

New Hanover County Schools Early Childhood Education Program

Head Start Service Plans School Year 2020-2021

Head Start Program Performance Standards-1301, 1302, 1303, 1304 and 1305



All non-federal entities must have service plans for implementing HSPPS and must be reviewed by the agencies Governing Board and approved by the Policy Council.

Approved by the Board of Education: 9/1/2020

Approved by Policy Council: 7/23/20

NEW HANOVER COUNTY EARLY CHILDHOOD EDUCATION PROGRAM-HEAD START ADMINISTRATIVE PLANS

OVERVIEW OF SERVICE PLANS

The pages that follow represent a written narrative description of the strategies and activities that are used within the Head Start Program to maintain high quality services to families and children and to achieve the goals and objectives outlined within the performance standards, program policy, and by New Hanover County School's policies and procedures. The program plan is intended to provide parents, staff, and other stakeholders a clear, concise description of how the goals, objectives, and requirements, outlined in the performance standards, are being implemented within the Head Start program. The narrative descriptions provide an overall guide, which staff and parents may use to measure the effectiveness of program implementation. The work plans are supported through comprehensive procedures, which provide guidance to staff in compliance with performance standards and other applicable regulations. A variety of manuals and other support materials have been developed to further assist staff in meeting quality standards.

PURPOSE AND APPLICATION

This plan specifies how New Hanover County Schools' Early Childhood Education Program/Head Start will meet administrative requirements for the program. This plan states our program's administrative objectives and outlines how we will meet those objectives, as well as comply with federal and state regulations governing Head Start. The plan covers the eight effective management systems: Program Governance, Program Operations, Financial and Administrative Requirements, Federal Administrative Procedures, and Definitions. The plan applies to the New Hanover County Schools' Head Start Program including the Administration Office and all classrooms located at Dorothy B. Johnson Pre-K Center.

Head Start Performance Standards: 1301, 1302, 1303, 1304 and 1305: Definitions

- To be prudent and have wise management in the use of all Head Start funds and resources;
- To be comprehensive and responsive for delivery of all services to Head Start children and their families;
- To be supportive, create and maintain a safe and healthy work environment; and
- To provide adequate training opportunities for all staff.

I. 1301- PROGRAM GOVERNANCE

A. 1301.1 Purpose

B. 1301.2 Governing Body

C. 1301.3 Policy Council and Policy Committee (administered and managed by the Program Director)

1. The Policy Council will meet as determined by the current members of that school year.
2. The Policy Council will be composed of no less than 6, but not more than 30, parent representatives from the school. The Board of Education liaison is a member of the Board of Education and has no voting rights. This person is responsible for reporting to the Board of Education all Head Start issues and business matters. They will deliver a report as needed.
3. The Policy Council will operate in accordance with the Revised Performance Standards 45 CFR 1304 and its by-laws.
4. The Director will provide a written Head Start Liaison Report to the Policy Council, which must include financial status reports, grant awards, ACF-IMs and other relevant program information.
5. The Director will provide a written Personnel Update to the Policy Council as needed.
6. The Director will keep on file agendas, minutes, sign-in sheets and other documentation for all Policy Council meetings. Minutes will be posted onsite at the school and shared accordingly.

7. Transportation and childcare are available during Policy Council meetings if advance notice is provided. Reimbursement for mileage is provided based on New Hanover County Schools' employment mileage reimbursement process (see New Hanover County Board of Education Policy Manual).
 8. Policy Council will return to their site and report all business to Parent Committee meetings when applicable.
 9. Board of Education liaison will report all Head Start program information to the Board of Education, governing body as needed.
- D. 1301.4 Parent Committees (administered and managed at a school level)**
1. Parents/Guardians of the children enrolled at Dorothy B. Johnson Pre-K Center automatically make up the membership of the Parent Committees, and meetings will be administered by the School Administration and staff.
 2. Parent Committees will meet according to the schedule determined by current parents at the beginning of the program year by the School Administration and staff.
 3. Parent Committees will elect or recommend the people to serve in the following positions from their membership
 - a) Policy Council Members
 4. Parent Committees, along with the assistance of the Policy Council, will make decisions on the use of their Parent Activity Funds.
 5. Parent Committees will be notified of vacant positions within New Hanover County Schools' Head Start so they can encourage qualified people in their community to apply for the positions or apply themselves.
 6. The School Administration and Resource Team must help parents organize Parent Committees and ensure that each meeting is formally conducted with established parliamentary procedures.
 7. The School Administration and staff are responsible for ensuring that parents are notified in advance through a variety of means about upcoming Parent Committee meetings.
 8. The School Administration and assigned staff will keep on file agendas, minutes, sign-in sheets and other documentation for all Parent Committee meetings and share accordingly with the Department of Early Childhood Education Director.
 9. The Secretary of the Parent Committee with the assistance of the Administrator is responsible for posting meeting minutes on the Parent Board.
 10. All elected Policy Council members will report all new business or concerns at their next Parent Committee meeting as needed.
 11. If requested, transportation and childcare will be available for parents during Parent Committee meetings.
- E. 1301.5 Training**
- F. 1301.6 Impasse Procedures- Reference to Board of Education Policy Manual: Policy 6450, Policy 9510**

Program Governance Plan

Performance Standard 1301

Grantee must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program.

Objective: To ensure that each grantee agency has an established policy group and a well-functioning governing body that share responsibility for overseeing the delivery of high quality services.

Strategy	Person (s) Responsible	Evidence	Target Date Completion
1301.3 Policy Council established with parents from the site. The Policy Council includes representatives from the local community.	Parents Director School Administration	Meeting Minutes Representatives	October
1301.4 Parent Committee established. Parents elect officers and structure their own meetings to conduct business.	Parents Family Engagement-Family Specialists School Administration	Meeting Minutes Representatives	September-October

1301.3 All funding applications and amendments to funding applications reviewed and approved by the Policy Council. (Refunding of the grant-January)	Policy Council Representatives Director	Minutes Grants	Ongoing GRANT-Annually December- January
1301.6 Procedures describing how the governing body & Policy Council will do shared decision-making. The composition of the members and how they are chosen. Written procedure for resolving internal disputes, including impasse procedures, between the governing body & policy committee. Must have written policies that define the roles and responsibilities of the governing members.	Director Policy Council and Board School Administration	By-Laws Board Policy Manual Policy 6450 Policy 9510 Policy 1605	October
1302.92 (102) Procedures for program planning. The program's philosophy and long and short-range program goals and objectives.	School Administration/Director Policy Council and Board	Strategic Plan Long & Short Term goals	April-May Ongoing
1302.102 Annual self-assessment of the program's carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result from the review of the annual audit and findings from the self-assessment.	School Administration Director Chief Financial Officer	Self-Assessment Tool Audit Report Monthly Budget Report	May June-July Monthly
1302.90 Program personnel policies & subsequent changes to those policies, including standards of conduct for program staff, consultants, and volunteers.	Director/School Administration Policy Council	Procedures Minutes	Ongoing
1301.4 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.	School Administration Family Specialists Director Finance Department	Parent Committee Minutes Policy Council Reps. Minutes	Parent Activity Funds spent
1301.3 Within the guidelines established by the governing body (Policy Council) participates in the recruitment and screening of Head Start employees.	Director Human Resource Department Staff	Parent Committee Minutes Policy Council Minutes	Ongoing
1301.3 (e) Grantee must provide reimbursement for reasonable expenses incurred by Policy Council members.	Director Finance Department	Mileage sheets Invoices Time sheets	The 1 st of every month

II. 1302- PROGRAM OPERATIONS

1302.1 Overview

Subpart A- Eligibility, Recruitment, Selection, Enrollment, and Attendance

A. 1302.10 Purpose

B. 1302.11 Determining community strengths, needs, and resources.

(b) Community wide strategic planning and needs assessment (community assessment)

A community assessment is completed every three years and updated annually at the same time as a part of the program development and refunding application process. Data collection and analysis sources include information from the census, local organizations and agencies that serve low-income families, prior Head Start populations, and current recruitment data. Service area, program design, options, schedules, and services are determined by the identified needs of the target population. The report of documenting this information is prepared and submitted, if appropriate, as a part of the refunding process.

1. The Director and staff will gather the data for the community assessment during the fall once every three years and as needed.
2. The Director will compile, analyze and summarize the data for use in program development every three years during the fall of those years.
3. The Director will update the data for use in program development as needed.
4. The Director is responsible for distributing Community Assessment information to the Policy Council, staff, parents, and the community.
5. Community Assessment information will be used to develop program goals and refunding and other applications.

C. 1302.12 Determining, verifying, and documenting eligibility.

D. 1302.13 Recruitment of children.

E. 1302.14 Selection process.

F. 1302.15 Enrollment.

G. 1302.16 Attendance.

H. 1302.17 Suspension and expulsion.

I. 1302.18 Fees.

Performance Standard 1302-Program Operations

Must develop & implement a systematic, ongoing process of program planning that includes consultation with the program's governing body, policy council & program staff, and with other community organizations that serve H.S. families with young children.

Objective: To establish dynamic and cohesive management systems that support continuous improvement & foster commitment to providing the highest level of services to children and families in accordance with legislation, regulations, and policies.

Strategy	Person(s) Responsible	Evidence	Target Date
1302.11 An assessment of community strengths, needs & resources through completion of the Community Assessment.	Policy Council School Administration Director	Meeting Minutes Attendance Sheets Community Assessment	Every 3 years Updated annually as needed
1302 The development of service plans for implementing services in all component areas.	School Administration Director Family Specialists	Service Plans	May July Updated annually as needed

1302.31 Ensure that effective two-way communication between staff & parents is carried out on a regular basis. It must be carried out in the parent's primary or preferred language or through an interpreter, Child Plus, or via Connect 5.	School Administration Family Specialists Director All Staff	Minutes Newsletters Forms Documents Emails ChildPlus	Ongoing Daily
1302 (3,4) (1303)(1302.103 (d) Communication with governing bodies and parent committees. Procedures for program planning and other communications for financial reports; and plans, policies, procedures and grant applications.	Director/School Administration Policy Council Board of Education Family Specialists	Minutes Attendance sheets Written plans	Annually Ongoing
1302.32 (1302.51) Communication among staff. The program will have mechanisms for regular communication among all program staff to facilitate quality outcomes for children & families.	Director/School Administration All Staff	E-mails Newsletters Meetings & Sign in Sheets Connect 5 Attendance sheets	July-June
1302.50 (1302.12)(1303.21(24) Record keeping systems. The program will establish and maintain efficient & effective record-keeping systems to provide accurate & timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information.	Director/School Administration Policy Council All Staff	Adm. Program Monitoring Tool ChildPlus reports Attendance Sheets Minutes Applications Forms	July-June
1302.50 (102) Reporting systems. The program will establish reporting systems that: generate periodic reports of financial status & program operations in order to control program quality, maintain program accountability, and advise governing bodies, parent committees, and staff of program progress; and official reports for Federal, state, and local authorities, as required by applicable law.	Director Finance Department Policy Council	ChildPlus Reports Monthly Component Reports Budget Reports	August-May
1302.102 Program self-assessment and monitoring. Once a year, with the participation of the policy council and other community members, the program will conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations.	All Staff Policy Council Community	Self-Assessment	April-May

Head Start Performance Standard 1302.11– Determining Community Strengths, needs, and resources.			
(a) Service area includes all municipalities within the New Hanover County lines.	Director ECE Administrative Office Transportation Director	Bus routes Transportation Sign on/Sign off logs	Ongoing

(b) Conduct a Community Assessment at least once over the five-year grant period. A program must annually review and update the community assessment to reflect any significant changes.	Director NHCS Divisions Community Partners Family Specialists	Community Assessment	November
Identify the number of children experiencing homelessness, McKinney-Vento, children in foster care; and children with disabilities.	ECE Administrative Office Family Specialists Student Support Services	Community Assessment	Ongoing
Head Start eligible children are considered children with the greatest need for services. Second-year Head Start children are placed on class list first at the beginning of the enrollment year. For the remaining Head Start slots, children who are age and income eligible and have the highest number of eligibility points are placed on the class list.	ECE Administrative Office Placement Team	Eligibility Scorecard Placement Summary Class lists	Ongoing
Head Start Performance Standard 1302.12-Determining, verifying and documenting eligibility.			
Ensure that all children accepted into New Hanover County Head Start are between the ages of three and five. Children must turn 3 or 4 years old by August 31 st of the enrollment year. This coincides with North Carolina's requirement for public school.	Administration Office Placement Team	Entry Application Birth Certificate	Ongoing
In order for a family to be income eligible, annual income from sources as defined in HSPS must be equal or less than the current federal poverty guidelines as defined by the Department of Health and Human Services. At least 90% of the children who are enrolled in New Hanover County's Head Start Program must meet these guidelines.	ECE Administrative Office Placement Team	Entry Application Income Verification Eligibility Scorecard ChildPlus	Ongoing
Up to 10% of the children who are enrolled may be children from families that exceed the low-income guidelines.	ECE Administrative Office Placement Team	Entry Application Income Verification Eligibility Entry Application ChildPlus ScoreCard	Ongoing
In determining income eligibility, New Hanover County Head Start uses the definition of family found in the HSPS	ECE Administrative Office Placement Team	HSPS Entry Application	Ongoing
Annual income may be computed using income from the prior calendar year or income for 12 months prior to the month of application, whichever most accurately represents the income.	ECE Administrative Office Placement Team	Check Stubs W-2 Tax Forms 1040 Tax Return Employer-Signed Statements Wage Verification Form Social Security Supplemental Security TANF/Work First Unemployment Foster Stipend	Ongoing

If a family is unable to provide the required elements for proof of income, the Head of Household may submit a written statement that provides the amount of income and source. This must be reviewed and signed by an employee of the Head Start Program.	ECE Administrative Office Placement Team	Wage Verification Form Entry Application Eligibility Scorecard	Ongoing
If the family has no income and is living with relatives, the Head of Household may submit a signed statement referencing the parent's income for the prior year. This must be reviewed and signed by an employee of the Head Start Program.	ECE Administrative Office Placement Team	Entry Application Wage Verification Form Written Statements Eligibility Scorecard	Ongoing
Upon review of a family's Entry Application and Income Documentation, an employee of the Head Start Program must identify which of these documents was examined, compute the total amount of the income counted, document this total amount, and sign that the child is eligible to participate in the program. This verification can be found on the eligibility scorecard.	ECE Administrative Office Placement Team	Eligibility Scorecard Child Plus	Ongoing
Federal non-cash benefit programs such as Medicare, Medicaid, Food Stamps, school lunches and housing assistance are not defined as income.	ECE Administrative Office	Entry Application Wage Verification Form	Ongoing
Head Start Performance Standard 1302.13 Recruitment of Children			
Design flyers that advertise registration date, locations, and documentation requirements.	ECE Administrative Office Family Specialists School Administration	Flyers	Winter
Place flyers and applications in local businesses.	Family Specialists ECE Administrative Office Volunteers NHCS Staff	Flyers Recruitment Plan	Winter and Ongoing
Announce in the news media about Registration.	ECE Administrative Office School Administration	Registration Flyer Newspaper	Winter
Identify community agencies and send recruitment materials and information regarding the application process.	ECE Administrative Office Family Specialists Teaching Staff	Registration Flyers and/or Applications at the site Emails	Spring and Ongoing
Special efforts to recruit children with disabilities will include: <ul style="list-style-type: none"> • Indicating, "services for children with disabilities" on all recruitment materials • Identifying agencies that serve children with disabilities and give information on registration. 	Director School Administration ECE Administrative Office	Flyers Applications Meeting minutes	Ongoing
Provide applications at the Administration Building, on-line, in the public and at schools with Pre-K classrooms.	All Staff ECE Administrative Office	Entry Applications Observation NHCS Website	Ongoing

		Online Apps. ChildPlus Emails	
Head Start Performance Standard 1302- Selection Process Eligibility, Recruitment, Selection, Enrollment, and Attendance Plan			
One entry application and one eligibility scorecard will be used to determine eligibility for all program options. This entry application and scorecard will be reviewed at least annually to ensure that it takes into account the many rules and regulations determined by various funding sources. The application and scorecard are approved by the Policy Council.	ECE Administrative Office Family Specialists Policy Council	Entry Application Eligibility scorecard HSPPS NC Pre-Kindergarten Requirements Childcare Regulations	Ongoing
The following criteria will be scored on the eligibility scorecard: Categorically Eligible (Foster, Public Assistance, Homelessness), Family Status, Community Agency Referrals, LEP, Identified Disabilities, Family Income, Educational Status of Caregiver, Age of child, Application Status (date completed, prior waiting list applicant, etc.).	ECE Administrative Office Placement Team Family Specialists	Eligibility Scorecard	Ongoing
All children who were on the waiting list during the previous program year will be given priority points on the eligibility scorecard for the current year.	ECE Administrative Office Placement Team	Entry Application Eligibility Scorecard	Spring
Families who are receiving unearned income through the TANF or Supplemental Security Income programs are eligible for admission even if the family income exceeds the poverty income guidelines.	ECE Administrative Office Placement Team	Entry Application SSI/TANF/WorkFirst documentation Eligibility Scorecard	Ongoing
Children who are in foster care or are considered homeless are eligible for admission regardless of family income.	ECE Administrative Office Placement Team	Entry Application Court documents DSS letters Eligibility Scorecard McKinney-Vento form LEA letter	Ongoing
All children who reside in New Hanover County who meet the age and income requirements will be eligible for Head Start. Eligibility will be determined using registration data and the calculation of eligibility points. 4 yr old children with the highest points are considered the most in need of services and will be the first to be considered for Head Start slots.	ECE Administrative Office Placement Team	Entry Application Eligibility Scorecard	Spring and Ongoing
Children are not considered eligible for the program until the eligibility criteria has been applied to their application for enrollment, their eligibility has been verified, and all of their documentation has been received. This documentation includes the child's birth certificate, parent's photo identification, medical insurance information, proof of family's annual income, proof of custodial parents'/guardian residency and guardianship paperwork if applicable. (Child's up-to-date immunization record and health physical are required for enrollment).	ECE Administrative Office Placement Team	Entry Application Eligibility Scorecard Court Documents DSS Letters Guardianship papers NHCS Educational Affidavit Birth Certificate	Spring and Ongoing

		Income Documents Photo ID Proof of Residency	
Enrollment Priority Report will be run and all eligible children will be accepted for the school year.	ECE Administrative Office Placement Team	Enrollment Priority Report ChildPlus	Spring and Ongoing
A class list of children who have been verified as eligible and accepted will be created.	ECE Administrative Office Placement Team	Class list	Spring
Placement in classrooms will be assigned based on age, eligibility points, gender, Language spoken, developmental need and if the child is returning for a 2nd year. Children who are 4 yrs old by August 31 st and have the highest number of points will be assigned to classrooms first.	School Improvement Team Placement Team	Class lists	April and Ongoing
All complete and eligible Head Start applications received by June for the upcoming school year will be scored first and will be placed on class lists first. Applications received on or after May 31 will be scored and children will be placed as slots are available.	ECE Administrative Office Placement Team	Class lists	June and Ongoing
Notification letters will be sent to parents informing them of placement as accepted into the program.	ECE Administrative Office Placement Team	Acceptance Letters	Spring and Ongoing
In the event that more applications are received than slots available, all children who do meet the eligibility requirements will be placed on a waiting list and enrolled as vacancies occur in each program option.	ECE Administrative Office Placement Team	Waiting List Placement Summary/ Emails	Ongoing
Notification letters will be sent to parents informing them of placement on the waiting list.	ECE Administrative Office Placement Team	Waiting List letter	Ongoing
If a vacancy occurs, the Placement Team determines which child from the waiting list will be placed in the vacancy. Children who are considered to be a 4 year old for the program year and who have the highest number of points in each program option will be pulled from the waiting list first.	ECE Administrative Office Placement Team	Withdrawal Form Waiting List Placement Summary	Ongoing
In the event that two or more children from the waiting list have the same number of eligibility points, the oldest child is placed first. If the children have the same birthdate and points, factors such as homelessness, foster and/or IEP will be considered.	ECE Administrative Office Placement Team	Waiting List Placement Summary	Ongoing
4 year old children with the most points who are Head Start eligible will be selected to fill Head Start vacancies first. The Placement Team will meet within ten school days of the vacancy and fill the vacancy within thirty calendar days. The Placement Team is composed of Family Specialists, Building Administration and Social Worker.	ECE Administrative Office Placement Team	Waiting List Placement Summary	Ongoing
Recruitment efforts defined above will continue throughout the school year as needed in order to ensure that a waiting list exists.	Family Specialists ECE Administrative Office	Recruitment Plan Waiting List	Ongoing

Children with diagnosed disabilities will comprise at Least 10% of total funded enrollment. In the event that an application is received from a child with a diagnosed disability after full enrollment has been met, the child will be put on the waiting list. - will notify the LEA of this child and their special needs if the LEA was not the one to send the family to our program.	ECE Administrative Office Placement Team Family Specialists Special Education	Entry Application Monitoring Tool Waiting List E-mails Placement Summary	Ongoing
The program will serve children with special needs, including abused children, children from families where substance abuse is present, children with one or more parents incarcerated, children with parents under 20 years old, children with one or more parents deployed, or children with one or more parents deceased. These factors will be weighted on the eligibility scorecard based on applicant's statement and/or documentation from a referring agency.	ECE Administrative Office Placement Team	Entry Application Documentation from Referring Agency	Ongoing
Head Performance Standard 1302.15-Enrollment and Re-enrollment			
All New Hanover County Head Start returning children will be given first priority for placement and be placed in classrooms before any new applicants.	ECE Administrative Office Placement Team	Entry Application Class lists SIT	Spring
It is not necessary to verify income of Head Start students returning for a second year.	ECE Administrative Office Placement Team	Entry Application Parent Letter of Intent	Spring
(b) When a vacancy exists, the Placement Team will meet within 10 school days of the vacancy, and the slot will be filled within 30 calendar days.	ECE Administrative Office Placement Team	Class Lists Waiting List Placement Summary	Ongoing
Enrolled children will have 3 files: Child's file, Cumulative File and Enrollment file. The contents of each file: <ul style="list-style-type: none"> Child's file: Information required by NC Division of Child Development Early Education (DCDEE), educational information, Consent and informational forms and other information as needed. Cumulative File: Entry Application, birth certificate, parent/guardian photo ID, proof of residency, immunizations, physical, Educational screening, IEP if applicable, guardianship paperwork if applicable and other NHCS documents as needed. Enrollment file: Entry Application, eligibility scorecard, income information, proof of residency, parent photo ID, birth certificate, immunizations and other information as needed. 	Teachers Family Specialists ECE Administrative Office School Office Staff	Folders	Ongoing
Head Start Performance Standard 1302.16– Attendance			
The monthly average daily attendance must remain at 85% or above. The monthly ADA is determined by multiplying the number of funded enrollment (197) by the number of class days in the month, then dividing into the total sum of children present in class during the month. The monthly ADA will be reported to the Director each month by Family Specialists.	ECE Administrative Office Family Specialists	Daily Attendance Sheets Monthly ADA	September- June

Monthly average daily attendance rate and other enrollment requirements will be shared via Head Start Liaison Report to Policy Council and Governing Board. ADA count will not fall below 85%.	Director School Administration Family Specialists HS Liaison	Head Start Liaison Report	As needed
In the event that a student is absent or tardy, it shall be the responsibility of the parents to bring to the teacher a note signed by the parent or guardian citing the reason for such absence or tardiness. Notes will be kept in the child's classroom folder.	Parents/Guardians Teachers	Notes from Parents	As needed
If a child has been absent for three consecutive days with no contact from the parents, teachers, social worker, and/or Family Specialists will try to contact the family. An attempt is made to contact the parents verbally by phone and if unsuccessful, a home visit is made in order to assess the reason for the absences. If contact is not possible by phone or home visit, a written letter will be sent to the child's home and filed.	Teachers School Administration Placement Team ECE Administrative Office	Verbal Notification Interoffice Memos E-mails Leadership and/or Placement Team minutes Contact Logs	As needed
Absences because of illness for three or more consecutive days may require confirmation from a doctor.	Teachers School Administration Family Specialists	Notes from Parents Notes from Physicians	As needed
If a child is chronically absent for more than ten days (consecutive or not) without a valid excuse, the child's name is brought to the attention of the Placement Team and a decision is made regarding possible termination from the program.	Teachers School Administration Family Specialists ECE Administrative Office Placement Team	E-mails Leadership and/or Placement Team minutes	As needed
If a parent is planning an extended vacation or leave, the Placement Team will meet to discuss the extended leave. Prior approval from the Director and/or School Administration is required for extended leave.	Teachers Family Improvement Team Placement Team	E-mails Leadership and/or Placement Team minutes	As needed
If a child does not attend school for 10 consecutive days and Teaching Staff, social worker or Family Specialists are unable to contact the family through phone call, email, home visit or mail, the child will be removed from the class list and another child from the Waiting List will be placed in the spot (if needed). If the family returns, they may reapply for the program and will be placed on the Waiting List if eligibility still exists.	Teaching Staff Family Improvement Team Placement Team	E-mails FIT Minutes Placement Team minutes Updated family information	As needed
Head Start Performance Standard 1302.18 – Policy on Fees			
Head Start Parents will not be assessed any fees for services, field trips, supplies, etc.	All staff	Staff/Parent Handbook	Ongoing
Head Start Parents or staff will not be asked or encouraged to solicit funds for program income.	All staff	Staff/Parent Handbook	Ongoing

Subpart B- Program Structure

- A. 1302.20 Determining program structure.
- B. 1302.21 Center-based option.
- C. 1302.22 Home-based option.
- D. 1302.23 Family child care option.
- E. 1302.24 Locally-designed program option variations.

Performance Standards 1302.20-1302.21 and 1304 Federal Administrative Procedures

A. HEAD START PLANNING AND OPERATION-PROGRAM STRUCTURE

The New Hanover County Schools' Head Start fiscal year is May 1 through April 30.

1. **Calendar**-New Hanover County Early Childhood Education Program/Head Start calendar follows the New Hanover County Schools' Pre-K Centers calendar and is effective July 1, for the following twelve months. This calendar determines the following:
 - Start and end dates
 - Preservice and in-service training
 - Ongoing Professional Development activities/early release days
 - Registration and screening dates
 - Home visits and mandatory holiday/work days
2. **Personnel Report**-All Head Start Staff members are included in all NHCS Personnel Reports. This report helps determine the following:
 - Adequate staffing plans to meet adult/child ratios
 - Organizational chart reflecting supervisory responsibilities and clear lines of authority and accountability
 - Qualifications and references
3. **Monthly Budget Report**-Maintained by Head Start Programmatic/Budget Coordinator and reviewed by Chief Financial Officer and Head Start Director. This itemized report helps assist with planning the following:
 - Adequate funding to support planned program costs and responsible fiscal management systems
 - Staffing of positions
 - Supplies and learning materials for classrooms
 - Administration costs
 - Transportation costs
4. **Early Childhood Education Instructional Meetings at a program level** - Scheduled as needed
5. **Family Improvement Team Meetings at a school level** - Scheduled weekly/bi-weekly
6. **School Improvement Team Meetings at a school level** - Scheduled as needed, but at least monthly
7. **Division Meetings** - Scheduled as needed by Deputy Superintendent of Instruction & Accountability
8. **Staff Meetings** - Scheduled as needed at the school
9. **Principal and Director Meetings**-Scheduled by Superintendent and preferred monthly
10. **Staff Committee Meetings** - Scheduled as needed and preferred monthly
11. **Google Classroom** will be used weekly by building School Administration to communicate and share updates with all staff
12. **Virtual Meetings** will be used if in person is not available

B. COMMUNICATION/RECORD KEEPING & REPORTING

RECORD KEEPING SYSTEM FOR PROGRAM OPERATION-HEAD START

1. Head Start uses the Child Plus computer software for record keeping and collection of program data from the families and children.
2. Head Start uses Teaching Strategies Gold website to monitor progress on child outcomes. (See Education Child Outcomes Plan)
3. Communication between staff members will be in written form using a memorandum or e-mail or ongoing scheduled meetings. Ongoing staff meetings will be scheduled.
4. Sign-in sheets will be used to record every meeting that takes place with the program.
5. All staff, other agency personnel and city and school administrative personnel who work with Head Start will receive copies or website information of the following:
 - Performance Standards
 - Staff Handbook
 - School Year Calendar
6. All staff will receive access (via online): all required orientations by New Hanover County Schools including State Health Benefits, New Hanover County Schools Handbook, Head Start Performance Standards, Board of Education Policy Manual and Written Plans.
7. ACF Information Memorandums received by the Director will be shared to staff members according to information and maybe located at:
<https://eclkc.ohs.acf.hhs.gov/hslc>
8. All publications received by the program will be displayed in the ECE Administrative Office, website for use by staff and parents.
9. Technology is utilized to deliver communication via internet email. Internet access and a fax machine are available at every site.
10. In-coming mail is received by staff and put in the appropriate staff person's box. Outgoing mail is sent by a courier system. Mailboxes for all staff members are provided at every site.
11. Staff performance monitoring and documentation.
12. Program performance monitoring and documentation.
13. Fiscal and program reporting to Policy Council, Board of Education and Regional IV Office.

C. COMMUNICATION - FAMILIES

1. Parent Orientations will be offered at Dorothy B. Johnson Pre-K Center. The parents will receive a Family Handbook, meet Site and Administration Staff, and review overall program operations and safety education.
2. Teachers will disburse weekly/monthly newsletters for all families. The newsletters will encourage families to give feedback, inform families of what their child is learning in the classroom, and school events to create a two-way communication system.
3. The school will disburse newsletters for all families. School staff will be encouraged to contribute to the newsletter. The newsletter will have school/community events, health tips, new resources available, outcomes of previous events and/or anything else needed.
4. All children receive a "Take Home" folder for communication with the parents regarding the child's progress, curriculum & meal planning input, field trips, volunteering, special activities, program operations, and many other important topics.
5. Child Outcomes - Teachers compile and enter data into the Teaching Strategies Gold website on every child 3 times a year, sharing this information with parents. The school administration and/or Director compiles all of the data, and reports the outcomes to the Leadership Staff, Board of Education and Policy Council in late summer or early fall. Other information will be shared through scheduled meetings and trainings to ensure that all Staff members are informed.
6. All Teaching Staff will conduct two Home Visits and two scheduled Parent/Teacher Conferences each program year to meet and greet and begin our Family Partnership Agreements.
7. All staff will maintain an open door policy with families to address needs as they arise at the convenience of the families. If a Head Start staff member cannot meet with a family member immediately, the staff member must explain the situation and set up an appointment that will be convenient and timely for that family member.
8. Family members are encouraged to participate on Parent Committees, Advisory Committees and the Policy Council.

9. For non-English speaking families, all literature and material will be translated in their primary language. We will also provide a bilingual interpreter when needed. Family Specialists that are bilingual are assigned to families that are non-English speaking.

D. CONTENT OF AREA EXPERTISE/ Service Plans

1. Director and assigned staff are to review and revise the plans with assistance from School Administration (as required) and parents annually.
2. Revised and reviewed written plans are submitted to the Director annually.
3. The Director will then submit all written plans to the Policy Council for consideration seeking approval. All plans are approved annually by the Policy Council and reviewed by the Board of Education.

E. PERSONNEL FILES

Official personnel file is kept on each Head Start Employee at Central Office/ECE Administrative Office and an unofficial copy is housed at the school. All files are confidential and will contain copies of the following, but are not limited to: employee's application, job description, social security number, emergency information, all documented training, forms required for signature-child abuse policy & confidentiality forms, IGP's, training reflections, and all performance appraisals.

F. STAFFING

New Hanover County Schools Early Childhood Education Program / Head Start utilizes every department within the school system to carry out services. An additional organizational chart from the schools and Head Start is created yearly to communicate the chain of command and relay positions and responsibilities (please see organizational chart for further reference).

The New Hanover County Schools' Early Childhood Education Program / Head Start is a site-based program. Classroom sizes: A maximum of 17 children in a 3 year old classroom and 18 children in a four year old classroom. Every classroom has a Birth through Kindergarten licensed teacher and at least one assistant present. If either staff member is absent, a substitute from NHCS's Substitute List will be contacted. All staff, consultants, and volunteers must abide by the program's Standards of Conduct approved by the Policy Council.

G. PERFORMANCE APPRAISALS

A Performance Appraisal Tool, developed by the state of North Carolina, is completed on every staff member on an annual basis. There are two types of forms: Classified and Certified. The performance is viewed as a developmental evaluation tool. Its purpose is to identify both strengths and weaknesses of an individual and to formulate goals and plan for training and assistance for the employee to meet his/her goals. It will be conducted by immediate supervisors.

Certified employees will be evaluated using the state evaluation instrument, the North Carolina Educator Evaluation System. This instrument affords teachers the opportunity to advance on the career ladder. A final summative will be completed at the end of the school calendar year in June along with a post conference.

Classified staff will be observed and evaluated by the School Administration based on the New Hanover County School System Board Policy for observing classified staff.

The Director will be reviewed by the Superintendent's designee and complete a North Carolina Central Office Evaluation for Central Office Staff. All staff supervised by the Director will be evaluated by a combination of state appraisal tools. A review of work performance will take place at the end of the school year.

Subpart C- Education and Child Development Program Services

A. 1302.30 Purpose

- B. 1302.31 Teaching and the learning environment.
- C. 1302.32 Curricula.
- D. 1302.33 Child screenings and assessments.
- E. 1302.34 Parent and family engagement in education and child development services.
- F. 1302.35 Education in home-based programs.
- G. 1302.36 Tribal language preservation and revitalization.

Early Childhood Education Plan

This plan specifies how the program will meet Head Start Performance Standards as stated in 45-CFR 1302 regarding Education and Early Childhood Development. We are committed to providing comprehensive services to eligible children and their families in New Hanover County. The program works cooperatively with other agencies to ensure that the families we serve obtain the services they need, with the main objective being to provide meaningful activities to prepare children and Parents/Guardians for a lifetime of Learning. This plan was written to accomplish that objective.

<p>Head Start Performance Standards: 1302.30-1302.34 Child development and education approach for all children. In order to help children gain the social competence, skills, and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must: 1. Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and Learning styles.</p>			
Strategy	Person(s) Responsible	Evidence	Target Date
Utilize individual results from developmental screens (based on the BRIGANCE Preschool Screen-II), child/classroom observations, assessments profiles, Parents/Guardians input, IEP goals (if applicable), and child-initiated interest areas as guidance to plan and implement themes and/or projects for lesson plans.	School Administration Teaching Staff	Lesson Plans Parents/Guardians Curriculum Input Portfolio materials	August – June
Included in the lesson plans and daily routines will be opportunities for children to participate in individual and group play, as well as activities that promote success for each child according to their developmental level and individual interests.	School Administration Teacher Teacher Assistant	Lesson Plans Individualization Daily Schedule	August-June Weekly

<p>Head Start Performance Standards: 1302.60-1302.63 Be inclusive of children with disabilities, consistent with their individualized Family Service Plan (IFSP) or Individualized Education Program (IEP)</p>			
Strategy	Person(s) Responsible	Evidence	Target Date

The program will provide individualization goals for all children, including children with disabilities. Parents/Guardians and staff will be involved in developing the IEP with home and school activities for children with disabilities. Reviewing information obtained from classroom teacher observation, screenings, Creative Curriculum objectives, and formal observation and assessment from other resources will all aid in the development of a child's IEP that is also aligned with Creative Curriculum goals.	School Administration Special Education Services Teacher Parents/Guardians	Lesson Plans Written Documents IEP CDSA Evaluations Family Conference Forms	As needed September February April
Adapt activities to meet the needs of children with disabilities.	Teacher Special Education Services	Lesson Plans Individualization IEPs	August – June
Provide staff and Parents/Guardians with training opportunities on working with children with disabilities.	Special Education Services School Administration Family Improvement Team	Training Documentation Training flier Behavior and Skills form	As needed
IEPs are followed and support is offered to the child and family.	Special Education Services Teacher Family Improvement Team	IEP Partnering for Success Goals Family Needs Survey	August-June

Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.			
Strategy	Person(s) Responsible	Evidence	Target Date
Materials and furniture for the classroom will be developmentally age appropriate and safe for children. Each classroom will contain books, CDs, posters, dolls, clothing, and other learning materials that reflect the cultures of the children in the classroom.	School Administration Teaching Staff Early Childhood Specialist	Materials Observation Inventory	August – June
Children will be encouraged to use their native language in an effort to support the continued development of oral language.	Teaching Staff	Classroom Observation Family Conference Forms Anecdotal Notes ELL Rubric	August – June
Children will be encouraged to use their native language in an effort to support the continued development of English in a supportive environment to enhance second language acquisition.	All Staff	Classroom Observation Individual Child Profiles Oral Language Rubric Home Language Survey	August – June
Stereotyping will not be permitted in the program.	All Staff	Observation	August - June

Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.			
Strategy	Person(s) Responsible	Evidence	Target Date

Give children the opportunity for individual, small, and large group play. Along with free choice materials, the centers will contain materials, games, and activities that have been prepared by the teaching staff to reflect the current Learning theme and encourage age-appropriate skills/overall curriculum goals. Small group instruction will be provided daily and differentiated to support growth in regard to Child Outcomes. All classrooms will have designated Learning centers that include, but are not limited to, dramatic play, art and other creative materials, manipulatives that promote fine motor coordination, music and musical activities, reading activities that include flannel boards, puppets, books, books on tape/CD and writing materials, blocks and accessories, sand/water play, discovery, math, and computer activities...	School Administration Teaching Staff	Lesson Plans Observations	August – June
Implement large and small group games during outdoor/indoor physical activity times and creative movement activities.	School Administration Teaching Staff	Lesson Plans	August – June
During center time, staff will work with children individually, as well as in small groups to facilitate children’s play and activities	Teaching Staff	Lesson Plans Observation	August – June
Develop a daily classroom schedule that reflects developmentally appropriate practices.	School Administration Teachers	Daily Schedule posted Lesson plans	August Update As Needed
Provide guidance on schedules, plans, appropriate classroom arrangements that promote individual, small, and large group experiences, effective teaching techniques for early childhood and effective behavior management techniques.	School Administration Mentors Behavior Specialist ECE Instructional Coach	Lesson Plan Feedback Mentor Logs Observations	August - June

Parents/Guardians must be: Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education.			
Strategy	Person(s) Responsible	Evidence	Target Date
Parents/Guardians will be encouraged by the entire Head Start staff to become involved in the development of curriculum, classroom themes, volunteering in the classroom, etc...	All Staff Parents Guardians	Parent Orientation Parent Meeting Sign in sheets Weekly Newsletters Home-School Communication Visitor Logs	August - June
Parents/Guardians will be encouraged to become active volunteers and substitutes. Parents/Guardians who are not able to serve on committees or come into the classroom will be encouraged to become volunteers at home by making materials for the classrooms, typing newsletters, reading to their children, etc.	All Staff Parents Guardians	Visitor Logs Newsletters Parent Meeting Sign in sheets Volunteer Handbook	August - June

Provide opportunities to increase their child's observation skills & to share assessments with staff that will help plan Learning experiences

Strategy	Person(s) Responsible	Evidence	Target Date
Parents/Guardians will be encouraged to become active participants in the assessments of their child. They will provide entry information to ensure smooth transitions at the initial home visit and will help teachers define 'next steps' for home & school.	Teacher Parents/Guardians	Parent Conference Schedule Home Visit forms Daily Communication Logs	August October February May
Parents/Guardians Newsletters and Home Activities will be sent home weekly by teaching staff. The newsletter activities will relate to themes and/or projects that are implemented in the classroom. Newsletter activities will be age and developmentally appropriate.	School Administration Teacher	Newsletters	August - June

Encouraged to participate in staff-Parents/Guardians conferences and home visits to discuss their child's development and education			
Strategy	Person(s) Responsible	Evidence	Target Date
Parents/Guardians will be encouraged to participate in home visits at least twice per year, more on an as-needed basis.	School Administration Teacher Family Specialists Parents	Mileage Sheets Home Visit Forms Newsletters Communication Logs Family Handbook	August September February March
Complete 2 home visits per year for each child; the visits must be scheduled taking into consideration the Parents/Guardians availability to the greatest extent possible.	School Administration Teacher Family Specialists Parents	Communication Logs Home Visit Forms Preschool Calendar Family Conference Forms	BOY Spring As needed
The first home visit will be within 45 days of the child's enrollment. This initial visit is made for the purpose of getting to know the child and family, to discuss the daily schedule, behavior management in the classroom, assessments, develop initial curriculum and any concerns the family might have, as well as classroom/program policies, and complete paperwork.	School Administration Teacher Family Specialists Parents	Getting to Know You Form Preschool Calendar Discipline & Behavior Management Policy Parent Orientation	September and as children enroll during the year
The second home visit will be made for the purpose of explaining the child's progress and assessments and to help with the transition to Kindergarten, and/or to plan for continued Head Start services.	School Administration Teacher Family Specialists Parents	Transition Home Visit Form Family Conference Forms Newsletters	February-March
Parents/Guardians will be encouraged to attend fall and spring conferences to discuss their child's progress and assessments, to update curriculum, discuss concerns the Parents/Guardians or teacher might have and to plan for the rest of the year. Every effort must be made to make the conferences convenient for the Parents/Guardians.	School Administration Teacher Family Specialists	Family Conference Forms Getting to Know You Transition Home Visit Forms Family Handbook	August September March

Parents/Guardians will be encouraged to drop by the classroom at any time to view their child's assessments or to view their child interactions with staff and other children. Appointments can be arranged as needed with teachers to discuss any concerns or problems the Parents/Guardians might have.	School Administration Teacher Family Specialists	Visitor Log Newsletters Family Handbook	August - June
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Must support social and emotional development by: (Encouraging development which enhances each child's strengths by building trust)			
Strategy	Person(s) Responsible	Evidence	Target Date
Formal classroom observations will occur at least two times a year with written feedback providing a supportive social and emotional environment. The number of observations is determined by LEA, and observations are added as needed to help the teacher.	School Administration Director	Observations/ Evaluations Summative Evaluations	November March June
Support will be provided for any staff member who needs help in any area.	School Administration	Lesson Plan Monitoring Peer Classroom Visits Prior Approval for Conferences/Trainings Action Plans Behavior/Skills Concerns form	August - June
Respond to children's verbal and nonverbal cues in a caring and appropriate manner.	All Staff	Observations Teacher Evaluations Discipline and Behavior Management Policy CLASS scores	August - June
Communicate with the children in their home language by Learning key phrases and working with the family to learn their communication styles.	All Staff	Observation Translated letters, notes, forms, newsletters, etc.	August - June
Provide a stable environment with a predictable daily schedule thus enhancing security and building trust.	School Administration Teacher Teacher Assistant	Daily Schedule Posted Pictorial	Updated as needed

Education and Child Development Program Services: 1302.30-1302.36

Consideration of the following items will occur when planning the curriculum: direct child observations (anecdotal records), developmental readiness of each child, input from parents, results/guidance from developmental screens, IEP goals (if applicable), assessments criteria, revised Performance Standards, NC Child Care Regulations, NAEYC guidelines for “Best Practices”, NC Foundations for Early Learning, and the Creative Curriculum.	Teaching Staff School Administration	Lesson Plans Observations/ Assessments IEP Goal Sheets Parent Curriculum Input Curriculum Objectives Journals Portfolio Checklists BRIGANCE scores	September- June
Plan activities for children based on each child’s interest, developmental level, and Learning style. Information will be gathered on each child through the assessments and input from the parents at informal and formal meetings and conferences.	Teaching Staff School Administration	Lesson Plans & Individualization Assessments Parent Curriculum Input Child Progress & Planning Reports	September- June
Although the program does not serve infants and toddlers under the age of 3, we do participate in the ‘Project Child Find’ to help our families identify younger siblings who may have potential special needs or delays.	All Staff Special Education Services	Direct observation Application Community Partners Special Education	On-going
Ensure that all entering Head Start children who are eligible for special education services receive services without disruption.	Special Education Services Family Specialists School Administration Teaching Staff	IFSPs and IEPs	On-going

Performance Standard 1302.30-36-Education and Child Development Program Services			
Parents will be asked and encouraged to share ideas and help plan classroom activities that are inclusive of all children and their families.	Teachers	Parent Committee Meeting Agendas/Minutes Weekly Teacher Newsletters	August-June
Parents will be encouraged to drop by the classroom at any time to view their child’s assessments or to view their child’s interactions with staff and other children. Appointments can be arranged as needed with teachers to discuss any concerns or problems the parent might have.	Teachers Teacher Assistants Family Specialists	Visitor Sign-in sheet Teacher Newsletters and/or daily contact sheets Family Handbook ChildPlus	August-June
Parents will receive information on trainings provided by Smart Start of New Hanover County on parenting skills and developmental needs of children.	Teachers Family Specialists	Flyers sent home Family Newsletters ChildPlus	Ongoing

Parents are encouraged to use the lending library located at the Smart Start of New Hanover County for developmental and educational toys, videos, and other resources.	Teachers Family Specialists	Flyers sent home Parent Resource Boards Newsletters and/or daily contact sheets	Ongoing
Provide parents with articles and brochures, as well as support, when areas of need are identified related to child development and education.	Teachers Family Specialists	Printed Materials Family Needs Survey Family Partnership Agreement Contact Logs ChildPlus	As needed
The program will provide either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services.	Teachers Family Specialists	Smart Start Lending library Public libraries CFCC Family Partnership Agreements Handouts	As needed
Complete two home visits per year for each child; the visits must be scheduled taking into consideration the parents' availability to the greatest extent possible.	Teachers Teacher Assistants Family Specialists	Communication Logs Contact Logs Home visit forms ChildPlus	Aug./Sept. Feb./March and as needed
Parents will be encouraged to attend fall and spring parent/teacher conferences to discuss their child's progress and assessments, to determine "next steps", discuss concerns the parent or teacher might have and to plan for the rest of the year. Every effort must be made to make the conferences convenient for the parents, and transportation may be provided if needed.	Teachers Teacher Assistants Family Specialists	Conference Forms Progress Reports ChildPlus	Fall and Spring
Provide information to staff and parents regarding poison control and young children.	All Staff	Printed Materials Family newsletter	September-May
Offer opportunities for families to participate in mealtimes at their child's school.	Teachers Family Specialists	Calendar Teacher Newsletters Daily Communication Log	September-June
Give dental hygiene information to families.	ECE Administrative Office Family Specialists Dental Partners	Handouts/Flyers Meeting Agenda/Sign In sheet	Throughout the year
Present stress management for families and staff if needed.	School Administration Contracted Services	Meeting Agendas Sign in Sheets	August-June
Parents will indicate on the Entry Application if they have health insurance. If the family does not have health insurance, parents will be offered the Health Choice Application and helped to complete it (if they have not already completed it) within 90 days of enrollment.	Family Specialists	Entry Application Health Choice Applications	August-November / As needed

When notices are sent home to parents requesting their consent to have dental procedures completed, families are encouraged to be present at the dental procedure.	Teachers Family Specialists	Written Correspondence Consent Forms ChildPlus	August-June
Parents will receive information on hurricane preparedness and safety.	School Administration Teacher Family Specialists	Printed materials ChildPlus	Fall and spring
Medicaid/Health Choice Applications and WIC information will be provided as needed.	Family Specialists	Printed materials Observation Applications	Ongoing
Nutritional needs and planning will be discussed with families at Parent Meetings and individually as needed.	Family Specialists	Parent Meeting Agendas Health Advisory Meeting Minutes	August-June
Parents are asked for feedback regarding the nutritional program.	Family Specialists	Parent Meeting Agendas and Minutes Health Advisory Committee Agendas/ Minutes	August-June
Mental Health information will be provided for families and staff on an individual or small group basis as needed.	Mental Health providers Behavior Specialist Family Specialists Teachers	Meeting Agendas/minutes Sign-in Sheet Contact log	Ongoing As needed
Parents are asked their needs with regards to mental health issues for their family and child and all attempts are made to meet these needs through a variety of ways.	Mental Health providers Behavior Specialist Family Specialists Teachers	Family Needs Survey Follow-up Documentation Contact Logs Mental Health Provider Choice Form	As needed
Individual conferences are held with parents when concerns are revealed through classroom observations.	Teachers Mental Health Providers	Contact Logs Mental Health Observation Form Data collection	September- May
When developing the IEP with home and school activities for children with disabilities, staff will promote parental involvement in this process.	Teaching Staff Special Education Services Family Specialists	Meeting Invitations IEP Documentation Evaluations Contact Logs	As needed
IEPS are followed and support is offered to the child and family.	Teaching Staff	IEP Documentation	As needed

	Special Education Services Family Specialists	Family Goals/Needs Survey	
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Performance Standard 1302.31 Teaching and Learning Environment			
Strategy	Person(s) Responsible	Evidence	Target Date
Children will be encouraged at all times to do as much for himself/herself as possible. They will be allowed to try self-help activities such as putting on dress-up clothes, their own socks and shoes, buckling, buttoning, tying, zipping, and snapping their own clothing. Children will also be encouraged to clean up after meals, activities, etc.	Teaching Staff Volunteers	Observation	August – June
Model proper hygiene procedures and encourage children to regularly take part; this includes, but is not limited to, handwashing, tooth brushing, and toileting.	Teaching Staff Volunteers	Observation Modeling Daily Schedule Hand washing Procedures posted	August – June
Promote positive self-esteem through daily interaction with the children. Children will be shown respect at all times through staff listening to their decisions and choices, adult/child interactions, praise, positive reinforcement, and redirection.	School Administration Teacher Teacher Assistant Bus Monitors Bus Drivers	Observation Discipline and Behavior Management Policy Head Start Philosophy Second Step curriculum Conscious Discipline	August - June

Encouraging self-control by setting clear, consistent limits, and having realistic expectations;			
Strategy	Person(s) Responsible	Evidence	Target Date
Serve as positive role models and consistently model appropriate behavior.	All staff	Observations/ Evaluations CLASS scores	August - June
There will be a uniform Discipline Policy followed in all classrooms. This policy will be reviewed annually prior to the beginning of the program year. Plans can be individualized, and classroom rules posted, as long as the rules and consequences reflect the Discipline Policy.	School Administration Teaching Staff Behavior Specialist	Discipline Policy Observation Classroom Rules Family Handbook	August - June
Activities and the daily schedule will take into consideration the needs of the children and will be written accordingly. Children will be involved in developing positively stated classroom rules.	School Administration Teaching Staff	Lesson Plans Daily Schedule	August - June

	Behavior Specialist		
Positive behaviors will be modeled and reinforced using encouragement, reinforcement and redirection.	All staff	Observation	August – June
Discuss the program’s Discipline Policy with the Parents/Guardians at the initial home visit. Parents/Guardians implement similar discipline policy at home to be consistent with school policies.	Teaching Staff Family Specialists	Receipt of Policies Newsletters Family Handbook	August
Staff will familiarize themselves with the philosophy of Positive Discipline seeking classroom applications that encourage self-discipline, problem solving and intrinsic motivation.	All staff	Observations Lesson Plans Second Step curriculum Conscious Discipline	August – June

Encouraging respect for the feelings and rights of others.			
Strategy	Person(s) Responsible	Evidence	Target Date
Help children identify their feelings by talking with the child and encouraging the child to express their feelings using words.	All staff	Observation Discipline Policy Second Step Curriculum	August - June
Teachers will show respect for the feelings and rights of the children by asking child input during activities and free choice, as well as the staff with which they work.	School Administration Teaching Staff Behavior Specialist	Observation	August – June
Encourage children to get along by modeling appropriate behavior, helping children take turns when they are developmentally ready for turn-taking, and by having frequent conversations with the children about caring for one another.	All staff	Observation Anecdotal Notes Lesson Plans Second Step Curriculum	August – June
Facilitate respect for others by using props in centers to encourage cooperative play, such as games, puppets, puzzles, etc...	All Staff	Observation Lesson Plans Second Step Curriculum	August – June
Frequently remind the children of the class rules and why they are important, utilizing logical consequences whenever possible.	All staff	Observation	August – June
Model appropriate language used in conflict resolution.	All staff	Observation Second Step Curriculum	August – June

Supporting and respecting the home language, culture, & family composition of each child in ways that support the child’s health and well-being.			
Strategy	Person(s) Responsible	Evidence	Target Date

Support each child's language development by using stories, songs, finger plays, etc., in individual, small, and large group settings.	Teacher/Assistant Bus Monitors	Lesson Plans Observation	August - June
Encourage children to use their home language while also helping them expand their English vocabulary.	All staff	Observation ELL Rubric (in portfolios) Home Language Surveys Lesson Plans	August - June
Encourage Parents/Guardians to come and share customs/traditions with class.	All staff	Lesson Plans Observation Newsletters Daily Communication Log	August - June
Learn key phrases in the child's home language.	All staff	Observation Spanish translations on Share Drive	August - June
Classroom materials will reflect the culture of the children in the classroom and their community.	School Administration Teacher	Materials in Classrooms Classroom Inventories	August - June
Pictures of the children, their families, and the community will be posted throughout the classroom to promote diversity and acceptance.	School Administration Teacher Teacher Assistant	Pictures Bulletin Boards	August - June

Performance Standard 1302.31 (e) (3)			
Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.			
Strategy	Person(s) Responsible	Evidence	Target Date
Activities will be conducted on a daily basis between routines, such as during hand-washing or while waiting in line, to ensure that children receive on-going instruction, and to cut down on "wait" time. These may include, but are not limited to, name games, review of activities, songs, stories, and/or show and tell.	Teaching Staff	Daily Schedule Observation	August – June
Consistently adhere to schedules, allowing flexibility for "teachable moments".	Teaching Staff	Observation Lesson Plans	August – June
Inform children of the day's activities at gathering time and give frequent reminders throughout the day.	Teaching Staff	Daily Schedule Pictorial Daily Schedule Lesson Plans Observation	August – June

Children will take part in daily routines, such as cleaning centers, preparing for lunch, preparing for naptime, etc.	Teaching Staff	Observation Daily Schedule	August - June
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Performance Standard 1302.32- Curricula. Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by: Supporting each child's Learning, using various strategies including experimentation, inquiry, observation, play and exploration;			
Strategy	Person(s) Responsible	Evidence	Target Date
Provide opportunities for the children to Learn through experimentation, inquiry, play, and exploration.	Teaching Staff School Administration	Lesson Plans Observations	August - June
Provide opportunities for children to sort, count, measure, classify and compare objects.	Teaching staff School Administration	Lesson Plans Observations	August - June
Observe children to see what their interests are and plan accordingly.	Teaching Staff School Administration	Lesson Plans Anecdotal Notes	August - June
Use open-ended questions during children's activities to promote language, extend Learning, and stimulate thinking.	Teaching Staff School Administration	Lesson Plans Observation	August - June
Centers will be set up to provide opportunities for children to gain hands-on knowledge in the areas of math, science, community living, creative activities, literacy, and language.	Teaching Staff School Administration	Lesson Plans Classroom Checklist	August - June

Performance Standard 1302.32-Curricula Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;			
Strategy	Person(s) Responsible	Evidence	Target Date
Facilitate creative expression in the art center by supplying various art materials and encouraging the children to express themselves individually. Art projects will be process oriented and open-ended.	Teaching Staff School Administration	Lesson Plans Posted Art Photographs	August - June
Music will be implemented on a daily basis during group times, special activities, transitions, etc.	Teaching Staff School Administration	Observation Lesson Plans	August - June
Children will be encouraged to participate in songs, rhythm activities, and/or the use of musical instruments on a daily basis.	Teaching Staff School Administration	Observation Lesson Plans	August - June
Children will be encouraged to express themselves verbally during all activities and routines.	Teaching Staff School Administration	Observation	August - June
Children will participate daily in gross motor activities both child-initiated and teacher directed.	Teaching Staff School Administration	Observation Lesson Plans	August - June

Performance Standard 1302.32-Curricula. Promoting interaction and language use among children and between children and adults.			
Strategy	Person(s) Responsible	Evidence	Target Date
Encourage easy and understandable communication daily with the children through open-ended questions and age-appropriate activities.	Teaching Staff School Administration	Lesson Plans Observation	August - June
Guided reading, narrative drawing and writings, and vocabulary activities such as stories, songs, and fingerplays will be implemented to introduce new vocabulary.	Teaching Staff School Administration	Lesson Plans Observation Photographs	August - June
Schedules will be implemented to allow sufficient time for meaningful conversation between adult/child and child/child.	Teaching Staff School Administration	Lesson Plans Observation/Assessment Daily Schedule Family Style Dining	August - June
Bilingual families may also be utilized to provide the children with multicultural vocabulary experiences.	Teaching Staff School Administration	Volunteer Log Lesson Plans	August - June
Model appropriate language usage.	All staff	Observation	August - June
Refrain from using dominating voices and speak to children in respectful and pleasing tones.	All staff	Observation	August - June
Encourage children to share their first language. Facilitate activities that promote home languages as well as continue to introduce English vocabulary and usage.	All staff	Lesson Plans Observation	August - June
Use graphic organizers often to help children organize their language on a given topic.	Teaching Staff School Administration	Lesson Plans Observation	August - June

Performance Standard 1302.32-Curricula. Support emerging literacy & numeracy development through materials & activities according to the developmental level of each child.			
Strategy	Person(s) Responsible	Evidence	Target Date
Name/picture cards will be used in daily routines and/or at center times to help children recognize their names and the names of their classmates.	Teaching Staff School Administration	Name/Picture Cards	August - June
Name/picture cards will be on each child's individual cubby.	Teaching Staff School Administration	Name Cards on Cubby Photographs	August
Implement activities in the classroom to teach names and ages as deemed appropriate for the individual child's developmental level.	Teaching Staff School Administration	Lesson Plans	August - June
Children will be encouraged to "label" their artwork and the teaching staff will work with each	Teaching Staff	Artwork	August - June

child on writing their names, as it is appropriate for their developmental level.	School Administration	Lesson Plans	
Centers and center materials will be labeled with words as well as pictures.	Teaching Staff School Administration	Labeling Materials/Pictures	August - ongoing
Story time will be implemented on a regular basis.	Teaching Staff School Administration	Lesson Plans	August - June
Reading and writing materials will be accessible to children on a daily basis and rotated throughout the year to match current units of study.	Teaching Staff School Administration	Lesson Plans Reading/Writing Materials in Centers	August - June
Books on tape/CD will be available on a regular basis.	Teaching Staff School Administration	Lesson Plans	August - June
Children will be encouraged to tell stories to other children and to “read” favorite books.	Teaching Staff School Administration	Observation Lesson Plans	August - June
Children will be encouraged to dictate stories to teaching staff and to see their words written during group and individual activities.	Teaching Staff School Administration	Lesson Plans Observation	August - June
Books rich in culture, rhyme, repetitive verses, and words and sounds will be available to the children on a daily basis.	Teaching Staff School Administration	Books Lessons Plans	August - June
Materials and activities that provide opportunities for counting, one-to-one correspondence, sequencing, classification, measuring, comparing and patterning will be available to the children on a daily basis.	Teaching Staff School Administration	Lesson Plans Materials	August - June
Activities such as games, science experiments, food experiences, puzzles, and blocks, will be available to the children on a regular basis.	Teaching Staff School Administration	Lesson Plans	August - June
Learning activities to facilitate numeracy and literacy development will be given to the Parents/Guardians on a regular basis through weekly Parent/Guardian newsletters, Parent/Guardian meetings, Parent/Guardian workshops, and handouts.	All staff	Weekly Newsletters Workshops Parent Meeting Agendas and Sign in sheets Materials Sent Home	August - June
Teachers, as well as community partners, will provide information on early literacy development and good reading practices at home.	Teacher Parents/Guardians NHC Public Library	Parent Meeting Agenda/Sign in sheets Newsletters Materials Sent Home Raising a Reader program	September-May

Performance Standard 1302.31 (e) (4) In center-based settings, grantee and delegate agencies must promote each child’s physical development by: (i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills;
Performance Standard 1302.61(c)- Additional services for children with disabilities

Strategy	Person(s) Responsible	Evidence	Target Date
The program will provide individualization goals for all children, including children with disabilities. Parents/Guardians and staff will be involved in developing the IEP with home and school activities for children with disabilities. Reviewing information obtained from classroom teacher observation, screenings, Creative Curriculum objectives, and formal observation and assessment from other resources will all aid in the development of a child’s IEP that is also aligned with Creative Curriculum goals.	Teaching Staff School Administration	Lesson Plans I am Moving, I am Learning Be Active Kids	August - June
Large muscle development will be promoted by outdoor and indoor teacher-directed and child-directed activities.	Teaching Staff School Administration	Lesson Plans Be Active Kids IMIL curriculum	August - June
Inside and outside space will be arranged to promote large muscle development.	Teaching Staff School Administration	Room Arrangement Playground Plans	August - June
Adult supervision and guidance will be maintained at all times during large muscle development activities. These activities may include, but are not limited to, tricycles and other wheel toys, climbing equipment, swings, blocks, games, musical activities, exercise, balls, hoops, balance beams, etc.	Teaching Staff School Administration	Observation Lesson Plans	August - June
New Hanover County Preschool meets space requirements, inside and outside, as stated in the NC Child Care Regulations and the Performance Standards.	School Administration Early Childhood Specialist	Floor Plans Playground Plans Calculated Space Ratios	August
Plan to meet individual gross motor needs.	Teaching Staff School Administration	Lesson Plans Assessments Individualization Be Active Kids IMIL curriculum	August - June

Performance Standard 1302.31-Teaching and Learning Environment-1302.22-Curricula- Providing appropriate time, space, equipment, materials & adult guidance for the development of fine motor skills according to each child’s developmental level

Strategy	Person(s) Responsible	Evidence	Target Date
Plan daily activities that promote fine motor skills by implementing activities that may include, but are not limited to, cutting, tracing, puzzles, art activities, working with clay, building with small blocks, lacing, and using writing materials.	Teaching Staff School Administration ECE Instructional Coach	Lesson Plans Classroom Materials	August - June

Fine motor activities will be planned to meet the individual needs of each child based on their BRIGANCE Head Start Screen-III screening and <i>Teaching Strategies GOLD</i> assessments.	Teaching Staff School Administration ECE Instructional Coach	Lesson Plans Assessments	August - June
Promote self-help skills that include fine motor activities, such as, buttoning, lacing, zipping, etc.	Teaching Staff School Administration ECE Instructional Coach	Lesson Plans Observation Classroom Materials	August - June
Fine motor activities may be available during small, individual, and large group times, as well as during routine tasks.	Teaching Staff School Administration ECE Instructional Coach	Lesson Plans Observation Classroom Materials	August - June
Parents/Guardians will be encouraged to promote the development of fine motor skills with the help of Parents/Guardians/child activities that will be sent home on a regular basis through Parents/Guardians newsletters, home activities, handouts, workshops, etc.	Teaching Staff School Administration ECE Instructional Coach	Weekly Newsletters Handouts	August - June
Adult supervision and guidance will be provided during all fine motor activities.	Teaching Staff School Administration ECE Instructional Coach	Observation	August - June

Performance Standard 1302.32 Curricula- 1302.60-1302.61 Full participation in program services and activities-Additional services for children with disabilities- Providing an appropriate environment and adult guidance for the participation of children with special needs.

Strategy	Person(s) Responsible	Evidence	Target Date
Plan daily activities that encourage the participation of children with special needs.	Teaching Staff School Administration Special Education Services	Lesson Plans Observation	August - June
Adapt materials and equipment so all children can participate in the activities. All adaptations will meet the developmental needs of the child.	Teaching Staff School Administration Special Education Services	Observation Lesson Plans	August - June
Purchase needed materials and equipment for adaptations for children with special needs in the classroom.	Teaching Staff School Administration Special Education Services	Purchase Orders	August - June
Ensure that the indoor and outdoor space is accessible to all children.	School Administration Teaching Staff School Administration Special Education Services	Observation Playground Plans Maintenance Requests	August - June

Model for and assist children in using and playing with materials and equipment.	Teaching Staff School Administration Special Education Services	Observation	August - June
Remain sensitive to Parents/Guardians expectations for their children.	All staff	Communication Logs IEP Meeting Attendance	August - June
Provide communication opportunities, and model how to integrate special needs children socially and enable them to participate in all activities, regardless of abilities.	Teaching Staff School Administration Special Education Services Mental Health Professionals	Lesson Plans Observation Anecdotes	August - June

Subpart D- Health Program Services

- A. 1302.40 Purpose.
- B. 1302.41 Collaboration and communication with parents.
- C. 1302.42 Child health status and care.
- D. 1302.43 Oral Health Practices
- E. 1302.44 Child nutrition.
- F. 1302.45 Child mental health and social and emotional well-being.
- G. 1302.46 Family support services for health, nutrition, and mental health.
- H. 1302.47 Safety practices.

Health Program Services Child Health and Developmental Services

Head Start Performance Standard 45 CFR 1302.40-1302.47			
Objective: To ensure that, through collaboration among families, staff, and health professionals, all child health and developmental concerns are identified, and children and families are linked to an ongoing source of continuous, accessible care to meet their basic needs.			
Strategy	Person(s) Responsible	Evidence	Target Date
The program/school will assist parents with an identified “medical home if one has not been established at the beginning of the school year. All children will have an up-to-date health assessment and immunizations within the first 30 days of school. For children who do not have up-to-date physicals and/or immunizations upon entry into the program, the program will work with parents to ensure that physicals/immunizations are obtained and/or coordinate with community medical providers to schedule appointments.	Parents School Nurse School Administration	Application Physical Form Emails ChildPlus Contact Log Text messages	Within First 30 days of school

Health Assessments/Physicals will include height and weight assessments, blood pressure, hematocrit/hemoglobin, lead screening, developmental screening, hearing and vision screenings performed by a licensed physician.	Parents Health Family Specialist School Nurse	Physical Form Child Plus Data Report	Within First 30 days of school
The program/school will monitor the expiration of physicals. If children enter the program with an up-to-date physical, but it expires within the program year, the program will follow-up and notify parents of the physical's expiration date.	Health Family Specialist School Nurse School Administration	Physical Form Child Plus Data Report Childplus Communication Log Email	September-June
All children will have a dental examination or within the first 90 days of enrollment. When children have not had the dental examination before enrollment, the program works with parents to establish a dental home with local community dental providers.	Health Family Specialist School Nurse Parents School Administration	Dental Verification Form Child Plus Data Report Emails Text messages	Within first 90 days of the first day of school
An initial classroom mental health observation is done for every child within 45 days of enrollment. These observations are completed by Licensed Mental Health Workers, and parents sign a consent for observation.	Mental Health Providers Health Family Specialist School Administration	Contract Observation Schedule Observation Forms Mental Health meeting minutes	Fall and upon enrollment
The program will use the Child Plus Software program to monitor health requirements.	Health Family Specialist School Administration	Child Plus Data Report	September-June
When health concerns are identified by a child's physician, dentist, and/or developmental screening tool (BRIGANCE), the program will ensure that follow-up testing, examination, and/or treatment is performed as indicated.	Teaching Staff School Nurse Health Family Specialist	Physical Form Child Plus Data Reports Contact logs Referral form	As Needed
When developmental concerns are identified by a child's physician, dentist, and/or developmental screening tool (BRIGANCE), the program will provide classroom strategies and monitor and refer for follow-up evaluation as needed.	Special Education Services	IEP meetings and minutes Observations	As needed
When nutritional concerns are identified (under/overweight), the Family Specialists refers and consults with NHCS Nursing Staff and/or a Cafeteria Manager for specific case planning and management, as well as for developing interventions for the family.	Health Family Specialist School Nurse Cafeteria Manager Teaching Staff	Physical Form Child Plus Report Family Partnership Agreement Individualized Health Plan	As Needed

Child Nutrition Plan

Head Start Performance Standard 1302.44			
Objective: To promote child wellness by providing nutrition services that supplement and complement those of the home and community.			
Strategy	Person(s) Responsible	Evidence	Target Date
All children will be assessed for identification of nutritional needs using a Nutrition Questionnaire	Family Specialists	Nutrition Assessment	Registration as needed
NHCS nurses and Child Nutrition Program will be informed of any special feeding or dietary needs.	Family Specialists NHCS Nurses Child Nutrition	Nutrition Assessment	Ongoing
All children will have an up-to-date physical upon enrollment, which shall include nutrition-related assessment data such as height, weight, and hemoglobin/hematocrit.	Family Specialists	Physical Form ChildPlus Data Reports	Upon enrollment
The school will establish and maintain a Health Services Advisory Committee that includes Head Start parent, professionals, and other volunteers from the community.	School Administration Health Family Specialist	Meeting Agendas and Minutes	Fall-Spring
Examples of New Hanover County Head Start menus will be reviewed by the Health Services Advisory Committee and any concerns will be discussed.	School Administration Health Family Specialist	Meeting Agendas and Minutes	Fall-Spring
Children with special feeding and dietary needs, including children with disabilities, will be accommodated.	Teaching Staff Child Nutrition	Doctor's orders Nutrition Assessment	As Needed
Information is kept and posted in the classroom (under a confidential cover sheet) of all food allergies and/or medically-based dietary requirements. Any substitutions based on these needs are also documented. This information is also given to the NHCS Nursing Staff and Child Nutrition who gives this information to the cafeteria managers.	Teaching Staff Child Nutrition Cafeteria Managers	Food Allergy List	As Needed
Menus will include foods that reflect the diversity of the children.	Child Nutrition	Menus	September-June
The program utilizes the USDA Child Nutrition Program for reimbursement of meals. All USDA data and records are recorded, filed and processed by the Child Nutrition Office for NHC Schools. All records and transactions are submitted from that department. Copies and any requested information is sent to the Head Start Administration Office as needed.	Child Nutrition	SFSFC 1 Claim Forms AS400 System Data	September-June
The program is currently exempt for all snack reimbursements. The USDA reimburses only after school programs in a school system. We follow the regulations of a school system and are not classified as an after school program, but a day program.	Child Nutrition	USDA Guidelines	September-June

The Community Eligibility Provision (CEP) is a non-pricing meal service option for school districts in low-income areas. Johnson Pre-K Center qualifies as a CEP school so the children are served breakfast and lunch at no cost.	Child Nutrition	Menus	September-June
Food items and serving sizes are equivalent to those recommended by the USDA. Serving utensils that equal the recommended serving sizes are used.	Child Nutrition Teaching Staff	Menus Observation	September-June
Every effort is made to ensure that food items are high in nutrients and low in fat, sugar, and salt.	Child Nutrition	Menus	September-June
Monthly menus are reviewed and approved by a Registered Dietitian prior to being implemented.	Child Nutrition	Menus	September-June
No more than four hours will lapse between meals and/or snacks.	School Administration Cafeteria Manager	Daily Schedule	September-June
Children brush their teeth at least once during the school day in conjunction with meals to the extent possible. If brushing is not possible, an alternative such as rinsing with water may be implemented.	Teaching Staff School Administration	Daily Schedule	September-June
Menus are posted for parents input; when necessary for recommendations and then discussed with NHCS Child Nutrition Director, if needed.	School Administration Cafeteria Manager Teachers	Posted on site Meeting Agendas and Minutes	September-June
Menus are periodically reviewed by the Health Services Advisory Committee.	Health Family Specialist Health Services Advisory Committee School Administration	Meeting Agendas and Minutes	Fall- Spring
Whenever possible, a variety of food is served, including foods that reflect cultural diversity.	Child Nutrition	Menus	September-June
Food is never used as a punishment or a reward. Children are encouraged, but not forced, to eat or taste his/her food.	Teaching Staff School Administration	Observation	September-June
To the extent possible, children and Teaching Staff eat together in "family style."	Teaching Staff	Observation	September-June
Information is posted in the classroom (under a confidential cover sheet) of all food allergies and/or medically-based dietary requirements. Any substitutions based on these needs are also documented. This information is also given to the NHCS Nursing Staff and Child Nutrition who gives to the cafeteria managers.	Teaching Staff Child Nutrition Cafeteria managers NHCS Nursing Staff	Dietary Requirements Listing	September-June

Family and Community Engagement Program Services: 1302.50-1302.53 and Health Services: 1302.46 and 1302.34

Information is offered to families that includes food preparation and nutritional skills, as well as prevention of obesity in children.	School Administration Health Family Specialist	Parent Meeting Agendas Handouts Health Advisory meetings	September- June
Children whose physicals have identified them as being overweight/underweight are offered additional nutritional services that reflect the doctor's "diagnosis" of overweight/underweight.	Doctors Parents Family Specialists	Physicals Child Nutrition Health Support Group Hand-outs Community resources	On-going
Food Safety and Sanitation			
The program adheres to all food safety and sanitation guidelines as required by the NC Child Care Licensing Laws.	Teaching Staff	Sanitation inspections Observation	September- June
Only commercially prepared food items procured by Head Start will be used for consumption.	Teaching Staff	Observation Purchase Orders	September- June
Parents are not permitted to send food of any kind to school for breakfast or lunch with their child unless a doctor's note states the need for special diets.	Teaching Staff	Family Handbook Observation	September- June
An exception to above may apply for birthday and or celebrations. Food items must be commercially prepared, and in the original, unopened container.	Teaching Staff	Family Handbook Observation	As needed

Head Start Performance Standards 1302.45-1302.46: Child mental health and social and emotional well-being/Family support services for health, nutrition and mental health.			
For children who are not screened by their physician when physicals are performed, the program will screen their hearing and vision within 45 days of enrollment.	Health Family Specialist School Staff	Physical Forms Child Plus Reports	Upon enrollment
The BRIGANCE Screening Instrument will be used to screen for developmental, speech, and language delays. This will be completed during registration or within 45 days of enrollment.	Teaching Staff Health Family Specialist Administration Office	BRIGANCE Class Lists Potential Delay Listing	August-June
An initial classroom observation is done by licensed mental health providers within 45 days of enrollment. This observation will screen for motor, social, cognitive, perceptual, and emotional skills.	Licensed Mental Health Providers	Mental Health Observation Forms	September- June
Utilize individual results from BRIGANCE screening, child/classroom observations, assessments profiles, parent input, IEP goals (if applicable), and child initiated interest areas as guidance to assess concerns in development or behavior.	Licensed Mental Health Providers Teaching Staff Parents/Guardians	BRIGANCE IEP Observations Portfolio Meeting Minutes	August-June

	Special Education Services		
Head Start Performance Standards 1302.43-1302.46: Extended Follow-up and Treatment			
Parents are informed of all screening dates.	Administration Office Family Specialists	Letters sent home Contact Logs	August-June
If any prescribed medications, aids, or equipment are indicated by the child's physician or dentist, the program will work to ensure that any barriers to obtaining these items are eliminated.	School Nurse School Administration	Physical Contact Logs Purchase Orders	August-June
If indicated by the examining dentist, a child may be referred to a Pediatric Dentist for more specialized and specific treatment. The program works with the family to follow-up with the treatment.	Dental Partners Health Family Specialist Parents Administration Office	Dental Exam Form Letters Home Child Plus Data Reports Contact Logs	September- June
Daily brushing with fluoride toothpaste is done in the classroom.	Teaching Staff School Administration	Observation Daily Schedule	August- June
All plans related to health services indicated in an IEP/IFSP will be followed. NHCS Nursing Staff and Teaching Staff work together to monitor these services.	NHCS Nursing Staff Special Education Services-LEA Teaching Staff	Special Education Services Health/Medical IEPs Meeting minutes	As Needed
We will document all efforts to pursue other available sources of funding prior to the use of Head Start funds.	Director Family Specialists	Contact Logs	September- June
Head Start Performance Standards: 1302.40-1302.47 1302.60-1302.63: Ongoing Care			
The Daily Health Observation Chart is used to identify any changes in appearance and/or signs of injury or illness.	Teaching Staff School Administration Health Family Specialist	Daily Health Observation Chart	August-June
Children's developmental progress is monitored.	Teaching Staff	Progress/Planning Reports Classroom assessments Observations/Data	On-going and Oct/Nov, Feb., May/June
Progress toward IEP goals is tracked.	Teaching Staff Special Education Services-LEA School Administration	IEPs Observations/Data Progress Notes	September- June

Mental health observations for those children identified in the Fall will be addressed as needed through ongoing teaching strategies, coaching for teachers that will promote positive mental health and social and emotional functioning.	Licensed Mental Health Provider Consultant Teaching Staff Family Specialists	Observation Forms Mental Health Meetings	Dec- Feb.
Input from parents regarding children's progress is sought during home visits (two per year), parent/teacher conferences (two per year), home communication logs, IEP Meetings, and informal conferences.	Teaching Staff Special Education Services	Home Visit Forms Visitor Logs Parent Conferences Home/School Communication Logs Child Progress IEP meetings	On going
The program will obtain as needed, written consent for Dental Exams and Hearing/Vision, Height/Weight Screenings.	Administration Office Family Specialists	Screening Forms	As needed
Results of screenings and recommended 'next steps' are shared with parents by letter, and follow-up discussions are held if needed.	Family Specialists School Administration	Letters Contact Logs	As needed
Resource Team, who are familiar with each child and his/her family, are available as needed for screenings and procedures. This helps to reduce any anxiety felt by the child.	Family Specialists	Permission slips FRS Weekly Schedules	As needed
Encourage parents to accompany children to health and developmental appointments and provide transportation if needed.	Parents School Administration Family Specialists	Letters Schedules	As needed
Accompany parents to IEP and referral meetings, and provide transportation if needed.	Family Specialists Special Education Services	IEP Meeting Summaries	On-going
Documentation of a parent's refusal to authorize health services will be maintained.	Family Specialists	Permission forms	On-going

Child Mental Health Plan

Head Start Performance Standards: 1302.45 & 1302.46			
Objective: To build collaborative relationships among children, families, staff, mental health professionals, and the larger community, in order to enhance awareness and understanding of mental wellness and the contribution that mental health information and services can make to the wellness of all children and families.			
Strategy	Person(s)Responsible	Evidence	Target Date
Discuss mental health concerns with parents during home visits, parent conferences and individual consultations with parents. These concerns may include separation and transition issues.	Teaching Staff Behavior Specialist Family Specialists Licensed Mental Health Providers	Mental Health Observation Form Provider Choice Form Parent Committee Meeting Minutes	On-going

		Getting to Know You Form	
Staff will model and provide strategies to parents on appropriate behavior management techniques and positive discipline.	All Teaching Staff Family Specialists Behavior Specialist	Discipline Policy Observation Family Needs Survey Information sent home	September- May
Program will provide a stable and nurturing environment with a predictable daily schedule thus enhancing security and building trust. Parents will be coached on the importance of maintaining this environment at home.	All Staff	Daily Schedule Posted Pictorial Daily Schedule Information sent home	September- May
Provide resources for parents and staff.	School Administration Family Specialists	Resources ChildPlus	As Needed
Staff will provide information to parents when specific needs are identified and information is requested.	All Staff Local Mental Health Agencies	Family Needs Survey Contact Logs Family Partnership Agreement Information sent home	As Needed
Staff and parents are provided with mental health policies and procedures during Parent Orientation and Staff Orientation.	School Administration Family Specialists Teaching Staff	Family Handbook Parent Orientation Agenda Staff Orientation Agenda	August and as needed
An initial classroom mental health observation is done for every child within 45 days of enrollment. These observations are completed by a mental health consultant, and parents sign a consent for observation form.	Licensed Mental Health Provider Director School Administration Family Specialists Parents	Consent for Observation Observation Schedule Observation Form	Sept-Oct. and as needed
Children who need mental health services will be identified as early in the school year as possible and follow up services will be available for identified children.	School Administration Local Mental Health Agencies	In-House Referral Form Observation Form	September- May
Observations are shared with Teaching staff and parents. When necessary, Teaching Staff and/or parents are given technical assistance and consultation on individual and group behavioral and mental health concerns.	School Administration Teachers Parents Licensed Mental Health Provider	Observation Forms Meeting Minutes Information sent home	As Needed
Services will be provided in the classroom and on an individual basis as indicated.	Behavior Specialist Licensed Mental Health Provider Teaching Staff School Administration	Meeting Minutes	September- May

Maintain established partnerships with community resources such as: CDSA, Coastal Horizons, Local Interagency Coordinating Council, Family Support Network of Southeastern NC, Child Service Coordination to meet the mental health needs of the children and families of Head Start.	Director School Administration Behavior Specialist Family Specialists	Community Partnership Notebook	Ongoing
The mental health community is invited to represent their agency on the Health Services Advisory Committee.	Family Health Specialist School Administration	Committee Roster	September -May

Head Start Program Performance Standard 1302.47 Safety			
Objective: To support healthy physical development by encouraging practices that prevent illness or injury, and by promoting positive, culturally relevant health behaviors that enhance lifelong well-being.			
Head Start Performance Standards 1302.47 Health Emergency Procedures			
Strategy	Person(s) Responsible	Evidence	Target Date
Review and Revise the DCDEE (Division of Child Development and Early Education) Incident Report Forms to include the Director receiving a copy of incidents when a child has to receive medical attention or is considered a child and safety concern. Notification of receipt will be required.	School Administration Director	Revised Incident Form Reports reviewed quarterly by Head Start Director and Principal	July 2020-Pre-Service Training for SY 20-21
Report all state Notice of Administration Actions to Program Specialist at Regional IV Office of Head Start once received by Division of Child Development and Early Education.	School Administration Director School Staff	Notice of Administration Action Documentation of a phone call and email	Immediately
(1) Emergency procedures based on NC Child Care Laws and NHCS Policies are posted in each classroom.	Teaching Staff	Posted items	Ongoing
(2) Locations and telephone numbers of New Hanover County Emergency Response Systems are posted in each classroom or near central telephone. These numbers are updated as needed.	Teaching Staff	Emergency Telephone Numbers	Ongoing
(2) Up-to-date emergency contact information and authorization for emergency care are kept in an easily accessible location in the classrooms for each child.	Teaching Staff	Emergency Contact Sheet Teacher Binder	Ongoing
(3) Emergency evacuation routes are posted in each classroom.	Teaching Staff	File/Record Review Classroom Checklist	Ongoing
(4) Incident reports are to be completed within the same school day on which accidents or injuries to children occur. In case of serious injury, parents will be notified verbally. The School Administration and Early Childhood Education Program Director must be notified of any child who seeks medical treatment so that a report may be made to the NC Division of Child Development and Early Education (NCDCEE).	Teaching Staff School Administration Director	Incident Reports Home Communication Log Contact Log	As needed
(4) Head Trauma Incident Reports are completed for any child who receives an injury to the head.	All Staff NHCS Nurses	Head Trauma Report	As needed

(5) Procedure for handling child protective services reports is in compliance with Chapter 7B of the NC General Statutes and New Hanover County Schools Policy. Staff receive training yearly.	School Social Worker School Nurse All Staff	Staff Handbook Staff Orientation Agenda and Handouts	Beginning of the school year and as needed
Head Start Performance Standards 1302.47- Safety Practices: (7) (iv) Medication Administration			
All medication that is required to be administered during school hours is to be in the original container labeled with the child's name and dosing information. If necessary, the medication will be refrigerated; otherwise the medication is located in the Individual Medical Bag (fanny pack).	NHCS Nursing Staff Teaching Staff	Observation Individual Medical bag If needed, refrigerator	Ongoing
All persons dispensing medication to children must have received the required training to administer medication annually through the NHCS nursing staff.	NHCS Nursing Staff	Staff Orientation Meeting with the nurses	August/ As Needed
Before administering medication to a child, the doctor and the parent must have given written permission on a New Hanover County Schools 'Request for Medication' form allowing staff to administer the medication. Dosages & time of day should be specified and all medications given must be recorded on a Medication Administration Log.	Parents NHCS Nursing Staff Teaching Staff Child's Physician	Request for Medication Form Medication Administration Log	As Needed
Monitor and document adverse reactions in children receiving medication. If there are adverse reactions, this information will be communicated to the child's parents to share with his/her physician.	Teaching Staff NHCS Nursing Staff Parents	Medication Administration Log Daily Communication log	Ongoing
Head Start Performance Standards 1302.90			
Teaching Staff members are certified in CPR and First Aid.	School Administration Teaching Staff	Training Roster	Fall
Complete the Office of Head Start Health and Safety Screener and address any concerns.	Director School Administration Health Family Specialist	Completed Tool	Fall and Spring
The Health and Safety Checklist is completed two times during the school year.	Custodians School Administration	Health and Safety Checklist	Fall and Spring
Indoor & outdoor premises are checked daily for any hazardous conditions/materials.	Teaching Staff or Designee	Daily Playground Inspection Log	September-June
Complete the Office of Head Start Program Governance Screener (PMFO) and address and concerns.	Director School Administration	Completed Tool	Fall and Spring

Utilize input from families to create and assist in the development of topics for educational activities.	All Staff	Daily Communication Logs Newsletters Parent Conferences Home Visits	On going
Provide bus safety/pedestrian training to parents and staff.	School Administration School Staff	Parent & Staff Orientation Agendas and sign-in sheets	September
Safety awareness information is provided to parents and children.	Teaching Staff School Administration	Lesson Plans Handouts Flyers	On going
Head Start Performance Standards 1302 Hygiene			
The program complies with sanitation and hygiene procedures as regulated by NC Child Care Licensing Laws.	School Administration NC Child Care Consultant	Child Care Licensing Documentation	Ongoing
Head Start Performance Standards 1302: First Aid Kits			
All centers are provided with first aid kits.	NHC Schools School Administration	Classroom Checklist Purchase Orders	September- June
Obtain a list of needs for first aid kits from classroom staff, order first aid supplies, and disseminate supplies to centers.	Teaching Staff Family Specialists	Purchase Orders	Monthly and as Needed
Assess first aid kits for appropriate contents monthly.	Teaching Staff	Health and Safety Checklist	Beginning of the year and as needed

Subpart E- Family and Community Engagement Program Services

- A. 1302.50 Family Engagement
- B. 1302.51 Parent activities to promote child learning and development.
- C. 1302.52 Family partnership services.
- D. 1302.53 Community partnerships and coordination with other early childhood and education programs.

Family and Community Engagement Program Services

Head Start Performance Standards: 1302.50-53
Objective: To support parents as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures.

Head Start Performance Standard 1302.34 & 1302.50-Family Goal Setting			
Strategy	Person(s) Responsible	Evidence	Target Date
Gather demographic information from families that may have an impact on family goal setting. These factors include household status, finances, culture, language, health, education, and environment.	ECE Administrative Office Teachers Family Specialists	Entry Application Family Partnership Agreement Home Language Survey	August-June
Within the first 90 days of enrollment, assist families in developing and implementing individualized Family Partnership Agreements that define goals, roles and responsibilities for staff and family members, time frames and strategies.	Parents Teachers Family Specialists	Contact log Family Partner Agreement First Home Visit Form First Conference Form Mileage report Family Needs Survey	September-December and as needed
Remain sensitive to each family's unique situation, work/school schedule, and readiness to participate in the goal-setting process.	Teachers Family Specialists	Contact log Mileage Report Family Partnership Agreement	August-June
The Family Partnership Agreement shall include information about family members' involvement with other community resources, and when a family already has established goals, we will work with the family on the existing goals for mutual planning, if the family allows.	Teachers Family Specialists	Family Partnership Agreement Contact Log	August-June
Monitor and document progress toward goal achievement with families utilizing home visits, phone calls, conferences, parent orientation, parent committee meetings, school celebrations, education/training sessions, family newsletters, and other face-to-face contacts.	Teachers Family Specialists	Contact log Family Partnership Agreement Mileage report	August-June
Whenever possible, combine parent/teacher conferences and other school events so as to eliminate the need for parents to attend multiple meetings.	Teachers	Contact Logs Sign in sheets Meeting minutes	August-June
Ensure that Spanish speaking families receive their materials in Spanish if needed.	All staff	Translated documents	Ongoing
Communicate with children and families in their home language by Learning key phrases and by working with the family to learn their communication styles.	All staff	Translated documents	Ongoing
Whenever possible, bilingual staff will be available at parent committee meetings, policy council meetings, events and conferences to interpret/translate into the family's home language.	Teachers Family Specialists	Contact Logs Meeting Minutes	Ongoing
Head Start Performance Standard: Accessing Community Services and Resources			

Provide families with information about community resources.	School Administration Family Specialists Social Worker Teaching Staff	Community Resource Contact Logs Family Partnership Agreement Parent Committee Agendas Family Newsletters ChildPlus	August-June
Provide information to parents about child abuse and neglect and how to report it.	Family Specialists Social Worker	Parent Orientation Agenda "Information Sent Home" Folder ChildPlus	August and As needed
Provide parents with information and referrals to Coastal Horizons, or other providers for mental health and/or substance abuse needs.	Social Worker District Behavior Specialist Family Specialists	Contact log Provider Choice Form Family Needs Survey Monitoring Tool	As needed
Provide parents with information and referrals to the Domestic Violence Shelter and Services, Inc. or other domestic violence programs if domestic violence is disclosed or suspected.	Social Worker Family Specialists Teaching Staff	Contact log Referral Forms	As needed
Recruit and use parent volunteers in classrooms and throughout the program.	All Staff	Volunteer log Parent Involvement Form Volunteer Sign-in Sheet ChildPlus	August-June
Encourage parents to become employed with New Hanover County Schools in any capacity for which they are qualified when the State does not have a statewide hiring-freeze. If parents are not qualified for the position in which they are interested in, Family Specialists will assist parents in setting these goals/accessing resources to reach their employment goals.	All Staff	Applications Substitute List Family Handbook Family Partnership Agreement ChildPlus	Ongoing
Assist parents in registering for educational needs and job skill development.	All Staff	Contact log Family Partnership Agreement Parent meeting agendas and announcements Bulletin boards Flyers sent home	Ongoing

Follow-up with each family after referral to outside agencies to determine if the kind, quality, and timeliness of services met needs and expectations.	Family Specialists	Family Partnership Agreement Contact log Referral Tracking Form ChildPlus	As needed
Head Start Performance Standard: Parent Involvement--General			
Conduct a survey to determine what best fits the parent involvement and educational needs of the families.	School Administration Family Specialists	Parent Involvement form Partnering for Success Parent questionnaire Family Partnership Agreement Online Survey Platforms	Ongoing
Ensure that parent involvement in all areas of the program is encouraged through all printed communications such as teacher newsletters, family resource newsletters, recruitment and enrollment documents. Encourage parent involvement through telephone communication using the Alert-Now telephone system, ChildPlus email/text message system and remote learning platforms.	School Administration Family Specialists	Parent Committee Meeting Agendas Parent Involvement Form Teacher Newsletters Family Newsletters Family Handbook Parent Orientation Agenda Connect 5 Telephone System	August-June
Recruit and use parent volunteers in classrooms and throughout the program, as well as encourage formal employment within the program, when allowed by the state.	All staff	Parent Involvement Form Family Handbook Volunteer Handbook Volunteer Sign-in Sheet Teacher Newsletters and/or daily contact sheets	August-June
Head Start Performance Standard 1302: Parent Involvement in Community Advocacy			
Model and encourage parents to advocate for their own needs.	All Staff School Administration Family Specialists	Contact Logs Family Partnership Agreement Parent Committee Meeting Agendas	August-June
A Community Resource Directory is compiled for families and distributed at Parent Orientation and upon enrollment in the program	ECE Administrative Office	Community Resource Directory	Fall and as needed

Parents are invited to attend the Health Services Advisory Committee meeting.	Health Family Specialist Teachers School Administration	Parent Involvement Sheet Committee Sign-in Sheets Contact Logs Teacher Newsletters Daily Communication Logs Family Handbook	Ongoing
Encourage parent involvement on Parent Committees and Policy Council.	All Staff	Parent Orientation Parent Committee Meeting Minutes Family Handbook	Ongoing
Parent Policy Council representatives are provided with Program Governance Training. Yearly in October and following election year, April.	Director Policy Council	Letters to Representatives Sign-in sheet	October April As needed
Head Start Performance Standard 1302.71-Parent Involvement in Transition Activities			
Parents attend a Parent Orientation prior to their children starting school. Before school starts, parents meet the school principal and family specialists, receive the Family Handbook, and review policies and procedures. During the school year, parent orientation is conducted during the school walk-through for parents.	School Administration Family Specialists	Parent Orientation agenda Sign-in Logs Home visit logs Signed paperwork	August and as needed
Parents are given a variety of materials that emphasize the importance of a shared responsibility between home and school to ensure a successful start to Kindergarten.	Teaching Staff Kindergarten Teams	Printed Materials Sign-in Logs Copies of POs	March-May
A parent/teacher conference is held at the end of the year to go over the child's portfolio, final progress report, and discuss ideas for summer activities. If needed, a language interpreter is provided.	Teaching Staff Family Specialists ESL Translators from NHCS	Copies of Child Planning and Progress Reports Parent Conference Forms	May-June
All IEPs for transitioning four-year-olds will be updated at the end of the year to ensure a continuation of special education services for the Kindergarten year, if applicable. At that time, summer remediation services will be discussed. Parents will also be updated on their child's progress and will have the opportunity to develop goals and objectives for the following year. If needed, a language interpreter is provided.	School Administration Special Education Services Teaching Staff Family Specialists ESL Translators from NHCS	IEP's Invitations to meetings Daily Contact forms Parent Conference Forms	May-June
Through informal daily/weekly conferences, as well as two formal conferences and two home visits held per school year, parents are kept informed of their child's individual progress. Therefore, parents will have the information necessary to make informed decisions regarding educational choices for their children.	School Administration Teaching Staff Family Specialists	Parent Contact logs Parent Conference Forms Daily Contact forms Invitations to meetings	August-May

All parents of children who receive special education services are informed of their rights through a brochure entitled, <i>Handbook on Parents' Rights</i> disbursed by the Exceptional Children Division of the NC Department of Public Instruction.	NHCS LEA Special Education Services School Administration	Handbook on Parents' Rights	August-May
Head Start Performance Standard 1302.34-1302.41-Parent Involvement in Home Visits			
Home visits are encouraged as a way to build a respectful partnership between school and home.	All staff	Family Handbook Parent Orientation	Fall and spring
Use techniques to engage parents during home visits such as discussing positive characteristics observed in a child, using personal disclosure, and conveying genuine positive regard for the family's strengths, interests, and goals.	Teachers Family Specialists	Observation	August-May
Document when parents refuse home visits. Three attempts of a home visit qualifies as a completed home visit.	Teachers Family Specialists	Communication Logs Home Visit forms	As needed
Teachers are required to make two home visits per year.	Teachers	Home Visit Log Forms Home Visit Forms Mileage Sheet	Fall and Spring
Whenever possible, schedule home visits when they are convenient for families.	Teachers Family Specialists	Home Visit Log Forms Home Visit Forms Daily Contact forms Invitations to meetings	August-May

Head Start Performance Standards: 1302.53,1302.63,1302.70 & 1302.71			
Objective: To ensure that grantee and delegate agencies collaborate with partners in their communities, in order to provide the highest level of services to children and families, to foster the development of a continuum of family centered services, and to advocate for a community that shares responsibility for the healthy development of children and families of all cultures.			
Strategy	Person(s) Responsible	Evidence	Target Date
The School Administration shall maintain a notebook and calendar as documentation of Community Partnership activity.	Family Specialists All Staff School Administration	Community Partnership Notebook	Ongoing
Maintain and expand informal and formal community linkages with health agencies and organizations.	Health Family Specialist Family Specialists	Formal Community Partnership Agreements Letters Emails Health Advisory Committee	Ongoing

Maintain and expand informal and formal community linkages with mental health agencies and organizations.	Director/School Administration Family Specialists	Formal Community Partnership Agreements Letters Emails	Ongoing
Maintain and expand informal and formal community linkages with nutritional service providers.	Director/School Administration Family Specialists	Community Partnership Agreements Letters Emails	Ongoing
Maintain and expand informal and formal community linkages with individuals and agencies that provide services to children with disabilities and their families, including the following: <ul style="list-style-type: none"> ● Coastal Horizons ● Child Service Coordination ● First in Families of NC ● Family Support Network of Southeastern North Carolina ● Smart Start of New Hanover County ● Cluster A meetings 	Director/School Administration ECE Administrative Office Family Specialists	Community Partnership Agreements Letters Emails	Ongoing
Maintain and expand informal and formal community linkages with agencies that provide family preservation, and support, as well as child protective services to children, including the following: <ul style="list-style-type: none"> ● New Hanover County Department of Social Services ● Smart Start of New Hanover County ● Shelters in New Hanover County 	School Administration ECE Administrative Office Family Specialists	Community Partnership Agreements Letters Emails	Ongoing
Maintain and expand informal and formal community linkages with providers of child care services, including the following: <ul style="list-style-type: none"> ● Smart Start of New Hanover County (CCRR) ● New Hanover County Department of Social Services Subsidized Child care ● Local child care centers ● Various family homes in New Hanover County 	Director School Administration All Staff	Community Partnership Agreements Letters Emails Bus routes	Ongoing
Maintain and expand informal and formal community linkages with other organizations or businesses that provide support and resources to families, including the following: <ul style="list-style-type: none"> ● NC Family Resource Coalition ● New Hanover County Emergency Services ● Toys for Tots ● Salvation Army ● Employment Security Commission (employment and training) ● Smart Start of New Hanover County 	Director School Administration All Staff	Community Partnership Agreements Letters Emails	Ongoing
Encourage volunteers from the community to participate in the program.	All Staff	Newsletters Letters	Ongoing

In order to meet the needs of children with disabilities and their families, close coordination among the LEA, Local Interagency Coordinating Council, and Head Start staff is ensured through regular meetings and collaborative agreements.	School Administration Special Education Services	Leadership Meeting Minutes	Ongoing
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Subpart F- Additional Services for Children with Disabilities

- A. 1302.60 Full participation in program services and activities.
- B. 1302.61 Additional services for children.
- C. 1302.62 Additional services for parents.
- D. 1302.63 Coordination and collaboration with the local agency responsible for implementing IDEA.

Disability Plan

This plan specifies how New Hanover County Head Start will meet the Head Start Performance Standards as stated in 45-CFR 1302 regarding 1302.60-1302.63. New Hanover County Head Start is committed to providing comprehensive services to eligible children and their families. This plan was written to accomplish that objective.

Head Start Performance Standard 1302.60 New Hanover County Head Start will have a comprehensive Disability Plan that will ensure appropriate and mandated services for all children with disabilities.			
Objective: To develop a disabilities service plan that will provide effective strategies for meeting special needs of children with disabilities and their parents			
Strategy	Persons Responsible	Evidence	Target Date
Involve all Head Start components in the delivery of services to children with disabilities	Teaching Staff Special Education Services	Monthly reports from Content area specialists IEPs	August-June
As part of the New Hanover County School System, Head Start will be able to effectively tap into EC services and personnel, as well as Nursing and Nutritional services, if needed.	Family Specialists Special Education Services NHCS Nurses	Therapist Sign-ins Meeting Minutes IEPs Menus	August-June
Objective: To ensure appropriate provisions in the Disability Plan, providing for both inclusive and confidential services.			
Strategy	Persons Responsible	Evidence	Target Date
Include children with disabilities in the full range of activities and services normally provided to all Head Start children.	Special Education Services Teaching Staff School Administration	Lesson Plans IEPs Classroom observations Field Trip Logs	August-June
Provide confidentiality of services by keeping education files in a locked cabinet and not posting EC schedules.	Special Education Services Teaching Staff School Administration	Classroom Checklist Staff Handbook	August-June

Child Outcomes Plan

Program Philosophy:

The program shares the same National Head Start Philosophy. The following beliefs directly impact our Outcomes Plan:

- All children are unique and deserve individual attention with regard to their growth and development.
- All children deserve a high quality, comprehensive education in safe and attractive classrooms.
- All children need positive and supportive relationships. These trusting relationships are the foundation to Learning.
- All children, with careful and individualized curriculum choices, can be successful on a daily basis.
- Classrooms must reflect how children learn and celebrate diversity.
- Parents must partner with teachers to maximize the Learning potential of their children.
- Teachers must be effective in their work, linking assessment to classroom curriculum decisions.

The Child Outcomes Initiative:

In accordance with ACYF-IM HS-00-18, the program plans to meet these following requirements:

- Self assessment and continuous program improvement must incorporate data on child outcomes
- A systematic approach must be utilized to analyze children's progress and accomplishments.
- Ongoing assessment of children will include collection of data in these areas; Social and Emotional Development, Physical Development, Language Development, Cognitive Development, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, as well as English Language Acquisition when applicable with English Language Learners.
- Data on the legislatively mandated Domain Elements and Indicators will minimally be gathered and analyzed.
- In order for the child assessment to be objective and accurate, adequate supervision, monitoring and appropriate training, when indicated, will be offered.
- The assessment tool will be age-appropriate and respectful of the language and culture of our children and families.
- Children with disabilities will be fully included in the child outcome assessment system.
- Data will be analyzed three times a year.
- Data will be disaggregated with regard to ethnicity and gender. In addition, patterns of progress within the 13 mandated outcomes and Domains.
- Analysis of child outcomes will be based on data from all children enrolled who participated 3 times in the assessment process. Given the size of our program, no sampling of student performance will be needed.
- Data analysis on patterns of child outcomes will be incorporated into the overall program self-assessment and shared with Policy Council and all other governing boards. This data will be used to make informed decisions regarding staff training, improvements to curriculum, reallocation of program resources, new avenues to support families in their efforts to enhance their child's Learning and development.

Curriculum and Assessment Selection and Implementation:

Based on knowledge of Head Start Performance Standards, the mandates of IM-00-18, and wanting all classrooms to be unified in teaching and assessment, best practices, state licensing and other information for early childhood, the program has fully implemented using the Creative Curriculum 5th edition. The program believes one curriculum offering an assessment piece will be the most effective and efficient way to meet the needs of our children and families as well as our reporting needs. The Creative Curriculum utilizes a center-based approach that is focused around units of study. Staff members collect both anecdotal and portfolio information, organizing it by 38 objectives for development and learning. In addition, teachers submit both lesson plans and individualization goals that are aligned to the Creative Curriculum objectives for development and learning and IEP objectives, when indicated. The Creative Curriculum is consistent with both our philosophy and program goals; providing the framework necessary to ensure that developmentally appropriate practice would be implemented in the classrooms. Both the curriculum and assessment piece are closely aligned to the Head Start Performance Standards and the mandated Child Outcomes. The Creative Curriculum website for assessment was used successfully for several years. The assessment website is

Teaching Strategies GOLD(TSG) and has all of the capabilities of reporting outcomes and parent reports as needed. The program has added the Creative Curriculum Cloud online resources as well as the My Teaching Strategies Family App, which allows families to access learning activities and resources as well as have two way communication with teachers. In addition to the Creative Curriculum, the program has also adopted Conscious Discipline. Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline aligns with Head Start Performance Standards as well as the Creative Curriculum 5th edition.

Screening and Child Assessment System:

The program will use the BRIGANCE Head Start Screen-III screening instrument. Parents are asked to fill out the Parent's Report, supplementing the developmental screening score with information about his/her child's social emotional and self-help skills. All incoming Head Start children are screened prior to or within 45 days of their enrollment date (unless they have a current IEP which has already determined their need for services). These results are used to identify those children with possible 'potential delays' in any of the following areas; motor, language, academic, self-help or social-emotional. This information is tracked so timely follow-up and/or referrals can be made. Children who require additional testing, given their BRIGANCE screening results, may receive further assessment services from the New Hanover County Early Childhood Evaluation Team (speech therapists, school psychologist, behavioral specialist, special education teacher, OT, PT, etc.)

All children enrolled in the program are assessed to determine their growth with regard to Child Outcomes. A variety of tools can be used including, but not limited to, the following: Oral Language Rubric, anecdotal information, work samples, rating scales, On-the-Spot Observation Tool, frequency checklists, student interviews, Letter Identification Checklist, Book and Print Awareness Checklist, Draw-a-Person and Transitional Checklists. Assessment information is gathered across many areas of development; Social and Emotional Development, Physical Development, Language Development, Cognitive Development, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, as well as English Language Acquisition when applicable with English Language Learners using *Teaching Strategies GOLD(TSG)*. Assessment information is gathered on an ongoing basis and entered into checkpoints to monitor progress three times per year; Fall, Winter, and Spring. Teachers will share information with parents using progress reports during a home visit or parent-teacher conference.

Training Plan:

It is the goal of the program to provide intensive staff training on the Creative Curriculum 5th edition and/or Conscious Discipline as often as needed.

Family Involvement in Children's Progress:

The families are an integral part of the program's Child Outcomes Plan. The parents provide the teachers with information on their child's social competence and school readiness. First, parents at the time of screening, fill out the BRIGANCE Parent's Report. This information provides teachers with an understanding of both the child's social emotional development and self-help skills. In addition, parents are asked to share interests, skill levels and other information they deem important at the first home visit.

Parents are asked to conference twice a year with their child's teacher. At that time, each child's progress will be shared using *Teaching Strategies GOLD Checkpoints* data and parents will take an active role in determining 'next steps' at both home and school. Teachers and parents can utilize the Daily Communication Logs to informally share progress on a daily basis. They also have the opportunity to communicate and share information using the My Teaching Strategies Family App.

Parent Committee Meetings serve as another forum to discuss curriculum and progress. Program-wide and site data will be shared with parents. In addition, parents who attend Policy Council meetings will be able to report back to Parent Committees on Child Outcomes.

Collection of Child Outcomes Data:

The following data will be collected on every child in the program:

- Application (Enrollment Specialists, Family Specialists)
- Initial Home Visits (Teachers, Family Specialists)
- Screening (Educational Staff, Speech Therapists, Family Specialists)
- Current Health Physical (Teachers, School Nurse, Family Specialists)
- IEP, when noted (Special Education Services Staff and Teachers)
- Parent reports, as given

- Anecdotal notes and other Assessments (Teaching Staff)
- Children’s work-(Teaching Staff)
- English Language Learner Rubrics (Teachers)
- Informal Checklists (Teaching Staff)
- Individual Child Profiles/Child Progress- *Teaching Strategies GOLD Checkpoints* and Planning Reports (Teachers and Parents)

Synthesis of Child Outcome Data:

Child Outcome data will need to be assimilated in a systematic manner. The following is the program’s plan for organizing the data as it is gathered.

- Education File Checklist: Ensures that all needed documentation is accounted for, dated and placed in the folder in a prescribed sequence.
- BRIGANCE Head Start Screen III- Screening Results in child’s folder
- Assessments: Are compiled by each teaching team throughout the year and can include: *Teaching Strategies GOLD Checkpoints*, anecdotal information, work samples, rating scales, On-the-Spot Observation Tool, frequency checklists, student interviews, others as deemed necessary by classroom staff. All assessment information is kept in classrooms during the current marking period.

Analysis of Child Outcomes Data:

It is critical to analyze this data on a variety of levels. First, the teacher must make important decisions on a daily basis using anecdotal and observational data to make necessary classroom modifications when indicated. Next, teachers will be asked to compile and analyze their data on individual children, looking at his/her progress made across all areas of development. They will need to note strengths and concerns, delineating important ‘next steps’ to achieving these goals. On another level, classroom teachers can utilize their own checklists and/or the Class Summary Worksheet, generated by creative curriculum.net, to look at groups of children, hoping to find several children who would benefit from similar instructional content. The teacher through careful planning will be able to enhance their learning through small group instructional times. They will look for patterns of growth with regard to gender and ethnicity and compare their data to program-wide data. They will be asked to submit ‘Next Steps’ to their School Administration. It is the intent of the program to have teachers use data to support improved classroom practice, ensuring optimal learning opportunities for all children.

The Early Childhood Education Team, Director, School Administration and staff will need to analyze data with broader objectives in mind. It will be important to look at Child Outcomes from a program level. Graphs/charts/narrative reports will need to be developed that show how the program is doing with regard to the key HS Child Outcomes. In addition, patterns of progress will be noted when data is disaggregated by IEP status, site, class, race and gender. Once this data is available, the Head Start Early Childhood Education Team and School Administration will make necessary recommendations to guarantee needed improvements are made. Recommendations may include but are not limited to: trainings, purchasing of materials, visiting other classrooms or programs, etc. This data will also have to be used during the development of the Technical Assistance Plan self-assessment process to ensure that appropriate training, materials and continued technical support is given to our overall staff or those individuals who need it. As part of our data analysis process, child outcome data from past years will be studied by administrators and staff, looking for trends and patterns of interest, strengths and weaknesses. Any concerns should be noted in our annual self-assessment. In summary, analyzed data should clearly be the basis for making informed decisions on how best we can improve the educational services we provide to the children we serve in New Hanover County.

Ongoing Monitoring:

- Reports showing children will be made three times a year.

1304-Federal Administrative Procedures (please reference New Hanover County Schools Policy / Board Manual)

Subpart G- Transition Services

- A. 1302.70 Transitions from Early Head Start.**
- B. 1302.71 Transitions from Head Start to kindergarten.**
- C. 1302.72 Transitions between programs.**

Head Start Performance Standards: 1302.71-1302.72-Transition Services			
Maintain waiting lists and notify all necessary parties when a new child is to be enrolled. Placement is done in a timely manner, with consideration given to ensuring that the classroom environment is ready and welcoming. Families receive a waiting list letter with Smart Start of New Hanover County and Department of Social Services phone numbers in order for the families to obtain information about options for other child care services and subsidies. Collaboration will occur with the Early Childhood Education Enrollment Office.	ERSEA Family Specialist School Administration	Class Lists Placement Meeting Summary Waiting List letter Enrollment Sheets Emails Attendance records	Ongoing
Ensure that all entering Head Start children who are eligible for special education receive services without disruption.	School Administration LEA Special Education Services	IFSPs and IEPs Monitoring Tool Entry Application	Ongoing
Ensure confidential transfer of IEPs for rising Kindergarteners.	School Administration Teaching Staff Special Education Services	Transition Events Information	May
Critical staff members serve on IEP teams whenever possible.	School Administration Teaching Staff Social Worker Family Specialists	IEP Meeting Invitations	Ongoing
Develop a site-specific list of all Head Start children by their home elementary schools to share with the Kindergarten team to help ensure that all rising Head Start students registered for Kindergarten are known at their new school.	School Administration PowerSchool Data Manager Family Specialists	Transition Lists	Spring
Families participate in the county-wide kindergarten registration process and encourage parents to complete the process.	School Administration Teachers NHCS Kindergarten Teams	Home Visit documentation	February- May
Organize feeder schools to come and visit Johnson Pre-K Center (transitioning night).	School Administration Teaching Staff	Flyers Newsletters Connect 5	March-May
Transfer all portfolios and Transition checklists to elementary schools.	School Administration Data Manager	PowerSchool Documentation	June
Deliver any portfolios or records that come in during the summer to the elementary schools.	School Administration PowerSchool Data manager	Transition List PowerSchool Documentation	August
Staff meet to discuss registration, screening, and other transition issues.	School Administration Teaching Staff	Agendas	January- May

Smart Start Transitioning to K packets to provide take-home materials, pamphlets, and books for parents and children on transition.	Smart Start	Packets for Kindergarten	February-May
Whenever possible, IEP meetings will include the school personnel that will be providing Special Education services for the upcoming year. This will also serve to familiarize parents with how special education services are provided and answer any questions they may have. Specific strengths and needs will be discussed, parents and Teaching Staff will have input into the type and quantity of services to be provided.	School Administration Teaching Staff Kindergarten Staff Special Education Services	IEPs Invitation to Meetings	April-May
Lead Kindergarten teachers meet with Pre-K teachers at least once to discuss transition issues/needs (Early Learning Collaboration Team).	School Administration Teachers ECE Team	Agenda Meeting Handouts	Fall, Winter, Spring

Subpart H- Services to Enrolled Pregnant Women

- A. 1302.80 Enrolled pregnant women.
- B. 1302.81 Prenatal and postpartum information, education, and services.
- C. 1302.82 Family partnership services for enrolled pregnant women.

Subpart I- Human Resources Management (Reference New Hanover County Schools' Handbook)

ORGANIZATIONAL STRUCTURE AND PERSONNEL MANAGEMENT SYSTEM

The New Hanover County Schools Early Childhood Education Program /Head Start is governed by the New Hanover County Schools Board of Education's personnel policies and procedures. All mandatory documents are filed and maintained with the department of Human Resources at the Central Office.

- A. 1302.90 Personnel policies. (for additional information, refer to Board Of Education Policy Manual)
 - a. The program adheres to New Hanover County Schools' criteria. All job vacancies are publicly advertised following the school system's method for a minimum of 7 days for non-classified vacancies and 14 days for certified vacancies. The following procedures will take place for vacancies:
 - i. All vacant positions will be posted in the NHCS Administration Building and on the New Hanover County Schools website.
 - ii. For staff to be considered for a promotion or transfer, staff must meet minimum qualifications for the position desired, and must have at least satisfactory job performance ratings on her/his annual performance appraisal(s).
 - iii. Current and former Head Start parents will be considered if they meet the requirements.

Once this period is over the following steps will be taken:

- b. Applicants will be screened.
- c. An interview team of professionals will be selected by the School Administration or Director. Parents will always be given the opportunity to participate.
- d. Final recommendations will be given to the Board of Education and Policy Council for approval.
- e. Upon approval new employees will be required to provide proof of a complete physical and TB skin test. Reference checks will be completed prior to offering of the job. Drug screening may be requested as needed and criminal background checks (fingerprints) are required of all employees.
- f. All new employees will be required on their first day of work, or as soon thereafter as possible, to participate in new employee orientation. They will be given a new employee packet. The New Hanover County School personnel will do an orientation to insurance, retirement, leave, and other

benefits. The Director will provide special instructions and orientation information about the Head Start Performance Standards. The appropriate staff person will present other information that is job specific. A North Carolina Child care Licensure Video is also available for review.

- g. All employees will be evaluated based on the New Hanover County Schools' Board procedures.

B. 1302.91 Staff qualification and competency requirements. (Reference New Hanover County Schools Handbook)

The New Hanover County Schools Early Childhood Education Program / Head Start maintain job descriptions and qualifications for all staff. These job descriptions are reviewed annually, updated, and approved by the Policy Council and communicated to the Board of Education by the board liaison. The Head Start Staff members are considered employees of New Hanover County Schools and follow the North Carolina state salary schedule. Administration and instructional staff receive supplement pay in compliance with the Department of Public Instruction of North Carolina The staff earns the same benefits as all other school employees including insurance and retirement, leave, paid holidays, and vacations. Additional requirements are needed for Head Start Staff. The following additions may include but are not limited to:

- a. Bus Safety Training
- b. CPR and First Aid Training
- c. Child Abuse Prevention Training
- d. Playground Safety Training
- e. NC DCDEE Licensure Requirements

Each staff member is expected to adhere to the school system's policies and conflict of interest, drug, tobacco free, and alcohol policies. Every effort is made to ensure that all staff and consultants are familiar with the ethnic background and heritage of all families in the program and that they communicate effectively, to the extent feasible, with families who have little or no English proficiency.

Classroom teachers have a Birth to Kindergarten License. All Teacher Assistants have taken EDU 119 Child Care Credentials or have an Associate's Degree.

C. 1302.92 Training and professional development.

New Hanover County Schools offers ongoing Professional Development year round to employees on New Hanover County Schools' website. This professional development includes training in the basic knowledge and skills necessary to meet Head Start Performance Standards, childcare and teaching licensure requirements and professional development. Short term goals along with the annual self-assessment are tools used for determining workshops for staff. Child Outcomes Data from the previous year is utilized to address areas of weakness. Ongoing credits are offered to staff via the online NHCS TalentED.

- A. Training in the Early Childhood Education Program are as follows: child abuse prevention, record keeping and reporting, assessment, curriculum development, health and safety, mental health, and other areas necessary to implement the content of the accomplished through pre-service, in-service, and Professional Development for all staff.
- B. As funds are available, staff and parents are also encouraged to attend special trainings or new initiatives like Child Outcomes, Fatherhood, Program Governance, Healthy Marriages, Early Literacy, Social & Emotional Competence, Fiscal Cluster Meetings, and required National Reporting System workshops; held by agencies such as: Western Kentucky University, North Carolina Association, Regional IV Office, or National Head Start Association.
- C. Ongoing training will take place for parents during Parent Committee Meetings and is based on their individual needs. Policy Council members will be receiving ongoing training on a variety of topics by a consultant or the Head Start Director. Mental health and wellness information is available to all staff through the Board of Education and program.
- D. All Head Start Staff members are required to attend an Early Childhood Education/Head Start Orientation during staff work days prior to the 1st day of school for students.

The following are documents and policies that will be reviewed prior to or during this orientation:

- i. Tax Forms

- ii. Job Description
- iii. Employment Eligibility Verification (I-9 Form)
- iv. Benefits Reviewed by Central Office Staff
- v. Insurance Forms by Central Office Staff
- vi. Confidentiality Form
- vii. NHCS Property Form
- viii. Organizational Chart
- ix. Emergency Information
- x. Child Abuse/Neglect Statement
- xi. Reporting Child Abuse/Neglect
- xii. Confidentiality Statement
- xiii. Discipline and Behavior Management
- xiv. Documentation of Staff Orientation

The following actions will occur prior to or during this orientation:

- xv. Review job duties/description
- xvi. Review child care regulations
- xvii. Review purpose and goals
- xviii. Review personnel policies
- xix. Review of New Hanover County Schools' Handbook
- xx. Review role of government agencies
- xxi. Observation of classroom operations
- xxii. Review safe and healthy environment
- xxiii. Review recognition of child abuse and neglect

D. 1302.93 Staff health and wellness.

E. 1302.94 Volunteers.

Human Resources Management Plan

Performance Standards 1302.90,1302.91,1302.92,1302.93,1302.94

Grantee must establish a learning environment in which children, parents, and staff can teach and learn from one another.

Objective: To ensure that the program recruits and selects dynamic, well-qualified staff who possesses the knowledge, skills, and experience needed to provide high quality, comprehensive, and culturally sensitive services to children and families in the program. To offer Head Start staff, consultants, volunteers, and members of the policy council and governing bodies, opportunities and support for ongoing training and development.

Strategy	Person(s) Responsible	Evidence	Target Date
1302.90 (91) The Program must establish and maintain an organizational structure that supports the program objectives. It must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support.	Human Resource Department Director	Organizational Chart	July

1302.91 Staff qualifications. The program must ensure that staff and consultants have the knowledge, skills and experience they need to perform their assigned functions responsibly.	Policy Council Human Resources Board Director/School Administration	Personnel Files Trainings Recruitment Policy Personnel Report	Date of employment
1302.91 Current and former parents must receive preference for employment vacancies for which they are qualified.	School Administration Policy Council Human Resources Board	Recruitment Advertisement Personnel Report Policy Council Parent Committee	Ongoing
1302.91 Qualifications of content area experts. The program must hire staff or consultants who meet the qualifications to provide content area expertise and oversight on an ongoing scheduled basis. We must determine the appropriate staffing pattern necessary to provide these functions.	Director/School Administration Policy Council Human Resources Interview Committee	Staff patterns Schedules IGPs Evaluations Self-Assessment	May Finalized-August
1302.91 Program must ensure coaches providing the services described in 1302.92 have a minimum of a baccalaureate degree in early childhood education or related field.	Director Policy Council Human Resources Interview Committee	Qualifications	Date of employment
1302.91 Those hired as teachers must meet the qualifications for classroom teacher, as specified in section 648A of the Head Start Act and any subsequent amendments regarding the qualifications of teachers.	School Administration Policy Council Board	Recruitment Policy & Procedures Staff Credentials	April-July
1302.92 Health services must be provided by staff or consultants with training and experience in public health, nursing, health education, maternal and child health, or health administration. All health procedures must be performed by a licensed/ certified health professional; the program must assure that the requirement is followed.	School Administration Policy Council Nurse Family Specialists	Professional Development Personnel files	Ongoing
1302.91 Nutrition services must be supported by staff or consultants who are registered dietitians or nutritionists.	School Administration Child Nutrition	All menus signed by registered dietitians	Monthly
1302.91 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.	Director School Administration	Contract Credentials	Fall
1302.91 Staff and consultants must be familiar with the ethnic background and heritage of families in the program and must be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency.	Human Resources Policy Council Board	Recruitment Advertisement Meeting minutes Personnel Report	April-July

1302.91 Family and community partnership services must be supported by staff or consultants with training (at least a credential) and experience in fields related to social, human, family services or a related field.	Director/School Administration Family Specialists	Partnership agreements Referrals	Monthly
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.	Director/School Administration Family Specialists Teaching Staff	Parent workshops Recruitment, Volunteer training Minutes	Monthly
Disability services must be supported by staff or consultants with training and experience in securing and individualizing needed services for children with disabilities.	Special Education Services MTSS Team School Administration	Meeting minutes Staff Dev. Trainings IEPs Referral Process/IEP Conferences	As needed
The program will secure the regularly scheduled or ongoing services of a qualified fiscal officer.	Board Human Resources Chief Financial Officer Policy Council	Audit reports Budget reports In-kind reports Charter of accounts	Monthly
When a majority of children speak the same language, at least one classroom staff member or Resource Staff interacts regularly with the children in their native language.	Family Specialists School Administration Policy Council	Staffing pattern Recruitment	Ongoing
1302.94 The program will ensure that all staff, consultants, and volunteers abide by the program's standards of conduct. The school must ensure children are never left alone with volunteers.	School Administration Teaching Staff	Code of Conduct Signed	Annually
The program will ensure that all employees engaged in the award and administration of contracts or other financial awards sign statements that they will not solicit or accept personal gratuities, favors, or anything of significant monetary value from contractors.	Director Policy Council/Board Human Resources	Signed documents	Annually
The program performs annual performance reviews of each employee and uses the results of these reviews to identify staff training and professional development needs, modify staff performance agreements, and assist in improving his or her skills.	Director/School Administration Human Resources	Evaluations IGP's	Annually or As needed
The program will ensure that all employees and regular volunteers have an initial health examination (that includes screening for TB) and a periodic re-examination (as recommended by physician), so as to assure that they do not pose a significant risk to the health or safety of the children or families.	Human Resources Director/School Administration	Required health physical & TB test prior to hiring	Start of Employment As recommended by a physician
The program must make mental health and wellness information available to staff to address concerns that may affect their job performance.	Director School Administration	Workshops/Trainings State wellness opportunities Agendas	Ongoing

<p>The program must provide an orientation to all new staff, consultants, and volunteers that includes, at a minimum, the goals and underlying philosophy of Head Start, Head Start Program Performance Standards, and the ways in which they are implemented by the program. (2) To provide staff training and development, attaching academic credit when possible. This will help build relationships among staff and to assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities, in accordance with the requirements of 45 CFR 1306.23.</p>	<p>Director/School Administration Family Specialists</p>	<p>Staff orientation Agenda/attendance sheet</p>	<p>August</p>
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Subpart J- Program Management and Quality Improvement

- A. **1302.100 Purpose.**
- B. **1302.101 Management system.**
- C. **1302.102 Achieving program goals.**

VISION STATEMENT AND LONG/SHORT RANGE GOALS

A vision statement that encompasses the philosophy of the New Hanover County Schools' Early Childhood Education Program is developed by NHCS employees and approved yearly. **Long range**-NHCS strategic plan-is developed by a selected staff and revised every five years. **Short-range goals** are developed by Staff and the School Administration as a direct result of the self-assessment. All goals are combined into a **Self-Assessment Improvement Plan** and reviewed accordingly with the Director. Copies of these reports are provided to all staff, Policy Council members, and parents through the Staff and Family Handbooks. A copy of the Improvement Plan is emailed to our Program Specialist at the Head Start Regional IV Office.

1302.102 Achieving Program Goals

Average Daily Attendance is submitted monthly to the School Administration and Director. In addition, a ChildPlus web based program and locally designed tools are used for program monitoring and collecting key facts for the annual Program Information Report (PIR).

SELF- ASSESSMENT

Self-assessment is conducted annually in the spring administered by the Director, Policy Council, School Administration and staff. The **Self-Assessment Team** will consist of Policy Council Members, Parents, Staff, Board of Education Members, Community Partnerships and the Resource Team. The **Team** will check records and child files, observe the program operations on the center level and ask many questions to staff as requested in assigned sections from compliance questions from the Office of Head Start Protocol created by Head Start.

The following tools will be utilized in collection of the data and may change from year to year:

Office of Head Start Monitoring Protocol by Head Start, which consists of several compliance questions that will be completed by the team. **Comprehensive Survey** conducted by parents, community members, visitors, Policy Council and staff. **Parent Survey**-completed by parents to see how we can improve on services provided for our families. **Teacher Survey**-Input from all teachers will be analyzed to see if there are patterns of needs. This type of information can be the basis for Professional Development opportunities or guide other fiscal decisions in the future. In addition, we can look at specific needs and support professional growth on an individual basis. **Staff Survey**-completed by all staff to help us learn how we can better serve our direct service providers from an administrative aspect. **Classroom Assessment Scoring System (CLASS)** will be utilized by CLASS certified trainers to assist with measuring classroom standards in Emotional Support, Classroom Organization and Instructional Support. All data will be compiled by the school and submitted to the Early Childhood Education Director at the Central Office. This data will be reported to the Board of Education and to the Policy Council. The School Administration will conduct classroom observations in every classroom during the program year. The Teacher evaluations conducted by the School Administration are completed online through North Carolina's Educator Evaluation System. Any required teacher corrective action will be taken if Performance Standards and/or Child Care regulations are not met in a classroom.

D. 1302.103 Implementation of program performance standards.

III. 1303- FINANCIAL and ADMINISTRATIVE REQUIREMENTS

1303.1 Overview

Subpart A- Financial Requirements

- A. 1303.2 Purpose.**
- B. 1303.3 Other requirements.**
- C. 1303.4 Federal financial assistance, non-federal match, and waiver requirements.**
- D. 1303.5 Limitations on development and administrative costs.**

FINANCIAL MANAGEMENT SYSTEM

The New Hanover County Schools Early Childhood Education Program / Head Start will use the following for reference:
45 CFR, PART 92, and A-122 Costs Principles;
NHCS Budget Manual,
Administrative Payroll Manual
NHCS Policy Manual

The Head Start Administration Office does not handle actual funds/cash. Program credit cards will not be used for purchases. The procedures for establishing and maintaining Head Start financial accounts are as follows: (reference to Board of Education Policy and Purchasing Manual for additional information)

1. The Award Document is sent to the grantee (New Hanover County Schools Board of Education) from Regional IV Administration Office from Atlanta, GA.
2. The Head Start Director is sent a copy of the grant award.
3. Funds are requested by the New Hanover County Schools Early Childhood Education Program /Head Start as needed.
4. All related grant expenditures are made consistent with New Hanover County Schools' Purchasing Manual.
5. Monthly computer printouts from the Central Office Finance Department provide regular reports of monthly expenditures, cumulative expenditures, encumbered funds, and unexpended balances in the Head Start budget account.
6. Head Start's Budget Coordinator produces a monthly budget report to submit to the Director for review.
7. Monthly reconciliation is made with the Chief Financial Officer/Budget Coordinator and Director.
8. All budget transfers/amendments and Award Documents from ACF are completed by the Director and Budget Coordinator through the online management system Head Start Enterprise System. A new revised budget report is then completed by the Budget Coordinator and shared with the Director and Chief Financial Officer.

PROPOSAL PREPARATION AND REFUNDING APPLICATION

1. Training for the Policy Council on the non-competing refunding grant application process will start as early as their October meeting.
2. The Director, Budget Coordinator, and the Chief Finance Officer will complete the budget portion of the refunding application by mid-December.
3. The Director will complete the refunding application by the second week of December based on input from the Staff, Policy Council and Board of Education, the self-assessment results and the community assessment.
4. The Director will submit the refunding application to the Policy Council and the Board of Education for consideration in December, early January.
5. The Director will submit the refunding application to the Policy Council and the Board of Education for approval by the first week of January.

6. The Director will send the approved refunding application to the Atlanta Regional Office by February 1.

OTHER FUNDING SUBMISSIONS

1. When funds are available, the Director will prepare an application, narrative and budget to request use of such funds on the needs of our program.
2. The application, narrative and budget will be sent to the members of the Policy Council at least two weeks prior to seeking approval.
3. The application, narrative and budget will be sent to the members of the Board of Education for review.
4. The Director will submit the application, narrative and budget to the Policy Council for approval.
5. The Director will send the complete, approved application for funds to the appropriate agency for consideration.
6. If there is a need in our program, but funds are not necessarily available, the Director will follow numbers one through four above so that the completed application may be sent to the appropriate agency to be considered for additional funding.

CLASSROOMS/SHARED FUNDING SOURCES (15.5-16 classrooms)

Funding Sources: Local, NC Pre-K state funds, Head Start, and Title One federal funds at Dorothy B. Johnson Pre-K Center.

NON-FEDERAL SHARE (In-Kind)

In-kind contributions to the Head Start program are valuable to the life of the program. In-kind totals must be equal to 20 % of the operational budget annually. Therefore, teachers and staff must understand and help parents to understand in-kind. Examples of in-kind accounted for volunteer services, personnel salaries by New Hanover County Schools and NC Pre-K state budget, utilities, facility space, waste services and other department services by New Hanover County Schools. In addition: donations, time and transportation of Policy Council Members. A monthly in-kind report will be given to the Chief Financial Officer, Director and shared with Policy Council and the Board of Education.

HEAD START MEALS/REIMBURSEMENT/USDA PROCESS

Head Start is currently exempt for all snack reimbursements. Dorothy B. Johnson Pre-K Center follows all USDA regulations of a school system. This process is administered by the Child Nutrition Department.

1. The teacher marks on a roster those children who ate the meals (breakfast and lunch). The count is submitted into the cafeteria cashier. The cashier keys in each child who ate into the Meals + point of sale system.
2. At the end of the month, participation information from one site is downloaded to the Central Office CMS AS400 computer.
3. A claim for reimbursement (SFSFC1) is generated and sent to the North Carolina Department of Public Instruction for reimbursement for breakfasts and lunches served to the Head Start children.

***If applicable for parents,** Adult meals are claimed under the National School Lunch and Breakfast programs (NSLP and SBP) Not under CACFP. Adult meals are entered into the computer system and “catered meals.” Head Start is then invoiced for these meals separately.

*All USDA data and records are recorded, filed and processed by the Child and Nutrition Office

Subpart B- Administrative Requirements

- A. 1303.10 Purpose.
- B. 1303.11 Limitations and prohibitions.
- C. 1303.12 Insurance and bonding.

Subpart C- Protections for the Privacy of Child Records

- A. 1303.20 Establishing procedures.

- B. 1303.21 Program procedures- applicable confidentiality provisions.
- C. 1303.22 Disclosures with, and without, parental consent.
- D. 1303.23 Parental rights.
- E. 1303.24 Maintaining records.

Subpart D- Delegation of Program Operations

- A. 1303.30 Grantee responsibility and accountability.
- B. 1303.31 Determining and establishing delegate agencies.
- C. 1303.32 Evaluations and corrective actions for delegate agencies.
- D. 1303.33 Termination of delegate agencies.

Subpart E- Facilities

- A. 1303.40 Purpose.
- B. 1303.41 Approval of previously purchased facilities.
- C. 1303.42 Eligibility to purchase, construct, and renovate facilities.
- D. 1303.43 Use of grant funds to pay fees.
- E. 1303.44 Applications to purchase, construct, and renovate facilities.
- F. 1303.45 Cost-comparison to purchase, construct, and renovate facilities.
- G. 1303.46 Recording and posting notices of federal interest.
- H. 1303.47 Contents of notices of federal interest.
- I. 1303.48 Grantee limitations on federal interest.
- J. 1303.49 Protection of federal interest in mortgage agreements.
- K. 1303.50 Third party leases and occupancy arrangements.
- L. 1303.51 Subordination of the federal interest.
- M. 1303.52 Insurance, bonding, and maintenance.
- N. 1303.53 Copies of documents.
- O. 1303.54 Record retention.
- P. 1303.55 Procurement procedures.
- Q. 1303.56 Inspection of work.

1303.40-1303.56 Facilities, Materials and Equipment

1. New Hanover County Schools Early Childhood Education Program / Head Start classrooms are located at one school: Dorothy B. Johnson Pre-K Center.
2. The classrooms will operate with a minimum of 35 square feet per child per classroom of indoor space as well as a minimum of 75-100 square feet per child per site of outdoor space. Outdoor space will be fenced and outdoor routes to the space will not be exposed to vehicular traffic.
3. The NC Department of Environment, Health, and Natural Resources, Division of Environmental Health using the Sanitation Standards Evaluation Form for Child Day Care Facilities completes inspections at least annually. Ratings are posted in one site.
4. The current monitoring instrument Health & Safety Checklist will be used to inspect all New Hanover County Schools' Head Start sites in the *fall and spring*, in accordance with Performance Standards. Under guidance from School Administration, the Health Family Specialist or custodians will conduct these inspections.

5. Playground inspections will be completed in accordance with Performance Standards, by qualified New Hanover County Schools' Head Start staff to ensure safe play areas. Teacher Assistants are assigned to complete one daily.

HEAD START EQUIPMENT, TOYS, MATERIALS, FURNITURE (Refer to NHCS' Budget Manual for further detail)

New Hanover County Schools Early Childhood Education Program will strive to provide an environment that is warm, inviting, secure and safe, and provide opportunities for the children to explore and learn in developmentally appropriate ways. We are located at Dorothy B. Johnson Pre-K Center. The program will purchase education materials, equipment and furniture, which meet the following criteria:

- a. Supportive of Head Start educational objectives,
 - b. Supportive of the cultural and ethnic backgrounds of the children,
 - c. Age-appropriate, safe and supportive of the abilities and developmental level of each child served with adaptations, if necessary, for children with disabilities,
 - d. Accessible, attractive, and inviting to children,
 - e. Designed to provide a variety of Learning experiences to encourage each child to experiment and explore,
 - f. Safe, durable and kept in good condition, and
 - g. Stored in a safe and orderly fashion when not in use,
 - h. Safety inspection checklists.
 - i. Maintenance Department.
 - j. Damaged equipment is reported through a Maintenance Request form and attended to based on health and safety needs.
 - k. Adequate toilet and handwashing facilities are available at one site and are kept clean and in good repair.
 - l. Sewage systems are approved and trash and other waste is disposed of in a sanitary manner.
1. If, through any of the above mentioned safety checks the site facility or equipment in the facility is found to unsafe the following steps are to be followed:
 - a. The problem is documented and reported on a Maintenance Request Form in an online system.
 - b. The Head Start Director and or assigned designee, reviews and submits the documentation to the New Hanover County Schools' Maintenance Department through the online system.
 - c. A status report can be printed to share with all staff.
 - d. All emergencies are immediately attended to and reported to the Head Start Director.
 2. Staff will complete an annual inventory list. (See NHCS Purchasing Manual for further detail).

Facilities, Materials, and Equipment Plan

Performance Standard 1303.40-1303.56

Grantee must ensure that all Head Start facilities, materials, and equipment are selected and maintained to create a Learning environment that is safe, accessible, welcoming, comfortable, age-appropriate, culturally sensitive, and in keeping with the individual needs of children and families and the particular features of local programs and communities.

Objective: To ensure that Head Start's physical environment supports the delivery of high quality services to all children and families.

Strategy	Person(s) Responsible	Evidence	Target/Completion
The school will provide a physical environment and facilities conducive to learning and reflective of the different stages of development of each child.	Asst. Superintendent of Operations School Administration Teaching Staff	Facilities Health & Safety Checklist Daily Classroom	August Fall Spring Daily

		Inspection	
The school will provide appropriate space for the conduct of all program activities. The program site space is organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.	School Administration Asst. Superintendent of Operations Teaching Staff	Contracts Facilities	Date of purchase of Leasing Contracts Prior o children's 1 st day of school
The school will have a 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.	School Administration	Blueprints	Prior to children attending
Facilities owned or operated by Head Start grantee must meet the licensing requirements for the State of North Carolina.	Asst. Superintendent of Operations School Administration Director	Policy & Procedures	North Carolina Child Care Licensure 5 star rating or higher
Grantee must provide for the maintenance, repair, safety, and security of all Head Start facilities, materials and equipment.	Maintenance Dept. School Administration	Maintenance request Online Forms	Ongoing
Grantee must provide a site-based environment free of toxins, such as cigarette smoke, Lead, pesticides, herbicides, and other air pollutants as well as soil and water contaminants. We must ensure that no child is present during the spraying of pesticides.	School Administration Maintenance Dept.	Inspections Required prior to contracts	Ongoing
The school will ensure that the outdoor play areas will be arranged so as to prevent any child from leaving the premises and getting into unsafe and unsupervised areas. Children must not be exposed to vehicular traffic without supervision.	Maintenance Dept. School Administration	Fences Playground Inspections	1 st of August Monthly
The school will conduct a safety inspection, at least annually, to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children.	School Administration Custodians Health Family Specialist	Health & Safety Checklist	Fall spring
The school will ensure that no highly flammable furnishings, decorations, or materials that emit highly toxic fumes when burned are used. Flammable and other dangerous materials and poisons are stored in locked cabinets or storage facilities separate from stored medications and food and are accessible only to authorized persons. All medications, including those required for staff and volunteers, are labeled, refrigerated if necessary, and kept out of the reach of children.	Asst. Superintendent of Operations School Administration	Heating & ventilating equipment is professionally inspected/Building Inspection Health & Safety Checklist	Annually Ongoing

Rooms are well lit and provide emergency lighting in the case of power failure, working fire extinguishers, smoke detectors are installed and tested regularly; exits are visible and evacuation routes are marked and posted.	School Administration Custodians Maintenance Dept.	Recorded inspection dates Fire drills Health & Safety Checklist	Monthly As needed Fall spring
Electrical outlets accessible to children prevent shock through the use of child-resistant covers, the installation of child-protection outlets, or the use of safety plugs. Windows and glass doors are constructed, adapted, or adjusted to prevent injury to children.	Teachers School Administration Health Family Specialist	Health & Safety Checklist	Ongoing
The program only utilizes sources of water approved by the local or state health authority; toilets and handwashing facilities are adequate, clean, in good repair, and easily reached by children. Toileting areas must be separated from areas used for cooking, eating, or children's activities.	School Administration Maintenance Dept. Custodians Health Family Specialist	Health & Safety Checklist Room arrangement Site visits EPA-water testing	As needed August
All sewage and liquid waste is disposed of through a locally approved sewer system, and garbage and trash are stored in a safe and sanitary manner and adequate provisions are made for children with disabilities.	Asst. Superintendent of Operations	Health & Safety Checklist Room arrangement Site visits EPA-water testing	Ongoing
The program/school will provide age-appropriate, safe materials and equipment which are supportive of the abilities and developmental levels of each child served, with adaptations, if necessary, for children with disabilities. Materials and equipment will be accessible, attractive, and inviting to all children.	School Administration Teaching Staff	Inventory list	As needed

Subpart F- Transportation (For further information regarding policies and procedures, refer to New Hanover County Schools' Policy and Procedures Manual)

A. 1303.70 Purpose.

Purpose and Application

- (a) **Applicability.** This plan specifies how the program will meet Head Start Performance Standards proposed in NPRM 45 CFR – 1303 regarding transportation sections: 1303.70 – 1303.75. The Early Childhood Education Program is committed to providing comprehensive services to eligible children and their families. For the Transportation Component, Early Childhood Education Programs' main objective is the safe transportation of children and their families. We believe that program success depends on an integrated and coordinated effort by parents, children, and staff. New Hanover County is a mix of suburban and rural communities and covers a vast area; therefore, efforts will be made to make the routes for the children as short as possible. This applies particularly to our Transportation Component where safety is our highest responsibility and our primary concern. This plan was written to accomplish that objective. This plan applies to instructional staff, support staff, and buses.

- (b) **(b/c) Providing transportation services/Waiver.** The Program will have daily transportation to and from school available to enrolled children. New Hanover County Schools' Transportation Director and the School Administration will monitor the transportation to ensure that all regulations/requirements and all maintenance/safety requirements are met. All maintenance/safety requirements for vehicles will be provided by the Transportation Department.

NHCS transportation director, in collaboration with transportation staff and School Administration, will be responsible for coordinating transportation resources with other agencies. The maintenance of the vehicles is coordinated with qualified mechanics at the New Hanover County Schools' bus garage. Bus driver training is done in conjunction with the State of North Carolina driver training classes.

1. **The Transportation Director will route buses to ensure that route time does not exceed the one-hour requirement.** If necessary to meet our one-hour limitation, a child is offered a bus stop. This is done by using bus stops as close to their homes/communities as possible, in keeping with the best practice of routes that are as short as possible for the children **(waiver on file)**.
2. NHCS Transportation Director oversees all transportation operations for the program. The Transportation Director and School Administration will work in coordination to ensure that all functions, including but not limited to; bus maintenance, routing, drug and alcohol testing, substitute driving, transportation training, and the implementation of all other rules that pertain to transportation are attained.
3. At least one adult monitor will be on all buses and all children will ride in a safety restraint system. Approved volunteer and substitute monitors will be used when needed **(waiver on file)**.
4. The bus garage will be informed of all accidents by the driver, and immediately (within 24 hours) submitted to the Transportation Director. The assigned personnel of the bus garage will ensure that post accident drug and alcohol tests are conducted. This person will then contact our insurance carrier and report the accident to the appropriate governmental agencies.
5. All buses will be equipped with a cellular phone and or communication system.

B. 1303.71 Vehicles.

- (a) All the buses operated by the program comply with Head Start, State, and Federal safety regulations that were in effect at the time of manufacture. Any future purchases will comply with all applicable safety regulations.
- (b) The buses are the only vehicles used to regularly transport children to and from school.
 - (1) All Johnson Pre-K buses comply with Federal Motor Vehicles Safety Standards applicable to school buses and applicable to date of manufacture. Plans and objectives will also be met in accordance with The National Highway Traffic Safety Guidelines on Pupil Transportation Safety Standard 17 and the National Standards for School Bus Operations.
 - (2) All Johnson Pre-K buses will be equipped with a fire extinguisher, seat belt cutter, and a first-aid kit.
- (d) All bids for future bus purchases will be prepared by the Transportation Director. All bids will follow state contract bidding procedures. All buses will be inspected by the Transportation Director at the time of delivery. The New Hanover County Schools bus garage will perform a complete new vehicle inspection.
- (e) All vehicles in current use comply with all Federal Motor Vehicle Safety Standards and minimum capacity standards.

- (f) The bus driver and bus monitor will be responsible for seeing that all children are in restraint systems and have assigned seating when the vehicle is moving. This procedure will be covered with the parents and children during orientation. This procedure will be covered with the drivers and monitors during pre-service training and ongoing throughout the school year by the Director (**waiver on file**).
- (g) When the bus is in motion, all children will be strapped in a restraint system. This regulation will be reviewed with Teaching Staff, parents and children during Parent Orientation.
- (h) The driver and monitor will see that all children are in assigned seats and in the appropriate child restraint seat.
- (i) Baggage and other similar items will not block the exits and aisles.
- (j) The assigned transportation staff at the bus garage, drivers, and monitors will ensure that all buses in use are in safe operating condition. Early Childhood Education Program will maintain safety and maintenance through New Hanover County Schools' Transportation Department. Each bus is given a thorough new vehicle inspection before it is placed in service. The New Hanover County Schools' bus garage will do this. Prior to the beginning of the school year, each vehicle is given a thorough annual state inspection. Servicing and repairs are done at the inspection, as well as done on an as needed basis. Pre-trip inspection forms are filed weekly. No vehicle is to be driven until the driver is satisfied that all problems discovered that might affect the safety of the vehicle's operation or result in its mechanical breakdown. Emergency mechanical failures are reported to the Transportation Director and repaired.

C. 1303.72 Vehicle operation.

DRIVER QUALIFICATIONS

Please refer to the Board Policy Manual and New Hanover County Handbook.

DRIVER and MONITOR TRAINING

- (a) All bus drivers will receive pre-service training at the beginning of each school year. Transportation Director and or designee and bus driver training specialists with the Department of Motor Vehicles will provide this training as needed.
 - (1) For CDL license and any required add on endorsements, the state of North Carolina will provide the training and testing. Each driver will be given a class in CPR and First Aid and must be certified in both. Federal drug and alcohol testing for CDL drivers is discussed along with the New Hanover County Schools/Head Start policy on drug and alcohol abuse for safety sensitive personnel. Each driver receives instruction on Fire Safety and the use of a fire extinguisher. Each driver has hands-on experience in putting out a fire with a fire extinguisher.
- (2)-(i)-(ii)-(iii) All Preschool bus drivers are given an orientation to Head Start (HSPS). The drivers and monitors receive training in providing a positive supportive climate for the children and how to support an extension of the classroom on the bus. This training is done by the School Administration or designee.
- (b) (1)(2) Drivers and monitors will receive ongoing training scheduled by the Transportation Department and School Administration.
- (c) Transportation Information Manager will be responsible for seeing that drivers receive training to meet state requirements to operate a school bus. This will be done by working closely with the Department of Public Instruction.
- (d) All Early Childhood Education Program drivers have met or exceeded the proposed rule changes. The Transportation Director will be responsible for seeing that new drivers receive all the required training within 3 months.
- (e) The Transportation Department or designee will conduct an annual evaluation on all bus drivers and monitors.
- (f) Ongoing training will be offered for all bus monitors and drivers on pedestrian safety, safety restraint systems, how to handle conflicts with parents, loading and unloading procedures, evacuation procedures, requirements with disability children, licensure updates, and all other regulation requirements. The bus driver and monitor will train volunteer monitors as needed.

D. 1303.73 Trip routing.

The Transportation Director will plan each route with the safety of the children as the foremost concern. Every effort will be made by the Transportation Director to ensure that safety is not sacrificed to expediency. The program will use the Transportation Information Management System (TIMS) computer software to plot out and define all routes to and from school. This system then prints out Time and Distant Reports (T & D) that demonstrates the times and locations of pickup and drop-off and maps out the streets to all locations. If necessary, the Transportation Director will create state approved meeting spots and provide drivers with handwritten routes to assist them and allow us to meet our one-hour route limitation.

- (a) The Transportation Director will plan each route so that the children are on the bus for as little time as possible (shortest route will be plotted).
- (b) (3)-(4)-(5)-(6) Every effort has been made to minimize children crossing the street to load and unload. If children must cross the street, an adult must escort them. It is the parent's responsibility to make arrangements to meet the bus at every designated stop, or designate another adult or child over 15 years of age. All Early Childhood Education Program buses are equipped with stop arms and passenger crossing arms.
- (7) The preschool buses will not run in hazardous weather. If there is any question that the route cannot be completed before hazardous weather arrives, the route will not be run. In the event of a situation that would take the driver off his/her route, the driver or monitor will call the Transportation Director to find the most efficient route.

E. 1303.74 Safety procedures.

- (a) **Within the first thirty days of school, teachers will provide lessons for the children on safety education.**
- (b) The parents will receive a copy of the Transportation rules. These rules will be discussed with each child and parent during orientation. Each child will be trained in safe riding procedures, how to board and get off the bus, how to cross the street to get on the bus, and emergency bus evacuation procedures with monthly bus evacuation drills.
- (c) The drivers will conduct monthly bus evacuation drills. These drills are recorded on the monthly bus evacuation form and kept in a notebook on the bus at all times. The Transportation Director and School Administration will check to see that the evacuations are being done by observation visits.
- (d) An emergency contact form will be completed on every child and kept on the bus at all times. Emergency exit signs will be posted and the location of the fire extinguisher. Emergency routes to the closest hospital will be posted. Seating will be designated for all passengers in case of an emergency.

F. 1303.75 Children with disabilities.

1302.60 Full participation in program services and activities.

(a)-(b)-1-2-3-4-5) The Transportation Director and School Administration work together to see that the transportation services for children with disabilities are the most appropriate for each handicapped child. The Transportation Director is sensitive to these needs and works diligently to see that these needs are met. The program has two buses with a hydraulic lift to accommodate the severely physically challenged children. As the need arises, special training for drivers and monitors will be provided by the Transportation Director and Head Start Director or designee. Ongoing training is offered by the director of transportation or designee.

IV. 1304- FEDERAL ADMINISTRATIVE PROCEDURES- items in this section can be found embedded throughout this document.

Subpart A- Monitoring, Suspension, Termination, Denial of Refunding, Reduction in Funding, and their Appeals

- A. 1304.1 Purpose.
- B. 1304.2 Monitoring.
- C. 1304.3 Suspension with notice.
- D. 1304.4 Emergency suspension without advance notice.
- E. 1304.5 Termination and denial of funding.
- F. 1304.6 Appeal for prospective delegate agencies.
- G. 1304.7 Legal fees.

Subpart B- Designation Renewal

- A. 1304.10 Purpose and scope.
- B. 1304.11 Basis for determining whether a Head Start agency will be subject to an open competition.
- C. 1304.12 Grantee reporting requirements concerning certain conditions.
- D. 1304.13 Requirements to be considered for designation for a five-year period when the existing grantee in a community is not determined to be delivering a high-quality and comprehensive Head Start program and is not automatically renewed.
- E. 1304.14 Tribal government consultation under the Designation Renewal System for when an Indian Head Start grant is being considered for competition.
- F. 1304.15 Designation request, review and notification process.
- G. 1304.16 Use of CLASS: Pre-K instrument in the Designation Renewal System.

Subpart C- Selection of Grantees through Competition

- A. 1304.20 Selection among applicants.

Subpart D- Replacement of American Indian and Alaska Native Grantees

- A. 1304.30 Procedure for identification of alternative agency.
- B. 1304.31 Requirements of alternative agency.
- C. 1304.32 Alternative agency-prohibition.

Subpart E- Head Start Fellows Program

- A. 1304.40 Purpose.
- B. 1304.41 Fellows Program.

V. 1305- DEFINITIONS

- A. 1305.1 Purpose.

B. 1305.2 Terms.

Head Start Performance Standard 45 CFR 1305– Definitions			
Strategy	Person(s) Responsible	Evidence	Target/Completion
(a) The definition of <i>children with disabilities</i> shall be the same as the definition used by NHCS Exceptional Children’s Department.	ECE Administrative Office LEA-Special Education Services	Procedures for Governing Programs and Services for Children with Disabilities Handbook (DPI EC Division)	Ongoing
(c) When <i>enrollment opportunities</i> exist due to children leaving the program, the Placement Team shall meet within ten school days of the withdrawal date and the slot shall be filed within thirty calendar days if needed. The Placement Team, which is composed of Family Services, meets regularly to discuss placements and other issues. A meeting summary is shared.	Placement Team ECE Administrative Office School Administration	Placement Summary Waiting list E-mails	Ongoing
(d) <i>Enrollment year</i> shall coincide with the enrollment year of NHCS, with a 6.5 hour day of services. Planned 180 contact days for students (weather permitting).	ECE Administrative Office	Preschool Calendar	August-June
(e) The definition of <i>family</i> shall be the same as stated in the Head Start Program Performance Standards (HSPPS).	ECE Administrative Office	HSPPS Entry Application	Ongoing
(f) <i>Funded enrollment</i> is 260 children.	ECE Administrative Office	Head Start Grant Award	Ongoing
(g) New Hanover County Head Start uses the eligibility requirements as stated in HSPPS	ECE Administrative Office	HSPPS Entry Application Eligibility Scorecard	Ongoing
(i) New Hanover County Head Start uses the income requirements as stated in HSPPS	ECE Administrative Office Family Specialists	HSPPS Entry Application Eligibility Scorecard	Ongoing