	Director meeting agendas with managers and sign-in sheets.
(iv) Include clearly articulated goals informed by the program's goals, as described in §1302.102, and a process for achieving those goals	Standards and program goals help to determine what TTA/PD is needed. They are aligned.	Director Head Start Education Specialist	TTA plan Program goals

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(5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.	Evaluative tools are used to create growth opportunities and to encourage continuous quality improvement throughout instruction. Staff identified as in need of additional support will receive extra training, resources, and direct support to help them to develop their skills.	Director Head Start Education Specialist Campus Admin. Supervising Managers	Evaluative tools CLASS and Classroom observations
(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part	We partner with the district personnel & Region XI to provide additional support to our staff. Campus Administrators also provide professional development.	Director Head Start Program Managers Campus Admin.	Region XI projects and trainings that staff participate in District and Campus PD that is provided
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.93 STAFF HEALTH & WELLNESS			
(a) A program must ensure each staff member has an initial health examination and a periodic re-examination as recommended by their health care provider in accordance with state, tribal, or local requirements, that include screeners or tests for communicable diseases, as appropriate. The program must ensure staff do not, because of communicable diseases, pose a significant risk to the health or safety of others in the program that cannot be eliminated or reduced by reasonable accommodation, in accordance with the Americans with Disabilities Act and section 504 of the Rehabilitation Act.	All Head Start staff members provide proof of an initial health exam and TB test. They provide updated health exam as they obtain them or as issues arise that may warrant an update. Tb screeners are completed each school year. If a staff falls in the "at-risk" category on the screener they will be required to obtain another TB test.	Health Specialist/Nurse Director Head Start	Staff Physical and TB forms and screeners Dr.notes/ forms
(1) All staff, and those contractors whose activities involve contact with or providing direct services to children and families, must be fully vaccinated for COVID-19, other than those employees:	Texas was in a injunction, so this was not applicable to our center. This requirement is no longer in place with Head Start.	Director of Head Start Health specialist	COVID-19 mitigation plan
(i) For whom a vaccine is medically contraindicated;			
(ii) For whom medical necessity requires a delay in vaccination; or			

HUMAN RESOURCES MANAGEMENT

(iii) Who are legally entitled to an accommodation with regard to the COVID-19 vaccination requirements based on an applicable Federal law.			
(2) Those granted an accommodation outlined in paragraph (a)(1) of this section must undergo SARS-COV-2 testing for current infection at least weekly with those who have negative test results to remain in the classroom or working directly with children. Those with positive test results must be immediately excluded from the facility, so they are away from children and staff until they are determined to no longer be infectious.	No longer required/applicable		
(b) A program must make mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.	1. Access District Resources for mental wellness 2. Provide mental health training, counseling and/or referrals to staff when the need arises. 3. Provide referral information to staff (whole group information meetings as well as individual conferences as needed) on all other sources of information needed if the concerns affect their job performance. DISD has free resources to staff members for mental health needs.	Director Head Start Health Specialist Mental Health Specialist District HR dept. Campus administrators	DISD online resources for staff DISD email communications about available resources
§1302.94 VOLUNTEERS			
(a) A program must ensure regular volunteers have been screened for appropriate communicable diseases 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.	TB screeners are filled out for our regular volunteers and student observers. If a person falls in the "at-risk" category, a TB test will need to be done.	PFCE Manager Health Specialist HR dept.	TB screeners
(1) All volunteers in classrooms or working directly with children other than their own must be fully vaccinated for COVID-19, other than those volunteers:	No longer required/applicable		
(i) For whom a vaccine is medically contraindicated;			
(ii) For whom medical necessity requires a delay in vaccination; or			

HUMAN RESOURCES MANAGEMENT

(iii) Who are legally entitled to an accommodation with regard to the COVID-19 vaccination requirements based on an applicable Federal law.			
(2) Those granted an accommodation outlined in paragraph (a)(1) of this section must undergo SARS-CoV-2 testing for current infection at least weekly with those who have negative test results to remain in the classroom or work directly with children. Those with positive test results must be immediately excluded from the facility, so they are away from children and staff until they are determined to no longer be infectious.	No longer required/applicable		
(b) A program must ensure children are never left alone with volunteers	Volunteers are not allowed to be left alone with children. Proper staff-student ratios are maintained at the center.	Director Head Start Program Managers	Observations and active supervision

PROGRAM MANAGEMENT QUALITY IMPROVEMENT

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.100 PURPOSE			
A program must provide management and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high-quality program services.	An Annual Head Start Calendar is created . Program Team Managers participate in Quarterly Data Reviews. File reviews are conducted. Ongoing monitoring occurs at each weeks Program Team Managers meetings.	Program Management Team	Ongoing Program Team Meeting agendas
§1302.101 MANAGEMENT SYSTEM			
(a) Implementation			
A program must implement a management system that:			
(1) Ensures a program, fiscal, and human resource management structure that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services described in subparts C, D, E, F, G, and H of this part	Denton ISD provides Fiscal processes/oversight of all Federal Grant Expenditures. There are Legal & Local policies in addition to Head Start Standards in place. Denton ISD Human Resource dept. follows outlined policy and procedures for hiring, background checks, credential checks, etc.	Director Fiscal Staff Director Head Start Campus Fiscal Manager Governing Body HR dept.	Ongoing oversight Fiscal records HR records
(2) Provides regular and ongoing supervision to support individual staff professional development and continuous program quality improvement	Staff set goals and attend professional development and are provided with istructional support. Staff needing credentials are provided with the appropriate information and progress toward credential is tracked (i.e. family service credential and CDAs).	Director Head Start Education Specialist	Professional Development records Instructional Support records
(3) Ensures budget and staffing patterns that promote continuity of care for all children enrolled, allow sufficient time for staff to participate in appropriate training and professional development, and allow for provision of the full range of services described in subparts C, D, E, F, G, and H of this part	Professional Development is provided to work after school when students leave for the day, in summer, when out of school, or on Staff Development days.	Director Head Start Education Specialist	Professional Development records Instructional Support records
(4) Maintains an automated accounting and record keeping system adequate for effective oversight.	Fiscal software for the district is used that tracks, receives approvals, etc. (efinance)	District Finance Dept. Director Head Start Campus Fiscal Manager	Fiscal records Monthly budget reports
(b) Coordinated approaches			

PROGRAM MANAGEMENT QUALITY IMPROVEMENT

At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that insure:			
(1) The training and professional development system, as described in §1302.92, effectively supports the delivery and continuous improvement of high-quality services	TTA plans are created based on identified needs. Staff set goals each year to work toward. Staff receive TTESS evaluations and CLASS observations/reviews and data is used to assess areas of strengths/needs. Instructional support/training is provided based on identified needs.	Education Specialist Director Head Start	TTA plan Safe School Training record PD records Instructional Support records
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Coordinated approaches (con't)			
(2) The full and effective participation of children who are dual language learners and their families, by			
(i) Utilizing information from the program's community assessment about the languages spoken throughout the program service area to anticipate child and family needs	Students who have other languages listed as their primary language besides English on their Home Language Survey at enrollment are tested using the Pre-LAS. The results help to determine if the child needs to be placed in a bilingual classroom or not. The LPAC committee meeting will then determine placement. Staff serving in the bilingual classrooms meet the required credentials.	Family Service Staff ERSEA Specialist Education Specialist Bilingual testers	Test results LPAC documentation Class placements
(ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in §1302.53(a)	Based on identified needs, our program has MOUs in place with community resources for our families, staff, etc.	Family Service Staff PFCE Specialist	MOUs List of Community Partnerships and resources
(iii) Systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate	Our program sends communications out in English/Spanish. We have staff members that help to translate materials & spoken word. Curriculum materials & library resources can be found in English and Spanish on campus. Translators are available upon request with the District.	Instructional Staff Family Service Staff	All Communications and translated materials

PROGRAM MANAGEMENT QUALITY IMPROVEMENT

(3) The full and effective participation of all children with disabilities, including but not limited to children eligible for services under IDEA, by providing services with appropriate facilities, program materials, curriculum, instruction, staffing, supervision, and partnerships, at a minimum, consistent with section 504 of the Rehabilitation Act and the Americans with Disabilities Act	Students can be given free assessments to determine 504 & Special Education identification/services/needs. 504 meetings will be held as well as ARD meetings to determine needs/services/&eligibility, etc. Accommodations/modifications/support services can/will be given based on the identified, individual needs of the students.	Disability Specialist & Campus Diagnostician Special Ed. Instructional staff Education Specialist Director Head Start Campus Administrators	504 and ARD meeting minutes/records Individual Education Plans
(4) The management of program data to effectively support the availability, usability, integrity, and security of data. A program must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws	Our program follows all of the data systems use policies outlined by the school district's legal and local policies and procedures. Head Start specific data is stored on secure thumb drives, google docs, binders,spreadsheets, google docs, and data software systems.	Director Head Start Head Start Program Team Managers	All data management systems
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1302.102 ACHIEVING PROGRAM GOALS			
(a) Establishing program goals			
(1) Strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their community assessment as described in subpart A of this part	Strategic Plan is created each year that uses data from the Community and Self-Assessments to identify program goals, School Readiness goals, Family Service goals, and action steps for each manager's area. Input from all stakeholders is given with proper approvals in place.	Director Head Start Program Team Managers	Updated yearly with ongoing monitoring Strategic Plan Community Assessment Self-Assessment & plan
(2) Goals for the provision of educational, health, nutritional, and family and community engagement program services as described in the program performance standards to further promote the school readiness of enrolled children	After the completion of the Community Assessment and Self-Assessment, a Self-Assessment Improvement Plan is created	Director Head Start Head Start Program Team Managers	Ongoing Updated yearly with progress monitoring Strategic Plan & SR plans

PROGRAM MANAGEMENT QUALITY IMPROVEMENT

(3) School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304 of this part	School Readiness goals are monitored/tracked for growth and areas of need are identified. The School Readiness committee meets to discuss updates to the SR Goals each year based upon identified needs. Data is tracked/graphed to depict growth 3 times a year.	Education Specialist Instructional Staff Director Head Start	School Readiness goal data ELOF framework Strategic plan Program goals
(4) Effective health and safety practices to ensure children are safe at all times, per the requirements in §§1302.47, 1302.90(b) and (c), 1302.92(c)(1), and 1302.94 and part 1303 subpart F, of this chapter	Health & Safety protocols are followed & monitored according to the Head Start standards, TEA, CDC guidelines, Health Dept., & District Legal & Local policies. Safety Manager & Health Manager keep logs/data to monitor progress.	Health Manager Safety Manager Director Head Start	Ongoing Health & Safety records
(b) Monitoring program performance			
(1) Ongoing compliance oversight and correction. In order to ensure effective ongoing oversight and correction, a program must establish and implement a system of ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child safety, and other applicable federal regulations as described in this part, and must:	Program Managers meet on a regular basis to share updates, concerns, areas of need, etc. to implement action steps.	Director Head Start Program Team Managers	Ongoing Program Manager meetings
(i) Collect and use data to inform this process	Campus/grounds/classroom walk-throughs are conducted on a daily basis. Areas of concerns are noted & addressed in a timely manner. Any identified issues are addressed and corrected. Professional development/trainings are provided to staff as needed to improve quality services based on identified needs.	Safety/Facility Manager Education Specialist Campus Administrators Director Head Start	Corresponding records Safety logs
(ii) Correct quality and compliance issues immediately, or as quickly as possible	Heat tickets are submitted for any facility needs and coaching/instructional support provided for any classroom issues/concerns.	Safety/Facility Manager Education Specialist	Safety logs Instructional support logs
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) Monitoring program performance (con't)			
(iii) Work with the governing body and the policy council to address issues during the ongoing oversight and correction process and during federal oversight	Governing Body & Policy Council members actively participate in monitoring reviews & oversight of the program. They help to develop, review, approve, and submit items.	Director Head Start Governing Body Policy Council PFCE Manager Program Managers	Ongoing with monthly meetings

PROGRAM MANAGEMENT QUALITY IMPROVEMENT

(iv) Implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings	Action plans will be created for any identified area of concern in a finding. Policies & Procedures will be revisited and updated with appropriate approvals for any changes/additions that need to be made to ensure quality services.	Director Head Start Program Team Managers	Action plans
(2) Ongoing assessment of program goals. A program must effectively oversee progress towards program goals on an ongoing basis and annually must:			
(i) Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals established under paragraph (a) of this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness	The program will conduct an annual self assessment of its program at least once a year. The input from all key stakeholders will be sought out.	Policy Council & Board Head Start Director Program Managers	Yearly written documents Self-Assessment report and survey data
(ii) Communicate and collaborate with the governing body and policy council, program staff, and parents of enrolled children when conducting the annual self-assessment	1.Include input from Policy Council members, parents, community members, board members & teachers on self-assessment process. 2. Provide training for the members in the self-assessment process according to the designated content area they are assigned.	Policy Council & Board Head Start Director Program Managers	Email/communication survey results Self-Assessment report
(iii) Submit findings of the self-assessment, including information listed in paragraph (b) (2)(i) of this section to the responsible HHS official	The program will submit the self-assessment and the findings as part of the grant application each year. A Self-Assessment improvement plan will be created based on the identified greatest areas of need for each management area.	Head Start Director Program Team Managers Policy Council/Board Parents Community members Head Start staff	Conducted Annually Self- Assessment report

PROGRAM MANAGEMENT QUALITY IMPROVEMENT

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c) Using data for continuous improvement			
(1) A program must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described in paragraph (a) of this section.	The program conducts a Community Assessment & Self-Assessment and uses the program data to develop goals & action steps where progress is monitored throughout the program year.	Director Head Start Program Team Managers	Self-Assessment report Self-Assessment Improvement Plan Community Assessment Strategic Plan Program goals
(2) This process must:			
(i) Ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas	Data is tracked for all management areas. Quarterly reviews are conducted & trends are reviewed. Goals & action steps are created based on identified needs.	Director Head Start Program Team Managers	Data collected by each manager
(ii) Ensure child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, except in programs operating fewer than 90 days, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services	Instructional staff collect data on progress toward School Readiness goals at least 3 times a year. They also track progress on Individual Development plans and report card assessment data.	Education Specialist Instruction staff Director Head Start Disability Specialist LPAC chair Campus Administrators	Data collections at least 3 times a year

PROGRAM MANAGEMENT QUALITY IMPROVEMENT

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(c) Using data for continuous improvement			
(iii) For programs operating fewer than 90 days, ensures child assessment data is aggregated and analyzed at least twice during the program operating period, including for subgroups, such as dual language learners and children with disabilities, as appropriate, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services	N/A		
(iii) For programs operating fewer than 90 days, ensures child assessment data is aggregated and analyzed at least twice during the program operating period, including for subgroups, such as dual language learners and children with disabilities, as appropriate, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services	N/A		
(iv) Use information from ongoing monitoring and the annual self-assessment, and program data on teaching practice, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services, to identify program needs, and develop and implement plans for program improvement	Self-Assessment improvement plans will be developed for all management areas. Strategic plans will be developed along with overall program goals & action steps based on identified needs.	Director Head Start Program Team Managers	Yearly with ongoing monitoring All program goals and plans

PROGRAM MANAGEMENT QUALITY IMPROVEMENT

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(d) Reporting (con't)			
(v) Use program improvement plans as needed to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, and adapt strategies to better address the needs of sub-groups	As needs are identified when analyzing program data, managers share these identified needs & the Program Team Managers work on action steps to improve any areas of need.	Director Head Start Program Team Managers	Ongoing on all program goals/plans
(i) Status reports, determined by ongoing oversight data, to the governing body and policy council, at least semi-annually	Reports with program data are shared with the Policy Council & Board (i.e. PIR, Annual Report, etc.) at monthly meetings.	Director Head Start Program Team Managers	Ongoing at monthly meetings Policy Council and Board
(ii) Reports, as appropriate, to the responsible HHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law, including at a minimum:	Any reports will be filed in HSES under the Correspondance tab and sent to all relevant personnel.	Head Start Director	Ongoing as needed
(A) Any reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders;			
(B) Incidents that require classrooms or centers to be closed for any reason			
(C) Legal proceedings by any party that are directly related to program operations			
(D) All conditions required to be reported under §1304.12, including disqualification from the Child and Adult Care Food Program (CACFP) and license revocation			

PROGRAM MANAGEMENT QUALITY IMPROVEMENT

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(d) Reporting (con't)			
(2) Annually, a program must publish and disseminate a report that complies with section 644(a)(2) of the Act and includes a summary of a program's most recent community assessment, as described in §1302.11(b), consistent with privacy protections in subpart C of part 1303 of this chapter.	An Annual Report to the Public will be posted on the program's website as well as within the Board Packet with the Governing Board Reports. It will be shared with the Policy Council as well.	Head Start Director Program Team Managers	Annual Report will be created yearly and shared out
(3) If a program has had a deficiency identified, it must submit, to the responsible HHS official, a quality improvement plan as required in section 641A(e)(2) of the Act	Action plans will be created for any areas of deficiencies	Director Head Start & Program Team Managers	Action plans

TRANSPORTATION

Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1303.70 PURPOSE			
(a) Applicability			
This rule applies to all agencies, including those that provide transportation services, with the exceptions and exclusions provided in this section, regardless of whether such transportation is provided directly on agency owned or leased			
(b) Providing transportation services			
(1) If a program does not provide transportation services, either for all or a portion of the children, it must provide reasonable assistance, such as information about public transit availability, to the families of such children to arrange transportation to and from its activities, and provide information about these transportation options in recruitment announcements	Families' transportation needs are assessed at enrollment through the application process and resources are shared with families in need. Our program partners with a local childcare, Denton City County Day School, to provide early morning and after school care for families in need. This center uses a sliding scale for pricing. DISD provides transportation to and from this center for participating students. DISD provides transportation to and from school to students receiving special education services.	Facility/Safety Manager Family Service Staff	Head Start application data Recruitment flyers Program newsletters
(2) A program that provides 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	Information on city transportation services is shared with families, Denton County Transportation Authority (DCTA). This service has a drop off next to our school. This drop closed during the pandemic. DCTA added GoZone that can be used for families in need.	Facility/Safety Manager Family Service Staff	List of Community resources
(3) A program that provides transportation services must ensure all accidents involving vehicles that transport children are reported in accordance with applicable state requirements	The DISD transportation department follows all local and state policies and procedures.	Facility/Safety Manager DISD Bus Department and Risk Management	Logs/Data from Transportation Department
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
§1303.73 TRIP ROUTING			
a) A program must consider safety of the children it transports when it plans fixed routes.	Transportation is provided for student determined by the ARD to qualify for this service. Denton ISD transportation follows all safety protocols including Head Start standards.	Disability Specialist DISD Transportation Department Facility/Safety Manager	Transportation procedures for DISD

TRANSPORTATION

§1303.74 SAFETY PROCEDURES			
(a) A program must ensure children who receive transportation services are taught safe riding practices, safety procedures for boarding and leaving the vehicle and for crossing the street to and from the vehicle at stops, recognition of the danger zones around the vehicle, and emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.	Bus safety and evacuation drills are scheduled and implemented during the school year. This training is facilitated in conjunction with the Denton ISD Transportation Services.	Education Specialist DISD Transportation Services	Schedule and pictures
(b) A program that provides transportation services must ensure at least two bus evacuation drills in addition to the one required under paragraph (a) of this section are conducted during the program year	The DISD transportation department provide trainings to the bus riders. The Head Start program conducts an additional training to all Head Start students in conjunction with the bus department and practices bus evacuation drills.	Education Speciaist coordinates with DISD Transportation Dept. to plan these drills	Logs of trainings
§1303.75 CHILDREN WITH DISABILITIES			
(a) A program must ensure 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	The program is a part of the district. The district does not provide transportation for children who are prekindergarten age unless such service is established by the IEP committee or participates in MOU with Denton City County Day School. District buses meet all Texas Education Agency criteria for the transportation of children with disabilities. If a wheelchair lift is needed for a student, the district will provide the appropriate type of bus that has a lift.	District Transportation Department	Operating Guidelines
Performance Standard/Objective	Plan of Action : Specific Tasks/Activities	Person (s) Responsible	Completion & Evidence of
(b) A program must ensure special transportation requirements in a child's IEP or IFSP are followed, including special pick-up and drop-off requirements, seating requirements, equipment needs, any assistance that may be required, and any necessary training for bus drivers and monitors	The program is a part of the district. The special education case manager sends the ARD supplement for transportation to the Special Needs Transportation Supervisor. The Special Needs Transportation Supervisor contacts the parent with route information and also forwards the information to the campus diagnostician. The campus diagnostician forwards information to appropriate campus personnel. The individual needs of the child are addressed.	Campus diagnostician Disability Specialist Instructional staff Transportation dept. staff and supervisor	Special Education Operating Guidelines and records Transportation records