



HEALTH PLAN

- Child Health & Safety
- Child Health & Development Services



EDUCATION PLAN



NUTRITION PLAN



CHILD MENTAL HEALTH PLAN



FAMILY & COMMUNITY PARTNERSHIP PLAN PARENT INVOLVEMENT ERSEA PLAN



PROGRAM DESIGN PLAN & MANAGEMENT

- Program Governance
 - Communications
 - Human Resources
- Facilities, Materials & Equipment



DISABILITIES PLAN



FAMILY LITERACY TRANSPORTATION PLAN TRANSITION PLAN

SUBPART B
Child Health and Safety

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.22(a)(1) Child health and safety.</p> <p>Health emergency procedures. Grantee and delegate agencies operating center-based programs must establish and implement policies and procedures to respond to medical and dental health emergencies with which all staff are familiar and trained. At a minimum these policies and procedures must include; Posted policies and plans of action for emergencies that require rapid response on the part of staff or immediate medical or dental attention.</p>	<ol style="list-style-type: none"> 1 At least one staff member per classroom is trained in CPR and First Aid. 2 Emergency numbers easily accessible. 3 Dental Emergency Procedures are posted on Health Board in classroom 4 Choking Procedures are posted on Health Board in classroom 5 CPR Procedures are posted on Health Board in classroom 6 911 procedures are posted on Health Board in classroom 7 Duties that Teachers and Teachers Aides are responsible for, in case of emergency are posted on Health Board. 8 Intercom system in classroom. 9 Universal Precautions posted on Health Board in classroom. 	<p>Health Specialist</p> <p>Teaching teams</p>	<p>August-June</p>		<p>Classroom Observation</p> <p>Health Board</p>
<p>1304.22(a)(2)</p> <p>Posted locations and telephone numbers of emergency response systems. Up-to-date family contact information and authorization for emergency care for each child must be readily available.</p>	<ol style="list-style-type: none"> 1 Emergency number for children in folder in classroom 2 The Emergency response system telephone numbers are posted on Health Board. 3 Authorization for the emergency care of the children is located in the Health Room, on the health card signed by parent. 	<p>Teaching teams</p> <p>Health Specialist</p>	<p>August-June</p>		<p>Classroom Observation</p> <p>Health Board</p> <p>Health Cards</p>
<p>1304.22(a)(3)</p> <p>Posted emergency evacuation routes and other safety procedures for emergencies which are practiced regularly.</p>	<ol style="list-style-type: none"> 1 The tornado drill information is located in classroom. 2 The fire evacuation information is located in classroom. 3 The disaster information is located on parent board in hall. 4 Fire alarm system in place 5 Fire drills. 	<p>Head Start Director</p> <p>Staff</p>	<p>August-June</p>	<p>Tornado Drills (S)</p> <p>Fire Drills (S)</p> <p>Disaster Drills (S)</p>	<p>Classroom Observation</p> <p>Documentation</p> <p>Parent Board</p>

SUBPART B
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<p>1304.22(a)(4)</p> <p>Methods of notifying parents in the event of an emergency involving their child.</p>	<ol style="list-style-type: none"> 1 The procedures for notifying the parents in case of an emergency involving their child is posted on Health Board in classroom. 2 Emergency numbers in folder in classroom and on health card. 3 Emergency numbers in e-School accessible to office staff. 	<p>Teaching teams</p> <p>Health Specialist</p> <p>Office Staff</p>	<p>Ongoing</p>		<p>Medical Emergency Plan</p> <p>Health Board</p> <p>Classroom Observation</p> <p>Health Card</p>
<p>1304.22(a)(5)</p> <p>Established methods for handling cases of suspected or known child abuse and neglect that are in compliance with applicable Federal, State, or Tribal laws.</p>	<ol style="list-style-type: none"> 1 All staff will receive annual training on child abuse and neglect procedures, protocol and reporting 2 Child is taken to school nurse for documentation of suspected injuries as needed 3 CPS notified according to state law 	<p>All Staff Members</p> <p>Health Spec.</p> <p>All Staff Members</p>	<p>Ongoing</p>	<p>Child Abuse and Neglect (S)</p>	<p>Child Abuse and Neglect Procedures</p> <p>Confidential Files</p> <p>In-Service Sign-In Sheets</p> <p>Teacher records</p> <p>SNAP</p>
<p>1304.22(b)(1)</p> <p>Condition of short term exclusion and admittance.</p> <p>(1) Grantee and delegate agencies must temporarily exclude a child with a short-term injury or an acute or short-term contagious illness, that cannot be readily accommodated, from program participation in center-based activities or group experiences, but only for the generally short-term period when keeping the child in care poses a significant risk to the health or safety of the child or anyone in contact with the child.</p>	<ol style="list-style-type: none"> 1 Students are excluded based on DSHS and TEA guidelines or on the recommendation of the campus RN based on the assessment of the student. 2 Parents are to return doctor's note to school nurse when student returns. 3 Exclusion information is included in the Student Handbook and Health Services website. Parents are informed of Denton ISD exclusion standards at parent orientation and when the student is sent home. 	<p>Health Specialist</p>	<p>August-June</p>		<p>SNAP Documentation by RN</p> <p>Exclusion list</p>

**SUBPART B
Child Health and Safety**

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<p>1304.22(b)(2)</p> <p>Grantee and delegate agencies must not deny program admission to any child, nor exclude an enrolled child from program participation for a long-term period, solely on the basis of his or her health care needs or medication requirements unless keeping the child in care poses a significant risk to the health or safety of the child or anyone in contact with the child and the risk cannot be eliminated or reduced to an acceptable level through reasonable modifications in grantee or delegates agency's policies or procedures or by providing appropriate auxiliary aids which would enable the child to participate without fundamentally altering the nature of the program.</p>	<ol style="list-style-type: none"> 1 Special materials can be ordered if needed. 2 A registered nurse is located on the campus to provide medical treatment as needed. 3 An IEP/IHP will be developed for each child with special needs. 4 School and facilities are ADA accessible classroom modification as needed 	<p>Health Specialist</p> <p>Health Specialist</p> <p>Disabilities Specialist</p> <p>Teaching Teams Denton ISD</p>	<p>August-June</p>		<p>Classroom and Playground Observation</p> <p>Copy of ARD/IEP/IHP</p> <p>Classroom Observation</p>
<p>1304.22(b)(3)</p> <p>Grantee and delegate agencies must request that parents inform them of any health or safety needs of the child that the program may be required to address. Programs must share information, as necessary, with appropriate staff regarding accommodations needed in accordance with the program's confidentiality policy.</p>	<ol style="list-style-type: none"> 1 Parents are asked to supply information concerning the health and safety needs of their child within 45 days of enrollment. Parents are required by the handbook to notify the school of any life threatening allergies. 2 Confidential health and safety information is shared on a need to know basis. 3 Disclosure logs are located on the comprehensive files. 4 All staff sign a confidentiality statement per DISDd policy. 5 Special training is provided and is "need specific." 	<p>Health Specialist</p> <p>Teaching teams</p> <p>All Specialists</p>	<p>Within 45 days from the date of enrollment</p> <p>Ongoing</p>		<p>Health Card</p> <p>Disclosure Log</p> <p>Confidentiality Statements</p>

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Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.22(c)(1)</p> <p>Medication Administration.</p> <p>Grantee and delegate agencies must establish and maintain written procedures regarding the administration, handling, and storage of medication for every child. Grantee and delegate agencies may modify these procedures as necessary to satisfy State or Tribal laws, but only where such laws are consistent with Federal laws. The procedures must include: Labeling and storing, under lock and key, and refrigerating, if necessary, all medications, including those required for staff and volunteers.</p>	<ol style="list-style-type: none"> 1 A locked cabinet is located in health clinic for the storing of medication. 2 Denton ISD has a written Medication Administration Procedure 3 A refrigerator is available in the health clinic behind a locked door for the storing of medication. 4 Medication log. 	<p>Health Specialist</p>	<p>Ongoing</p>		<p>Clinic Observation</p> <p>Medication Administration Procedure</p> <p>Medication Administration Log</p>
<p>1304.22(c)(2)</p> <p>Designating a trained staff member(s) or school nurse to administer, handle and store child medications.</p>	<ol style="list-style-type: none"> 1 A registered nurse is located on campus to administer, handle and store child's medication. 2 Appropriate staff has been trained on administering, handling and storing of medication. 	<p>Health Specialist</p> <p>Staff</p>	<p>August-June</p>		<p>Documentation of Designated Personal</p>
<p>1304.22(c)(3)</p> <p>Obtaining physicians' instructions and written parent or guardian authorization for all medication administered by staff.</p>	<ol style="list-style-type: none"> 1 Medications are labeled by pharmacy with child's name, dosage, type of medication, and when to be administered. 2 Parent/Guardian authorization is obtained before medication is administered. 	<p>Health Specialist</p>	<p>August-June</p>		<p>Parent Authorization Medication Administration Form Prescription Label</p>
<p>1304.22(c)(4)</p> <p>Maintaining an individual record for all medication dispensed, and reviewing the record regularly with the child's parent.</p>	<ol style="list-style-type: none"> 1 A medication log is maintained. 2 The nurse communicates with parent/guardian regarding changes or concerns. 	<p>Health Specialist</p>	<p>August- June</p>		<p>Medication Administration log</p> <p>Health documentation</p>

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<p>1304.22(c)(5)</p> <p>Recording changes in a child's behavior that has implication for drug dosage or type, and assisting parents in communicating with their physician regarding the effect of medication on the child.</p>	<ol style="list-style-type: none"> 1 Anecdotal records are kept in the child's comprehensive file filled out by the Teaching teams. These records reflect the whole child and any changes that are seen in the child's appearance, behavior, etc. 2 Teachers and Specialists meet to discuss the children and concerns they may have. 3 Information regarding the classroom behaviors is obtained through formal and informal communication with staff members and is relayed to the parents. 4 Parents will be encouraged to communicate with doctor, as needed. 5 Health Specialist will assist parent in communicating with doctor. 	<p>Teaching teams</p> <p>Health Specialist Teachers</p> <p>Health Specialist</p>	<p>August-June</p>	<p>Behavior Management (P)(S)</p> <p>Anecdotal Records (S)</p>	<p>Anecdotal Records</p> <p>Health Records Anecdotal Records Child's Comprehensive File</p>
<p>1304.22(c)(6)</p> <p>Ensuring that appropriate staff members can demonstrate proper techniques for administering, handling, and storing medication including the use of any necessary equipment to administer medication.</p>	<ol style="list-style-type: none"> 1 There is a written plan on medication administration. 2 The Health Specialist is responsible for training on proper techniques of dispensing, handling, and storing medication. 3 Special training may be needed, if special equipment is needed to administer medication. 	<p>Health Specialist</p>	<p>August-June</p>	<p>Medication Administration (S)</p>	<p>Medication Administration Procedure</p>
<p>1304.22(d)(1)</p> <p>Injury Prevention</p> <p>Grantee and delegate agencies must: Ensure that staff and volunteers can demonstrate safety practices.</p>	<ol style="list-style-type: none"> 1 Fire drills are practiced and information is posted in classroom 2 Tornado/disaster drills are practiced and information is posted in classroom. 3 Safety procedures are located in the classroom. 4 Safety inspection of the facility and playground are done. DISD and ongoing Team Leaders & Program Team 5 Health/Safety checklist reviewed monthly 	<p>Teaching teams</p> <p>Teaching teams</p> <p>Teaching teams</p> <p>Head Start Director Social Services</p>	<p>August-June</p>	<p>Fire Drills (S)</p> <p>Tornado Drills (S)</p>	<p>Classroom Observation</p> <p>Playground Observation</p> <p>Safety Documentation Teacher meeting</p>

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<p>1304.22(d)(2)</p> <p>Foster safety awareness among children and parents by incorporating it into child and parent activities.</p>	<ol style="list-style-type: none"> 1 Health/Safety information is presented at parent meetings 2 Teacher using Conscious Discipline 3 Parents encourage to volunteer 4 Newsletters/Pamphlets sent home. Information posted on the school website. 5 Pet guidelines 	<p>P I Spec. Education Spec. P I Spec. Education Spec. Health Specialist Head Start Director</p>	<p>August-June</p>		<p>Parent/ Staff Training Notebooks Lesson Plans Volunteer log News Letters/ Pamphlets/ website Pet authorization</p>
<p>1304.22(e)(1)(i)</p> <p>Hygiene</p> <p>Staff, volunteers, and children must wash their hands with soap and running water at the following times: After diapering or toilet use.</p>	<ol style="list-style-type: none"> 1 Restrooms and classrooms are equipped with sinks. 2 Handwash Time 3 Children are taught to wash hands after using the bathroom. 4 Children wash their hands before meals and snacks. 5 Children will be assisted if needed. 6 Soap dispensers and paper towels are located by the sinks. 7 Hand Washing Rebus 	<p>Denton ISD Teaching Teams Teaching teams Denton ISD Teaching teams</p>	<p>August-June</p>		<p>Observation</p>
<p>1304.22(e)(1)(ii)</p> <p>Before food preparation, handling, consumption, or any other food-related activities.</p>	<ol style="list-style-type: none"> 1 Sinks are provided for easy access. 2 Staff, volunteers, and children are made aware of the importance of hand washing. 3 Cafeteria employees must wash hands before preparation and serving food. 4 Soap dispensers and paper towels are located by the sinks. 	<p>Denton ISD Teaching teams Denton ISD Denton ISD</p>	<p>August-June</p>		<p>Classroom Observation Cafeteria Observation Observation</p>

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1304.22(e)(1)(iii) Whenever hands are contaminated with blood or other bodily fluids.	<ol style="list-style-type: none"> 1 The staff is trained in the importance of hand washing through Safe Schools training. 2 The staff is trained on the importance of wearing gloves when coming in contact with body fluids through Safe Schools training. 3 Latex-free gloves are provided to each classroom. 4 Staff makes the volunteers and children aware of the importance of hand washing in these circumstances. 	<p>Denton ISD</p> <p>Denton ISD</p> <p>Health Specialist Teaching teams</p>	August-June	Universal Precaution (S) Blood Borne Pathogens (S)	<p>Safe School training logs/ Observation</p> <p>Gloves in the Classroom</p> <p>Observation</p>
1304.22(e)(1)(iv) After handling pets or other animals.	<ol style="list-style-type: none"> 1 Sinks and soaps are provided for easy accessibility. 2 Children are instructed to wash hands. 3 Staff, children, and volunteers are made aware that animals carry disease. 	<p>Denton ISD</p> <p>Teaching teams</p> <p>Head Start Director</p>	August-June		<p>Classroom</p> <p>Observation</p> <p>Pet Guidelines</p>
1304.22 (e)(2)(i) Staff and volunteers must also wash hands before and after giving medication.	<ol style="list-style-type: none"> 1 A sink and soap are easily accessible in the clinic. 2 All medication is given either by the Health Specialist or other designated person. 	<p>Denton ISD</p> <p>Health Specialist</p>	August-June	Medication Administration (S)	Clinic Observations
1304.22(e)(2)(ii) Before and after treating or bandaging a wound (non-porous gloves should be worn if there is contact with blood or blood-containing body fluids).	<ol style="list-style-type: none"> 1 Sinks and soaps are provided in the classrooms, bathrooms, and clinic. 2 Latex free gloves are provided for use of medical treatment. 3 Staff and volunteers are made aware of the importance of hand washing. 4 First Aid kits are located in the classrooms, and available for field trips. 	<p>All Staff</p> <p>Health Specialist</p> <p>Health Specialist Classroom teacher</p> <p>Health Specialist</p>	August-June	<p>First Aid training (S)(P)</p> <p>Universal Precaution (S)</p>	<p>Classroom</p> <p>Observation</p> <p>Clinic Observation</p> <p>Observation</p> <p>First aid kit</p>

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1304.22(e)(2)(iii) After assisting a child with toilet use.	1 Soap and paper towels are available in all bathrooms and classrooms	Custodial staff All Staff	August-June	Prevent Spread of Germs (P)(S)	Classroom Observation
1304.22(e)(3) Non-porous gloves must be worn by staff when they are in contact with spills of blood or other visible body fluids.	1 Blood Borne Pathogen Training is provided to all staff members. 2 Latex-free Gloves are provided to all staff.	DISD Health Specialist	August - June	Blood Borne Pathogens Universal Precaution	Safe Schools Training Log Observation
1304.22(e)(4) Spills of body fluids must be cleaned and disinfected immediately in keeping with professionally established guidelines. Any tools and equipment used to clean spills of body fluids must be cleaned and disinfected immediately. Other blood-contaminated materials must be disposed off in a plastic bag with a secure tie.	1 Custodians/Janitors receive Blood Borne Pathogen training through their employer. 2 Soiled areas in classrooms are cleaned immediately by janitors/custodians using appropriate cleaning materials to disinfect appropriately and approved by Denton ISD. 3 Children are taught to use tissue and to cough into their sleeve.	Denton ISD Janitor/Custodian Staff	August-June	Blood Borne Pathogens Prevent Spread of Germs	Custodial training manual Observation Observation
1304.22(e)(5) Grantee and delegate agencies must adopt sanitation and hygiene procedures for diapering that adequately protect the health and safety of children served by the program and staff. Grantee and delegate agencies must ensure that staff properly conduct these procedures.	1 Diaper area available in each pod. 2 Appropriate diapering materials available 3 Appropriate cleaning agents available and stored out of reach of the children.	Denton ISD Teachers Parents Health Spec. in Health Room, Teachers in classrooms	Ongoing	Teacher/ Staff Meetings	Classroom Observation Teacher inservice

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<p>1304.22(e)(6)</p> <p>Potties that are utilized in a center-based program must be emptied into the toilet and cleaned and disinfected after each use in a utility sink used for this purpose.</p>	<p>Non-Applicable</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>1304.22(e)(7)</p> <p>Grantee and delegate agencies operating programs for infants and toddlers must space cribs and cots at least three feet apart to avoid spreading of contagious illness and to allow for easy access to each child.</p>	<p>Non-Applicable</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>1304.22(f)(1)</p> <p>First Aid Kits</p> <p>Readily available, well supplied first aid kits appropriate for the ages served and the program size must be maintained at each facility and available on outings away from the site. Each kit must be accessible to members at all times, but must be kept out of reach of children.</p>	<ol style="list-style-type: none"> 1 First Aid kits are located in all classrooms visible but out of reach of children. 2 Fanny packs that contain First Aid supplies are provided to the teacher. 	<p>Health Specialist</p> <p>Health Specialist</p>	<p>August-June</p>	<p>First Aid Training (P)(S)</p> <p>CPR (P)(S)</p>	<p>Classroom Observation</p> <p>Fanny Pack</p> <p>First Aid Kits</p>
<p>1304.22(f)(2)</p> <p>First Aid kits must be restocked after use, and inventory must be conducted at regular intervals.</p>	<ol style="list-style-type: none"> 1 Health Specialist will inspect and maintain first aid kits, as needed. 	<p>Health Specialist</p>	<p>Ongoing</p>		<p>First Aid Kits</p>

Child Health & Development Performance Standard/Objective		Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.20(1)(i)</p> <p>Determining child health status. (1) In collaboration with the parents and as quickly as possible, but no later than 90 calendar days (with the expression noted in the paragraph (a)(2) of this section) from the child's entry into the program (for the purpose of the 45 CFR 1304.20(a)(1), 45 CFR 1304.20(a)(2), and 45 CFR 1304.20(b)(1), "entry" means the first day the Early Head Start services are provided to the child), grantee and delegate agencies must: (1) Make a determination as to whether or not each child has a source of continuous, accessible health care. If a child does not have a source of ongoing health care, grantee and delegate agencies must assist the parents in accessing a source of care:</p>	<p>1a To determine the nutritional health status of students</p> <p>1b To determine the mental health status of students</p> <p>1 To determine the health status which includes dental and medical of all enrolled children.</p> <p>2 Information from parent/guardian to determine the current health care source.</p> <p>3 Complete the child's health record.</p> <p>4 obtain dental and physical exam prior to or within 90 calendar days from enrollment date</p> <p>5 Access all community resources for available funding.</p> <p>6 Periodically review and update health record.</p>	<p>Nutrition & Health specialist</p> <p>Mental Health Specialist</p> <p>Health Specialist</p> <p>Parent/Guardian</p> <p>Health Specialist</p>	<p>At enrollment but no later than 90 calendar days from each child's entry into the program</p> <p>enrollment date.</p> <p>At enrollment but no later than 90 calendar days.</p> <p>Ongoing</p>	<p>Health Record Review (S)</p> <p>Parent Orientation (P)</p> <p>EPSDT Periodicity Schedule (S)</p>	<p>Child's Comprehensive File - Red folder</p> <p>Copy of physical exam</p> <p>Immunization record</p> <p>Dental screening</p> <p>Parent/Staff Training Notebook (S)</p> <p>SNAP</p>	
<p>1304.20(a)(1)(ii)</p> <p>Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventive and primary health care which includes medical, dental and mental health. Such a schedule must incorporate the requirements for a schedule of well child care utilized by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the State in which they operate, and the latest immunization recommendations issued by the Centers for Disease Control and Prevention, as well as any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems:</p>	<p>1 Obtain documentation of child's previous preventive and primary medical, and dental health. physical, parent questionair & dental form</p> <p>2 Identify children with special needs within 45 calendar days from enrollment date.</p> <p>3 Follow EPSDT periodicity schedule.</p> <p>4 Review and update immunizations.</p> <p>5 Each parent must complete an "At Risk for TB" and "Lead Screening" questionnaire .</p> <p>6 Parent provides proof blood lead level screening</p>	<p>Health Specialist</p> <p>Health Specialist</p> <p>Parent/Guardian</p> <p>Health Specialist</p> <p>Health Specialist</p> <p>Parents</p> <p>Parent/Guardian</p>	<p>Prior to enrollment but no later than 90 calendar days from enrollment date.</p>	<p>EPSDT Periodicity Schedule (S)</p>	<p>Child's Comprehensive File - Red Folder</p> <p>Child's Comprehensive File</p> <p>Immunization Record</p> <p>Child's Health Record</p>	

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<p>1304.20(a)(1)(ii)(A) For children who are not up-to-date on age-appropriate schedule of well child care, grantee and delegate agencies must assist parents in making necessary arrangements to bring the child up-to-date.</p>	<ol style="list-style-type: none"> 1 Update immunizations as needed in child's comprehensive file and enter in e-school. 2 The Texas Department of Health is utilized for immunizations and provided at no charge to eligible families. 3 Assist parents in scheduling appointments for all health screenings 4 Assist parents in arranging transportation when needed 	<p>Health Specialist Health Specialist Social Serv. Spec. Health Specialist Social Serv. Spec.</p>	<p>Ongoing</p>	<p>Parent Orientation</p>	<p>Comprehensive file Child's health record Immunization record SNAP</p>
<p>1304.20(a)(1)(ii)(B) For children who are up-to-date on an age appropriate schedule of well child care, grantee and delegate agencies must ensure that they continue to follow the recommended schedule of well child care.</p>	<ol style="list-style-type: none"> 1 Remind parents to schedule appointment for well child care as specified by the EPSDT guidelines. 2 Provide parent with a Community Resource Directory. 3 Assist parents in arranging transportation as needed. 	<p>Health Specialist Social Serv. Spec. Social Serv. Spec.</p>	<p>Review and Revise as needed</p>	<p>Handouts (P/S)</p>	<p>Child's records Family and Community Resource Directory</p>
<p>1304.20(a)(1)(ii)(c) Grantee and delegate agencies must establish procedures to track the provision of health care services.</p>	<ol style="list-style-type: none"> 1 Review and Revise written procedures. 2 Complete Health Record within first 90 days of enrollment for each child. 3 Use SNAP physical to track provision on minor health care services. Including screenings 4 Log of Medication/ Administration services provided. 5 Parent/Guardian completes Medication Authorization Form. when needed. 6 Send Health summary sheets home 7 Use SNAP to track when procedures are completed and referrals are necessary. 	<p>Health Specialist Health Specialist Health Specialist Parent /Guardian Health Specialist Health Specialist</p>	<p>As needed Within 90 days Ongoing Ongoing</p>		<p>Written plans Health record SNAP Med logs Parent permission SNAP</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.20(a)(1)(iii) Obtain or arrange further diagnostic testing, examination, and treatment by an appropriate licensed or certified professional for each child with an observable, known or suspected health or development problems.</p>	<ol style="list-style-type: none"> 1 Contact parents regarding findings of the screenings. 2 Staff members encourage parents to seek advice and/or treatments for any problems discovered through screenings. 3 Follow-up is done to ensure that the future assessment or treatment is completed. 4 Assist in development of IEP's. Share information with Social Services Specialist 5 SEI Referral as needed 	<p>Health Specialist</p> <p>Spec. Team</p> <p>Spec. Team</p>	<p>Access and begin referral within the first 45 days from enrollment.</p> <p>Ongoing as problems are identified.</p>		<p>Referral Forms SNAP</p> <p>SNAP</p> <p>SNAP/SEI</p> <p>Teacher's records</p> <p>SEI Minutes</p>
<p>1304.20(a)(1)(iv) Develop and implement a follow-up plan for any condition identified in 45 CFR 1304.20(a)(1)(ii) and (iii) so that any needed treatment has begun.</p>	<ol style="list-style-type: none"> 1 Review Physical exam. 2 Periodically review Child's Comprehensive File. 3 Special Ed logs are kept to ensure the delivery of services. 4 Explain all health finding and procedures to parents 5 Regularly check with parent/guardian as to whether treatment has begun. 6 Review IEP 7 Review and revise health summary 8 Mental Health Logs 	<p>Health Specialist</p> <p>Spec. Team</p> <p>Disabilities Spec. Health Specialist</p> <p>Spec. Team</p> <p>Spec. Team</p> <p>Mental Health Sp.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Home visits, teacher conferences and other ongoing contacts.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Health Summary</p>	<p>Child's Comprehensive File</p> <p>Child's Comprehensive File</p> <p>Special Ed Logs</p> <p>SNAP</p> <p>IEP</p> <p>Health Summary</p> <p>Family Contact Notes</p> <p>Home Visit Forms</p> <p>ARD minutes</p> <p>Mental Health Logs</p>
<p>1304.20(a)(2)</p>	<p>Non-Applicable</p>				

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.20(b)(1) Development, sensory and behavioral screening. (1) In collaboration with each child's parent and within 45 calendar days of the child's entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate developmental, sensory and behaviorally screenings of motor, language, social, cognitive, perceptual and emotional skills. To the greatest extent possible, these screenings must be sensitive to the child's cultural background.</p>	<p>1 Schedule time for all screenings to be completed.</p> <p>2 LAP-D</p> <p>3 An interpreter will be available for children with English as a second language.</p> <p>4 Vision/ Hearing</p>	<p>Spec. Team</p> <p>Classroom Staff Education Spec.</p> <p>Health Spec.</p>	<p>At enrollment or within 45 days from date of enrollment.</p> <p>At enrollment or within 45 days from date of enrollment.</p>	LAP-D	<p>Child's Comprehensive File LAP-D Forms</p> <p>SNAP</p>
<p>1304.20(b)(2) Grantee and delegate agencies must obtain direct guidance from a mental health or child development professional on how to use the findings to address identified needs.</p>	<p>1 A mental health provider does classroom observation as needed.</p> <p>2 SEI Referral</p> <p>3 The Mental Health Specialist provides training and gives appropriate behavioral management techniques for staff and parent.</p> <p>4 The teacher completes LAP-D</p> <p>5 Each child will have an individual plan based upon screening results.</p>	<p>Mental Health Specialist</p> <p>Spec. Team Mental Health Specialist</p> <p>Classroom teacher Spec. Team Classroom teacher</p>	<p>On going as needed</p> <p>On going as needed On going as needed</p> <p>On going as needed On going as needed Reviewed and Revised as needed</p>	<p>Anecdotal Records (S)</p> <p>LAP-D</p>	<p>Mental Wellness Observation</p> <p>SEI Minutes Documentation and log by Mental Health Specialist LAP-D forms Lesson Plans</p>
<p>1304.20(b)(3) Grantee and delegate agencies must utilize multiple sources of information on all aspects of each child's development and behavior, including input from family members, teachers and other relevant staff who are familiar with the child's typical behavior.</p>	<p>1 Teachers encourage parents to share information about their child at home visits and parent conferences.</p> <p>2 Teachers keep anecdotal records in the classroom that reflect the child as a whole.</p> <p>3 SEI are held so that the teacher can share with the different staff members issues that arise in the classroom.</p> <p>4 Parents/Guardians share information at registration and in the Health Record that is pertinent for the teacher to understand the growth and development of the child.</p>	<p>Classroom Staff</p> <p>Classroom Staff</p> <p>Spec. Team</p> <p>Health Specialist Parent/Guardian Teacher</p>	<p>Ongoing as needed</p> <p>Ongoing</p> <p>Bi-Monthly</p> <p>August & Ongoing as needed</p>		<p>Home Visit documentation Anecdotal records</p> <p>SEI minutes</p> <p>Health Records</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.20(c)(1) Extended follow-up and treatment.</p> <p>Grantee and delegate agencies must establish a system of ongoing communication with the parents of children with identified health needs to facilitate the implementation of follow-up plan.</p>	<ol style="list-style-type: none"> 1 The Health Specialist reviews and updates SNAP 2 Review and revise Health Summary. 3 The Health Specialist reminds and encourages parents to schedule appointments for follow-up treatment. 	<p>Health Specialist Health Specialist Health Specialist</p>	<p>Ongoing as needed Ongoing as needed Ongoing as needed</p>		<p>SNAP Health Summary SNAP</p>
<p>1304.20(c)(2) Grantee and delegate agencies must provide assistance to the parents as needed, to learn how to obtain any prescribed medications, aids or equipment for medical and dental conditions.</p>	<ol style="list-style-type: none"> 1 During Parent Orientation the parents are made aware of Community Resources 2 Transportation may be provided as needed. 3 The Health Specialist and Social Services Specialist assist parents in locating available resources. 4 Assist parents in applying for Medicaid. 	<p>Social Serv. Spec. Social Serv. Spec. Social Serv. Spec. Health Serv. Social Serv. Spec.</p>	<p>August/Ongoing Ongoing Ongoing</p>		<p>Community Resource Directory Parent contact notes Medicaid forms</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.20(c)(3)(1) Dental follow-up and treatment must include:</p> <p>Fluoride supplements and topical fluoride treatments as recommended by dental professionals in communities where a lack of adequate fluoride levels has been determined or for every child with moderate or severe tooth decay.</p>	<ol style="list-style-type: none"> 1 The program's schedule consist of toothbrushing once at school with fluoride toothpaste. 2 Instruction on correct brushing technique from modeling and training by teacher and TWU student interns 3 City of Denton water Dept. assures that the fluoride level in water is adequate. 4 Each child has his or her own toothbrush, labeled by name, so toothbrushes are not shared. 5 Toothbrushes are stored so that they stay clean and open to air, and so that the bristles do not touch any surfaces, including another toothbrush. 	<p>Classroom staff</p> <p>Health Specialist Education Spec. Health Specialist</p> <p>Classroom staff</p> <p>Classroom staff</p>	<p>Daily</p> <p>September</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Dental Hygiene (P)(S)</p>	<p>Lesson Plans</p> <p>TWU</p> <p>Fluoride Report-Denton City Observation Classroom Observation</p>
<p>1304.20(c)(3)(ii) Other necessary preventive measures and further dental treatments as recommended by the dental professional</p>	<ol style="list-style-type: none"> 1 The dental exam by the dentist is part of the preventive measure. 2 Parent letters sent home 3 The Health Specialist assists parent/guardian in scheduling treatment for children as needed. 4 Help parent/guardian locate available resources. 	<p>Health Specialist</p> <p>Health Specialist Health Specialist</p> <p>Health Specialist Social Serv. Sp.</p>	<p>Within 90 days of enrollment.</p> <p>November As Needed</p> <p>As Needed</p>		<p>Child's Comprehensive File (SNAP)</p> <p>Treatment Plan</p> <p>Letter of Referral</p>
<p>1304.20(c)(4) Grantee and delegate agencies must assist with the provision of related services addressing health concerns in accordance with the Individualized Education Program and the Individualized Family Service Plan (IFSP).</p>	<ol style="list-style-type: none"> 1 IEP/IHP available to classroom teacher 2 Modifications and adaptations my be needed to follow the IEP. 3 Any necessary equipment that is needed to ensure the delivery of services will be obtained. 4 Head Start staff will be trained to meet the needs of the children with special needs. 	<p>Classroom Staff</p> <p>Classroom Teacher</p> <p>Disabilities Spec.</p> <p>Health Specialist Spec. Team</p>	<p>August/May</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Additional training as needed for spec. needs</p> <p>Additional training as needed for spec. needs</p>	<p>Child's Comprehensive File Lesson Plans Copy of ARD Comprehensive file IEP's/ IHP's Training & service</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.20(c)(5)</p> <p>Early Head Start and Head Start funds may be used for professional medical and dental services when no other source of funding is available. When Early Head Start and Head Start funds are used for such services, grantee and delegate agencies must have written documentation of their efforts to access other available sources of funding.</p>	<ol style="list-style-type: none"> 1 Parents are given a Community Resource Directory. 2 The Health Specialist and Social Service Specialist assist parent/guardians in locating available sources. 3 Assist parents with Medicaid. 4 Head Start funds will only be used when available and no other source of funding is available. 5 Kiwanis medical, dental, prescription assistance; Interfaith; VSP - Vision voucher 	<p>Social Services Spec.</p> <p>Social Services Spec.</p> <p>Social Services Spec.</p> <p>Head Start Dir.</p> <p>Health Specialist</p>	<p>August</p> <p>Ongoing, as needed</p> <p>Ongoing, as needed</p> <p>Ongoing, as needed</p> <p>Ongoing, as needed</p>		<p>Community Resource Directory</p> <p>Family Contact Notes</p> <p>Interagency Agree.</p> <p>Vouchers, invoices</p>
<p>1304.20(d)</p> <p>Ongoing Care</p> <p>In addition to assuring children's participation in a schedule of well child care as described in section 1304.20(a) of this part, grantee and delegate agencies must implement ongoing procedures by which Early Head Start and Head Start staff can identify any new or recurring medical, dental, or developmental concerns so that they may quickly make appropriate referrals. These procedures must include: periodic observations and recordings, as appropriate, of individual children's developmental progress, changes in physical appearance (e.g., signs of injury or illness) an emotional and behavioral patterns. In addition, these procedures must include observations from parents and staff.</p>	<ol style="list-style-type: none"> 1 Teacher encourages parents to share information about their child at home visits and parent conferences. 2 Teacher keep anecdotal records in the classroom that reflect the child as a whole. 3 SEI meetings are held in order for the teacher to share with other staff members issues that arise in the classroom. 4 The teacher will develop an Individual Service Plan (ISP) for each child. 5 The Mental Health Specialist does classroom observations as needed. 6 The teacher completes creative curriculum. 	<p>Classroom Staff</p> <p>Teacher</p> <p>Mental Health Spec.</p> <p>Teacher</p> <p>Mental Health Spec.</p> <p>Teacher</p>	<p>Ongoing, as needed</p> <p>September/April as needed</p> <p>Bi-monthly</p> <p>September/April</p> <p>Ongoing, as needed</p> <p>August-May</p>	<p>Home Visit Documentation (S)</p> <p>Anecdotal Records (S)</p> <p>Individual Service Plan (ISP) (S)</p>	<p>Home Visit Reports</p> <p>Anecdotal Records</p> <p>Individual Service Plan (ISP)</p> <p>Documentation and log by Mental Health Specialist</p> <p>Lesson Plans</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.20(e)(l) Involving Parents</p> <p>In conducting the process and in making all possible efforts to ensure that each child is enrolled in and receiving appropriate health care services, grantee and delegate agencies must: Consult with parents immediately when child health or developmental problems are suspected or identified.</p>	<p>1 Parents are contacted on acute health problems 2 Chronic conditions will be monitored through parent contacts, (phone, letters, conferences, etc.) 3 As soon as developmental problems are suspected, a conference is called with the parents to discuss further assessment. 4 Referral packets are completed by classroom teacher and parents. 5 ARD meetings as needed 6 IEP's as needed</p>	<p>Health Specialist Classroom Staff</p> <p>Health Specialist Spec. Team</p> <p>Classroom Staff Parents Disabilities Spec. Classroom teacher</p>	<p>August-May Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing Ongoing</p>		<p>SNAP Anecdotal records</p> <p>SNAP SEI / ARD</p> <p>Referral packets</p> <p>ARD minutes IEP's</p>
<p>1304.20(e)(2) Familiarize parents with use of and rationale for all health and developmental procedures administered through the program or by contract or agreement, and obtain advance parent or guardian authorization for such procedures. Grantee and delegate agencies also must ensure that the results of diagnostic and treatment procedures and ongoing care are shared with and understood by the parents.</p>	<p>1 At time of registration & orientation meeting, parents are informed of all screenings. 2 At time of registration parents will sign consent for screening 3 Abnormal screening results sent home. 4 Parents will be reminded of the importance of follow-up treatment.</p>	<p>Health Specialist</p> <p>Health Specialist</p> <p>Health Specialist Health Specialist</p>	<p>August</p> <p>August</p> <p>January Ongoing</p>		<p>Parent orientation</p> <p>Consent forms</p> <p>Child's record Referral letter</p>
<p>1304.20(e)(3) Talk with parents about how to familiarize their children in a developmentally appropriate way and in advance about all of the procedures they will receive while enrolled in the program.</p>	<p>1 Teachers explain developmental appropriate activities with the parent on home visits and Parent/Teacher Conferences 2 Parents are given an overall scope of the program during Parent Orientation.</p>	<p>Classroom Staff</p> <p>Spec. Team</p>	<p>August- May</p> <p>August</p>		<p>Documentation of</p> <p>Home Visits Sign-In Sheets from Parent Orientation</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.20(e)(4) Assist parents in accordance with 45 CFR 1304.4(f)(2)(1) and (ii) to enroll and participate in a system of ongoing family health care and encourage parents to be active partners in their children's health care.</p>	<ol style="list-style-type: none"> 1 Parents are given a Community Resource Directory. 2 Help Parents develop relationships with health care providers if needed. 3 Parents are able to take part in all screenings. 4 Transportation is provided as needed, according to Denton ISD policy standards 5 Parents are educated on the importance of preventive health care including updating immunizations and dental health. 	<p>Social Service Spec Health Spec. Health Spec. Social Service Spec Health Spec. P I Spec.</p>	<p>Ongoing Ongoing Ongoing Ongoing Ongoing</p>		<p>Community Resource Directory Child's records Parent Classes Educational Pamphlets sent home to parents</p>
<p>1304.20(e)(5) If a parent or other legally responsible adult refuses to give authorization for health services, grantee and delegate agencies must maintain written documentation of the refusal.</p>	<ol style="list-style-type: none"> 1 If parent refused health services, written documentation must be obtained and signed by parent. 	<p>Health Specialist</p>	<p>Ongoing</p>		<p>Written Documentation signed by parents. Child's records</p>
<p>1304.20(f)(1) Individualization of the program. Grantee and delegate agencies must use the information from the developmental, sensory, and behavioral screenings, the ongoing observations, medical and dental evaluations and treatments, and insights from the child's patents to help staff and parents determine how the programs can best respond to each child's individual characteristics, strengths and needs.</p>	<ol style="list-style-type: none"> 1 The child's comprehensive file is located in the classroom to enable the teacher to get the whole picture of the child. 2 Individualized classroom plans are developed to meet the children's learning need. 3 Individualized Behavior Plans are developed for the children with behavioral concerns. 4 Parents are asked for their input during home visits and Parent/Teacher conferences. 	<p>Classroom Staff Spec. Team Spec. Team Classroom Teacher Parents</p>	<p>August/May Ongoing Ongoing</p>	<p>Developing an Individualized Education Plan (IEP) (S) Creative Curriculum</p>	<p>Child's Comprehensive File IEP's Behavior plan Individualization in Home visit documen.</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.20(f)(2)(i) The support individualization for children with disabilities in their programs, grantee and delegate agencies must assure that: Services for infants and toddlers with disabilities and their families support the attainment of the expected outcomes contained in the Individualized Family Service Plan (IFSP) for children identified under the infants and toddlers with disabilities program (part H) of the individuals with Disabilities Education Act, as implemented by their State or Tribal government.</p>	<p>Our agency does not have the grant for Infants and Toddlers at this time.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>1304.20(f)(2)(ii) Enrolled families with infants and toddlers suspected of having a disability are promptly referred to the local early intervention agency designated by the State Part H plan to coordinate any needed evaluations, determine eligibility for Part H services, and coordinate the development of an IFSP for children determined to be eligible under the guidelines of that State's program. Grantee and delegate agencies must support parent participation in evaluations and IFSP development process for infants and toddlers enrolled in their program.</p>	<p>1 Information given to parents about appropriate agencies and assisted in referral process as needed</p>	<p>Classroom teachers and specialist staff</p>	<p>Ongoing</p>		<p>Parent communication and follow up</p>
<p>1304.20(f)(2)(iii) They participate in and support efforts for a smooth and effective transition for children who, at the age three, will need to be considered for services for preschool age children with disabilities.</p>	<p>1 Parents are involved in the development of IEP at the ARD meeting. 2 The parents are encouraged to volunteer. 3 The parents are given a copy of the IEP in order for them to practice skills at home.</p>	<p>Diagnostician Disabilities Spec. Classroom teacher</p>	<p>August/May Ongoing Ongoing</p>	<p>Developing an Individualized Education Plan (IEP)</p>	<p>Child's Comprehensive File Volunteer notebook IEP</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
1304.20(f)(2)(iv) They participate in the development and implementation of the Individual Education Program (IEP) for preschool age children with disabilities, consistent with the requirements of 45 CFR 1308.19.	1 If a child is suspected to have a special need, the teacher and parents complete a referral form.	Disabilities Spec.	45 days from the date of enrollment or as needed	Behavior Management (P) (S)	Referral Form
	2 The LEA schedules an ARD with the parent.	Multi disciplinary team (LEA)	Ongoing		Copy of ARD
	3 If the child meets the eligibility requirements of the LEA, the appropriate testing will be done and an IEP will be developed.	Multi disciplinary team (LEA)	Ongoing		IEP or IHP
	4 If the child does not meet the eligibility requirements of the LEA, but meet Head Start Requirements the Disabilities Specialist and other Head Start staff can develop an, Individual Plan for each child.	Spec. Team Classroom Teacher	Ongoing		Head Start IEP
	5 Outside services contracted as needed.	Spec. Team	Ongoing		Outside services referral
	6 The Disabilities Specialist will be a part of all the ARD meetings.	Disabilities Spec.	Ongoing		ARD minutes
	7 Appropriate training will be provided for all staff members to meet the needs of each child.	Spec. Team	Ongoing		Additional training on a as needed basis to meet the special needs of each child.

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21 Education and Early Childhood Development (a) Child Development and Education Approach for All Children (b) Child Development and Education Approach for Infants & Toddlers © Child Development and Education for Preschoolers</p>	<ol style="list-style-type: none"> 1 Ann Windle School was specifically designed for early childhood children. 2 Teachers, staff, and parents will receive handbook reflecting the approach, philosophy and mission of the school. 3 Parents, staff, and teachers during each orientation will understand the educational approach for children and families. 4 Teachers, staff and parents will receive a copy of the AWSYC curriculum plan/outcomes statement including: AWSYC Hand Book / School Readiness Goals Individualization Plan- Goals Individualization Cycle Data Analysis/IP CHAMPS/MAC Bucketfillers 	<p>School Board</p> <p>Director/Specialist</p> <p>Director Education Spec. Education Spec.</p>	<p>Completed 8/2000</p> <p>August</p> <p>August</p> <p>Ongoing</p>	<p>Orientation (P)(S)</p> <p>(S) (P)</p>	<p>Brochure</p> <p>Agenda, minutes</p> <p>Agenda, minutes</p>
<p>1304.21(a)(1)(I) (a) Child Development and education approach for all children. (1) In order to help children gain social competence, skills and confidence necessary to be prepared to succeed in their environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:</p>	<ol style="list-style-type: none"> 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. 	<p>Education Specialist</p> <p>Teaching Teams</p>	<p>August</p> <p>Ongoing</p>	<p>Orientation (S)</p>	<p>Agenda, minutes</p> <p>Environmental Checklist Pre Set</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(a)(1)(iii) (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition..</p>	<p>Strategies will be used to support and respect gender:</p> <ul style="list-style-type: none"> a. Careful selection of materials by teacher to assure that approximately equal numbers of each gender are used. b. Selection of books, films, puzzles, and pictures keeping in mind career gender stereotyping. Examples: women and men as postal workers, fire fighters, etc. c. Learning centers are set up with no limitation to home living, carpentry, blocks, etc. d. Teachers are trained to be careful that they do not show gender bias in regard to behavior, intelligence, motor skills, calling on children for answers, privileges, etc. e. Volunteers and staff members are of both genders. f. While gender stereotyping is carefully avoided the program also provides opportunities for children to establish the knowledge of their own gender. Activities are used where boys stand up, girls turn around, etc. to teach gender. Occasionally, children are grouped by boys and girls, such as for a game on the playground. Just as often, they would be grouped in other ways, such as the kinds of shoes they are wearing. g. Boys and girls sit in mixed groups at mealtimes and on the rug to play. They work together on the playground and in the classroom but often child make the choice of grouping themselves by gender. h. Cooking activities are often done in the classroom and both genders are encouraged to participate equally. i. Acknowledging and accepting unique qualities of each child j. Avoiding situations which stereotype gender roles or racial/ethnic backgrounds <p>Strategies will be used to respect culture/ ethnicity:</p> <ul style="list-style-type: none"> a. Provide cultural activities such as songs, games, food, décor, stories, clothing, props and language that are consistent with the ethnic backgrounds and interests of the children to help them appreciate their heritage and heritage of others. <p>This includes school wide activities such as Cinco de Mayo, Chinese New Year, and Black History Month.</p>	<p>Education Specialist</p> <p>Teaching team Teachers & Assist.</p>	<p>August-May</p>	<p>Anti-bias curriculum District (S, T)</p> <p>Volunteer training (P)</p> <p>Multicultural play (P, S)</p>	<p>Purchase orders</p> <p>Appropriate material</p> <p>Environmental checklist</p> <p>Staff roster Lesson plans Classroom Observations</p> <p>Anti-bias curriculum</p> <p>Lesson plans Classroom Observation</p> <p>Lesson plans Classroom Observation</p> <p>Anti-Bias Curriculum Texas PK Guidelines Head Start Child Dev & Early Learning Framework (HS CD ELF)</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(1)(1)(iii) (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.</p>	<p>Strategies will be used to promote language:</p> <ul style="list-style-type: none"> a. Accepting each child's language, whether it be standard English, a dialect, or a foreign language, fostering the child's comfort in using primary language. b. Acceptance by adults. c. Seeing and hearing names often. d. Set up centers where communication between peers is encouraged. e. Provide an atmosphere where talking is encouraged. <ul style="list-style-type: none"> Involve parents in the classroom to help them better understand child development and to help with tutoring and one-to-one conversation. f. Provide an atmosphere where a positive approach is modeled by teacher and assistant. g. Provide puppets, props, etc., which motivate oral language. h. Relate learning to future and prior experiences of the children i. Use stories, poems, books, and films to teach concepts, increase attention spans, and develop listen skills, and to also increase vocabulary. j. Use transition activities to teach concepts and motivate verbally. k. Provide activities in which concepts are learned through body movements (such as Hap Palmer records). l. Provide speech and language therapy for children diagnosed as disabled in this area. m. Provide special education for children diagnosed as learning disabled or having other diagnosed problems that need specialized therapy. n. Aid in understanding through the use of "signing" and pictures. o. Provide appropriate, high quality books to be read by adults and children p. Provide writing materials such as crayons, paints, easels, chalkboards, all kinds of paper, markers, etc for children to write. q. Take dictation from children until the child reaches the stage where this is no longer necessary. r. Use field trips as a way to promote discussions and stories. s. Use whole language approach in each classroom. 	<p>Teaching Teams Support staff</p> <p>Speech Therapist</p> <p>Disabilities Specialist</p> <p>Education Specialist</p> <p>Teaching Teams</p> <p>Teaching Teams</p> <p>Teaching Teams Teaching Teams</p>	<p>August-May</p>	<p>Print Rich Environments (P,S)</p> <p>Open-ended Questioning Strategies(S)</p> <p>Appropriate Classroom Environments (P, S) Volunteer Training (P)</p>	<p>Environment checklist</p> <p>HS CD ELF Anti-Bias Curriculum Texas PK Guidelines Bucketfillers</p> <p>Agenda Sign-in sheets</p> <p>Parent training Agenda</p> <p>Sign-in sheets Head Start Teacher meetings Sign-in sheets</p> <p>Home Book Program</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(a)(1)(v) (v) Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by parents.</p>	<p>Restroom access is continuous as needed Using the toilet independently promotes self-help skills. Children are not denied restroom privileges. They may go on request. Hygiene skills are fostered from using the toilet independently. Hand washing rebus sheets are posted to promote and foster independence. District Curriculum provides lessons on hygiene.</p>	<p>Teaching Teams Health Specialist PCP Education & Health Specialists</p>	<p>Daily Daily</p>	<p>Head Start Teacher/ Para Meetings (S)</p>	<p>Calendars Agendas Minutes Sheets displayed</p>
<p>1304.21(a)(2)(i) (2) Parents must be: (l) Invited to become integrally involved in the development of the program's curriculum and approach to child development and education.</p>	<p>At least one parent from each classroom will serve on Parent committee Parents are asked to be involved in school activity planning. Parent Committee meetings are scheduled on a regular basis Weekly lesson plans are posted on parent board by each classroom Newsletters are sent home by teachers asking the parents for suggestions and ideas.</p>	<p>Education Specialist Parent Involvement Sp. Teaching Team</p>	<p>September Ongoing</p>	<p>Parent Comm. (P) H S Teacher meetings (S)</p>	<p>Parent Comm. Book Agendas, minutes Calendar Lesson Plans</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(a)(2)(ii) (ii) Provide opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences.</p>	<ol style="list-style-type: none"> 1 Parent Orientation will address the importance of developmentally appropriate practices and explain the learning environment of Head Start 2 Home visits allow the parents to share pertinent information with the teacher 3 Volunteering allows for both. 4 Parent conferences allow the teacher and parent to share information about the child. 5 Providing cultural experiences within the classroom sharpens the parents' observation skills. 6 The Family contact log generates a Family Partnership Agreement providing the teacher and staff information about the family. 7 The registration packet and the health packet, which is filled out by the parent/guardian, gives the teacher and staff a baseline of information on the child. 	<p>Director & Specialists</p> <p>Teaching Teams</p> <p>Teaching Teams</p> <p>Social Services Specialist</p> <p>Health Specialist Health Extender and Other Specialists</p>	<p>August</p> <p>Fall & Spring</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring & Fall and throughout the program year as needed</p>	<p>Parent Orientation (P)(S)</p> <p>Home Visit Preparation (S)</p>	<p>Parent Packet</p> <p>Classroom Sign-In Sheets</p> <p>Team Documentation</p> <p>Lesson Plans</p> <p>Completed Family Portfolios Family Partnership Agreements</p> <p>Completed Registration and Health Packet</p>
<p>1304.21(a)(2)(iii) (iii) Encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education (see 45 CFR</p>	<ol style="list-style-type: none"> 1 The parents are encouraged at Parent Orientation to become involved and participate in their child's education 2 Home visit are scheduled twice a year. 3 The parents are encouraged at the home visit to communicate concerns. 4 The Parent Handbook that is distributed at the beginning of the year states that the teachers will be making two home visits. 5 Home visits will be conducted within 45 calendar days of enrollment 	<p>Director/ Specialist</p> <p>Teaching Teams</p> <p>Teaching Teams</p> <p>Education Specialist Teacher</p>	<p>August</p> <p>October & April</p> <p>August/ September</p>	<p>Parent Orientation (P)(S)</p> <p>Home Visit Preparation (S)</p> <p>Parent Orientation (P)</p> <p>Volunteer Training (P)(S)</p>	<p>Parent Packets IDPs</p> <p>Home Visit Forms</p> <p>Parent Handbook</p> <p>Home Visit Forms</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(a)(3)(i)(A) (3) Grantee and delegate agencies must support social and emotional development by: (i) Encouraging development which enhances each child's strengths by: (A) Building trust.</p>	<ol style="list-style-type: none"> 1 Parent Orientation lays the foundation of trust with families. 2 Trust is fostered by a minimum of one teacher and one teacher assistant per classroom. 3 Parent volunteers provide support and comfort by communicating in the child's home language. 4 The daily routine is posted with pictures and writing to which the children can refer. 5 Daily expectations are presented and discussed each morning during large group time. 6 Teaching team sets limits so the classrooms buzz with busy noises yet discourage chaos lack of control. 7 Teaching teams will model expression of feelings, kindness, positive approach, praise and a genuine interest in each child and family. 8 Provide environment where sharing concern and care for others is modeled, motivated, and encouraged by using the CHAMPS character traits and bucketfillers 9 Selected students participate in U.N.T. Play therapy. 	<p>Director and Specialist Education Specialist/ Parent Involvement Specialist Teaching Teams</p>	<p>August Ongoing Daily Monitor and adjust as needed Continuous</p>	<p>Parent Orientation (P)(S) Developmentally Appropriate Practices (P)(S)</p>	<p>Parent Packet Head Start Teacher / Para Notebook Staff Roster PDAS Appraisal CLASS PDAS Teacher Self-Evaluation Classroom Observations using the Pre-K Report Card</p>
<p>1304.21(a)(3)(i)(B) (B) Fostering independence.</p>	<ol style="list-style-type: none"> 1 The teaching team reinforces and encourages self-help skills by brushing teeth, washing hands, wiping spills, setting the table, and buttoning, zipping, buckling and tying clothing and shoes. 2 Children see writing, dictate writing and are encouraged to independently use inventive writing in a variety of ways. 3 Independence in oral language is developed through open-ended questioning strategies, exposure to children's literature, community field trips, and classroom activities. 4 Allowing children to make choices and to be their own problem-solvers fosters independence. 	<p>Teaching Teams Teaching Teams Support Staff All Staff</p>	<p>Throughout Program Year Daily Ongoing</p>	<p>Curriculum daily Health Specialist/ Education Specialist Head Start Teacher/ Para meetings (S)</p>	<p>Lesson Plans Schedule Children's Artwork/ Journals/ Portfolios Classroom Observation, Anecdotal Records and Lesson Plans Pre-Kindergarten Report Card CLASS Observations</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(a)(3)(I)(C) (C) Encouraging self-control by setting clear, consistent limits, and having realistic expectations.</p>	<ol style="list-style-type: none"> 1 Classroom expectations are repeated to remind the children of what is expected of them. They are also posted. 2 Limits are set for the number of students in each learning center. 3 Teach expectations are realistic for each individual child's developmental stage. 4 Positive behavior and attitudes are encouraged by the teaching team. 5 Parents and staff work together for consistency between school and home. 6 Books, stories, puppets, play therapy, and other experiences are utilized to promote self-control. 7 Bucketfillers and CHAMPS techniques and strategies are taught on a daily basis. 	<p>Teaching Teams</p> <p>Parents and Staff</p> <p>Teaching Teams</p> <p>Teaching Teams/ Education Specialist</p>	<p>Daily Basis Established at the beginning of year, monitor and adjust as needed. Ongoing</p> <p>Continuous</p> <p>Daily</p> <p>Daily</p>	<p>Developmentally Appropriate Classrooms (P)(S)</p> <p>Curriculum Integration (P)(S)</p>	<p>Bucketfillers</p> <p>Lesson Plans</p> <p>Head Start Teacher/ Para Notebooks</p> <p>Child's Portfolios Lesson Plans</p> <p>CLASS Observations</p>
<p>1304.21(a)(3)(i)(D) (D) Encouraging respect for the feelings and rights of others.</p>	<ol style="list-style-type: none"> 1 The teaching team acknowledges children's feelings and encourages them to understand their own feelings. 2 Conscious Discipline model promotes respects and rights. 3 Bias free curriculum and multi-cultural activities promote respect and rights. 4 Staff models appropriate behavior. 5 Dramatic play in groups and centers allows children to deal with and communicate feeling. 6 Consequences of various behaviors are discussed with children and behavior is redirected without use of corporal punishment. 	<p>Teaching Teams</p> <p>Education Specialist All Staff</p> <p>Assistant Director Education Specialist</p>	<p>Daily</p> <p>Ongoing</p> <p>Daily</p>	<p>Curriculum Integration (P)(S)</p>	<p>Lesson Plans</p> <p>PDAS Appraisal PDAS Observation</p> <p>NCQTL Trainings CLASS support</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(a)(3)(i)(E) (E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being.</p>	<ol style="list-style-type: none"> 1 Children are exposed to multi-cultural literature, cooking experiences, music, and dolls which support child's home environment. 2 Staff members are available to communicate with families and children in their home language. 3 Home visits and parent/ teacher conferences are conducted in two languages when needed. 4 Parent volunteer s reinforce respect for the home language, culture, and family composition. 5 Print in classroom environment includes home language. 6 Parent meetings, with child care? available, help support this standard. 7 Teaching team is able to use key words in child's home language. 	<p>Teaching Teams</p> <p>Education Specialist Teaching Teams</p> <p>Social Services Specialist/ Parent Involvement Specialist??</p>	<p>Ongoing</p>	<p>Multicultural Play Experiences (P)(S)</p> <p>Parent Training Planned Parenting Classes</p>	<p>Lesson Plans</p> <p>Classroom Environment Parent Surveys Parenting Classes Information Provided in Tuesday Folders</p>
<p>1304.21(a)(3)(ii) (ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.</p>	<ol style="list-style-type: none"> 1 The schedules are posted in written and picture form so that the children will know the sequence of the daily events. 2 Planned transition activities are used to fill in gaps. 3 Time allotments for activities are age appropriate. 4 Teachers give the children notice before a change is made in their routine. 	<p>Teaching Teams</p>	<p>Throughout the Year</p> <p>As Needed Ongoing as needed</p>	<p>Teacher Resources</p>	<p>Environmental Checklist</p> <p>Lesson Plans</p> <p>Schedules Classroom Observation</p> <p>TX PK Guidelines</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(a)(4)(i) (4) Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by: (i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration.</p>	<ol style="list-style-type: none"> 1 Learning centers allow opportunities for problem-solving and for conversations with other children. 2 Science activities allow children to explore and discover different aspects of their physical environment. 3 Open-ended questions and Thinking Maps stimulate children's thinking. 4 Cooking experiences and hands-on activities develop thinking and problem-solving skills. 5 Outside play and activities center provide opportunities to experiment, play, observe, and explore. 6 Teaching team used kinesthetic, aesthetic, and tactile activities 	<p>Teaching Teams Teaching Teams Teaching Teams Teaching Teams PE Teacher/ Once a week</p>	<p>Ongoing</p>	<p>Learning Styles (P)(S) Learning Centers/ Classroom Environments (S)</p>	<p>Head Start Teacher/ Para Notebooks Copies of Articles Distributed New Teacher Resources Purchased Schedules Lesson Plans CLASS Observation</p>
<p>1304.21(a)(4)(ii) (ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue.</p>	<ol style="list-style-type: none"> 1 Art centers and dramatic play give opportunities for creativity. 2 Musical instruments, records, and tapes give children opportunities to express themselves. 3 Children have gross-motor opportunities for creative movement in Activity Center as well as in the classroom. 4 Dictation is used as a tool for self-expression. 5 Teachers and staff talk with children to expand their knowledge. 	<p>Teaching Teams</p>	<p>Ongoing Daily Regular Basis</p>	<p>Developmentally Appropriate Practices (P)(S)</p>	<p>Lesson Plans Early Childhood Environmental Checklist Lesson Plans Classroom Observation Student Journals and Portfolios</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(a)(5)(i) (5) In center-based settings, grantee and delegate agencies must promote each child's physical development by: (i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills.</p>	<ol style="list-style-type: none"> 1 Provide for gross motor development through providing an environment which: <ol style="list-style-type: none"> a. Include equipment to meet the gross motor needs of Head Start children for climbing, swinging, hanging by hands, throwing catching, kicking, etc. b. Includes activities in gross motor development from needs identifies in Pre-K Guidelines ? TWU c. Provides activities which follow a sequential series, knowing that all children follow a developmental series, but at different speeds. d. Sets forth an atmosphere where every child succeeds, competing only with him/herself and what he/she could do before and progressing at own speed. e. Include activities and equipment that make physical development fun. f. Include rhythms and music for gross motor activities g. Sets limitations so that there are times and places for running, jumping, etc. h. Provide a schedule and plan which includes gross motor activities daily. 2 Teacher, assistant and volunteers will be actively involved with the children during physical activity periods. Some direct teaching and some free play will take place, but always under appropriate supervision of adults. 3 Adults will take this opportunity to increase individual contact with children. 4 Assign Bilingual staff to any family speaking predominately Spanish. 	<p>Education Specialist Teaching Teams</p>	<p>Ongoing</p>	<p>Workshops/ Staff Development Offered Throughout the Year (S)</p>	<p>Head Start Teachers/ Para Notebooks. Articles Handouts Schedules Lesson Plans CLASS observations</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(a)(5)(ii) (ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level.</p>	<p>1 Provide an environment for fine motor development which: a. Includes manipulative material for varied ability levels. b. Is altered to fit the needs assessed Dial 4 screen other on-going assessments. c. Is built on sequential skill development and knowledge. d. Includes parent involvement in seeing how playing with certain materials is preparation for writing skills and reading skills. e. Offers repeated opportunities for developing fine motor skills. f. Teaching team guidance assures growth and child safety.</p>	<p>Education Specialist Teaching Teams Support Staff</p>	<p>Ongoing</p>	<p>Workshops/ Staff Development Offered Throughout the Year (S)</p>	<p>Environmental checklist Ongoing assessment Head Start Teacher/ Para Notebooks Articles</p>
<p>1304.21(a)(5)(iii) (iii) Providing an appropriate environment and adult guidance for the participation of children with special needs</p>	<p>1 Provide an appropriate environment for children with special needs which: a. Includes any modifications stated in IEP's b. Is built on sound child development practices c. Includes parental input d. Includes teaching terms working together to insure IEP's are met</p>	<p>Education Specialist Disability Specialist Teaching Teams</p>	<p>Ongoing</p>	<p>Staff Development</p>	<p>IEP's</p>
<p>1304.21(a)(6) In-home based setting, grantees and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the safe use of equipment and materials.</p>	<p>N/A</p>				
<p>1304.21(b)(1)(i) (b) Child development and education approach for infants and toddlers. (1) Grantee and delegate agencies program of services for infants and toddlers must encourage: (i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language.</p>	<p>At this time our school does not have an Early Head Start Program.</p>				
<p>1304.21(b)(1)(ii) (ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level.</p>	<p>At this time our school does not have an Early Head Start Program.</p>				
<p>1304.21(b)(1)(iii) (iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.</p>	<p>At this time our school does not have an Early Head Start Program.</p>				

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(b)(2)(i) (2) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that: (i) Encourages the development of self-awareness, autonomy, and self-expression.</p>	<p>At this time our school does not have an Early Head Start Program.</p>				
<p>1304.21(b)(2)(ii) (ii) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.</p>	<p>At this time our school does not have an Early Head Start Program.</p>				
<p>1304.21(b)(3)(i) (3) Grantee and delegate agencies must promote the physical development of infants and toddlers by: (i) Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing.</p>	<p>At this time our school does not have an Early Head Start Program.</p>				
<p>1304.21(b)(3)(ii) (ii) Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.</p>	<p>At this time our school does not have an Early Head Start Program.</p>				

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(c)(1) (c) Child development and education approach for preschoolers.</p> <p>(1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5)) that:</p>	<p>1 Curriculum has been developed by Denton ISD, which includes DLM, and Growing with Mathematics. The Texas Prekindergarten guidelines are aligned with the HSCDELDF and school readiness goals</p> <p>2 Pre-K Report Card is completed for each child.</p> <p>3 School Readiness Outcomes are completed for each child</p>	<p>Education Specialist</p> <p>Teaching Teams Teaching Teams</p>	<p>Ongoing</p> <p>Every 6 weeks Fall/Winter/Spring</p>	<p>Staff Development (S)</p>	<p>Curriculum Guides</p> <p>Staff Development</p> <p>Individual Child</p>
<p>1304.21(c)(1)(i) (i) Supports each child's individual pattern of development and learning;</p>	<p>1 The following centers are to be set up in classrooms in order to promote children's involvement in planned and/or self chosen task: a. Blocks b. Dramatic Play c. ABC Center d. Writing Center e. Listening Center f. Book/Literacy Center g. Art Center h. Science Center i. Music j. Computer Center k. Sand/ Water l. Math m. Word Wall ? (Modifications are made as needed.)</p> <p>2 Classroom environments are set up with developmentally appropriate materials i.e. posters, pictures, signs, books, materials, etc.</p> <p>3 Daily schedule provides small group activities, large group activities, center time activities and opportunities for individual instruction.</p>	<p>Education Specialist</p> <p>Teaching Teams</p> <p>Education Specialist</p> <p>Teaching Teams</p>	<p>August/ Ongoing</p> <p>August/ Ongoing</p> <p>August/ Ongoing</p>	<p>Staff Development (S)</p>	<p>Classroom Checklist/Observation</p> <p>Daily Schedules</p> <p>PK Guidelines Head Start CD ELF</p> <p>Classroom Checklist</p> <p>Daily Schedules</p> <p>Lesson Plans</p> <p>Anecdotal Records</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
1304.21(c)(1)(ii) (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understanding concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for School Readiness and later school success;	<ol style="list-style-type: none"> 1 Provide curriculum that is literacy rich with varied opportunities for children to experience literature toy using open ended questioning, KWL charts, Thinking Maps, journal writing and dictation. 2 Growing with Mathematics curriculum will be integrated into classrooms to provide specific math concepts learning. 3 Thinking Maps are implemented into classroom discussions to promote problem solving and decision making skills. 4 Music opportunities are provided through instruments, finger plays, CD selections, and oral songs. 	<p>Education Specialist</p> <p>Teaching Teams</p>	Ongoing	Staff Development (S)	<p>Lesson Plans</p> <p>Journals and Portfolios</p> <p>Enviornmental Checklist</p> <p>Assessments</p> <p>Observations</p> <p>PDAS</p>
1304.21(c)(1)(iii) (iii) Integrates all educational aspects of the health, nutrition and mental health services into program activities;	<ol style="list-style-type: none"> 1 Provide learning experience, that include teeth brushing, visiting the dentist or doctor's office through dramatic play and group discussions. 2 Children will be taught stress releasing strategies using Conscious Discipline Curriculum. 3 Health, Nutrition, and Mental Health activities will be met through the district curriculum and supplemental curriculum provided by TWU. 4 Community Health Nutrition and Mental Health persons will be invited to visit classrooms. 	<p>Teaching Teams</p> <p>Education Specialist Teaching Teams Education Specialist Teaching Teams Health Specialist Teaching Teams</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Daily</p> <p>Ongoing</p>	Staff Development (S)	<p>Lesson Plans</p> <p>Lesson Plans</p> <p>Curriculum Plan</p> <p>Visitor Logs</p>
1304.21(c)(1)(iv) (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;	<ol style="list-style-type: none"> 1 Every child and parent are greeted entering and leaving program. 2 Teaching Teams use reflection and I-messages when speaking and listening to children. 3 Conscious Discipline Model is used in every classroom. CHAMPS stratagy is used both in and out of the classroom. (Panda Paw) 4 Every classroom will have multiple sets of materials to sustain play among several groups of children. 5 Parents will be consulted continuously throughout the school year in order to maintain update situations for each child. 6 Teaching Teams are trained & use Kindertherapy techniques 	<p>Teaching Teams Staff Teaching Teams Teaching Teams Teaching Teams Education Specialist Teaching Teams Social Services UNT Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	Staff Development (S)	<p>Observations</p> <p>Observations</p> <p>Safe Place Bucketfillers Home Visit Forms</p> <p>Anecdotal Records</p> <p>Observation Data Collections</p>
13024.21(c)(1)(v) (v) Enhances each child's understanding of self as an individual and as a member of a group	<ol style="list-style-type: none"> 1 Each child will have his/her own cubbies space, cot, toothbrush, etc. 2 Children's photos will be used throughout the classroom for labeling family recognition, friendship games, star of the week etc. 3 Family home projects are sent home and then displayed at school. 4 Teaching Teams, Specialist, and Staff will model respect and work as a team. 	<p>Teaching Teams</p> <p>Director</p>	Ongoing	Staff Development (S)	<p>Classroom Checklist</p> <p>Projects Atmosphere Bucketfillers Contract for Success</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.21(c)(1)(vi) (vi) Provides each child with opportunities for success to help develop feeling of competence, self-esteem, and positive attitudes toward learning</p>	<p>1 Classrooms are set up to encourage children to be self-sufficient. a. Direct Guidance is provided at beginning of school year with decreasing direct guidance as children gain confidence. 2 Grouping of children is continually review to encourage peer teaching and encourage children to go to the next level of learning. 3 Adults model excitement about learning.</p>	Teaching Teams	Ongoing	Staff Development (S)	<p>Anecdotal Records Journals District Pre- K Report Card Assessment</p>
<p>1304.21(c)(1)(vii) (vii) Provides individual and small group experiences both indoors and outdoors.</p>	<p>See 1304.21(c)(1)(i) 1 Classrooms are set up in the "Center Model" (outdoor centers which will include, sand/water, easels and large motor activities. 2 Small group activities are part of the weekly plan.</p>	Teaching Teams	Ongoing	Staff Development (S)	<p>Environmental Checklist Lesson Plans</p>
<p>1304.21(c)(2) (2) Staff must use a variety of strategies to promote and support children' learning and developmental progress based on the observations and ongoing assessment of each child. (See 45 CFR 1304.20(1), 1304.20(d) and 1304.20(e).</p>	<p>1 Dial 4 screener is given to each child before they enter school. a. Information is used to give teachers a base line of each child. 2 Pre-K Report Card will be documented for each child three times a year. a. Goals will be written for each child in the program. b. Parents will receive reports on their children's progress at home visits and six week report cards. c. Parents will have opportunities to express concerns or give insight to their children's learning needs. 3 Portfolios will be kept for each child.</p>	<p>Teaching Teams Education Specialist Teaching Teams</p>	<p>August November & May Every 6 weeks Ongoing Ongoing</p>	<p>Staff Development (S)</p>	<p>Dial 4 Screener SRO Assessment Pre-Kindergarten Report Cards IDP/Home Visit Form Anecdotal Records Portfolios</p>

Child Nutrition Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Evidence of Accomplishment
<p>1304.23 (a) (1)</p> <p>Identification of nutritional needs. Staff and families must work together to identify each child's nutritional needs, taking into account staff and family discussions concerning: Any relevant nutritional-related assessment data obtained under 45 CFR 1304.20(a)</p>	<ol style="list-style-type: none"> 1 At various times, throughout the year additional pamphlets are sent home with nutritional information. 2 Parents are given information on WIC. 3 Parent conferences or parent contact will be used to discuss nutritional concerns of the child. 4 There will be Parent/Staff training to teach the importance of good nutrition. 	<p>Health Specialist Teacher</p> <p>Health Specialist Teacher Parent Inv. Spec Education Spec</p>	<p>Within 45 days from enrollment date. During enrollment, ongoing Ongoing as needed</p> <p>Ongoing as needed</p>	<p>Newsletters Pamphlets</p> <p>Sign-in sheets</p>
<p>1304.23 (a) (2)</p> <p>Information about family eating patterns, including cultural preferences, special dietary requirements for each child with nutritional-related health problems, and the feeding requirements of infants and toddlers and each child with disabilities.</p>	<ol style="list-style-type: none"> 1 The Nutrition Specialist will make the food service personnel aware of any special dietary requirements. 2 The Nutrition Specialist will obtain written statement from physician concerning dietary restrictions. 3 A copy of statement is given to the food service personnel. 4 Family contact will be made for further information. 5 Special equipment is obtained for the children with special needs including utensils and tables. 6 There will be Parent/Staff Training on nutrition. 	<p>Health Specialist/ Nutrition Specialist</p> <p>Parent Inv. Spec Education Spec</p>	<p>August-May Ongoing as needed</p> <p>Ongoing as needed</p>	<p>Statement from physician</p> <p>Sign-in sheets</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Evidence of Accomplishment
<p>1304.23 (b) (1) Nutritional services Grantees and delegate agencies must design and implement a nutritional program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and children with diabetes. Also, the nutrition program must serve a variety of foods which consider cultural and ethnic preferences and which broadens the child's food experience.</p>	<ol style="list-style-type: none"> 1 Our program follows the USDA National School Lunch requirements. 2 The Nutrition 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 Snacks consist of fruits, peanut butter, vegetable sticks, and whole grain products. 	Nutrition Specialist	August/May	School lunch menu
<p>1304.23 (b) (1)(i) All Early Head Start and Head Start grantee and delegate agencies must use funds from USDA Food and Consumer Services Child Nutrition programs as the primary source of payment for meal services. Early Head Start and Head Start funds may be used to cover those allowable costs not covered by USDA.</p>	<ol style="list-style-type: none"> 1 Breakfast and lunch are funded by the USDA Free Breakfast and Lunch Program. 2 This funding includes breakfast and lunch. Any additional meals and/or snacks are paid for by Head Start. 3 For individual children with special medical and dietary needs substitutions can be made without approval from USDA as long as there is a signed statement from the physician. 4 Snacks are funded by Head Start 5 Snacks consist of fruits, peanut butter, vegetable sticks, and whole grain products. 6 Any additional snacks are paid for by Head Start 	Food Service Director	August/May	USDA School lunch requirements
<p>1304.23(b)(1)(ii) Each child in a part-day center-based setting must receive meals and snacks that provide at least 1/3 of the child's daily nutritional needs. Each child in a center-based full day program must receive meals and snacks that provide 1/2 of the child's daily nutritional needs, depending upon the length of the program day.</p>	<ol style="list-style-type: none"> 1 Child Nutrition staff follow the USDA National School Lunch and School Breakfast Program requirements. 2 Breakfast provides 1/4 of the RDA and lunch provides 1/3 of the RDA for specific nutrients each day for students to meet their nutritional needs. 	<p>Food Service Director</p> <p>Nutrition Specialist</p>	August/May	<p>Breakfast Menu</p> <p>Lunch Menu</p> <p>Snack Menu</p> <p>USDA Requirements</p> <p>Cafeteria Checklist</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Evidence of Accomplishment
<p>1304.23(b)(1)(iii) All children in morning center-based settings who have not received breakfast at the time they arrive at the Early Head Start or Head Start program must be served a nourishing breakfast.</p>	<ol style="list-style-type: none"> 1 All children are offered a nourishing breakfast. 2 Accommodations are made for late-arrivals 	<p>Classroom Staff Nutrition Specialist Child Nutrition Staff</p>	<p>August/May</p>	<p>Breakfast Menu Cafeteria Checklist</p>
<p>1304.23(b)(1)(vi) For 3-5 year olds in center based settings or other Head Start group experiences, food served must be high in nutrients and low in fat, sugar and salt</p>	<ol style="list-style-type: none"> 1 The Child Nutrition staff follow the USDA National School Lunch and School Breakfast Program recipes and guidelines. 2 Snacks consist of fruits, peanut butter, vegetable sticks, and whole grain products. 	<p>Child nutrition staff Nutrition Specialist Classroom staff</p>	<p>August/May</p>	<p>Recipes Menu</p>
<p>1304.23(b)(1)(vii) Meals and snack period in center-based settings must be appropriately scheduled and adjusted, where necessary to ensure that individual needs are met. Infants and young toddlers who need it must be fed on demand to the extent possible or at appropriate intervals</p>	<ol style="list-style-type: none"> 1 Breakfast, lunch and snack periods are built into the daily schedule to allow an adequate amount of time between and during meals. 2 If a child has a health concern for the meals to be closer together or further apart, the teacher will adjust to meet that individual's needs. 3 Children are encouraged to eat, but never forced. 4 So that children do not have to wait for a meal when hungry, a transition time is scheduled before meals, so that children may wash their hands and come to the table relaxed and ready to eat. 5 After meal time, hand washing and tooth brushing activities are scheduled. 	<p>Classroom staff Nutrition Specialist</p>	<p>August/May</p>	<p>Classroom Schedules Child's Comprehensive file</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Evidence of Accomplishment
<p>1304.23(b)(4) Parents and appropriate community agencies must be involved in planning, implementing and evaluating the agencies' nutritional serves.</p>	<ol style="list-style-type: none"> 1 All meals are prepared by Child Nutrition staff 2 Many of the Head Start children receive services from WIC and Food Stamps. 3 The Health Service Advisory committee has input in the nutritional program. 	<p>Nutrition Specialist Child Nutrition Staff Health Service Advisory Committee</p>	<p>August/May</p>	<p>Minutes from Health Service Advisory Comm. Meetings</p>
<p>1304.23(c)(1) Meal service Grantee and delegate agencies must ensure that nutritional services in center-based settings contribute to the development and socialization of enrolled children by providing that: A variety of food is served which broadens each child's food experience.</p>	<ol style="list-style-type: none"> 1 The Nutrition Coordinator includes a variety of foods when planning meals 2 All children are encouraged but not forced to try new foods. 	<p>Nutrition Specialist Classroom Staff Nutrition Coordinator</p>	<p>August/May</p>	<p>Menu Observation</p>
<p>1304.23(d) Family assistance with nutrition Parent education activities must include opportunities to assist individual families with food preparation and nutritional skills.</p>	<ol style="list-style-type: none"> 1 The Health Specialist or Parent Involvement Specialist will schedule nutritional classes with various community agencies during the year. 2 A monthly newsletter is sent home with recipes and good nutritional tips. At various times throughout the year, pamphlets are sent home with nutritional information. 	<p>Health Specialist Parent Involvement Specialist</p>	<p>August/May</p>	<p>Flyers & Announcements</p>
<p>1304.23(e)(1) Food safety and sanitation Grantee and delegate agencies must post evidence of compliance with all applicable Federal, State, Tribal or local food safety and sanitation laws, including those related to the storage, preparation and service of food and the health of food handlers. In addition, agencies must contract only with food service vendors that are licensed in accordance with State, Tribal, or local laws.</p>	<ol style="list-style-type: none"> 1 Posted on the wall in the kitchen is the Health Dept. permit. The kitchen is inspected at least twice a year by a local health department inspector. 2 All kitchen employees receive annual food safety training and a local food handler's permit. 	<p>Food Service Director Nutrition Specialist Health Specialist;</p>	<p>August/May</p>	<p>Health Dept. Permit Record of Food Handlers permits</p>

Mental Health Plan
Updated: 12/20/2013
Approved:

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Evidence of Accomplishment
<p>1304.24(a)(1)(i) Mental Health Services Grantee and delegate agencies must work collaboratively with parents by: Soliciting parental information, observations about their child's mental health.</p>	1 At the time of enrollment, the Denton ISD Head Start Application forms and Enrollment forms are completed.	ERSEA Specialist	August-May	Application forms Enrollment forms
	2 Application and enrollment forms are reviewed for concerns the parent may have	ERSEA Specialist Disability Specialist	Ongoing as needed	Mental Health Observations
	3 A program team member (Disability Specialist, Education Specialist , ERSEA Specialist) provides classroom observations and refers children that need to be presented to the SEI/RTI committee	Campus Counselor Disability Specialist		
	4 The teachers make referrals to staff members who contact the Mental Health Consultant for appropriate guidance.	Teaching teams		
	5 The Mental Health Consultant provides training for parents and staff on behavioral techniques - coordination of training provided by UNT play therapists, and 1:1 sessions. All services are provided on an as needed basis.	ERSEA Specialist Campus Counselor		Handouts
	6 A play therapy room is utilized on campus.	UNT Play Therapy		Logs
	7 Teachers encourage parents to share information about their child at home visits and parent conferences.	Teachers		Home visit forms
	8 Teachers keep anecdotal records in classroom that reflect the child as a whole.	Teachers		Anecdotal records Referral forms
<p>1304.24(a)(1)(ii) Sharing staff observations of their child and discussing and anticipating with parents their child's behavior and development, including separation and attachments issues.</p>	1 Teachers discuss any behavioral concerns with the child's parent(s)/ guardian(s).	Teaching teams	August-May	Child's Comprehensive File
	2 Mental health issues are discussed at the Parent Orientation.	Mental Health Consultant, Campus Counselor, and/or Director		
	3 A Mental Health Consultant is available on an as-need basis. A LPC/Campus Colunselor provided by the district is on campus 2 1/2 days per week and can provide immediate intervention.	Campus Counselor		Documentation
	4 A Play Therapy room is utilized on campus.	UNT Play Therapy		
	5 Child is referred to community mental health programs.	Campus Counselor		Counselor Notes
	6 Provide information on typical developmental issues.	Education Specialist Disability Specialist		Contact Notes

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Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Evidence of Accomplishment
<p>1304.24.(a)(1)(iii) Discussing and identifying with parents appropriate responses to their child's behavior.</p>	<ol style="list-style-type: none"> 1 Parent conferences will be conducted for children with identified behavioral issues 2 Provide training for staff and parents on developmentally appropriate behaviors and activities as needed. 3 The Teaching teams provides a comfortable and safe environment for the children and parents. 4 A child is redirected to a more positive activity, if teacher anticipates a potential problem. 5 A child is given choices in dealing with consequences of their actions and positive techniques are used. 6 Corporal punishment is not allowed per district policy. 	<p>Disability Specialist Mental Health Consultant Education Specialist</p> <p>Teaching teams</p> <p>Teaching teams</p> <p>Conscious Discipline Strategies</p>	<p>August-May</p>	<p>M H Spec Docu.</p> <p>Sign-in Sheets</p> <p>Observation</p>
<p>1304.24(a)(1)(iv) Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program.</p>	<ol style="list-style-type: none"> 1 Teaching teams helps child develop trust, self-esteem, and identity by expressing respect and affection towards the child and by demonstrating responsiveness to his or her experiences, ideas and feelings 2 Children are encouraged to use words to deal with disputes and not acts of anger. 3 Teaching teams fosters positive social behavior through modeling, coaching and encouragements. 4 Information is provided to parents and staff on mental health issues on a routine basis. 	<p>Teaching teams</p> <p>Teaching teams</p> <p>Teaching teams</p> <p>Disability Specialist Mental Health Consultant Education Specialist</p>	<p>August-May</p>	<p>Observation Handouts</p> <p>Agendas Attendance Logs</p>
<p>1304.24(a)(1)(v) Helping parents to better understand mental health issues.</p>	<ol style="list-style-type: none"> 1 Mental Wellness is explained as a part of Parent Orientation 2 Information is provided to parents and staff on mental health issues on a routine basis. 	<p>Disability Specialist, Mental Health Consultant, Campus Counselor</p>	<p>August-May</p>	<p>Parent Orientation Training Handouts Comm Resource Dir</p>
<p>1304.24(a)(1)(vi) Supporting parents participation in any needed mental health interventions.</p>	<ol style="list-style-type: none"> 1 Mental Wellness is explained as a part of Parent Orientation 2 Social Worker or Campus Counselor helps parent find community resources 3 If there are no Community Resources available, Head Start will contract with Mental Health Professional for needed services. 	<p>Mental Health Consultant Campus Counselor ERSEA Specialist Disability Specialist Education Specialist</p>	<p>August-May</p>	<p>Parent Orientation Comm. Resource Dir Comm. Partnerships</p>

Mental Health Plan
 Updated: 12/20/2013
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Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Evidence of Accomplishment
1303.24(a)(2) Grantee and delegate agencies must secure the services of mental health professional on a schedule of sufficient frequency to enable the timely and effective identification and intervention in family and staff concerns about a child's mental health	1 Classroom observations are provided as-needed basis. 2 A Mental Health Consultant is available on an as-needed basis. 3 The district assigned Campus Counselor is on campus 2 1/2 days a week.	Mental Health Cons.. Disability Specialist Campus Counselor Education Specialist Campus Counselor	August-May	Contract Training Handouts Comm. Partnerships
1304.24(a)(3)(i) Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health specialist, program staff and parents on how to: Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children.	1 Training for parents and staff on behavioral techniques, mental health concerns, and how to assess child's strengths and needs on an as needed basis. 2 Teachers conference with parents to discuss mental health concerns of child 3 Teachers keep anecdotal records in classroom that reflect the child as a whole.	Mental Health Cons. Campus Counselor Disability Specialist Education Specialist Teaching teams	August-May	Training Handouts Family contract notes Anecdotal Records
Updateed 12/20/2013				

Mental Health Plan

Updated: 12/20/2013

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Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Evidence of Accomplishment
<p>1304.24(a)(3)(ii) Promote children's mental wellness by providing group and individual staff and parent education on mental issues.</p>	<ol style="list-style-type: none"> 1 Mental health issues will be discussed at the Parent Orientation. 2 Scheduled parent and staff training will be held to include discussion for sharing thoughts about problems that include discipline, family problems, ADD, stress and developmentally appropriate behavior or as needed basis. 3 The Mental Health Consultant is available for parent and staff conferences on SEI referrals & referrals made by staff or parents concerning mental health issues as needed. 4 The Mental Health Consultant is available on an as-needed basis. A district assigned LSSP is on campus three days a week and is available for consultation. A district provided counselor/LPC is available 2 1/2 days per week. 	<p>Mental Health Cons. Program Staff Campus Staff</p>	<p>August Ongoing as needed</p>	<p>Parent Orientation Training Handouts</p>
<p>1304.24(a)(3)(iii) Assist in providing special help for children with atypical behavior or development.</p>	<ol style="list-style-type: none"> 1 After classroom observation, a member of the Mental Health Team will provide consultation with the classroom teacher to modify the classroom environment for behavior management. 2 If classroom modification is ineffective, the teachers make referrals to the Student Early Intervention (SEI) committee. 3 The Mental Health Consultant is available on an as-needed basis. A district assigned LSSP is on campus three days a week and is available for consultation. A district provided counselor/LPC is available 2 1/2 days per week. The Disability Specialist, Education Specialist, and ERSEA Specialist are available five days a week. 	<p>Mental Health Cons.</p>	<p>August-May</p>	<p>Classroom Obser. Referral Forms M H Doc. Training Handouts</p>
<p>1304.24(a)(3)(iv) Utilize other community mental health resources, as needed</p>	<ol style="list-style-type: none"> 1 The Mental Health Consultant will advise in the utilization of other community resources and referrals. 2 Parents and staff are given a community resource directory at Parent Orientation 	<p>Mental Health Consultant Social Services Specialist</p>	<p>August-May August-September</p>	<p>Comm. Resource Dir Training Handouts Copy of Directory</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40 Family Partnership (a) Family goal setting (1) Grantee and delegate agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process.</p>	<ol style="list-style-type: none"> 1 Grantee and delegate will build trust and a collaborative relationship between parents and staff. 2 The collaborative relationship starts during recruitment and enrollment and continues throughout the families' transition from the Head Start program. 3 Areas discussed with parents during interview are family needs, goal setting, access to community resources and services, parent involvement in all areas of Head Start Program 	<p>Social Services Spec</p>	<p>April before next school year through May end of the school year.</p>	<p>Staff/Parents</p>	<p>Family Portfolio Application Forms</p>
<p>1304.40(a)(1)(2) Family Goal Setting Grantee and delegate agencies must engage in a process of collaborative partnership building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process.</p>	<ol style="list-style-type: none"> 1 During enrollment, Social Service Specialists interview parents to identify family needs, goals, and strengths. 2 Discuss with parents step by step process to complete family goals. 3 Keeping in mind sensitivity to family privacy, it is important that parents have the right to choose how much personal information is shared. 	<p>Social Services Spec PFCE Specialist</p>	<p>Aug-May</p>	<p>Staff/Parents</p>	<p>Family Portfolio Family Needs and Goal Forms</p>
<p>As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement Individualized Family Partnership Agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. In home based program options this agreement must include the above information as well as the specific roles of parents in home visits and group socialization activities.</p>	<ol style="list-style-type: none"> 4 Continue the relationship building through early and frequent interaction with family. (Follow-ups, class and meeting schedule invitations to events, etc.) Advocate for parents in receiving needed services to accomplish goals. 		<p>Ongoing</p>		<p>Flyers</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(a)(3) To avoid duplication of effort, or conflict with, any preexisting family plans developed between other programs and the Early Head Start or Head Start family, the Family Partnership Agreement must take into account, and build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. Grantee and delegate agencies must coordinate, to the extent possible with families and other agencies to support the accomplishment of goals in the preexisting plans.</p>	<ol style="list-style-type: none"> 1 During the interview process families are asked if other agencies are currently assisting the family. 2 Develop a line of communications with other agencies to ensure duplication of services is kept to a minimum or non-existing. 3 Refer parents to the correct community agency that is responsible for delivery of services. 	Social Services Spec	Ongoing	Staff and Parents	Contract Notes Referral Notes
<p>1304.40(a)(4)&(5) A variety of opportunities must be created by grantee and delegate agencies for interaction with parents throughout the year. Meetings and interactions with families must be respectful</p>	<ol style="list-style-type: none"> 1 A variety of activities are publicized and distributed to parents that integrate different culture beliefs, men and women, accessible times to include morning and evening, and continue throughout the school year. (Make it-Take it, Field Trips, Donuts with Dad, Muffins with Mom, Panda Dance, etc.) 2 Honor primary language of the family through our bilingual and ESL classes. 	All Staff PFCE Specialist	Aug-May		Flyers

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(b)(1) Accessing Community Services and Resources Grantee and delegate agencies must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals including:</p>	<ol style="list-style-type: none"> 1 Discuss with parents the different agencies and services provided by community. 2 Provide the parents with a directory of the community agencies to include a brief description of each agency and services provided 3 Bring agency personnel to the Head Start facility to speak at parent meetings. 4 Kiosk with literature, brochures and information on different agencies. 5 We provide on site translations to assist access to resources and services. 6 We have written community partnerships with contact personnel at different agencies. 	Social Services Spec	Aug-May Ongoing	Parents Enrollment and Orientation	Contract Notes Referral Notes
<p>1304.40(b)(1)(I) Emergency or crisis assistance in areas such as food, housing, clothing, and transportation.</p>	<ol style="list-style-type: none"> 1 Social Service and staff are trained to identify crisis situations (Child abuse, domestic violence, health and nutrient, etc.) 	All Staff	Ongoing	Staff Emergency and Cri Procedures	Contract Notes Referral Forms
	<ol style="list-style-type: none"> 2 Parents have resource directory in emergency crisis agencies. (Shelter, food, clothing, transportation, etc.) 	Social Services Spec	Aug-May Ongoing	Parents	Contact Notes and Referral Notes

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(b)(1)(ii) Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence.</p>	<p>1 Parents are given a resource directory. The directory is divided into different sections, I.e. Abuse/neglect, family violence, counseling, mental health, etc.</p> <p>2 Parents and staff are provided opportunities to attend training or receive brochures on various risk issues, I.e. substance abuse, domestic violence awareness, child abuse, etc.</p> <p>3 Also, if a child or family requires counseling the appropriate referrals are made for services. Onsite: Play Therapy, LPC through our RTI</p> <p>Classed offer to parents child behavior</p>	<p>Program Specialist</p> <p>PFCE Specialist Program Specialist</p>	<p>Ongoing</p>	<p>Staff and Parents Child Abuse Aware Substance Abuse Awareness</p>	<p>Training log and Contact notes</p>
<p>1304.40(b)(1)(iii) Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community.</p>	<p>1 Program Specialists are informed of parents' continuing education and interests through conversation and Parent Interest Survey.</p> <p>2 Once parents' interests are identified, staff will refer parents to services available in the community. Referrals are made to Social Services Specialist and PFCE Specialist</p> <p>3 Staff will utilize available resources to assist parents Denton ISD Head Start program collaborates with the Adult Education Program of Denton ISD</p> <p>4 There are three colleges within reasonable proximity should parents be interested in higher education. (University of North Texas, Texas Women's University, and North Central Texas College)</p>	<p>Social Services Spec PFCE Specialist</p>	<p>Aug-May Ongoing</p>	<p>Parents</p>	<p>Parents' Interest Survey Family contact Notes Referral Forms</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(b)(2) Grantee and delegate agencies must follow-up with each family to determine whether the kind, quality, timeliness of the services received through referrals met the families' expectations and circumstances.</p>	<p>1 Each family will have a systematic follow-up on a rotating basis.</p> <p>2 Social Services Specialist along with staff will continuously advocate for families as the need arises.</p> <p>3 After each referral, family referred to other agencies for services will be contacted to check if services were supplied.</p> <p>4 Staff meetings can assist in determining if services are being provided.</p> <p>5 Although our program does not have Early Head Start, we do refer parents to WIC (Women, Infants, and Children) and Medicaid Programs.</p>	<p>Social Services Spec</p> <p>Social Services Spec PFCE Specialist</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff & Parents</p> <p>Parents</p>	<p>Referral Notes Contact Notes</p> <p>Referral Notes Contact Notes</p>
<p>1304.40(c) 1304.40(c)(1)(ii) 1304.40(c)(1)(iii) 1304.40(c)(2) 1304.40(c)(3)</p>	<p>N/A</p>				
<p>1304.40(d)(1) Parent Involvement general (1) In addition to involving parents in program policy-making and operations (see CFR 1304.50), grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs</p>	<p>1 We provide parents the opportunity for involvement and educational activities that are responsive to the expressed needs of parents.</p> <p>2 A Parent Interest Survey is distributed to each family at parent at enrollment. It consists of a variety of topics such as Budgeting, Educational, ESL, Computer, GED, and Nutrition to name a few. There is also a suggestion section on the survey, providing parents the opportunity to have input on the types of class being offered.</p> <p>3 After surveys are completed, PFCE Engagement Specialist tabulates results. Topics are ranked from most to least requested.</p> <p>4 Training and information is provided using a variety of methods: workshops, brochures, books, magazines, flyers, etc.</p> <p>5 We also utilize community agencies when the opportunity presents itself, those agencies include but are not limited to: Texas Cooperative Extension, Texas Dept of Human Services (WIC), Denton Regional Hospital, Texas Women's University, and Dental Assoc. Of America, University of North Texas</p> <p>6 The community is involved in planning through participation in Advisory Committee.</p>	<p>PFCE Specialist Social Services Spec Teaching teams</p> <p>Registered Nurse</p>	<p>Aug-May Ongoing</p>	<p>Staff & Parents</p> <p>RN, Community Professional Parent</p>	<p>Contract Notes Survey Forms</p> <p>Meeting Agenda/Notes</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(d)(2) Early Head Start and head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. The participation of parents in any program activity must be voluntary and must not be required as a condition of the child's enrollment</p>	<ol style="list-style-type: none"> 1 Parents are strongly encouraged to volunteer at the center during all program hours. There are various activities in which to volunteer. F.R.E.D, (Fathers Read Every Day), Kites with dad, Panda Dance, Doughnuts with dad, Muffins with mom, Make it - Take t, and Holiday Presentation, etc. 2 Parent participation is always welcomed but never required a condition of their child's enrollment in the program. Parents participate in classrooms, field trips, community events (parades), preparing materials at home. 3 The parent training room is also available for parents during regular hours of operation. 	<p>PFCE Specialist Teaching teams Other staff as needed</p>	<p>Aug-May</p>	<p>Staff & Parents Volunteer Training</p>	<p>Lesson Plan Parent & Staff Training Log Classroom Observation</p>
<p>1304.40(d)(3) Grantee and delegate agencies must provide parents with opportunities to participate in the program as employees or volunteers (see 45CFR 1304.52(b)(3) for additional requirements about hiring parents.</p>	<ol style="list-style-type: none"> 1 Parent volunteers assist teaching teams with daily activities such tooth brushing, field trip as well as other duties as assigned by teaching teams. 2 Volunteers also assist other support staff as needed. Activities may include but are not limited to assisting health services staff with screening, and assisting office staff with light typing, running copies, etc. 3 Parents are also involved with decision making as they participate with Policy Council, Parent Committee, and the Health Advisory Committee. or PTA 4 As opportunities arise, parents are hired as paid employees 	<p>Educational Specialist</p>			

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(e)(1) Parent involvement in child development and education. (1) Grantee and delegate agencies must provide must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education (see 45CFR 1304.3(a)(5) for a definition of curriculum.</p>	<p>1 Denton ISD governs our program curriculum. Parents are given the chance to have input by Teaching teams (Newsletter from teacher asking for input on lesson plans.)</p> <p>2 Parents are encouraged to participate in Parent Committee and Policy Council in which certain educational issues are voted on.</p> <p>3 Parent review of Lesson Plans.</p> <p>4 Parents volunteer in classroom and accompany children on field trips.</p>	<p>Education Spec. Director Teaching teams</p>	<p>Aug-May</p>	<p>Staff & Parents</p>	<p>Lesson Plan Parent & Staff Training Log Classroom Observation</p>
<p>1304.40(e)(2) Grantee and delegate agencies operating home-based program options must build upon the principles of adult learning to assist, encourage, and support parents as they foster the growth and development of their children.</p>	<p>The Denton ISD Head Start program does not offer a home-based program.</p>				
<p>1304.40(e)(3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff (see 45CFR 1304.21 for additional requirements related to parent involvement).</p>	<p>1 Parents participating in the head Start program are provided the opportunity to enhance their parenting skills, knowledge, and understanding through a variety of methods, i.e., videos, training classes, newsletters, parent magazines, parent/teacher conferences, and home visits</p>	<p>PFCE Specialist</p>	<p>Aug-May</p>	<p>Training as requested and needed</p>	<p>Parent Training Room Parent Training Log Parent Committee Meet. Parent Conferences Home Visits</p>
<p>1304.40(e)(4)(i) & (ii) 1304.40(e)(4)(i) Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by: (i) Increasing family access to materials, services, and activities essential to family literacy development.</p>	<p>The Family Literacy Plan is a detailed outline of services provided to children and families participating in the Denton ISD Head Start Program.</p>	<p>Education Spec. PFCE Specialist Social Service</p>	<p>Aug-May</p>	<p>Training as requested and needed(P)</p>	<p>Contact Notes Referral Forms Collaborative Agreements Family Literacy Plan Flyers</p>
<p>1304.40(e)(4)(ii) Assisting parents as adult learners to recognize and address their own literacy goals.</p>	<p>Services currently provided are: Literacy Fair, Workforce Commission, ESL/GED classes at various ISD locations, book fairs, computer training @ Ann Windle Parent Room, Parent/child Literature, Library card and various times offered, F.R.E.D. (Fathers Reading Every Day) TCE, Helping your child to learn (UNT), and E.A.S.E. (Eating, Activity and Self Esteem) TWU.</p>	<p>PFCE Specialist Education Spec.</p>	<p>Aug-May</p>	<p>Training as requested and needed(P)</p>	<p>Contact Notes Referral Forms Collaborative Agreements Family Literacy Plan Flyers</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(e)(5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program (see 45 CFR 1304.21(a)(2)(iii) and 45 CFR 1304.40(l) for additional requirements about staff-parent conferences and home visits).</p>	<ol style="list-style-type: none"> 1 Parents are encouraged at parent orientation to become involved in and to participate in their child's education. 2 Teachers contact parents via telephone or letter requesting home visits and parent-staff conferences. 3 Parents are encouraged to choose the most convenient time for them. 4 Should a home visit not be convenient for a family, an alternate site for visit is determined. 5 During home visits and parent-staff conferences, Teaching teams discuss the child's progress as well as activities that can be carried out at home for continued learning success. 6 In addition to mandated staff-parent conferences and home visits other home visits and parent conferences are conducted as needed. 	<p>Building Administrator Parent Involv. Spec. Social Services Spec Teaching teams</p>	<p>Aug-May</p>	<p>Orientation Training as Requested and needed (P)</p>	<p>Agenda of orientation Contact notes Home Visits Documentation</p>
<p>1304.40(f)(1) Parent Involvement to health, nutrition, and mental health education. (1) Grantee and delegate agencies must provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families.</p>	<ol style="list-style-type: none"> 1 The Health Specialist gathers initial family history information during the completion of the Child's Health Record. 2 Additional information may be gathered through informal and/or formal contact with family. 3 Pamphlets and brochures are sent home on a monthly basis with medical, dental, and nutritional tips. 4 Parent/staff training on Nutritional Foods, Discipline, Substance Abuse, and Health issues. 5 Parents are given information about WIC, Food Stamps, and Texas health Steps 	<p>Health Specialist Social Services Spec Nutrition Spec. PFCE Specialist Socail Services Spec</p>	<p>Aug-May</p>	<p>Parent/Staff Substance Abuse Parent/Staff Discipline Parent/Staff Attention Deficit disorder Parent/Staff Health Related Issues</p>	<p>Child's Health Record Parent Handouts</p>
<p>1304.40(f)(2) Grantee and delegate agencies must ensure that, at a minimum, the medical and dental health education: (1) Assists parents in understanding how to enroll and participate in a system of ongoing family health care.</p>	<ol style="list-style-type: none"> 1 Parents are given a Community Resource Directory at Parent Orientation 2 Parents are given a list of all local family practice providers. 3 Assist parents in scheduling appointments and remind parents that the appointment was scheduled. 4 Assist parent in applying for Medicaid. 	<p>Health Specialist Mental Health Spec. Social Service Specialist</p>	<p>Aug-May</p>		<p>Resource Directory</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(f)(3)(ii) Parent discussions with program staff about the nutritional status of their child.</p>	<ol style="list-style-type: none"> 1 Nutritional information and eating habits of each child is obtained, at first of the year, when meeting with parents to fill out Health Record. 2 A Nutritionist will be provided for parents who have any nutritional concerns. 3 The Health/Nutrition Specialist and Teaching teams alert the parents when their child show signs of nutritional imbalance through eating habits at school or discrepancies in development. 4 At time of physical, a hemoglobin level is obtained on all children. 	<p>Health/Nutrition Spec PFCE Specialist Teaching Team</p>	<p>Aug-May</p>	<p>Developmentally Appropriate Eating Habits</p>	<p>Child's Health Record Family contact notes</p>
<p>1304.40(f)(4)(i),(ii) and (iii) 1304.40(f)(4)(i) Grantee and delegate agencies must ensure that the mental health education program provides, at a minimum (see 45 CFR 1304.24 for issues related to mental health education): (1) A variety of group opportunities for parents and program staff to identify and discuss issues related to child mental health.</p>	<ol style="list-style-type: none"> 1 Parent/Staff training will be provided on discipline, family problems, and developmentally appropriate behaviors. 2 The Mental Health specialist provides information on Mental Wellness throughout the school year. 3 Mental Health is handled by our on-site Mental Health Specialist who is on campus 2-3 days a week to discuss mental health concerns with parents. Signed LSP is available in emergency situations 4 Parents can be referred to Licensed Professional Counselor if needed. 5 Teachers discuss mental health concerns of each child at home visits and parent conferences. 	<p>Mental Health Spec. Mental Health Spec. Teaching Team</p>	<p>Aug-May</p>	<p>Discipline Stress Management Add Developmentally Appropriate Behaviors</p>	<p>Parent/Staff Training log Health Record Home Visit Form flyers</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(f)(4)(ii) Individual opportunities for parents to discuss mental health issues related to their child and family with program staff.</p>	<p>1 Parents complete Health Record at first of school year.</p> <p>2 Teachers discuss concern with parents on home visits as well as here at the school</p> <p>3 If a Mental Health Specialist believes that there may be a problem a conference is held to discuss the issues of concern.</p>	<p>Health Specialist</p> <p>Teaching Team</p> <p>Mental Health Spec.</p>		<p>Anecdotal Records</p>	<p>Health Record</p> <p>FNA</p> <p>Anecdotal Records</p>
<p>1304.40(f)(4)(iii) The active involvement of parents in planning and implementing any mental health interventions for their children.</p>	<p>1 Parent conferences will be held with the Mental Health Specialist for children with identified behavioral techniques to be utilized in classroom and at home.\</p> <p>2 Parent/Teacher conferences will be held to discuss behavioral concerns.</p>	<p>Mental Health Spec.</p> <p>Teaching Team</p>	<p>Aug-May</p>	<p>Age Appropriate Behavior</p>	<p>Parent Contact Notes</p>
<p>1304.40(g)(1)&(2) 1304.40(g)(1) Parents involvement in community advocacy. (1) Grantee and delegate agencies must: (1) Support and encourage parents to influence the character and goals of community services in order to make them more responsive to their interests and needs.</p>	<p>1 Parents are encouraged to become active in community organizations such as PTA, Denton Athletics, etc..</p> <p>2 Parents are also encouraged to search within their own churches and neighborhoods to become responsive members of their community.</p>	<p>Parents</p> <p>Head Start Staff</p> <p>Social Service Spec PFCE Specialist</p>	<p>Aug-May</p>		<p>Orientation</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(g)(1)(ii) Establish procedures to provide families with comprehensive information about community resources (see 45 CFR 1304.41(a)(2) for additional requirements).</p>	<ol style="list-style-type: none"> 1 All parents are provided a copy of the current Resource Directory 2 Parents are trained in the use and contents of the directory during parent orientation or home visits/parent-staff conferences. 3 The directory provides parents with information on available community agencies, service(s) provided and eligibility requirements. 	<p>Head Start Staff PFCE Specialist Social Services Spec</p>	<p>Aug-May</p>	<p>Parent Orientation Staff Meetings</p>	<p>Resource Directory</p>
<p>1304.40(g)(2) Parents must be provided regular opportunities to work together, and with other community members, on activities that they have helped develop and in which they have expressed an interest.</p>	<ol style="list-style-type: none"> 1 Parents are provided the opportunity to work together on Parent Committee and Policy Council. 2 Parents also work together as volunteers in the classroom. 3 In addition, parent trainings and meetings provide parents the opportunity to work together. 	<p>Parents Head Start Staff PFCE Specialist Teaching Teams Social Services Spec</p>	<p>Aug-May</p>		<p>Sign-in Sheets Parent Interview</p>
<p>1304.40(h)(1)-(4) 1304.40(h)(1) Parent involvement in transition activities. (1) Grantee and delegate agencies must assist parents in becoming their children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title 1 of the Elementary and Secondary Education Act preschool program or a child care setting.</p>	<ol style="list-style-type: none"> 1 Parents are encouraged to become an advocate for their child as early as parent orientation. 2 Parents are also encouraged to participate in transition activities that take place during the month of May. 	<p>Educational Specialist Head Start Staff Mental Health Spec. Head Start Staff</p>	<p>Aug-May/ On going</p>	<p>Parent Orientation</p>	<p>Parent Transition letter</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(h)(2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Early Head Start or Head Start.</p>	<ol style="list-style-type: none"> 1 Denton ISD determines which school a child will transition to based on family's address. 2 The education specialist will inform the parent of the transition and invite the parent to participate in our transitional visit to the specified school. 	<p>Teaching Teams Educ. Specialist Elementary School Staff</p>	<p>May</p>	<p>Transition and Your Child</p>	<p>Child Record and Transitional Folder</p>
<p>1304.40(h)(3) To promote the continued involvement of Head Start parents in education and development of their children upon transition to school, grantee and delegate agencies must:</p>	<ol style="list-style-type: none"> 1 Parents are provided with letter about transition (stage 1) 2 Parents are invited to attend orientation at child's home school (stage 2) 3 Transition ARD's are given in May. All receiving campuses will be invited to their students' transitional ARD's (stage 3) 4 Transition folders are sent to the home campus when requested by receiving school (stage 4) 5 A package of helpful hints will be provided by Mental Health Spec. 	<p>Mental Health Spec. Educ. Specialist</p>	<p>March-May</p>	<p>N/A</p>	<p>Letter of Transition Transition Visit Schedule Transition ARD notes Transition folder Packet</p>
<p>1304.40(h)(3)(i) (1) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting.</p>	<p>Parents are provided with opportunity to attend GED classes, ESL, Policy Council meetings, play therapy, and the EASE program</p>	<p>PFCE Specialist Social Service</p>	<p>Aug-May</p>	<p>Parent (P)/ Staff (S) Training Parenting classes</p>	<p>Sign-in sheets</p>
<p>1304.40(h)(3)(ii) Assist parent to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.</p>	<ol style="list-style-type: none"> 1 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. 2 In addition, when the need arises for parent participation in decision making for their child's education, school personnel will contact the parent 	<p>Program Specialists Teaching teams</p>	<p>Aug-May</p>		<p>Parent Contact Notes Home Visit Documentation Parent-Staff Conference Documentation</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(h)(4) See 45 CFR 1304.41(c) for additional standards related to children's transition to and from Early Head Start or Head Start.</p>	<ol style="list-style-type: none"> 1 Parents are encouraged to become an advocate for their child as early as parent orientation. 2 Parents are also encouraged to participate in transition activities that take place during the month of May. 	<p>Education Spec. Teaching Teams</p> <p>Building Administrator</p>	<p>Aug-May</p>		<p>Parent Contact Notes</p>
<p>1304.40(i)(1)-(3) Parent Involvement Parent involvement in home visits. (1) Grantee and delegate agencies must not require that parents permit home visits as a condition of the child's participation in Early Head Start or Head Start center-based program options. Every effort must be made to explain the advantages of the home visits to the parents.</p>	<ol style="list-style-type: none"> 1 Home visits are not a requirement for child's participation in the Head Start program. 2 Home visits or other meeting arrangements are encouraged so that parents will feel comfortable meeting with staff and for teacher to communicate to the parent the developmental progress of their child. 	<p>Social Serv. Spec. Health Spec. Building Administrator Teaching Teams</p>	<p>Aug-May</p>		<p>Home Visit Log Family Contact Notes</p>
<p>1304.40(i)(2) The child's teacher in center-based programs must make no less than two home visits per program year to the home of each enrolled child, unless the parents expressly forbid such visits, in accordance with the requirements of 45 CFR 1306.32(b)(8). Other staff working with the family must make or join home visits, as appropriate.</p>	<ol style="list-style-type: none"> 1 The classroom teacher will set appointments with parents for home visits. 2 One (1) visit will take place in the fall and one (1) visit will take place in the spring. 3 Teacher Assistants accompany teachers on home visits. 	<p>Teaching Teams</p> <p>Education Spec.</p>	<p>Aug-May</p>		<p>Home Visit Log</p>

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(i)(3) Grantee and delegate agencies must schedule home visits at times that are mutually convenient for the parents or primary caregivers and staff.</p>	<p>Home visits are scheduled by the classroom staff so that scheduling will have some flexibility and be sensitive the needs of parents and staff.</p>	<p>Teaching Teams</p>	<p>Aug-May</p>		<p>Home Visit Log Family contact notes</p>
<p>1304.40(i)(4) In cases where parents whose children are enrolled in the center-based program option ask that the home visits be conducted outside the home, or in cases where a visit to the home presents significant safety hazards for staff, the home visit may take place at an Early Head Start or head Start site or at another safe location that affords privacy. Home visits in home-based program options must be conducted in the family's home.</p>	<p>Home visits which are deemed at-risk to staff are scheduled at the school, a parent's work-site, or another area that affords privacy. At this time our program does not operate a home-based program.</p>	<p>Teaching Teams</p>	<p>Aug-May</p>		<p>Home Visit Log</p>
<p>1304.40(i)(5) In addition, grantee and delegate agencies operating home-based program options must meet the requirements of 45 CFR 1306.33(a)(1) regarding home visits.</p>	<p>Denton ISD Head Start does not operate a home-based program.</p>				
<p>1304.40(i)(6) Grantee and delegate agencies serving infants and toddlers must arrange for health staff to visit each newborn within two weeks after the infant's birth to ensure the well-being of both the mother and the child.</p>	<p>Denton ISD Head Start does not operate a home-based program.</p>				

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.41 Community Partnerships 1304.41(a)(1)Partnerships. (1) Grantee and delegate agencies must take an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners and to improve the delivery of community services to children and families in accordance with the agency's confidentiality policies. Documentation must be maintained to reflect the level of effort undertaken to establish community partnerships (see 45 CFR 1304.51 for additional planning requirements).</p>	<ol style="list-style-type: none"> 1 Denton ISD Head Start has Community Participation agreements formal and informal with medical, dental, shelter, housing, nutritional and financial agencies. 2 Collaborative agreements have also been established with various other community organizations. 3 Community members are also selected to serve on Policy Council, the Health Advisory committee and the Volunteer program. 	Social Serv. Spec. PFCE Specialist Health Spec. Education Spec.	Aug-May		Community Partnership Agreements
<p>1304.41(a)(2) Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that Early Head Start and Head Start programs respond to community needs, including: (1) Health Care providers, such as clinics, physicians, dentist, and other health professionals.</p>	<ol style="list-style-type: none"> 1 Denton ISD Head Start has Community Participation agreements formal and informal with medical, dental, shelter, housing, nutritional and financial agencies. 2 Collaborative agreements have also been established with various other community organizations. 3 Community members are also selected to serve on Policy Council, the Health Advisory committee and the Volunteer program. 4 Denton ISD Head Start has a dentist that comes on-site to provide dental screening. Parents are referred to Peoples Clinic, Cooks Children's Clinic, and Kiwanis Children's Clinic. 	Social Serv. Spec. Parent Involv. Spec. Health Spec. Education Spec. Health Spec. Social Serv. Spec.	Aug-May Aug-May		Community Partnership Agreements Community Partnerships
<p>1304.41(a)(2)(i), (ii), & (iii) (i) Health care providers, such as clinics, physicans, dentists, and other health professionals</p>	Parents are referred to Health Solutions, Cook Childrens and Kiwanis Children's Clinic.	School Nurse Social Serv. Spec.	Aug-May		Community Partnerships

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Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
1304.41(a)(2)(ii) (ii) Mental health providers.	<ol style="list-style-type: none"> 1 Denton ISD Head Start has on-site Mental Health Specialist/LSP to provide counseling and observation for children and is available in an emergency 2 Mental Helath Specialist also utilizes community resources to refer parents if needed. 	Mental Health Spec.	Aug-May		Referral Forms Anadocal Noted RTI Forms
1304.41(a)(2)(iii) Nutritional service providers.	<ol style="list-style-type: none"> 1 Denton ISD provides nutritional services to the Head Start program. 2 Nutritional Specialist is also on-site to assist with nutritional issues. 3 We also have a Community Partnership agreement with WIC 	Social Serv. Spec. Nutritional Spec.	Aug-May		Community Partnership Agreements Meeting Notes
1304.41(a)(2)(iv) Individuals and agencies that provide services to children with disabilities and their families.	<ol style="list-style-type: none"> 1 Denton ISD has a collaborative agreement with the LEA (Special Education Program) 2 Children who qualify are ARDed into Head start from PPCD (Preschool Program for Children with Disabilities) 3 ECI (Early Childhood Intervention) 4 Texas Department of Health/Mental Health. 	Disabilities Spec. Social Serv. Spec.	Aug-May		Collaborative Agreement Community Partnership Agreements

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Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.41(a)(2)(v) Family preservation and support services.</p>	<ol style="list-style-type: none"> 1 Denton Head Start will make referrals as necessary to the Dept of Human Services. 2 Texas Dept. of Health 3 WIC 4 Other community partners as listed in Resource Directory 	All Content Area Spec.	Aug-May		Collaborative Agreement Referral Forms Family Contact Notes Resource Directory
<p>1304.41(a)(2)(vi) Child Protective services and any other agency to which child abuse must be reported under state or Tribal law.</p>	Denton ISD Head Start cooperates with the local procedures for reporting child abuse/neglect.	All Content Area Specialists Teaching Teams Director	Aug-May	Child Abuse/Neglect Awareness and Prevention	Parent/Staff Training Log Child Abuse/Neglect Prevention Plan Parent Contact Log
<p>1304.41(a)(2)(vii) Local elementary schools and other educational and cultural institutions, such as libraries and museums, for both children and families.</p>	The Educational Specialist and the Parent Involvement Specialist have various activities that are sponsored by local educational agencies.	Education Spec. PFCE Specialist	Aug-May		Collaborative Agreement
<p>1304.41(a)(2)(viii) Providers of child care services.</p>	Denton ISD does not have any agreements with local childcare. Parents have the right to choose from the different child care providers in this area.	NA	NA	NA	NA
<p>1304.41(a)(2)(ix) Any other organizations or businesses that may provide support and resources to families</p>	<ol style="list-style-type: none"> 1 Denton ISD Head Start has community adopters 2 We have community partnership agreements 3 Community resource list is given to parents 	Director Social Serv. Spec	Aug-May Aug-May Aug-May		Collaborative Agreement Community Partnership Agreement Resource Directory
<p>1304.41(a)(3) Grantee and delegate agencies must perform outreach to encourage volunteers from the community to participate in Early Head Start and Head Start programs.</p>	<ol style="list-style-type: none"> 1 Community participation is strongly encouraged. 2 Volunteers assist Teaching teams by reading to children 3 Donating materials and labor for various projects 4 Donations for Family Panda Dance. 5 We have sponsors that have adopted the school. 	Director PFCE Specialist	Aug-May		Volunteer Sign-in Sheets Collaborative Agreement Appreciation Letters

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Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.41(a)(4) To enable the effective participation of children with disabilities and their families, grantee and delegate agencies must make specific efforts to develop interagency agreements with local education agencies and other agencies within the grantee and delegate agency's service area.</p>	<ol style="list-style-type: none"> 1 At least 10% of enrollment opportunities are made available to children with disabilities 2 Collaborative agreement with LEA (Special Education). 3 Children are ARDed into Head Start from PPCD (Preschool Program for Children with Disabilities) referrals from Early Childhood Intervention (ECI) 5 Referrals from CRCG (Community Resource Collaborative Group) 	<p>Social Serv. Spec. Disabilities Spec.</p>	<p>Aug-May</p>		<p>Collaborative Agreement Class rolls ARD Notes</p>
<p>1304.41(b) Advisory Committees. Each grantee directly operating an Early Head Start of Head Start program and each delegate agency, must establish and maintain a Health Services Advisory Committee, which includes professionals and volunteers from the community. Grantee and delegate agencies also must establish and maintain such other service advisory committees as they deem appropriate to address program service issues such as community partnerships and to help agencies respond to community needs.</p>	<ol style="list-style-type: none"> 1 A Health Services Advisory Committee has been established and includes representatives from the community, medical, dental, mental health, and nutrition professions. 2 Committee representatives also include parents and other staff. 3 The Health Services Advisory Committee meets two (2) times a year to review, revise and update plans and forms relative to Health Services. 	<p>Health Spec.</p>	<p>Bi-annual</p>		<p>Meeting Minutes Revised Plans</p>

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Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.41(c) Transition services (1) Grantee and delegate agencies must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into Early Head Start or Head Start and from Head Start into elementary school, a Title 1 of the Elementary and Secondary Education Act preschool program, or other agencies to ensure that individual Early Head Start or Head Start children's relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements to Early Head Start or Head Start.</p>	<ol style="list-style-type: none"> 1 Denton ISD determines what Elementary School the child will attend by address and school zone. 2 A packet is given in the summer to continue development. 3 The parent is encouraged to attend the visit at the new school to meet teacher and to receive tour of the school. 	Educ. Specialist	March-May		Transitional folders
<p>1304.41(c)(1)(ii) Outreach to encourage communication between Early Head Start or Head Start staff and their counterparts in the school and other child care settings including principals, teachers, social workers and health staff to facilitate continuity of programming.</p>	<ol style="list-style-type: none"> 1 At the present time our program is in collaboration with Denton ISD. The Head Start Director is also an elementary principal. She communicates to parents, teachers, staff, other elementary principals and Principal's council, other district staff members, other district employees and Denton ISD Board of Trustees. 	Program Director	Ongoing		Denton ISD documents
<p>1304.41(c)(1)(iii) Initiating meeting involving Head Start teachers and parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children.</p>	<ol style="list-style-type: none"> 1 Denton ISD determines what elementary school the child will attend by address and school zone. 2 Building Administrator will notify and send transportation packets to parents. 3 The parent is encouraged to attend the visit to the new school to meet teacher and to receive tour of the school. 	Educational Spec. Teaching Teams School Staff	May	Transition Meeting	Transition Folder School Tour Schedule

Family Community Partnership Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.41(c)(1)(iv) Initiating joint transition related training for Early Head Start or Head Start staff and school or other child development staff.</p>	<ol style="list-style-type: none"> 1 Denton ISD determines what elementary school the child will attend by address and school zone. 2 Teachers will notify parent as to where and when a transitional visit is scheduled. 3 The parent is encouraged to attend the new school meet the teacher and to receive tour of the school 	<p>Educational Spec. Teaching Teams School Staff</p>	<p>May</p>	<p>Transition Meeting</p>	<p>Transition Folder School Tour Schedule</p>
<p>1304.41(c)(2) To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must be undertaken for each child and family at least six months prior to the child's third birthday. The process must take into account: The child's health status and developmental level, progress made by the child and family while in Early Head Start, current and changing family circumstances, and availability of Head Start and other child development of child care services in the community. As appropriate, a child may remain in Early Head Start, following his or her third birthday, for additional months until he or she can transition into Head Start or another program.</p>	<p>At the present time, Denton ISD Head Start does not operate an Early Head Start program.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>1304.41(c)(3) See 45 CFR 1304.41(h) for additional requirements related to parental participation in their child's transition to and from Early Head Start or Head Start.</p>	<p>At the present time, Denton ISD Head Start does not operate an Early Head Start program.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>PARENT INVOLVEMENT</p> <p>1304.40(a)(1)(2) Family Goal Setting</p> <p>1304.40(a)(4)&(5)</p> <p>A variety of opportunities must be created by grantee and delegate agencies for interaction with parents throughout the year. Meetings and interactions with families must be respectful</p> <p>1304.40(b)(1)(ii)</p> <p>Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence.</p>	<p>1 A variety of activities are publicized and distributed to parents that integrate different culture beliefs, men and women, accessible times to include morning and evening, and continue throughout the school year. (Make it-Take it, Field Trips, Fathers Reading Everyday, Math & Science with Mom, PandaFair, etc.)</p> <p>2 Honor primary language of the family through our bilingual and ESL classes.</p> <p>1 Parents are given a resource directory. The directory is divided into different sections, I.e. Abuse/neglect, family violence, counseling, mental health, etc.</p> <p>2 Parents and staff are provided opportunities to attend training or receive brochures on various risk issues, I.e. substance abuse, domestic violence awareness, child abuse, etc.</p> <p>3 Also, if a child or family requires counseling the appropriate referrals are made for services.</p>	<p>All Staff PFCE Specialist</p> <p>Program Specialists</p>	<p>Aug-June</p> <p>Ongoing</p>	<p>Staff /Parent Training</p> <p>Staff and Parents Child Abuse Aware., Substance Abuse Awareness</p>	<p>Flyers Phone Blasts</p> <p>Training log and Contact notes</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(b)(1)(iii) Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community.</p>	<ol style="list-style-type: none"> 1 Program Specialists are informed of parents' continuing education and interests through conversation and Parent Interest Survey. 2 Once parents' interests are identified, staff will refer parents to services available in the community. Referrals are made to Social Services Specialist and PFCE Specialist. 3 Staff will utilize available resources to assist parents Denton ISD Head Start program collaborates with the Adult Education Program of Denton ISD 4 There are three colleges within reasonable proximity should parents be interested in higher education. (University of North Texas, Texas Women's University, and North Central Texas College) 	Social Services Spec PFCE Spec.	Aug-June Ongoing	Parents	Parents' Interest Survey Family contact Notes Referral Forms

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(d)(1) Parent Involvement general (1) In addition to involving parents in program policy-making and operations (see CFR 1304.50), grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs</p>	<ol style="list-style-type: none"> 1 We provide parents the opportunity for involvement and educational activities that are responsive to the expressed needs of parents. 2 A Parent Interest Survey is distributed to each family at parent orientation. It consists of a variety of topics such as Budgeting, Educational, ESL, Computer, GED, and Nutrition to name a few. There is also a suggestion section on the survey, providing parents the opportunity to have input on the types of class being offered. 3 After surveys are completed, PFCE Specialist tabulates results. Topics are ranked from most to least requested. 4 Training and information is provided using a variety of methods: workshops, brochures, books, magazines, flyers, etc. 5 We also utilize community agencies when the opportunity presents itself, those agencies include but are not limited to: Texas AgriLife Extension Service, Texas Dept of Human Services (WIC), Denton Regional Hospital, Texas Women's University, and Dental Assoc. Of America. 6 The community is involved in planning through participation in Health Advisory Committee. 	<p>PFCE Spec. Social Services Spec Teaching teams</p>	<p>Aug-June Ongoing</p>	<p>Staff & Parents</p>	<p>Contract Notes Survey Forms</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(d)(2) Early Head Start and head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. The participation of parents in any program activity must be voluntary and must not be required as a condition of the child's enrollment</p>	<p>1 Parents are strongly encouraged to volunteer at the center during all program hours. There are various activities in which to volunteer. F.R.E.D, (Fathers Read Every Day), PandaFair, Math & Science with mom, Make it - Take t, and Holiday Presentation, etc.</p> <p>2 Parent participation is always welcomed but never required a condition of their child's enrollment in the program. Parents participate in classrooms, community events (parades), preparing materials at home.</p> <p>3 The parent training room is also available for parents during regular hours of operation.</p>	<p>PFCE Spec. Teaching teams Other staff as needed</p>	<p>Aug-June</p>	<p>Staff & Parents Volunteer Training</p>	<p>Lesson Plan Parent & Staff Training Log Classroom Observation</p>
<p>1304.40(d)(3) Grantee and delegate agencies must provide parents with opportunities to participate in the program as employees or volunteers (see 45CFR 1304.52(b)(3) for additional requirements about hiring parents.</p>	<p>1 Parent volunteers assist teaching teams with daily activities such as center time, tooth brushing, preparing for lunch and snack, as well as other duties as assigned by teaching teams.</p> <p>2 Volunteers also assist other support staff as needed. Activities may include but are not limited to assisting health services staff with physicals, and assisting office staff with light typing, running copies, etc.</p> <p>3 Parents are also involved with decision making as they participate with Policy Council, Parent Committee, and the Health Advisory Committee.</p> <p>4 As opportunities arise, parents are hired as paid employees</p>				

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(e)(3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff (see 45CFR 1304.21 for additional requirements related to parent involvement).</p>	<p>1 Parents participating in the Head Start program are provided the opportunity to enhance their parenting skills, knowledge, and understanding through a variety of methods, I.e.,</p> <p>2 Videos, training classes, newsletters, parent magazines, parent/teacher conferences, and home visits</p>	PFCE Spec.	Aug-June	Training as requested and needed	Parent Training Room Parent Training Log Parent Committee Meet. Parent Conferences Home Visits
<p>1304.40(e)(4) Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by: (1) Increasing family access to materials, services, and activities essential to family literacy development.</p>	<p>1 The Family Literacy Plan is a detailed outline of services provided to children and families participating in the Denton ISD Head Start Program.</p> <p>2 Services currently provided are: Literacy Fair, Workforce Commission, ESL/GED classes at various ISD locations, book fairs, computer training @ Ann Windle Parent Room, Parent/child Literature, Library card and various times offered, F.R.E.D. (Fathers Reaching Every Day) TCE, Helping your child to learn (UNT), and Nutrition (UNT)</p>	Education Spec.	Aug-June	Training as requested and needed(P)	Contact Notes Referral Forms Collaborative Agreements Family Literacy Plan Flyers
		PFCE Spec.			

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(e)(5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program (see 45 CFR 1304.21(a)(2)(iii) and 45 CFR 1304.40(l) for additional requirements about staff-parent conferences and home visits).</p>	<ol style="list-style-type: none"> 1 Parents are encouraged at parent orientation to become involved in and to participate in their child's education 2 Teachers contact parents via telephone or letter requesting home visits and parent-staff conferences. 3 Parents are encouraged to choose the most convenient time for them 4 Should a home visit not be convenient for a family, an alternate site for visit is determined. 5 During home visits and parent-staff conferences, Teaching teams discuss the child's progress as well as activities that can be carried out at home for continued learning success. 6 In addition to mandated staff-parent conferences and home visits other home visits and parent conferences are conducted as needed. 	Asst. Prin. PFCE Spec. Social Services Spec Teaching teams	Aug-June	Orientation Training as Requested and needed (P)	Agenda of orientation contact Notes Home Visits Documentation

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(f) Parent Involvement to health, nutrition, and mental health education. (1) Grantee and delegate agencies must provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families.</p>	<ol style="list-style-type: none"> 1 The Health Specialist fathers initial family history information during the completion of the Child's Health Record. 2 Additional information may be gathered through informal and/or formal contact with family. 3 Pamphlets and brochures are sent home on a monthly basis with medical, dental, and nutritional tips. 4 Parent/staff training on Nutritional Foods, Discipline, Substance Abuse, and Health issues. 5 Parents are given information about WIC, Food Stamps, and Texas health Steps 	<p>Health Specialist</p> <p>Social Services Spec</p> <p>Nutrition Spec. PFCE Spec.</p>	<p>Aug-June</p>	<p>Parent/Staff Substance Abuse</p> <p>Parent/Staff Discipline</p> <p>Parent/Staff Attention Deficit disorder</p> <p>Parent/Staff Health Related Issues</p>	<p>Child's Health Record</p> <p>Parent Handouts</p>
<p>1304.40(f)(2) Grantee and delegate agencies must ensure that, at a minimum, the medical and dental health education: (1) Assists parents in understanding how to enroll and participate in a system of ongoing family health care.</p>	<ol style="list-style-type: none"> 1 Parents are given a Community Resource Directory at Parent Orientation 2 Parents are given a list of all local family practice providers. 3 Assist parents in scheduling appointments and remind parents that the appointment was scheduled. 4 Provide transportation to and from appointments with physician or dentist, etc. 5 Assist parent in applying for Medicaid. 	<p>Health Specialist</p> <p>Mental Health Spec.</p> <p>PFCE Spec.</p>	<p>Aug-June</p>		<p>Resource Directory</p> <p>Family Contact Notes</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(f)(2)(ii) Encourages parent to become active partners in their children's medical and dental health care process and to accompany their child to medical dental examinations and appointments.</p>	<p>1 Parents are invited and encouraged to accompany their child to all medical and dental examination and follow-up treatment.</p> <p>2 Letters and notes are sent home to parents advising of al screening and needed treatment.</p>	<p>Health Specialist Social Services Spec PFCE Spec.</p> <p>PFCE Spec.</p>	<p>Aug-June</p>	<p>Parent & Staff Family Health Smile Day</p>	<p>Copies of pamphlets Parent/Staff Training log</p> <p>Flyers</p>
<p>1304.40(f)(2)(iii) Provides parents with the opportunity to learn the principles of preventative medical and dental health, emergency first aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topic (e.g., maternal and child health and the prevention of Sudden Infant Death Syndrome), information specific to health needs of individual children must also be made available to the extent possible.</p>	<p>1 Pamphlets concerning health and dental issues are sent home to parents in the children's backpacks throughout the enrollment year.</p>	<p>PFCE Spec.</p>	<p>Aug-June</p>	<p>Parent & Staff Family Health Smile Day</p>	<p>Copies of pamphlets Parent/Staff Training log</p>
<p>1304.40(f)(3) Grantee and delegate agencies must ensure that the nutrition education program includes, at a minimum: (1) Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets.</p>	<p>Additional pamphlets are sent home with good tips on nutrition.</p>	<p>PFCE Spec.</p>	<p>Aug-June</p>		<p>Parent/Staff Training log Copies of Pamphlets and Brochures</p>

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Staff /Parent Training	Evidence of Accomplishment
<p>1304.40(g) Parents involvement in community advocacy. (1) Grantee and delegate agencies must: (1) Support and encourage parents to influence the character and goals of community services in order to make them more responsive to their interests and needs.</p>	<ol style="list-style-type: none"> 1 Parents are encouraged to become active in community organizations such as PTA, Denton Athletics, etc.. 2 Parents are also encouraged to search within their own churches and neighborhoods to become responsive members of their community. 	PFCE Spec.	Aug-June		Parent Interview
<p>1304.40(g)(1)(ii) Establish procedures to provide families with comprehensive information about community resources (see 45 CFR 1304.41(a)(2) for additional requirements).</p>	<ol style="list-style-type: none"> 1 All parents are provided a copy of the current Resource Directory 2 Parents are trained in the use and contents of the directory during parent orientation or home visits/parent-staff conferences. 3 The directory provides parents with information on available community agencies, service(s) provided and eligibility requirements. 	PFCE Spec.	Aug-June	Parent Orientation	Resource Directory
<p>1304.40(g)(2) Parents must be provided regular opportunities to work together, and with other community members, on activities that they have helped develop and in which they have expressed an interest.</p>	<ol style="list-style-type: none"> 1 Parents are provided the opportunity to work together on Parent Committee and Policy Council. 2 Parents also work together as volunteers in the classroom. 3 In addition, parent trainings and meetings provide parents the opportunity to work together. 	PFCE Spec.	Aug-June		Sign-in Sheets Parent Interview

assistance, unemployment compensation and zero income statement. If the family is unable to provide income information due to self declaration they may complete and sign an Addendum C form after determining a reason why.

- C. We adhere to the Head Start Reauthorization Act 2007 that is implemented for the following categories regarding eligibility and enrollment for the Denton ISD Head Start Program. Applications reflect eligibility categories with selection priority points.

Categorically Eligible

Public Assistance

TANF

SSI

Homeless

Foster Care

Income Eligible

(at or below poverty guidelines)

Over-income

(counted as part of maximum)

Income between 100-130% of federal poverty guideline

(no more than 35% of enrolled children may fall into this category, agency must attach grantee approval)

- D. All children who are income eligible or categorically eligible are considered for placement prior to any over income families.
- E. All income that exceeds the federal poverty guidelines must have prior approval by the ERSEA Specialist before acceptance and after the priority list as been exhausted.
- F. A signed statement by the Head Start staff identifying which document is examined indicating that child is eligible to participate in the program and that income verification has been made. This is done by the ERSEA Specialist and the Head Start staff.
- G. Enrollment is monitored monthly through our Director's Report

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

Performance Standards: 1305.5(a) (b) (c)

Goal: RECRUITMENT OF CHILDREN

Purpose: To establish and maintain a systematic process to inform all eligible families with children 3 to 5 years old about the Head Start selection and enrollment process within Denton ISD. To create a diverse school culture regardless of race, sex, color, national origin, or disability.

TIMELINE: Spring, Fall, and Ongoing

Procedures:

RECRUITMENT:

1. The recruitment process began in April for the upcoming school year with a public announcement. The flyer is approved by the Head Start Director, prior to distribution to community.
 - A. Recruitment posters, flyers are distributed to local social service agencies, local newspaper and placed on the districts web site. There is a district wide phone blast sent to all eligible families in the school district.
 - B. 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.
 - C. Recruitment materials are translated in the primary language of the family.
 - D. Training of program staff and volunteers is completed to assure all applications are completed properly.
 - E. The program staff assists eligible families in filling out the application to assure the applications are completed and submitted with all required documentation.
 - F. There is a collection of applications gathered greater than the enrollment opportunities for the upcoming school year.

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

Performance Standards: 1305.6(a) (b)(c)

Goal: SELECTION OF CHILDREN

Purpose: To establish a formal process for selection all children and families that are eligible for the Head Start services by considering the families income, the age of the child, and the special needs that the families may have.

TIMELINE: Spring, Fall, and Ongoing

Procedures:

- SELECTION:**
1. Selection process begins with placing the child on a weighted list with points given for each section of the criteria is indicated below:

QUALIFYING CATEGORIES:	NUMBER OF POINTS FOR CATEGORIES
CHILD RECEIVING SSI	1000
CHILD RECEIVING TANF	1000
AGE ELIGIBLE CHILD OF EXPECTANT MOTHER WITH NO OTHER MEANS OF CHILD CARE	1000
FOSTER CARE	1000
INCOME ELIGIBLE (Please see the attached point system)	505

AGE 3	20
AGE 4	30
TRANSFER FROM OTHER HEAD START	30
DIAGNOSED DISABILITY MILD (SPEECH OR LANGUAGE)	20
DIAGNOSED DISABILITY MODERATE (EMOTIONAL DISTURBANCE, AUTISM, DEVELOPMENTAL DALAYS, OTHER HEATH IMPAIRMENTS)	40
DIAGNOSED DISABILITY SEVERE (MENTAL RETARDATION, TRAUMATIC BRAIN INJURY, VISUAL AND HEARING IMPAIRMENT, SERIOUS ORTHOPEDIC IMPAIRMENT, SERIOUS OTHER HEATH IMPAIRMENT)	60
FAMILY VIOL, SUBSTANCE ABUSE, INCARCERATION, EVICTION, CRISIS	40
EMOTIONAL ISSUES	30
COMMUNITY REFERRAL	10
SINGLE PARENT HOUSEHOLD	20
PARENT ENROLLED IN SCHOOL, WORK PROGRAM	30
MEDICAID, CHIPS, FOOD STAMPS AND WIC RECIPIENT	40

- A. The ERSEA team is comprised of staff, parents and community members to ensure that selection is reflective of the most needed families.
- B. At least 10 percent of the total number of enrolled opportunities must be filled by children, with disabilities throughout the enrollment year.
- C. All children with disabilities are placed on their IEP's by the Disability Specialist.
- D. At the beginning of the enrollment year, the Denton ISD develops and maintains a priority list that ranks children according to the program selection criteria to assure that eligible children enter the program as vacancies occur.

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

Performance Standards: 1305.7(a) (b) (c)

Goal: ENROLLMENT OF CHILDREN

Purpose: To establish and maintain a systematic process for the enrollment of children and their families that meets the eligibility requirements of the Denton ISD Head Start program.

TIMELINE: September through August

Procedures:

- Enrollment:
1. Enrollment begins with the children selected with the highest points.
 - A. The student returning children are allowed to remain in the program until kindergarten.
 - B. Funded enrollment level is maintained and all enrollment vacancies are filled before 30 calendar days may elapses. This is monitored by the ERSEA specialist and the school secretary.
 - C. The Head Start application of enrolled children will be filed and maintained in the student cum in a yellow folder located in the school secretary's office.
 - D. Children who have been accepted for enrollment and do not show up for classes, or who cannot be located after several attempts have been made by the Social Worker, will be replaced to fill all vacancies.

- E. When vacancies occur, the slots will be filled with children from the established priority list.
 - F. The program has elected to not fill a vacancy in the 3-5 option after May of the school year.
1. Children may be terminated from the program for the following reasons:
 - A. Child's family moves from the designated service area.
 - B. Parent/Guardian request.
 - C. Child has documented excessive/irregular absences.
 - D. Children enrolled in the Head Start will not be terminated from the program until an investigation have been made and completed.

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

Performance Standards: 1305.8(a) (b) (c)

Goal: ATTENDANCE

Purpose: To assure the programs' monthly daily attendance is at or above 85%

TIMELINE: Spring, Fall, and Ongoing

Procedures:

ATTENDANCE:

1. Parent are trained at orientation about Head Start attendance and given "It's The Law" and the Compulsory Attendance Law. Guidelines for attendance are located in the Head Start Parent Handbook.
 - A. Daily attendance records will be entered into E-School program for each class by 10:00 am each day.
 - B. Classroom Teachers and Co-Teachers will notify the Social Worker after a child has been absent for (3) consecutive days or has irregular attendance.
 - C. Every 2 weeks an attendance report from the school secretary will be submitted to the Social Worker.
 - D. Social Worker will follow-up to determine the reason(s) for absences or any irregular attendance and provided with assistance if needed.
 - E. If absences or irregular attendance continue after discussion and follow-up with the family, the child may be terminated from the program.

- F. The Social worker will review all results of discussion with the ERSEA team before terminating Head Start services.

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.50(a)(1) Policy Council, Policy Committee, and Parent Committee Structure Grantee must establish and maintain a formal structure of shared governance through which parents can participate in policy making in other decisions about the program. This structure must consist of the following groups, as required.</p>			
<p>(i) Policy Council- this Council must be established at grantee level.</p>	<ol style="list-style-type: none"> 1 Establish a formal Policy Council at the grantee level. 2 Ensure that parents participate in policy making and share in the decision-making role with the Governing Body. 3 Policy Council will be governed by locally determined bylaws that ensure clarity and consistency in function and purpose. 	Head Start Director	Ongoing
<p>(ii) Policy Committee- This Committee must be established at the delegate level when the program is administered in whole or in part by such agencies. (See 45 CFR 1301.2 for definition of a delegate agency.)</p>	<ol style="list-style-type: none"> 1 Denton ISD Head Start does not have a delegate agency. 	NA	NA
<p>(iii) Parent Committee- For center-based programs, this committee must be established at the local program level. When programs operate more than one option from the same site, the Parent Committee membership is combined unless parents choose to have a separate committee for each option.</p>	<ol style="list-style-type: none"> 1 Establish a Parent Committee at the grantee level. 2 Parent Committees provide every parent of an enrolled child an opportunity to assist in the development of activities that address their interests and needs and that support the healthy development of their children. 	Head Start Director PFCE Specialist	Ongoing, as needed
<p>1304.50(a)(2) Parent Committees must be comprised exclusively of the parents of children currently enrolled at the center level for center-based programs or at the equivalent level for other program options. (See 45 CFR 1306.3(h) for a definition of a Head Start parent.</p>	<ol style="list-style-type: none"> 1 Ensure that the Parent Committee is open to all parents of children currently enrolled in the program. 2 Limit participation in the Parent Committee exclusively to parents of children currently enrolled in the Head Start program. 3 All parents of enrolled children are automatically members of the Parent Committee. The Parent Committee may choose to develop smaller groups to facilitate the in-depth discussion of significant issues, before such issues are considered by the larger Parent Committee. 	PFCE Specialist	Ongoing, as needed

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.50(a)(3) All Policy Councils and Parent Committees must be established as early in the year as possible. Grantee Policy Councils and delegate Policy Committees may not be dissolved until successor Councils or Committees are elected and seated.</p>	<ol style="list-style-type: none"> 1 Establish Parent Committees at the center level no later than the end of September. 2 Establish the Policy Council at the grantee level beginning this process in August. Members are nominated and elections are held at the October meeting. 3 Assure that out-going Policy Council members remain actively involved until their successors can be elected and trained. 	<p>Head Start Director</p> <p>PFCE Specialist</p>	<p>August-September</p> <p>Ongoing</p>
<p>1304.50(a)(4) When a grantee had delegated the entire Head Start program to one delegate agency, it is not necessary to have a Policy Committee in addition to a grantee agency Policy Council.</p>	<ol style="list-style-type: none"> 1 Not applicable to Denton ISD Head Start. 	<p>NA</p>	<p>NA</p>
<p>1304.50(a)(5) The governing body (the group with legal and fiscal responsibility for administering the Head Start programs) and the Policy Council or Policy Committee must not have identical membership and function.</p>	<ol style="list-style-type: none"> 1 Membership list can determine whether memberships of the two groups are identical. Limited overlaps in membership are encouraged to facilitate communication between the two groups. 	<p>Head Start Director</p>	<p>Ongoing</p>
<p>1304.50(b)(1) <i>Policy Group composition and formation</i> Each grantee and delegate agency governing body operating an Early Head Start or Head Start program must (except where such authority is ceded to the Policy Council or Policy Committee) propose, within the framework of these regulations, the total size of their respective policy groups (based on the number of centers, classrooms, or other program option units, and the number of children served by their Early Head Start or Head Start program), the procedures for the election of parent members, and the procedure for the selection of community representatives. These proposals must be approved by the Policy Council or Policy Committee</p>	<ol style="list-style-type: none"> 1 Educate all parents in the importance of their role in governing the Head Start programs. 2 Ensure there is a fair method for nominating parents for the Policy Council, either by parents nominating themselves or other parents nominating them. 3 Assure that nominations are made only with the consent of the nominee. 4 Provide for proportionate representation of parents from all types of programs. 5 At least one member and one alternate are selected from each classroom in the Fall. 	<p>Head Start Director</p> <p>PFCE Specialist</p> <p>Classroom Teachers</p>	<p>Ongoing</p>

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.50(b)(2) Policy Councils must be comprised of two types of representative: parents of currently enrolled children and community representatives. At least 51 percent of the members of the policy groups must be the parents of currently enrolled children.</p>	<ol style="list-style-type: none"> 1 Assure that at least 51% of the Policy Council membership is made up of parents of currently enrolled children. 2 Community Representatives are selected and elected by Policy Council members. 	<p>Policy Council</p> <p>Head Start Director</p>	<p>September & October each year</p>
<p>1304.50(b)(3) Community representatives must be drawn from the local community; businesses, public or private community, civic, and professional organizations; and others who are familiar resources and services for low-income children and families. Community representatives may include the parents of formerly enrolled children.</p>	<ol style="list-style-type: none"> 1 Consider the willingness and ability of potential Policy Council members to contribute time, effort, and commitment to the program. 2 Select candidates who will serve as members, role models, and resource persons to the Policy Council as well as to other parents in the program. 	<p>Policy Council</p> <p>Head Start Director</p>	<p>August/September</p>
<p>1304.50(b)(4) All parent members of Policy Councils or Policy Committees must stand for re-election annually. All community representatives must be selected manually.</p>	<ol style="list-style-type: none"> 1 Establish procedures for annual elections of Policy Council members. 2 Ensure that all Policy Council members are elected, or re-elected annually. 	<p>Policy Council</p> <p>Head Start Director</p>	<p>August/September</p>
<p>1304.50(b)(5) Policy Councils and Policy Committees must limit the number of one-year terms an individual may serve on either body to a combined total of three terms.</p>	<ol style="list-style-type: none"> 1 Limit the terms of any individual serving on the Policy Council to a total of three one-year terms. 2 Encourage Policy Council members to serve on Advisory Committees or other program committees after the three-year period, if applicable. 	<p>Policy Council</p> <p>Head Start Director PFCE</p>	<p>August/September</p>

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.50(b)(6) No grantee or delegate agency staff (or members of their immediate families) may serve on Policy Councils or Policy Committees except parents who occasionally substitute for regular Early Head Start or Head Start 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 upon any Early Head Start or Head Start administrative, fiscal or programmatic issues.</p>	<ol style="list-style-type: none"> 1 Assure 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. 	<p>Policy Council</p> <p>Head Start Director</p>	<p>Ongoing, as needed</p>
<p>1304.50(b)(7) Parents of children currently enrolled in all program options must be proportionately represented on established policy groups.</p>	<p>Non-applicable</p>	<p>NA</p>	<p>NA</p>
<p>1304.50(c) Policy Group responsibilities- general: At a minimum, policy groups must be charged with responsibilities described in paragraphs (d), (f), (g), and (h) of this section and repeated in Appendix A of this section.</p>	<ol style="list-style-type: none"> 1 Train policy groups in understanding their management responsibilities. 	<p>Head Start Director</p>	<p>Ongoing, as needed</p>
<p>1304.50(d)(1)(i) The Policy Council Policy Council must work in partnership with key management staff and the governing body to develop, review, and approve or disapprove the following procedures: all funding applications and amendments to funding applications for Early Head Start and Head Start, including administrative services, prior to submission of such applications to HHS.</p>	<ol style="list-style-type: none"> 1 Involve members in the decision-making process early on, before the applications and related materials are drafted. 2 Provide timely training on the interrelated nature of budgets and program planning. 3 Provide frequent information on program progress and expenditures to create a climate whereby agency decision-making is supported by adequate and ongoing information about agency activities. 	<p>Head Start Director</p>	<p>Ongoing, as needed</p>

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.50(d)(1)(ii) Procedures describing how the governing body and appropriate policy group will implement shared decision making.</p>	<ol style="list-style-type: none"> 1 Outlined plans for sharing decision making in all policies and procedures developed by the program. 2 Ensure that the Policy Council, and the Governing Body receive regular and accurate information about program planning, policies and agency operations. 	Head Start Director	Ongoing
<p>1304.50(d)(1)(iii) Procedures for program planning in accordance with this part and the requirements of 45 CFR Part 1305.3;</p>	<ol style="list-style-type: none"> 1 Members are made aware of agency time-frames and procedures for program planning. 2 Ensure that the Policy Group participates in discussions concerning program vision. 	Head Start Director	Ongoing
<p>1304.50(d)(1)(iv) The Program's philosophy and long-and short range program goals and objective. (See 45 CFR 1304.51(a) and 45 CFR 1305.3 for additional requirements regarding program planning.</p>	<ol style="list-style-type: none"> 1 Establish subcommittees, as needed, to work with the Director, Governing Body, and appropriate staff on developing and analyzing content area plans, long-range and short-term goals and objectives. 	Head Start Director	Ongoing
<p>1304.50(d)(1)(v) The selection of delegate agencies and their service areas. (This regulation is binding on Policy Councils exclusively) (See 45 CFR 1301.33 and 45 CFR 1305.3(a) for additional requirements about delegate agency and service area selection, respectively.)</p>	Non-applicable	NA	NA

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.50(d)(1)(vi) The composition of the Policy Council and the procedures by which policy groups members are chosen.</p>	<p>1 Procedures established in local by-laws.</p>	<p>Policy Council Head Start Director</p>	<p>Ongoing, as needed</p>
<p>1304.50(d)(1)(vii) Criteria for defining recruitment, selection, and enrollment priorities, in accordance with the requirements of 45 CFR part 1305.</p>	<p>1 Provide for input from the Policy Council on recruitment, selection, and enrollment priorities. 2 Ensure Policy Council approval of the Recruitment Policies and Procedures.</p>	<p>Policy Council Head Start Director ERSEA Specialist</p>	<p>Ongoing, as needed</p>
<p>1304.50(d)(1)(viii) The annual self assessment of the grantee of delegate agency's progress in carrying out the programmatic and fiscal intent of its grant application including planning or other actions that may result from the review of the annual audit and findings of the Federal monitoring review. (See 45 CFR 1304.51(i)(1) for additional requirements about the annual self-assessment.)</p>	<p>1 Include Policy Council members on all self-assessment teams. 2 Provide training for the members in the self-assessment process according to the designated content area they are assigned.</p>	<p>Policy Council Head Start Director Program Team</p>	<p>Ongoing, as needed</p>
<p>1304.50(d)(1)(ix) Program personnel policies and subsequent changes to those policies, in accordance with 45 CFR 1301.31, including standards of conduct for program staff, consultants, and volunteers.</p>	<p>1 Provide copies of DISD standards of conduct for program staff, consultants and volunteers.</p>	<p>Policy Council PFCE Specialist</p>	<p>Ongoing, as needed</p>

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.50(d)(1)(x) Decisions to hire or terminate the Early Head Start or Head Start director of the grantee or delegate agency.</p>	<p>1 Participate in the approval process without taking responsibility for directly hiring or terminating any Head Start employee.</p>	<p>Head Start Director Governing Body</p>	<p>Ongoing, as needed</p>
<p>1304.50(d)(1)(xi) Decisions to hire or terminate any person who works primarily for the Early Head Start or Head Start program of the grantee or delegate agency.</p>	<p>1 In accordance to School Board Policy inform the Policy Council of personnel changes within the Head Start Program.</p>		
<p>1304.50(d)(2)(i) <i>In addition, Policy Councils and Policy Committees must perform the following functions directly. Serve as a link to the parent Committees, grantee and delegate agency governing bodies, public and private organizations, and the communities they serves.</i></p>	<p>1 Provide training to Policy Council members on how to be effective spokespersons and advocates in their Head Start centers and communities. 2 Encourage members to become active in local community organizations. 3 Parent Committee representatives attend the policy council meetings and they report back to the parent committee the decision making of the Policy Council.</p>		
<p>1304.50(d)(2)(ii) Assist Parent Communities in communicating with parents enrolled in all program options to ensure that they understand their rights, responsibilities, and opportunities in Early Head Start and Head Start, and to encourage their participation in the program.</p>	<p>1 Work with parent Committees to encourage all parents to participate in the program activities 2 Help staff develop effective ways of communicating the importance of parent participation. 3 Assist in revising, circulating, and implementing the Parent Handbook.</p>	<p>Head Start Director PFCE Specialist</p>	<p>Ongoing, as needed</p>

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.50(d)(2)(iii) Assist parent Committees in planning, coordinating, and organizing program activities for parents with assistance of staff, and ensuring that funds set aside from the program budgets are used to support parent activities.</p>	<ol style="list-style-type: none"> 1 Discuss all parent activities provided by the program and evaluate the effectiveness of the activities. 2 Obtain input from parents about what activities they would like to do in the program. 3 Assist in securing funding, personnel, and other resources to support the activities desired by parents. 	<p>Head Start Director</p> <p>PFCE Specialist</p> <p>Other Staff, as needed</p>	Ongoing, as needed
<p>1304.50(d)(2)(iv) Assist in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs.</p>	<ol style="list-style-type: none"> 1 Work with Parent Committees to encourage parent participation. 2 Identify ways that volunteers can extend and enhance program services. 3 Recruit volunteers from the community. 4 Continue to expand our Adopt-A-School Partnerships 5 Provide parents with a list of Community Resources 	<p>Head Start Director PFCE Specialist</p> <p>Head Start Director</p>	
<p>1304.50(d)(2)(v) Establish and maintain procedures for working with the grantee or delegate agency to resolve community complaints about the program.</p>	<ol style="list-style-type: none"> 1 Foster positive community relationships by informing local agencies and organizations about Head Start goals, philosophy and mission. 2 Solicit constructive suggestions from these groups regarding quality improvement. 3 Utilize the grantee's DISD grievance policy and procedures for resolving community complaints. 		
<p>1304.50(e)(1) The Parent Committee The Parent Committee must carry out at least the following minimum responsibilities: advise staff in developing and implementing local program policies, activities and services.</p>	<ol style="list-style-type: none"> 1 Design program activities for parents and plan group socialization experiences. Assist with activities such as: Animal Fair, Car Show, Panda Dance, Bus Evacuation 2 Help locate resources to carry out planned activities. 	<p>Head Start Director</p> <p>PFCE Specialist</p>	Ongoing, as needed

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.50(e)(2) Plan, conduct, and participate in informal as well as formal programs and activities for parents and staff.</p>	<ol style="list-style-type: none"> 1 Bring parents together who have common interests and needs, and encourage them to share. 2 Work through the Policy Council to support the program development and implementations of policies and plans. 	<p>Head Start Director</p> <p>PFCE Specialist</p>	Ongoing, as needed
<p>(e)(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.</p>	<ol style="list-style-type: none"> 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) 	Other Staff as needed	
<p>1304.50(f) <i>Policy Council, Policy Committee, and Parent Committee reimbursement</i> Grantee and delegate agencies must enable low-income members to participate fully in their group responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the members.</p>	<ol style="list-style-type: none"> 1 Reimburse members of the Policy Council and Parent Committees for reasonable expenses in fulfilling their responsibilities. Such as: childcare/mileage 2 Pay for lodging expenses, meals, and registration fees when members travel to training programs or conferences. Reimburse other expenses when deemed appropriate. 		
<p>1304.50(g)(1) <i>Governing body responsibilities</i> Grantee and delegate agencies must have written policies that define the rules and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high-quality program.</p>	<ol style="list-style-type: none"> 1 Ensure compliance with Federal laws and regulations, including the Head Start Program Performance Standards. 2 Ensure compliance with state and local laws and regulations, including state laws regarding the actions of a non-profit corporation. 3 Understand the Head Start philosophy and the role of the parents and Policy council in Head Start governance. 		

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.50(g)(2) Grantee and delegate agencies must ensure that appropriate internal controls are established and implemented to safeguard Federal funds in accordance with 45 CFR 1301.13.</p>	<ol style="list-style-type: none"> 1 Assume fiscal and legal responsibility for overseeing the Head Start programs. 2 Guide and direct planning, general procedures and human resources management. 3 Identify and develop resources to augment federal Head Start funds. 4 Participate in the self-assessment process. 5 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 prevent implement corrective actions, if needed. 	<p>Governing Body</p> <p>Policy Council</p> <p>Head Start Director</p>	<p>Ongoing, as needed</p>
<p>1304.50(h) <i>Internal dispute resolution</i> Each grantee and delegate agency and Policy Council or Policy Committee jointly must establish written procedures for resolving internal disputes, including impasse procedures between the governing body and policy group.</p>	<ol style="list-style-type: none"> 1 Establish procedures for resolving internal disputes between the Board and Policy Councils. Refer to By Laws and DISD grievance process. 2 Use community resources to assist in resolving disputes. 3 Ensure that policy group members are advised annually of the process. 	<p>Governing Body</p> <p>Policy Council</p> <p>Head Start Director</p>	<p>Ongoing, as needed</p>

PROGRAM DESIGN AND MANAGEMENT

1. Program Governance

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.51(a)(1)(i)-(iii) (a) Program Planning. (1) Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning that includes consultation with the program's governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children. Program planning must include: (i) An assessment of community strengths, needs and resources through completion of the Community Assessment, in accordance with the requirements of 45CFR 1305.3; (ii) The formulation of both multi-year (long-range) program goals and short-term program and financial objectives that address the findings of the Community Assessment, are consistent with the philosophy of Early Head Start and Head Start, and reflect the findings of the program's annual self-assessment; and (iii) The development of written plan(s) for implementing services in each of the program areas covered by this part (e.g. Early Childhood Development and Health Services, Family and community Partnerships, and Program and Management.. (See the requirements of 45 CFR Parts 1305, 1306, and 1308).</p>	<p>1 Conduct an annual assessment of community strengths, and resources.</p> <p>2 Develop a 1-3 year plan for program - Strategic Plan</p> <p>3 Develop Written Plans</p>	<p>Head Start Director Policy Council Program Team</p> <p>Head Start Director Policy Council Program Team</p> <p>Head Start Director Policy Council Program Team</p>	<p>Mar-Apr Written document</p> <p>Apr-May Written document</p> <p>On file Policy Council approval document</p>

PROGRAM DESIGN MANAGEMENT

2. Communications

Performance Standard/ Objective		Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.51(a)(1)(i)-(iii) (a) Program Planning. (1) Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning that includes consultation with the program's governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children. Program planning must include: (i) An assessment of community strengths, needs and resources through completion of the Community Assessment, in accordance with the requirements of 45CFR 1305.3; (ii) The formulation of both multi-year (long-range) program goals and short-term program and financial objectives that address the findings of the Community Assessment, are consistent with the philosophy of Early Head Start and Head Start, and reflect the findings of the program's annual self-assessment; and (iii) The development of written plan(s) for implementing services in each of the program areas covered by this part (e.g. Early Childhood Development and Health Services, Family and community Partnerships, and Program and Management.. (See the requirements of 45 CFR Parts 1305, 1306, and 1308).</p>		<p>1 Conduct an annual assessment of community strengths, and resources.</p> <p>2 Develop and update the community assessment</p> <p>3 Develop Written Plans</p>	<p>Head Start Director Policy Council Program Team</p> <p>Head Start Director Policy Council Program Team</p> <p>Head Start Director Policy Council Program Team</p>	<p>Mar-Apr Written document</p> <p>Yearly and Tri-annually</p> <p>On file Policy Council approval document</p>

PROGRAM DESIGN MANAGEMENT

2. Communications

Performance Standard/ Objective		Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.51(a)(2) (2) All written plans for implementing services and the progress in meeting them, must be reviewed by the grantee or delegate agency staff and reviewed and approved by the Policy Council or Policy Committee at least annually, and must be revised and updated as needed</p>	1	Update written plans	Head Start Director Policy Council Program Team	At least annually Update & Policy council approval /plans
<p>1304.51(b) (b) Communications - general Grantee and delegate agencies must establish and implement systems to ensure that timely and accurate information is provided to parents, policy groups, staff and the general community.</p>	1	Send Tuesday student envelope home to parents (English and Spanish)	Teachers	Tuesday
	2	Maintain classroom bulletin boards, hallway displays and outside signs with updated information in English and Spanish	Head Start Director Teachers PFCE Specialist Office Secretary	
	3	Post school Board, Policy Council, and Parent meeting agendas and minutes in display cases.	Head Start Director	As needed Updated data
	4	Parent conferences (English and Spanish)	Teacher	daily, weekly, as needed
	5	Home visits (English and Spanish)	Teacher	2X per year
	6	Meetings	All Staff	Ongoing
		a. Orientation		Agendas/sign-in sheets
		b. Parent Committee		
		c. Policy Council		
		d. Training		
		e. Activities		
	7	Campus Newsletters	Office Secretary Head Start Director Program Team	

PROGRAM DESIGN MANAGEMENT

2. Communications

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.51(c)(1) & (2) (C) Communication with families (1) Grantee and delegate agencies must ensure that effective two-way comprehensive communications between staff and parents are carried out on a regular basis throughout the program year.</p> <p>(2) Communication with parents must be carried out in the parents' primary or preferred language or through an interpreter, to the extent feasible.</p>	<p>Same as 1304.51(b)</p> <p>1 Oral communication with limited English speakers will be accomplished by selected staff members</p> <p>2 Written communication will be translated into Spanish as needed</p>	<p>Staff members who speak Spanish</p> <p>Assigned staff</p>	<p>Ongoing</p> <p>As needed Written documentation</p>

PROGRAM DESIGN MANAGEMENT

2. Communications

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.51(d) (d) Communication with governing bodies and policy groups.</p> <p>Grantee and delegate agencies must ensure that the following information is provided regularly to their grantee and delegate governing bodies and to members of their policy groups:</p> <p>(1) Procedures and timetables for program planning;</p> <p>(2) Policies, guidelines, and other communications from OHS;</p> <p>(3) Program and financial reports; and</p> <p>(4) Program plans, policies, procedures, and Early Head Start and Head Start grant applications.</p>	<p>As times arise for particular program planning policy council members will be notified and involved in the planning</p> <p>This information will be provided at meetings or posted on display board.</p> <p>This information will be provided at Policy Council scheduled meetings and at District School Board meetings</p> <p>As the times arise, Policy Council members will be made aware, as needed, that some items may require Policy Council approval</p>	<p>Head Start Director</p> <p>Head Start Director</p> <p>Head Start Director</p> <p>Head Start Director</p>	<p>Agendas & meeting minutes</p> <p>Posted information</p> <p>Monthly Copy of financial report</p> <p>As needed Agendas & meeting minutes</p>
<p>1304.51(e) (e) Communication among staff.</p> <p>Grantee and delegate agencies must have mechanisms for regular communication among all program staff to facilitate quality outcomes for children and families.</p>	<p>Communication among staff will come from variety of ways which include:</p> <ul style="list-style-type: none"> a. Staff/Faculty meetings b. Pod (PLC) team meetings/ Horizontal meetings c. Head Start teacher meetings d. Head Start Paraprofessional meetings e. Weekly FYI to staff Faculty Agenda, Monthly Calendar Items placed on office wall calendar f. email communications 	<p>Head Start Director</p> <p>Educational Specialist</p>	<p>As scheduled Meeting minutes and other written documentation.</p>

PROGRAM DESIGN MANAGEMENT

2. Communications

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.51(f) (f) Communication with delegate agencies. Grantees must have a procedure for ensuring that delegate agency governing bodies, Policy Committees, and all staff receive all regulations, policies, and other pertinent communications in a timely manner.</p>	<p>These will be provided at meeting These will be displayed on a bulletin board in the foyer and on Parent Room Bulletin Boards</p>	<p>Head Start Director</p>	<p>As needed Posted information</p>
<p>1304.51(g) (g) Record-keeping systems. Grantee and delegate agencies must establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information.</p>	<p>Student records transferred to other schools will be accomplished using established Denton ISD policies</p>	<p>Head Start Director Staff</p>	<p>As needed Manner in which records transferred</p>

PROGRAM DESIGN MANAGEMENT

2. Communications

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.51(h)(1) (h) Reporting systems Grantee and delegate must establish and maintain efficient and effective reporting systems that: (1) Generate periodic reports of financial status and program operations in order to control program quality, maintain program accountability, and advise governing bodies, policy groups, and staff of program progress; and</p>	<p>All reports to other agencies federal and otherwise, will be accomplished in a timely manner. Such as: * Directors Report monthly to Policy Council * Financial reports monthly/Annually to School Board and Policy Council * School Readiness/CLASS data reports * PIR</p>	<p>Head Start Director Fiscal Officer Education Specialist</p>	<p>As scheduled or as needed Copy of report</p>
<p>(1304.51(h)(2) (2) Generate official reports for Federal, State, and local authorities as required by applicable law.</p>	<p>Same as above</p>		

PROGRAM DESIGN MANAGEMENT

2. Communications

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.51(i)(3) (3) Grantees must inform delegate agency governing bodies of any deficiencies in delegate agency operations identified in the monitoring review and must help them develop plans, including timetables, for addressing identified problems.</p>	<p>Submit annual report to the governing board and policy council of the program's strengths and areas in need of improvement through the program improvement plan.</p>	<p>Head Start Director</p>	<p>April-June Written documents</p>

PROGRAM DESIGN AND MANAGEMENT

3. Human Resources

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(a) Organizational Structure</p>			
<p>1304.52(a)(1) Grantees and delegate agencies must establish and maintain an organizational structure that supports the accomplishment of program objectives. This structure must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support.</p>	<p>1 Ensure that each staff member receives a copy of their updated job description and are familiar with the program's organizational chart</p>	<p>Head Start Director</p>	<p>Ongoing as needed</p>
<p>1304.52(a)(2)(i) At a minimum, grantee and delegate agencies must ensure that the following program management functions are formally assigned to and adopted by staff within the program.</p>	<p>1 Ensure that each staff member has assigned duties and responsibilities and that these duties are carried out in a timely manner. Can be found on job descriptions listed for each Program Team Member</p>	<p>Head Start Director</p>	<p>Ongoing as needed</p>
<p>1304.52(a)(2)(ii) Management of early childhood development and health services, including child development and education; child medical, dental, and mental health; child nutrition; and services for children with disabilities.</p>	<p>1 Ensure that each content area specialist and/or consultant is aware of their job responsibilities. 2 Provide each content area specialist and/or consultant with a copy of the Performance Standards, highlighting their particular area.</p>	<p>Head Start Director</p>	<p>Ongoing as needed</p>
<p>1304.52(a)(2)(iii) Management of family and community partnerships, including parent activities.</p>	<p>1 Ensure that family and community partnerships and parent involvement specialist receive a copy of their job descriptions.</p>	<p>Head Start Director</p>	<p>Ongoing as needed</p>

PROGRAM DESIGN AND MANAGEMENT

3. Human Resources

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(b)(1) <i>Staff qualifications - general</i> Grantee and delegate agencies must ensure that staff and consultants have the knowledge, skills and experience they need to perform their assigned functions responsibly.</p>	<ol style="list-style-type: none"> 1 Establish minimum experience and education requirements for staff consultants 2 Screen applicants for job openings to ensure that they have the minimum knowledge, skills and experience needed. 3 Interview applicants for job openings to further evaluate quality of educational achievements and work experience. 4 Review qualifications of persons recommended for appointment to staff positions. 5 Check personal and professional references 	<p align="center">Head Start Director</p>	<p align="center">Ongoing as needed</p>
<p>1304.53(b)(2) In addition, grantee and delegate agencies must ensure that only candidates with the qualification specified in this part and in 45 CFR 1306.21 are hired.</p>	<ol style="list-style-type: none"> 1 Verify qualifications of job candidates to ensure that they meet minimum educational and experience requirements established by Board of Trustees and/or Policy Council. 	<p align="center">Head Start Director</p>	<p align="center">Ongoing as needed</p>
<p>1304.52(b)(3) Current and former Early Head Start and head Start parents must receive preferences for employment vacancies for which they are qualified.</p>	<ol style="list-style-type: none"> 1 Announce all job openings in a location that is clearly visible and accessible to all parents. 2 Provide classroom and work experience training opportunities for qualified Head Start parents interested in pursuing employment with the program. 	<p align="center">Head Start Director</p>	<p align="center">Ongoing as needed</p>
<p>1304.52© Early Head Start or Head Start Director qualifications The Early Head Start of Head Start director must have demonstrated skills and abilities in a management capacity relevant to human services management.</p>	<ol style="list-style-type: none"> 1 Ensure that Head Start director demonstrates leadership abilities and skills in planning and management. 	<p align="center">Governing Body Policy Council</p>	<p align="center">Ongoing as needed</p>

PROGRAM DESIGN AND MANAGEMENT

3. Human Resources

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(d)(2) Health services must be supported by staff or consultants with training and experience in public health, nursing, health education, maternal and child health, or health administration. In addition, when a health procedure must be performed by a licensed/certified health professional, the agency must assure that the requirement is followed.</p>	<ol style="list-style-type: none"> 1 Establish minimum requirements for health coordinator to include conditions that he/she be a LVN, have work experience in health services, and have experience related to young children. 2 Develop procedures which require that only a licensed/certified health professional be allowed to perform certain health procedures whenever applicable by federal, state, and local health guidelines. 	<p>Governing body Head Start Director Policy Council District Health Specialist</p>	<p>Ongoing as needed</p>
<p>1304.52(d)(3) Nutrition services must be supported by staff or consultants who are registered dietitians or nutritionists.</p>	<ol style="list-style-type: none"> 1 Establish minimum requirements for nutrition specialist to include conciliations that he/she be a nutritionist or registered dietitian, have experience in nutrition services, have the ability to plan and implement central menus and food cost accounting systems. 	<p>Governing body Head Start Director Policy Council District Nutritionist</p>	<p>Ongoing as needed</p>
<p>1304.52(d)(4) Mental health services must be supported by staff or consultants who are licensed or certified mental health professionals with experience and expertise in serving young children and families.</p>	<ol style="list-style-type: none"> 1 Establish procedures to ensure that mental health services are supported by licensed or certified professionals. 2 Contract with a licensed mental health professional to provide Consultation services. 	<p>Governing body Head Start Director Policy Council District Mental Health Specialist</p>	<p>Ongoing as needed</p>
<p>1304.52(d)(5) Family and community partnership services must be supported by staff or consultants with training and experience in field(s) related to social, human or family services.</p>	<ol style="list-style-type: none"> 1 Establish minimum requirements for family services specialist to include conditions that he/she have experience in social work or related field and work experience in providing services to children and families. 	<p>Governing body Head Start Director Policy Council District Social Worker</p>	<p>Ongoing as needed</p>

PROGRAM DESIGN AND MANAGEMENT

3. Human Resources

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(d)(6) Parent involvement services must be supported by staff or consultants with training, experience, and skills in assisting the parent of young children in advocating and decision-making for their families.</p>	<p>1 Establish minimum requirements for parent specialist to include conditions that he/she has training, experience, and skills in advocacy.</p>	<p>Head Start Director Policy Council Governing Body</p>	<p>Ongoing as needed</p>
<p>1304.52(d)(7) Disability services must be supported by staff or consultants with training and experience in securing and individualizing needed services for children with disabilities.</p>	<p>1 Establish minimum requirements for disabilities specialist to include conditions that he/she have work experience in providing services to children with disabilities.</p>	<p>Head Start Director Policy Council Governing Body District Disability Specialist</p>	<p>Ongoing as needed</p>
<p>1304.52(d)(8) Grantee and delegate agencies must secure the regularly scheduled or ongoing services of a qualified fiscal officer.</p>	<p>1 Hire a financial controller and established minimum requirement for the position to include a bachelor's degree in accounting or an equivalent combination of experience and education in the field of accounting.</p>	<p>Head Start Director Policy Council Governing Body District Fiscal Manager</p>	<p>Ongoing as needed</p>
<p>1304.52(e) <i>Home Visitor qualifications.</i> Home visitors must have knowledge and experience in child development and early childhood education; the principles of child health, safety, and nutrition; adult learning principles; and family dynamics. They must be skilled in communicating with and motivating people. In addition, they must have knowledge of community resources and the skills to like families with appropriate agencies and services.</p>	<p>1 Not applicable to Denton ISD Head Start.</p>		

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3. Human Resources

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(f) <i>Infant and toddler staff qualifications.</i> Early Head Start and head Start staff working as teachers with infants and toddlers must obtain a Child Development Associate (CDA) credential for Infant and Toddler Caregivers or an equivalent credential that addresses comparable competencies within one year of the effective date of the final rule or, thereafter, within one year of hire as a teacher of infants and toddlers. In addition, infant and toddler teachers must have training and experience necessary to develop consistent, stable, and supportive relationships with very young children. The training must develop knowledge of infant and toddler development, safety issues in infant and toddler care (e.g. reducing the risk of Sudden Infant Death Syndrome), and methods for communicating effectively with infants and toddlers, their parents, and other staff members.</p>	<p>1 Not applicable to Denton ISD Head Start</p>		
<p>1304.52(g)(1) Classroom staffing and home visitors Grantee and delegate agencies must meet the requirements of 45 CFR 1306.20 regarding classroom staffing.</p>	<p>1 Current staffing pattern requires two paid staff persons be assigned to each classroom, with additional assistance available if needed from language aides for children with special needs. 2 Actively recruit a third person to volunteer for the classroom.</p>	<p>Head Start Director Policy Council</p>	<p>Ongoing as needed</p>
<p>1304.52(g)(2) When a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language.</p>	<p>1 Ensure that classroom staff are able to communicate effectively, oral 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 Coordinate the use of translators when a minority of the children in a classroom speak a language other than that spoken by classroom staff.</p>	<p>Head Start Director Policy Council</p>	<p>Ongoing as needed</p>

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3. Human Resources

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(g)(3) For center-based programs, the class size requirements specified in 45 CFR 1306.32 must be maintained through the provision of substitutes when regular classroom staff are absent.</p>	<p>1 Substitute teachers or volunteers are provided when regular classroom staff are absent from duty.</p>	<p>Classroom Staff Head Start Director</p>	<p>Ongoing as needed</p>
<p>1304.52(g)(4) Grantee and delegate agencies must ensure that each teacher working exclusively with infants and toddlers has responsibility for no more than four infants and toddlers and that no more than eight infants and toddlers are placed in any one group. However, if State, Tribal, or local regulations specify staff: child ratios and group sizes more stringent than this requirement, the State, Tribal, or local requirements must apply.</p>	<p>1 Not applicable in Denton ISD Head Start.</p>		
<p>1304.52(g)(5) Staff must supervise the outdoor and indoor play areas in such a way that children's safety can be easily monitored.</p>	<p>1 Children are supervised by staff during indoor and outdoor play</p>	<p>Classroom Staff Head Start Director</p>	<p>Ongoing as needed</p>

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3. Human Resources

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(h)(1) <i>Standards of Conduct</i> Grantee and delegate agencies must ensure that all staff, consultants, and volunteers abide by the program's standard of conduct. These standards must specify that:</p>	<ol style="list-style-type: none"> 1 Head Start follows the DISD written standards of conduct for staff, consultants, and volunteers. 2 These standards of conduct are reviewed on an annual basis by staff 	Head Start Director All Other Staff Policy Council PFCE Specialist	Annually
<p>1304.52(h)(1)(i) They will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion or disability.</p>	<ol style="list-style-type: none"> 1 Standards of conduct are followed in compliance with the performance standards. Each staff member, consultant or volunteer is given a copy of the standards of conduct. 	Head Start Director Content Area Specialist PFCE Specialist	As needed basis
<p>1304.52(h)(1)(ii) They will follow program confidentiality policies concerning information about children, families, and other staff members.</p>	<ol style="list-style-type: none"> 1 Provide training to all staff/volunteers on confidentiality procedures, and provide disciplinary actions for failure to follow policies. 	Head Start Director Content Area Specialist PFCE Specialist	Ongoing as needed
<p>1304.52(h)(1)(iii) No child will be left alone or unsupervised while under their care.</p>	<ol style="list-style-type: none"> 1 Establish procedures which ensure that no child will be left alone or unsupervised. 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 Classroom Staff	Ongoing as needed

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3. Human Resources

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(h)(1)(iv) They will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of foods as punishment or reward, or the denial of basic needs.</p>	<ol style="list-style-type: none"> 1 Establish discipline policies, which promote teaching children to recognize, understand, and accept simple rules that promote behavior. 2 Train staff to teach in an atmosphere of love, caring and gentleness. 3 Refrain from using physical or verbal punishment, isolation, denial of basic needs, or the use of foods as punishment or reward. 4 Train staff and students on positive behavior management through "How Full Is Your Bucket" books. 5 Implement a school wide character trait program. 6 Classroom teachers create contracts signed by parents explaining their classroom management system. 	<p>Head Start Director Classroom Staff</p>	<p>Ongoing as needed</p>
<p>1304.52(h)(2) Grantee and delegate agencies must ensure that all employees engaged in the award and administration of contracts or other financial awards sign statements that they will not solicit or accept personal gratuities, favors, or anything of significant monetary value from contractors or potential contractors.</p>	<ol style="list-style-type: none"> 1 Follow DISD policies on prohibiting employees from accepting personal items from someone who performs services for the agency or is otherwise in a position to benefit from an employee action or decision. 2 Provide for disciplinary action or employees who violate the established policy. 	<p>Head Start Director</p>	<p>Ongoing as needed</p>
<p>1304.52(h)(3) Personnel policies and procedures must include provision for appropriate penalties for violating the standards of conduct.</p>	<ol style="list-style-type: none"> 1 Ensure that personnel policies include appropriate penalties for violating DISD standards of conduct. 	<p>Governing Body and/ or Policy Council</p>	<p>Ongoing as needed</p>
<p>1304.52(l) Grantee and delegate agencies must, at a minimum, perform annual performance reviews of each Early Head Start and Head Start staff member and use the result of these reviews to identify staff training and professional development needs, modify staff</p>	<ol style="list-style-type: none"> 1 Ensure that each staff member is appraised by the proper personnel. 2 Provide staff an opportunity to meet with supervisor to discuss new professional goals and opportunities. 	<p>Head Start Staff</p>	<p>Ongoing as needed</p>

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3. Human Resources

performance agreements, as necessary, and assist each staff member in improving his or her skills and professional competencies.



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Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(j)(1) Staff and volunteer health Grantee and delegate agencies must assure that each staff member has an initial health examination that includes screening for tuberculosis to assure that they do not, because of communicable diseases, pose a significant risk to the health or safety of others in the Early Head Start or Head Start program that cannot be eliminated or reduced by reasonable accommodation.</p>	<p>1 All Head Start staff members provide proof of an initial health exam.</p> <p>2 All Head Start staff members provide proof of a screening for tuberculosis. The screening may be either an actual skin test (PPD placement) or the Texas TB screening questionnaire.</p>	<p>Head Start Director Health Specialist</p> <p>Head Start Director Health Specialist</p>	<p>Ongoing Written copy of exam</p> <p>Ongoing Written copy of exam</p>
<p>1304.52(j)(2) Regular volunteers must be screened for tuberculosis in accordance with state, Tribal or local laws. In the absence of State, Tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings.</p>	<p>Regular volunteers are required to have a tuberculosis screening per Denton ISD guidelines.</p>	<p>Head Start Director Health Specialist</p>	<p>Ongoing as needed</p>
<p>1304.52(j)(3) Grantee and delegate agencies must make mental health and wellness information available to staff with concerns that may affect their job performance.</p>	<p>1 Provide mental health counseling and/or referrals to staff when the need arises.</p> <p>2 Provide referral information to staff on all other sources of information needed if the concerns affect their job performance.</p>	<p>Head Start Director Health Specialist Counselor Social Worker</p>	<p>Ongoing as needed</p>
<p>1304.52(k)(1) Training and development Grantee and delegate agencies must provide an orientation to all new staff, consultants, and volunteers that includes, at a minimum, the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program.</p>	<p>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.</p> <p>2 Include in the orientation 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.</p>	<p>Head Start Director</p>	<p>Ongoing as needed</p>

PROGRAM DESIGN AND MANAGEMENT

3. Human Resources

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(k)(2) Grantee and delegate agencies must establish and implement a structures approach to staff training and development, attaching academic credit whenever possible. This system should be designed to help build relationships among staff and to assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities.</p>	<p>Follow the required Denton ISD inservices training schedule for all employees Evaluate individual employee's needs for additional training, especially in areas which are mission essential Maintain a master training schedule which indicates needed training for individuals in the program to be able to perform their jobs better Require all paraprofessional staff to obtain CDA credentials or show proof of an associates degree.</p>	<p>Head Start Director</p>	<p>Ongoing as needed</p>
<p>1304.52(k)(3) At a minimum, this system must include ongoing opportunities for staff to acquire the knowledge and skills necessary to implement the content of the Head Start Program Performance Standards. This program must also include methods for identifying and reporting child abuse and neglect that comply with applicable state and local laws using, as much as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents or other caretakers.</p>	<p>1 Inform each staff member of how his/her position relates to the attainment of program goals through training and job descriptions. 2 Acquire annual training in Child Abuse & Neglect identifications and reporting policies.</p>	<p>Head Start Director Education Specialist</p>	<p>Ongoing as needed</p>
<p>1304.52(k)(3)(i) Methods for identifying and reporting child abuse and neglect that comply with applicable state and local laws using, so far as possible, a helpful rather than a punitive attitude abusing or neglecting parents and other caretakers; and</p>	<p>1 Implement Child Abuse & Neglect Plan and Reporting procedures when necessary.</p>	<p>All Staff</p>	<p>Ongoing as needed</p>

PROGRAM DESIGN AND MANAGEMENT

3. Human Resources

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.52(k)(3)(ii) Methods for planning for successful child and family transition to and from the Early Head Start or Head Start program.</p>	<p>1 Implement Transition Plan, which assures the effective transition of each child from Head Start to Kindergarten.</p>	<p>Transition Specialist All Other Staff, as needed Head Start Director</p>	<p>Ongoing as needed</p>
<p>1304.52(k)(4) Grantee and delegate agencies must provide training or orientation to Early Head Start and Head Start governing body members. Agencies must also provide orientation and ongoing training to Early Head Start and Head Start Policy Council and Policy Committee members to enable them to carry out their program governance responsibilities effectively.</p>	<p>1 The Director will provide training of Policy Council members in their responsibilities, the organizational structure, program policies, and shared decision-making responsibilities.</p>	<p>Head Start Director</p>	<p>Ongoing as needed</p>

PROGRAM DESIGN AND MANAGEMENT

4. Facilities, Materials and Equipment

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.53(a)(1) Head Start physical environment and facilities Grantee and delegate agencies must provide a physical environment and facilities conducive to learning and reflective of the different stages of development of each child</p>	<ol style="list-style-type: none"> 1 Provide well-maintained, safe facilities. 2 Ensure that classroom space is highest quality, providing low, open shelving for children and sufficient storage space for teachers. 3 Ensure outdoor learning areas are provided and maintained with ample areas of both sunlight and shade. 4 Provide for and maintain soft surfaces of pine-bark and grass, and hard areas for wheeled toys for the outdoor learning environment. 5 Provide a variety of indoor and outdoor equipment for gross motor development. 	Head Start Director	August- May
<p>1034.53(a)(2) Grantee and delegate agencies must provide space for the conducting of all program activities</p>	<ol style="list-style-type: none"> 1 Ensure food preparation areas are separate from other areas. 2 Ensure each child has a cot for resting or napping. 3 An isolation area is provided for children who become ill, that is separate from other children. 4 Children with disabilities have access to all areas of the facility. 	Head Start Director	August- May
<p>1034.53(a)(3) The center space provided by grantee and delegate agencies must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.</p>	<ol style="list-style-type: none"> 1 Classrooms are arranged to allow noisy areas to be separate from quiet areas, learning centers requiring water to be placed near a water source. 2 Learning Centers are easily recognized. 3 Outdoor areas have separated spaces for each type of activity. 4 Ensure proper equipment installation and appropriate safety surfaces. 5 Classroom Environmental Checklist will be conducted to evaluate classroom readiness. 	Head Start Director	August- May
<p>1304.53(a)(4) The indoor and outdoor space in Early Head Start or Head Start centers in use by mobile infants and toddlers must be separated from general walkways and from areas in use by preschoolers</p>	Non-applicable		

PROGRAM DESIGN AND MANAGEMENT

4. Facilities, Materials and Equipment

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.53(a)(5) Centers must have at least 35 square feet of usable indoor space (i.e., exclusive of bathrooms, halls, kitchens, staff rooms, and storage places) per child available for the care of children and at least 75 square feet of usable outdoor space per child.</p>	<ol style="list-style-type: none"> 1 Ensure that each classroom has 35 square feet per child of usable space. 2 Apply appropriate space allocation to group socialization settings. 3 Ensure there is at least 75 square feet per child of usable outdoor play space. 4 Alternate areas to be used for outdoor learning activities are safe and clean. 	Head Start Director	August-July
<p>1304.53(a)(6) Facilities owned or operated by Early Head Start and Head Start grantees must meet the licensing requiring of 45 CFR 1306.30.</p>	<ol style="list-style-type: none"> 1 Maintain state educational licensing standards and document as appropriate, at the center. 	Head Start Director	August-July
<p>1304.53(a)(7) Grantee and delegate agencies must provide for the maintenance, repair, safety and security of all Early Head Start and Head Start facilities, materials and equipment.</p>	<ol style="list-style-type: none"> 1 Toys and equipment which have been broken are removed and replaced as necessary. 2 Federal, state or local guidelines regarding protection from unsafe and/or hazardous materials are followed. 3 The entire perimeter of the Head Start facility is monitored on a daily basis to ensure that unsafe materials and/or conditions are responded to in a timely manner. 4 Report immediately any condition that poses a danger to life, health or safety of a child or staff member. (Heat tickets submitted to district maintenance dept. as needed) 	Head Start Director	August-July
<p>1034.53(a)(8) Grantee and delegate agencies must provide a center-based environment free of toxins, such as smoke, lead, pesticides, herbicides, and other pollutants as well as soil and water contaminants. Agencies must ensure that no child is present during the spraying of pesticides or herbicides. Children must not return to the affected areas until it is safe.</p>	<ol style="list-style-type: none"> 1 A smoke- and drug-free policy has been implemented. 2 All materials utilized in the repair and maintenance of the center are lead free. 3 Pesticides and herbicides or potentially toxic chemicals are applied only by a licensed contractor when no children are present. Follow DISD pesticide regulations and procedures. 4 Recommendations of state and local authorities involving water and soil contaminants are adhered to by staff. 	Head Start Director	August-July

PROGRAM DESIGN AND MANAGEMENT

4. Facilities, Materials and Equipment

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.53(a)(9) Outdoor play areas at center-based programs must be arranged to prevent any child from leaving the premises and getting into unsafe and unsupervised areas. Enroute to play areas, children must not be exposed to vehicular traffic without supervision.</p>	<ol style="list-style-type: none"> 1 When children have direct access from the building to outside areas of the premises they are supervised by classroom staff and gates are locked. 2 Outdoor learning areas are fully supervised and appropriate Head Start ratios or adult-to-children are maintained. 	Head Start Director	August- July
<p>1304.53(a)(10) Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children.</p>	<ol style="list-style-type: none"> 1 Inspections of the facility are conducted periodically to assure that building is safe for children. 	Head Start Director Head Start Office Secretary Teachers	August- July
<p>1304.53(a)(10)(i) In climates where such systems are necessary, there is a safe and effective heating and cooling system that is insulated to protect children and staff from potential burns.</p>	<ol style="list-style-type: none"> 1 Heating and ventilation systems are effective. 2 Heating and cooling systems have been properly installed, cleaned and maintained. 3 There are no space heaters or portable stoves utilized. 	Head Start Director	August- July
<p>1304.53(a)(10)(ii) No highly-flammable furnishings, decorations, or materials that emit highly-toxic fumes when burned are used.</p>	<ol style="list-style-type: none"> 1 All furnishings and decorations in the classroom are non-flammable and non-toxic 2 All walls and doors are fire-treated in accordance with Fire Codes. 	Head Start Director	August- July

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4. Facilities, Materials and Equipment

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.53(a)(10)(iii) Flammable and other dangerous materials and potential poisons are stored in locked cabinets or storage facilities separate from stored medications and food and are accessible only to authorized persons. All medication, including those required for staff and volunteers, are labeled, stored under lock and key, refrigerated if necessary, and kept out of reach of children.</p>	<ol style="list-style-type: none"> 1 All cleaning materials are stored in original containers, and kept separate from food preparation areas and out of children's reach. 2 All medications are stored in a locked cabinet, and refrigerated in a locked box when necessary. 3 Containers previously having toxic materials are not used in the classrooms. 	Head Start Director	August- July
<p>1304.53(a)(10)(iv) Rooms are well-lit and provide emergency lighting in case of power failure.</p>	<ol style="list-style-type: none"> 1 All classrooms are well-lit and provide emergency lighting in classrooms and hallways in case of a power failure. 	Head Start Director	August- July
<p>1304.53(a)(10)(v) Approved, working fire extinguishers are available.</p>	<ol style="list-style-type: none"> 1 Fire extinguishers are strategically located throughout the facility 2 Provide information on the use and location of fire extinguishers to staff. 3 Local Fire Dept. does annual checks on all fire extinguishers. 	Head Start Director	August- July
<p>1304.53(a)(10)(vi) An appropriate number of smoke detectors are installed and tested regularly</p>	<ol style="list-style-type: none"> 1 Smoke detectors have been installed and are checked by fire department. 	Head Start Director	August- July

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4. Facilities, Materials and Equipment

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.53(a)(10)(vii) Exits are clearly visible and evacuation routes are clearly marked and posted that the path to safety outside is unmistakable.</p>	<ol style="list-style-type: none"> 1 Exit signs and evacuation routes are posted in each classroom and other areas of the facility in which children have access. 2 Fire drills are conducted monthly. 	Head Start Director	August- July
<p>1304.53(a)(10)(viii) Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions.</p>	<ol style="list-style-type: none"> 1 Indoor and outdoor premises are checked and cleaned daily. 2 Excess garbage and food are removed from classrooms daily. 	Head Start Director	August- July
<p>1304.53(a)(10)(ix) Paint coatings on both interior and exterior premises used for the care of children do not contain hazardous quantities of lead.</p>	<ol style="list-style-type: none"> 1 Paint specifications from manufacturer are followed to assure the absence of lead. 	Head Start Director	August- July
<p>1304.53(a)(10)(x) The selection, layout, and maintenance of playground equipment and surfaces minimize the possibility of injury to children.</p>	<ol style="list-style-type: none"> 1 Outdoor learning areas and equipment are designed, installed, inspected, and maintained to reduce the possibility of injury to children. 2 Outdoor learning areas include fall zones which are safe for children. 	Head Start Director	August- July

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4. Facilities, Materials and Equipment

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.53(a)(10)(xi) Electrical outlets accessible to children prevent shock through the use of child-resistant covers, the installation of child-protection outlets, or the use of safety plugs.</p>	<ol style="list-style-type: none"> 1 All electrical outlets are child-resistant. 2 All electrical cords on appliances and/or equipment are in good condition and placed out of reach of children. 	Head Start Director	August- July
<p>1304.53(a)(10)(xii) Windows and glass doors are constructed, adapted, or adjusted to prevent injury to children.</p>	<ol style="list-style-type: none"> 1 Windows and glass doors are constructed of safety-grade glass. 2 All windows that can be opened have appropriate screens. 	Head Start Director	August- July
<p>1304.53(a)(10)(xiii) Only sources of water approved by the local or state health authority are used.</p>	<ol style="list-style-type: none"> 1 All water sources are approved by the local or state health authority. 	Head Start Director	August- July
<p>1304.53(a)(10)(xiv) Toilets and hand washing facilities are adequate, clean, in good repair, and easily reached by children. Toileting and diapering areas must be separated from areas used for cooking, eating or activities.</p>	<ol style="list-style-type: none"> 1 Toilets and sinks are accessible and of appropriate height for preschool children. 2 Toileting and diaper areas are separated from areas used for cooking, eating and children's activities. 	Head Start Director	August- July

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4. *Facilities, Materials and Equipment*

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.53(a)(10)(xv) Toilet training equipment is provided for children being toilet trained.</p>	<p>1 Toilets of appropriate size are provided to facilitate toilet training when necessary.</p>	<p>Head Start Director</p>	<p>August- July</p>
<p>1304.53(a)(10)(xvi) All sewage and liquid waste is disposed of through a locally-approved sewer system, and garbage and trash are stored in a safe and sanitary manner.</p>	<p>1 Compliance of sewer and liquid waste disposal methods are maintained. 2 Garbage and trash is removed from all rooms to specified outdoor garbage storage unit on a daily basis. 3 Garbage and trash is removed from specified outdoor garbage storage unit twice weekly.</p>	<p>Head Start Director</p>	<p>August- July</p>
<p>1304.53(a)(10)(xvii) Adequate provisions are made for children with disabilities to ensure their safety, comfort and participation.</p>	<p>1 All aspects of facilities meet the current American Disabilities Act requirements for disabled children. 2 Ramps, railings, and appropriate door openings are provided to accommodate disabled children in wheelchairs</p>	<p>Head Start Director</p>	<p>August- July</p>
<p>1304.53(b) Head Start equipment, toys, materials and furniture (1) Grantee and delegate agencies must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults.</p>	<p>1 Adequate equipment, toys, furniture and materials are provided for the safe and effective participation of children and families. 2 Training is provided for staff on classroom arrangement on an as-needed basis.</p>	<p>Head Start Director</p>	<p>August- July</p>
<p>1304.53(b)(1)(i) Supportive of the specific educational objectives of the local program.</p>	<p>1 All materials, equipment and supplies are appropriate and scaled to size for children who use them.</p>	<p>Head Start Director</p>	<p>August- July</p>

PROGRAM DESIGN AND MANAGEMENT

4. Facilities, Materials and Equipment

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.53(b)(1)(ii) Supportive of the cultural and ethnic backgrounds of the children.</p>	<ol style="list-style-type: none"> 1 Parents are encouraged to share their culture and ethnic backgrounds and experiences with children and staff. 2 Parents and/or community volunteers are asked to provide input on activities that would promote a better understanding and awareness of various cultures and ethnic groups. 	<p>Head Start Director Education Specialist</p>	<p>August- July</p>
<p>1304.53(b)(1)(iii) Age-appropriate, safe, and supportive of the abilities and development level of each child served, with adaptations, if necessary for children with disabilities</p>	<ol style="list-style-type: none"> 1 Child-sized tables, chairs, equipment, toys, materials, and other furniture that is age-appropriate is provided for children. 2 Specific equipment, toys, materials and furniture and/or adaptations, are provided as needed for children with disabilities 	<p>Disabilities Specialist</p>	<p>August- July</p>
<p>1304.53(b)(1)(iv) Accessible, attractive, and inviting to children.</p>	<ol style="list-style-type: none"> 1 Materials and supplies are arranged on low, open shelves allowing easy accessibility and independent use of materials by children. 2 Materials, toys, equipment, and furniture are kept in good working order, discarding or repairing broken or unsafe items as needed. 3 Materials and equipment are always displayed in an inviting manner to children. 	<p>Head Start Director</p>	<p>August- July</p>
<p>1304.53(b)(1)(v) Designed to provide a variety of learning experiences and to encourage each child to experiment and explore.</p>	<ol style="list-style-type: none"> 1 Materials provide, reflect and promote a variety of learning experiences. 2 Children are encouraged to experiment and explore through use of a variety of materials provided. 	<p>Head Start Director</p>	<p>August- July</p>

PROGRAM DESIGN AND MANAGEMENT

4. Facilities, Materials and Equipment

Performance Standard/ Objective	Plan of Action: Specific Tasks/ Activities	Person(s) Responsible	Timeline for Completion & Evidence of Accomplishment
<p>1304.53(b)(1)(vi) Safe, durable and kept in good condition.</p>	<p>1 Classrooms are free of clutter.</p>	<p>Head Start Director</p>	<p>August-July</p>
<p>1304.53(b)(1)(vii) Stored in a safe and orderly fashion when not in use.</p>	<p>1 All materials not currently being used by children are stored in locations that are not accessible to children. 2 Adult materials and equipment are not accessible to children. 3 Shelves are organized and labeled for easy recognition by children.</p>	<p>Head Start Director</p>	<p>August-July</p>
<p>1304.53(b)(2) Infant and toddler toys must be made of non-toxic materials and must be regularly sanitized.</p>	<p>Non-applicable</p>		
<p>1304.53(b)(3) To reduce the risk of Sudden Infant Death Syndrome (SIDS), all sleeping arrangements for infants must use firm mattresses and avoid soft bedding materials such as comforters, pillows, fluffy blankets or stuffed toys.</p>	<p>Non-applicable</p>		

DENTON ISD HEAD START PROGRAM DISABILITY PLAN

Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.4 Purpose and scope of disabilities services plan.</p> <p>(a) A Head Start grantee, or delegate agency, if appropriate, must develop a disability service plan providing strategies for meeting the special needs of children with disabilities and their parents. The purposes of this plan are to assure:</p> <p>(1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents;</p> <p>(2) That resources are used efficiently.</p>	<ol style="list-style-type: none"> 1. A Disability Plan will be developed and updated annually to ensure that the special needs of children with disabilities are met. 2. The plan assures collaboration across services. <ol style="list-style-type: none"> 1. Liaisons with Denton ISD who serve children with disabilities will be utilized to ensure that a full range of services are provided. Head Start will serve children with special needs ages 3 and 4 on 9/1. 2. The Denton ISD Special Education Services department will assess all children within 45 school days of the signed consent. An IEP Meeting will be held no later than 30 days from the completion of the assessment report and no later than 90 days from the signing of consent. 3. Once an IEP has been developed, service delivery for children will begin immediately if parents waive the five day's notice for the implementation of the IEP. If parents do not waive the five day's notice, then services will begin five days after the IEP meeting. 4. Transition IEP Meetings will be held with the child's home campus invited for students who will be transitioning to kindergarten. 	<p>All area specialists</p> <p>Head Start Director</p> <p>Policy Council</p> <p>Head Start Director</p> <p>All area specialists</p> <p>In-Kind Diagnostician/Disability Specialist</p>	<p>Annually</p>		<p>Disabilities Plan</p> <p><i>Interagency Agreement</i></p> <p>Policy Council Minutes</p>

Reviewed by Disability Specialist 2/8/2012, 9/18/2012, 12/20/2013, 1/8/2014
 Corrections Presented to Policy Council 2/10/2012, 1/17/14
 Approved 2/10/2012; 9/18/12

DENTON ISD HEAD START PROGRAM DISABILITY PLAN

Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
1308.4(b) (b) The plan must be updated annually	1. Annual Review of Disability Plan with Policy Council	Director Disability Specialist Policy Council	Annual		Disabilities Plan Policy Council agenda and minutes

Reviewed by Disability Specialist 2/8/2012, 9/18/2012, 12/20/2013, 1/8/2014
 Corrections Presented to Policy Council 2/10/2012, 1/17/14
 Approved 2/10/2012; 9/18/12

DENTON ISD HEAD START PROGRAM DISABILITY PLAN

Performance Standard /Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.4(c) The plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all Head Start children and provisions for any modifications necessary to meet the special needs of the children with disabilities.</p>	<ol style="list-style-type: none"> 1. A Head Start Individual Development Plan incorporating all components of Head Start will be developed for each student enrolled in the Denton ISD Head Start Program. 2. The Head Start Individual Development Plan will identify any modifications and accommodations necessary for the child with a disability to be successful in Head Start. 3. The Head Start Individual Development Plan will identify any staff and/or parent training necessary for a child with a disability to be successful in Head Start 4. Staff will collaborate in order to integrate children with disabilities and their families into Head Start 5. Support staff will collaborate in order to successfully integrate children with disabilities and their families into Head Start 6. IEP progress reports will be obtained from Denton ISD Service providers each six weeks. A staff meeting will be scheduled for any child that is not making progress to determine any needed adjustment in services with an IEP meeting held if necessary to review services and goals. 	<p>All area specialists Head Start Director Policy Council In-Kind Diagnostician/ Disability Specialist Education Specialist Teaching Teams</p>	<p>Ongoing</p>		<p>Student's IEPs Monthly meeting logs</p>

Reviewed by Disability Specialist 2/8/2012, 9/18/2012, 12/20/2013, 1/8/2014
 Corrections Presented to Policy Council 2/10/2012, 1/17/14
 Approved 2/10/2012; 9/18/12

DENTON ISD HEAD START PROGRAM DISABILITY PLAN

Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.4(d) The Head Start grantee and delegate agency must use the disability service plan as a working document which guides all aspects of the agency's effort to serve children with disabilities. This plan must take into account the needs of the children for small group activities, for modifications of large group activities and for any individual special help.</p>	<ol style="list-style-type: none"> 1. Daily programs will provide opportunities to: <ol style="list-style-type: none"> a. Develop initiative b. Encourage imagination and originality c. Provide pictures and books which show children and adults with special needs d. Answer questions children and adults have about special needs. e. Provide modifications of activities that will move children with special needs into developmentally appropriate play with other children f. Implement the IEP g. Utilize various support staff to reinforce communication skills of children with special needs h. Modify for individualization 2. A written Individual Education Plan (IEP) will be developed for each child receiving special education services. The IEP will include provisions for individualized services and adaptive technology and other related services required for each child's need. 3. Use of a standardized form that is consistent with the appropriate procedures outlined in IDEIA and subsequent legislation will ensure that the IEPs are developed in accordance with appropriate Federal and State laws. This form is provided by the Denton ISD Special Education Program. 4. To ensure that each disabled child's individual program (IEP) includes periodic observations of the child's functioning, a copy of the student's IEP progress report will be obtained from the service provider. If progress is not being made, a staffing will be held. An IEP meeting will be held if deemed necessary to review the progress. 	<p>Classroom Staff</p> <p>All area specialists</p> <p>Library</p> <p>In-Kind Diagnostician/ Disability Specialist</p> <p>Denton ISD Special Education Staff</p> <p>Social Services Specialist</p>	<p>August-May</p>	<p>Developing Individual Education Plans (IEP) Training based upon individual child/family needs and IEP requirements on an as needed basis (P, s)</p>	<p>Observation</p> <p>IEPs</p> <p>Books</p> <p>Parent/staff training notebooks</p> <p>Child portfolios</p> <p>Teacher lesson plans</p>

Reviewed by Disability Specialist 2/8/2012, 9/18/2012, 12/20/2013, 1/8/2014
 Corrections Presented to Policy Council 2/10/2012, 1/17/14
 Approved 2/10/2012; 9/18/12

DENTON ISD HEAD START PROGRAM DISABILITY PLAN

	5. Funds are budgeted for the purchase of services, special furniture, and adaptive equipment which is needed by each child with special needs, but not furnished by Denton ISD.				
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DENTON ISD HEAD START PROGRAM DISABILITY PLAN

Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.4(e) The grantee or delegate agency must designate a coordinator of services for children with disabilities (disabilities coordinator) and arrange for preparation of the disabilities service plan and of the grantee application budget line items for services for children with disabilities. The grantee or delegate must ensure that all relevant coordinators, other staff and parents are consulted.</p>	<ol style="list-style-type: none"> 1. A Disability Plan will be developed and updated annually to ensure that the special needs of children with disabilities are met. 2. Plan includes the name of the Disabilities Specialist 3. Funds are budgeted for the purchase of services, special furniture, and adaptive equipment which is needed by each child with special needs, but not furnished by Denton ISD. 	<p>Head Start Director</p> <p>Disabilities Specialist</p> <p>All area specialist</p>	<p>Annual</p>		<p>Staff roster identifies Disabilities Specialist</p> <p>Budget</p>

Reviewed by Disability Specialist 2/8/2012, 9/18/2012, 12/20/2013, 1/8/2014
 Corrections Presented to Policy Council 2/10/2012, 1/17/14
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DENTON ISD HEAD START PROGRAM DISABILITY PLAN

Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.4(f)</p> <p>The disability services plan must contain:</p> <ol style="list-style-type: none"> (1) Procedures for timely screening; (2) Procedures for making referrals to Denton ISD Special Education Services for evaluation to determine whether there is a need for special education and related services for a child, as early as the child's third birthday; (3) Assurances of accessibility of facilities; and (4) Plans to provide appropriate special furniture, equipment and materials if needed. 	<ol style="list-style-type: none"> 1. Screenings will be completed within 45 calendar days from date of enrollment. The Program Team Office Clerk will email to all Program Team members and the classroom teacher an Outlook Invitation for the 45 calendar days due date for screening upon the enrollment of a child into the Denton ISD Head Start Program. 2. ECI will make referrals to the LEA for evaluation and development of IEP. These are done through the Gonzales campus which has been assigned the role of ECI Multidisciplinary Assessment Team. The Denton ISD Head Start Program follows Texas Education Agency PK Guidelines for age and considers children three or four based on age as of 9/1 for the school year. 3. Liaison with the Denton ISD and other community agencies who serve children with special needs will be utilized to the fullest extent to ensure a full range of activities and services are provided with maximum efficiency and economy. Denton ISD will serve children with special needs, ages 3-5, providing all required services and activities as defined by the child's IEP. 4. Head Start and other community agencies will refer children with suspected disabilities to Denton ISD Special Education Services. 5. Denton ISD Special Education Services will assess all children referred within 45 school days of parent consent for assessment. An initial IEP meeting will be held no later than 30 days after the completion of the assessment and within the 90 calendar day timeline. Once and IEP has been developed, services for qualified children will begin immediately. Placement options include but are not limited to: <ol style="list-style-type: none"> a. PPCD @ AWSYC Gonzales Early Childhood Center, Cross Oaks and Stephens Elementary b. Inclusion opportunities in Head Start with IEP services provided in a PPCD classroom on the 	<p>Classroom teachers</p> <p>All area specialists</p> <p>In-kind diagnostician</p> <p>Denton ISD ADA officer</p> <p>Denton ISD Building and Maintenance Director</p> <p>Head Start Director</p>	<p>August - May</p>	<p>As needed</p>	<p>LAP-D Analysis</p> <p>SEI documents</p> <p>Referral logs to DISD</p> <p>Child's comp folder</p> <p>Budget</p> <p>Observation</p> <p>Parent/Staff training notebooks</p> <p>Anecdotal Records</p>

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	<p>AWSYC campus.</p> <p>c. Instruction in the Head Start program with inclusion support from an Inclusion Specialist on the AWSYC campus, participation in a PPCD classroom based on IEP Committee recommendation.</p> <p>c. Speech therapy services on home campus</p> <p>d. Speech therapy in the Preschool Phonology Group</p> <p>6. Parents are informed of the Head Start Program during IEP meetings and are sent reminders prior to the application process in the spring.</p> <p>7. For children already enrolled in Head Start, the classroom teacher begins to gather documentation of intervention implemented and contact with the parent. The teacher then requests completes the Elementary RTI Form on AWARE and notifies the Disabilities Coordinator. The Disabilities Coordinator contacts the SEI/RTI Committee notifying them that forms are available on AWARE to review prior to the SEI/RTI Committee meeting. The SEI/RTI committee utilizes a response to intervention approach to address the area of concern. The SEI/RTI committee consists of all area specialists and the in-kind diagnostician. The parent may also be invited to participate in the SEI/RTI meeting. Screening results, portfolio, anecdotal records, parent information, and intervention logs are reviewed. A plan is developed if appropriate and a review meeting scheduled. If appropriate, a referral to Denton ISD Special Education Services for a Full Individual Evaluation may be made.</p> <p>8. In conjunction with Denton ISD Building and Facilities and Denton ISD ADA coordinator, the facilities are maintained to be ADA compliant.</p> <p>9. Funds are allocated for any materials needed by children with disabilities that are not provided by Denton ISD Special Education Services.</p>				
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DENTON ISD HEAD START PROGRAM DISABILITY PLAN

Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.4(g) The plan, when appropriate, must address strategies for the transition of children into Head Start from early childhood intervention programs, as well as the transition from Head Start into the next placement. The plan must include preparation of staff and parents for the entry of children with severe disabilities into the Head Start Program.</p>	<ol style="list-style-type: none"> 1. Information about the enrollment process which occurs in the spring is provided to the local early childhood intervention program. 2. On a case-by-case basis, training is provided to staff and parents for the entry of children with severe disabilities in the Head Start program. 	<p>Head Start Director</p> <p>All area specialists</p>	<p>February - May</p>	<p>Transitioning (S)</p>	<p>IEP MEETINGS</p> <p>Transition notebook</p> <p>Social Services Directory</p> <p>Parent/staff training notebook</p> <p>Parent orientation</p>

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Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.4(h)</p> <p>(h) The grantee or delegate agency must arrange or provide special education and related services necessary to foster the maximum development of each child's potential and to facilitate participation in the regular Head Start program unless the services are being provided by the LEA or other agency. The plan must specify the services to be provided directly by Head Start and those provided by other agencies. The grantee or delegate agency must arrange for, provide, or procure services which may include, but are not limited to special education and these related services:</p> <p>(1) Audiology services, including identification of children with hearing loss and referral for medical or other professional attention; provision of needed rehabilitative services such as speech and language therapy and auditory training to make best use of remaining hearing; speech conservation; lip reading; determination of need for hearing aids and fitting of appropriate aids; and programs for prevention of hearing loss;</p> <p>(2) Physical therapy to facilitate gross motor development in activities such as walking prevent or slow orthopedic problems and improve posture and conditioning;</p> <p>(3) Occupational therapy to improve, develop or restore fine motor functions in activities such as using a fork or knife;</p> <p>(4) Speech or language services including therapy and use of assistive devices necessary for a child to develop or improve receptive or expressive means of communication;</p> <p>(5) Psychological services such as evaluation of each child's functioning and interpreting the results to staff and parents; and counseling and guidance services for staff and parents regIEP Meetinging disabilities;</p> <p>(6) Transportation for children with disabilities to and from the program and to special clinics or other service providers when the services cannot be provided on-site. Transportation includes adapted buses equipped to accommodate wheelchairs or other such devices if required; and</p> <p>(7) Assistive technology services or devices necessary to enable a child to improve functions such as vision, mobility</p>	<ol style="list-style-type: none"> 1. Related services will be offered and delivered as indicated by the IEP Committee. 2. Any special equipment or training needed will be provided. 3. Denton ISD provided transportation for children with disabilities to and from school based on IEP Committee decision. 4. Staff training will be provided as needed. 5. Related services include: <ol style="list-style-type: none"> a. Audiological services b. Physical therapy c. Occupational therapy d. Psychological services e. Assistive technology services f. Orientation and mobility 6. Instructional services include support from a teacher certified to deliver specially designed instruction including AI and VI certified teachers, and Adapted PE. <p>NOTE: While speech therapy is identified as a related service in federal law, Texas Education Agency has designated speech therapy as an instructional service.</p>	<p>Disabilities specialist</p> <p>Related service provider</p> <p><i>Special Education Certified Personnel</i></p>	<p>August - May</p>	<p>Developing Individual Education Plans (S)</p>	<p>IEP MEETING document</p> <p>Special Education Log</p> <p>Parent/staff training notebook</p>

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DENTON ISD HEAD START PROGRAM DISABILITY PLAN

or communication to meet the objectives in the IEP.				
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Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
1308.4(i) (i) The disabilities service plan must include options to meet the needs and take into consideration the strengths of each child based upon the IEP so that a continuum of services available from various agencies is considered.	<ol style="list-style-type: none"> 1. In preparation for the IEP meeting, the Head Start teacher shall submit to the in-kind diagnostician a brief statement of the child's strengths and educational needs. The in-kind diagnostician will utilize this information in the completion of the IEP document. 2. Least restrictive environment shall be reviewed at each IEP meeting. 	Classroom teacher In-kind diagnostician Special Education service providers	August - May	Present Level of Performance and Functioning (S)	Parent/Staff training notebook Continuum of services

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<p>1308.4(j)</p> <p>(j) The options may include:</p> <p>(1) Joint placement of children with other agencies;</p> <p>(2) Shared provision of services with other agencies;</p> <p>(3) Shared personnel to supervise special education services, when necessary to meet State requirements on qualifications;</p> <p>(4) Administrative accommodations such as having two children share one enrollment slot when each child's IEP calls for part-time service because of their individual needs; and</p> <p>(5) Any other strategies to be used to insure that special needs are met. These may include:</p> <p>(i) Increased staff;</p> <p>(ii) Use of volunteers; and</p> <p>(iii) Use of supervised students in such fields as child development, special education, child psychology, various therapies and family services to assist the staff.</p>	<ol style="list-style-type: none"> 1. Denton ISD provides Special Education and related services to eligible Head Start students. Head Start teachers and DISD Special Education Staff work collaboratively to address the needs of children with disabilities. 2. Additional staff is provided through the State School Foster Grandparent Program through a partnership agreement 3. Non-disabled children are encouraged to accept children with special needs and to be helpful to others through dramatic play, teacher modeling, and mental health activities. 4. Based on each child's IEP meeting, the least restrictive placement environments are identified along with the amount of time required to implement the IEP to meet the child's needs. A schedule is developed through collaboration between the service provided and the Head Start teacher. Placement options include but are not limited to: <ol style="list-style-type: none"> a. Service in a total regular education (Head Start) classroom with or without Special Education consults or related services b. Speech only in regular education (Head Start) c. Resource placement with some time during the day in a special education classroom. d. Support from an inclusion specialist in the general education setting. 5. Each child with special needs is assigned to a specific staff member (teacher or assistant) who is responsible for the child's comfort and safety. The staff is made aware of children with special needs who require special care and a watchful eye is maintained. Examples of special care include tendency to leave room, seizure prone children, children with special dietary needs, asthmatics, etc. 	<p>Disabilities Specialist</p> <p>Head Start Director</p> <p>Classroom teacher</p> <p>Special Education Director</p>	<p>August - May</p>	<p>Special needs training (P, S)</p> <p>Provided @ State School for Foster Grandparents</p>	<p>Special Services log</p> <p>Observation</p> <p>IEP MEETING</p> <p>Interagency agreement</p> <p>Observation</p>

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<p>1308.4(k)</p> <p>(k) The grantee must ensure that the disabilities service plan addresses grantee efforts to meet State Standard Meetings for personnel serving children with disabilities by the 1994-95 program year. Special education and related services must be provided by or under the supervision of personnel meeting State qualifications by the 1994-95 program year.</p>	<p>1. Teacher certifications and professional licenses are maintained at the Denton ISD Human Resources Office</p>	<p>Head Start Director</p> <p>Denton ISD Human Resources Director</p>	<p>Ongoing</p>		<p>Teacher certificates and professional licenses on file at Denton ISD Human Resources</p>

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<p>1308.4(1)</p> <p>(l) The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEAs and other agencies within the grantee's service area. If no agreement can be reached, the grantee must document its efforts and inform the Regional Office. The agreements must address:</p> <ul style="list-style-type: none"> (1) Head Start participation in the public agency's Child Find plan under Part B of IDEA; (2) Joint training of staff and parents; (3) Procedures for referral for evaluations, IEP meetings and placement decisions; (4) Transition; (5) Resource sharing; (6) Head Start commitment to provide the number of children receiving services under IEPs to the LEA for the LEA Child Count report by December 1 annually; and (7) Any other items agreed to by both parties. Grantees must make efforts to update the agreements annually. 	<p>The Denton ISD Head Start Program is a part of the district.</p>	<p>Head Start Director</p> <p>Head Start Executive Director</p> <p>Denton ISD Special Education Director</p>	<p>Annual</p>		

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<p>1308.4(m) (m) The disabilities coordinator must work with the director in planning and budgeting of grantee funds to assure that the special needs identified in the IEP are fully met; that children most in need of an integrated placement and of special assistance are served; and that the grantee maintains the level of fiscal support to children with disabilities consistent with the Congressional mandate to meet their special needs.</p>	<ol style="list-style-type: none"> 1. Resources are included in grant application(s) and line item budget(s) to cover the cost of screening, needed tests, etc, not provided by Denton ISD. 2. Funds are budgeted for modifications and adaptive technology which is needed for accessibility of children with special needs. 3. Community resources will be utilized in order to reserve the Head Start dollars as the last option. 4. Adequate funds will be budgeted to provide for the provision of training and technical assistance. 5. Funds are budgeted for purchases of services, special furniture, materials, and technology which is needed by children with special needs, but not furnished by Denton ISD. 6. Budgetary planning will be based upon: <ol style="list-style-type: none"> a. Anticipated needs and IEP meeting requirements of eligible children entering Head Start from referrals or other programs. b. Children with disabilities returning to Head Start for another year. c. Family and Community Partnership Agreement d. Enrollment information 	<p>Disabilities Specialist</p> <p>Head Start Director</p>	<p>July 1 – June 30</p>	<p>Budget Planning (S)</p> <p>Community Resources (P)(S)</p>	<p>Budget</p> <p>Community Resources Directory</p> <p>Parent/Staff Training Notebooks</p> <p>Student Disability Files</p>

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<p>1308.4(n) (n) The grant application budget form and supplement submitted with applications for funding must reflect requests for adequate resources to implement the objectives and activities in the disability services plan and fulfill the requirements of these Performance Standard Meetings.</p>	<p>1. The budget request will be submitted 90 days prior to the end of the funding year and will reflect budgetary planning efforts of the Head Start Director and Disability Specialist to meet the needs of the children served to assure that resources are available to adequately implement services.</p>	<p>Head Start Director Disabilities Specialist</p>	<p>90 days prior to end of the funding year</p>	<p>Budget planning (S)</p>	<p>Reapplication of grant Parent/Staff Training Notebook</p>

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<p>1308.4(o) (o) The budget request included with the application for funding must address the implementation of the disabilities service plan. Allowable expenditures include: (1) Salaries. Allowable expenditures include salaries of a full or part-time coordinator of services for children with disabilities (disabilities coordinator), who is essential to assure that programs have the core capability to recruit, enroll, arrange for the evaluation of children, provide or arrange for services to children with disabilities and work with Head Start coordinators and staff of other agencies which are working cooperatively with the grantee. Salaries of special education resource teachers who can augment the work of the regular teacher are an allowable expenditure. (2) Evaluation of children. When warranted by screening or rescreening results, teacher observation or parent request, arrangements must be made for evaluation of the child's development and functioning. If, after referral for evaluation to the LEA, evaluations are not provided by the LEA, they are an allowable expenditure. (3) Services. Program funds may be used to pay for services which include special education, related services, and summer services deemed necessary on an individual basis and to prepare for serving children with disabilities in advance of the program year. (4) Making services accessible. Allowable costs include elimination of architectural barriers which affect the participation of children with disabilities, in conformance with 45 CFR part 84, Nondiscrimination</p>	<ol style="list-style-type: none"> 1. Resources are included in grant application(s) and line item budget(s) to cover the cost of screening, needed tests, etc, not provided by Denton ISD. 2. Funds are budgeted for modifications and adaptive technology which is needed for accessibility of children with special needs. 3. Community resources will be utilized in order to reserve the Head Start dollars as the last option. 4. Adequate funds will be budgeted to provide for the provision of training and technical assistance. 5. Funds are budgeted for purchases of services, special furniture, materials, and technology which is needed by children with special needs, but not furnished by Denton ISD. 6. Budgetary planning will be based upon: <ol style="list-style-type: none"> a. Anticipated needs and IEP meeting requirements of eligible children entering Head Start from referrals or other programs. b. Children with disabilities returning to Head Start for another year. c. Family and Community Partnership Agreement d. Enrollment information 	<p>Head Start Director</p> <p>Disabilities Specialist</p>	<p>90 days prior to end of the funding year</p>	<p>Budget Planning (S)</p>	<p>Reapplication of grant</p> <p>Parent/Staff Training Notebook</p>

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<p>on the Basis of Handicap in Program and Activities Receiving or Benefiting from Federal Financial Assistance and with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101). The Americans with Disabilities Act requires that public accommodations including private schools and day care centers may not discriminate on the basis of disability. Physical barriers in existing facilities must be removed if removal is readily achievable (i.e., easily accomplishable and able to be carried out without much difficulty or expense). If not, alternative methods of providing the services must be offered, if those methods are readily achievable. Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered areas (and the bathrooms, telephones and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Program funds may be used for ramps, remodeling or modifications such as grab bars or railings. Grantees must meet new statutory and regulatory requirements that are enacted.</p> <p>(5) Transportation. Transportation is a related service to be provided to children with disabilities. When transportation to the program site and to special services can be accessed from other agencies, it should be used. When it is not available, program funds are to be used to provide it. Special buses or use of taxis are allowable expenses if there are no alternatives available and they are necessary to enable a child to be served.</p> <p>(6) Special Equipment and Materials. Purchase or lease of special equipment and materials for use in the program and</p>					
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<p>home is an allowable program expense. Grantees must make available assistive devices necessary to make it possible for a child to move, communicate, improve functioning or address objectives which are listed in the child's IEP.</p> <p>(7) Training and Technical Assistance. Increasing the abilities of staff to meet the special needs of children with disabilities is an allowable expense. Appropriate expenditures may include but are not limited to:</p> <ul style="list-style-type: none"> (i) Travel and per diem expenses for disabilities coordinators, teachers and parents to attend training and technical assistance events related to special services for children with disabilities; (ii) The provision of substitute teaching staff to enable staff to attend training and technical assistance events; (iii) Fees for courses specifically related to the requirements of the disabilities service plan, a child's IEP or State certification to serve children with disabilities; and (iv) Fees and expenses for training/technical assistance consultants if such help is not available from another provider at no cost. 					
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<p>1308.5 Recruitment and enrollment of children with disabilities.</p> <p>(a) The grantee or delegate agency outreach and recruitment activities must incorporate specific actions to actively locate and recruit children with disabilities.</p>	<p>1. Recruitment activities include dissemination of information to agencies that serve children with disabilities including ECI and community agencies.</p>	<p>Social Services Disabilities Specialist</p>	<p>February - May</p>		<p>Flyers for Spring Enrollment</p>

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<p>1308.5(b)</p> <p>(b) A grantee must insure that staff engaged in recruitment and enrollment of children are knowledgeable about the provisions of 45 CFR part 84, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and of the Americans with Disabilities Act of 1990, (42 U.S.C. 12101).</p>	<p>1. Annual review of key elements of the provisions of 45 CFR part 84, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and of the Americans with Disabilities Act of 1990, (42 U.S.C. 12101).</p>	<p>Head Start Director</p> <p>Disability Specialist</p>	<p>February</p>	<p>Provisions of 45 CFR part 84, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and the American's with Disabilities Act of 1990 (42 U.S.C. 12101).</p>	<p>Parent/Staff Training Notebook</p>

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<p>1308.5(c)</p> <p>(c) A grantee must not deny placement on the basis of a disability or its severity to any child when:</p> <ul style="list-style-type: none"> (1) The parents wish to enroll the child, (2) The child meets the Head Start age and income eligibility criteria, (3) Head Start is an appropriate placement according to the child's IEP, and (4) The program has space to enroll more children, even though the program has made ten percent of its enrollment opportunities available to children with disabilities. In that case children who have a disability and non-disabled children would compete for the available enrollment opportunities. 	<p>1. Review 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</p>	<p>Head Start Director</p> <p>Social Services Specialist</p> <p>Disability Specialist</p>	<p>February</p>		<p>Review of Head Start eligibility criteria</p>

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<p>1308.5(d)</p> <p>(d) The grantee must access resources and plan for placement options, such as dual placement, use of resource staff and training so that a child with a disability for whom Head Start is an appropriate placement according to the IEP is not denied enrollment because of:</p> <ul style="list-style-type: none"> (1) Staff attitudes and/or apprehensions; (2) Inaccessibility of facilities; (3) Need to access additional resources to serve a specific child; (4) Unfamiliarity with a disabling condition or special equipment, such as a prosthesis; and (5) Need for personalized special services such as feeding, suctioning, and assistance with toileting, including catheterization, diapering, and toilet training. 	<p>1. Parents will receive necessary assistance to meet entrance requirements including assistance with obtaining immunizations before the program year begins.</p>	<p>Health Services</p> <p>Social Services</p>	<p>February - August</p>		<p>Service log</p>

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<p>1308.5(e)</p> <p>(e) The same policies governing Head Start program eligibility for other children, such as priority for those most in need of the services, apply to children with disabilities. Grantees also must take the following factors into account when planning enrollment procedures:</p> <ul style="list-style-type: none"> (1) The number of children with disabilities in the Head Start service area including types of disabilities and their severity; (2) The services and resources provided by other agencies; and (3) State laws regarding immunization of preschool children. Grantees must observe applicable State laws which usually require that children entering State preschool programs complete immunizations prior to or within thirty days after entering to reduce the spread of communicable diseases. 	<p>1. Review applications during enrollment process to identify children with identified or suspected disabilities</p>	<p>Social Services Specialist</p> <p>Disabilities Specialist</p> <p>In-Kind Diagnostician</p>	<p>February - August</p>		<p>List of students identified by parents as having or being suspected of having a disability</p>

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<p>1308.5(f)</p> <p>(f) The recruitment effort of a Head Start grantee must include recruiting children who have severe disabilities, including children who have been previously identified as having disabilities.</p>	<ol style="list-style-type: none"> 1. Meet with in-kind diagnostician to identify those students with severe disabilities who might meet Head Start enrollment criteria. 2. Assure that those families receive information about the Head Start enrollment period 	<p>Disabilities Specialist</p> <p>ERSEA Specialist</p>	<p>ongoing</p>		<p>Meeting notes</p>

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<p>1308.6 Assessment of children</p> <p>(a) The disabilities coordinator must be involved with other program staff throughout the full process of assessment of children, which has three steps:</p> <p>(1) All children enrolled in Head Start are screened as the first step in the assessment process;</p> <p>(2) Staff also carry out on-going developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities;</p> <p>(3) Only those children who need further specialized assessment to determine whether they have a disability and may require special education and related services proceed to the next step, evaluation. The disabilities coordinator has primary responsibility for this third step, evaluation, only.</p>	<ol style="list-style-type: none"> 1. Within 45 days of enrollment all children are administered a screening. The Program Team Office Clerk will send a Outlook Invite to all program team members and the assigned classroom teacher for the 45 calendar days date. 2. Results of the screening are reviewed by the Education Specialist and Disability Specialist and any child who failed the screening is scheduled to be rescreened within one month of the initial screening date. 3. Results of the rescreening are reviewed and for any child who failed the 2nd screening an intense intervention plan is initiated. 4. The teacher complete the Elementary AWARE packet and a meeting is held to review the results of teacher initiated interventions. Parent may be included in the SEI/RTI meeting. 5. A Response to Intervention Plan is developed with a review date set. The review is held and modifications made to the plan as appropriate. 6. When appropriate a referral to Denton ISD Special Education Services for a Full Individual Evaluation is initiated. 	<p>Classroom teacher</p> <p>Parent</p> <p>SEI Committee</p>	<p>ongoing</p>		<p>SEI records</p> <p>RTI files in student permanent records</p>

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<p>1308.6 Assessment of children</p> <p>(b) Screening, the first step in the assessment process, consists of Standard Meetingized health screening and developmental screening which includes speech, hearing and vision. It is a brief process, which can be repeated, and is never used to determine that a child has a disability. It only indicates that a child may need further evaluation to determine whether the child has a disability. Rescreening must be provided as needed.</p> <p>(1) Grantees must provide for developmental, hearing and vision screenings of all Early Head Start and Head Start children within 45 days of the child's entry into the program. This does not preclude starting screening in the spring, before program services begin in the fall.</p> <p>(2) Grantees must make concerted efforts to reach and include the most in need and hIEP Meetingest to reach in the screening effort, providing assistance but urging parents to complete screening before the start of the program year.</p> <p>(3) Developmental screening is a brief check to identify children who need further evaluation to determine whether they may have disabilities. It provides information in three major developmental areas: visual/motor, language and cognition, and gross motor/body awareness for use along with observation data, parent reports and home visit information. When appropriate Standard Meetingized developmental screening instruments exist, they must be used. The disabilities coordinator must coordinate with the health coordinator and staff who</p>	<ol style="list-style-type: none"> 1. Developmental screening is conducted prior to the start of school or within 45 days of enrollment. Re-screening is conducted for any student who does not meet the criterion level on initial screening. 2. Vision and hearing screening are completed within 45 days of the start of school. 	<p>Education Specialist</p> <p>Disability Specialist</p> <p>Classroom teachers and assistants</p>	<p>ongoing</p>	<p>LAP-D training (S)</p> <p><i>DIAL-4 Training</i> (S)</p>	<p>Student files</p> <p>LAP-D analysis</p> <p>Health records</p>

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have the responsibility for implementing health screening and with the education staff who have the responsibility for implementing developmental screening.					
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<p>1308.6 Assessment of children</p> <p>(c) Staff must inform parents of the types and purposes of the screening well in advance of the screening, the results of these screenings and the purposes and results of any subsequent evaluations.</p>	<p>1. Review parent consent form for screenings</p>	<p>Education Specialist</p> <p>Social Services Specialist</p> <p>Disability Specialist</p>	<p>May</p>		<p>Service Log</p>

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<p>1308.5 Assessment of children</p> <p>(d) Developmental assessment, the second step, is the collection of information on each child's functioning in these areas: gross and fine motor skills, perceptual discrimination, cognition, attention skills, self-help, social and receptive skills and expressive language. The disabilities coordinator must coordinate with the education coordinator in the on-going assessment of each Head Start child's functioning in all developmental areas by including this developmental information in later diagnostic and program planning activities for children with disabilities.</p>	<ol style="list-style-type: none"> 1. Classroom teachers complete a development assessment at three different times during the school year – Fall, Winter, Spring. 2. Results are monitored to identify any children that are not making adequate progress and intervention plans are developed and implemented 	<p>Education Specialist</p> <p>Disabilities Specialist</p>	<p>Ongoing</p>		<p>Student files</p>

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<p>1308.6 Assessment of children</p> <p>(e) The disabilities coordinator must arrange for further, formal, evaluation of a child who has been identified as possibly having a disability, the third step.</p> <p>(1) The disabilities coordinator must refer a child to the LEA for evaluation as soon as the need is evident, starting as early as the child's third birthday.</p> <p>(2) If the LEA does not evaluate the child, Head Start is responsible for arranging or providing for an evaluation, using its own resources and accessing others. In this case, the evaluation must meet the following requirements:</p> <p>(i) Testing and evaluation procedures must be selected and administered so as not to be racially or culturally discriminatory, administered in the child's native language or mode of communication, unless it clearly is not feasible to do so.</p> <p>(ii) Testing and evaluation procedures must be administered by trained (State certified or licensed) personnel.</p> <p>(iii) No single procedure may be the sole criterion for determining an appropriate educational program for a child.</p> <p>(iv) The evaluation must be made by a multidisciplinary team or group of persons including at least one teacher or specialist with knowledge in the area of suspected disability.</p> <p>(v) Evaluators must use only assessment materials which have been validated for the specific purpose for which they are used.</p> <p>(vi) Tests used with children with</p>	<p>1. When an evaluation by Denton ISD Special Education Services has been requested an appointment with the in-kind diagnostician is arranged with the teacher and parent for the completion of referral paperwork.</p>	<p>Disabilities Specialist/ In-kind diagnostician</p> <p>Classroom teacher</p>	<p>ongoing</p>	<p>Referral Process (S)</p>	<p>SEI documentations</p>

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<p>impaired sensory, manual or communication skills must be administered so that they reflect the children's aptitudes and achievement levels and not just the disabilities.</p> <p>(vii) Tests and materials must assess all areas related to the suspected disability.</p> <p>(viii) In the case of a child whose primary disability appears to be a speech or language impairment, the team must assure that enough tests are used to determine that the impairment is not a symptom of another disability and a speech or language pathologist should be involved in the evaluation.</p> <p>(3) Parental consent in writing must be obtained before a child can have an initial evaluation to determine whether the child has a disability.</p> <p>(4) Confidentiality must be maintained in accordance with grantee and State requirements. Parents must be given the opportunity to review their child's records in a timely manner and they must be notified and give permission if additional evaluations are proposed. Grantees must explain the purpose and results of the evaluation and make concerted efforts to help the parents understand them.</p> <p>(5) The multidisciplinary team provides the results of the evaluation, and its professional opinion that the child does or does not need special education and related services, to the disabilities coordinator. If it is their professional opinion that a child has a disability, the team is to state which of the eligibility criteria applies and provide recommendations for programming, along with their findings. Only children whom the evaluation team determines need special education and related services may be counted as children with disabilities.</p>					
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<p>1308.7 Eligibility criteria: Health impairment.</p> <p>(a) A child is classified as health impaired who has limited strength, vitality or alertness due to a chronic or acute health problem which adversely affects learning.</p> <p>(b) The health impairment classification may include, but is not limited to, cancer, some neurological disorders, rheumatic fever, severe asthma, uncontrolled seizure disorders, heart conditions, lead poisoning, diabetes, AIDS, blood disorders, including hemophilia, sickle cell anemia, cystic fibrosis, heart disease and attention deficit disorder.</p> <p>(c) This category includes medically fragile children such as ventilator dependent children who are in need of special education and related services.</p> <p>(d) A child may be classified as having an attention deficit disorder under this category that has chronic and pervasive developmentally inappropriate inattention, hyperactivity, or impulsivity. To be considered a disorder, this behavior must affect the child's functioning severely. To avoid overuse of this category, grantees are cautioned to assure that only the enrolled children who most severely manifest this behavior must be classified in this category.</p> <p>(1) The condition must severely affect the performance of a child who is trying to carry out a developmentally appropriate activity that requires orienting, focusing, or maintaining attention during classroom instructions and activities, planning and completing activities, following simple directions, organizing materials for play or other activities, or participating in group activities. It also may be manifested in overactive or impulsive acts which appear to be or are interpreted as physical</p>	<p>Denton ISD Special Education Services Operating Guidelines</p> <p>Other Health Impairment [34 CFR §300.7(c) (9). The basic eligibility criteria for this disability is met by the provision of a report by a licensed physician stating that the student has limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, that adversely affects the child's educational performance. 19 TAC 89.1040(g)</p>	<p>Denton ISD Special Education Services</p>	<p>ongoing</p>		<p>Individual student's disability file</p>

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<p>aggression. The disorder must manifest itself in at least two different settings, one of which must be the Head Start program site.</p> <p>(2) Children must not be classified as having attention deficit disorders based on:</p> <ul style="list-style-type: none"> (i) Temporary problems in attention due to events such as a divorce, death of a family member or post-traumatic stress reactions to events such as sexual abuse or violence in the neighborhood; (ii) Problems in attention which occur suddenly and acutely with psychiatric disorders such as depression, anxiety and schizophrenia; (iii) Behaviors which may be caused by frustration stemming from inappropriate programming beyond the child's ability level or by developmentally inappropriate demands for long periods of inactive, passive activity; (iv) Intentional noncompliance or opposition to reasonable requests that are typical of good preschool programs; or (v) Inattention due to cultural or language differences. <p>(3) An attention deficit disorder must have had its onset in early childhood and have persisted through the course of child development when children normally mature and become able to operate in a socialized preschool environment. Because many children younger than four have difficulty orienting, maintaining and focusing attention and are highly active, when Head Start is responsible for the evaluation, attention deficit disorder applies to four and five year old children in Head Start but not to three</p>					
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<p>year olds. (4) Assessment procedures must include teacher reports which document the frequency and nature of indications of possible attention deficit disorders and describe the specific situations and events occurring just before the problems manifested themselves. Reports must indicate how the child's functioning was impaired and must be confirmed by independent information from a second observer.</p>					
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<p>1308.8 Eligibility criteria: Emotional/behavioral disorders.</p> <p>(a) An emotional/behavioral disorder is a condition in which a child's behavioral or emotional responses are so different from those of the generally accepted, age-appropriate norms of children with the same ethnic or cultural background as to result in significant impairment in social relationships, self-care, educational progress or classroom behavior. A child is classified as having an emotional/behavioral disorder who exhibits one or more of the following characteristics with such frequency, intensity, or duration as to require intervention:</p> <p>(1) Seriously delayed social development including an inability to build or maintain satisfactory (age appropriate) interpersonal relationships with peers or adults (e.g., avoids playing with peers);</p> <p>(2) Inappropriate behavior (e.g., dangerously aggressive toward IEP Meetings others, self-destructive, severely withdrawn, non-communicative);</p> <p>(3) A general pervasive mood of unhappiness or depression, or evidence of excessive anxiety or fears (e.g., frequent crying episodes, constant need for reassurance); or</p> <p>(4) Has a professional diagnosis of serious emotional disturbance.</p> <p>(b) The eligibility decision must be based on multiple sources of data, including assessment of the child's behavior or emotional functioning in multiple settings.</p> <p>(c) The evaluation process must include a review of the child's regular Head Start physical examination to eliminate the possibility of misdiagnosis due to an underlying physical condition.</p>	<p>Denton ISD Special Education Services Operating Guidelines</p> <p>Emotional Disturbance [34 CFR 300.7 (c) 4(i)(A) (E)(ii)(9) – The Criteria for Emotional Disturbance is defined as follows:</p> <p>A. The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:</p> <ol style="list-style-type: none"> 1. An inability to learn that cannot be explained by intellectual, sensory, or health factors. 2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. 3. Inappropriate types of behavior or feelings under normal circumstances 4. A general pervasive mood of unhappiness or depression. 5. A tendency to develop physical symptoms or fears associated with personal or school problems. <p>B. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they also have an emotional disturbance.</p> <p>The Licensed Specialist in School Psychology is required to provide leadership in the multidisciplinary team's evaluation. The LSSP will provide the written eligibility report which shall include specific recommendations for the behavior intervention plan [19 TAC §89.1040(h)]</p>	<p>Denton ISD Special Education Services</p>	<p>Ongoing</p>		<p>Individual student's disability file</p>

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<p>1308.9 Eligibility criteria: Speech or language impairments.</p> <p>(a) A speech or language impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or voice impairment, which adversely affects a child's learning.</p> <p>(b) A child is classified as having a speech or language impairment whose speech is unintelligible much of the time, or who has been professionally diagnosed as having speech impairments which require intervention or who are professionally diagnosed as having a delay in development in his or her primary language which requires intervention.</p> <p>(c) A language disorder may be receptive or expressive. A language disorder may be characterized by difficulty in understanding and producing language, including word meanings (semantics), the components of words (morphology), the components of sentences (syntax), or the conventions of conversation (pragmatics).</p> <p>(d) A speech disorder occurs in the production of speech sounds (articulation), the loudness, pitch or quality of voice (voicing), or the rhythm of speech (fluency).</p> <p>(e) A child should not be classified as having a speech or language impairment whose speech or language differences may be attributed to:</p> <ol style="list-style-type: none"> (1) Cultural, ethnic, bilingual, or dialectical differences or being non-English speaking; or (2) Disorders of a temporary nature due to conditions such as a dental problem; or (3) Delays in developing the ability to articulate only the most difficult consonants or blends of sounds within the broad general range for the child's age. 	<p>Denton ISD Special Education Operating Guidelines</p> <p>Speech or language impairment [34 CFR §300.7(c)(11)]. A student who has been determined by a certified speech and language therapist to have a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affect a child's educational performance.</p>	<p>Denton ISD Special Education Services</p>	<p>Ongoing</p>		<p>Individual student's disability file</p>

Reviewed by Disability Specialist 2/8/2012, 9/18/2012, 12/20/2013, 1/8/2014
 Corrections Presented to Policy Council 2/10/2012, 1/17/14
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Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.10 Eligibility criteria: Mental retIEP Meetingation.</p> <p>(a) A child is classified as mentally retIEP Meetinged who exhibits significantly sub-average intellectual functioning and exhibits deficits in adaptive behavior which adversely affect learning. Adaptive behavior refers to age-appropriate coping with the demands of the environment through independent skills in self-care, communication and play.</p> <p>(b) Measurement of adaptive behavior must reflect objective documentation through the use of an established scale and appropriate behavioral/ anecdotal records. An assessment of the child's functioning must also be made in settings outside the classroom.</p> <p>(c) Valid and reliable instruments appropriate to the age range must be used. If they do not exist for the language and cultural group to which the child belongs, observation and professional judgment are to be used instead.</p> <p>(d) Determination that a child is mentally retIEP Meetinged is never to be made on the basis of any one test alone.</p>	<p>Denton ISD Special Education Services Operational Guidelines</p> <p>Intellectual Disability [34 CFR §300.7(c)(6)] Under State guidelines a student with an Intellectual Disability is one who has been determined to be functioning two or more standard deviations below the mean on individually administered scales of verbal ability, and either performance or nonverbal ability, and who exhibits deficits in adaptive behavior. [19 TAC 89.1040(e)]</p>	<p>Denton ISD Special Education Services</p>	<p>Ongoing</p>		<p>Individual student's disability file</p>

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Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.11 Eligibility criteria: Hearing impairment including deafness.</p> <p>(a) A child is classified as deaf if a hearing impairment exists which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, and learning is affected. A child is classified as hIEP Meeting of hearing who has a permanent or fluctuating hearing impairment which adversely affects learning; or</p> <p>(b) Meets the legal criteria for being hIEP Meeting of hearing established by the State of residence; or</p> <p>(c) Experiences recurrent temporary or fluctuating hearing loss caused by otitis media, allergies, or eIEP Meetingrum perforations and other outer or middle ear anomalies over a period of three months or more.</p> <p>Problems associated with temporary or fluctuating hearing loss can include impaired listening skills, delayed language development, and articulation problems. Children meeting these criteria must be referred for medical care, have their hearing checked frequently, and receive speech, language or hearing services as indicated by the IEPs. As soon as special services are no longer needed, these children must no longer be classified as having a disability.</p>	<p>Denton ISD Special Services Operational Guidelines</p> <p>Auditory Impairment [19 TAC 89.1040(d)] To receive services under auditory impairment, the student is one who has been determined to have a serious hearing loss even after corrective medical treatment or use of amplification. To assure eligibility for services the following information is required:</p> <ul style="list-style-type: none"> • An otological examination with supportive documentation (report by the otologist) • An audiological evaluation by a certified audiologist with supportive documentation which will include a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification • A communication evaluation conducted by the speech therapist, teacher of the hearing impaired and/or diagnostician 	Denton ISD Special Education Services	Ongoing		Individual student's disability file

Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s)	Timeline for	Parent (P) / Staff	Evidence of
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		Responsible	Completion	(S) Training	Accomplishment
<p>1308.12 Eligibility criteria: Orthopedic impairment.</p> <p>(a) A child is classified as having an orthopedic impairment if the condition is severe enough to adversely affect a child's learning. An orthopedic impairment involves muscles, bones, or joints and is characterized by impaired ability to maneuver in educational or non-educational settings, to perform fine or gross motor activities, or to perform self-help skills and by adversely affected educational performance.</p> <p>(b) An orthopedic impairment includes, but is not limited to, spina bifida, cerebral palsy, loss of or deformed limbs, contractures caused by burns, arthritis, or muscular dystrophy.</p>	<p>Denton ISD Special Education Operational Guidelines</p> <p>Orthopedic Impairment [34 CFR § 300.7(c)(8). The basic eligibility criteria for this disability are met by the provision of a report by a licensed physician stating that the student has a severe orthopedic impairment and the IEP MEETING/IEP Committee's determination that the student's orthopedic impairment is educationally relevant. The licensed physician's report must determine that a severe orthopedic impairment exists which adversely affects educational performance, and it must include the type and severity of the impairment. The type and severity may be addressed in the FIE report if it is not included on the physician's report. 19 TAC 89.1040(g)</p>	<p>Denton ISD Special Education Services</p>	<p>ongoing</p>		<p>Individual student's disability file</p>

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Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.13 Eligibility criteria: Visual impairment including blindness.</p> <p>(a) A child is classified as visually impaired when visual impairment, with correction, adversely affects a child's learning. The term includes both blind and partially seeing children. A child is visually impaired if:</p> <p>(1) The vision loss meets the definition of legal blindness in the State of residence; or</p> <p>(2) Central acuity does not exceed 20/200 in the better eye with corrective lenses, or visual acuity is greater than 20/200, but is accompanied by a limitation in the field of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees.</p> <p>(b) A child is classified as having a visual impairment if central acuity with corrective lenses is between 20/70 and 20/200 in either eye, or if visual acuity is undetermined, but there is demonstrated loss of visual function that adversely affects the learning process, including faulty muscular action, limited field of vision, cataracts, etc.</p>	<p>Denton ISD Special Education Operational Guidelines Visual Impairment [34 CFR §300.7(c)(13)].</p> <ol style="list-style-type: none"> 1. A student who has a visual impairment is one who: <ol style="list-style-type: none"> A. has been diagnosed by a licensed ophthalmologist or optometrist to have no vision or to have a serious visual loss after correction. The visual loss must be stated in exact measures of visual field and corrected visual acuity at distance and near in each eye. The report must also include prognosis whenever possible. If exact measurements cannot be obtained, the eye specialist must so state and give best estimates; and B. has been determined by the following evaluations to have a need for special services: <ol style="list-style-type: none"> (i) a functional vision assessment by a professional certified in the education of students with visual impairments or certified orientation and mobility instructor. The evaluation must include the performance of tasks in a variety of environments requiring the use of both near and distance vision and recommendations concerning the need for a clinical low vision evaluation and an orientation and mobility evaluation; and (ii) a learning media assessment by a professional certified in the education of students with visual impairments. The evaluation must include recommendations concerning which specific visual, tactual, and/or auditory learning media are appropriate for the student and whether or not there is a need for ongoing evaluation in this area. 2. a student who has a visual impairment is functioning blind, based on the preceding evaluations, the student will use actual media 	<p>Denton ISD Special Education Services</p>	<p>Ongoing</p>		<p>Individual student's disability file</p>

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	(which includes Braille) as a primary tool for learning to be able to communicate in both reading and writing at the same level of proficiency as other students of comparable ability. [19 TAC §89.1040(l).				
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DENTON ISD HEAD START PROGRAM DISABILITY PLAN

Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.14 Eligibility criteria: Learning disabilities.</p> <p>(a) A child is classified as having a learning disability who has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak or, for preschool age children, acquire the precursor skills for reading, writing, spelling or doing mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, and aphasia.</p> <p>(b) An evaluation team may recommend that a child be classified as having a learning disability if:</p> <p>(1) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in (a) above when provided with appropriate learning experiences for the age and ability; or</p> <p>(2) The child has a severe discrepancy between achievement of developmental milestones and intellectual ability in one or more of these areas: oral expression, listening comprehension, pre-reading, pre-writing and pre-mathematics; or</p> <p>(3) The child shows deficits in such abilities as memory, perceptual and perceptual-motor skills, thinking, language and non-verbal activities which are not due to visual, motor, hearing or emotional disabilities, mental retardation, cultural or language factors, or lack of experiences which would help develop these skills.</p> <p>(c) This definition for learning disabilities applies to four and five year old children in Head Start. It may be used at a program's discretion for children younger than four or when a three year old child is referred with a professional diagnosis of learning disability. But because of the difficulty of diagnosing learning disabilities for three year olds, when Head Start is responsible for the</p>	<p>Denton ISD Special Education Operational Guidelines Learning Disability [34 CFR §300.7(c)(10) & [34 CFR §300.541(a)1-2), 300.541(b)(1-4).</p> <p>Specific learning disability means a disorder in one or more basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.</p> <p>When a student's educational performance is consistent with the student's evaluated ability, the student shall not be eligible to be classified or served as learning disabled.</p> <p>If a student suspected of being learning disabled cannot be evaluated in accordance with the procedures noted above because of the lack of appropriate evaluation instruments or if the student does not meet the criteria noted above but the team believes a severe discrepancy exists, the team must document in its written report the area and basis for the determination that the student has a severe discrepancy.</p> <p>A. The report shall include a statement of the degree of the discrepancy between intellectual ability and achievement found in:</p> <p>(1) Data obtained from standardized evaluation instruments</p> <p>(2) Information by parents</p> <p>(3) Observation of the student's classroom performance</p> <p>(4) Student work samples, and</p> <p>(5) Other items as needed</p> <p>The team shall determine that services available through general, remedial and/or compensatory education are insufficient for the student to make</p>	<p>Denton ISD Special Education Services</p>	<p>ongoing</p>		<p>Individual student's disability file</p>

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<p>evaluation it is not a requirement to use this category for three year olds.</p>	<p>satisfactory progress and shall identify the services which are necessary for the student to make satisfactory progress which are available only special education.</p> <p>B. In evaluating the child suspected of having a specific learning disability, in addition to the requirements of §300.7, 300/532. each public agency shall include a multidisciplinary evaluation team [19 TAC 89.1040(i)(1)]: Note: 34 CFR 300.540 Additional Team Members</p> <ol style="list-style-type: none"> (1) The child’s general education teacher, or (2) If a child does not have a general education teacher, a general classroom teacher qualified to teach a child of his/her age, or (3) For a child less than school age, an individual qualified by the State Education Agency to teach a child of his/her age,; and (4) At least one person qualified to conduct individual diagnostic evaluations, such as a school psychologist, speech-language pathologist, educational diagnostician, or remedial reading teacher. <p>C. The team may determine that a child has a specific learning disability if: [34 CFR §300.541]</p> <ol style="list-style-type: none"> (1) The child does not achieve commensurate with his or her age and ability levels in one or more of the levels listed below, if provided with learning experiences appropriate for the child’s age and ability levels; and (2) The team finds that a child has a severe discrepancy between achievement and intellectual ability (is more than one standard deviation below the student’s intellectual ability ([19 TAC 89.1040(j)])) in one or more of the following areas: <ol style="list-style-type: none"> (i) Oral expression (ii) Listening comprehension (iii) Written expression (iv) Basic reading skills (v) Reading comprehension 				
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	<p>(vi) Mathematics calculation (vii) Mathematics reasoning (viii) Reading Fluency</p> <p>D. The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of --</p> <ul style="list-style-type: none"> (1) A visual, hearing, or motor impairment (2) Intellectual Deficit (3) Emotional disturbance, or (4) Environmental, cultural, or economic disadvantage. <p>E. Observation. 34 CFR §300.542</p> <ul style="list-style-type: none"> (1) At least one team member other than the child's general education teacher shall observe the child's performance in the regular classroom setting. (2) In the case of a child of less than school age or out-of-school, a team member shall observe the child in an environment appropriate for a child that age. 				
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DENTON ISD HEAD START PROGRAM DISABILITY PLAN

Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.15 Eligibility criteria: Autism.</p> <p>A child is classified as having autism when the child has a developmental disability that significantly affects verbal and non-verbal communication and social interaction, that is generally evident before age three and that adversely affects educational performance.</p>	<p>Denton ISD Special Education Services Operational Guidelines</p> <p>Autism. A student with autism is one who evidences the criteria for autism as stated in 34 CFR §300.7(c)(1)(I). Students with pervasive developmental disorders are included under this category. The team’s written report of evaluation shall include specific recommendations for behavior management [19 TAC §89.1010(b)]/ “Autism” means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotypical movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student’s educational performance is adversely affected primarily because the student has an emotional disturbance, as defined in paragraph (b)(4) of this section.</p> <p>Denton ISD procedures stipulate that the multi-disciplinary team must include:</p> <p>A. a Licensed Specialist in School Psychology B. a certified Speech and Language Therapist; and C. an Educational Diagnostician.</p> <p>The team’s written report of evaluation shall include specific recommendations for behavior management in school and in the home.</p>	<p>Denton ISD Special Education Services</p>	<p>ongoing</p>		<p>Individual student’s disability file</p>

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Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.16 Eligibility criteria: Traumatic brain injury.</p> <p>A child is classified as having traumatic brain injury whose brain injuries are caused by an external physical force, or by an internal occurrence such as stroke or aneurysm, with resulting impairments that adversely affect educational performance. The term includes children with open or closed head injuries, but does not include children with brain injuries that are congenital or degenerative or caused by birth trauma.</p>	<p>Denton ISD Special Education Operational Guidelines</p> <p>Traumatic Brain Injury {34 CFR §300.7(c)(12)}. A student with traumatic brain injury is one who has been determined by a licensed physician to have an injury to the brain caused by an external physical force resulting in total or partial functional disability and/or psychosocial impairment, or both that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual; and motor abilities. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.</p> <p>Evaluation to determine educational need is performed by a licensed specialist in school psychology, educational diagnostician, a speech therapist, and identified related service personnel.</p>	<p>Denton ISD Special Education Services</p>	<p>ongoing</p>		<p>Individual student's disability file</p>

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Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.17 Eligibility criteria: Other impairments.</p> <p>(a) The purposes of this classification, "Other impairments," are:</p> <p>(1) To further coordination with LEAs and reduce problems of recordkeeping;</p> <p>(2) To assist parents in making the transition from Head Start to other placements; and</p> <p>(3) To assure that no child enrolled in Head Start is denied services which would be available to other preschool children who are considered to have disabilities in their State.</p> <p>(b) If the State Education Agency eligibility criteria for preschool children include an additional category which is appropriate for a Head Start child, children meeting the criteria for that category must receive services as children with disabilities in Head Start programs. Examples are "preschool disabled," "in need of special education," "educationally handicapped," and "non-categorically handicapped."</p> <p>(c) Children ages three to five, inclusive, who are experiencing developmental delays, as defined by their State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who by reason thereof need special education and related services may receive services as children with disabilities in Head Start programs.</p> <p>(d) Children who are classified as deaf-blind, whose concomitant hearing and visual impairments cause such severe communication and other developmental problems that they cannot be accommodated in special education programs solely for deaf or blind children are eligible for services under this category.</p> <p>(e) Children classified as having multiple disabilities whose concomitant impairments (such as mental</p>	<p>Denton ISD Special Education Operational Guidelines</p> <p>Non-Categorical. A student between the ages of 3 and 5 years of age who is evaluated as having an intellectual disability, emotional disturbance, a specific learning disability, or autism may be described as non-categorical early childhood [19 TAC §89.1040(a)].</p> <p>The multidisciplinary team will complete and submit the following eligibility to the IEP committee for review and action:</p> <ul style="list-style-type: none"> • Non-Categorical Eligibility Report • Supportive eligibility report (intellectual disability, emotional disturbance, learning disability, or autism) <p>34 CFR 300.7 (b)(i) The term child with a disability who is aged 3 through 9 years of age may include those:</p> <p>(i) who are experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, one or more of the following areas: physical development; communication development; social or emotional development, or adaptive development.</p> <p>(ii) Who for that reason , needs special education and related services; and</p> <p>(iii) The State adopts the term for children of this age range and the LEA choose to use this term.</p> <p>In Texas, this does include children with disabilities who are 6 through 9 years of age.</p>	<p>Denton ISD Special Education Services</p>	<p>Ongoing</p>		<p>Individual student's disability file</p>

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retIEP Meetingation and blindness), in combination, cause such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments are eligible for services under this category. The term does not include deaf-blind children, for recordkeeping purposes.					
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Performance Standard Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1308.18 Disabilities/health services coordination.</p> <p>(a) The grantee must ensure that the disabilities coordinator and the health coordinator work closely together in the assessment process and follow up to assure that the special needs of each child with disabilities are met.</p> <p>(b) The grantee must ensure coordination between the disabilities coordinator and the staff person responsible for the mental health component to help teachers identify children who show signs of problems such as possible serious depression, withdrawal, anxiety or abuse.</p> <p>(c) Each Head Start director or designee must supervise the administration of all medications, including prescription and over-the-counter drugs, to children with disabilities in accordance with State requirements.</p> <p>(d) The health coordinator under the supervision of the Head Start director or designee must:</p> <ol style="list-style-type: none"> (1) Obtain the doctor's instructions and parental consent before any medication is administered. (2) Maintain an individual record of all medications dispensed and review the record regularly with the child's parents. (3) Record changes in a child's behavior which have implications for drug dosage or type and share this information with the staff, parents and the physician. (4) Assure that all medications, including those required by staff and volunteers, are adequately labeled, stored under lock and key and out of reach of children, and refrigerated, if necessary. 	<ol style="list-style-type: none"> 1. The special education multidisciplinary assessment team assigned to the AWSYC campus where the Denton ISD Head Start Program is housed meet on a weekly basis to review referrals and discuss students currently being served as a student with a disability. 2. Program team members meet on a weekly basis with discussion of children who are having difficulties an agenda item. 	<p>Special education assessment team</p> <p>All area specialists</p>	Ongoing		<p>Parent/Staff training manual</p> <p>Meeting agendas</p>

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FAMILY LITERACY

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.40(E)(I)&(II)</p> <p>(4) Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:</p> <p>Identification and Recruitment Process for Adult Family Members</p>	<p>1 Amenities provided by Head Start include Parent Room print rich materials, multi-media resources, and parenting classes.</p>	<p>Education Spec.</p>	<p>Ongoing</p>	<p>Orientation (P)</p>	<p>Resources in PR</p>
	<p>2 Head Start will collaborate with the following community and a adult literacy programs in Denton:</p> <ul style="list-style-type: none"> a. City of Denton Public Library b. Denton ISD Community Ed. Program c. Texas Agrilife d. University of North Texas e. Texas Woman's University 	<p>Education Spec.</p>	<p>As need arises</p>	<p>Orientation (P)</p>	<p>Community Partnership Agreement</p> <p>Parent Contract Log</p>
	<p>3 Family Literacy opportunities are planned and implemented throughout the year</p>	<p>Education Specialist</p>	<p>ongoing</p>		<p>flyers, sign-in sheets</p>
	<p>4 Review family profile and individual family partnership agreements for prospective adult education student(s). Provide community education pamphlet after goals are identified</p>	<p>Education Spec. Public Library</p>	<p>August</p>	<p>Orientation (P)</p>	<p>Parent Contract Log Sign-in sheets</p>

FAMILY LITERACY

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
1304.40(e)(4)(ii) (ii) Assisting parents as adult learners to recognize and address their own literacy goals.	1 Encourage parents to address literacy goals in the Individual Family Partnership Agreement.	Family and Community	August-May	Orientation (P)	Individual Family Partnership agree.
	2 Encourage parents to provide reading materials in the home by checking books out of the Public Library and using the Home/Book Program at school.	Parents	Ongoing	Orientation (P)	Library cards Home/book contract
	3 Encourage parents to acquire books, publications or magazines at low cost through local programs promoting literacy.	Parents	Ongoing	Orientation (P)	conversations Flyers
	4 Provide computer training on computers provided in parent room.	Parent Involvement Specialist	As needed	Orientation (P)	Family contact notes
	5 Assist parents with matching their families with appropriate literacy programs.	Educ. Spec.	Ongoing	Meetings (P)	Sign-in sheets Certificates
	6 Assist families in obtaining a library card.	Educational Specialist	Orientation		Sign off if completed library card application
	7 Home visit will include a questionnaire about literacy needs	Teachers	Home Visits Fall & Spring		Literacy Needs Form

FAMILY LITERACY

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
(i) Increasing family access to materials, services, and activities essential to family literacy development and family access to materials	1 Denton ISD Head Start children and families are provided the following print rich materials: a. Home/Book reading program b. Nutrition Brochures (English and Spanish) c. Summer Family Activity Packs d. Family Activity Pages	Specialist, Teachers Nurse Specialist, Teachers Education Specialist Teachers	Ongoing Each 6 weeks	Orientation (P)(S) Meetings (P)(S) Head Start Meetings	Home/book reading contract Brochures Sample Activity pack Activity Page
	2 Additional materials accessible to families include: a. Parent lending libraries b. Computers in the parent room c. Videos to view in parent room d. Parent Curriculum Materials e. Various materials in parent room	Parent Involv. Spec.	Ongoing	Classes offered throughout year May be used on individual or case by case basis	Calendars

FAMILY LITERACY

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
(1) Increasing family access to materials, services, and activities essential to family literacy development and family access to services	Denton ISD Head Start will: 1 Possibly Provide child care for head Start parents while they are in liter computer, or ESL training. 2 Provide support to Hispanic families by implementing a day-time ESL class	Parent volunteers Specialist Parent involvement Specialist	Ongoing	Orientation (P)(S)	Sign-in sheets Flyers
	Denton ISD Head Start provides: 1 Literacy Fair and Character Parade Books given to all children & parents Example of stations set up a. Literacy Activity b. Science/Literacy c. Math /Literacy Activity	Education Spec. Parent Involvement Spec. Teachers Speech Therapist	January	Parent Comm. Mtgs (P)	Photos Flyers
	2 Book Fair	Education Spec. Adopters	Fall and Spring		Flyers
	3 Active Summer Reading Program by City of Denton Public Lib.	Denton Public Lib.	Summer		Calendars

Transportation Plan

Performance Standard/Objective	Plan of Action: Specific Tasks/Activities	Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
1310.21 Safety Education (a) (b) 1-5 (c)1-2	1 Transportation is provided through Denton ISD for bus eligible students (ARD) going to and from the site. Evacuation training is conducted by the director of Special Needs Transportation in coordination with the Asst. Principal 2 Family Training for Pedestrian Safety will be conducted prior to extracurricular field trips	Dir. Of Spec Needs Transportation Dir. Of Spec Needs Transportation and/or Education Specialist	Twice a year Ongoing		letters and photos

Performance Standard/Objective	Transition Plan Plan of Action: Specific Tasks/Activities		Person(s) Responsible	Timeline for Completion	Parent (P) / Staff (S) Training	Evidence of Accomplishment
<p>1304.40(h)</p> <p>(h) Parent involvement in transition activities.</p> <p>(1) Grantee and delegate agencies must assist parents in becoming their children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a child care setting. (2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Early Head Start or Head Start. (3) To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, grantee and delegate agencies must: (i) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting; and (ii) Assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education. (4) See 45 CFR 1304.41(c) for additional standards related to children's transition to and from Early Head Start or Head Start.</p>	<p>1 Upon enrollment the family is given a tour of the facilities.</p> <p>2 Family will be given an opportunity to meet classroom teaching team and will receive a parent handbook. Parent Handbook is reviewed with Social Services Specialist</p> <p>3 Parent Orientation is conducted at the beginning of school and monthly meetings are held for incoming parents (beginning Aug 2004)</p> <p>4 In collaboration with Denton ISD counseling staff, elementary school staff, and Head Start staff/parents, joint transition training is planned and implemented.</p> <p>5 Parent education classes that cover a variety of topics are offered throughout the year to prepare families to be lifelong learners and educators</p> <p>6 Denton ISD Head Start's approach to school readiness provides training and information to families preparing students for lifelong learning and encouraging families to be advocates for learning, and provides receiving elementary campuses with student transition folders</p>	<p></p> <p>Social Serv. Spec.</p> <p>Area Specialists</p> <p>Education Specialist</p> <p>PFCE</p> <p>Education Specialist</p>	<p>Ongoing</p> <p>Aug</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p></p> <p></p> <p></p> <p></p> <p></p>	<p>date of enrollment</p> <p>Sign-in Sheets</p> <p>sign-in sheets</p> <p>sign-in sheets, agendas</p> <p>sign-in sheets, agendas</p>	
<p>1304.41(c)(1)</p> <p>c Transition Services</p> <p>Grantee and delegate agencies must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into EHS or HS and from HS into elementary school, or a Title 1 of the Elementary and Secondary Education Act preschool program, or other child care settings</p>	<p>7 Classrooms are arranged in a pod setting where three classrooms work together (special education and general education)</p> <p>8 Head Start & Special Ed teachers attend ARD's and collaborate on IEP's</p> <p>9 Teaching teams review routine, rules, and procedures daily and facilitate students learning character traits throughout the school year</p>	<p>Building Structure</p> <p>ARD Process</p> <p>Teaching teams</p>	<p></p> <p>Ongoing</p> <p>Ongoing</p>	<p></p> <p></p> <p></p>	<p></p> <p></p> <p>lesson plans</p>	
<p>1304.52 Human Resources Management</p> <p>(a) Organizational structure</p> <p>(3) At a minimum, this system must include ongoing opportunities for staff to acquire the knowledge and skills necessary to implement the content of the Head Start Program Performance Standards. This program must also include: (11) Methods for planning for successful child and family transitions to and from Early Head Start or Head Start program</p>	<p>10 Classroom communities are built using curriculum model</p> <p>11 Vertical meetings and pod meetings are held monthly to discuss important issues</p>	<p>Teaching Teams</p> <p>Team Leaders</p>	<p>Ongoing</p> <p>ongoing</p>	<p></p> <p></p>	<p>Environmental Checklist</p> <p>sign in sheets, agendas</p>	