

Highland Rim Head Start
Child Health and Developmental Services Plan

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1304.20 (a)(1)(i) Make a determination as to whether or not each child has an ongoing source of continuous, accessible health care.	Completion of the Health History Form by the parent/guardian. Staff will review the Health History with the parent to ensure the child has an ongoing source of care. If a source has not been identified staff will help the parent in accessing a source of ongoing care.	Family Service Worker	Health History Form, Child's File	At enrollment , updated yearly, within 90 days
1304.20 (a)(1)(ii) Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventive and primary health care which includes medical, dental and mental health.	Staff will ensure each child has a physical completed within 12 months. If a child's physical is not within 12 months, staff will work with the parent to get the child a current physical exam. Staff will ensure each child has a dental exam within 12 months. If a dental exam is not completed within 12 months, staff will work with the parent to get the child a current dental exam, Staff will work with the parent and provider to obtain exam documents.	Family Service Worker	Physical Form, Dental Exam Form, Immunization Record,	Within 90 days, and ongoing according to EPSDT schedule and/or according to provider
1304.20 (a)(1)(ii)(A) Making necessary arrangements to bring children up-to-date on well child care schedule.	Staff will work with parents and providers to get the child up-to-date and on a well child care schedule.	Family Service Worker	ChildPlus, Contact Notes, EPSDT Schedule	as needed
1304.20 (a)(1)(ii)(B) Ensuring continuation of well child care for children who are up-to-date.	Staff will encourage and communicate with parents regarding the importance of a continuation of well child care.	Family Service Worker & Health Services Manager	Child Plus Reports, Health Information, Child's File, etc.	ongoing
1304.20 (a)(1)(ii)(c) Tracking provisions of health care services.	Family Service Workers and the Health Services Manager will monitor and track health services through ChildPlus.	FSW & Health Services Manager	Child Plus Reports, Children's Files,	ongoing
1304.20 (a)(1)(iii) Obtain/arrange further diagnostic testing	Staff will review health information from providers, screenings and parent input and make referrals for further testing when appropriate.	Teachers, Family Service Worker, Health Services Manager	Referral Forms, Children's Medical/Dental Records, ChildPlus	ongoing, as needs are identified
1304.20 (a)(1)(iv) Development/implement a follow-up plan of treatment.	Follow-up treatment plans are completed by providers. Family Service Staff and teachers will work in collaboration with the parent to ensure plans are maintained and completed as appropriate.	Family Service Worker, Teacher, Health Services Manager	Family Contact Notes, Child Plus	ongoing, as needs are identified

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<p>1304.20(b)(1) Screening procedures to identify concerns regarding a child's developmental, sensory, behavioral, motor, language, social, cognitive, perceptual, and emotional skills.</p>	<p>Parents complete the Health History at enrollment. The developmental, speech & language, social/emotional, hearing and vision and growth screenings are completed within 45 days from the first day of school. Medical and dental exams are completed within 90 days from the first day of school on all children by a provider.</p>	<p>Teachers, FSW, Health Services Manager</p>	<p>Brigance Form, Fluharty Form and TABS Form, Health Screening Documentation Form, Physical, Dental, etc.</p>	<p>within 45/90 days of attendance</p>
<p>1304.20(b)(2) Obtaining direct guidance from a mental health or child development professional on how to use the findings to address identified needs.</p>	<p>The agency will contract/collaborate with Mental Health Professionals and Child Development professionals.</p>	<p>Health Services Manager</p>	<p>Contracts, MOU's,</p>	<p>Yearly</p>
<p>1304.20(b)(3) Utilizing multiple sources of information.</p>	<p>All appropriate staff will meet prior to the start of school to discuss and review relevant information regarding enrolled children and families. Appropriate staff will meet regularly to discuss relevant information regarding the enrolled children and families. FSW will keep records of these meetings.</p>	<p>Teacher, FSW</p>	<p>FSW Family Team Meeting Notebook</p>	<p>ongoing and as needs are identified</p>
<p>1304.20(c)(1) Establishing a system of ongoing communication with the parents of children with identified health needs to facilitate the implementation of the follow-up plan.</p>	<p>Teachers and Family Services Workers will ensure ongoing communication with parents both formal and informal including parent/teacher conferences, face to face interactions, mail to parents, telephone contacts, handouts, etc.</p>	<p>Teachers, FSW, Health Services Manager, Family Service Staff, Education Manager, Area Coordinators</p>	<p>Family Contact Notes,</p>	<p>ongoing</p>
<p>1304.20 (c)(2) Providing assistance to the parents, as needed, to enable them to learn how to obtain any prescribed medications, aids or equipment for medical and dental conditions.</p>	<p>Staff will offer parents assistance and guidance in obtaining prescribed medications, aids or equipment for medical and dental conditions.</p>	<p>FSW, Teachers, Health Services Manager</p>	<p>Newsletters, Resource Packs, Bulletin Boards, Referrals, Parent Meetings, Handouts, Resource Manual, etc.</p>	<p>as needs are identified, ongoing</p>

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<p>1304.20 (c)(3) Ensuring dental follow-up and treatment includes fluoride supplements and topical fluoride treatments as recommended by dental professionals in communities where a lack of adequate fluoride levels has been determined or for every child with moderate to severe tooth decay; and other necessary preventive measures and further dental treatment as recommended by the dental professional.</p>	<p>Family Service Staff will review the medical and dental records to determine whether each child has received and/or needs to receive fluoride treatment. Staff will work with families to ensure fluoride treatment is received when needs are identified.</p>	<p>FSW, Health Services Manager</p>	<p>ChildPlus, Children's Files, Dental Records</p>	<p>exam completed within 90 days; ongoing as needs are identified</p>
<p>1304.20(c)(4) Assisting with the provision of related services addressing health concerns in accordance with the Individualized Education Program (IEP).</p>	<p>Staff will implement any plans to meet health concerns identified on an IEP or IFSP as appropriate.</p>	<p>Teachers, FSW, Health Services Manager</p>	<p>IEP, ChildPlus, Family contact notes, etc.</p>	<p>as identified</p>
<p>1304.20(c)(5) Using Head Start funds for professional medical and dental services when no other source of funding is available.</p>	<p>Resources will be utilized according to fiscal procedures. Assistance will be given to families to access available community resources. Staff will advocate to obtain community resources when necessary.</p>	<p>FSW & Health Services Manager, Head Start Director</p>	<p>Family Contact Notes, Family Services Notes in Child Plus, Emails, Projected Cost/ Plan , Medical/Dental Records</p>	<p>as needs are identified, ongoing</p>
<p>1304.20(d) Identifying new or recurring medical, dental, or developmental concerns.</p>	<p>Appropriate staff will meet regularly to discuss relevant information regarding the enrolled children and families. FSW will keep records of these meetings. Staff will ensure opportunities for parent input through daily face to face interactions, phone calls, parent/teacher conferences, scheduled meetings, etc.</p>	<p>Teachers, Family Service Workers, Health Services Manager</p>	<p>Teaching Strategies Gold, Parent/Teacher Conference Forms, Family Contact Notes, ChildPlus, Children's Files, Family Team Meetings, etc.</p>	<p>ongoing</p>
<p>1304.20 (e)(1) Involving parents in health and developmental concerns.</p>	<p>Staff will notify parents when child health, development, and/or behavior concerns are suspected.</p>	<p>Teachers, FSW, Health Services Manager, Area Coordinators, Education Manager</p>	<p>Parent/Teacher Conferences, Parent Meeting sign-in sheets, ChildPlus, Family Contact Notes, Handouts</p>	<p>ongoing</p>

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1304.20 (e)(2)(3) Familiarizing parents with the use and rationale for all health and developmental procedures.	Parents will be familiarized with the rationale and use of all health and developmental procedures prior to administration. Parent permission will be obtained prior to the administration of screenings. Parents will be notified of screenings dates prior to administration of the screenings. Parents will be notified of the screening results.	FSW, Teachers, Area Coordinators, Education Manager, Health Services Manager	Enrollment papers, Parent Teacher Conferences, Newsletters, etc.	Ongoing
1304.20(e)(4) Assisting parents to enroll and participate in a system of ongoing family health care and encouraging parents to be active partners in their children's health care process.	Staff will assist parents in enrolling and participating in a system of ongoing family health care. Staff will maintain local resources and provide this listing to parents.	FSW, Family Service Manager, Health Services Manager	Family Contact Notes, Family Partnerships, Agency Resource Manual	ongoing
1304.20 (e)(5) Maintaining written documentation of parent refusal of services.	Parents will provide written documentaiton of their decision to exclude their child from any or all health services.	FSW, Teachers and Health Services Manager	Parent Refusal Form, Child Plus, Children's Files	Prior to screenings, ongoing
1304.20 (f)(1) Individualization of the program.	Medical/dental, developmental, sensory, and social-emotional information on each child will be reviewed and shared with appropriate staff ongoing. Plans and referrals will be developed as appropriate in collaboration with the parent/guardian.	Teachers, Area Coordinators, Ed. Manager and Health Services Manager	Observations, Teaching Strategies, screenings, exams, evaluations, etc.	ongoing

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PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1304.21 (a)(1)(i) Being developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.	The Program adopted Creative Curriculum, which is nationally recognized as a developmentally appropriate curriculum. Creative Curriculum is an environmentally based curriculum providing a framework for organizing the classroom environment and learning experiences to meet the developmental needs of all children.	Management Staff	Education Service Plans	Annually
	Creative Curriculum is reviewed and approved annually by Policy Council in the Program Service Plans.	Policy Council	Policy Council Meeting Minutes	Annually
	The program supplements with other curriculum and materials to help children meet the outcomes outlined in the Head Start Child Outcomes Framework.	Management Staff	Education Service Plans	Annually
1304.21 (a)(1)(ii) Being inclusive of children with disabilities, consistent with their Individualized Education Program (IEP)	Creative Curriculum meets the needs of children with a wide range of developmental levels and allows Head Start Staff to individualize and adapt learning materials and activities in the environment to ensure children meet the goals on their IEPs. Special needs of the enrolled children are identified throughout the year through referrals and the RTI processes. See Service Plans for Disabilities (Performance Standards 1308)	HSM Area Coordinators Education Manager Education Staff	Individualized Education Plan Lesson Plans	Daily
1304.21 (a)(1)(iii) Providing an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.	Creative Curriculum adapts to the culture, language and ethnicity of the families and children served by the program	Education Staff	Lesson Plan	Daily
	Different cultural, ethnic and language groups of families enrolled are identified at enrollment.	Family Service Workers	Ethnic Gender Diversity Questionnaire	Initial Home Visit/Enrollment
	The Program recruits and trains staff that are diverse and represents the families served. When the majority of children speak a language other than English, an interpreter will be provided as needed	Management Staff	Employment Application Translator Partnership	At the time of hire

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	<p>Staff are trained to understand and be sensitive to cultural and ethnic differences of the families they serve and how best to meet the needs of these families.</p> <p>a. They equip the classroom with materials from other cultures that are familiar, welcoming and validating for the families</p> <p>b. They post welcoming phrases and words in home languages to welcome and validate the families and their languages</p> <p>c. They publish newsletters and other materials in home languages</p>	<p>T&TA Specialist Education Staff Area Coordinators Interpreters Management Staff</p>	<p>Training Plan Education Monitoring Checklist Partnership Agreements Employment Applications</p>	<p>Daily</p>
	<p>The Head Start Staff is trained in techniques for teaching non-English speaking children English while maintaining their home language.</p>	<p>T&TA Specialist Education Staff Area Coordinators Interpreters Management Staff</p>	<p>Training Plan Partnership Agreements Employment Applications</p>	<p>Ongoing</p>
<p>1304.21 (a)(1)(iv) Providing a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.</p>	<p>Creative Curriculum directs Head Start Staff to develop an environment in which children can choose activities and follow their own interests. Activities and materials are open-ended to encourage exploration and initiative.</p>	<p>Education Staff</p>	<p>Creative Curriculum</p>	<p>Daily</p>
	<p>Head Start Staff develop a schedule with times for child-choice activities and teacher directed activities.</p>	<p>Education Staff Education Manager Area Coordinators</p>	<p>Classroom Schedule Education Monitoring Checklist Classroom Observations</p>	<p>Beginning of year Adjusted as needed</p>
	<p>Head Start Staff observe the individual interests of children and expand on these interests in planning for individual and group activities.</p>	<p>Education Staff</p>	<p>Lesson Plans CLASS observations</p>	<p>Ongoing</p>
<p>1304.21 (a)(1)(v) Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.</p>	<p>Children have access to suitable toilet facilities throughout the classroom day. Head Start Staff develops plan for their specific toilet facility that enables children to care for their toileting needs, hand washing and other activities that promote health.</p>	<p>Education Staff</p>	<p>Posted Daily Schedule Classroom Observations</p>	<p>Daily</p>
	<p>Staff receives information about any individual special toileting needs through the Health History form.</p>	<p>Family Service Workers</p>	<p>Health History Form</p>	<p>Enrollment</p>
	<p>Staff work with parents to meet any of these individual toileting needs or concerns.</p>	<p>Education Staff</p>	<p>Home Visit Form Parent Teacher Conference Form Health History</p>	<p>As needed</p>

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1304.21 (a)(2)(i) Inviting parents to become integrally involved in the development of the program's curriculum and approach to child development and education.	Parents are informed through the volunteer orientation Handbook, monthly classroom newsletters, parent meetings, and the Parent Bulletin Board about the classroom curriculum. They are kept current with the activities and experiences taking place in their children's classrooms.	Education Staff Operations Manager Family Service Manager	Newsletters Parent Board Parent Meeting Minutes Volunteer Orientation Handbook Parent Input into the Curriculum	Daily
	Reports are made at the monthly Policy Council meeting about curriculum, School Readiness and Family Engagement as well as other events happening in classrooms.	Policy Council Area Coordinators Education Manager Family Service Manager	Policy Council Meeting Minutes	Monthly
	Parents give curriculum ideas at Parent Center Committee Meetings. Classroom teachers integrate the ideas into the curriculum.	Education Staff Area Coordinators Family Service Workers	Parent Meeting Minutes Parent Meeting Agenda Lesson Plan Monitoring	Monthly
	Parents are encouraged to volunteer in the classrooms regularly so they can observe the curriculum, learn about the best ways to work with their children, and help implement the ideas they have generated for the classroom	Education Staff Family Service Workers Family Service Manager Education Manager Area Coordinators	Volunteer Sign-in Sheets Newsletters Calanders	Ongoing
	Parents will receive training about working in the classroom during the Volunteer Orientation.	Family Service Workers	Volunteer Orientation Parent Meeting Minutes Home Visit Forms	Upon enrollment
	Open House transition will occur allowing the children and families time to meet the teachers. Parents will receive information about the program and what their child will be learning.	Education Staff Family Service Worker Area Coordinators Education Manager	Open House Documentation Form	Prior to first day of school
	Parents and Policy Council Members are members of the Early Childhood Education team during self-assessment and are able to review the curriculum and visit classrooms.	All Managers	Self Assessment Report	Annually
1304.21 (a)(2)(ii) Providing parent opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences.	Parents indicate any concerns on the Health History form during the Enrollment Packet Completion. They also share information with the staff about their child's likes, dislikes, strengths and their wishes for their child's Head Start year.	Family Service Workers Education Staff	Enrollment Packet Home Visit Forms Parent Conference Forms Health History Form	Enrollment
	During the conferences, parents are given the opportunity to share their own observations about their child's strengths and interests.	Education Staff Family Service Workers	Parent Conference Form Home Visit Form	Enrollment October February End of year

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	Head Start Staff are required to provide information about child development for parents through newsletters and during parent meetings, conferences and home visits.	Education Staff	Newsletters Parent Conference Form TSG Meeting Minutes	Monthly
1304.21 (a)(2)(iii) Encouraging parents to participate in staff-parent conferences and home visits to discuss their child's development and education.	Education Staff are required to make a minimum of two home visits during the school year. Head Start Staff sometimes schedule additional home visits to meet family needs or staff concerns such as poor attendance.	Education Staff	Home Visit Form	Enrollment End of year
	Education Staff are required to plan at least two parent/teacher conferences.	Education Staff	Parent Conference Form	October February
1304.21 (a)(3)(i) Encouraging development which enhances each child's strengths by: a) Building Trust	Creative Curriculum prescribes environments and teacher behavior guidelines that Head Start Staff follow to meet the developmental needs of children and provide for their comfort and security.	Education Staff	Creative Curriculum	Daily
	The Program works to ensure consistent staffing in each classroom for the entire year.	Operations Manager	Center Information Sheet	Ongoing
	The Head Start Staff are trained to interact in positive ways with children. They are monitored and evaluated on their ability to nurture and interact warmly and positively with children.	Education Manager Area Coordinators	Training Plan CLASS Observations	Ongoing
b) Fostering Independence	Creative Curriculum prescribes a room environment arranged so that children can choose and do activities independently. Materials are arranged so that they have ready access. Shelves and other storage places are labeled so that children can return materials they use and take responsibility for maintaining the room environment.	Education Staff	Creative Curriculum Education Monitoring Checklist	Daily
	Creative Curriculum prescribes ways in which teachers interact with children during activities to help them develop problem solving skills.	Education Staff	Creative Curriculum Classroom Observations	Daily
	Head Start Staff are required to provide instruction and encouragement to develop independence in self-help activities such as tooth-brushing, handwashing and toileting	Education Staff	Education Monitoring Checklist	Daily
	Children have room responsibilities such as table setting and other classroom tasks as assigned.	Education Staff	Education Monitoring Checklist	Daily

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c) Encouraging self-control	Creative Curriculum prescribes an environment that meets the developmental needs of children allowing them to function without frustration.	Education Staff	Creative Curriculum	Daily
	The schedule that Head Start Staff develop allows sufficient and appropriate lengths of time for daily activities so that children are able to engage in and complete activities to their personal satisfaction. They are not made to wait or spend inappropriate amounts of time in teacher directed group situations.	Education Staff	Classroom Schedule Education Monitoring Checklist Classroom Observations	Daily
	Staff is trained and monitored on how to set realistic expectations of children's behavior, and comfortable structure and limits for children to operate within. They are also trained in ways to redirect children and deal with behavior problems in a positive manner	Health Services Manager	Staff Sign-in Sheets Training Agendas	Preservice and as needed
	Staff uses As I Am Curriculum, and supplemental materials such as children's literature to help children learn about and understand their feelings as a beginning step in learning how to develop self-control.	Education Staff	Lesson Plans	Weekly
	Staff is supported in developing behavior plans, if needed, with ongoing consultations with the Mental Health Consultant and parents.	Education Staff Health Services Manager	Referrals Behavior Plans	As needed
d) Encouraging respect for others	Staff member use Keeping Kids Safe Curriculum as well as less formal curriculum such as children's literature and puppets to teach children respect for other people in the classroom.	Education Staff	Keeping Kids Safe Tracking form	As Scheduled
	Head Start Staff equip classroom with items and books representing different ethnic groups to develop understanding and acceptance of different people.	Education Staff	Education Monitoring Checklist	Daily
	Head Start Staff model respect for others during the daily routine and help children solve problems in a manner that respects everyone's rights.	Education Staff	CLASS Observation Classroom Observations	Daily
e) Supporting and respecting home language, culture, and family composition of each child in ways that support the child's health and well-being.	Head Start Staff are trained in ways to help children maintain home language while improving their use of English.			

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	Head Start Staff equip their classrooms with items, and books that validate the language and culture of the children and families they serve.	Education Staff	Education Monitoring Checklist	Daily
1304.21 (a)(3)(ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.	Creative Curriculum encourages the development of a schedule that meets the needs of children and is followed regularly so that children can anticipate what they will be doing during their classroom day.	Education Staff	Daily Schedule Creative Curriculum	Daily
	Head Start Staff are encouraged to plan their classroom routines carefully and minimize the number and length of transitions.	Education Staff	Daily Schedule	Beginning of year Adjusted as needed
	Area Coordinators monitor the schedule for appropriateness and workability as part of the learning environment in the first months of school.	Area Coordinators	Daily Schedule	Beginning of year Adjusted as needed
	Head Start Staff are required to post a daily schedule and intentionally teach routines to children. They are encouraged to make the schedule understandable to children and to review it with children as a learning experience.	Education Staff	Lesson Plan Daily Schedule	Ongoing
1304.21 (a)(4)(i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Creative Curriculum prescribes the organization of an environment in which children do experiment with and explore materials to develop cognitive skills and language. Creative Curriculum clearly describes teacher strategies for different interest areas and materials that extend children's experiences and thinking.	Education Staff	Creative Curriculum Education Monitoring Checklist	Daily
	Staff is monitored as for quality and quantity of interactions with children in the environment that encourage and extend children's experiences and cognitive development.	Area Coordinators	CLASS Observation Classroom Observations	Ongoing
1304.21 (a)(4)(ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue.	Creative Curriculum stipulates that the environment include an art center as well as an area for music and movement activities. It encourages the use of puppets and other dramatic activity opportunities.	Education Staff	Creative Curriculum Education Monitoring Checklist	Daily
	The standard classroom inventory includes art easels and tables and drying racks for an art center.	Education Staff	Classroom Inventory	Daily

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	The classroom schedule has times for free exploration of art and drama materials as well as regularly scheduled group experiences in music and movement and drama.	Education Staff	Daily Classroom Schedule	Daily
1304.21 (a)(4)(iii) Promoting interaction and language use among children and between children and adults.	Creative Curriculum in addition to carefully defining how classrooms should be created and equipped , also suggests the prompts teachers would use in each classroom to encourage language interaction and expression between adults and children and between the children.	Education Staff	Creative Curriculum	Daily
	Head Start Staff plan daily experiences that help promote the language development of children throughout the day.	Education Staff	Lesson Plan	Daily
	To extend the experiences and promote children's vocabulary growth Head Start Staff are encouraged to plan on & off campus field trips. They are also encouraged to plan for classroom presenters such as firemen, school personnel, etc.	Education Staff	Lesson Plan Field Trip Authorization Form	Monthly
	Head Start Staff language is observed and monitored for clarity and promotion of conversation. Feedback is given and improvements planned when needed.	Area Coordinators	CLASS Observation Classroom Observations	Ongoing
1304.21 (a)(4)(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Creative Curriculum includes a library corner, dramatic play center, manipulative center, block center and writing center to promote emerging literacy and numeracy in children. Strategies are described for promoting literacy and numeracy in each center in the classroom.	Education Staff	Creative Curriculum Education Monitoring Checklist	Daily
	The basic inventory for each classroom includes many table toys and games that encourage emerging literacy and numeracy. The inventory also includes listening centers, computers and furniture to equip the library corner and writing center. Each classroom has more than 100 books in their inventory.	Education Staff	Classroom Inventory	Daily

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1304.21 (a)(5)(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.	Head Start Staff schedule between 45 minutes and 1 hour daily of gross motor activities daily. Activities are outside if the weather permits or indoors during inclement weather.	Education Staff	Daily Schedule	Daily
	Through implementation of "I Am Moving, I Am Learning" the program encourages vigorous exercise through transitions and movement activities sprinkled throughout the day.	Education Staff	Lesson Plan	Daily
	Classroom inventories include trikes, scooters, wagons and other wheeled toys, balls, jump ropes, hoops and other equipment to help children develop gross motor skills. All classrooms have access to a safe outdoor play area with an appropriate climber.	Education Staff	Classroom Inventory	Daily
	At least two Head Start Staff supervise the outside gross motor activities. Head Start Staff are expected to plan specific gross motor activities They are expected to routinely rotate equipment to provide different experiences and help children develop different gross motor skills.	Education Staff	Lesson Plans	Daily
	During Parent/Teacher Conferences, teachers provide ideas for parents to engage their children in developing gross motor skills.	Education Staff	TSG Reports	October February
1304.21 (a)(5)(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level.	Creative Curriculum provides for fine motor skills centers to help children master cutting, and using drawing and writing materials. It also provides for a center of table toys including puzzles and bead stringing to help children develop eye-hand coordination.	Education Staff	Creative Curriculum Education Monitoring Checklist	Daily
	Classroom inventories include various equipment to help children develop fine motor skills.	Education Staff	Classroom Inventory	Daily
	During Parent/Teacher Conferences, teachers provide ideas for parents to engage their children in developing fine motor skills.	Education Staff	TSG Reports	October February
1304.21 (a)(5)(iii) Providing an appropriate environment and adult guidance for the participation of children with special needs.	All centers will maintain compliance with all ADA regulations	Facilities Manager	FME Checklist	Ongoing
	Classrooms will be adapted with any requirements listed on a child's IEP.	Education Staff Health Services Manager	IEP	As needed

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<p>1304.21 (c)(1) In collaboration with the parents, implement a curriculum that:</p> <p>(i) Supports each child's individual pattern of development and learning</p>	<p>Parents are involved in many aspects of implementing the curriculum. Activities include, but are not limited to, providing ideas at parent meetings, School Readiness and Family Engagement Committee, Health Advisory Committee, self-assessment teams, and Family Surveys.</p>	<p>Education Staff All Managers Family Service Workers</p>	<p>Meeting agendas & minutes Family Surveys Self Assessment</p>	<p>Ongoing</p>
	<p>The Program implements the Creative Curriculum, which is nationally recognized as a developmentally appropriate curriculum. Creative Curriculum is an environmentally based curriculum providing a framework for organizing the classroom environment and learning experiences to meet the developmental needs of all children.</p>	<p>Management Staff</p>	<p>Education Service Plans</p>	<p>Annually</p>
	<p>The Creative Curriculum is implemented by: a-Developing a Training Plan that increases Staff member's understanding of child development, observation and assessments and developmentally appropriate curriculum. b-Supporting staff in implementing Creative Curriculum in their classroom with ongoing training and consultations. c-Ensuring that all classrooms have the Creative Curriculum Manual. d-Providing a classroom budget to help maintain the basic inventory and allow Head Start Staff to enrich the environment with additional materials they consider appropriate and supportive to the children in their classroom.</p>	<p>Education Manager Area Coordinators</p>	<p>Training Plan Monitoring Tools Classroom Budgets Classroom Inventories Classroom Observations</p>	<p>Ongoing</p>
	<p>Monitoring classrooms and Head Start Staff to evaluate how well staff is meeting program expectations in curriculum.</p>	<p>Area Coordinators</p>	<p>Classroom Observations</p>	<p>Ongoing</p>
	<p>Providing feedback to Head Start Staff to acknowledge strengths and achievement. Also help them remedy problems and weaknesses, and support ongoing changes and improvements.</p>	<p>Education Manager Area Coordinators</p>	<p>Education Monitoring Checklist Classroom Observations</p>	<p>Ongoing</p>
<p>The program expectations for curriculum implementation, schedule development and classroom environment allows many opportunities for meeting the individual needs, interests and learning styles of children.</p>	<p>Education Staff</p>	<p>Lesson Plans Classroom Schedule</p>	<p>Daily</p>	

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	Head Start Staff observe children to note their strengths, areas of growth, and interests. The Teacher will plan and implement individualized activities accordingly.	Education	Lesson Plans	Daily
(ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success	The Program will continue to strengthen the curriculum areas of developing cognitive skills by training and implementation of activities in: a. Approaches to Learning b. Logic and reasoning c. Literacy knowledge and skills d. Language development e. Mathematics knowledge and skills f. Science knowledge and skills g. Creative arts expression All activities will be aligned with expectations in the Head Start Child Development and Early Learning Framework and the GOLD ongoing assessment tool.	Education Staff	Lesson Plans	Daily
(iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities	Head Start Staff are required to schedule daily tooth brushing, hand washing and other health related self-help skills into the routine to develop good health habits.	Education Staff	Daily Schedule	Daily
	Staff members are required to plan educational activities to help children understand the reasons for and importance of good health habits.	Education Staff	Lesson Plan	Daily
	Head Start Staff are required to plan educational activities around mental health topics such as feelings and problem solving and personal safety.	Education Staff	Lesson Plan Keeping Kids Safe tracking form	Daily
	Head Start Staff are required to maintain a mealtime atmosphere that is conducive to good eating habits and the exploration and acceptance of a variety of healthy and nutritional foods. Classrooms are monitored and feedback is given and improvements planned to help them meet the requirements.	Education Staff Kitchen Staff	Education Monitoring Checklist	Daily

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	<p>Head Start Staff must discuss nutrition subjects during mealtimes. All classrooms have curriculum kits that teachers can utilize to help develop concepts of good nutrition. The nutrition curriculum resources include, Chef Combo, Color Me Healthy and I'm Moving and I'm Learning.</p>	<p>Education Staff Kitchen Staff</p>	<p>Classroom Observations Lesson Plan</p>	<p>Daily</p>
	<p>Head Start Staff are required to plan and implement one food experience a month.</p>	<p>Education Staff Kitchen Staff</p>	<p>Lesson Plan</p>	<p>Monthly</p>
	<p>Staff members conduct monthly earthquake drills and fire drills and teach children the importance of such drills.</p>	<p>Education Staff</p>	<p>Emergency Drill Log</p>	<p>Monthly</p>
	<p>Head Start Staff are encouraged to familiarize children with medical helpers such as doctors, nurses and dentists to reduce anxiety about medical and dental procedures. Head Start Staff organize field trips to hospitals or dentist offices, or invite community workers to visit the classroom. Classrooms are encouraged to set up dramatic play situations to allow children to work out their feelings about medical and dental offices and personnel.</p>	<p>Education Staff</p>	<p>Lesson Plan</p>	<p>As needed</p>
	<p>Classrooms are encouraged to use books, puzzles, pictures, tapes, videos, songs and dramatic play furnishings/props to support learning about health and nutrition in the classroom.</p>	<p>Education Staff</p>	<p>Education Monitoring Checklist</p>	<p>Daily</p>
	<p>Head Start Staff present health and nutrition related topics at several parent meetings during the school year. Community speakers such as nurses, firemen, etc. are invited to speak on these topics.</p>	<p>Family Service Workers</p>	<p>Parent Meeting Minutes Parent Meeting Agenda</p>	<p>Monthly</p>
	<p>Health Services Advisory Committee parents assist in providing input on educational resources.</p>	<p>Health Services Manager</p>	<p>HSAC Minutes</p>	<p>Three times annually</p>

Highland Rim Head Start
Education and Early Childhood Development Service Plans

<p>(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships</p>	<p>The Program promotes an environment in which children can develop emotional security. Activities are in alignment with the Head Start Child Development and Early Learning Framework and include:</p> <ul style="list-style-type: none"> a. Developing social relationships b. Developing self-concept and self-efficacy c. Developing self regulation d. Developing positive emotional and behavioral health 	<p>Education Staff</p>	<p>Lesson Plan Classroom Observation</p>	<p>Daily</p>
<p>(v-vii) Enhances each child's understanding of self as an individual and as a member of a group; Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; Provides individual and small group experiences both indoors and outdoors.</p>	<p>Activities are in alignment with expectations for social studies knowledge and skills as identified in the Head Start Child Development and Early Learning Framework. Those activities focus on helping the child understand concepts on:</p> <ul style="list-style-type: none"> a. Family and community b. History and events c. People and the environment 	<p>Education Staff</p>	<p>Lesson Plans</p>	<p>Daily</p>
	<p>Head Start Staff are required to organize the environment so that each child receives recognition:</p> <ul style="list-style-type: none"> a-Each child is assigned a cubby space marked with their name and a picture. b-Take photos of children and their families to post around the room and use in books. c-Children are given a spot to display their art work. d-Head Start Staff write children's names on art work and other projects. e-Children are helped to recognize and write their name. 	<p>Education Staff</p>	<p>Education Monitoring Checklist Classroom Observations</p>	<p>Daily</p>
	<p>Head Start Staff are required to plan group as well as individual activities and to encourage children to participate actively in the group. The daily schedule includes group story times, music and movement activities, discussion groups, family style mealtimes. Children are encouraged to participate in group efforts at clean up and preparation for projects and transitions.</p>	<p>Education Staff</p>	<p>Lesson Plans Classroom Observation</p>	<p>daily</p>

Highland Rim Head Start
Education and Early Childhood Development Service Plans

<p>1304.21 (c)(2) Using a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.</p>	<p>The Agency uses Teaching Strategies GOLD as the ongoing assessment system. The system requires classroom staff conduct ongoing observations of each child and collect documentation to show the child progress on 38 objectives. During the year, Teachers will use information to plan the curriculum accordingly. Area Coordinators will provide training and technical assistance to staff as needed. Data will be aggregated and analyzed three times a year. At the end of the year, information will be reviewed to see if outcomes and child outcomes goals were met. The program makes decisions about changes that need to be implemented to improve outcomes for children.</p>	<p>Education Staff Area Coordinators Education Manager</p>	<p>TSG Reports</p>	<p>Ongoing</p>
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Highland Rim Head Start
Child Health and Safety Service Plans

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1304.22(a)(1) Posting policies and plans of action for emergencies that require rapid response on the part of staff (e.g., a child choking) or immediate medical or dental attention.	Each classroom will have posted the Classroom Safety Practices sign on the Emergency Board that provides guidance with safety practices to ensure all staff and volunteers are aware of necessary precautions. Staff will be trained annually on emergency policies.	Teachers, Area Coordinators, Health Services Manager	Policy, Classroom Safety Practices Sheet, Emergency Board,	annually
1304.22(a)(2) Post 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.	Up to date family contact information and authorization for emergency care for each child is readily available: a) Staff obtain written parental permission at the time of enrollment for transporting and initiating treatment in case of emergency b) Parent indicates who their child may be released to when self-transporting or when child is picked up at the center. A copy of this permission is in the file, in the emergency card notebook in the classroom, and on the buses when transporting children.	Teachers, FSW, Health Services Manager, Facilities Manager, FSW, etc.	Center Information Sheet, Children's emergency cards, Health Services Monitoring, Change in status forms.	ongoing
1304.22(a)(3) Post emergency evacuation routes and other safety procedures for emergencies (e.g., fire or weather-related) which are practiced regularly.	Emergency Evacuation Routes are posted at each exit of every center. Centers have Emergency Plans located at the main entrance. Staff review annually. Fire, Tornado, Earthquake and Bus Evacuation Drills are posted on the Emergency Board in each classroom.	Teachers, FSW, Health Services Manager, Facilities Manager	Drill Documentation Sheet, Emergency Exit Routes, Policies, Training Agenda's and Sign-in Sheets,	ongoing
1304.22(a)(4) Methods of notifying parents in the event of an emergency involving their child.		Teachers, Health Services Manager	Accident/Injury Form, Family Contact Notes, ChildPlus,	ongoing
1304.22 (a)(5) Establish methods for handling cases of suspected or known child abuse and neglect that are in compliance with applicable Federal, State, or Tribal laws.	Train Staff on policy	All Staff	Policy A-1, Training Agenda's and Sign-in Sheets, Suspected Child Abuse/Neglect Reporting Form,	Staff training 2x a year, and ongoing

Highland Rim Head Start
Child Health and Safety Service Plans

<p>1304.22(b)(1) Excluding a child with a short-term injury or an acute or short-term contagious illness.</p>	<p>Children with short-term contagious illness will be excluded from the program participation only for the time period needed to limit exposure to other children. Children with common illnesses that do not pose a significant risk to other children will only be excluded from the program when they are known to be contagious. Parents will be informed during Open House and throughout the year regarding reasons for short-term exclusion. Parents will be reminded illnesses are identified.</p>	<p>Teachers, FSW, Health Services Manager,</p>	<p>Policy CHS-2, Classroom Safety Practices Sheet, Open House Documentation, Family Contact Notes</p>	<p>Staff training, Open House, and ongoing</p>
<p>1304.22(b)(2)&1304.22(b)(3) Agency must not deny program admission to any child, nor exclude any enrolled child from program participation for a long-term period, solely on the basis of his or her health care needs or medication requirements unless keeping the child in care poses a significant risk to the health or safety of the child or anyone in contact with the child and the risk cannot be eliminated or reduced to an acceptable level through reasonable modifications in the grantee or delegate agency's policies, practices or procedures or by providing appropriate auxiliary aids which would enable the child to participate without fundamentally altering the nature of the program. Requesting that parents inform staff 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>	<p>Children with special health care needs or medication requirements will be assessed as to whether their program participation poses a significant risk to themselves or others. All staff will be aware of any special needs for children in their class and will provide individual attention when necessary including transportation on the agency buses. Parents are asked to share with staff any health/safety needs of their child. Staff will ensure appropriate accommodations are in place in a timely manner. Staff will receive training on specialized procedures as needs are identified.</p>	<p>FSW, Teachers, Ed. Manager, Area Coordinators, Health Services Manager, Facilities Manager</p>	<p>Policy, Training Sheets, Health History, etc.</p>	<p>Ongoing</p>
<p>1304.22(c)(1) Labeling and storing, under lock and key, and refrigerating, if necessary, all medications, including those required for staff and volunteers.</p>	<p>Staff will be trained on appropriate procedures in accordance with the Agency Policy regarding Medication Administration. See Policy CHS-3 Medication Administration</p>	<p>Family Service Staff, Teachers, Area Coordinators, Health Services Manager</p>	<p>Policy CHS-3, Training Records, Individualized Health Action Plans</p>	<p>As needs are identified, ongoing</p>
<p>1304.22(c)(2) Designating a trained staff member(s) or school nurse to administer, handle and store child medications.</p>	<p>Staff will be trained on appropriate procedures in accordance with the Agency Policy regarding Medication Administration. See Policy CHS-3 Medication Administration</p>	<p>Family Service Staff, Teachers, Area Coordinators, Health Services Manager</p>	<p>Policy CHS-2 and 3, Health Action Plans, Children's Files,</p>	<p>as needs are identified, ongoing</p>

Highland Rim Head Start
Child Health and Safety Service Plans

1304.22(c)(3) Obtaining physicians' instructions and written parent or guardian authorizations for all medications administered by staff.	Family Service Staff will ensure parent permission is obtained to administer medication. Family Service Workers will ensure the provider completes an Individualized Health Action Plan and is signed off on by the parent.	Family Service Staff, Health Services Manager	Individualized Health Action Plan, Policy CHS-3, Children's Files,	as needs are identified, ongoing
1304.22(c)(4)1304.22(c)(5) Maintaining an individual record of all medications dispensed, and reviewing the record regularly with the child's parents. Recording changes in a child's behavior that have implications for drug dosage or type, and assisting parents in communicating with their physician regarding the effect of the medication on the child.	Teachers will maintain individual records of all medications dispensed, behavior changes, spillages, etc. and review the record with parents	Teachers, FSW, Health Manager	Medication Control Sheet, Policy CHS-3, Children's Files	As needs are identified, ongoing
1304.22(c)(6) Ensuring that appropriate staff members can demonstrate proper techniques for administering, handling, and storing medication, including the use of any necessary equipment to administer medication.	Staff are trained and are familiar with policy. Extra training will be provided as appropriate.	Teachers, FSW, Health Services Manager, Area Coordinators	Policy CHS-3, Training Records, Child Plus	ongoing
1304.22 (d)(1) Ensure that staff and volunteers can demonstrate safety practices.	Each classroom will have posted the Classroom Safety Practices sign on the Emergency Board that provides guidance with safety practices to ensure all staff and volunteers are aware of necessary precautions. Staff will be trained annually on emergency policies and will demonstrate safety practices.	Health Service Manger	Training Information, Classroom Safety Practices	ongoing
1304.22 (d)(2) Foster safety awareness among children and parents by incorporating it into child and parent activities.	Each classroom will have posted the Classroom Safety Practices sign on the Emergency Board that provides guidance with safety practices to ensure all staff and volunteers are aware of necessary precautions. Staff will be trained annually on emergency policies and will demonstrate safety practices. Head Start Curriculum will include safety practices.	Teachers, Volunteers, Health Services Manager	Lesson Plans, Curriculums, Classroom Rules,	ongoing
1304.22 (e)(1&2) Ensuring staff, volunteers, and children wash their hands with soap and running water as needed.	Staff and volunteers will teach and model handwashing practices. Centers/Classrooms will have running water and soap readily available.	All Staff	Policy CHS-5, Posted Hand Washing Signs,	ongoing
1304.22 (e)(3) Nonporous (e.g., latex) gloves must be worn by staff when they are in contact with spills of blood or other visibly bloody bodily fluids.	All staff are familiar with and practice universal precautions.	Teachers, Area Coordinators, Health Services Manager	Training Information, Policy CHS-6	ongoing

Highland Rim Head Start
Child Health and Safety Service Plans

<p>1304.22 (e)(4) Spills of bodily fluids (e.g., urine, feces, blood, saliva, nasal discharge, eye discharge or any fluid discharge) must be cleaned and disinfected immediately in keeping with professionally established guidelines. Any tools and equipment used to clean spills of bodily fluids must be cleaned and disinfected immediately. Other blood-contaminated materials must be disposed of in a plastic bag with a secure tie.</p>	<p>All staff are familiar with and practice universal precautions. All classroom/centers have appropriate cleaning/disinfecting agents available. Staff are trained yearly on Bloodborne Pathogens</p>	<p>Teachers, Facilities Manager, Health Services Manager</p>	<p>Training Information, Policy CHS-6</p>	<p>ongoing</p>
<p>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.</p>	<p>Diapering procedures are adapted from the TN Dept. of Human Services, Child Care Licensing Rules. Staff are familiarized with policy. Regular monitoring ensures staff are following procedures.</p>	<p>Teachers, Area Coordinators, Health Services Manager</p>	<p>Policy CHS-7</p>	<p>ongoing</p>
<p>1304.22 (e)(6) Potties that are utilized in a center-based program must be emptied into the toilet and cleaned and disinfected after each use in a utility sink used for this purpose.</p>	<p>All facilities have toilets available for children to use. If potties are used, they are emptied into the toilet and cleaned and disinfected after each use.</p>	<p>Classroom Staff</p>	<p>Policy CHS-7</p>	<p>when needed</p>
<p>1304.22 (f)(1) Maintaining first aid kits in each facility and available on outings away from the site. Each kit must be accessible to staff members at all times, but must be kept out of the reach of children.</p>	<p>First Aid kits are provided and maintained in the classrooms, agency vehicles, busses and kitchens. Teachers will ensure a first aid kit is available while on the playground. Kits will be readily available and easily located and kept out of reach of children.</p>	<p>Teachers, Bus Drivers/Cooks, Health Services Manager</p>	<p>Policy CHS-8, Health Services Monitoring,</p>	<p>ongoing</p>
<p>1304.22 (f)(2) First aid kits must be restocked after use, and an inventory must be conducted at regular intervals.</p>	<p>Kits are to be restocked after use. Items needed will be provided upon request. Inventory of the first aid kits will be checked.</p>	<p>Teachers, Bus Drivers/Cooks, Health Services Manager</p>	<p>Policy CHS-8, Health Services Monitoring,</p>	<p>ongoing</p>

Highland Rim Head Start
Child Nutrition Service Plans

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1304.23 (a)(1) Working together with families to identify each child's nutritional needs, taking into account staff and family discussions concerning any relevant nutrition-related assessment data.	Staff and families work together to identify each child's nutritional needs by reviewing the Health History. Each child will have growth assessments completed twice yearly. Identified Nutritional needs and concerns, families will be referred to the child's primary physician and/or to the agency Nutritionist.	Family Service Workers, Health Services Manager	Health History, Policy CN-1	at enrollment and as needs are identified.
1304.23 (a)(2) Obtaining information about family eating patterns, including cultural preferences, special dietary requirements for each child with nutrition-related health problems, and each child with disabilities.	Parents complete a Health History at enrollment. Information regarding eating patters, cultural preferences, special dietary requirments for children with nutrition related health problems and children with disabilities. Consultation with parents, staff and providers, and arranging for menu substitutions as appropriate. Dietary and feeding problems as addressed as needed for chidlren with disabilities.	Family Service Workers, Teachers, Cooks, Health Services Manager, Nutrition Consultant	Health History, Policy CN-1, Special Diet Form	at enrollment and as needs are identified.
1304.23 (a)(4) Obtaining information about major community nutritional issues, as identified through the Community Assessment or by the Health Services Advisory Committee or the local health department.	Information regarding community problems will be identified. Dietary and feeding concerns will be accomodated as needed for chidlren with disabilities.	Health Services Manager, cooks, fsw	Newsletters, Handouts, Community Assessment, Health Advisory Meetings, etc.	ongoing
1304.23(b)(1)(i) Using funds from USDA Food and Consumer Services Child Nutrition Programs as the primary source of payment for meal services. Early Head Start and Head Start funds may be used to cover those allowable costs not covered by the USDA.	CACFP is used as the primary source of payment for the cost of meal services. Head Start Funds will be used to cover the costs not covered by CACFP.	Lead Cook, Health Services Manager	CACFP Contract, Budget Report	Ongoing
1304.23(b)(1)(ii) Ensuring children receive meals and snacks that provide $\frac{1}{2}$ to $\frac{2}{3}$ of the child's daily nutritional needs.	Head Start classrooms are full day prgorams. Each child receives meals and snacks that provide $\frac{1}{2}$ to $\frac{2}{3}$ of the child's daily nutritional value.	Teachers, Cooks, Health Services Manager	Menu's, Meal Counts	daily
1304.23(b)(1)(iii) Ensuring children who have not received breakfast at the time they arrive be served a nourishing breakfast.	All children that arrive to the center that have not eaten breakfast are offered a nutritious breakfast.	Teachers, Cooks, Health Services manager	Menu's, Meal Counts	daily
1304.23(b)(1)(v) Quantities and kinds of food served must conform to recommended serving sizes and minimum standards for meal patterns recommended in the USDA meal pattern.	Quantities and kinds of foods served must conform to the recommended serving sizes and minium standards for meal patterns recommended by the USDA meal pattrern.	Lead Cook, Health Services Manager, Nutritionist	Menu's signed off by nutritionist, Menu's	ongoing

Highland Rim Head Start
Child Nutrition Service Plans

1304.23(b)(1)(vi) Foods served must be high in nutrients and low in fat, sugar, and salt.	Provide low fat dairy products, reduce salt in cooking, avoid high sugar and fat content in foods served to children.	Teachers, Cooks, Health Services Manager	Menu's, Meal Counts, Meal Monitoring	ongoing
1304.23(b)(1)(vii) Meal and snack periods must be appropriately scheduled and adjusted, where necessary, to ensure that individual needs are met.	Classroom teachers prepare schedules ensuring 2 hours between meals	Teachers, Area Coordinators, Ed. Manager	Classroom daily schedule,	Annually
1304.23(b)(3) Staff must promote effective dental hygiene among children in conjunction with meals.	Education staff will ensure their classroom schedules allow sufficient time for teach brushing daily in conjunction with a meal.	Teachers, Area Coordinators, Ed. Manager, Health Services manager	Policy CN-2, Classroom Daily Schedule	ongoing
1304.23 (b)(4) Parents and appropriate community agencies must be involved in planning, implementing, and evaluating the agencies' nutritional services.	Health Advisory Committee review and approve menu's annually. Menu's are posted in the classroom and sent home. Parents receive newsletters, flyers, handouts, and notices regarding nutrition regularly.	Teachers, Area Corodinators, Health Services Manager	Health Advisory Meeting minutes, Menu's on Parent Board, Copies of communications.	ongoing
1304.23(c)(1) A variety of food is served which broadens each child's food experiences.	Food will be offered in a variety of colors, taste, flavor, texture and cultural/ethnic foods.	Cooks, Health Services Manager	Meal Monitoring, Menu's	Monthly and daily
1304.23 (c)(2) Ensuring Food is not used as punishment or reward, and that each child is encouraged, but not forced, to eat or taste his or her food.	Staff will be trained and understand that foods are not to be used as punishment or reward. Staff will encourage children to try new foods and to taste them.	Teacehrs, Cooks, Health Services Manager	Training Sign In and agenda	Daily
1304.23 (c)(3) Ensuring sufficient time is allowed for each child to eat.	Adequate time will be scheduled for children to eat meals without rush	Teachers, Area Coordinators, Health Services Manager	Meal Monitoring	ongoing
1304.23 (c)(4) Ensuring all children and staff, including volunteers, eat together family style and share the same menu to the extent possible.	Children and staff will share the same menu from common bowls/plates of food. Children will be encouraged to serve themselves.	Teachers, Cooks, Health Services Manager	Meal Time Monitoring	Ongoing
1304.23 (c)(6) Medically-based diets or other dietary requirements are accommodated.	Guidance and support will be sought from provider and/or the Head Start Nutritionist for advice on subsituations and recommendations for medically-based diests and/or other dietary requirments to ensure accomodations.	Teachers,Cooks, Family Services Workers, Health Services manager	Special Diet Form, Health History Form, Physical, etc.	ongoing
1304.23 (c)(7)1304.23 (d) Involving children in food-related activities. Providing parent education activities which include opportunities to assist individual families with food preparation and nutritional skills.	Children will participate in food related activities as developmentally appropriate. Parents will be provided Nutrition Newletters and other handouts as appropriate.	Teachers, Cooks, Health Services manager	Lesson Plans, Menu's, Newletters	Ongoing
1304.23 (e) Posting evidence of compliance with all applicable Federal, State, Tribal, and local food safety and sanitation laws.	Each center will be inspected by the Health Department and license will be provided.	Cooks, Health Services Manager	Health Inspections	Annually

Highland Rim Head Start
Child Mental Health Service Plans

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1304.24 (a)(1)(i) Soliciting parental information, observations, and concerns about their child's mental health.	Parent input regarding their child's mental health and used to individualize services at enrollment and throughout the school year as issues are identified,	Teachers, Family Service Worker	Health History, Referrals, face to face meetings, etc.	ongoing
1304.24 (a)(1)(ii) 1304.24 (a)(1)(iii) Sharing staff observations of their child and discussing and anticipating with parents their child's behavior and development. Discussing and identifying with parents appropriate responses to their child's behaviors.	Information will be discussed and shared with parents regarding developmentally appropriate behaviors and expectations and appropriate responses to their child's behaviors.	Teachers, FSW,	Family contact notes, parent teacher conference forms, trainings, parent meetings, etc.	ongoing
1304.24 (a)(1)(iv) Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program.	Communication and guidance to parents during enrollment, at parent teacher conferences, and face to face interactions as well as trainings.	FSW, Teachers, FS Manager, etc.	Family contact notes, parent teacher conference forms, Parent meetings	ongoing
1304.24 (a)(1)(v-vi) Helping parents to better understand mental health issues. Supporting parents' participation in any needed mental health interventions.	Parents will be offered help regarding information and trainings on mental health. Information about mental health services will be provided through the Mental Health Consultant to parents as needs are identified. Parents will be provided different resources regarding mental health.	FSW, Teachers, Health Services Manager, Mental Health Consultant	Family contact notes, parent teacher conference forms, trainings, parent meetings, handouts, resource book, etc.	ongoing
1304.24 (a)(2) & (3) Securing the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective identification of and intervention in family and staff concerns about a child's mental health. Scheduling on-site mental health consultation regularly, involving the mental health professional, program staff, and parents on how to: (i) Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children; (ii) Promote children's mental wellness by providing group and individual staff and parent education on mental health issues; (iii) Assist in providing special help for children with atypical behavior or development; and (iv) Utilize other community mental health resources, as needed.	Head Start contracts and collaborates with Mental Health Professionals for all children and staff. Program practices will be responsive to the identified behavioral and mental health concerns for all children as needs are identified. On site classroom consultations will be provided to staff, as needs are identified, as well as for children and parents. Mental Health Resource Posters will be available in all classrooms and accessible to parents as well.	Teachers, FSW, Health Services Manager	Contracts, MOU's, TABS screenings, Health and Behavioral Observations	ongoing

Highland Rim Head Start
Family Partnership Service Plans

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1304.40 (a)(1) Engaging 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.	Family Service Workers will work with the family to complete a Family Needs Assessment during the enrollment home visit. Office conferences will be scheduled during August and September (or within 45 days after entry into the program) to discuss family strengths and needs and assist families in setting a goal that is valuable to the family.	Family Services Manager, Family Service Worker	Family Partnership Agreement, case notes, Family Needs Assessment, ChildPlus application	August- September, on-going
1304.40 (a)(2) Offering 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.	Family Service Workers will schedule office conferences with families during August and September (or within 45 days of entry into the program) to discuss setting goals that are valuable to the family and assist the family in developing an action plan to meet the goal.	Family Services Manager, Family Service Worker	Family Partnership Agreement, case notes, Family Needs Assessment, ChildPlus application	August- September, on-going
1304.40 (a)(3) Taking into account, and building upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. To coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.	Family Service Workers will invite families to share preexisting family plans during the office conference. Staff will use any preexisting plans as documentation of a family partnership agreement. Staff will offer to assist families in meeting the established goal(s) of the preexisting plan. Staff will document in ChildPlus the preexisting plan and parent/staff steps made toward accomplishing goals	Family Services Manager, Family Service Worker	Pre-existing plans, case notes	August- September, on-going
1304.40 (a)(4) Creating a variety of opportunities for interaction with parents throughout the year.	Parent interests will be obtained through surveys and input gained during home visits, parent/teacher conferences, parent meetings and informal meetings. Staff will work with families to plan activities at each center that address the interests/needs of the enrolled families and provide meaningful experiences. Such activities will include field trips, parent meetings, parent trainings, parent/teacher conferences, invitations to volunteer within the program, and individual trainings.	Family Services Manager, Family Service Worker	Classroom newsletters, parent meeting agendas, minutes, and sign-in sheets, In-Kind	On-going
1304.40 (a)(5) Respecting each family's diversity and cultural and ethnic background during meetings and interactions.	When requested or deemed necessary translation services are provided by bilingual staff members or a translator. Some materials provided by Head Start are available in Spanish.	Family Services Manager, Family Service Worker	Parent Needs Survey, Translator Partnership Agreement	On-going

Highland Rim Head Start
Family Partnership Service Plans

<p>1304.40 (b)(1) Working 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>				
<p>(i) Emergency or crisis assistance in areas such as food, housing, clothing, and transportation.</p>	<p>Family Service Workers will assist families in finding relief from shortages of food, clothing, housing or transportation through referrals to community agencies. FSWs will provide assistance and follow-up according to the family's needs.</p>	<p>Family Service Workers, Family Services Manager</p>	<p>Resource Manual, Community Partnership Agreements, referrals, case notes, Family Partnership Agreements, Family Needs Assessment, Parent Needs Survey</p>	<p>On-going</p>
<p>(ii) Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence; and</p>	<p>Families receive Child Abuse & Neglect training during the enrollment home visit. A second child abuse & neglect training is offered during a parent meeting. Family Service Workers work with families to recognize strengths and needs and offer information and/or referrals as necessary. Resource Manuals are provided to all enrolled families which includes contact information for parents. FSWs follow up on referrals to determine if parent needs were met.</p>	<p>Family Service Workers, Family Services Manager</p>	<p>Resource Manual, Community Partnership Agreements, referrals, case notes, Family Partnership Agreements, Family Needs Assessment, Parent Needs Survey</p>	<p>On-going</p>
<p>(iii) Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community.</p>	<p>Family Service Workers gather information about employment and education during the application process. Follow up takes place during the enrollment home visit and office conference. Staff assist families by providing information about education and employment opportunities and developing an action plan.</p>	<p>Family Service Workers, Family Services Manager</p>	<p>Resource Manual, Community Partnership Agreements, referrals, case notes, Family Partnership Agreements, Family Needs Assessment, Parent Needs Survey</p>	<p>On-going</p>
<p>1304.40 (b)(2) Following up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations and circumstances.</p>	<p>When referrals are made Family Service Workers will follow up with the family by telephone or face to face interactions within 5 business days to ensure the families needs were met.</p>	<p>Family Services Manager, Family Service Worker</p>	<p>Referrals, case notes</p>	<p>On-going</p>
<p>1304.40 (d)(1) Providing parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents. Other community agencies should be encouraged to assist in the planning and implementation of such programs.</p>	<p>Family Service Workers and other staff plan activities for families in response to information gathered through formal and informal interactions with families. Such activities may include field trips, parent trainings, and parent meetings.</p>	<p>Family Services Manager, Family Service Worker</p>	<p>Family Interest Survey, FPA, Fatherhood/Male Questionnaire, parent meeting minutes, case notes, Sign-In sheets</p>	<p>On-going</p>

Highland Rim Head Start
Family Partnership Service Plans

<p>1304.40 (d)(2) Ensuring settings are 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>Families receive a parent handbook and avolunteer orientation training during the enrollment home visit. Staff encourage families to volunteer and notify families of opportunities in classroom newsletters and during home visits and parent/teacher conferences.</p>	<p>All Staff</p>	<p>Parent Handbook, Volunteer Orientation Handbook, classroom newsletters</p>	<p>On-going</p>
<p>1304.40 (d)(3) Providing parents with opportunities to participate in the program as employees or volunteers.</p>	<p>Job openings are posted within all classrooms/centers and families are encouraged to volunteer at any time.</p>	<p>All Staff</p>	<p>Job Postings, classroom newsletters, home visits, parent/teacher conferences, informal meetings</p>	<p>On-going</p>
<p>1304.40 (e)(1) Providing opportunities to include parents in the development of the program's curriculum and approach to child development and education.</p>	<p>During the initial hme visit teaching staff gather parent input concerning the curriculum and child development and education. Parents are invited to provide feedback at any time and this item is discussed during parent/teacher conferences, Parent Meetings, and the final home visit.</p>	<p>Education Manager, Area Coordinators, Teaching staff</p>	<p>Curriculum Questionnair, Parent Meeting Minutes, Home Visit Form</p>	<p>July - August, on-going</p>
<p>1304.40 (e)(3) Providing 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.</p>	<p>Staff will partner with community agencies to provide oportunities for parents to enhance said skills and knowledge. Information will be made available for parents in the form of flyers and/or brochures. Parents will be informed of any community events addressing these issues. Parents will be encouraged to participate in parent/teacher conferences and home visits.</p>	<p>Family Services Manager, Education Manager, Area Coordinator, Family Service Worker, Teaching staffff</p>	<p>Invitations to trainings, agendas, sign-in sheets, In-Kind sheets, flyers, brochures</p>	<p>On-going</p>
<p>1304.40 (e)(4) Providing, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:</p>				
<p>(i) Increasing family access to materials, services, and activities essential to family literacy development; and</p>	<p>At Head Start sites where lending libraries are available families are encouraged to borrow materials to promote reading to children, storytelling through the use of puppets, and parenting information. Flyers are sent home throughout the year promoting literacy events within the families surrounding communities, including local library events.</p>	<p>Family Service Workers, Family Services Manager</p>	<p>Children's books, parenting brochures, puppets, flyers, newspaper notices</p>	<p>On-going</p>

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(ii) Assisting parents as adult learners to recognize and address their own literacy goals.	Family Service Workers partner with parents to establish literacy goals and develop an action plan to work toward accomplishing the goal. Families are encouraged to borrow parent information materials.	Family Service Workers, Family Services Manager	ChildPlus application, Family Needs Assessment, Family Partnership Agreement, Community Partnership Agreements, Lending Library, Case Notes, flyers, brochures	On-going
1304.40 (e)(5) Conducting 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.	Staff will provide the opportunity for and encourage families to participate in two parent/teacher conferences per program year. Educational and developmental progress of children and age appropriate activities will be shared with families. Families will be encouraged to provide input and work with staff to further the school readiness of the child.	Education Manager, Area Coordinators, Teaching staff, Family Services Manager, Family Service Worker	Parent/Teacher conference forms	October & February
1304.40 (f)(1) Providing medical, dental, nutrition, and mental health education programs for program staff, parents, and families.	Staff will partner with community agencies to provide opportunities for parents to participate in or gain information surrounding medical, dental, nutrition and mental health education. Information will be available in family lending libraries, flyers, brochures and community announcements. Needs expressed by parents will be addressed through group trainings, referrals, or one on one trainings. Staff benefits include health insurance and the employee assistance program at no cost to staff. Staff may use these resources as well as parent materials and/or trainings to meet their needs.	Family Services Manager, Health Services Manager, Family Service Worker	Training agendas, sign-in sheets, flyers, brochures,	On-going
1304.40 (f)(2) Ensuring that, at a minimum, the medical and dental health education program:				
(i) Assists parents in understanding how to enroll and participate in a system of ongoing family health care.	Family Service Workers assist families in completing the Family Needs Assessment and developing goals for the Family Partnership Agreement. FSWs will provide information to families that do not have a system of on-going family health care and assist families in making/keeping appointments when necessary. FSWs will follow-up with families within 5 business days to determine progress.	Family Service Workers, Family Services Manager	ChildPlus application, Family Needs Assessment, Family Partnership Agreement, Community Partnership Agreements, Case Notes, flyers, brochures	Within 90 days after entry into the program.

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<p>(ii) Encourages parents to become active partners in their children's medical and dental health care process and to accompany their child to medical and dental examinations and appointments.</p>	<p>Family Service Workers assist families in making and keeping appointments for health and dental care within 90 days of entry into the program. FSWs work with families to address any concerns or needs resulting from a physical or dental exam. FSWs will accompany parents and/or secure transportation for families to and from medical and/or dental appointments. FSWs will provide information to parents concerning the benefits of regular preventive medical and dental health appointments.</p>	<p>Family Service Workers, Family Services Manager</p>	<p>ChildPlus application, physical exam, dental exam, Resource Manual, Parent Handbook, brochures, flyers, Community Partnership Agreements, Case Notes, community announcements</p>	<p>Within 90 days after entry into the program; on-going</p>
<p>(iii) Provides parents with the opportunity to learn the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topics, information specific to the health needs of individual children must also be made available to the extent possible.</p>	<p>Staff will provide information to families concerning preventive medical and dental health within the first 45 days of entry into the program. Staff will provide an opportunity for all parents to attend a First Aid/CPR training and receive certification at no cost to parents. Staff will provide information concerning safety practices in the classroom and at home throughout the program year. When necessary information specific to the health needs of individual children will be made available in a timely manner.</p>	<p>Family Services Manager, Family Service Workers, Health Services Manager, CPR/First Aid Certified Trainers, Community Partners</p>	<p>Brochures, flyers, Parent Training Sign-In Sheets, case notes</p>	<p>Within 45 days of entry into the program and on-going</p>
<p>1304.40 (f)(3) Ensuring that the nutrition education program includes, at a minimum:</p>				
<p>(i) Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets.</p>	<p>Family Service Workers will partner with community agencies to provide an opportunity for families to attend a workshop on the selection and preparation of foods and managing food budgets. Information will be sent home to parents who choose not to attend.</p>	<p>Family Service Workers, Family Services Manager</p>	<p>Brochures, flyers, Parent Training Sign-In Sheets, case notes</p>	<p>September - April</p>

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<p>(ii) Parent discussions with program staff about the nutritional status of their child.</p>	<p>Family Service Workers assist parents a Health/Nutrition History during the enrollment home visit. The physical exams and growth assessments of enrolled children will be used to determine Body Mass Index (BMI). BMI results will be shared with the Nutrition Consultant and any child whose BMI falls outside the parameters will receive family counseling/information from the Nutrition Consultant. Screening results, including BMI, will be shared with all parents during the first parent/teacher conference.</p>	<p>Health Services Manager, Nutrition Consultant, Education Manager, Family Services Manager, Area Coordinators, Family Service Workers, Teachers</p>	<p>Physical exam, growth assessment, Health/Nutrition History, case notes, Nutrition Consultant documentation, flyers, brochures</p>	<p>July - June</p>
<p>1304.40 (f)(4) Ensuring that the mental health education program provides, at a minimum:</p>				
<p>(i) A variety of group opportunities for parents and program staff to identify and discuss issues related to child mental health.</p>	<p>Staff receive training concerning mental health. Parents complete the Health/Nutrition/Psychological History during the enrollment home visit. Teaching staff complete Health & Behavioral observations on each child within 45 days of entry into the program and again in February. Staff discuss children's mental health issues, if necessary, with parents. Information concerning child's mental health is provided by Family Service Workers throughout the program year. The Mental Health Consultant will participate in a minimum of one Parent Meeting annually to meet with parents.</p>	<p>Family Services Manager, Health Services Manager, Family Service Worker, Teacher, Mental Health Consultant</p>	<p>Health & Behavioral Observations, Family Contact Notes, Parent Training Agendas and Sign-In sheets, flyers, brochures, Staff Training Agendas & Sign-In sheets</p>	<p>On-going</p>
<p>(ii) Individual opportunities for parents to discuss mental health issues related to their child and family with program staff.</p>	<p>Each family is provided an opportunity to participate in home visits and parent/teacher conferences throughout the program year. Staff will meet with parents upon request.</p>	<p>Family Services Manager, Health Services Manager, Family Service Worker, Teacher, Mental Health Consultant</p>	<p>Home Visit-Parent/Teacher Conference forms, Family Contact notes</p>	<p>On-going</p>
<p>(iii) The active involvement of parents in planning and implementing any mental health interventions for their children.</p>	<p>Parents are asked for their input and for permission before any referral is made. Families are provided an opportunity to attend Behavior Plan meetings with the Mental Health Consultant and staff. Families are invited to all follow-up meetings. Family are asked to provide input in developing action plans to modify children's behaviors.</p>	<p>Health Services Manager, Mental Health Consultant, Education Manager, Family Services Manager, Area Coordinators, Family Service Workers, Teachers</p>	<p>Referrals, sign-in sheets, case notes, Behavior Plans, Family Contact notes</p>	<p>On-going</p>

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1304.40 (g)(1)(i) Supporting and encouraging parents to influence the character and goals of community services in order to make them more responsive to their interests and needs.	Staff will invite families and encourage participation in community events. Staff will invite and encourage families to volunteer their time within the community and to serve on agency boards and/or coalitions. Staff will provide a Resource Manual to families.	Family Services Manager, Family Service Worker	Resource Manual, referrals and follow-up, case notes, agency sign-in sheets, agendas, and minutes	On-going
1304.40 (g)(1)(ii) Establishing procedures to provide families with comprehensive information about community resources.	A Resource Manual is updated annually and provided to all newly enrolled families within 45 days of entry into the program.	Family Services Manager, Family Service Worker	Resource Manual, referrals, follow-up, case notes	On-going
1304.40 (g)(2) Providing regular opportunities to parents to work together, and with other community members, on activities that they have helped develop and in which they have expressed an interest.	Families are encouraged to attend parent committee meetings, parent trainings, and to volunteer at Head Start and within the community. Families are surveyed to determine interests.	Family Services Manager, Family Service Worker	Family Needs Survey, Fatherhood/Male Questionnaire, parent committee agendas, sign-in sheets, and minutes	On-going
1304.40 (h)(1) Assisting parents in becoming their children's advocate as they transition both into Head Start from the home or other child care setting, and from Head Start to elementary school, preschool program, or a child care setting.	Staff encourage families to participate in home visits and the Open House prior to children attending the program. Staff provide information to parents regarding transitioning into the Head Start setting and then on to elementary school. Families are informed of Kindergarten registration and other school sponsored events. Staff follow-up with families to ensure children are registered for Kindergarten.	Family Services Manager, Family Service Worker	Home Visit forms, Parent/Teacher conference forms, Transition summary,	On-going
1304.40 (h)(2) Preparing 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 Head Start.	Families are provided an opportunity and are encouraged to participate in parent/teacher conferences and/or home visits to discuss the child's progress while enrolled in Head Start. Parents are provided information regarding IDEA and their rights.	Education Manager, Area Coordinator, Teaching Staff	Parent/Teacher conference forms, TSG reports	April
1304.40 (h)(3) Promoting 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	Staff provide information to parents concerning IDEA and their rights. An opportunity to attend a STEP training is provided to all enrolled parents.	Family Service Workers, Family Services Manager, Health Services Manager	STEP training announcement, agenda, and sign-in sheets; flyers, brochures	On-going

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(ii) Assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.	Parents are provided many opportunities to communicate with teachers and other school personnel. Parent are encouraged to participate in home visits, parent/teacher conferences, parent meetings, IEP Meetings, as well as many others.	Education Manager, Area Coordinators, Teaching staff, Family Services Manager, Family Service Worker	Home Visit form, IEP Meeting Notes, Parent/teacher conference form, Parent Meeting Minutes	On-going
1304.40(i)(1) Grantee and delegate agencies must not require that parents permit home visits as a condition of the child's participation in Head Start. Every effort must be made to explain the advantages of home visits to the parents.	Staff encourage families to participate in home visits but do not require home visits as a condition of enrollment. Staff explain the advantages of home visits to families, but respect the families decision to refuse a home visit.	Family Services Manager, Education Manager, Area Coordinator, Family Service Worker, Teaching staff	Parent Handbook, Home visit paperwork	On-going
1304.40 (i)(2) The child's teacher must make no less than two home visits per program year to the home of each enrolled child.	Teaching staff provide the opportunity for families to participate in two home visits each program year.	Education Manager, Area Coordinator, Teaching Staff	Home Visit forms	August &, April, on-going
1304.40 (i)(3) Home visits must be scheduled at times that are mutually convenient for the parents or primary caregivers and staff.	Staff will provide the opportunity for and encourage families to participate in home visits at a time that is mutually convenient for families and staff.	Education Manager, Area Coordinator, Teaching Staff	Home visit paperwork	August & April, on-going
1304.40 (i)(4) In cases where parents 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 a Head Start site or at another safe location that affords privacy.	Staff respect the families right to refuse a home visit and offer to meet at an alternate location within the community or at a Head Start site. Staff generally conduct home visits in pairs.	Education Manager, Family Services Manager, Teaching Staff, Family Service Worker	Home Visit paperwork	May-August, April, on-going

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Community Partnership Service Plans

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1304.41 (a)(1) Taking 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.	Staff will participate in community coalitions, advisory boards, meetings, and events within the four county service area. The Health Advisory committee meets three times per program year and the School Readiness/Family Engagement committee meets two times per program year. Family Service staff will update community partnership agreements annually, beginning July 1, to ensure Head Start and the community agency understand the services available to Head Start families.	Management personnel, Family Service Workers	Meeting agendas and minutes	On-going
1304.41 (a)(2) Taking 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:				
(i) Health care providers, such as clinics, physicians, dentists, and other health professionals;	Partnership agreements are established and/or reviewed annually in July to provide a network of health provider options to Head Start families. The Resource Manual is updated annually to include all resources for medical and dental care in the service area and surrounding metropolitan areas. Health care providers are also encouraged to serve as members of the Health Advisory and other committees.	Family Services Manager, Family Service Workers, Health Services Manager	Community Partnership agreements, Resource Manual	July; on-going
(ii) Mental health providers;	Contract(s) with mental health professionals are established annually in July to provide mental health services for families including behavior observations of children, development of behavior modification plans, consultations and/or training with staff and families of children with special needs. Family Service Workers refer families in need of counseling to mental health professionals with the community.	Health Services Manager	Mental Health Consultant Contract, behavior modification plans, case notes, training agendas and sign-in sheets	July; on-going

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(iii) Nutritional service providers;	Contract(s) with registered dietitians and/or nutrition health professionals are established annually in July to provide nutrition health services for children and families including writing and/or reviewing Head Start menus, reviewing physical exams of children outside the parameters for healthy BMIs; consultation and/or training with staff; consultation with families with nutritional and/or health needs.	Health Services Manager	Nutrition Health Consultant contract, case notes, training agendas and sign-in sheets	July; on-going
(iv) Individuals and agencies that provide services to children with disabilities and their families;	Memorandums of Understanding are signed annually by the local education agencies and referrals of children with suspected disabilities are forwarded to the local education agencies when necessary.	Health Services Manager	MOUs, referrals	July; on-going
(v) Family preservation and support services;	Community partnerships are signed annually and a speake/trainer is invited to train staff annually. Staff are provided with information regarding community events and/or trainings surrounding this topic. Staff work with Dept. of Children's Services staff, when necessary, to support the preservation of families in crisis.	Family Services Manager; Family Service Workers	Community partnership agreement; referrals, training agendas & sign-in sheets	July; on-going
(vi) Child protective services and any other agency to which child abuse must be reported under State or Tribal law;	Staff attend trainings, conferences, and seminars that include child protective services topics. Staff are trained bi-annually on the laws and reporting procedures regarding suspected child abuse and neglect. Staff report suspected child abuse and neglect as necessary. Staff work with families being served by Dept. of Children's Services to support the preservation of the family. Community partnerships are renewed annually. Head Start families are trained on and provided information regarding child abuse and neglect and how to report suspected abuse and neglect.	All staff	Training agendas, sign-in sheets, child abuse & neglect reports, case notes, Community Partnerships	Training bi-annually; referrals are on-going
(vii) Local elementary schools and other educational and cultural institutions, such as libraries and museums, for both children and families;	Family Service Workers establish and/or renew community partnerships annually. Staff build relationships with community agencies providing educational and cultural opportunities and inform Head Start parents of events. Staff encourage the use of local community agencies.	All staff	Community partnerships, flyers, brochures, Resource Manual, cse notes	July; on-going

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(viii) Providers of child care services; and	Family Service Workers establish and/or renew community partnerships annually with child care centers providing before and after school care for Head Start children. FSWs refer families in need of before and after school care to child care agencies that provide these services.	Family Services Manager, Family Service Workers	Community partnerships, Resource Manual	July; on-going
(ix) Any other organizations or businesses that may provide support and resources to families.	Family Service Workers establish and/or renew community partnerships with agencies in the community providing services to low-income families and/or families in need.	Family Services Manager, Family Service Workers	Community partnerships, Resource Manual	July: on-going
1304.41 (a)(3) Performing outreach to encourage volunteers from the community to participate in Head Start programs.	Staff invite citizens and business representatives from within their respective communities to participate in the Head Start program. Special events are planned annually to encourage volunteering within the program.(The Great Male Read-In, community helpers week). Staff participate in community events through donations of time to spread good will and extend the name and reputation of Head Start.	All staff	In-Kind, classroom newsletters, parent meeting agendas and minutes	On-going
1304.41 (a)(4) Making specific efforts to develop interagency agreements with local education agencies (LEAs) and other agencies within the grantee and delegate agency's service area.	Staff work closely with local education agencies and community agencies to develop community partnership agreements that provide services to eligible Head Start families and the community.	Management personnel, Family Service Workers	Community partnerships, memorandums of understanding	Annually, on-going
1304.41 (b) Establishing and maintaining a Health Services Advisory Committee which includes Head Start parents, professionals, and other volunteers from the community.	A Health Services Advisory Committee is established annually and meets three times per program year. This committee is comprised of Head Start parents, professionals, staff and other volunteers from the community. The committee provides input into the Health and Nutrition component area of the Head Start program.	Health Services Manager	Health Services Advisory Committee meeting agendas, minutes, and sign-in sheets	Three times per program year
1304.41 (c)(1) Establishing and maintaining procedures to support successful transitions for enrolled children and families from previous child care programs into Head Start and from Head Start into elementary school, preschool program, or other child care settings. These procedures must include:				

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<p>(i) Coordinating with the schools or other agencies to ensure that individual 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 Head Start;</p>	<p>Teaching staff discuss Kindergarten enrollment during the last home visit and note on the Home Visit form if the family states that the child has been registered for Kindergarten. If the family has not registered the child for Kindergarten the Family Service Worker will make contact with the family and/or local education agency to assist with the transfer of records.</p>	<p>Family Service Worker, teachers</p>	<p>Home Visit Form, Records Transfer Form</p>	<p>April</p>
<p>(ii) Outreach to encourage communication between Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers and health staff to facilitate continuity of programming;</p>	<p>Partnerships are established with the local education agencies and other community agencies annually. Staff attend community meetings and events, sit on advisory boards and coalitions. Head Start invites community providers to attend relevant training opportunities and to participate in Head Start advisory boards.</p>	<p>Management personnel, Family Service Workers</p>	<p>Community partnerships, community meeting agendas and minutes,</p>	<p>On-going</p>
<p>(iii) Initiating meetings involving Head Start teachers and parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children; and</p>	<p>Staff attend Individualized Education Plan meetings with the parents and local education staff to discuss the developmental progress and abilities of individual children. Local education agencies are asked to be available during a parent meeting to discuss with parents the transition from Head Start to the local school system.</p>	<p>Family Services Manager, Health Services Manager, Education Manager. Area Coordinators, Family Service Workers, teachers</p>	<p>IEP meeting invitations, eligibility reports, IEP. Parent meeting agendas & sign-in sheets, In-Kind documents</p>	<p>On-going</p>
<p>(iv) Initiating joint transition-related training for Head Start staff and school or other child development staff.</p>	<p>Head Start invites local education personnel to attend a transition meeting for parents</p>	<p>Family Services Manager, Area Coordinator, Family Service Worker</p>	<p>Transition training agenda, sign-in sheets, minutes, invitations</p>	<p>February - April</p>

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Program Governance Service Plans

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1304.50 (a)(1) Establishing and maintaining a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program. This structure must consist of the following groups, as required:				
(i) Policy Council. This Council must be established at the grantee level.	Policy Council is made up of at least 51% of currently enrolled Head Start parents and community representatives, reestablished annually as early in the year as possible.	Director	Policy Council Roster By-Laws Meeting Minutes	2nd meeting after school starts
(iii) Parent Committee. This Committee must be established at the center level.	Parent Committees are established annually and are comprised entirely of current Head Start parents.	FSM FSW	Meeting Minutes By-Laws	1st Parent Meeting
1304.50 (a)(2) Ensuring parent Committees be comprised exclusively of the parents of children currently enrolled.	Parent Committees are comprised entirely of current Head Start parents.	FSM FSW	Meeting Minutes By-Laws	1st Parent Meeting
1304.50 (a)(3) Ensuring all Policy Councils and Parent Committees be established as early in the program year as possible. Policy Councils and delegate Policy Committees may not be dissolved until successor Councils or Committees are elected and seated.	Parent Committees are established at the first parent meeting and Policy Council is seated the second meeting after school starts.	Director FSM FSW	Meeting Minutes By-Laws	1st Parent Meeting 2nd Policy Council meeting after school starts
1304.50 (a)(5) Ensuring the governing body and the Policy Council or Policy Committee not have identical memberships and functions.	The functions of the Policy Council and Board are separate with one member as a liaison to both bodies.	Executive Director Director	By-Laws	Annually
1304.50 (b)(1) Proposing the total size of their respective policy groups, 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.	The total size of the Policy Council is comprised of seven parent reps, seven parent alternates and six community reps. Parent repd and alternates are elected according to their respective by-laws.	Board of Direcotors Policy Council Executive Director Director	By-Laws	Ongoing
1304.50 (b)(2) Ensuring Policy Council be comprised of two types of representatives: parents of currently enrolled children and community representatives. At least 51 percent of the members of these policy groups must be the parents of currently enrolled children.	Policy Council is made up of at least 51% of currently enrolled Head Start parents.	Policy Council Director	By-Laws	Ongoing
1304.50 (b)(3) Ensuring community representatives be drawn from the local community.	Community reps are chosen and elected annually accoring to the by-laws.	Executive Director Director	By-Laws	Annually

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1304.50 (b)(4) Ensuring all parent members and community representatives of Policy Council must stand for election or re-election annually.	Policy Council parents and community reps are elected or re-elected annually.	Policy Council	By-Laws	Annually
1304.50 (b)(5) Ensuring Policy Council limit the number of one-year terms any individual may serve on either body to a combined total of three terms.	Policy Council members are limited to three one-year terms.	Director	By-Laws	Annually
1304.50 (b)(6) Ensuring no staff (or members of their immediate families) serve on Policy Council except parents who occasionally substitute for Head Start staff.	Staff are not permitted to serve as a Policy Council member.	Director	By-Laws	Annually
1304.50(d)(1) Ensuring Policy Council work in partnership with key management staff and the governing body to develop, review, and approve or disapprove the following policies and procedures:				
(i) All funding applications and amendments to funding applications for Head Start.	Applications for funding and amendments to applications for funding are developed and approved by Policy Council.	Board of Directors Policy Council Executive Director Director	By-Laws	Ongoing
(ii) Procedures describing how the governing body and the appropriate policy group will implement shared decision-making;	Policy Council by-laws and Head Start policies and procedures describe how decision making responsibilities are shared between the Policy Council and the Board.	Board of Directors Policy Council	By-Laws Policies & Procedures	Ongoing
(iii) Procedures for program planning in accordance with this part and the requirements of 45 CFR 1305.3;	Policy Council is actively involved in program planning and philosophy development via: Approval of planning timelines establishment of and review of progress on 3-year goals and objectives, community assessment to identify priorities, annual evaluation of program goals, strengths and areas needing improvement.	Policy Council Director	By-Laws	Ongoing
(iv) The program's philosophy and long- and short-range program goals and objectives;	Policy Council is actively involved in program planning and philosophy development via: Approval of planning timelines establishment of and review of progress on 3-year goals and objectives, community assessment to identify priorities, annual evaluation of program goals, strengths and areas needing improvement.	Policy Council Director	By-Laws	Ongoing
(vi) The composition of the Policy Council or the Policy Committee and the procedures by which policy group members are chosen;	The composition of the Policy Council is determined according to the by-laws	Policy Council Director	By-Laws	Ongoing

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(vii) Criteria for defining recruitment, selection, and enrollment priorities;	Policy Council determines recruitment, selection and enrollment opportunities annually and are provided training to make informed decisions regarding the selection criteria.	Policy Council Director FSM	By-Laws	Annually
(viii) The annual self-assessment, including planning or other actions that may result from the review of the annual audit and findings from the Federal monitoring review;	The Policy Council is actively involved in all aspects of the self-assessment from : selection and approval of the tool, active team members, self-assessment training and approval of the completed self assessment and action plans resulting from annual audit findings and monitoring reviews.	Policy Council Director FSM	By-Laws	Annually
(ix) Program personnel policies and subsequent changes to those policie, including standards of conduct for program staff, consultants, and volunteers;	Personnel Policies and changes are approved by Policy Council	Policy Council Director	By-Laws	Ongoing
(x) Decisions to hire or terminate the Head Start director; and	Decisions to hire or terminate the Head Start Director are approved by PC.	Policy Council Personnel Committee	By-Laws	As Needed
(xi) Decisions to hire or terminate any person who works primarily for the Head Start program.	Policy Council and Personnel Committee are actively involved in hiring and termination process and make the approval to hire or terminate Head Start staff.	Policy Council Personnel Committee	By-Laws	As Needed
1304.50 (d)(2) Ensuring Policy Council perform the following functions directly:				
(i) Serve as a link to the Parent Committees, grantee governing bodies, public and private organizations, and the communities they serve;	Policy Council members are effective spokespeople and liaisons between Head Start and the community through their participation by sharing of information through their parent meetings and community outreach.	Policy Council Parent Committee	By-Laws	Ongoing
(ii) Assist Parent Committees in communicating with parents enrolled in all program options to ensure that they understand their rights, responsibilities, and opportunities in Head Start and to encourage their participation in the program;	Policy Council ensures that all Parent Center Committees and parents have the opportunity to understand their rights, roles, and opportunities through training, reports, and newsletters.	Policy Council Parent Committee	By-Laws Training Agendas Sign-in Sheets	Ongoing
(iii) Assist Parent Committees in planning, coordinating, and organizing program activities for parents with the assistance of staff, and ensuring that funds set aside from program budgets are used to support parent activities;	Policy Council ensures funds are delegated to parent activities and approve the use of such funds.	Policy Council	By-Laws	Ongoing

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(iv) Assist in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs; and	Policy Council members assist in recruiting volunteers and accessing community resources by suggesting ways of marketing Head Start, recruiting volunteers and marshaling community support of Head Start activities, needs and initiatives.	Policy Council	By-Laws	Ongoing
(v) Establish and maintain procedures for working with the grantee to resolve community complaints about the program.	Policy Council approves the Head Start complaint procedure and any changes to the policy.	Policy Council	By-Laws	Ongoing
1304.50 (e) Ensuring the Parent Committee carry out at least the following minimum responsibilities:				
(1) Advise staff in developing and implementing local program policies, activities, and services;				
(2) Plan, conduct, and participate in informal as well as formal programs and activities for parents and staff; and				
(3) Within the guidelines established by the governing body, Policy Council, or Policy Committee, participate in the recruitment and screening of Head Start employees.				
1304.50 (f) Enabling low-income members to participate fully in their group responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the members.				
1304.50 (g)(1) Having written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.	The Board of Directors and Policy Council have written by-laws defining their roles and responsibilities.	Board of Directors Policy Council Executive Director Director	By-Laws	Ongoing
1304.50 (g)(2) Ensuring that appropriate internal controls are established and implemented to safeguard Federal funds in accordance with 45 CFR 1301.13.	HREC follows procedures outlined in the Financial Procedures manual.	Board of Directors Policy Council Executive Director Director	By-Laws Financial Procedures	Ongoing
1304.50 (h) Ensuring Policy Council establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group.	The procedure for resolving internal disputes, including impasse procedures are defined in the Board and Policy Council by - laws.	Board of Directors Policy Council Executive Director Director	By-Laws	Ongoing

Highland Rim Head Start
Management Systems and Procedures Service Plans

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
<p>1304.51 (a)(1) Developing and implementing 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 Head Start or other low-income families with young children. Program planning must include:</p>				
<p>(i) An assessment of community strengths, needs and resources through completion of the Community Assessment, in accordance with the requirements of 45 CFR 1305.3;</p>	<p>A Community Assessment is conducted every three years with annual updates.</p>	<p>Director Head Start Managers Governing Body Policy Council</p>	<p>Community Assessment Surveys</p>	<p>Annually</p>
<p>(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 Head Start, and reflect the findings of the program's annual self- assessment; and</p>	<p>The grantee and delegate's long and short range goals are determined through analysis of their community needs assessment and are consistent with the philosophy of Head Start. Goals are outlined with objectives and reflect the findings of the annual self-assessment.</p> <p>Financial Objectives are identified through the annual budget development process. Regular revenue and expense reports are generated and shared with the Policy Council and Governing Board.</p>	<p>Executive Director Director Head Start Managers Governing Body Policy Council</p>	<p>Long/Short term goals and Financial Objectives</p>	<p>Annually</p>
<p>(iii) The development of written plan(s) for implementing services in each of the program areas covered by this part.</p>	<p>Written Plans are developed for each service component outlined in the Performance Standards and identify compliance with the regulations, individuals responsible, timelines and the documentation used for monitoring.</p>	<p>Director Head Start Managers Governing Body Policy Council</p>	<p>Written Plans</p>	<p>Annually</p>
<p>1304.51 (a)(2) Ensuring all written plans for implementing services, and the progress in meeting them, be reviewed and approved by the Policy Council at least annually, and must be revised and updated as needed.</p>	<p>Written Plans are provided to Policy Council and Board annually for approval</p>	<p>Governing Body Policy Council</p>	<p>Written Plans</p>	<p>Annually</p>
<p>1304.51 (b) Establishing and implementing systems to ensure that timely and accurate information is provided to parents, policy groups, staff, and the general community.</p>	<p>Mechanisms are in place that provide program information to all parties involved.</p>	<p>Executive Director Director Head Start Managers Governing Body Policy Council</p>	<p>Board Packets Policy Council Packets Annual Reports Newsletters Website Face-to-face</p>	<p>Ongoing</p>

Highland Rim Head Start
Management Systems and Procedures Service Plans

1304.51 (c)(1) Ensuring effective two-way comprehensive communications between staff and parents.	Communication between staff and parents occurs in a variety of ways including:	Staff parents	Parent Handbook Parent Boards Parent Committee meetings and minutes Policy Council minutes	Ongoing
1304.51 (c)(2) Communicating with parents in the parents' primary or preferred language or through an interpreter, to the extent feasible.	To the extent feasible, communication is provided in the parent's preferred language by staff, consultants and volunteers.	Staff Consultants Volunteers	Meeting Agendas and sign-in sheets Family Contact Notes	Ongoing
1304.51 (d) Ensuring that the following information is provided regularly to the governing bodies and to members of Policy Council:				
(1) Procedures and timetables for program planning; (2) Policies, guidelines, and other communications from HHS; (3) Program and financial reports; and (4) Program plans, policies, procedures, and Head Start grant applications.	Policy Council and Board receive monthly packets of necessary information to provide planning and oversight of the program.	Data Entry Coordinator Operations Manager	Board Packets Policy Council Packets Committee meetings	Monthly Ongoing
1304.51 (e) Having mechanisms for regular communication among all program staff to facilitate quality outcomes for children and families.	An open-communication philosophy encourages management to communicate with staff, and staff to communicate with management to ensure positive outcomes for children and families. Regular team meetings are conducted to ensure effective communication methods among staff are established in a supportive climate where frequent communication is encouraged and appreciated. Staff is encouraged to freely share their ideas and to provide constructive feedback to their colleagues and supervisors.	Staff Families	Meeting Agendas and sign-in sheets Email Correspondence Written Memorandums Site Visits and Reports	Ongoing

Highland Rim Head Start
Management Systems and Procedures Service Plans

<p>1304.51 (g) Establishing and maintaining 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>The agency record keeping system includes development of forms to compile critical information; the method of storing and sharing educational and other useful information, confidentiality policies, and the password protected computerized system for record keeping and tracking children and family information ensures the efficient and effective record-keeping.</p> <p>All family file and confidential information is stored in a locked cabinet and access is restricted to authorized individuals with a need to know. Access is also tracked via a sign-in log that lists the purpose for accessing the file.</p>	<p>Staff (need to know basis)</p>	<p>Record Keeping procedure Sign Out Logs</p>	<p>Ongoing</p>
<p>1304.51 (h) Establishing and maintaining efficient and effective reporting systems that:</p>				
<p>(1) Generating 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>Financial reports and program reports are provided to management, the Board and Policy Council monthly.</p>	<p>Director Head Start Managers Director of Finance</p>	<p>Reports</p>	<p>Monthly As needed or required</p>
<p>(2) Generating official reports for Federal, State, and local authorities, as required by applicable law.</p>	<p>Official reports are submitted as required.</p>	<p>Director</p>	<p>Reports</p>	<p>As needed or required</p>
<p>1304.51 (i)(1) Conducting a self-assessment of the effectiveness and progress in meeting program goals and objectives annually.</p>	<p>An annual self-assessment of the Head Start program is conducted. Participants include parents, Policy Council representatives, and Governing Board members participate in this yearly review of the program.</p> <p>Actions plans are developed, as needed, based on the program evaluation and will include timelines for implementation and/or completion. This information is shared with Governing Bodies.</p>	<p>Director Head Start Managers Governing Body Policy Council</p>	<p>Report</p>	<p>Annually</p>
<p>1304.51 (i)(2) Establishing and implementing procedures for the ongoing monitoring of operations to ensure that operations effectively implement Federal regulations.</p>	<p>Ongoing monitoring is achieved through the development of meaningful reports that detail adherence to the Head Start Performance Standards, Head Start Act and DCL.</p>	<p>Director Head Start Managers</p>	<p>Reports</p>	<p>Ongoing</p>

Highland Rim Head Start
Human Resources Management Service Plans

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1304.52(a)(1) Establishing and maintaining 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.	Job descriptions are provided to all staff annually including to whom they are required to report. Organizational charts are posted in all centers outlining chain of command.	Director	Organization Chart Job Descriptions	As necessary
1304.52 (a)(2) Ensuring that the following program management functions are formally assigned to and adopted by staff within the program: (i) Program management (Head Start director); (ii) Management of early childhood development and health services, including child development and education; child medical, dental, and mental health; child nutrition; and, services for children with disabilities; and (iii) Management of family and community partnerships, including parent activities.	Highland Rim Head Start employs and promotes qualified, trained staff for all available positions. In accordance with the 2007 Head Start Reauthorization Act (P.L. 110-34) all education staff are in compliance or on schedule to be in compliance. The HS Director provides oversight of the planning development and implementation of operations procedures for the childhood development and health area of service, analyze trend in the field as well as data on staff and parent communication, personnel administration and supervisor, lead staff training and development	Executive Director Director Operations Manager	2007 Head Start Reauthorization Act P.L. 100-34 HREC Personnel Policies Transcripts Diplomas	As necessary
1304.52 (b)(1) Ensuring that staff and consultants have the knowledge, skills, and experience they need to perform their assigned functions responsibly.	All staff receive training and are encouraged to continue their formal education. Consultants are required to have the qualifications to meet the need of the services they are contracted for.	Operations Manager	Training agendas, Contract and Qualifications	As necessary
1304.52 (b)(2) Ensuring that only candidates with the required qualifications are hired.	All potential staff are required to submit qualifications during the hire process	Director Operations Manager	Application diplomas Transcripts references	As necessary
1304.52 (b)(3) Ensuring current and former Head Start parents receive preference for employment vacancies for which they are qualified.	Applicants will be asked if they are former or current Head Start Parents.	Operations Manager	Applicant Screening Form	Prior to interview

Highland Rim Head Start
Human Resources Management Service Plans

<p>1304.52 (b)(4) Ensuring staff and program consultants be familiar with the ethnic background and heritage of families in the program.</p>	<p>Focus is placed on the recruiting of multilingual staff and consultant who are culturally and ethnically diverse and representative of the service recipient. Recruit qualified bilingual staff culturally and ethnically diverse.</p> <p>Primary or preferred language. Use current and past parents and staff as resources for understanding different cultures.</p> <p>Using community resources to help appreciate and enjoy diverse culture. Staff training will consist of understanding cultural differences and conflict resolution.</p>	<p>Director Operations Manager</p>	<p>Recruitment Community Resources</p>	<p>Ongoing</p>
<p>1304.52 (c) Ensuring the Head Start director have demonstrated skills and abilities in a management capacity relevant to human services program management.</p>	<p>The Head Start Director will meet the qualifications for the position. (The Head Start Director will minimally possess leadership, interpersonal and communication skills, team work development skills, budget management, human services program management, understanding head start philosophy and shared authority and decision making).</p>	<p>Executive Director Policy Council</p>	<p>Job descriptions Staff Qualifications Recruitment, selection and termination, policies</p>	<p>As necessary</p>
<p>1304.52 (d) Hiring staff or consultants who meet the qualifications listed below to provide content area expertise and oversight on an ongoing or regularly scheduled basis.</p>				
<p>(1) Education and child development services must be supported by staff or consultants with training and experience in areas that include: The theories and principles of child growth and development, early childhood education, and family support. In addition, staff or consultants must meet the qualifications for classroom teachers, as specified in section 648A of the Head Start Act and any subsequent amendments regarding the qualifications of teachers.</p>	<p>The Education Manager will serve as the Content Area Expert and will administer specialized knowledge area oversight and quality services delivered. The Education Manager will also meet the qualifications for classroom teachers.</p> <p>Minimally, the Education Manager will possess a state certificate for preschool teachers that meet or exceed the requirement of a CDA equivalent credential and will possess an AA, BA or higher in early childhood education.</p>	<p>Director Operations Manager Policy Council</p>	<p>Resumes Job descriptions Staff Qualifications Recruitment, selection and termination, policies</p>	<p>Ongoing</p>

Highland Rim Head Start
Human Resources Management Service Plans

(2) Health services must be supported by staff or consultants with training and experience in public health, nursing, health education, maternal and child health, or health administration. In addition, when a health procedure must be performed only by a licensed/certified health professional, the agency must assure that the requirement is followed.	The Health Service Manager will meet the requirements of the position as defined in the job description.	Director	Resumes Job descriptions Staff Qualifications Recruitment, selection and termination, policies	Ongoing
(3) Nutrition services must be supported by staff or consultants who are registered dietitians or nutritionists.	The agency will contract annually with a Registered dietitian or nutritionist.	Director Health Services Manager	Annual Contract	Annually
(4) Mental health services must be supported by staff or consultants who are licensed or certified mental health professionals with experience and expertise in serving young children and their families.	The agency will contract annually with a Mental Health Consultant who meets the required criteria.	Director Health Services Manager	Annual Contract	Annually
(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.	The Family Service Manager will meet the requirements of the position as defined in the job description.	Director	Resumes Job descriptions Staff Qualifications	Ongoing
(6) Parent involvement services must be supported by staff or consultants with training, experience, and skills in assisting the parents of young children in advocating and decision-making for their families.	The Family Service Manager will meet the requirements of the position as defined in the job description.	Director	Resumes Job descriptions Staff Qualifications	Ongoing
(7) Disabilities services must be supported by staff or consultants with training and experience in securing and individualizing needed services for children with disabilities.	The Health Service Manager will meet the requirements of the position as defined in the job description. The agency will partner with the local LEA's to ensure that services to children with disabilities are adequately qualified.	Director Health Services Manager	Job descriptions Staff Qualifications MOU's	Ongoing
(8) Agencies must secure the regularly scheduled or ongoing services of a qualified fiscal officer.	The agency will employ a Director of Finance who is adequately qualified.	Executive Director	Job descriptions Staff Qualifications	Ongoing
1304.52 (g)(1) Meeting the requirements of 45 CFR 1306.20 regarding classroom staffing.	Each classroom is staffed with, at a minimum, a Lead Teacher and a Teacher Assistant.	Director Operations Manager	Center Information Sheet	Ongoing
1304.52 (g)(2) Ensuring that 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.	At least one staff member will speak the language of the majority of the children.	Director Operation Managers	Center Information Sheet	Ongoing

Highland Rim Head Start
Human Resources Management Service Plans

1304.52 (g)(3) Ensuring the class size requirements be maintained through the provision of substitutes when regular classroom staff are absent.	Staff coverage (staff: child ratio) is always maintained and monitored. Substitutes will be utilized to ensure ratio.	Director Education Manager Area Coordinators		Ongoing
1304.52 (g)(5) Ensuring staff supervise the outdoor and indoor play areas in such a way that children's safety can be easily monitored and ensured.	Two staff are required with the children at all times. Playgrounds and facilities are inspected daily and zoned to provide maximum safety.	Teaching Staff Area Coordinators	Playground and Facilities Checklists	Daily
1304.52 (i)(1) Ensuring that all staff, consultants, and volunteers abide by the program's standards of conduct.	Staff, Board of Directors, Policy Council, consultants and volunteers are required to read, sign and abide by the code of conduct annually.	Executive Director Director	Signed Code of Conduct	Annually
1304.52 (i)(2) Ensuring that all employees will not solicit or accept personal gratuities, favors, or anything of significant monetary value from contractors or potential contractors.	Staff, Board of Directors, Policy Council, consultants and volunteers are required to read, sign and abide by the code of conduct which prohibits employees from soliciting or accepting personal gratuities, favors, or anything of significant monetary value.	Executive Director Director	Signed Code of Conduct	Annually
1304.52 (i)(3) Personnel policies and procedures must include provision for appropriate penalties for violating the standards of conduct.	Staff, Board of Directors, Policy Council, consultants and volunteers are required to read, sign and abide by the code of conduct which include provisions for appropriate penalties for violating such standards.	Executive Director Director	Personnel Policies Signed Code of Conduct	Annually
1304.52 (j) Performing annual performance reviews of each staff member and use the results of these reviews to identify staff training and professional development needs.	Each employee will receive an annual performance appraisal. Results will be used to plan appropriate training and to develop professional development goals.	Executive Director Director Managers Area Coordinators	Performance evaluation	Annually
1304.52 (k)(1) Ensuring that each staff member has an initial health examination (that includes screening for tuberculosis) and a periodic re-examination.	All staff receive a pre-employment initial health examination including a TB screening and required examinations thereafter.	Operations Manager Facilities Manager	Physical Forms	Pre-employment and as required thereafter
1304.52 (k)(2) Ensuring regular volunteers 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.	In accordance with State Licensing, volunteers who provide ongoing care to children will be screened for Tuberculosis if they: 1. Were born in a country other than the United States, Canada, Western Europe, Australia, New Zealand, and Japan; 2. Has a weakened immune system (Human Immunodeficiency Virus [HIV], cancer, taking chemotherapy drugs, etc.); or 3. Have recently been exposed to the virus.	Family Service Manager		As necessary
1304.52 (k)(3) Making mental health and wellness information available to staff.	Resources are provided to staff and parents along with training annually.	Health Services Manager Mental Health Consultant	Handouts Training Agendas	Annually and Ongoing

Highland Rim Head Start
Human Resources Management Service Plans

1304.52 (l)(1) Provide an orientation to all new staff, consultants, and volunteers that includes, at a minimum, the goals and underlying philosophy of Head Start and the ways in which they are implemented by the program.	Comprehensive New Staff Orientation is required for all new staff. Volunteer training is provided at the beginning of each school year.	Operations Manager Family Service Manager	NSO checklist Training sign-in sheets	At beginning of year and ongoing
1304.52 (l)(2) Establishing and implementing a structured approach to staff training and development, attaching academic credit whenever possible.	Staff training and development and parent training is provided based on yearly training calendars with parent and staff input and a result of employee performance and agency self assessment reviews.			
1304.52 (l)(3) Providing opportunities for staff to acquire the knowledge and skills necessary. This program must also include:				
(i) Methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers; and	Staff will be training annually, at a minimum, on methods for identifying and reporting child abuse and neglect.	Family Service Manager	Training agendas Sign-in sheets	Annually
(ii) Methods for planning for successful child and family transitions to and from the program.	Staff will be trained annually on planning for successful transitions.	Education Manager	Training agendas Sign-in sheets	Preservice
1304.52 (l)(4) Provide training or orientation to Head Start governing body members and Policy Council members.	annual orientation training is provided to all parties to include roles and responsibilities and shared governance	Executive Director Director	Agenda and sign in sheets	Annually and Ongoing

Highland Rim Head Start
Facilities, Materials, and Equipment Written Plans

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1304.53 (a)(1) Providing a physical environment and facilities conducive to learning and reflective of the different stages of development of each child.	Buildings will be constructed and equipment purchased that will promote the learning environment of individual child	Facilities and Education Managers	Building plans and Facilities and Playground Checklists	Ongoing
1304.53 (a)(2) Providing appropriate space for the conduct of all program activities.	Buildings will be constructed allowing space for one on one play as well as group activities	Facilities and Education Managers	Building plans and Facilities and Playground Checklists	Ongoing
1304.53 (a)(3) Ensuring center space be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.	Centers will be set up in distinguishable setting to appeal to children and encourage group play as well as individual activities	Teaching staff, Education Manager	Education Checklist	Ongoing
1304.53 (a)(5) Ensuring centers have at least 35 square feet of usable indoor space per child available for the care and use of children and at least 75 square feet of usable outdoor play space per child.	Buildings will be constructed allowing space for one on one play as well as group activities	Facilities Manager	Building plans	Ongoing
1304.53 (a)(6) Ensuring facilities meet the licensing requirements of 45 CFR 1306.30.	Facilities Manager will ensure all classrooms meet all state and local licensing and zoning requirements; fire, health and safety regulations	Facilities Manager, Education Manager	Department of Human Services Licensing, Fire Marshall Reports, Health Department Reports, Food Service Permit, Watch Dog Security Contract, Monitoring Reports.	Ongoing
1304.53 (a)(7) Providing for the maintenance, repair, safety, and security of all facilities, materials and equipment.	Facilities Manager will provide for the maintenance, repair, safety and security of the facilities materials and equipment owned or used by the Head Start program	Facilities Manager, Facilities Assistant	Work orders, Watch Dog Security Contract, Monitoring Reports	Ongoing
1304.53(a)(8) Providing an environment free of toxins, such as cigarette smoke, lead, pesticides, herbicides, and other air 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 area until it is safe to do so.	Outdoor environments are established that are free of toxins, such as cigarette smoke, lead, pesticides, herbicides, and other pollutants. Smoking is not allowed within 50 feet of our buildings. Children are never present during the spraying of pesticides or herbicides. Children are not allowed to return to areas where spraying has been conducted until it is safe.	Facilities Manager & Facilities Assistant & Educational Staff	Facilities Checklist	Ongoing

Highland Rim Head Start
Facilities, Materials, and Equipment Written Plans

<p>1304.53 (a)(9) Arranging outdoor play areas so as 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>	<p>Playgrounds are fenced and are not exposed to vehicular traffic.</p>	<p>Facilities Manager & Facilities Assistant</p>	<p>Checklist</p>	<p>Ongoing</p>
<p>1304.53 (a)(10) Conducting 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>	<p>Air conditioning and heating systems are checked annually by maintenance personnel. Filters are checked and replaced quarterly. Lighting is replaced as necessary.</p>	<p>Facilities Manager & Facilities Assistant</p>	<p>Facilities Monitoring Checklist</p>	<p>Daily and Bi Annual Check list</p>
<p>1304.53 (b)(1) Provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults. Equipment, toys, materials, and furniture owned or operated by the grantee or delegate agency must be:</p> <ul style="list-style-type: none"> (i) Supportive of the specific educational objectives of the local program; (ii) Supportive of the cultural and ethnic backgrounds of the children; (iii) Age-appropriate, safe, and supportive of the abilities and developmental level of each child served, with adaptations, if necessary, for children with disabilities; (iv) Accessible, attractive, and inviting to children; (v) Designed to provide a variety of learning experiences and to encourage each child to experiment and explore; (vi) Safe, durable, and kept in good condition; and (vii) Stored in a safe and orderly fashion when not in use. 	<p>Education Manager will ensure sufficient equipment, toys, materials, and furniture are provided and arranged to met the needs and facilitate the participation of children and adults. Education Manager will ensure equipment; toys, materials and furniture, are supportive of the specific educational objectives of the program. Education Manager will ensure equipment; toys, materials, and furniture, are supportive of the cultural and ethnic backgrounds of the children</p>	<p>Education Manager</p>	<p>Facilities Checklist, Education Checklist</p>	<p>Ongoing</p>

Highland Rim Head Start
Enrollment, Recruitment, Selection, Enrollment, and Attendance Service Plans

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
<p>1305.3 (a)(a) Identifying the service area in the grant application and define it by county or sub-county area, such as a municipality, town or census tract or a federally-recognized Indian reservation.</p> <p>(b) The grantee's service area must be approved, in writing, by the responsible HHS official in order to assure that the service area is of reasonable size and does not overlap with that of other Head Start grantees.</p>	<p>Highland Rim Head Start serves the following four counties in Middle Tennessee: Dickson, Houston, Humphreys, and Stewart.</p>	<p>Director</p>	<p>Grant Application</p>	<p>Annually</p>
<p>1305.3 (c) Conducting a Community Assessment within the service area once every three years. The Community Assessment must include the collection and analysis of the following information:</p>				
<p>(1) The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition;</p>	<p>Census information, Kids Count data and other reliable resources are used to estimate the number of eligible children and families and their demographic information. This data is updated annually and used in a full Community Assessment triennially.</p>	<p>Family Services Manager</p>	<p>Community Assessment, community assessment updates</p>	<p>Triennially; updated annually</p>
<p>(2) Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each;</p>	<p>Information is gathered from the Dept. of Human Services to determine the number of regulated child care slots and voluntary pre-k slots available in our four county service area.</p>	<p>Family Service Manager</p>	<p>Community assessment, community assessment updates</p>	<p>Triennially; updated annually</p>
<p>(3) The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies;</p>	<p>Data is gathered from the U.S. census, Kids Count and other reliable sources to estimate the number of children age eligible for Highland Rim Head Start who may have disabilities.</p>	<p>Family Services Manager</p>	<p>Community assessment; community assessment update</p>	<p>Triennially; updated annually</p>
<p>(4) Data regarding the education, health, nutrition and social service needs of Head Start eligible children and their families;</p>	<p>Data is gathered from Kids Count, census and other reliable sources to determine the needs specific to children and families in the Highland Rim Head Start service area.</p>	<p>Family Services Manager</p>	<p>Community assessment; community assessment update</p>	<p>Triennially; updated annually</p>
<p>(5) The education, health, nutrition and social service needs of Head Start eligible children and their families as defined by families of Head Start eligible children and by institutions in the community that serve young children;</p>	<p>Surveys are provided to Head Start families, community service providers and citizens within the communities served to gather information about the specific needs of children and families within the service area.</p>	<p>Family Service Manager, Family Service Workers</p>	<p>Community assessment surveys, community assessment, community assessment updates</p>	<p>Triennially; updated annually</p>

Highland Rim Head Start
Enrollment, Recruitment, Selection, Enrollment, and Attendance Service Plans

<p>(6) Resources in the community that could be used to address the needs of Head Start eligible children and their families, including assessments of their availability and accessibility.</p>	<p>A Resource Manual is updated annually listing a wide variety of community agencies available to citizens. Resources are researched/updated and included in the Community Assessment every three years.</p>	<p>Family Services Manager</p>	<p>Community assessment; community assessment update; Resource Manual</p>	<p>Annually: Triennially</p>
<p>1305.3 (d) Information from the Community Assessment must be used to: (1) Help determine the agencies philosophy, and its long-range and short-range program objectives; (2) Determine the type of component services that are most needed and the program option or options that will be implemented; (3) Determine the recruitment area, if limitations in the amount of resources make it impossible to serve the entire service area. (5) Determine appropriate locations for centers; and (6) Set criteria that define the types of children and families who will be given priority for recruitment and selection.</p>	<p>The community assessment is reviewed annually when revising/updating the strategic plan. The selection criteria and service options are reviewed annually and necessary changes will be made based upon the community assessment and/or annual updates. Selection criteria will be updated annually to reflect the needs of the families in our service area.</p>	<p>Family Services Manager</p>	<p>Community Assessment, strategic plans, selection criteria, grant application</p>	<p>Annually: Triennially</p>
<p>1305.3 (e) In each of the two years following completion of the Community Assessment the agency must conduct a review to determine whether there have been significant changes. If so, the Community Assessment must be updated and the decisions listed above must be reconsidered.</p>	<p>A community assessment update is conducted annually for two years succeeding the completion of the community assessment. Data for the update comes from Kids Count, census numbers and other reliable sources. The updates will be used to determine selection criteria and service options.</p>	<p>Family Services Manager</p>	<p>Community Assessment update, strategic plans, selection criteria, grant application</p>	<p>Updates will be completed during the two years succeeding the community assessment</p>
<p>1305.3 (f) The recruitment area must include the entire service area, unless the resources available are inadequate to serve the entire service area.</p>	<p>Recruitment efforts occur throughout the entire four county service area and are on-going.</p>	<p>Family Services Manager</p>	<p>Recruitment information</p>	<p>On-going</p>

Highland Rim Head Start
Enrollment, Recruitment, Selection, Enrollment, and Attendance Service Plans

<p>1305.3 (g) In determining the recruitment area when it does not include the entire service area, the grantee must:</p> <p>(1) Select an area or areas that are among those having the greatest need for services as determined by the Community Assessment; and</p> <p>(2) Include as many Head Start eligible children as possible within the recruitment area, so that:</p> <p>(i) The greatest number of Head Start eligible children can be recruited and have an opportunity to be considered for selection and enrollment in the Head Start program, and</p> <p>(ii), the Head Start program can enroll the children and families with the greatest need for its services.</p>	<p>Recruitment is on-going in our four county service area.</p>	<p>Family Services Manager</p>	<p>Recruitment information, selection criteria</p>	<p>On-going</p>
<p>1305.4 (b)(1) At least 90 percent of the children who are enrolled in each Head Start program must be from low-income families.</p>	<p>The Selection Criteria ensures that at least 90% of the enrolled children are from low-income families. Recruitment efforts are focused on low-income families.</p>	<p>Family Services Manager</p>	<p>Selection criteria, enrollment application</p>	<p>On-going</p>
<p>1305.4 (2) Up to ten percent of the children who are enrolled may be children from families that exceed the low-income guidelines but who meet the criteria that the program has established for selecting such children and who would benefit from Head Start services.</p>	<p>Applications are accepted and placed on the waiting list for families exceeding the income guidelines. When enrollment slots become available and there are no income eligible children on the waiting list the program will select children for enrollment that exceed the income guidelines.</p>	<p>Family Services Manager</p>	<p>Selection criteria, enrollment application</p>	<p>On-going</p>
<p>1305.4 (c) The family income must be verified before determining that a child is eligible to participate in the program.</p>	<p>Families are required to provide proof of income to complete an application and be placed on the waiting list.</p>	<p>Family Services Manager</p>	<p>Proof of income, enrollment application, selection criteria</p>	<p>At the time of application</p>
<p>1305.4 (d) Verification must include examination of any of the following: Individual Income Tax Form 1040, W-2 forms, pay stubs, pay envelopes, written statements from employers, or documentation showing current status as recipients of public assistance.</p>	<p>Recruitment ads/flyers state that income must be verified. Family Service Worker staff review and keep copies of income/income statements from each family submitting an application.</p>	<p>Family Services Manager, Family Service Worker</p>	<p>Proof of income, enrollment application,</p>	<p>At the time of application</p>

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<p>1305.4 (e) A signed statement by an employee of the Head Start program, identifying which of these documents was examined and stating that the child is eligible to participate in the program, must be maintained to indicate that income verification has been made.</p>	<p>Staff completing the application will indicate on the application which document(s) were verified for proof of income. Staff will indicate on the application if the child is eligible to participate in the program and staff will sign and date the application. Staff sign the child's application indicating that the income information is true.</p>	<p>Family Services Manager</p>	<p>Proof of income, enrollment application</p>	<p>At the time of application</p>
<p>1305.5 (a) In order to reach those most in need of Head Start services, the agency must have a recruitment process that is designed to actively inform all families with Head Start eligible children within the recruitment area of the availability of services and encourage them to apply for admission to the program. This process may include canvassing the local community, use of news releases and advertising, and use of family referrals and referrals from other public and private agencies.</p>	<p>Recruitment information will be distributed throughout the service area based upon information from the community assessment, parents and community partners. Recruitment notices will be posted within the community, on the radio, tv, and newspaper and given to parents. Family Service Workers place door hangers in local low-income housing developments as well as go door to door in communities.</p>	<p>Family Services Manager, Family Service Worker</p>	<p>Recruitment notices. Community Assessment</p>	<p>March - April, on-going</p>
<p>1305.5 (b) During the recruitment process the program must solicit applications from as many Head Start eligible families within the recruitment area as possible. If necessary, the program must assist families in filling out the application form in order to assure that all information needed for selection is completed.</p>	<p>Recruitment efforts will be on-going within the communities in the service area. All families will be assisted by a Family Service Worker when completing the application. Family Service Workers follow-up with families of incomplete applications in an effort to gather any missing information.</p>	<p>Family Service Manager, Family Service Worker</p>	<p>Recruitment notices, selection criteria, enrollment application</p>	<p>March-April, on-going</p>
<p>1305.5 (c) Obtain a number of applications during the recruitment process that occurs prior to the beginning of the enrollment year that is greater than the enrollment opportunities that are anticipated to be available over the course of the next enrollment year in order to select those with the greatest need for Head Start services.</p>	<p>Recruitment dates will be established for each center during the months of March-April. The communities within the service area will be notified of the recruitment dates through flyers, radio, tv and newspaper ads, Head Start parents, word of mouth and through community partners. Applications will continue to be accepted after the recruitment dates. Family Service Workers continue recruitment efforts when the waiting list numbers do not exceed the slots available.</p>	<p>Family Service Manager, Family Service Worker</p>	<p>Recruitment notices, enrollment applications</p>	<p>March-April, on-going</p>
<p>1305.6 (a) Each Head Start program must have a formal process for establishing selection criteria and for selecting children and families that considers all eligible applicants for Head Start services.</p>	<p>The selection criteria is revised annually using data from the community assessment/update, parent surveys, and community partners. Selection criteria is presented to and approved by the Policy Council annually.</p>	<p>Family Service Manager, Family Service Worker, Policy Council</p>	<p>Selection criteria, enrollment application</p>	<p>February</p>

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1305.6 (b) In selecting the children and families to be served, the program must consider the income of eligible families, the age of the child, the availability of kindergarten or first grade to the child, and the extent to which a child or family meets the criteria that each program is required to establish in Sec. 1305.3(c)(6).	The selection criteria reflects the income of the family, age of the child, availability of Kindergarten and the needs of the community and is designed to serve the neediest children within the service area.	Family Service Manager, Family Service Worker	Selection criteria, community assessment, parent surveys, enrollment applications	April - May, on-going
1305.6 (c) At least 10 percent of the total number of enrollment opportunities in each grantee and each delegate agency during an enrollment year must be made available to children with disabilities who meet the definition for children with disabilities in Sec. 1305.2(a).	The selection criteria identifies children with diagnosed disabilities. Enrollment slots are available to serve children with diagnosed disabilities.	Family Services Manager, Family Service Worker, Health Services Manager	Selection criteria, Enrollment application, IEP	April - May, on-going
1305.6(d) Each Head Start program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program's selection criteria to assure that eligible children enter the program as vacancies occur.	The selection criteria is reviewed annually to ensure it reflects the needs of the community. Recruitment efforts in March - April establish the waiting list and on going recruitment efforts maintain the waiting list throughout the program year. As vacancies occur the Family Service Workers will fill from the waiting list of completed applications.	Family Services Manager, Family Services Worker	Selection criteria, enrollment applications, ChildPlus enrollment reports	April - May, on-going
1305.7 (a) Each child enrolled, must be allowed to remain in Head Start until kindergarten.	Children entering the Head Start program as a PIR three are considered returning children for the next program year and an enrollment slot is automatically available for those children.	Family Service Manager, Family Service Worker	Selection criteria, enrollment application,	On-going
1305.7 (b) When a program determines that a vacancy exists, no more than 30 calendar days may elapse before the vacancy is filled. A program may elect not to fill a vacancy when 60 calendar days or less remain in the program's enrollment year.	Enrollment vacancies will be filled within 30 calendar days. ChildPlus report 2025 will be used to rank completed applications according to the Selection Criteria, with the neediest children at the top of the list. Vacancies will be filled from the top of the list down. When less than 60 calendar days remain in the program year enrollment vacancies will not be filled.	Family Service Manager, Family Service Worker	Selection criteria, enrollment applications, ChildPlus enrollment reports	On-going
1305.7 (c) If a child has been found income eligible and is participating in a Head Start program, he or she remains income eligible through that enrollment year and the immediately succeeding enrollment year.	Income eligible children who are not age eligible to enter Kindergarten during the next program year will remain income eligible to return to the Head Start program during the next program year.	Family Service Manager, Family Service Worker	Enrollment application, selection criteria	On-going

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<p>1305.8 (a) When the monthly average daily attendance rate in a center-based program falls below 85 percent, a Head Start program must analyze the causes of absenteeism.</p>	<p>An attendance analysis determining the causes of low attendance will be completed when the average daily attendance falls below 85% in a classroom in any given month.</p>	<p>Family Service Manager, Family Service Worker</p>	<p>Daily classroom attendance logs, ChildPlus attendance reports, Attendance Analysis</p>	<p>When ADA drops below 85%</p>
<p>1305.8 (b) If the absences result from unusual factors, such as temporary family problems that affect a child's regular attendance, the program must initiate appropriate family support procedures for all children with four or more consecutive unexcused absences. These procedures must include home visits or other direct contact with the child's parents.</p>	<p>Home visits will be conducted for families whose children miss four or more consecutive days of school with no contact from the family or if the family seems to be in distress. Family Service Workers will assist the family, if necessary, in helping the child return to school and maintain regular attendance. Efforts to assist the family will be documented in case notes in ChildPlus.</p>	<p>Family Service Worker, Family Service Manager,</p>	<p>Daily classroom attendance logs, ChildPlus attendance reports,</p>	<p>On-going</p>
<p>1305.8 (c) In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot must be considered an enrollment vacancy.</p>	<p>Children who are chronically absent from school and whose families do not participate in efforts to re-establish good attendance may be terminated from the Head Start program and the enrollment slot will be considered vacant. Efforts to assist these families will be documented in case notes in ChildPlus. All families receive a copy of the Attendance Policy during the enrollment home visit. This policy states that children may be terminated for chronic absences.</p>	<p>Family Service Manager, Family Service Worker</p>	<p>Daily classroom attendance logs, ChildPlus attendance reports, case notes</p>	<p>Ong-oing</p>

Highland Rim Head Start
Disability Service Plan

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1308.4 (a) A Head Start grantee, or delegate agency, if appropriate, must develop a disabilities service plan providing strategies for meeting the special needs of children with disabilities and their parents. The purposes of this plan are to assure:				
(1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents.	Head Start facilitates families in accessing the full range of health, dental, nutritional, developmental, parent involvement and social services for children with disabilities and their families. Head Start recruits and enrolls children with disabilities who are in the most need of services and ensures at least 10% of the enrollment opportunities are for children with disabilities.	Management team	Service Area Plans	Ongoing
(2) That resources are used efficiently.	Resources will be used effectively to serve children with disabilities. Services are coordinated with the Local Education Agencies in each county served as well as other community agencies to provide services for children and families as needed.	Health Services Manager	Budget and Expense reports	Ongoing
1308.4 (b) The plan must be updated annually.	The plan will be evaluated annually and updated as needed. The plan will be reviewed and approved by the Policy Council and Health Advisory Committee	Health Services Manager	Disabilities Service Plan, Meeting Agenda's and Minutes	Annually
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.	Child with disabilities will participate in a full inclusion program with typically developing peers. Additional assistance, support and materials will be provided as needs are identified.	Health Services Manager	IEP, Lesson Plans	Ongoing

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<p>1308.4 (d) To use the disabilities service plan as a working document which guides all aspects of the agency's effort to serve children with disabilities. This plan must take into account the needs of the children for small group activities, for modifications of large group activities and for any individual special help.</p>	<p>All children enrolled including children with disabilities will participate in the daily routine to the extent possible. Staff will modify the curriculum and make environmental adaptations in order to include children with disabilities in the classroom. Activities will be developmentally and age appropriate. Individualization is used with all children to maximize children's mastering of skills and independence. Staff will ensure that children with disabilities are included in all activities and encourage appropriate peer interactions.</p>	<p>Teachers, Health Services Manager</p>	<p>IEP, Lesson Plans</p>	<p>Ongoing</p>
<p>1308.4 (e) Designate a coordinator of services for children with disabilities 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>	<p>The Health Services Manager is designated for the oversight of Health, Mental Health, Nutrition, and Disabilities within the program. The Health Services Manager coordinates and consults with staff and parents as appropriate.</p>	<p>Health Services Manager</p>	<p>Disability Service Plan, Job Description</p>	<p>Ongoing</p>
<p>1308.4 (f) The disability service plan must contain:</p>				
<p>(1) Procedures for timely screening;</p>	<p>Staff will complete the speech and language, developmental, social-emotional screenings and growth assessments on enrolled children within 45 days. Specific procedures are identified in policy CHDH-2.</p>	<p>Teachers, FSW, Health Services Manager</p>	<p>Child Plus, Screener Forms, Child Screening Documentation Forms, Policy CHDH-2</p>	<p>Within 45 days</p>
<p>(2) Procedures for making referrals to the LEA for evaluation to determine whether there is a need for special education and related services for a child, as early as the child's third birthday;</p>	<p>Screening results, daily observation and teacher anecdotes as well as parent input will be combined to determine the need for referrals. Referrals will be completed as needs are identified and concerns arise. Teachers will complete referrals in accordance with policy CHDS-2</p>	<p>Teachers, FSW, Health Services Manager</p>	<p>Referral Forms, Parent/Teacher Conferences, Screening Results, Policy CHDS-2</p>	<p>As needed</p>
<p>(3) Assurances of accessibility of facilities; and</p>	<p>Building and facilities will be accessible to all individuals with disabilities including children, parents, and staff.</p>	<p>Facilities Manager</p>	<p>Day Care Licesing, Fire Marshal</p>	<p>Ongoing</p>

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<p>(4) Plans to provide appropriate special furniture, equipment and materials if needed.</p>	<p>Special furniture and materials will be provided to support classrooms as needs are identified.</p>	<p>Facilities Manager, Health Services Manager</p>	<p>Purchase Orders, IEP</p>	<p>As needed</p>
<p>1308.4 (g) The plan, when appropriate, must address strategies for the transition of children into Head Start from infant/toddler programs (0-3 years), as well as the transition from Head Start into the next placement. The plan must include preparation of staff and parents for the entry of children with severe disabilities into the Head Start program.</p>	<p>Transition services are provided to all children including children with disabilities upon entering and leaving the Head Start Program. Teachers, Family Service Workers, and other affected staff will participate in Family Team Meetings to discuss any concerns. If necessary, an IEP meeting will be held prior to entry or upon completion of the program.</p>	<p>Teachers, FSW, FSW Manager, Ed. Manager, Health Services</p>	<p>IEP Meetings, Transition Activities on Lesson Plans, Family Team Meetings</p>	<p>Entering and exiting the program and throughout the program year as needed</p>
<p>1308.4 (h) The 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>				

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<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; (2) Physical therapy to facilitate gross motor development in activities such as walking prevent or slow orthopedic problems and improve posture and conditioning; (3) Occupational therapy to improve, develop or restore fine motor functions in activities such as using a fork or knife; (4) Speech or language services including therapy and use of assistive devices necessary for a child to develop or improve receptive or expressive means of communication; (5) Psychological services such as evaluation of each child's functioning and interpreting the results to staff and parents; and counseling and guidance services for staff and parents regarding disabilities;</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 (7) Assistive technology services or devices necessary to enable a child to improve functions such as vision, mobility or communication to meet the objectives in the IEP.</p>	<p>The Agency has developed MOU's with each of the LEA's in the service area to provide children with services which include, but are not limited to, the ones listed. In the event that the LEA is unable to, or does not, provide the necessary service, Head Start will ensure that the services are received.</p>	<p>Health Service Manager</p>	<p>IEP</p>	<p>As needs are identified and ongoing</p>
<p>1308.4 (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.</p>	<p>Representatives from the LEA, Head Start, as well as any other involved agency, are included in the IEP meeting. This allows all involved parties the opportunity to incorporate the child's strengths into the IEP.</p>	<p>Health Service Manager</p>	<p>IEP</p>	<p>As needs are identified and ongoing</p>

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<p>1308.4 (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>	<p>The agency has developed MOU's with each of the LEA's in the service area to provide services to children. Head Start and LEA representatives attend IEP meetings to ensure that the needs of the child are met. The LEA and Head Start work together to determine what services are needed and which agency will be responsible for such services. Head Start will provide any services necessary, so long as Head Start has been identified as the provider in the IEP.</p>	<p>Health Service Manager</p>	<p>IEP</p>	<p>As needs are identified and ongoing</p>
<p>(k) The grantee must ensure that the disabilities service plan addresses grantee efforts to meet State standards for personnel serving children with disabilities.</p>	<p>The agency has developed MOU's with each of the LEA's in the service area to provide services to children. The LEA is responsible for ensuring that service providers meet the necessary State Standards</p>	<p>Health Services Manager</p>	<p>MOU's</p>	<p>Annually</p>

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<p>1308.4 (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> <p>(1) Head Start participation in the public agency's Child Find plan under Part B of IDEA;</p> <p>(2) Joint training of staff and parents;</p> <p>(3) Procedures for referral for evaluations, IEP meetings and placement decisions;</p> <p>(4) Transition;</p> <p>(5) Resource sharing;</p> <p>(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</p> <p>(7) Any other items agreed to by both parties. Grantees must make efforts to update the agreements annually.</p>	<p>Head Start updates MOU's with the Local Education Agencies annually to reflect collaborative efforts between the programs within each district. The MOU's include child find, joint training of staff and parents, procedures for referrals and evaluations, IEP meetings and placement decision, transitions, resources sharing, and other relevant information and items as appropriate and agreed on by all parties.</p>	<p>Health Services Manager</p>	<p>MOU's</p>	<p>Annually in August</p>
<p>1308.4 (m)(n) 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. The grant application budget form and supplement submitted with applications for funding must reflect requests for adequate resources to implement the objectives and activities in the disability services plan and fulfill the requirements of these Performance Standards.</p>	<p>HREC provides comprehensive Special Education Services to children with disabilities as required by state and federal law. When a need for supplies and materials that each district will not provide, the needs will be provided for with Head Start Funds.</p>	<p>Health Services Manager and Director</p>	<p>IEP, Budget Records,</p>	<p>Annually and as needs are identified</p>

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<p>1308.4 (o) The budget request included with the application for funding must address the implementation of the disabilities service plan. Allowable expenditures include salaries, evaluation of children, services, making services accessible, transportation, special equipment and materials, and training and technical assistance.</p>	<p>The Head Start budget reflects a line item for Disabilities and Special Services. The item includes books, videos, equipment, classroom supplies, program supplies, parent activity, general supplies and trainings.</p>	<p>Health Services Manager, Operations Manager, Director</p>	<p>Budget and Expense reports, PO's</p>	<p>annually</p>
<p>1308.5 (a) The grantee or delegate agency outreach and recruitment activities must incorporate specific actions to actively locate and recruit children with disabilities.</p>	<p>Recruitment efforts include partnerships with early intervention programs, health departments, school districts, DHS offices, LEA's, and other agencies which may help locate and recruit children with disabilities.</p>	<p>FSW, FSW Manager, Health Services Manager</p>	<p>Recruitment Posters and Flyers</p>	<p>ongoing</p>
<p>1308.5 (b) A grantee must insure that staff engaged in recruitment and enrollment of children are knowledgeable about nondiscrimination and the Americans with Disabilities Act.</p>	<p>Recruitment efforts indicate the inclusion of disability students. Staff are trained annually to ensure they are aware and are familiar with nondiscrimination towards children and families with disabilities.</p>	<p>FSW, Family Service manager, Health Services Manager</p>	<p>Recruitment Posters</p>	<p>ongoing</p>
<p>1308.5 (c) A grantee must not deny placement on the basis of a disability or its severity to any child when: (1) The parents wish to enroll the child, (2) The child meets the Head Start age and income eligibility criteria, (3) Head Start is an appropriate placement according to the child's IEP, and (4) The program has space to enroll more children, even though the program has made ten percent of its enrollment opportunities available to children with disabilities. In that case children who have a disability and non-disabled children would compete for the available enrollment opportunities.</p>	<p>Head Start will not deny enrollment due to a disability if Head Start is an appropriate placement according to the child's IEP and parent's wish for Head Start. If criteria is met, the child will then be put on a site waiting list based on availability. Children with disabilities will be given priority enrollment.</p>	<p>FSW, FSW Manager, Health Services Manager</p>	<p>ChildPlus application, Waitlist, criteria listing</p>	<p>ongoing</p>

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<p>1308.5 (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> <p>(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>	<p>Head Start collaborates with other community agencies to provide quality comprehensive services to children and families. To ease staff's apprehensions and to help prevent negative attitudes, meetings will be held to give staff first hand information about the child's development, special equipment, special services and the child's diagnosed condition as appropriate. Staff will be provided training as appropriate and specialized services will be provided as needs are identified.</p>	<p>Health Services Manager</p>	<p>MOU's, Contracts, training logs, Family Team Meeting</p>	<p>ongoing</p>
<p>1308.5 (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> <p>(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>	<p>The same eligibility criteria governing children without disabilities will apply to children with disabilities, however, 10% of enrollment slots will be for children with disabilities. All parents are required to provide proof of immunizations prior to enrollment and/or within 90 days and to keep a schedule of well child care.</p>	<p>FSW Manager, FSW, Health Services manager</p>	<p>IEP's, Selection Criteria, Waitlists, Immunization Records, Child Plus</p>	<p>Ongoing, within 90 days</p>
<p>1308.5 (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>	<p>The agency partners with several local agencies who serve children with severe disabilities in an effort to actively recruit such children.</p>	<p>FSW, FSW Manager, Health Services Manager</p>	<p>Community Partnerships</p>	<p>Ongoing</p>

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<p>1308.6 (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>	<p>Children will be screened within 45 days. Staff will conduct formal and informal assessments throughout the program year to measure progress and individualize for children. Children who appear to be at risk for delay will be referred to appropriate agencies for evaluations.</p>	<p>Teachers, FSW, Health Services Manager</p>	<p>SCreener Forms, ChildPlus, Monitoring, Meeting invitations, Children's Files, Referrals</p>	<p>ongoing</p>
<p>1308.6 (b) Screening, the first step in the assessment process, consists of standardized health screening and developmental screening which includes speech, hearing and vision. It is a brief process, which can be repeated, and is never used to determine that a child has a disability. It only indicates that a child may need further evaluation to determine whether the child has a disability. Rescreening must be provided as needed.</p>	<p>Children will be screened within 45 days. Staff will conduct formal and informal assessments throughout the program year to measure progress and individualize for children. Children who appear to be at risk for delay will be referred to appropriate agencies for evaluations.</p>	<p>Teachers, FSW, Health Services Manager</p>	<p>Screeener Forms, ChildPlus, Monitoring, Meeting invitations, Children's Files, Referrals</p>	<p>ongoing</p>
<p>1308.6 (b)(1) Provide for developmental, hearing and vision screenings of all 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>All children will be screened within 45 day of entry into the program.</p>	<p>Teachers, FSW, Area Coordinators, Health Services Manager</p>	<p>Screening Forms, ChildPlus</p>	<p>Within 45 days</p>
<p>1308.6 (b)(2) Make concerted efforts to reach and include the most in need and hardest to reach in the screening effort, providing assistance but urging parents to complete screening before the start of the program year.</p>				

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<p>1308.6 (b)(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.</p>	<p>The agency uses the Brigance Screening to conduct required developmental screenings.</p>	<p>Teachers, Health Services Manager</p>	<p>Screening Forms, ChildPlus</p>	<p>Within 45 days</p>
<p>1308.6 (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>Parents are informed of the required screenings at the time of enrollment. Results from screenings are discussed with parents at the Parent/Teacher Conferences. If concerns are noted, parents will be included in the follow-up plan of action.</p>	<p>teacher, fsw</p>	<p>Program Permission Form, Parent/Teacher Conference form, Follow-up Plan of Action Form</p>	<p>ongoing</p>
<p>1308.6 (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>	<p>All children are assessed using the Teaching Strategies Gold Assessment system, regardless of disability.</p>	<p>Teacher</p>	<p>Individual Child Profile</p>	<p>Ongoing</p>
<p>1308.6 (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>Children are referred in accordance with policy CHDS-2. Children will be referred as soon as a need is identified.</p>	<p>Health Services Manager</p>	<p>Referral Forms</p>	<p>As needed</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>The agency has developed MOU's with the LEA's to ensure that children receive proper evaluation. In the event that the LEA does not provide an evaluation, Head Start will use it's resources to secure such evaluation.</p>	<p>Health Services Manager</p>	<p>Follow-up Plan of Action Form</p>	<p>As needed</p>

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<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>Whenever possible, Screening and evaluation will be conducted in the child's home language, with consideration given to the child's cultural background.</p>	<p>Health Services Manager</p>	<p>Screening Forms</p>	<p>As needed</p>
<p>1308.6 (e)(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>Parents are informed of the required screenings at the time of enrollment. Parents indicate consent on the Program Permission Form.</p>	<p>FSW</p>	<p>Program Permission Form</p>	<p>At enrollment</p>
<p>1308.6 (e)(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>Parents are notified of the screening results during the Parent/Teacher Conferences. All screening results, as well as other confidential records, will be kept under lock and key and available to only those who have a legitimate purpose. Parents will have access to their child's records. If further evaluation is needed, parents will be informed and will be asked permission before any further evaluation is made.</p>	<p>FSW, Teachers, Health Services Manager</p>	<p>Program Permission Form, Parent/Teacher Conference form, Referral Form, Follow-up Plan of Action Form</p>	<p>Ongoing</p>
<p>1308.6 (e)(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>	<p>The agency has developed MOU's with each of the LEA's in the service area to provide services to children. Following further evaluation, both representatives of Head Start and the LEA will meet to discuss and determine if a child meets the criteria for special education services. If it is found that a child meets the criteria, the team will work together to recommend placement and services needed.</p>	<p>Health Services Manager</p>	<p>Evaluation results, IEP</p>	<p>As needed</p>
<p>1308.18 (c) Each 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>The Health Services Manager will be notified whenever a parent requests that a medication be given at school. The FSW will provide the Health Services Manager the Individualized Health Action Plan to review and sign off on after the completed by a medical provider and parent signature has been obtained.</p>	<p>Health Services Manager</p>	<p>Individual Health Action Plan, Medicaiton Admisnitration Forms,</p>	<p>As needs are identified and ongoing</p>

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<p>1308.18 (d) The health coordinator under the supervision of the Head Start director or designee must:</p> <p>(1) Obtain the doctor's instructions and parental consent before any medication is administered.</p> <p>(2) Maintain an individual record of all medications dispensed and review the record regularly with the child's parents.</p> <p>(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.</p> <p>(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.</p>	<p>The Health Service Manager will ensure the Individualized Health Action Plan is completed by a medical provider and parental consent is obtained prior to the administration of medication. Records will be maintained and reviewed of all medications dispensed, indicating any changes in behaviors. These records will be shared with parents regularly and the medical provider as necessary. All medication including staff and children's medication will be adequately labeled and stored under lock and key and out of reach of children in the appropriate setting.</p>	<p>Health Services Manager</p>	<p>Individual Health Action Plan, Medication Administration Forms,</p>	<p>As needs are identified and ongoing</p>
<p>1308.19 (a) When Head Start provides for the evaluation, the multidisciplinary evaluation team makes the determination whether the child meets the Head Start eligibility criteria. The multidisciplinary evaluation team must assure that the evaluation findings and recommendations, as well as information from developmental assessment, observations and parent reports, are considered in making the determination whether the child meets Head Start eligibility criteria.</p>	<p>The agency has developed MOU's with each of the LEA's in the service area to provide services to children. The LEA is responsible for determining if a child meets the criteria for special education services. If the LEA fails to do so, Head Start will ensure that such evaluations take place.</p>	<p>Health Services Manager</p>	<p>IEP</p>	<p>As needed</p>
<p>1308.19 (b) Every child receiving services in Head Start who has been evaluated and found to have a disability and in need of special education must have an IEP before special education and related services are provided to ensure that comprehensive information is used to develop the child's program.</p>	<p>All children are required to have an IEP in place before receiving special services.</p>	<p>Health Services Manager</p>	<p>IEP</p>	<p>As needed</p>
<p>1308.19 (c) When the LEA develops the IEP, a representative from Head Start must attempt to participate in the IEP meeting and placement decision for any child meeting Head Start eligibility requirements.</p>	<p>Whenever possible, the Head Start teacher, and other Head Start staff, will attend all IEP meetings.</p>	<p>Health Services Manager</p>	<p>IEP meeting minutes</p>	<p>As needed</p>

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<p>1308.19 (d) If Head Start develops the IEP, the IEP must take into account the child's unique needs, strengths, developmental potential and the family strengths and circumstances as well as the child's disabilities.</p>	<p>The agency has developed MOU's with each of the LEA's in the service area to provide services to children. The LEA is responsible for developing all IEP's. Head Start staff will ensure that the IEP includes the child's needs, strengths, and potential either by providing input at the IEP meeting or by writing the IEP itself.</p>	<p>Health Services Manager</p>	<p>IEP meeting minutes</p>	<p>As needed</p>
<p>1308.19 (e) The IEP must include:</p> <ol style="list-style-type: none"> (1) A statement of the child's present level of functioning in the social-emotional, motor, communication, self-help, and cognitive areas of development, and the identification of needs in those areas requiring specific programming. (2) A statement of annual goals, including short term objectives for meeting these goals. (3) A statement of services to be provided by each Head Start component that are in addition to those services provided for all Head Start children, including transition services. (4) A statement of the specific special education services to be provided to the child and those related services necessary for the child to participate in a Head Start program. This includes services provided by Head Start and services provided by other agencies and non-Head Start professionals. (5) The identification of the personnel responsible for the planning and supervision of services and for the delivery of services. (6) The projected dates for initiation of services and the anticipated duration of services. (7) A statement of objective criteria and evaluation procedures for determining at least annually whether the short-term objectives are being achieved or need to be revised. (8) Family goals and objectives related to the child's disabilities when they are essential to the child's progress. 	<p>The agency has developed MOU's with each of the LEA's in the service area to provide services to children. The LEA is responsible for developing all IEP's. Head Start staff will ensure that the IEP includes all of the required items.</p>	<p>Health Services Manager</p>	<p>IEP meeting minutes</p>	<p>As needed</p>

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<p>1308.19 (f) When Head Start develops the IEP, the team must include:</p> <p>(1) The Head Start disabilities coordinator or a representative who is qualified to provide or supervise the provision of special education services;</p> <p>(2) The child's teacher or home visitor;</p> <p>(3) One or both of the child's parents or guardians; and</p> <p>(4) At least one of the professional members of the multidisciplinary team which evaluated the child.</p>	<p>In the event that Head Start must develop the IEP, the HSM will ensure that the team is made up of, at a minimum, the HSM, parent, Teacher, and at least one professional member of the multidisciplinary team.</p>	<p>Health Services Manager</p>	<p>IEP meeting minutes</p>	<p>As needed</p>
<p>1308.19 (g) An LEA representative must be invited in writing if Head Start is initiating the request for a meeting.</p>	<p>The HSM will ensure that the LEA is invited in writing to any Head Start initiated meeting.</p>	<p>Health Services Manager</p>	<p>Follow-up Plan of Action Form</p>	<p>As needed</p>
<p>1308.19 (h) The grantee may also invite other individuals at the request of the parents and other individuals at the discretion of the Head Start program, including those component staff particularly involved due to the nature of the child's disability.</p>	<p>Head Start will work with parents to determine if any other individuals are to be invited.</p>	<p>Health Services Manager</p>	<p>Follow-up Plan of Action Form</p>	<p>As needed</p>
<p>1308.19 (i) A meeting must be held at a time convenient for the parents and staff to develop the IEP within 30 calendar days of a determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP.</p>	<p>Head Start will work with parents to ensure that meetings are held at a convenient time. The HSM will track referrals using the Follow-up plan of action to ensure that meetings take place in the appropriate time frames and that services begin promptly.</p>	<p>Health Services Manager</p>	<p>Follow-up Plan of Action Form</p>	<p>As needed</p>

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<p>1308.19 (j) Grantees and their delegates must make vigorous efforts to involve parents in the IEP process. The grantee must:</p> <p>(1) Notify parents in writing and, if necessary, also verbally or by other appropriate means of the purpose, attendees, time and location of the IEP meeting far enough in advance so that there is opportunity for them to participate;</p> <p>(2) Make every effort to assure that the parents understand the purpose and proceedings and that they are encouraged to provide information about their child and their desires for the child's program;</p> <p>(3) Provide interpreters, if needed, and offer the parents a copy of the IEP in the parents' language of understanding after it has been signed;</p> <p>(4) Hold the meeting without the parents only if neither parent can attend, after repeated attempts to establish a date or facilitate their participation. In that case, document its efforts to secure the parents' participation, through records of phone calls, letters in the parents' native language or visits to parents' homes or places of work, along with any responses or results; and arrange an opportunity to meet with the parents to review the results of the meeting and secure their input and signature.</p>	<p>Head Start will ensure that parents are included in the IEP process. HSM will work with the LEA to ensure that parents receive prior written notice of meetings. Staff will work with parents to ensure that they understand the purpose and proceedings. If necessary, Intrepreters will be provided.</p>	<p>Health Services Manager, FSW</p>	<p>Follow-up Plan of Action Form</p>	<p>As needed</p>
<p>1308.19 (k) Grantees must initiate the implementation of the IEP as soon as possible after the IEP meeting by modifying the child's program in accordance with the IEP and arranging for the provision of related services. If a child enters Head Start with an IEP completed within two months prior to entry, services must begin within the first two weeks of program attendance.</p>	<p>HSM will ensure that any and all program modifications are initiated promptly, and never longer than two weeks.</p>	<p>Health Service Manager</p>	<p>IEP</p>	<p>As needed</p>
<p>1308.20 (a) The disabilities coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program.</p>	<p>At any time that a child with disabilities requires a special diet the HSM will work with the nutritionist to implement a plan of action. Staff working directly with the child will be informed, and trained if needed.</p>	<p>Health Service Manager</p>	<p>IEP, Menus</p>	<p>As needed</p>

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1308.20 (b) Appropriate professionals, such as physical therapists, speech therapists, occupational therapists, nutritionists or dietitians must be consulted on ways to assist Head Start staff and parents of children with severe disabilities with problems of chewing, swallowing and feeding themselves.	Staff will work with the families and other appropriate sources to help families' access nutrition resources and services for children who are not able to learn or develop normally because of malnutrition.	Health Services Manager	Follow-up Plan of Action Form	as needed
1308.20 (c) The plan for services for children with disabilities must include activities to help children with disabilities participate in meal and snack times with classmates.	Children with disabilities should participate in the same meal activities as the rest of the children in the class. Modifications or special equipment may be implemented if needed.	Teacher, Cook, Health Services Manager	IEP	As needed
1308.20 (d) The plan for services for children with disabilities must address prevention of disabilities with a nutrition basis.	When necessary, if eligible appropriate therapies will be provided to children with severe disabilities with problems of chewing, swallowing and feeding themselves.	Health Services Manager	IEP, Health Action Plan	As needed
1308.21 (a) In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks:				
(1) Support parents of children with disabilities entering from infant/toddler programs.	Staff will collaborate with consultants and other community resources to provide parents with information on resources and support groups within the community.	Health Services Manager	Follow-up Plan of Action Form	As needed
(2) Provide information to parents on how to foster the development of their child with disabilities.	Staff will support parents and encourage involvement in their child's classroom, ask questions, actively participate in conferences and initiate conferences and meetings when the needs arises.	Health Services Manager	Handouts, Face to Face communication, etc.	ongoing
(3) Provide opportunities for parents to observe large group, small group and individual activities describe in their child's IEP.	Staff will support parents and encourage involvement in their child's classroom, ask questions, actively participate in conferences and initiate conferences and meetings when the needs arises.	Health Service Manager	Handouts, Face to Face communication, etc.	ongoing
(4) Provide follow-up assistance and activities to reinforce program activities at home.	Teaching staff in addition to provider of special services will provide parents with helpful information and resources	Health Services Msnager	IEP, Handouts, etc.	ongoing
(5) Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.	Staff will collaborate with consultants and other community resources to provide parents with information on resources and support groups within the community.	Health Services Manage	Follow-up Plan of Action Form	ongoing

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(6) Inform parents of their rights under IDEA.	Parents are provided with a copy of their rights at each IEP meeting. Parents are also encouraged to participate in STEP meetings which are made available during the year.	Health Service Manager	IEP meeting minutes	As needed
(7) Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program and other sources and assist them with initial efforts to access such resources.	Staff will collaborate with consultants and other community resources to provide parents with information on resources and support groups within the community.	Health Service Manager	Handouts, Meeting Agenda's, Resource Manual	As needed
(8) Identify needs (caused by the disability) of siblings and other family members.	Staff will collaborate with consultants and other community resources to provide parents with information on resources and support groups within the community.	Health Service Manager	Family Contact Notes, Meeting Notes, Family P-Ship Agreement	As needed
(9) Provide information in order to prevent disabilities among younger siblings.	Staff will collaborate with consultants and other community resources to provide parents with information on resources and support groups within the community.	Health Service Manager	Handouts,	As needed
(10) build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.	Parent's are encouraged to participate in STEP meetings which are made available throughout the year.	Health Service Manager	Handouts, Face to Face communications, training	As needed
1308.21 (b) Grantees must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.	Staff will work closely with parents to ensure smooth transitions into the next educational placement. If possible, an end of the year IEP meeting will be held with both Head Start and the next placement being represented.	FSW, Teachers, Health Services Manager	Transition Summary, Home visit form, IEP meeting minutes	As needed
1308.21 (c) Head Start grantees, in cooperation with the child's parents, must notify the school of the child's planned enrollment prior to the date of enrollment.	Children will have an end of year IEP meeting which will identify the next educational setting.	Health Services Manager	IEP meeting minutes	As needed

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PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE PERSON	DOCUMENTATION	WHEN
1310.10 (a) Each agency must assist as many families as possible who need transportation in order for their children to attend the program in obtaining that transportation.	Transportation is provided on a limited basis. In areas where transportation is unavailable, parents are provided with information on transportation services in the area. Parent's are also encouraged to partner with each other to carpool when needed.	Facilities Manager Family Service Workers	Application, case notes	Ongoing
1310.10 (b) Provide reasonable assistance to the families to arrange transportation to and from activities. The specific types of assistance being offered must be made clear to all prospective families in the program's recruitment announcements.	All agency recruitment announcements specify that limited transportation may be available.	Family Service Manager	Recruitment announcements	As needed
1310.10 (c) Each agency providing transportation services is responsible for compliance with the applicable requirements of this Part. When an agency provides transportation through another organization or an individual, the agency must ensure the compliance of the transportation provider with the requirements of this part.	Provided transportation is never provided through another organization or individual.	Facilities Manager		Ongoing
1310.10 (d) Each agency providing transportation services, must ensure that each vehicle used in providing such services is equipped with:				
(1) a communication system to call for assistance in case of an emergency:	Each bus is equipped with a cell phone	Bus Driver	Transportation Check List	Daily
(2) safety equipment for use in an emergency, including a charged fire extinguisher that is properly mounted near the driver's seat and a sign indicating its location;	Each bus is equipped with a mounted fire extinguisher.	Bus Driver Facilities Manager	Transportation Check List	Ongoing
(3) a first aid kit and a sign indicating the location of such equipment; and	Each bus is equipped with a first aid kit, which is properly indicated and easy to find.	Bus Driver Facilities Manager	Transportation Check List	Ongoing
(4) a seat belt cutter for use in an emergency evacuation and a sign indicating its location.	Each bus is equipped with a seatbelt cutter which is properly identified and easy to locate	Bus Driver Facilities Manager	Transportation Check List	Ongoing

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<p>1310.10 (e) Ensure that any auxiliary seating, such as temporary or folding jump seats, used in vehicles of any type providing such services are built into the vehicle by the manufacturer as part of its standard design, are maintained in proper working order, and are inspected as part of the annual inspection required under §1310.13(a) of this subpart.</p>	<p>All auxiliary seating is built into the busses by the manufacturer and are inspected annually.</p>	<p>Facilities Manager</p>	<p>St. of TN Dept of Safety School Bus Safety Inspection Report</p>	<p>Annually</p>
<p>1310.10 (f) Each agency providing transportation services must ensure that all accidents involving vehicles that transport children receiving such services are reported in accordance with applicable State requirements.</p>	<p>Our policy states any accident must be reported immediately to 911</p>	<p>Bus Driver</p>	<p>Accident report</p>	<p>Immediately following and accident</p>
<p>1310.10 (g) Ensure that children are only released to a parent or legal guardian, or other individual identified in writing by the parent or legal guardian. Agency must maintain lists of the persons, including alternates in case of emergency, and up-to-date child rosters must be maintained at all times to ensure that no child is left behind, either at the classroom or on the vehicle at the end of the route.</p>	<p>Children are signed out only by people whose names are listed on the Emergency Card. Children are listed on the Sign In/Sign Out forms, and on Transportation Logs</p>	<p>All Staff</p>	<p>Emergency Cards, Sign In/ Sign Out Forms, and Transportation Logs</p>	<p>Ongoing</p>
<p>1310.11 (a) Ensure that each vehicle used to transport children receiving such services is equipped for use of height- and weight-appropriate child safety restraint systems.</p>	<p>All busses are equipped with height and weight appropriate child safety restraint systems.</p>	<p>Facilities Manager</p>	<p>Transportation Check List</p>	<p>Ongoing</p>
<p>1310.12 (a) Effective December 30, 2006, each agency providing transportation services must ensure that children enrolled in its program are transported in school buses or allowable alternate vehicles that are equipped for use of height- and weight-appropriate child restraint systems, and that have reverse beepers.</p>	<p>All buses are equipped with height and weight appropriate child restraint seats and reverse beepers.</p>	<p>Facilities Manager</p>	<p>Bus specifications</p>	<p>Upon purchase of new busses</p>
<p>1310.13 Ensure that vehicles used to provide services are maintained in safe operating condition at all times. The organization operating the vehicle must establish and implement procedures for:</p>				

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(a) a thorough safety inspection of each vehicle on at least an annual basis through an inspection program licensed or operated by the State;	State of TN Dept. of Safety School Bus Safety Inspection is done yearly by TN Highway Patrol	Facilities Manager	St. of TN Dept of Safety School Bus Safety Inspection Report	Yearly
(b) systematic preventive maintenance on vehicles; and	Maintenance Is performed every 3000 miles	Facilities Manager and Bus Mechanic	Maintenance Invoices	Ongoing
(c) daily pre-trip inspection of the vehicles by the driver.	Pre Inspections are done each time the bus is put into service	Bus Driver	Pre Trip Inspection Forms	Ongoing
1310.15 (b) Baggage and other items transported in the passenger compartment are properly stored and secured and the aisles remain clear and the doors and emergency exits remain unobstructed at all times.	Totes and food storage boxes are strapped securely in the seat.	Bus Driver	Transportation Check List	Ongoing
1310.15 (c) There is at least one bus monitor on board at all times, with additional bus monitors provided as necessary, such as when needed to accommodate the needs of children with disabilities.	There is one bus monitor on the bus at all times when children are being transported	Bus Driver	Bus Logs	Anytime the bus is occupied by children.
1310.16 (a) Ensure that persons who drive vehicles provideing transportation services, at a minimum:				
(1) Have a valid Commercial Driver's License (CDL) for vehicles in the same class as the vehicle the driver will operating; and	Any person driving a Head Start bus is required to have a valid TN CDL license	Facilities Manager	Copies of current license	Ongoing
(2) meet any physical, mental, and other requirements established under applicable law or regulations as necessary to perform job-related functions with any necessary reasonable accommodations.	All CDL drivers must have an up to date CDL physical	Facilities Manager	Copies of current physicals	Yearly for Day Care License Physical and Every other year for CDL unless otherwise stated.

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<p>1310.16 (b) Ensure that there is an applicant review process for use in hiring drivers, that applicants for driver positions must be advised of the specific background checks required at the time application is made, and that there are criteria for the rejection of unacceptable applicants. The applicant review procedure must include, at minimum:</p> <p>(1) all elements specified in 45 CFR 1304.52(b), with additional disclosure by the applicant of all moving traffic violations, regardless of penalty;</p> <p>(2) a check of the applicant's driving record through the appropriate State agency, including a check of the applicant's record through the National Driver Register, if available in the State; and</p> <p>(3) after a conditional offer of employment to the applicant and before the applicant begins work as a driver, a medical examination, performed by a licensed doctor of medicine or osteopathy, establishing that the individual possesses the physical ability to perform any job-related functions with any necessary accommodations.</p>	<p>It is stated at the time of interview for all employees, including bus drivers, monitors, there will be a background check, drug testing, and physical required. Potential bus drivers will have their driving record checked. They are also made aware of having to successfully pass a Commercial Drivers Physical. The agency uses the DHS criteria for rejection of unacceptable applicants.</p>	<p>Human Resources, Facilities Manager</p>	<p>Copy of current CDL drivers license, CDL physical with DOT medical card, Department of Safety Training Card</p>	<p>Ongoing</p>
<p>1310.17 (a) Ensure that at least annually all drivers who drive vehicles used to provide transportation services receive all required training.</p>	<p>Traning is provided for all CDL drivers at least 3 times per year</p>	<p>Facilities Manager, and Facilities Assistant</p>	<p>Training Logs</p>	<p>Ongoing</p>
<p>1310.17 (b) Drivers must receive a combination of classroom instruction and behind-the-wheel instruction sufficient to enable each driver to:</p>				
<p>(1) operate the vehicle in a safe and efficient manner;</p>	<p>All new drivers are provided with behind the wheel instruction and practice prior to testing. Licensed drivers receive annual bus safety training.</p>	<p>Facilities Manager, and Facilities Assistant</p>	<p>Training Logs</p>	<p>Three times a year and as needed.</p>
<p>(2) safely run a fixed route, including loading and unloading children, stopping at railroad crossings and performing other specialized driving maneuvers;</p>	<p>All staff receive annual bus safety training</p>	<p>Facilities Manager, and Facilities Assistant</p>	<p>Training Logs</p>	<p>Annually or more frequently if needed.</p>
<p>(3) administer basic first aid in case of injury;</p>	<p>All staff receive CPR and first aid training and certification</p>	<p>Facilities Manager, and Facilities Assistant</p>	<p>Training Logs</p>	<p>Annually or more frequently if needed.</p>
<p>(4) handle emergency situations, including vehicle evacuation procedures;</p>	<p>All staff receive annual bus safety training</p>	<p>Facilities Manager, and Facilities Assistant</p>	<p>Training Logs</p>	<p>Annually or more frequently if needed.</p>

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(5) operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints;	Individual training will be provided on an as needed basis.	Facilities Manager, and Facilities Assistant	Training Logs	Annually or more frequently if needed.
(6) conduct routine maintenance and safety checks of the vehicle; and	All staff receive annual transportation policy training.	Facilities Manager, and Facilities Assistant	Training Logs	Annually or more frequently if needed.
(7) maintain accurate records as necessary.	All staff receive annual transportation policy training.	Facilities Manager, and Facilities Assistant	Training Logs	Annually or more frequently if needed.
1310.17(d) Drivers must receive refresher training courses and any additional necessary training to meet the requirements applicable in the State where the agency operates.	Drivers receive training at least three times per year. This includes a transportation training provided by the State of Tennessee.	Facilities Manager, Facilities Assistant	Training Sheets	Pre-Service, October, April
1310.17 (e) Ensure that drivers who transport children receiving the services qualify under the applicable driver training requirements in its State.	All drivers receive training with the TN Hwy Patrol once a year.	Facilities Manager	Copies of Training Sign In Sheets, and the TN Department of Safety, School Bus Operator Certificate of Training	Ongoing
1310.17 (f) Each agency providing transportation services must ensure that:				
(1) the annual evaluation of each driver of a vehicle used to provide such services includes an on-board observation of road performance; and	Drivers are observed at least one time per year using the Head Start Road Observation Form	Facilities Manager , Facilities Assistant	Head Start Road Observation Form	Ongoing
(2) before bus monitors assigned to vehicles used to provide such services begin their duties, they are trained on child boarding and exiting procedure, use of child restraint systems, any required paperwork, responses to emergencies, emergency evacuation procedures, use of special equipment, child pick-up and release procedures and pre- and post-trip vehicle check.	All Bus monitors receive bus safety and transportation policy training. Such training includes, but is not limited to, all aspects of child safety procedures, pre and post vehicle check, what to do in an emergency, emergency evacuations	Facilities Manager , Facilities Assistant	Training sheets	Ongoing
1310.20 (a) Ensure that in planning fixed routes the safety of the children being transported is the primary consideration.	Bus Drivers receive annual training in establishing fixed routes. All bus routes are approved by the Facilities Manager prior to implementation of bus service.	Facilities Manager & Bus Drivers	Trip Routing Schedules	Ongoing
1310.20 (b) The agency must also ensure that the following basic principles of trip routing are adhered to:				
(1) The time a child is in transit to and from the Head Start or Early Head Start program must not exceed one hour unless there is no shorter route available or any alternative shorter route is either unsafe or impractical.	Children are never on the bus for longer than 45 minutes.	Bus Driver	Bus Logs	Daily

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(2) Vehicles must not be loaded beyond the maximum passenger capacity at any time.	Each passenger on the bus must be in a seat and restrained. As such, the bus can never be loaded beyond capacity.	Bus Driver	Bus Logs	Daily
(3) Vehicles must not be required to back up or make "U" turns, except when necessary for reasons of safety or because of physical barriers.	Routes are designed to eliminate the need to back up or make "U" turns. In the event that such a maneuver is unavoidable, the bus monitor will assist to ensure safety.	Bus Driver	Trip Routing Schedules	Beginning of year, adjusted as needed
(4) Stops must be located to minimize traffic disruptions and to afford the driver a good field of view in front of and behind the vehicle.	Drivers establish stops that are safe and which minimize traffic disruptions. All routes are approved by the Facilities Manager.	Bus Driver, Facilities Manager	Trip Routing Schedules	Beginning of year, adjusted as needed
(5) When possible, stops must be located to eliminate the need for children to cross the street or highway to board or leave the vehicle.	Drivers establish stops that do not require children to cross the road whenever possible. All routes are approved by the Facilities Manager.	Bus Driver, Facilities Manager	Trip Routing Schedules	Beginning of year, adjusted as needed
(6) If children must cross the street before boarding or after leaving the vehicle because curbside drop off or pick up is impossible, they must be escorted across the street by the bus monitor or another adult.	In the event that it is necessary for children to cross the street, the child must be escorted by the parent.	Bus Driver	Bus Logs	Daily
(7) Specific procedures must be established for use of alternate routes in the case of hazardous conditions that could affect the safety of the children who are being transported, such as ice or water build up, natural gas line breaks, or emergency road closing. In selecting among alternatives, transportation providers must choose routes that comply as much as possible with the requirements of this section.	The agency has developed specific procedures for use in case of emergencies.	Facilities Manager	Policy T-8	Updated as needed
1310.21 (a) Provide training for parents and children in pedestrian safety.	I am Safe is introduced to the parents at the first home visit. Children are taught each of the lessons in I am Safe and they go over the safety rules before field trips.	Bus Driver, Teaching Staff	I am Safe documentation sheet, Child/Parent Transportation Safety Training Sheets, Bus Evacuation documentation	Initial Home Visit

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<p>1310.21 (b) Ensure that children who receive transportation services are taught:</p> <p>(1) safe riding practices;</p> <p>(2) safety procedures for boarding and leaving the vehicle;</p> <p>(3) safety procedures in crossing the street to and from the vehicle at stops;</p> <p>(4) recognition of the danger zones around the vehicle; and</p> <p>(5) emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.</p>	<p>I am Safe is a curriculum that is taught to all the children that speaks to all aspects of safe transportation in and around the bus</p>	<p>Bus Driver, Teaching Staff</p>	<p>I am Safe documentation sheet</p>	<p>Teaching Staff</p>
<p>1310.21 (c) Provide training for parents that:</p> <p>(1) emphasizes the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and</p> <p>(2) complements the training provided to their children so that safety practices can be reinforced both in Head Start and at home by the parent.</p>	<p>I am Safe is introduced to the parents at the first home visit. Children are taught each of the lessons in I am Safe and they go over the safety rules before field trips.</p>	<p>Facilities Manager, Bus Driver, Teaching Staff</p>	<p>I am Safe documentation sheet, Child/Parent Transportation Safety Training Sheets</p>	<p>Initial Home Visit</p>
<p>1310.21 (d) Each agency providing transportation services must ensure that at least two bus evacuation drills in addition to the one required under paragraph (b)(5) of this section are conducted during the program year.</p> <p>(e) Each agency providing transportation services must develop activities to remind children of the safety procedures. These activities must be developmentally appropriate, individualized and be an integral part of the Head Start or Early Head Start program activities.</p>	<p>Classrooms are required to conduct, at a minimum, one bus evacuation drill per month. Children are reminded of safety procedures during the I am Safe lessons.</p>	<p>Bus Driver, Teaching Staff</p>	<p>I am Safe documentation sheet, Bus Evacuation documentation</p>	<p>Monthly</p>
<p>1310.22 (a) Ensure that there are school buses or allowable alternate vehicles adapted or designed for transportation of children with disabilities available as necessary to transport such children enrolled in the program. Whenever possible, children with disabilities must be transported in the same vehicles used to transport other children enrolled in the Head Start or Early Head Start program.</p>	<p>Whenever possible, disability children are transported using the same bus as all other children. In the event that a disability is severe enough to require special transportation accommodations, we will partner with the school system to provide transportation services for such children.</p>	<p>Facilities Manager</p>	<p>Bus Logs</p>	<p>As needed</p>

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<p>1310.22 (b) Ensure compliance with the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the HHS regulations at 45 CFR part 84, implementing Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), and the Head Start Program Performance Standards on Services for Children with Disabilities (45 CFR part 1308) as they apply to transportation services.</p>	<p>Whenever possible, disability children are transported using the same bus as all other children. In the event that a disability is severe enough to require special transportation accommodations, we will partner with the school system to provide transportation services for such children.</p>	<p>Facilities Manager, Health and Disabilities Manager Family Service Manager, Family Service Workers</p>	<p>Family Service Worker Notes and IEP notes</p>	<p>As needed</p>
<p>1310.22 (c) Each agency must specify any special transportation requirements for a child with a disability when preparing the child's Individual Education Plan (IEP) and ensure that in all cases special transportation requirements in a child's IEP followed, including:</p> <ul style="list-style-type: none"> (1) special pick-up and drop-off requirements; (2) special seating requirements; (3) special equipment needs; (4) any special assistance that may be required; and (5) any special training for bus drivers and monitors. 	<p>Highland Rim Head Start works with the school systems in the counties we serve to ensure children with disabilities are served. If safety seats are required and they do not have them we will provide them with child safety seats.</p>	<p>Facilities Manager, Health and Disabilities Manager, Family Service Manager, Family Service Worker</p>	<p>IEP notes and Family Service Worker Notes</p>	<p>As needed</p>
<p>1310.23 (a) Make reasonable efforts to coordinate transportation resources with other human services agencies in its community in order to control costs and to improve the quality and the availability of transportation services.</p>	<p>We help connect parents with Mid Cumberland Human Resources in the area which is available for a limited amount of service.</p>	<p>Family Service Worker</p>	<p>Family Service Worker Notes</p>	<p>As needed</p>
<p>1310.23 (b) At a minimum, the agency must:</p> <ul style="list-style-type: none"> (1) identify the true costs of providing transportation in order to knowledgeably compare the costs of providing transportation directly versus contracting for the service; (2) explore the option of participating in any coordinated public or private transportation systems existing in the community; and 	<p>There are no coordinated public or private non-profit transportation options available in the community at this time. The Facilities Manager will explore options if any become available.</p>			

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<p>(3) where no coordinated public or private non-profit transportation system exists in the community, make every effort to identify other human services agencies also providing transportation services and, where reasonable, to participate in the establishment of a local transportation coordinating council.</p>	<p>Because of the wide expanse of area Mid Cumberland Covers, it is hard to schedule a pick up and drop off time to be a reliable and consistant form of transportation for Head Start.</p>			
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