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Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS

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

1302.11 Determining Community Strengths, Needs, and Resources

(a) Service Area

- (1) A program must propose a service area in the grant application and define the area by county or sub-county area, such as a municipality, town or census tract or jurisdiction of a federally recognized Indian reservation.
- (i) A tribal program may propose a service area that includes areas where members of Indian tribes or those eligible for such membership reside, including but not limited to Indian reservation land, areas designated as near-reservation by the Bureau of Indian Affairs (BIA) provided that the service area is approved by the tribe's governing council, Alaska Native Villages, Alaska Native Regional Corporations with land-based authorities, Oklahoma Tribal Statistical Areas, and Tribal Designated Statistical Areas where federally recognized Indian tribes do not have a federally established reservation.
- (ii) If the tribe's service area includes any area specified in paragraph (a)(1)(i) of this section, and that area is also served by another program, the tribe may serve children from families who are members of or eligible to be members of such tribe and who reside in such areas as well as children from families who are not members of the tribe, but who reside within the tribe's established service area.
- (2) If a program decides to change the service area after ACF has approved its grant application, the program must submit to ACF a new service area proposal for approval.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) The proposed and approved service area for Tacoma Head Start is the attendance boundaries of the Tacoma School District. Children residing outside of the school district boundaries will not be served in the Head Start Program.	Superintendent Early Learning Assistant Director	Early Learning Assistant Director	Annually	Grant Application Continuation Grant
(2) Any proposed changes to the service area will be submitted to the ACF.	Early Learning Assistant Director	Early Learning Assistant Director	Annually	Service area proposal

(b) Community Wide Strategic Planning and Needs Assessment (community assessment)

- (1) To design a program that meets community needs, and builds on strengths and resources, a program must conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and resources and include, at a minimum:
- (i) The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including:
- (A) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A))11;
- (B) Children in foster care; and

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(C) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies;

(ii) The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being;

(iii) Typical work, school, and training schedules of parents with eligible children;

(iv) Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served;

(v) Resources that are available in the community to address the needs of eligible children and their families; and,

(vi) Strengths of the community.

(2) A program must annually review and update the community assessment to reflect any significant changes including increased availability of publicly-funded pre-kindergarten (including an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered for a full school day), rates of family and child homelessness, and significant shifts in community demographics and resources.

(3) A program must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. A program must not enroll children from diverse economic backgrounds if it would result in a program serving less than its eligible funded enrollment.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) (I)(A)(B)(C)(ii)(iii)(iv)(v)(vi) The Head Start Program will complete a full community assessment at least once over the five-year grant period. Information compiled will describe all components stated in the standards. This data will be used to determine long & short-term goals; program options & services needed; recruitment strategies; locations for centers and selection criteria priorities.	Early Learning Assistant Director Family & Community Lead	Family & Community Lead	Every 5 Years	Community Assessment Grant/Continuation Grant
(2) The Head Start Program will conduct an annual review and update the community assessment to reflect any significant changes in the service area.	Early Learning Assistant Director Family & Community Lead	Early Learning Assistant Director	Annually	Continuation Grant
(3) N/A				

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1302.12 Determining, Verifying, and Documenting Eligibility

(a) Process Overview

(1) Program staff must:

- (i) Conduct an in-person interview with each family, unless paragraph (a)(2) of this section applies;
- (ii) Verify information as required in paragraphs (h) and (i) of this section; and,
- (iii) Create an eligibility determination record for enrolled participants according to paragraph (k) of this section.

(2) Program staff may interview the family over the telephone if an in-person interview is not possible or convenient for the family.

(3) If a program has an alternate method to reasonably determine eligibility based on its community assessment, geographic and administrative data, or from other reliable data sources, it may petition the responsible HHS official to waive requirements in paragraphs (a)(1)(i) and (ii) of this section.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1)(i) Eligible Head Start families are contacted by the Family Advocate, after the online application is received. Eligibility information is reviewed with the family over the phone and an interview/application appointment is scheduled.	Enrollment Staff Family Advocate	ERSEA lead	As families apply	On line pre-application
(1)(ii) At the in-person interview/application appointment with the family, documentation to verify program eligibility is collected and reviewed with the family.	Family Advocate Enrollment Staff	ERSEA Lead	As families apply	Income Documentation Birth Certificate Hospital/Medical Records Immunization Records Address Verification
(1)(iii) The eligibility record is created at the in-person interview. At this appointment, and to support family eligibility staff will also complete the Head Start Application and the Eligibility Verification Worksheet based on information provided by the family.	Family Advocate Enrollment Staff	ERSEA Lead	As families apply	Head Start Application Eligibility Verification Worksheet Income Documentation Birth Certificate Hospital/Medical Records Immunization Records Address Verification
(2) Program staff will conduct an interview via telephone if it is not possible for the family to come into the office. Documents will be collected electronically or via us mail if this method is used.	Enrollment Staff Family Advocate	ERSEA Lead	As families apply	Head Start Application Income Eligibility Verification Form Supporting Documents

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(3) Currently the Head Start Program does not use alternate methods to determine family eligibility.	Early Learning Director	Early Learning Director	Annually	Grant application

(b) Age Requirements

- (1) For Early Head Start, except when the child is transitioning to Head Start, a child must be an infant or a toddler younger than three years old.
- (2) For Head Start, a child must:
- (i) Be at least three years old or, turn three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located; and,
 - (ii) Be no older than the age required to attend school.
- (3) For Migrant or Seasonal Head Start, a child must be younger than compulsory school age by the date used to determine public school eligibility for the community in which the program is located.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(2)(i) The program will ensure that children enrolled in the program turn 3 or 4 by August 31 st of the current program year.	Enrollment Staff Family Advocates	ERSEA Lead	Ongoing	Grant Application Head Start Eligibility Files Reports-MHS
(2)(ii) Children turning 5 by August 31 st of the current program year will not be enrolled in Head Start. The families will have kindergarten available to the family in the Tacoma School District.	Enrollment Staff Family Advocates	ERSEA Lead	Ongoing	Enrollment Policy Criteria set in online application system

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(c) Eligibility Requirements

(1) A pregnant woman or a child is eligible if:

- (i) The family's income is equal to or below the poverty line; or,
- (ii) The family is eligible for or, in the absence of child care, would be potentially eligible for public assistance; including TANF child-only payments; or,
- (iii) The child is homeless, as defined in part 1305; or,
- (iv) The child is in foster care.

(2) If the family does not meet a criterion under paragraph (c)(1) of this section, a program may enroll a child who would benefit from services, provided that these participants only make up to 10 percent of a program's enrollment in accordance with paragraph (d) of this section.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1)(i) Based on household income and family size, the percentage of the FPL for each family will be determined. Based on this information, families at or below the poverty line will be determined eligible.	Enrollment Staff Family Advocate	ERSEA Lead	Annually	FPL Rates Enrollment Policy Enrollment Procedures Training Materials Reports-MHS
(1)(ii)(iii)(iv) The program ensures that families eligible for public assistance, homeless children and children in foster care are determined categorically eligible and prioritized accordingly.	Enrollment Staff Family Advocate	ERSEA Lead	Annually	Enrollment Policy Enrollment Procedures Training Materials Reports-MHS
(2) Head Start will enroll children whose income exceeds the poverty line when it is determined that the child/family would benefit from Head Start and family support provided by the program. Children/families enrolled would include children identified with special needs, families experiencing recent dramatic changes to family income and families in crisis. Placement depends on over income slot availability.	ERSEA Lead Family Advocate	ERSEA Lead Family Community Lead	Ongoing	Enrollment Policy Enrollment Procedures Training Materials Reports-MHS

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(d) Additional Allowances for Programs

- (1) A program may enroll an additional 35 percent of participants whose families do not meet a criterion described in paragraph (c) of this section and whose incomes are below 130 percent of the poverty line, if the program:
- (i) Establishes and implements outreach, and enrollment policies and procedures to ensure it is meeting the needs of eligible pregnant women, children, and children with disabilities, before serving pregnant women or children who do not meet the criteria in paragraph (c) of this section; and,
 - (ii) Establishes criteria that ensure pregnant women and children eligible under the criteria listed in paragraph (c) of this section are served first.
- (2) If a program chooses to enroll participants who do not meet a criterion in paragraph (c) of this section, and whose family incomes are between 100 and 130 percent of the poverty line, it must be able to report to the Head Start regional program office:
- (i) How it is meeting the needs of low-income families or families potentially eligible for public assistance, homeless children, and children in foster care, and include local demographic data on these populations;
 - (ii) Outreach and enrollment policies and procedures that ensure it is meeting the needs of eligible children or pregnant women, before serving over-income children or pregnant women;
 - (iii) Efforts, including outreach, to be fully enrolled with eligible pregnant women or children;
 - (iv) Policies, procedures, and selection criteria it uses to serve eligible children;
 - (v) Its current enrollment and its enrollment for the previous year;
 - (vi) The number of pregnant women and children served, disaggregated by the eligibility criteria in paragraphs (c) and (d)(1) of this section; and,
 - (vii) The eligibility criteria category of each child on the program's waiting list.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1)(i)(ii) The program has chosen to enroll participants whose incomes are below 130% of the poverty line after children meeting a criterion described in paragraph (c) have been served, as space allows.	Enrollment Staff Family Advocate	ERSEA Lead Family Community Lead	Ongoing	Enrollment Policy & Procedures Selection Criteria Application Pool Reports
(2)(i) Specific efforts are made to ensure that low-income, at-risk children and families are recruited. Partnerships have been developed with Community Agencies, Health Care Agencies, DCFS and local shelters. The program will also utilize data for its Community Assessment to determine outreach decisions.	Family Advocate	Family Community Lead ERSEA Lead	Ongoing	Community Assessment Selection Criteria Recruitment Policy Recruitment Procedures Recruitment Plan – Family Advocate
(2)(ii)(iii)(iv) The program has established recruitment and enrollment procedures that focus on reaching children and families most in need of Head Start Services. It is the goal of the program to provide ongoing awareness in the community and direct access to enrollment opportunities.	Early Learning Assistant Director Family Community Lead ERSEA Lead	Early Learning Assistant Director Family community Lead	Annually Ongoing	Enrollment Policy & Procedures Recruitment Policy Selection Criteria

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Systems are in place to assure that our most vulnerable populations and highest need families are given priority when enrolling.	Family Advocate			Application Pool Report
(2)(v)(vi)(vii) The program uses a web-based data collection system for data tracking. This system provides the agency with current and historical enrollment information, Federal Poverty and income category data, and waiting lists that are sorted by eligibility categories.	ERSEA Lead	Family Community Lead	Ongoing	Enrollment Reports Income Reports Waiting Lists Application Pool Reports

(e) Additional allowances for Indian tribes – Not Applicable

(f) Migrant or Seasonal eligibility requirements – Not Applicable

(g) Eligibility Requirements for Communities with 1,000 or Fewer Individuals – Not Applicable

(h) Verifying Age Program staff must verify a child's age according to program policies and procedures. A program's policies and procedures cannot require families to provide documents that confirm a child's age, if doing so creates a barrier for the family to enroll the child.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(h) Program procedures include requesting the child's birth certificate to verify age. In absence of the birth certificate staff will collect alternate source documents to aide in establishing the age of the child. If a child is enrolled without the birth certificate, staff will work with the family to obtain this record prior to the child enrolling in kindergarten.	Family Advocate	ERSEA Lead	As families apply	Enrollment Procedures Birth certificate Medical Records Insurance card or records Hospital certificate

(i) Verifying Eligibility

(1) To verify eligibility based on income, program staff must use tax forms, pay stubs, or other proof of income to determine the family income for the relevant time period.

(i) If the family cannot provide tax forms, pay stubs, or other proof of income for the relevant time period, program staff may accept written statements from employers, including individuals who are self-employed, for the relevant time period and use information provided to calculate total annual income with appropriate multipliers.

(ii) If the family reports no income for the relevant time period, a program may accept the family's signed declaration to that effect, if program staff describes efforts made to verify the family's income and explains how the family's total income was calculated or seeks information from third parties about the family's eligibility, if the family gives written consent. If a family gives consent to contact third parties, program staff must adhere to program safety and privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k)(2) of this section.

(iii) If the family can demonstrate a significant change in income for the relevant time period, program staff may consider current income circumstances.

(2) To verify whether a family is eligible for, or in the absence of child care, would be potentially eligible for public assistance, the program must have documentation from either the state, local, or tribal public assistance agency that shows the family either receives public assistance or that shows the family is potentially eligible to receive public assistance.

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(3) To verify whether a family is homeless, a program may accept a written statement from a homeless services provider, school personnel, or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including documentation from a public or private agency, a declaration, information gathered on enrollment or application forms, or notes from an interview with staff to establish the child is homeless; or any other document that establishes homelessness.

(i) If a family can provide one of the documents described in this paragraph (i)(3), program staff must describe efforts made to verify the accuracy of the information provided and state whether the family is eligible because they are homeless.

(ii) If a family cannot provide one of the documents described in this paragraph (i)(3) to prove the child is homeless, a program may accept the family's signed declaration to that effect, if, in a written statement, program staff describe the child's living situation that meets the definition of homeless in part 1305 of this chapter.

(iii) Program staff may seek information from third parties who have firsthand knowledge about a family's living situation, if the family gives written consent. If the family gives consent to contact third parties, program staff must adhere to program privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k) of this section.

(4) To verify whether a child is in foster care, program staff must accept either a court order or other legal or government-issued document, a written statement from a government child welfare official that demonstrates the child is in foster care, or proof of a foster care payment.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) Program procedures include collecting income documentation such as tax forms, pay stubs or other proof from the family that will assist staff in determining eligibility. The relevant time period for verification is the past 12 months or the last calendar year.	Enrollment Staff Family Advocate	ERSEA Lead Family community Lead	As families apply	Enrollment Procedures Training Materials Income document Eligibility Verification Worksheet FPL Charts
(1)(i) In the absence of documents outlined above, the program will accept other documentation to calculate income	Enrollment Staff Family Advocate ERSEA Lead	ERSEA Lead Family Community Lead	As families apply	Enrollment Procedures Training Materials Written Statements- Employer/Family Self-Employment Records Bank Statements Eligibility Verification Worksheet
(1)(ii) Families citing no income will complete the self-declaration of income. Program staff will assist the families in completing this form and will assure that procedures are followed using this method of verification. Records of self-declaration will be kept confidential. Staff will adhere to school district privacy policies and procedures.	Enrollment Staff Family Advocate ERSEA Lead	ERSEA Lead Family Community Lead	As families apply	Enrollment Procedures Privacy Policy and Procedures Training Materials Self-Declaration of Income Form Supporting Documentation Eligibility Worksheet

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1)(iii) In cases where program staff identify that there has been a significant change in a family's income, current income verification will be considered to determine eligibility.	Enrollment Staff Family Advocate ERSEA Lead	ERSEA Lead Family Community lead	As families apply	Enrollment Procedures Training Materials Income document Eligibility Verification Worksheet
(2) Families eligible for and/or receiving Public Assistance will provide documentation received from DSHS to verify their participation and eligibility.	Enrollment Staff Family Advocate	ERSEA Lead Family Community Lead	As families apply	Enrollment Procedures Training Materials DSHS Documentation Eligibility Verification Worksheet
(3)(i)(ii)(iii) As families apply and the program determines that they are homeless, staff will verify this information in a variety of ways. Typical verification would include: <ul style="list-style-type: none"> Agency Verification (public or private) Head Start Application Self-Declaration Self-Declaration with 3rd party verification TPS Housing Questionnaire 	Enrollment Staff Family Advocate	ERSEA Lead Family Community Lead	As families apply or are referred	Enrollment Procedures Training Materials Self-Declaration of Income Form Supporting Document Eligibility Worksheet Housing Questionnaire
(4) Staff will verify that a child is in foster care by collecting the State Placement Letter in most cases. In the absence of this form staff will collect: <ul style="list-style-type: none"> Written verification from a State Case Manager DSHS Documentation Legal Custody Forms Children in kinship care will be enrolled and found to be categorically eligible. Staff will collect the DSHS grant letter if the family is receiving support.	Enrollment Staff Family Advocate ERSEA Lead	ERSEA Lead Family Community Lead	As families apply or are referred	Enrollment Procedures Training Materials State Placement Letter DSHS Documentation Income Verification Worksheet

(j) Eligibility Duration

- (1) If a child is determined eligible under this section and is participating in a Head Start program, he or she will remain eligible through the end of the succeeding program year except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with a greater need for Head Start services.
- (2) Children who are enrolled in a program receiving funds under the authority of section 645A13 of the Act remain eligible while they participate in the program.
- (3) If a child moves from an Early Head Start program to a Head Start program, program staff must verify the family's eligibility again.

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(4) If a program operates both an Early Head Start and a Head Start program, and the parents wish to enroll their child who has been enrolled in the program's Early Head Start, the program must ensure, whenever possible, the child receives Head Start services until enrolled in school, provided the child is eligible.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) Age eligible children will remain in Head Start through the succeeding program year. The program may choose not to enroll a child if compelling reasons such as a significant change in family income and there is a child with greater need.	Family Advocate ERSEA Lead	ERSEA Lead Family Community Lead	Yearly	Enrollment Procedures Income Verification Worksheet Case notes Waiting List
(2) When verifying income for military members, staff adhere to the following to determine eligibility: <ul style="list-style-type: none"> • Special pay that relates to duty in combat zones where members are subject to hostile fire or imminent danger is not counted. • Pay for housing and other allowances are not counted. • Only base pay for active military members is used to determine eligibility 	Family Advocate Enrollment Staff	ERSEA Lead Family Community Lead	As families apply	Enrollment Procedures LES-Income Form Income Eligibility Worksheet Head Start Application Training materials
(3) Procedures require staff to re-verify income for children who are transitioning from Early Head Start to Head Start.	Family Advocate Enrollment Staff	ERSEA Lead Family Community Lead	As families apply	Enrollment Procedures Income Verification Worksheet Head Start Application
(4) The program does not operate Early Head Start but makes every effort to transition all eligible children into Head Start once they are age eligible.	Family Advocate Enrollment Staff	ERSEA Lead Family Community lead	As families apply	Enrollment Procedures Head Start Application Early Head Start Transition Forms

(k) Records

(1) A program must keep eligibility determination records for each participant and ongoing records of the eligibility training for staff required by paragraph (m) of this section. A program may keep these records electronically.

(2) Each eligibility determination record must include:

- (i) Copies of any documents or statements, including declarations, that are deemed necessary to verify eligibility under paragraphs (h) and (i) of this section;
- (ii) A statement that program staff has made reasonable efforts to verify information by:

(A) Conducting either an in-person, or a telephone interview with the family as described under paragraph (a)(1)(i) or (a)(2) of this section; and,

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(B) Describing efforts made to verify eligibility, as required under paragraphs (h) through (i) of this section; and, collecting documents required for third party verification that includes the family's written consent to contact each third party, the third parties' names, titles, and affiliations, and information from third parties regarding the family's eligibility.

(iii) A statement that identifies whether:

- (A) The family's income is below income guidelines for its size, and lists the family's size;
- (B) The family is eligible for or, in the absence of child care, potentially eligible for public assistance;
- (C) The child is a homeless child or the child is in foster care;
- (D) The family was determined to be eligible under the criterion in paragraph (c)(2) of this section; or,
- (E) The family was determined to be eligible under the criterion in paragraph (d)(1) of this section.

(3) A program must keep eligibility determination records for those currently enrolled, as long as they are enrolled, and, for one year after they have either stopped receiving services; or are no longer enrolled.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) The program follows records retention procedures following Head Start Performance Standards and Tacoma Public Schools records retention policies. The program also maintains records of staff eligibility trainings.	ERSEA Lead	Early Learning Director Family Community Lead	Yearly retention schedule	Enrollment Procedures Records Retention Policies Child eligibility file Training Records
(2)(i)(ii) The eligibility determination record contains information for each child that will demonstrate that they are age and income eligible for Head Start. The eligibility form in each record will also show the category of eligibility. The record for each child will contain: <ul style="list-style-type: none"> Copies of income document(s), including signed statements when applicable Eligibility Verification Form System generated Verification Form (triple check) Self-Declaration Form 	Enrollment Staff Family Advocate	ERSEA Lead Family Community Lead	As child is enrolled	Enrollment Procedures Child eligibility file
(2)(iii)(A)(B)(C)(D)(E) The program has developed an Eligibility Verification Worksheet that is completed at the time of enrollment. This form documents household size, family income calculations, states what document(s) were used, and the category of eligibility for each child.	Enrollment Staff Family Advocate	ERSEA Lead Family Community lead	As child applies	Enrollment Procedures Eligibility Verification Worksheet

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(3) Head Start follows procedures outlined in the performance standards and follows TPS policy on records retention	ERSEA Lead	Enrollment Lead	Annual retention rotation	Child eligibility file Records retention policy/procedures

(l) Program Policies and Procedures on Violating Eligibility Determination Regulations A program must establish written policies and procedures that describe all actions taken against staff who intentionally violate federal and program eligibility determination regulations and who enroll pregnant women and children that are not eligible to receive Early Head Start or Head Start services.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(l) Policies and procedures describe actions take when staff intentionally violate federal and program eligibility determination regulations and enroll children not eligible to receive Head Start Services	ERSEA Lead Family Community Lead Early Head Start Assistant Director TSD Human Resources Dept.	Assistant Director TSD Human Resources Dept.	Ongoing	Policies Procedures Training Materials

(m) Training on eligibility

- (1) A program must train all governing body, policy council, management, and staff who determine eligibility on applicable federal regulations and program policies and procedures. Training must, at a minimum:
 - (i) Include methods on how to collect complete and accurate eligibility information from families and third party sources;
 - (ii) Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy; and,
 - (iii) Explain program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information.
- (2) A program must train management and staff members who make eligibility determinations within 90 days of hiring new staff.
- (3) A program must train all governing body and policy council members within 180 days of the beginning of the term of a new governing body or policy council.
- (4) A program must develop policies on how often training will be provided after the initial training.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(m)(1)(i)(ii)(iii) Training will be conducted for any staff enrolling children, Policy Council, Governing body and management on federal regulations and program policies and procedures. Training will include:</p> <ul style="list-style-type: none"> • methods on how to collect a complete income record • how to accurately calculate family income • collection of third-party information • strategies for respecting families in the process when there are possible issues of domestic violence, stigma and privacy • explain policies and procedure that explain actions taken against staff, families, or participants who attempt to provide or intentionally provide false information. 	<p>ERSEA Lead Family Community Lead Early Learning Assistant Director</p>	<p>Early Learning Assistant Director</p>	<p>Annually and ongoing</p>	<p>Policies Procedures Training Materials</p>
<p>(2)(3)(4) Training schedules will describe the timeline for training new staff, current staff, governing body and policy council members. This schedule will ensure compliance with program standards.</p>	<p>ERSEA Lead Family Community Lead Early Learning Assistant Director</p>	<p>Early Learning Assistant Director</p>	<p>Annually and ongoing</p>	<p>Policies Procedures Training Materials Training timeline</p>

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1302.13 Recruitment of Children

In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services and encourage and assist them in applying for admission to the program. A program must include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>Tacoma Head Start has developed a recruitment process that uses a wide variety of strategies to actively inform all families in the service area. These strategies include but are not limited to:</p> <ul style="list-style-type: none"> • Brochures and posters are distributed to schools, community agencies, health care providers, DSHS, DCFS, Shelters, WIC, etc. Materials are in English and Spanish • Direct mailing to DSHS cash recipients • School Newsletters • Special efforts to reach children with disabilities and those at risk. TSD Child Find Office screen and refers children to Head Start as identified. • Family Advocates develop individual recruitment plans. Advocates follow this plan to ensure that all eligible children and families are informed about the program and when to enroll. • During the program year and over the summer community events are attended and detailed information is distributed to eligible families. • Policy Council is informed about enrollment schedules and assists in the recruitment of children in the community. • Tacoma School District and Early Learning Staff have developed an Early Learning Web page in which families can easily find information about the preschool opportunities. Families can also apply on line and submit preliminary eligibility information which will be followed up by enrollment staff. 	<p>Family Advocates Enrollment Staff ERSEA Lead</p>	<p>ERSEA Lead Family Community lead</p>	<p>Ongoing</p>	<p>Recruitment Policy Recruitment Procedures Recruitment Plans Brochures Posters Letters/Mailers</p>

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1302.14 Selection Criteria

(a) Selection Criteria

- (1) A program must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in §1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 *et seq.*)¹⁹ and, other relevant family or child risk factors.
- (2) If a program serves migrant or seasonal families, it must select participants according to criteria in paragraph (a)(1) of this section, and give priority to children whose families can demonstrate they have relocated frequently within the past two-years to pursue agricultural work.
- (3) If a program operates in a service area where Head Start eligible children can enroll in high-quality publicly funded pre-kindergarten for a full school day, the program must prioritize younger children as part of the selection criteria in paragraph (a)(1) of this section. If this priority would disrupt partnerships with local education agencies, then it is not required. An American Indian and Alaska Native or Migrant or Seasonal Head Start program must consider whether such prioritization is appropriate in their community.
- (4) A program must not deny enrollment based on a disability or chronic health condition or its severity.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) Based on data contained in the community assessment, the program has established its selection criteria. The selection criteria are used to determine the prioritization of participants by ranking the families according to a point system. Points are assessed to each risk factor that has been determined as a need or family concern. The risk factors used to develop the selection criteria were identified as needs in the approved service area. The selection criteria will be reviewed each year and revised as needed. Revisions will be based on any new statistical information in the service area.	Assistant Director Family Community Lead ERSEA lead	Family Community Lead Policy Council	Annually	Policy Council Minutes Selection Criteria Annual Review Narrative Community Assessment
(2) The program does not serve migrant or seasonal families.				
(3) The program does not operate in a service area where high quality publicly funded pre-kindergarten is offered.				
(4) The program has policy and procedures in place to ensure that children are not denied access to Head Start based on a disability or chronic health condition whenever possible. Program staff will ensure that all children are enrolled in the least restrictive environment.	Assistant Director Child Find Staff Health Staff	Family Community Lead ERSEA Lead	As families apply or are referred	Enrollment Policy Enrollment Procedures Health Records Special Education Records Head Start application

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(b) Children Eligible for Services under IDEA

- (1) A program must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.
- (2) If the requirement in paragraph (b)(1) of this section has been met, children eligible for services under IDEA should be prioritized for the available slots in accordance with the program's selection criteria described in paragraph (a) of this section.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) The program makes every effort to ensure that it serves at a minimum, 10% of its total funded enrollment with children eligible for services under IDEA. The program will: <ul style="list-style-type: none"> Screen all newly children using the Dial to determine if there are concerns that will require additional follow up. Refer children in a timely fashion for follow up assessment and determine progressive steps that will assist in identifying if the child needs services. 				
(2) Program Selection Criteria has been designed to ensure that children eligible for services under IDEA will be prioritized and served as space is available in the program.	ERSEA Lead	Family Community Lead	Ongoing	Enrollment Policy Enrollment Procedures Head Start Application Application Pool Reports

- (c) Waiting Lists** A program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program's selection criteria.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(C) Waiting lists are established once classrooms are filled. These waiting lists are ranked according to the program's selections criteria	ERSEA Lead	Family Community Lead	Each year and ongoing	Waiting Lists-myHeadStart Selection Criteria

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

1302.15 Enrollment

(a) Funded enrollment A program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 days.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(a) The program assures that funded enrollment is achieved and maintained. Once a vacancy is identified, the following procedures are in place to ensure that the vacancy is reported and filled within the required 30-day timeline:</p> <ul style="list-style-type: none"> Classroom staff notify enrollment using the withdrawal form. The notification must contain complete information including name of child, date of withdrawal, last day attended and the reason for the drop. The eligibility file is pulled, and the child is withdrawn within the Head Start and School Districts data systems. The application pool report is generated for the site impacted and the next eligible child is selected. The child is activated within the data systems and staff at the building are notified Staff reach out to the parent of the new child and schedule the start date. Procedures require children to start school within 3 days of the notification. Staff will report any concerns to enrollment lead with the start date. 	<p>Family Advocate Classroom Staff ERSEA Lead</p>	<p>Family Community Lead</p>	<p>As children are withdrawn</p>	<p>Enrollment policy Enrollment procedures Enrollment Reports Application Pool Reports Case notes Withdrawal Form Child Eligibility File</p>

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(b) Continuity of enrollment

- (1) A program must make efforts to maintain enrollment of eligible children for the following year.
- (2) Under exceptional circumstances, a program may maintain a child's enrollment in Head Start for a third year, provided that family income is verified again. A program may maintain a child's enrollment in Early Head Start as described in §1302.12(j)(2).
- (3) If a program serves homeless children or children in foster care, it must make efforts to maintain the child's enrollment regardless of whether the family or child moves to a different service area, or transition the child to a program in a different service area, as required in §1302.72(a), according to the family's needs.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(b)(1) Children identified as age eligible for the following school year are encouraged to return. These procedures are followed to inform families of their continued eligibility: <ul style="list-style-type: none"> In the spring the Family Advocate will request that each family completes a returning child information packet. The family will update their contact information and complete a Returning Child Form. This form acknowledges that they are interested in returning in the fall. The form also is used for the family to request an alternate site. All returning families are sent an acceptance and welcome letter in the summer. This letter also encourages families to update any contact information that has changed. The family Advocate will contact all returning families as they return to work in the fall. 	Family Advocate ERSEA Lead	ERSEA Lead	Spring Summer Fall	Enrollment Procedures Information Verification Form Returning Child Update Form Acceptance Letter
(b)(2) The program has established age eligibility criteria to ensure that children are served for two program years. Early Head Start children will continue to be served until the child is age eligible for Head Start	ERSEA Lead	Family Community Lead	Annually?	Enrollment Policy Enrollment Procedures
(b)(3) The program makes every effort to maintain enrollment for homeless children. Head Start works in coordination with the Tacoma School Districts homeless liaison to assist the family. In certain circumstances the Family Advocate will support the family in transitioning to a Head Start Program that operates in the family's new service area. Children in Foster care are enrolled as long as the child remains in the care of the foster family. When foster parents notify staff of changes affecting continued enrollment, staff will assist in a transition whenever needed.	Family Advocate Homeless Liaison ERSEA Lead	Family Community Lead	Ongoing As families move/transition	Enrollment Policy Enrollment Procedures Eligibility File

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- (c) Reserved Slots** If a program determines from the community assessment there are families experiencing homelessness in the area, or children in foster care that could benefit from services, the program may reserve one or more enrollment slots for pregnant women and children experiencing homelessness and children in foster care, when a vacancy occurs. No more than three percent of a program's funded enrollment slots may be reserved. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled in accordance with paragraph (a) of this section.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(c) The program does not currently reserve slots.				

- (d) Other enrollment** Children from diverse economic backgrounds who are funded with other sources, including private pay, are not considered part of a program's eligible funded enrollment.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(d) N/A				

- (e) State Immunization Enrollment Requirements** A program must comply with state immunization enrollment and attendance requirements, with the exception of homeless children as described in §1302.16(c)(1).

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(e) The program will ensure that children who are experiencing homelessness will be enrolled without all required documentation. Families will be assisted in obtaining their records or given needed resources to obtain needed immunizations within the required timeline.	Family Advocate Health Lead Enrollment Staff	Family Community Lead Health Lead	Ongoing As needed	Head Start Enrollment Application Immunization Records

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(f) Voluntary parent participation Parent participation in any program activity is voluntary, including consent for data sharing, and is not required as a condition of the child's enrollment.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(f) Parents are encouraged to volunteer in the child's classroom, but this is not required. The program requires that all volunteers will obtain an approved background check.	Family Advocate Office Coordinator	Family Community Lead	As needed	Approved background check Volunteer Orientation Form

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

1302.16 Attendance

(a) Promoting Regular Attendance A program must track attendance for each child.

- (1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's well-being.
- (2) A program must implement strategies to promote attendance. At a minimum, a program must:
 - (i) Provide information about the benefits of regular attendance;
 - (ii) Support families to promote the child's regular attendance;
 - (iii) Conduct a home visit or make other direct contact with a child's parents if a child has multiple unexplained absences (such as two consecutive unexplained absences); and,
 - (iv) Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.
- (3) If a child ceases to attend, the program must make appropriate efforts to reengage the family to resume attendance, including as described in paragraph (a)(2) of this section. If the child's attendance does not resume, then the program must consider that slot vacant. This action is not considered expulsion as described in §1302.17.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(1) The program has implemented an electronic sign in system that will track a child's attendance in live time. Each day, the system will generate an attendance alert email to the Family Advocate and the classroom teacher within 30 minutes after the start time of school. When the Family Advocate receives the attendance alert email, the procedures are as follows:</p> <ul style="list-style-type: none"> • The Family Advocate will open the Absenteeism Alert Folder in myHeadStart. • From this screen the Family Advocate can view and follow up on all absent children. • The alert screen enables the Family Advocate to view contact information for all absent children on the list. The screen also allows follow up to be documented in case notes. Additionally, from this screen the Family Advocate can send a parent an email and/or schedule a home visit. 	<p>Family Advocate Teachers Assistant Teachers</p>	<p>ERSEA Lead Family Community Lead</p>	<p>Daily Monthly</p>	<p>Attendance Policy Attendance Procedures Electronic Sign in Sheets Case notes Absenteeism Alerts Email</p>

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(2)(i)(ii) At the beginning of the program year, families will be provided with a welcome letter that includes information about the benefits of regular attendance. With this letter, family's will also be given information and data on the positive impacts of regular attendance. When new families enroll, they will sign a general consent form acknowledging the programs expectations and procedures to promote good attendance.	Family Advocate	Family Community Lead ERSEA Lead	At the time of enrollment	Attendance Policy Attendance Procedures Welcome Letter Written Attendance Research Parent Handbook General Consent Form
2(iii) Procedures require staff to conduct a home visit when there are 2 unexplained absences.	Family Advocate	Family community Lead	As needed	Attendance Policy Attendance Procedures Absence Reports-myHeadStart
2(iv) The program uses data from myHeadStart to monitor attendance on individual children. This data helps the agency identify children that are developing patterns of attendance that place them at risk of missing 10 percent or more of program days in any given year. Children identified in these cases will have direct follow up with the Family Advocate to work on an attendance plan and to develop strategies that will help to correct the problem.	Family Advocate	Family Community Lead	As needed Ongoing	Attendance Policy Attendance Procedures Attendance Reports Case Notes Individual Attendance Plan
(3) In cases where a child ceases to attend after continued efforts to re-engage the family, the slot will be considered a vacancy. If a child is withdrawn, the family will receive a certified letter stating this.	Family Advocate ERSEA lead	Family Community Lead	Ongoing	Attendance Policy Attendance Procedures Attendance Reports Case Notes Individual Attendance Plan Withdrawn from program letter

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(b) Managing Systematic Program Attendance Issues If a program's monthly average daily attendance rate falls below 85 percent, the program must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate. The program must use this data to make necessary changes in a timely manner as part of ongoing oversight and correction as described in §1302.102(b) and inform its continuous improvement efforts as described in §1302.102(c).

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(b) The programs monthly attendance rate is monitored on an ongoing basis including monthly. Procedures are in place to manage individual cases to prevent the agencies rate falling below 85 percent. If the programs monthly average falls below 85 percent, it will analyze the causes and ensure that systematic changes are implemented to correct the problem and report as required.	Family Community Lead Assistant Director	Region 10	As identified	Attendance Reports

(c) Supporting Attendance of Homeless Children

(1) If a program determines a child is eligible under §1302.12(c)(1)(iii), it must allow the child to attend for up to 90 days or as long as allowed under state licensing requirements, without immunization and other records, to give the family reasonable time to present these documents. A program must work with families to get children immunized as soon as possible in order to comply with state licensing requirements.

(2) If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the program facility, the program must utilize community resources, where possible, to provide transportation for the child.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) The program will offer support to homeless families to ensure that they are given information and resources needed to obtain needed immunization records.	Family Advocate Health Lead	Health Lead Family Community Lead	As needed	Immunization Records
(2) The program will provide Orca passes to families in need of transportation in cases where transportation is a barrier to attend.	Family Advocate TSD McKinney Vento Liaison	Family Community Lead	As needed	Bus ticket request

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

1302.17 Suspension and Expulsion

(a) Limitations on Suspension

- (1) A program must prohibit or severely limit the use of suspension due to a child’s behavior. Such suspensions may only be temporary in nature.
- (2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
- (3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.
- (4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:
 - (i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;
 - (ii) Developing a written plan to document the action and supports needed;
 - (iii) Providing services that include home visits; and,
 - (iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(a) The program follows Tacoma School Districts policies and procedures regarding suspension and expulsion. Preschool students are not suspended	TPS Human Resources Early Learning Director	Early Learning Director		Policies Procedures

(b) Prohibition on expulsion

- (1) A program cannot expel or unenroll a child from Head Start because of a child’s behavior.
- (2) When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child’s safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b)14 of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child’s teacher and:
 - (i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,
 - (ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA19 to determine the child’s eligibility for services.

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(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
a) The program follows Tacoma School Districts policies and procedures regarding suspension and expulsion. Preschool students are not suspended	TPS Human Resources Early Learning Director	Early Learning Director	Ongoing	Policies Procedures

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

1302.18 Fees

(a) Policy on Fees A program must not charge eligible families a fee to participate in Head Start, including special events such as field trips, and cannot in any way condition an eligible child's enrollment or participation in the program upon the payment of a fee.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(a) The program does not charge fee's to participants in Head Start.	Early Learning Director	Early Learning Director		N/A

(b) Allowable Fees

(1) A program must only accept a fee from families of enrolled children for services that are in addition to services funded by Head Start, such as child care before or after funded Head Start hours. A program may not condition a Head Start child's enrollment on the ability to pay a fee for additional hours.

(2) In order to support programs serving children from diverse economic backgrounds or using multiple funding sources, a program may charge fees to private pay families and other non-Head Start enrolled families to the extent allowed by any other applicable federal, state or local funding sources.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) The program does not accept fee's as a condition of the child's enrollment.	Early Learning Director	Early Learning Director		
(2) N/A				

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Subpart B – Program Structure

1302.20 Determining Program Structure

(a) Choosing a Program Option:

(1) A program must choose to operate one or more of the following program options: center-based, home-based, family child care, or an approved locally-designed variation as described in §1302.24. The program option(s) chosen must meet the needs of children and families based on the community assessment described in §1302.11(b). A Head Start program serving preschool-aged children may not provide only the option described in §1302.22(a) and (c)(2).

(2) To choose a program option and develop a program calendar, a program must consider in conjunction with the annual review of the community assessment described in §1302.11(b) (2), whether it would better meet child and family needs through conversion of existing slots to full school day or full working day slots, extending the program year, conversion of existing Head Start slots to Early Head Start slots as described in paragraph (c) of this section, and ways to promote continuity of care and services. A program must work to identify alternate sources to support full working day services. If no additional funding is available, program resources may be used.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(a 1,2) Tacoma School District Head Start serves families through a full day, ten-month 1,000-hour center-based program that best meets the needs of our families. This is determined by a collection of from our community needs assessment and conversations with families. Tacoma School District Head Start promotes school readiness of young children from low-income families through our center-based model that takes a comprehensive approach to meeting the needs of young children and their families.	Administration Component Team Teaching Staff Family Advocates	Administration Component Team	On going	Community needs assessment
Tacoma School District Head Start promotes school readiness that encompasses the social emotional academic needs of each student and families based on culturally responsive practices, to include families cultural ethnic and linguistic heritage. Multicultural programming for children enables children to develop an awareness of respect for, and appreciation of individuals cultural differences. Tacoma School District offers authentic families engagement opportunities that ensures that families and grow within a consistent, supportive setting strengthened by strong relationships and a developmentally appropriate classrooms and services. Tacoma School District Head Start programs accepts children from age 3-4 as of August 31 st regardless of race, sex, creed, color, or national origin whose families meet the program income guidelines.	Administration Component Team Teaching Staff Family Advocates		Ongoing	Service plans

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(b) Comprehensive Services. All program options must deliver the full range of services, as described in subparts C, D, E, F, and G of this part, except that §§1302.30 through 1302.32 and §1302.34 do not apply to home-based options.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Education- Provides a variety of learning experiences to support children's growth intellectually, socially and emotionally. The classroom teacher will participate in training and guidance on the proper implementation of the curriculum and makes modifications as necessary in order to ensure that activities are developmentally appropriate to help all children to achieve success.	Administration Education Component Lead Coaches Mentors Teaching staff	Administration Education Component Lead Coaches	Monthly	Staff meeting agenda Sign in sheets
Social Services- Provide outreach to families to determine what services and support each family may need and develop a comprehensive service plan to support the family's needs	Administration Family Engagement Component Lead Mental Health Consultant Mentors Family Advocates	Administration Family Engagement Component Lead Family Advocate	Monthly As needed	MHS Case notes
Health- Provide medical, dental mental health resources and nutritional services to Head Start students	Administration Health, Safety, Nutrition Component Lead Mentors Family Advocates	Administration Health, Safety, Nutrition Component Lead	Monthly As needed	MHS Case notes
Parent Engagement- Involve families in planning and implementation of activities. Parent's serve on Policy Council and Parent Committees that make governance and center-based decisions. They also participate in classes and workshops on the need's assessment of families, offering volunteer opportunities to support the in-kind requirement in the Head Start program.	Administration Family Engagement Lead Education Component Lead Health, Safety, Nutrition Component Leads Coaches Mentors Family Advocates Teaching Staff	Administration Family Engagement Lead Education Component Lead Health, Safety, Nutrition Component Leads	Monthly As needed	Meeting Agenda Sign in sheets Web pages

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(c) Conversion

- (1) Consistent with section 645(a)(5)15 of the Head Start Act, grantees may request to convert Head Start slots to Early Head Start slots through the re-funding application process or as a separate grant amendment.
- (2) Any grantee proposing a conversion of Head Start services to Early Head Start services must obtain policy council and governing body approval and submit the request to their regional office.
- (3) With the exception of American Indian and Alaska Native grantees as described in paragraph (c)(4) of this section, the request to the regional office must include:
- (i) A grant application budget and a budget narrative that clearly identifies the funding amount for the Head Start and Early Head Start programs before and after the proposed conversion;
 - (ii) The results of the community assessment demonstrating how the proposed use of funds would best meet the needs of the community, including a description of how the needs of eligible Head Start children will be met in the community when the conversion takes places;
 - (iii) A revised program schedule that describes the program option(s) and the number of funded enrollment slots for Head Start and Early Head Start programs before and after the proposed conversion;
 - (iv) A description of how the needs of pregnant women, infants, and toddlers will be addressed;
 - (v) A discussion of the agency's capacity to carry out an effective Early Head Start program in accordance with the requirements of section 645A(b) of the Head Start Act and all applicable regulations;
 - (vi) Assurances that the agency will participate in training and technical assistance activities required of all Early Head Start grantees;
 - (vii) A discussion of the qualifications and competencies of the child development staff proposed for the Early Head Start program, as well as a description of the facilities and program infrastructure that will be used to support the new or expanded Early Head Start program;
 - (viii) A discussion of any one-time funding necessary to implement the proposed conversion and how the agency intends to secure such funding; and,
 - (ix) The proposed timetable for implementing this conversion, including updating school readiness goals as described in subpart J of this part.
- (4) Consistent with section 645(d)(3)16 of the Act, any American Indian and Alaska Native grantee that operates both an Early Head Start program and a Head Start program may reallocate funds between the programs at its discretion and at any time during the grant period involved, in order to address fluctuations in client populations. An American Indian and Alaska Native program that exercises this discretion must notify the regional office.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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(d) Source of Funding A program may consider hours of service that meet the Head Start Program Performance Standards, regardless of the source of funding, as hours of planned class operations for the purposes of meeting the Head Start and Early Head Start service duration requirements in this subpart.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Tacoma School District Head Start serves families through a full day, ten-month 1,000-hour center-based program that best meets the needs of our families. This is determined by a collection of from our community needs assessment and conversations with families. Tacoma School District Head Start promotes school readiness of young children from low-income families through our center-based model that takes a comprehensive approach to meeting the needs of young children and their families.	Administration Component Team Program Secretary	Administration	Annual	Program calendar
Tacoma School District Head Start will create an annual student calendar to be available to staff students and families no later the June of the preceding school year	Administration Component Team Program Secretary	Administration	Annual	Student Calendar

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Subpart C – Education and Child Development Program Services (1302.3)

1302.31 Teaching and Learning Environment

(a) Teaching and the Learning Environment A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through (e) of this section.

Action	Person Responsible	Person Monitoring	Timeline	Documentation
(a) Teachers (Associates & Assistants) will participate in training and guidance on the proper implementation of Curriculum used by Tacoma Head Start; making modifications as necessary to ensure that all activities are developmentally appropriate. Curriculum: <ul style="list-style-type: none"> • Creative Curriculum • Zoo-Phonics • Conscious Discipline 	Teacher: Associates & Assistants	Administration Education Component Team	On-Going	<ul style="list-style-type: none"> • Training Agendas • Training sign-in • Rosters • On-site trainings offered • Monitoring weekly lesson plans

(b) Effective Teaching Practices

(1) Teaching practices must:

- (i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities;
- (ii) Focus on promoting growth in the developmental progressions described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* by aligning with and using the Framework and the curricula as described in §1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child’s individual pattern of development and learning;
- (iii) Integrate child assessment data in individual and group planning; and,
- (iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*.

(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:

- (i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;

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(ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,

(iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(b)(1)(i) Classroom staff will build a trusting relationship with each child by: <ul style="list-style-type: none"> • Implementing Conscious Discipline • Greeting each child as they enter the classroom • Using a child's name when they address them • Communicating with a child in their primary language • Providing a structured and safe learning environment 	Teacher: Associates, Assistants & Advocates	Administrators Educational & Family Component Team	On-Going	Active Supervision Monitoring ELOT Coach Observations for Goal Setting/Action Plans
(b)(1)(i) Classroom staff will encourage self-control by setting clear, consistent limits, and establish realistic expectations by: <ul style="list-style-type: none"> • Involving children in establishing classroom rules • Providing positive guidance and reinforcement • Establishing high expectations • Implementing Conscious Discipline Strategies • Engaging positive interactions between teachers and children in the CLASS observations • Staff members will provide support and training for parents to help their child with self-regulation 	Teacher: Associate & Assistants	Administrators Educational & Family Component Team	On-Going	CLASS Observation Tool DECA Pre & Post Scores ELOT Coach & Mentor Observations
(b)(1)(i) Classroom staff will encourage children to respect the feelings and rights of others by: <ul style="list-style-type: none"> • Implementing Conscious Discipline in the classroom • Using Second Step Curriculum • Showing/modeling respect to students & fellow staff members • Providing opportunities for students to come together as a group (circle time, center time, outdoor time, family style meals) to enhance their social emotional skills 	Teachers: Associates & Assistants	Administrators Educational & Family Component Team	On-Going	Lesson Plans ELOT Coach & Mentor Observation

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(b)(1)(i) Classroom staff will support and respect home language, culture and family composition of each child in ways that support the child's mental health and well-being by:</p> <ul style="list-style-type: none"> Ensuring that materials and activities in the classroom reflect acceptance and support of the different composition and ethnic background of families enrolled in the program Supporting Cross-Cultural Responsiveness and ethnic backgrounds 	Teachers: Associates, Assistants & Advocates	Administrators Educational and Family Component Team	On-Going	GLAD Mental Health Contract
<p>(b)(1)(ii) Classroom staff will focus on promoting growth in the developmental progression described in HSELOF by:</p> <ul style="list-style-type: none"> Establishing predictable routines Limit the number of transitions Have smooth and quick transitions Embed learning experiences in transitions such as nursery rhymes or counting Post a visual daily schedule and review it daily with students Use Creative Curriculum Provide meaningful lesson plans that align with the curriculum being taught Classroom environment will be set up to meet ECERS Established School Readiness Goals Data informed instruction 	Teachers: Associate & Assistants	Administrators Educational and Family Component Team	On-Going	Creative Curriculum – Fidelity Tool ECERS 3 TS Gold Checkpoints Classroom School Readiness Goals (Teachers send to Coaches) CLASS Observations
<p>(b)(1)(ii) Classroom staff will plan and implement daily activities using developmentally appropriate activities from research-based resources to provide a well-balanced program of instruction for all children including children with disabilities.</p> <p>To enhance the quality of the instruction, Tacoma Head Start has provided the following resources:</p> <ul style="list-style-type: none"> Creative Curriculum TS Gold HSELOF Zoo-Phonics Second Step Conscious Discipline Washington State Early Learning Standards DECA 	Teachers: Associate & Assistants	Administrators Educational and Family Component Team	On-Going	Lesson Plans Daily Schedule ELOT ECERS CLASS Observation Tool Creative Curriculum – Fidelity Tool Classroom School Readiness Goals

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(b)(1)(iii) The program will monitor formal and informal assessment data and individual goal setting with families With parent input, staff will develop individual goals for students which includes individualizations and additional supports if needed	Teacher: Associate Teacher: Associate	Administrators Educational Component Team Administrators Educational Component Team	On-Going On-Going	Classroom School Readiness Goals TS Gold Checkpoints DECA Speed DIAL DIAL 4
(b)(1)(iv) The classroom staff will use developmentally appropriate strategies and effective teaching practices to encourage the children to learn concepts and skills in critical areas such as: science, social studies, language, literacy, numeracy, art, music/movement etc. By: <ul style="list-style-type: none"> • Staff will use Creative Curriculum • Staff will use Zoo-Phonics • Modeling appropriate language • Reading to students • Singing with students • Using nursery rhymes 	Teachers: Associates & Assistants	Administrators Educational Component Team	On-Going	Lesson Plans School Readiness Goals TS Gold Checkpoints
(b)(2)(ii) Classroom staff will support and respect home language, culture and family composition of each child in ways that support the child's mental health and well-being by: <ul style="list-style-type: none"> • Providing GLAD training to all staff • Ensuring materials and activities in the classroom reflect the families we serve • Support Cross-Cultural Responsiveness • Staff will use picture labels • Program will provide translators as needed for meetings 	Teachers: Associates & Assistants Advocates	Administrators Educational and Family Component Team	On-Going	GLAD Training for Staff Professional Development: Equity Whole Child Conscious Discipline
(b)(2)(ii) Teaching practices that focus on both English language acquisition and the continued development of the home language by: <ul style="list-style-type: none"> • Considering a student's family and culture when planning activities • Attending GLAD training • Using Creative Curriculum • Using picture labels in the classroom • Providing a print rich environment • Providing language support when needed 	Teachers: Associates & Assistants Advocates			GLAD Training Creative Curriculum TS Gold Documentation ELOT

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(b)(2)(iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.	Teachers: Associates & Assistants Advocates			myHeadStart.com Contract with Interpreter Volunteer and Sub Training

(c) Learning environment A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

- (1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,
- (2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(C)(2) Weekly Lesson Plans and Daily Schedules will reflect the following types of activities/opportunities: <ul style="list-style-type: none"> • Small Group • Large Group • Individualizations • Child Initiated • Adult Initiated <p>The daily schedule is flexible and allows for spontaneous learning, initiated by the child and teacher directed activities.</p>	Teachers: Associates & Assistants	Coaches Ed Component	On-going	Lesson Plans

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(d) Materials and space for learning To support implementation of the curriculum and the requirements described in paragraphs (a), (b), (c), and (e) of this section a program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>Teachers will arrange the classroom space with well-defined interest areas with materials that are readily available. Staff will plan activities which are appropriate for the children's age and stage of development by implementing:</p> <p>Early Childhood Environment Ratings Scale (ECERS) and Creative Curriculum.</p> <p>Interest areas will include:</p> <ul style="list-style-type: none"> • Dramatic Play • Toys and Games • Art • Safe Space/private space • Blocks • Library • Discovery/Nature/Science • Sand and Water/Sensory • Music and Movement • Cooking • Computers/Technology • Outdoors/Gross Motor 	Teachers: Associates & Assistants	Administrators Component Leads Coaches	On-going	ECERS CLASS Creative Curriculum – Fidelity Tool ELOT
<p>Teachers will plan and provide students with outdoor Gross Motor opportunities twice a day for 30 minutes (at least 60 minutes a day).</p> <p>Activities will include but not be limited to:</p> <ul style="list-style-type: none"> • Riding Trikes • Running • Skipping • Hopping • Jumping • Swinging • Climbing • Hula-Hoops • Using a ball to kick or bounce • Balancing Practice 	Teachers: Associates & Assistants	Administrators Component Leads Coaches	On-going	Lesson Plans Daily Schedule

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<p>Teachers will plan and provide developmentally appropriate activities for the children to encourage the use of fine motor skills and hand/eye coordination. Teachers will modify activities to meet the needs of all students.</p> <p>Activities will include but not be limited to:</p> <ul style="list-style-type: none"> • <u>Drawing on a variety of materials with:</u> <ul style="list-style-type: none"> ○ Chalk ○ Crayons ○ Markers ○ Pens ○ Pencils ○ Dry Erase Pens ○ Painting with: <ul style="list-style-type: none"> ○ Finger Paints ○ Tempera Paints ○ Watercolors • Creating 3-D art • Creating collages • <u>Using Tools such as:</u> <ul style="list-style-type: none"> ○ Scissors ○ Dot markers ○ Hole punches ○ Playdough ○ Clay ○ Rollers ○ Stamps ○ Sponges ○ Stencils ○ Tape ○ Brushes ○ Lacing Boards 	Teachers: Associates & Assistants	Administrators Component Leads Coaches	On-going	Lesson Plans Daily Schedule
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(e) Promoting Learning Through Approaches to Rest, Meals, Routines, and Physical Activity

(1) A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.

(2) A program must implement snack and mealtimes in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and mealtimes must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style

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meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.

(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.

(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(e)(1) Our program will provide a quiet/rest period with alternative quiet learning activities. Rest is encouraged but not required.</p> <ul style="list-style-type: none"> • Min. of 30 mins. • Length of rest time is based on individual need. • Not to exceed 1.5 hours <p>Rest time will not be used as a reward or punishment.</p>	Teachers: Associates & Assistants	Administrators Component Leads Coaches	On-going	Lesson Plans Daily Schedule
<p>(e)(2) Snack and mealtime will be served family style and will follow local health department regulations.</p> <p>Snacks and meals will provide opportunities for staff to student interactions allowing positive attachment.</p> <p>Snack and meals will provide learning opportunities for students.</p> <p>We provide sufficient time for children to eat.</p> <ul style="list-style-type: none"> • 30 minutes for breakfast & lunch • 20 minutes for snack • 2.5 hours between meals <p>Food will not be used as a reward or punishment.</p>	Teachers: Associates & Assistants	Administrators Component Leads Coaches	On-going	Lesson Plans Daily Schedule
<p>(e)(3) Teachers will follow daily schedules and provide consistent routines to ensure that the children always know what is happening in the classroom. A daily schedule will be posted at the children's eye level and will be referenced throughout the day.</p> <p>Transitions will be quick.</p> <p>Classroom staff will imbed learning opportunities into teach transition using:</p> <ul style="list-style-type: none"> • Mighty Minutes • Songs • Curriculum Study related activities • Conscious Discipline • Finger Play 	Teachers: Associates & Assistants	Administrators Component Leads Coaches	On-going	Lesson Plans Daily Schedule

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(e)(4) The daily schedule will include time for guided indoor and outdoor gross motor development. Teachers will plan and provide students with outdoor Gross Motor opportunities twice a day for 30 minutes (once in the morning and once in the afternoon).</p> <p>Activities will include but not be limited to:</p> <ul style="list-style-type: none"> • Riding Trikes • Running • Skipping • Hopping • Jumping • Swinging • Climbing • Hula-Hoops • Using a ball to kick or bounce • Balancing Practice <p>Teachers will be actively involved with children during games and motor development activities to ensure safe and active learning.</p>	<p>Teachers: Associates & Assistants</p>	<p>Administrators Component Leads Coaches</p>	<p>On-going</p>	<p>Lesson Plans Daily Schedule</p>

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Subpart C – Education and Child Development Program Services (1302.3)

1302.32 Curricula

(a) Curricula

(1) Center-based and family childcare programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:

- (i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;
- (ii) Are aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,
- (iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(a)(1)(i) Classroom staff will plan and implement daily activities developmentally appropriate teaching strategies from research-based resources to provide well-balanced program instruction.</p> <p>To enhance the quality of instruction, the program will provide the following resources:</p> <ul style="list-style-type: none"> • Washington State Early Learning Guidelines • HSELOF • Tacoma School District Early Learning Guidelines • The Creative Curriculum • Teaching Strategies Gold • Conscious Discipline • Zoo Phonics • Second Step • Interactive boards • iPads • Cavity Free Kids • DECA • I Am Moving- I Am Learning 	Teachers: Associates & Assistants	Educational Component Coaches	On-going	<p>Lesson Plans</p> <p>Daily Schedule</p> <p>Classroom School Readiness Goals</p> <p>DECA Reports</p>

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(a)(1)(ii) To align the School Readiness Goals with the Head Start Early Learning Outcomes Framework (HSELOF) staff will receive updated documents consisting of: <ul style="list-style-type: none"> • Tacoma School District Early Learning Guidelines • HSELOF • The Creative Curriculum • Teaching Strategies Gold • Zoo Phonics • Conscious Discipline • Other Resources <p>School Readiness Goals are established based on the most recent, available data to meet the needs of the program.</p>	Administration Component Team	Administrators Component Leads	On-going Pre-Service New Employee Training Policy Council Orientation	Agendas Minutes Sign-In Sheets
(a)(1)(iii) To provide an organization developmental scope & sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn staff will: Implement The Creative Curriculum to Fidelity Conscious Discipline (Feeling Buddies)	Administration	Administrators Component Leads Coaches	On-going	Lesson Plans Daily Schedule

(b) Adaptation A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) of this section to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in §1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
2 (b) Zoo-Phonics adopted program wide & training. Partnering with C&I to provide Professional Development in: <ul style="list-style-type: none"> • Equity • Social Emotional Learning • Science • Math • Technology • ELA • GLAD • Pilot Classrooms for ECERS 3 	All Head Start Staff	Administrators Component Leads Coaches	On-going	Agendas Sign-In Sheets

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Subpart C – Education and Child Development Program Services (1302.3)

1302.33 Child Screenings and Assessments

(a) Screening

- (1) In collaboration with each child's parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.
- (2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.
- (3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent's consent, promptly and appropriately address any needs identified through:
 - (i) Referral to the local agency responsible for implementing IDEA19 for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,
 - (ii) Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.
- (4) If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part.
- (5) If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:
 - (i) Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and,
 - (ii) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.
 - (A) Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act18 if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act14, to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.
 - (B) A program may use program funds for such services and supports when no other sources of funding are available.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(a)(1) Staff will use all available resources and methods to ensure that quality services are provided to each child. Staff, with cooperation from parents/guardians and other professional consultants as necessary, will meet to identify any developmental concerns.</p> <ul style="list-style-type: none"> • Parent Enrollment Conference (EPC) • Assessments/Screening Data • Teacher observations • Checkpoint documentation • DECA 	Teachers: Associates & Assistants Advocates	Administrators Component Leads Coaches	First 45 Days of attendance	Health & Developmental History EPC Speed DIAL Initial School Readiness Goals DECA Report
<p>(a)(2) Staff will administer a research-based developmental screening to determine how the program can best address each child's individual needs.</p> <ul style="list-style-type: none"> • Speed DIAL-4 • DIAL-4 • DECA <p>The classroom staff will discuss the results of all screenings and assessments after each administration with the parents/guardians in their home/native language. Together they will develop an individual plan for their child.</p>	Teachers: Associates & Assistants	Component Managers	On-going	Speed DIAL-4 scores DIAL-4 scores DECA results
<p>(a)(3)(i)(ii)(4)(5) Staff will utilize information from developmental, sensory and behavioral screening, ongoing observations, medical and dental evaluations, and insight from parents to determine if a child needs further evaluation from local agency responsible for implementing IDEA.</p> <p>Staff will observe the children during classroom activities and records progress and or changes. The data gathered is shared with parents during the parent/family conferences, home visits, etc.</p> <p>Staff and other relevant staff will partner with child's parent/guardian and Tacoma School District to support families through the formal evaluation process.</p>	Teachers: Associates & Assistants	Administrators Component Leads Coaches	On-going	Health & Developmental History EPC Speed DIAL DIAL-4 Initial School Readiness Goals TS Gold Checkpoints DECA Report

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(b) Assessment for Individualization

- (1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.
- (2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.
- (3) If warranted from the information gathered from paragraphs (b)(1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(b)(1) Staff will individualize activities for all children, including children with disabilities and plan according to their individual needs and strengths.</p> <p>Staff will individualize for children based on the data gathered from assessments according to specific needs and levels of developmental aligned to the goals described in the HSELOF.</p> <p>Staff will provide activities to help children grow and respond to their individual needs and strength.</p> <p>Staff will provide children with individualized assistance during small group activities and throughout the day to meet specific needs and in accordance with the IEP/504 plan.</p> <p>District Special Education staff will serve students who are identified and qualify for an IEP or a 504. They will follow the IEP Matrix for Services. This includes:</p> <ul style="list-style-type: none"> • SLP: provide speech and language services • LRC Teachers: provide S/E learning and cognitive/preacademic • PT: will provide Gross Motor • OT: will provide Fine Motor 	<p>Teachers: Associates & Assistants Special Education Staff</p> <p>Teachers: Associates & Assistants Special Education Staff</p> <p>Teachers: Associates & Assistants Special Education Staff</p> <p>Teachers: Associates & Assistants Special Education Staff</p> <p>Special Education Staff</p>	<p>Administrators Component Team</p> <p>Coaches Administrators Component Team Coaches</p> <p>Administrators Component Team Coaches</p> <p>Administrators Component Team Coaches</p> <p>Administrators Component Team Coaches</p>	On-going	<p>Lesson Plans</p> <p>Daily Schedule</p> <p>Classroom School Readiness Goals</p> <p>Health & Developmental Screening</p> <p>DECA</p> <p>IEP</p> <p>504</p>

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(b)(2) To support each child's individual patterns of development and learning; staff will collaborate with parents/guardians and meet for conferences, home visits and as needed to develop individualized School Readiness Goals, review progress update strategies.</p> <p>Data that will be shared is:</p> <ul style="list-style-type: none"> • Initial Screenings • TS Gold Checkpoints • DECA • Teacher observation • IEP progress 	Teachers: Associates & Assistants	Administration Component Team Coaches	On-going	<ul style="list-style-type: none"> • Initial Screenings: Speed DIAL-4, DIAL-4 • TS Gold Checkpoints • Individualizations • DECA • Teacher observation • IEP/504
<p>(b)(3) When a parent/guardian or the initial screening tool shows a deficit, or the teacher has a concern about a student's development the following process is followed to ensure a referral for a formal evaluation is made.</p> <ul style="list-style-type: none"> • Associates complete a pre-referral form and send it to the correct Component Team Lead. • The Component Lead will connect with the classroom staff and plan for next steps which could include observations made by the Coach or Mental Health Consultant. • Staff will complete a DIAL-4 • Staff will pull additional data from TS Gold, staff observations, DECA and case notes. • Staff will follow district protocol and collect documentation for 6 weeks. • Classroom staff will talk with their building staff and schedule a time to meet with the SRT Team (Student Referral Team) • We will follow each building's process for pre-referral of a student. • Once an actual referral to SRT is made, the SRT team has 25 school days from the date of the referral to hold a staffing. Please let your SRT coordinator know that the ECEAP Director needs to be included in the SRT. Please provide him/her with contact information. • Let nurse consultant and/or mental health consultant know about SRT date/time as appropriate. • If the staffing team's decision is to assess the child, 	Teachers: Associates & Assistants Advocates Special Education Staff	Administration Component Team Coaches	On-going	<ul style="list-style-type: none"> • Initial Screenings • TS Gold Checkpoints • DECA • Teacher observation • IEP/504

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>building specialists will complete the assessments.</p> <ul style="list-style-type: none"> • If the child qualifies for special education services, the school has 30 calendar days to write the IEP and begin services. <p><u>Special Education Services</u></p> <ul style="list-style-type: none"> • All children will receive services by their building's SpEd teacher (preschool or other) and/or the assigned SLP, OT, and/or PT as needed. • If you have students on IEPs who are not getting the services indicated on their IEPs, please contact the ECEAP Program Specialist. 				

(c) Characteristics of Screenings and Assessments

- (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.
- (2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:
 - (i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;
 - (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,
 - (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.
- (3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (c)(2)(i) through (iii) of this section.
- (4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(c)(1) Staff will use assessments that are valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained staff.</p> <ul style="list-style-type: none"> • DIAL-4 • TSGold Checkpoints 	Classroom Teams Administrator Component & Ed Leadership	Administrator Component Staff Ed Leadership	Ongoing DIAL within first 45 days of school TSGold Checkpoints Quarterly	<p>Using research-based assessments and curriculum:</p> <ul style="list-style-type: none"> • DIAL-4 • Teaching Strategies Curriculum and TSGold • Lesson plans <p>Staff Documentation:</p> <ul style="list-style-type: none"> • Current IRR certificate • TSGold Annual Training
(c)(2)(i) Classroom Teams will screen children in English and their home language when possible with the support of bilingual staff	Classroom Teams Administrator Component & Ed Leadership	Administrator Component Staff Ed Leadership	Ongoing	DIAL-4 TSGold Checkpoints & Documentation Lesson Plans
(c)(2)(ii) Classroom Teams will conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in specific domains	Classroom Teams Administrator Component & Ed Leadership	Administrator Component Staff Ed Leadership	Ongoing	DIAL-4 TSGold Checkpoints & Documentation Lesson Plans
(c)(2)(iii) Classroom Teams will ensure those conducting the screening or assessments know and understand the child's language culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions.	Classroom Teams Administrator Component & Ed Leadership	Administrator Component Staff Ed Leadership	Ongoing	DIAL-4 TSGold Checkpoints & Documentation Lesson Plans
(c)(3) For children served who speak a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, our program will use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments.	Classroom Teams Administrator Component & Ed Leadership	Administrator Component Staff Ed Leadership	Ongoing	DIAL-4 TSGold Checkpoints & Documentation Lesson Plans Contract with Language Line/Interpreters
(c)(4) If a child served who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter then screenings and assessments may be conducted in English. Classroom Teams will also use structured observations overtime and information gathered in the child's home language from the family, to use when evaluating the child's development and progress.	Classroom Teams Administrator Component & Ed Leadership	Administrator Component Staff Ed Leadership	Ongoing	DIAL-4 TSGold Checkpoints & Documentation Lesson Plans Conferences/Home visits Family Goal Setting

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(d) Prohibitions on Use of Screening and Assessment Data The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(d)Tacoma Head Start will only use the data collected by screenings and assessments to guide instruction, provide interventions and help families set goals.	Classroom Team Advocate	Administrator Component Leads	Ongoing	DIAL TSGold Reports Lesson Plans Goals Case notes

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PERFORMANCE STANDARDS
Subpart D – Health Program Services

1302.40 Purpose

- (a) A program must provide high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child's growth and school readiness.
- (b) A program must establish and maintain a Health Services Advisory Committee that includes Head Start parents, professionals, and other volunteers from the community.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>The program will refer the parent/guardian to local clinics and health professionals who will accept Medicaid to provide comprehensive EPSDT health services that include the following:</p> <p>Initial/interval health history and a family health history</p> <p>Measurements – age appropriate growth including length/height and weight and BMI</p> <p>Sensory screening – vision and hearing*</p> <p>Developmental/behavioral health screening</p> <p>Physical exam</p> <p>Immunizations</p> <p>Laboratory tests</p> <p>Oral health and fluoride varnish</p> <p>Anticipatory guidance</p> <p>*Head Start staff will provide sensory screenings, Height and Weight Measurements, and BMI for all students</p>	Health Component Lead Advocate	Health Component Lead	<p>Screenings and BMI within 45 days of enrollment</p> <p>Physical exam every 12 months</p> <p>Dental Exam every 12 months</p> <p>Immunizations prior to first day of school</p>	<p>MyHeadStart Health Workbook</p> <p>Child Health Summary</p> <p>Physical Exam</p> <p>Dental Exam</p> <p>Certificate of Immunization Status (CIS)</p>
<p>Health Services Advisory Committee (HSAC) including parents, health care professionals, and community volunteers, along with staff will inform all health providers about full scope of services provided to Head Start children.</p> <p>HSAC members are recruited from local health care providers, community health agencies, and Tacoma Public Schools. Head Start parents are Policy Council members and classroom representatives.</p> <p>HSAC partners with health care providers to support community health care needs and goals.</p> <p>HSAC meets at minimum once a year and as needed. Collaboration with membership is ongoing</p>	Health Component Lead HSAC members	Health Component Lead	Annual	<p>HSAC Agenda and Minutes</p> <p>HSAC Policy Council Report</p>

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1302.41 Collaboration and Communication with Parents

(a) For all activities described in this part, programs must collaborate with parents as partners in the health and well-being of their children in a linguistically and culturally appropriate manner and communicate with parents about their child's health needs and development concerns in a timely and effective manner.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
All communication regarding a child's health status is provided in the family's home language via interpreter.	Family Community Manager Advocate	Family Community Manager	As needed	Interpreter Requests Language Line
The program will explain and inform the parent/guardian the purpose of health procedures and exams the child will receive throughout the school year.	Health Component Lead Advocate	Health Component Lead	Enrollment Orientation Conferences & Home Visits	Parent Handbook Parent Permission Form Parent Newsletter Child Health Summary
The program will encourage the parent/guardian to accompany their child during the exams and screening procedure.	Health Component Lead Advocate	Health Component Lead	Enrollment Orientation Conferences & Home Visits	Parent Handbook Parent Permission Form Parent Newsletter Child Health Summary
The program will encourage the parent/guardian to participate in all related health activities.	Health Component Lead Classroom Staff Advocate	Health Component Lead	Enrollment Orientation Conferences & Home Visits	Parent Handbook Parent Permission Form Parent Newsletter Child Health Summary

(b) At a minimum, a program must:

- (1) Obtain advance authorization from the parent or other person with legal authority for all health and developmental procedures administered through the program or by contract or agreement, and, maintain written documentation if they refuse to give authorization for health services; and,
- (2) Share with parents the policies for health emergencies that require rapid response on the part of staff or immediate medical attention.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
The program will obtain consent from the parent/guardian prior to screening procedures. Prior to consent, all screenings needed for their child will be explained to the parent/guardian. TPS Head Start does not perform or contract for exams or immunizations.	Advocate	Family Community Manager Health Component Lead	Enrollment Orientation	Parent Permission Form
The program will acquire documentation when the parent/guardian refuses authorization for services. The program will explain to the parent/guardian the importance of the health services and the consequences of refusal.	Advocate	Family Community Manager	Enrollment Orientation	Parent Permission Form
A copy of all results will be given and explained to the parent/guardian.	Advocate	Health Component Lead	Conferences & Home Visits	Child Health Summary Vision Referral Hearing Referral
Parent/guardian is informed of TPS Head Start health emergency policies and procedures.	Health Component Lead Advocate	Health Component Lead	Enrollment Orientation	Parent Handbook Newsletter
<p>In case of an emergency involving a Head Start child, the program will notify the parent/guardian immediately. If the parent/guardian is unavailable, the staff will notify the emergency contact. A notice of illness or injury will be sent home with the child. Documentation will also be entered in Case Notes and a Student Accident/Injury Report will be sent to Health Component Lead and building administrator.</p> <ul style="list-style-type: none"> Medical Emergency Procedures will be followed and reviewed/updated by the Health Advisory Committee on a triannual basis. Staff trained in First Aid/CPR will administer First Aid/CPR as necessary. Staff will seek medical assistance from 911 in case of medical emergency. Staff will notify Health Component Lead within 24 hours of an emergency. Health Component Lead will be called for guidance as necessary. 	Classroom Staff Advocate	Health Component Lead	Ongoing As needed	Case Notes Head Bump Notification Student Accident/Injury Report

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1302.42 Child Health Status and Care**(a) Source of Health Care**

(1) A program, within 30 calendar days after the child first attends the program or, for the home-based program option, receives a home visit, must consult with parents to determine whether each child has ongoing sources of continuous, accessible health care – provided by a health care professional that maintains the child’s ongoing health record and is not primarily a source of emergency or urgent care – and health insurance coverage.

(2) If the child does not have such a source of ongoing care and health insurance coverage or access to care through the Indian Health Service, the program must assist families in accessing a source of care and health insurance that will meet these criteria, as quickly as possible.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(a)(1) The program will ask parent/guardian if child has a medical and dental home as well identify if the child has health insurance.	Advocate	Health Component Lead	Enrollment or within 30 days of enrollment	Application Health and Developmental History Authorization for Release of Medical Information myHeadStart Health Workbook
(a)(2) If child does not have a medical or dental home, or health insurance the family will be assisted in establishing health insurance coverage and a medical home and dental home.	Advocate	Health Component Lead	Enrollment or within 30 days of enrollment	Application Health and Developmental History myHeadStart Services

(b) Ensuring Up-to-Date Child Health Status

(1) Within 90 calendar days after the child first attends the program or, for the home-based program option, receives a home visit, with the exceptions noted in paragraph (b)(3) of this section, a program must:

- (i) Obtain determinations from health care and oral health care professionals as to whether or not the child is up-to-date on a schedule of age appropriate preventive and primary medical and oral health care, based on: the well-child visits and dental periodicity schedules as prescribed by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the state in which they operate, immunization recommendations issued by the Centers for Disease Control and Prevention, and any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems;
- (ii) Assist parents with making arrangements to bring the child up-to-date as quickly as possible; and, if necessary, directly facilitate provision of health services to bring the child up-to-date with parent consent as described in §1302.41(b)(1).

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Date reviewed by Policy Council:

(2) Within 45 calendar days after the child first attends the program or, for the home-based program option, receives a home visit, a program must either obtain or perform evidence-based vision and hearing screenings.

(3) If a program operates for 90 days or less, it has 30 days from the date the child first attends the program to satisfy paragraphs (b)(1) and (2) of this section.

(4) A program must identify each child's nutritional health needs, taking into account available health information, including the child's health records, and family and staff concerns, including special dietary requirements, food allergies, and community nutrition issues as identified through the community assessment or by the Health Services Advisory Committee.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(1)(i) Physical exam: Staff collaborate with parents to obtain documentation of a current physical examination completed within the 12 months prior. Physical exams are current 12 months following the date of the exam. Children without a current medical exam are assisted to obtain one. The exam includes all of Washington State Apple Health EPSDT (Early and Periodic Screening, Diagnosis and Treatment) screening appropriate for the child's age.</p> <ul style="list-style-type: none"> • Collaboration with parents will be accomplished by meetings, telephone conferences, home visits and health notices as needed. • Returning students are asked to obtain a current physical exam completed within the past 12 months. <p>The program will assist parents to follow the immunization schedule issued by the Centers for Disease Control and Prevention and Washington State Department of Health</p> <p>HSAC reviews and updates TPS Head Start Medical and Dental requirements on a three-year cycle or as changes are required,</p> <p>Dental exam: Staff collaborate with parents to obtain documentation of a dental exam completed within prior the 12 months. Dental exams are current 12 months following the date of the exam. Children without current dental exams are assisted to obtain service. A six-month check-up is recommended following the last exam date.</p> <ul style="list-style-type: none"> • Collaboration with parents will be done by meetings, telephone conferences, home visits and health notices as needed. 	<p>Advocate</p> <p>Health Component Lead</p>	Health Component Lead	Enrollment or within 90 days of enrollment	<p>Case Notes</p> <p>Certificate of Immunization Status (CIS)</p> <p>Physical Exam</p> <p>Dental Exam</p> <p>Authorization for Release of Medical Information</p> <p>myHeadStart Health Workbook</p>

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1)(ii) Advocates develop and Exam and Follow-up Plan with families who do not have a physical exam on file within 90 calendar days of the first day of attendance. Plans will identify barriers to obtaining care	Advocates	Health Component Lead	At 90 Days	Exam and Follow-up Plan myHeadStart Services
<p>(2) Trained Head Start staff will provide evidence-based vision and hearing screenings within 45 days of enrollment and as needed.</p> <p>Vision: Initial vision screening is performed using HOTV or PlusOptix Vision Screener. Eye muscle balance (EMB) screening is in PlusOptix screening. Children wearing glasses will be screened with glasses, if appropriate. Vision screening results from a current physical exam may be used. All children failing HOTV screening will be rescreened with PlusOptix. Children failing vision screening will be referred by the School Nurse/Health Component Lead.</p> <p>Hearing: An audiometer is used to screen hearing on all children at 1000, 2000, and 4000 HZ levels at 20 decibels. Hearing screening results from a current physical exam may be used. All children failing initial hearing screening or exhibiting problems are re-screened. All children failing audiometer screening will be rescreened with otoacoustic emissions test (OAE). Children failing hearing screening will be referred by the School Nurse/Health Component Lead.</p>	Advocate Health Component Lead	Health Component Lead	Within 45 days of enrollment	myHeadStart Health Workbook Child Health Summary Vision Referral Hearing Referral
The program will assist parent/guardian to follow-up on referrals made for sensory screenings and health services.	Health Component Lead Advocate	Health Component Lead	Ongoing As Needed	Case Notes Vision Referral Hearing Referral
<p>An initial nutrition assessment is completed with parent/guardian at enrollment that includes food allergies, religious and personal food preferences, nutritional history.</p> <p>Children with identified food allergies or food preferences are provided with a student health care plan or menu plan completed in collaboration with families.</p>	Advocate Health Component Lead	Health Component Lead	Enrollment or within 14 days of attendance	Health and Developmental History Physical Exam Student Health Care Plan Student Menu Plan

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(c) Ongoing Care

- (1) A program must help parents continue to follow recommended schedules of well-child and oral health care.
- (2) A program must implement periodic observations or other appropriate strategies for program staff and parents to identify any new or recurring developmental, medical, oral, or mental health concerns.
- (3) A program must facilitate and monitor necessary oral health preventive care, treatment and follow-up, including topical fluoride treatments. In communities where there is a lack of adequate fluoride available through the water supply and for every child with moderate to severe tooth decay, a program must also facilitate fluoride supplements, and other necessary preventive measures, and further oral health treatment as recommended by the oral health professional.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) The program will monitor the children's health records on a regular basis to ensure that they are in compliance with their recommended schedule of well child care. If they do not have a current EPSDT well child exam, measures will be taken to update them. Well child exams are current for 12 months.	Advocate Health Component Lead	Health Component Lead	Enrollment Monthly As Needed	MyHeadStart Health Workbook Parent reminders Vision Referrals Hearing Referrals
The program will discuss with the parents the importance of prevention and well child care via letters, parent conference, appointments, parent meetings, etc.	Advocate Health Component Lead	Health Component Lead	Application Enrollment As Needed	Parent Reminders Parent Handbook Parent Newsletter
The program will educate the parent/guardian on Medicaid services and how to advocate for the delivery of quality health services by asking the parent to attend health appointments with child and ask questions regarding services.	Advocate Health Component Lead	Health Component Lead	Enrollment Ongoing	Parent Handbook Parent Newsletter
The program will support parent's in obtaining documentation of well child and dental exams. This includes: <ul style="list-style-type: none"> Identifying barriers to obtaining care such as transportation, making appointments, childcare needs, scheduling conflicts. Parents are reminded prior to exam appointments to bring a copy of the exam to the Advocate. 	Advocate Health Component Lead	Health Component Lead	Within 90 days of Enrollment Enrollment	Case Notes Authorization for Release of Medical Information Physical Exam Dental Exam

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<ul style="list-style-type: none"> Parents are assisted in learning how to access their child's electronic health records to obtain exams and lab results. Authorization for Release of Medical Information is obtained from each family for their child's healthcare, dental and WIC providers. Completed exams and lab results are requested from providers by program staff. 				
(2) Head Start program Staffings, including staff observations and assessment data, are completed to identify strengths and needs of students and families. Ongoing assessment needs and resource follow-up are identified. Strategy outcomes are shared. Follow-up at second staffing includes strategy successes, outcomes and ongoing needs.	Head Start Staff Coaches Component Leads Mental Health Consultant	Family Community Component Lead	Within 60 days of the first day of school As needed for new students	Staffing Notes Head Start Referrals myHeadStart Conferences and Home Visits
(2) Ongoing staff observations, TS GOLD Assessment, DECA (as needed), BMI (as needed), Mental Health Consultant observations (as needed) are shared at quarterly Conferences and Home Visits. Parent observations and input are also obtained.	Head Start Staff Coaches Component Leads Mental Health Consultant	Family Community Component Lead	Conferences and Home Visits	TS Gold Report Card Child Health Summary Mental Health Consultant Observations
(3) Parents are reminded of the importance for yearly physical and dental exams. Families are encouraged to follow the preventative visit schedule as recommended by their dental provider. Topical fluoride is a regular component of preventative dental visits. Tacoma Public Utilities water is fluoridated.	Advocates Health Component Lead	Health Component Lead	At Enrollment Ongoing	Case Notes Authorization for Release of Medical Information Physical Exam Dental Exam

(d) Extended Follow-Up Care

- (1) A program must facilitate further diagnostic testing, evaluation, treatment, and follow-up plan, as appropriate, by a licensed or certified professional for each child with a health problem or developmental delay, such as elevated lead levels or abnormal hearing or vision results that may affect child's development, learning, or behavior.
- (2) A program must develop a system to track referrals and services provided and monitor the implementation of a follow-up plan to meet any treatment needs associated with a health, oral health, social and emotional, or developmental problem.
- (3) A program must assist parents, as needed, in obtaining any prescribed medications, aids or equipment for medical and oral health conditions.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(1) Well child and dental exams are reviewed by staff for recommendations of further follow-up. Families are assisted in making and keeping appointments with health care and dental providers for follow-up treatment.</p> <p>All referrals to medical specialists are communicated to Health Component Lead.</p>	<p>Advocate</p> <p>Health Component Lead</p>	Health Component Lead	Within 15 days of exam being received.	<p>myHeadStart Referrals</p> <p>myHeadStart Treatment</p> <p>myHeadStart Integrated Dental Exams by Classroom</p> <p>myHeadStart Integrated Medical Tests and Follow-up</p>
<p>Medical and developmental problems identified as a result of health and developmental history, physical exam, classroom observations, and/or screening are referred to appropriate professional for assessment and treatment, if indicated.</p>	<p>Advocate</p> <p>Health Component Lead</p> <p>Education Component Lead</p>	Health Component Lead	Ongoing	<p>myHeadStart Medical Conditions</p> <p>myHeadStart Integrated Medical Tests and Follow-up</p> <p>myHeadStart Integrated Dental Exams by Classroom</p>
<p>(2) All medical referrals, dental treatment needs, and follow-up treatment are documented in myHeadStart. Appropriate Authorization for the Release of Medical Information are obtained for communication between TPS Head Start and providers.</p> <p>Families who have not followed-up on referrals per their health care provider's timeline complete an Exam and Follow-up Treatment Plan with their Advocate that includes identified tasks and timelines to obtain needed follow-up care.</p>	<p>Advocate</p> <p>Health Component Lead</p>	Health Component Lead	Within 15 days of exam being received.	<p>myHeadStart Medical Conditions</p> <p>myHeadStart Integrated Medical Tests and Follow-up</p> <p>myHeadStart Integrated Dental Exams and Follow-up</p> <p>Exam and Follow-up Treatment Plan</p>
<p>(3) Families of children with identified barriers to obtaining prescribed medication, aids or equipment are assisted in accessing resources within Apple Health, 211, and other community resources.</p>	<p>Advocates</p> <p>Health Component Lead</p>	Health Component Lead	Ongoing	myHeadStart Medical Conditions

(e) Use of Funds

- (1) A program must use program funds for the provision of diapers and formula for enrolled children during the program day.
- (2) A program may use program funds for professional medical and oral health services when no other source of funding is available. When program funds are used for such services, grantee and delegate agencies must have written documentation of their efforts to access other available sources of funding.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) Toileting needs are determined during enrollment. Families develop a classroom potty plan in collaboration with Head Start staff. Head Start staff request needed diapers and wipes on an as needed basis.	Advocate	Health Component Lead	Enrollment	Potty Plan
	Teacher		As Needed	Monthly Health Supply Order
(2) Requests to the Health Component Lead for Head Start medical or dental payment is made through e-mail, phone call or in writing for families with no insurance. Head Start payments are used as funds as last resort. After review of request and proof of parent application for insurance coverage, Head Start authorization for medical payment may be used in unusual circumstances. The authorization form is sent to Advocate to give to family.	Advocate Health Component Lead	Health Component Lead Budget Technician	As Needed	Medical/Dental Billing Log

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1302.43 Oral Health Practices

A program must promote effective oral health hygiene by ensuring all children with teeth are assisted by appropriate staff, or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Children are to brush teeth after at least 1 meal and utilize tooth-brushing procedure.	Head Start Staff	Health Component Lead	Daily	Lesson Plans Daily Schedule Family Style Meals/Health Routines Monitoring Observation
Staff is to role model proper tooth-brushing techniques (through self-participation or with teeth model demonstration.)	Head Start Staff	Health Component Lead	Weekly or as needed	Lesson Plans Family Style Meals/Health Routines Monitoring Observation
Staff utilize Cavity Free Kids and Choosy Dental Activity Kit to provide dental health lesson monthly.	Head Start Staff	Health Component Lead	Monthly, October-June	Lesson Plans Family Style Meals/Health Routines Monitoring
Fluoride toothpaste, containing no whiteners, is used during tooth brushing.	Head Start Staff	Health Component Lead	Daily	Monthly Health Supply Order
Per WA State Childcare Licensing, families may opt-out of use of fluoride toothpaste in writing.	Advocate Head Start Staff	Health Component Lead	As Needed	Refusal of Tooth Brushing Activities

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1302.44 Child Nutrition**(a) Nutrition Service Requirements**

- (1) A program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities. Family style meals are encouraged as described in §1302.31(e)(2).
- (2) Specifically, a program must:
- (i) Ensure each child in a program that operates for fewer than six hours per day receives meals and snacks that provide one third to one half of the child's daily nutritional needs;
 - (ii) Ensure each child in a program that operates for six hours or more per day receives meals and snacks that provide one half to two thirds of the child's daily nutritional needs, depending upon the length of the program day;
 - (iii) Serve three- to five-year-olds meals and snacks that conform to USDA requirements in 7 CFR parts 210, 220, and 226 and are high in nutrients and low in fat, sugar, and salt;
 - (iv) Feed infants and toddlers according to their individual developmental readiness and feeding skills as recommended in USDA requirements outlined in 7 CFR parts 210, 220, and 226, and ensure infants and young toddlers are fed on demand to the extent possible;
 - (v) Ensure bottle-fed infants are never laid down to sleep with a bottle;
 - (vi) Serve all children in morning center-based settings who have not received breakfast upon arrival at the program a nourishing breakfast;
 - (vii) Provide appropriate healthy snacks and meals to each child during group socialization activities in the home-based option;
 - (viii) Promote breastfeeding, including providing facilities to properly store and handle breast milk and make accommodations, as necessary, for mothers who wish to breastfeed during program hours, and if necessary, provide referrals to lactation consultants or counselors; and,
 - (ix) Make safe drinking water available to children during the program day.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(a)(1) The feeding needs of each child are met in collaboration with TPS Nutrition Services. TPS menus are sent home with students monthly.	Health Component Lead TPS Nutrition Services	Health Component Lead	Monthly	Revised Preschool Menu Menu Tracking
(a)(1) Communication between staff and families concerning nutrition related child assessment data, the child's and family eating pattern, food preferences, food allergies and local food resources/needs are established. Nutritional needs are identified from physical exams, health and developmental history information, nutritional assessment, height/weight	Advocate Health Component Lead	Health Component Lead	Enrollment Ongoing	Enrollment Health and Developmental History 5210 Health Habits Questionnaire

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
screenings, parent/staff observation and comment. A 5210 Healthy Habits Questionnaire is completed with each family. Nutrition and activity goals set from the 5210 Questionnaire are reviewed at Home Visits and Conferences.				Special Dietary Needs Request myHeadStart Allergies & Medical Conditions
<p>Allergies or food intolerances are identified in the Health and Developmental History. Substitutions are made per USDA requirements, Food Service procedure and documentation by the medical caregiver. Dietary and feeding problems are addressed as needed for children with disabilities. For children with food allergies and intolerances, a meal plan will be developed on an individual basis with staff and family with guidance from the Health Manger/School Nurse. If documentation from the health care provider is received, substitution will be given from the school kitchen.</p> <p>Religious and personal preferences are entered in myHeadStart and communicated to the kitchen. A substitution is given when family religious, cultural, or personal preference needs to be accommodated.</p> <p>Classrooms may order soy milk for children who do not drink cow's milk per food service policy.</p>	<p>Advocate</p> <p>Head Start Staff</p> <p>Health Component Lead</p> <p>Nutrition Services</p>	Health Component Lead	Enrollment	<p>Enrollment</p> <p>Health and Developmental History</p> <p>5210 Health Habits Questionnaire</p> <p>Special Dietary Needs Request</p> <p>myHeadStart Allergies & Medical Conditions</p>
<p>There may be special circumstances when the Head Start menu cannot meet a child's needs. Medical conditions or family religious, cultural, or personal preferences may need to be accommodated by the parent providing foods during the child's Head Start day in place of some or all menu items.</p> <p>Reimbursement for provided food items is offered to parents. Reimbursement per meal will amount to no more than \$2.00 for breakfast and \$3.00 for lunch.</p> <p>Foods provided by families will be stored per food safety standards. Family provided foods will be reheated and temped to assure they are served at a safe temperature.</p>	<p>Head Start Staff</p> <p>Health Component Lead</p>	Health Component Lead	As Needed, Daily	<p>Student Menu Plan</p> <p>Family Food Reimbursement</p> <p>Temperature Log</p>

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(a)(2)(i) Not Applicable, program operates for more than 6 hours a day				
(a)(2)(ii) Children at all sites are provided meals that meet up to 2/3rds of the child's nutritional requirements through breakfast, lunch, and snack.	TPS Nutrition Services Head Start Staff	Health Component Lead	Daily	Early Learning Menus mySchool Menus Nutrition Facts
(a)(2)(iii) All children are served the quantities and kinds of foods as outlined in 7CFR – part 210, 220 and 226 and USDA guidelines for preschool age children.	TPS Nutrition Services Head Start Staff	Health Component Lead	Daily	Early Learning Menus mySchool Menus Nutrition Facts TPS Early Learning Food Services Procedures
(a)(2)(iii) Food service menus are screened for nutritional content, including sodium, sugar, fat, Vitamin C (served at minimum daily) and Vitamin A (served at minimum 2x per week) content & calories. Necessary adjustments are made specifying a specific fruit or vegetable when necessary. Changes are made by the Health Component Lead and shared with Nutrition Services for approval or other options. Revised copy of Early Learning menu is returned to Nutrition Services for printing. Nutri-Kid nutritional analysis is run by Nutrition Services.	TPS Nutrition Services Health Component Lead	Health Component Lead	Monthly	Revised Menus Early Learning Menus Menu Tracking Nutri-Kids Analysis
(a)(2)(iii) When a classroom menu is not followed or there are concerns relating to foods provided, classroom staff are to problem-solve with their school cook. If problem remains, Health Component Lead is to share with Nutrition Services Supervisor and/or Field Assistant who will correct the problem.	Head Start Staff Health Component Lead TPS Nutrition Services	Health Component Lead	As Needed	Classroom Menus with substitutions noted Menu Tracking
(a)(2)(iv) Not Applicable. Program does not serve infants and young toddlers.				
(a)(2)(v) Not Applicable. Program does not serve infants and young toddlers.				
(a)(2)(vi) All children are offered a nourishing breakfast after arrival as a part of the daily requirement. Children who have already had breakfast and who do not wish to eat may choose an alternative activity.	Head Start Staff	Health Component Lead	Daily	PreService/New Employee Training Agenda Family Style Meals/Health Routines Monitoring

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
				TPS Early Learning Food Service Procedures
(a)(2)(vii) Not Applicable. Program does not have a Home-Based option.				
(a)(2)(vii) Not Applicable. Program does not serve infants and young toddlers.				
(a)(2)(ix) Tacoma Public Schools provides drinking water at each site via Tacoma Public Utilities. Additionally, TPS follows a drinking water quality testing program to test for elevated lead levels (>15ppb). All sites are tested on a three-year testing rotation. Repairs are made and retesting completed based on these results.	TPS Environmental Health and Safety	Head Start Assistant Director	Three Year Cycle	Site Testing Report

(b) Payment Sources A program must use funds from USDA Food, Nutrition, and Consumer Services child nutrition programs as the primary source of payment for meal services. Early Head Start and Head Start funds may be used to cover those allowable costs not covered by the USDA.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(b) Tacoma Public Schools Nutrition Services holds the USDA CACFP contract for provision of meal and snack services. Head Start funds are used only for those costs not covered by USDA or CACFP.	TPS Nutrition Services Head Start Assistant Director	Head Start Budget Technician Head Start Assistant Director	Ongoing	Nutrition Services Head Start Monthly Invoice

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1302.45 Child Mental Health and Social and Emotional Well-Being

(a) Wellness Promotion To support a program-wide culture that promotes children’s mental health, social and emotional well-being, and overall health, a program must:

- (1) Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns;
- (2) Secure mental health consultation services on a schedule of sufficient and consistent frequency to ensure a mental health consultant is available to partner with staff and families in a timely and effective manner;
- (3) Obtain parental consent for mental health consultation services at enrollment; and,
- (4) Build community partnerships to facilitate access to additional mental health resources and services, as needed.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) Supports to promote wellness, positive learning environments, and social-emotional well-being include: <ul style="list-style-type: none"> Classrooms implement Conscious Discipline strategies to provide a basis classroom social-emotional support. Staff follow the TPS Early Learning Positive Behavior Support Guide 	Head Start Staff	Coaches Component Leads	Ongoing	ED Walk Observation Early Learning Positive Behavior Support Guide
(2) Mental Health Consultation is provided under contract. Mental health observations are completed in each classroom three times a year to support classroom climate and behavior supports. Feedback is shared with staff with strategies to support the unique needs of the classroom.	Mental Health Consultant Family/Community Component Lead	Family/Community Component Lead Assistant Director		Mental Health Consultation Contract Mental Health Consultant Feedback
Teachers may complete a pre-referral for specific child and/or classroom needs. Coaches observe and provide feedback. Additional mental health observations are available upon request.	Head Start Staff Coaches	Family/Community Component Lead		Mental Health Referral
Families may access mental health services through our referral process. Referrals are responded to with 48 hours of receipt by Mental Health Consultant.	Mental Health Consultant Family/Community Component Lead	Family/Community Component Lead Assistant Director		Mental Health Referral
(3) Consent for periodic observation by a Mental Health Specialist is obtained at enrollment.	Head Start Staff	Family/Community Component Lead		General Consent Form

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(4) The program partners with the following community agencies to provide mental health resources: <ul style="list-style-type: none"> • Greater Lakes Mental Health • HOPE Sparks • Comprehensive Family Services • Mary Bridge Pediatric Behavioral Health 	Family/Community Component Lead	Family/Community Component Lead	Ongoing	Releases of Information TPS MOUs

(b) Mental Health Consultants A program must ensure mental health consultants assist:

- (1) The program to implement strategies to identify and support children with mental health and social and emotional concerns;
- (2) Teachers, including family child care providers, to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning;
- (3) Other staff, including home visitors, to meet children's mental health and social and emotional needs through strategies that include observation and consultation;
- (4) Staff to address prevalent child mental health concerns, including internalizing problems such as appearing withdrawn and externalizing problems such as challenging behaviors; and,
- (5) In helping both parents and staff to understand mental health and access mental health interventions, if needed.
- (6) In the implementation of the policies to limit suspension and prohibit expulsion as described in §1302.17.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) Classroom Mental Health Report provides feedback and strategies related to classroom climate, staff teaming, and staff-to-student interactions.	Mental Health Consultant	Family/Community Component Lead Assistant Director	As Needed	Mental Health Consultant Classroom Observation
(2) Based on Mental Health observations, professional development opportunities are developed and provided to staff.	Component Leads	Assistant Director	As Needed	Training Agendas Sign-In Sheets
(3) Based on Mental Health observations, professional development opportunities are developed and provided to staff.	Component Leads	Assistant Director	As Needed	Training Agendas Sign-In Sheets
(4) Strategies are provided within observation feedback that align with our social-emotional curriculum.	Mental Health Consultant Coaches	Family/Community Component Lead Assistant Director	As Needed	Mental Health Consultant Classroom Observation
(5) Mental Health Consultants are available to meet with families for ongoing consultation or referral into the community.	Mental Health Consultant	Family/Community Component Lead Assistant Director	As Needed	

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(6) TPS Early Learning including Head Start does not suspend or expel any preschool child. All efforts are made to meet children's needs within our program format. Alternative programs or schedules may be considered.	Assistant Director	Assistant Director	Ongoing	Early Learning Positive Behavior Support Guide

1302.46 Family Support Services for Health, Nutrition, and Mental Health

(a) Parent Collaboration Programs must collaborate with parents to promote children’s health and well-being by providing medical, oral, nutrition and mental health education support services that are understandable to individuals, including individuals with low health literacy.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>The program will encourage the parent/guardian to become active partners thru the following:</p> <ul style="list-style-type: none"> Promote preventive health care via Parent Handbook, newsletter, conferences and home visits. Introduce the parent/guardian to community health resources and assist them in becoming clients. Encourage the parent/guardian by empowering them to take their child for medical and dental appointments. Encourage and remind the parent/guardian to keep a copy of all health records in a safe place for transitional purposes. Encourage the parent/guardian to participate on the Health Services Advisory Committee (HSAC). 	Advocate	Health Component Lead	<p>Enrollment</p> <p>Ongoing</p>	<p>Parent Handbook</p> <p>Newsletters</p> <p>Case Notes</p>

(b) Opportunities

(1) Such collaboration must include opportunities for parents to:

- (i) Learn about preventive medical and oral health care, emergency first aid, environmental hazards, and health and safety practices for the home including health and developmental consequences of tobacco products use and exposure to lead, and safe sleep;
- (ii) Discuss their child’s nutritional status with staff, including the importance of physical activity, healthy eating, and the negative health consequences of sugar-sweetened beverages, and how to select and prepare nutritious foods that meet the family’s nutrition and food budget needs;
- (iii) Learn about healthy pregnancy and postpartum care, as appropriate, including breastfeeding support and treatment options for parental mental health or substance abuse problems, including perinatal depression;
- (iv) Discuss with staff and identify issues related to child mental health and social and emotional well-being, including observations and any concerns about their child’s mental health, typical and atypical behavior and development, and how to appropriately respond to their child and promote their child’s social and emotional development; and,
- (v) Learn about appropriate vehicle and pedestrian safety for keeping children safe.

(2) A program must provide ongoing support to assist parents’ navigation through health systems to meet the general health and specifically identified needs of their children and must assist parents:

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- (i) In understanding how to access health insurance for themselves and their families, including information about private and public health insurance and designated enrollment periods;
- (ii) In understanding the results of diagnostic and treatment procedures as well as plans for ongoing care; and,
- (iii) In familiarizing their children with services they will receive while enrolled in the program and to enroll and participate in a system of ongoing family health care.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1)(i) Parent Handbook includes information on preventive health care and Head Start physical and dental exam expectations. Newsletters include the following topics: emergency first aid, environmental hazards, tobacco risks and cessation, lead risks and the importance of lead testing, and safe sleep.	Advocate	Health Component Lead	Enrollment Packet Completion Parent Orientation Monthly Newsletter	Parent Handbook Exam Agreement Newsletters
(1)(ii) Parent complete the 5210 Questionnaire/Nutrition Assessment with Advocate. Families are provided information on physical activity, nutrition, reducing sugar-sweetened beverages, based on their area of interest on the questionnaire. Nutrition topics are included in monthly newsletter. Families are given information about EFNEP nutrition classes available in our community.	Advocate	Health Component Lead	Within 45 days of enrollment Ongoing	5210 Questionnaire myHeadStart Integrated Nutrition Assessment Newsletters
(1)(iii) Families are asked if they need maternal support resources during the completion of the Health and Developmental History.	Advocate	Health Component Lead	Enrollment Packet Completion	Health and Developmental History myHeadStart Services
(1)(iv) Devereux Early Childhood Assessment (DECA) is completed by the parent and Head Start Teacher. Results and observations are shared at conferences and home visits and as needed.	Advocate Head Start Staff	Family Component Lead	Conferences and Home Visits	DECA results
(1)(v) Vehicle and Pedestrian safety strategies are included in the Parent Handbook. Additional information is shared in newsletters.	Advocate Health Component Lead	Health Component Lead	Enrollment Packet Completion Ongoing	Parent Handbook Newsletters
(2) Families are given information on preventative health care and exam expectations.	Advocate Health Component Lead	Health Component Lead	Enrollment Packet Completion Ongoing	Parent Handbook Case Notes
(2)(i) Advocates determine if families need health insurance resources during completion of the Health and Developmental History.	Health Component Lead	Health Component Lead	Application Enrollment Packet Completion	Health and Developmental History Newsletters

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Information on Washington Health Care Authority and Apple Health enrollment periods is provided in newsletters.			Ongoing	
<p>(2)(ii) Health records are reviewed to assure that medical and dental referrals and treatment are completed and addressed in a timely manner.</p> <p>All referrals to medical specialists are communicated to Health Component Lead.</p> <p>Barriers to care and identified and addressed in collaboration with the family.</p>	<p>Advocate</p> <p>Health Component Lead</p>	Health Component Lead	Within 15 days of receipt of exam	<p>Physical Exam</p> <p>Dental Exam</p> <p>myHeadStart Medical Conditions</p> <p>myHeadStart Integrated Medical Tests and Follow-up</p> <p>myHeadStart Integrated Dental Exams and Follow-up</p> <p>Exam and Follow-up Treatment Plan</p>
<p>(2)(iii) Families give consent for health screening procedures (vision, hearing, BMI) as outlined in the General Consent Form.</p> <p>Health Component Lead is informed of any families opting out of health screenings.</p>	Advocate	Health Component Lead	Enrollment Packet Completion	General Consent Form

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Subpart D – Health Program Services

1302.47 Safety Practices

(a) A program must establish, train staff on, implement, and enforce a system of health and safety practices that ensure children are kept safe at all times. A program should consult Caring for our Children Basics, available at http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf, for additional information to develop and implement adequate safety policies and practices described in this part.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(a) A system of health and safety practices is developed, staff training is provided, practices implemented, and ongoing monitoring performed to assure that children are kept safe at all times.	All Staff	Health Component Lead Education Component Lead	PreService New Employee Training Ongoing	PreService Agenda New Employee Training Agendas Active Supervision Plans Safe Schools Training
Caring for our Children Basics, WA State Foundational Quality Standards for Early Learning Programs (WAC 110-300), Tacoma Public Schools (TPS), Tacoma Pierce County Health Department (TPCHD), and out Health Services Advisory Committee (HSAC) contribute to program safety policies and practice.	Health Component Lead	Health Component Lead Head Start Assistant Director	Ongoing	Policy and Procedures Guidance HSAC Agendas

(b) A program must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with §1302.102, that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety. This system must ensure:

(1) Facilities. All facilities where children are served, including areas for learning, playing, sleeping, toileting, and eating are, at a minimum:

- (i) Meet licensing requirements in accordance with §§1302.21(d)(1) and 1302.23(d);
- (ii) Clean and free from pests;
- (iii) Free from pollutants, hazards and toxins that are accessible to children and could endanger children's safety;
- (iv) Designed to prevent child injury and free from hazards, including choking, strangulation, electrical, and drowning hazards, hazards posed by appliances and all other safety hazards;
- (v) Well lit, including emergency lighting;
- (vi) Equipped with safety supplies that are readily accessible to staff, including, at a minimum, fully-equipped and up-to-date first aid kits and appropriate fire safety supplies;

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- (vii) Free from firearms or other weapons that are accessible to children;
- (viii) Designed to separate toileting and diapering areas from areas for preparing food, cooking, eating, or children's activities; and,
- (ix) Kept safe through an ongoing system of preventative maintenance.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1)(i) Licensing Pathway for school districts under development by Department of Children, Youth, and Families (DCYF). This will be followed by TPS Head Start.	Assistant Director	DCYF	TBD	
(1)(ii) The TPS Integrated Pest Management Program is followed.	Tacoma Public Schools	Facilities Director	As Needed	Integrated Pest Management Plan
(1)(iii) Environmental safety is maintained and monitored by Tacoma Public Schools Facilities department. Within classrooms, all hazardous materials are kept out of reach of children and kept under lock when not in use.	Tacoma Public Schools Head Start Staff	Facilities Director Health Component Lead	Ongoing	Health & Safety Checklist Sanitation Checklist
(1)(iv) Facilities are arranged and maintained to be free from hazards and prevent injuries.	Tacoma Public Schools Head Start Staff	Facilities Director Health Component Lead	Ongoing	Health & Safety Checklist Sanitation Checklist
(1)(v) Emergency lighting (flashlights) are provided in each classroom First Aid Kit.	Head Start Staff	Health Component Lead	Ongoing, checked monthly	Timelines Health & Safety Checklist
(1)(vi) Fire safety supplies are provided and maintained by Tacoma Public School. All Emergency First Aid backpacks & First Aid fanny packs are hung in an area near classroom exit out of children's reach and marked with tag indicating First Aid Kit.	Tacoma Public Schools Head Start Staff	Facilities Director Health Component Lead	Ongoing Checked Monthly	Health & Safety Checklist Timelines
Contents are listed in each First Aid kit per emergency procedure. Contents are monitored during the year per Health and Safety Checklist guidelines.	Head Start Staff	Health Component Lead	Monthly	Timelines Health & Safety Checklist
(1)(vii) TPS Policy No. 4210 Regulation of Dangerous Weapons on School Premises is followed	Head Start Staff	Tacoma Public Schools Administrators	Ongoing	TPS Policy No. 4210
(1)(viii) Toileting and Diapering areas are maintained separately from food preparation areas, eating areas, and child activity areas.	Head Start Staff	Health Component Lead	Ongoing	Health & Safety Checklist
(1)(ix) Tacoma Public Schools facilities are maintained by building custodial staff.	Tacoma Public Schools	Facilities Director	Ongoing	Work Orders Health & Safety Checklist

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(2) Equipment and materials Indoor and outdoor play equipment, cribs, cots, feeding chairs, strollers, and other equipment used in the care of enrolled children, and as applicable, other equipment and materials meet standards set by the Consumer Product Safety Commission (CPSC) or the American Society for Testing and Materials, International (ASTM). All equipment and materials must at a minimum:

- (i) Be clean and safe for children's use and are appropriately disinfected;
- (ii) Be accessible only to children for whom they are age appropriate;
- (iii) Be designed to ensure appropriate supervision of children at all times;
- (iv) Allow for the separation of infants and toddlers from preschoolers during play in center-based programs; and,
- (v) Be kept safe through an ongoing system of preventative maintenance.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(2)(i) Outdoor playground equipment and play areas are maintained by Tacoma Public Schools. Playgrounds are observed for safety concerns daily, prior to children going outside Maintenance needs are reported to building custodians by Head Start Staff. Classroom furniture and equipment is observed daily for safety. Damaged furniture or equipment is removed from the classroom. Classroom surfaces and common areas are disinfected daily by Head Start staff, per Sanitation Checklist schedule.	Tacoma Public Schools Head Start Staff	Facilities Director Health Component Lead	Ongoing	Health and Safety Checklist Work Orders Sanitation Checklist
(2)(ii) Indoor and outdoor play equipment, furniture, and other equipment used in the care children is age appropriate for 3-5 year old children.	Tacoma Public Schools Education Component Lead Health Component Lead Head Start Staff	Health Component Lead	Ongoing	Health and Safety Checklist ECERS Assessment Tool
(2)(iii) Active Supervision plans include playground and classroom zoning to assure that children are always visible to adults.	Head Start Staff Education Component Coaches	Education Component Lead	Before start of school and updated as needed Reviewed every two months Two times a year	Active Supervision Plan ECERS Assessment Tool
(2)(iv) Program does not serve infants and toddlers.				

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(2)(v) Preventative maintenance is provided by Tacoma Public Schools.	Tacoma Public Schools	Facilities Director Head Start Assistant Director	Ongoing	Maintenance records
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(3) Background checks All staff have complete background checks in accordance with §1302.90(b).

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(3) Tacoma Head Start in partnership with the Tacoma School District will follow district policies Prospective staff members shall have their criminal history checked through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation. The record check shall include a fingerprint check using a complete Washington state criminal identification fingerprint card.</p> <p>Prospective staff members may be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington State Patrol.</p> <p>An employee having a break in service shall, upon reinstatement, have his or her records checked in the same manner as a new employee.</p> <p>Tacoma Head Start Program will further adhere to The Department of Children and Families to conduct background checks on anyone who is authorized to care for or have unsupervised access to children in early learning programs. DCYF issues portable background checks, valid for three years, which can be submitted through the Managed Education and Registry Information Tool (MERIT).</p>	<p>Tacoma Public Schools</p> <p>Head Start Staff</p>	<p>Tacoma School District HR</p> <p>Assistant Director</p>	<p>When hired</p> <p>Every 3 years after</p>	<p>MERIT</p> <p>Employee Files HR</p>

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(4) Safety training

(i) Staff with regular child contact. All staff with regular child contact have initial orientation training within three months of hire and ongoing training in all state, local, tribal, federal and program-developed health, safety and child care requirements to ensure the safety of children in their care; including, at a minimum, and as appropriate based on staff roles and ages of children they work with, training in:

- (A) The prevention and control of infectious diseases;
- (B) Prevention of sudden infant death syndrome and use of safe sleeping practices;
- (C) Administration of medication, consistent with standards for parental consent;
- (D) Prevention and response to emergencies due to food and allergic reactions;
- (E) Building and physical premises safety, including identification of and protection from hazards, bodies of water, and vehicular traffic;
- (F) Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment;
- (G) Emergency preparedness and response planning for emergencies;
- (H) Handling and storage of hazardous materials and the appropriate disposal of biocontaminants;
- (I) Appropriate precautions in transporting children, if applicable;
- (J) First aid and cardiopulmonary resuscitation; and,
- (K) Recognition and reporting of child abuse and neglect, in accordance with the requirement at paragraph (b)(5) of this section.

(ii) Staff without regular child contact. All staff with no regular responsibility for or contact with children have initial orientation training within three months of hire; ongoing training in all state, local, tribal, federal and program-developed health and safety requirements applicable to their work; and training in the program's emergency and disaster preparedness procedures.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(i) All staff with regular child contact are trained in the following areas, within 3 month of hire. Additionally the following areas are reviewed annually with all direct service staff.</p> <p>(A) Universal Precautions, hand washing, and Daily Health Check procedures in order prevent and control the spread of infectious diseases.</p> <p>(B) Safe sleep practices are followed during naptime including providing cots that are low to the ground. Cots cleaning and disinfection is also covered.</p> <p>(C) Medication administration of inhalers and epinephrine auto-injectors is provided annually. Additional medication training is provided as needed to meet individual student needs. Delegation is provided by School Nurse.</p>	<p>Tacoma Public Schools Human Resources</p> <p>Building Administrator/Principal</p> <p>Health Component Lead/School Nurse</p>	<p>Health Component Lead</p> <p>Head Start Assistant Director</p>	<p>Within 3 months of hire</p> <p>Annually</p>	<p>New Employee Training Agenda</p> <p>Pre-Service Agenda</p> <p>Staff Training Sign-In Sheets</p> <p>SafeSchools Online Training</p> <p>Medication Training Checklist</p> <p>Staff Health Requirements Tracking</p>

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<p>(D) SafeSchools online training is required within 30 days of hire for food and allergic reactions. Additional Early Learning classroom specific training is provided by Health Component Lead.</p> <p>(E) Building Safety Plan, including participation in safety drills is provided by site Administrator/Principal</p> <p>(F) SafeSchools online training is required within 30 days of hire, and annually for Child Abuse Identification and Mandatory Reporting</p> <p>(G) Emergency Preparedness, including building, classroom, and community planning.</p> <p>(H) Handling and storage of hazardous materials and notification of building custodian for disposal.</p> <p>(I) Program does not provide daily transportation. Bus transportation for field trips is reviewed during Pre-Service and as needed.</p> <p>(J) First Aid/CPR classes are provided by Tacoma Public Schools Professional Development. Staff may also access classes in the community.</p> <p>(K) SafeSchools online training is required within 30 days of hire, and annually for Child Abuse Identification and Mandatory Reporting.</p> <p>(ii) All staff without regular responsibility for or child contact receive initial orientation training including SafeSchools online training. Emergency and Disaster plans/procedures are shared by the building administrators.</p>				
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(5) Safety Practices All staff and consultants follow appropriate practices to keep children safe during all activities, including, at a minimum:

- (i) Reporting of suspected or known child abuse and neglect, including that staff comply with applicable federal, state, local, and tribal laws;
- (ii) Safe sleep practices, including ensuring that all sleeping arrangements for children under 18 months of age use firm mattresses or cots, as appropriate, and for children under 12 months, soft bedding materials or toys must not be used;
- (iii) Appropriate indoor and outdoor supervision of children at all times;
- (iv) Only releasing children to an authorized adult, and;
- (v) All standards of conduct described in §1302.90(c).

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(5)(i) Reporting of suspected or known child abuse and neglect follows Tacoma Public Schools Policy N. 3421.	Head Start Staff	Principal/Building Administrator Family-Community Component Lead	Ongoing	CPS Report
(5)(ii) Program does not serve infants.				
(5)(iii) Head Start staff follow Active Supervision Plans for classroom and playground settings.	Head Start Staff Education Component Coaches	Education Component Lead	Before start of school and updated as needed Reviewed every two months	Active Supervision Plans
(5)(iv) Tacoma Head Start utilizes an electronic sign-in/out system to ensure only authorized adults over the age of 18 pick up students. A Head Start staff member monitors the daily sign-in/out process.	Head Start Staff	Family-Community Component Lead	?	MyHeadStart Attendance
(5)(v) See 1302.90 Personnel Policies				

(6) Hygiene Practices All staff systematically and routinely implement hygiene practices that at a minimum ensure:

- (i) Appropriate toileting, hand washing, and diapering procedures are followed;
- (ii) Safe food preparation; and,
- (iii) Exposure to blood and body fluids are handled consistent with standards of the Occupational Safety Health Administration.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(6)(i) Handwashing procedure is followed by all staff and students. Hand Washing occurs at a minimum: <ul style="list-style-type: none"> • Before preparing or handling food • After handling raw meat, fish or poultry • Before eating • After going to the bathroom • After playing outdoors • After playing with pets • After coughing or sneezing into hands or into a tissue 	Head Start Staff	Health Component Lead	Ongoing	Annual Preservice Training Presentation Family Style Meals Health Routines Monitoring Student Potty Plan

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<p>Additionally, staff wash hands:</p> <ul style="list-style-type: none"> • Before giving medications • After caring for a sick child or providing wound care • After changing a diaper or helping a child with toileting • After handling any item that may be soiled with bodily fluids, such as blood, drool, urine, stool or discharge from the eyes or nose • After handling trash or garbage <p>Toileting and Diapering procedures are outlined in Diapering Procedure 5.27.</p>				
(6)(ii) All Head Start direct service staff have a Washington State Food Worker Card. Safe food preparation is further explained in the Food Usage and Preparation Procedure 5.22 and Food Service Procedures 5.28	Head Start Staff	<p>Health Component Lead</p> <p>Head Start Assistant Director</p>	<p>Within 3 months of hire</p> <p>Ongoing</p>	<p>Annual Preservice Training Presentation</p> <p>Family Style Meals Health Routines Monitoring</p> <p>Staff Health Requirements Monitoring</p>
(6)(iii) All Head Start direct service staff follow Universal Precautions as outlined Sanitation Policy 5. Bloodborne pathogen exposure and mitigation are also covered in annual SafeSchools training.	Head Start Staff	<p>Health Component Lead</p> <p>Head Start Assistant Director</p>	<p>Within 30 days of hire</p> <p>Ongoing</p>	<p>Annual Preservice Training Presentation</p> <p>SafeSchools Online Training</p>

(7) Administrative Safety Procedures Programs establish, follow, and practice, as appropriate, procedures for, at a minimum:

- (i) Emergencies;
- (ii) Fire prevention and response;
- (iii) Protection from contagious disease, including appropriate inclusion and exclusion policies for when a child is ill, and from an infectious disease outbreak, including appropriate notifications of any reportable illness;
- (iv) The handling, storage, administration, and record of administration of medication;
- (v) Maintaining procedures and systems to ensure children are only released to an authorized adult; and,
- (vi) Child specific health care needs and food allergies that include accessible plans of action for emergencies. For food allergies, a program must also post individual child food allergies prominently where staff can view wherever food is served.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(i) Tacoma head start in partnership with Tacoma school district follow the policy and guidance of Tacoma schools	Administration Component Leads Head Start Staff	Administration Component Leads Head Start Staff	Ongoing	Rapid Responder
(ii) Tacoma head start in partnership with Tacoma school district follow the policy and guidance of Tacoma schools. We further conduct month fire practice drills and quarterly , Lockdown, earthquake and shelter in place.	Administration Component Leads Head Start Staff	Administration Component Leads Head Start Staff	Once a month Quarterly	Rapid Responder
(iii) Tacoma head start in partnership with Tacoma school district follow the policy and guidance of Tacoma schools	Administration Component Leads Head Start Staff	Health Lead	Ongoing	Posted Health information for staff and families Pierce County Health Notices PPE
(iv) See 1302.42 Child Health Status and Care	Health Lead Classroom Staff Advocates	Health Lead	Ongoing	Student Health Plans Locked medication cabinets Safe Schools Training
(v) Tacoma Head start utilizes a electronic sing in and out system to ensure only authorized adults over the age of 18 can pick up students. A HS staff member monitors the daily sing in and out process	Family-Community Lead Enrollment Technician Classroom Staff Advocates	Family-Community Lead	Ongoing	Authorization to Release a Student forms myHeadStart database
(vi) See 13002.42 Child Health Status and Care	Health Lead Classroom Staff Advocates	Health Lead	Ongoing	Monthly menus (for kitchen and classroom) Student Health Plans Safe Schools Training

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(8) Disaster Preparedness Plan The program has all-hazards emergency management/disaster preparedness and response plans for more and less likely events including natural and manmade disasters and emergencies, and violence in or near programs.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Tacoma head start in partnership with Tacoma school district follow the policy and guidance of Tacoma schools	Administration Component Leads Head Start Staff	Assistant Director	Ongoing	Rapid Responder TPS Policies and Procedures

(c) A program must report any safety incidents in accordance with §1302.102(d)(1)(ii).

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Tacoma head start in partnership with Tacoma school district follow the policy and guidance of Tacoma schools	Administration Component Leads Head Start Staff	Assistant Director	Ongoing	Rapid Responder TPS Policies and Procedures Safe Schools Training

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Subpart E – Family and Community Engagement Program Services

1302.50 Family Engagement

(a) Purpose A program must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children’s learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.

Goal: The program will incorporate goals related to family well-being and ensure systems, supports, and resources are in place to address family needs and community partnerships.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
The program will incorporate family goals related to well-being into program planning.	Family Services Component Lead	Family Services Component Lead	On-going	Family Partnership Agreements, parent surveys, case notes, MHS My Head Start) Family Engagement Outcomes tracking, Family/Community Advisory Committee, and five-year goals.
The program will develop relationships with community members and organizations that support family needs and interests.	Family Services Component Lead Family Advocates All Staff	Family Services Component Lead	On-going	Meeting minutes, community resource information distributed to staff and families, MOU’s, and Policy Council presentations.
The program will collaborate with teaching and learning staff, Family Advocates, and families to identify and build awareness and understanding of the PFCE Framework, social/emotional assessments, and classroom assessments.	All staff	Family Services Component Lead	On-going	CLASS scores, DECA (Social/emotional assessment) feedback, training agendas, parent newsletters, and Parent surveys.

(b) Family engagement approach A program must:

- (1) Recognize parents as their children’s primary teachers and nurturers and implement intentional strategies to engage parents in their children’s learning and development and support parent-child relationships, including specific strategies for father engagement;
- (2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;
- (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;

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- (4) Provide parents with opportunities to participate in the program as employees or volunteers;
- (5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,
- (6) Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in part 1303 subpart C, of this chapter; FERPA; or IDEA21, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) The program will collaborate with school-based activities such as back to school night and curriculum nights in order to promote and encourage families to become engaged with the school community.	Family Advocates Teaching Staff Component Leads	Family Services Component Lead	On-going	Sign-in sheets Parent/family gathering agendas Family Engagement Binders
(2) Education staff and Family Advocates will collaborate on parent/teacher conferences with parents to ensure information is shared across components. Partnership Contact Enrollment Packet Completion	All staff	Family Services Component Lead	On-going	Staffing notes Staff feed-back IFPA goal setting and follow-up Family Map Case notes
(5) The program will offer interpreting services for families who are non-native English speakers.	All staff	Family Services Component Lead	On-going	Interpreting requests
(4) Family Gatherings The program will encourage father/male engagement focused activities at meetings and in the classroom.	All staff	Family Services Component Lead	On-going	Meeting agendas Sign in sheets
(3) Family Partnership Meetings	All staff	Family Services Component Lead	On-going	Case notes MyHeadStart (MHS) IFPA reports and Family Engagement Outcomes reports Needs Assessment
(6) Child Files are kept in locked cabinets Information kept within secured data base Emergency/Authorization to release forms General Consent Forms Annual staff training, pre-service, new employee training, and district annual training MHS (My Head Start) electronic data system	All staff	Component Leads	On-going	Meeting agendas Training notes

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Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Subpart E – Family and Community Engagement Program Services

1302.51 Parent Activities to Promote Child Learning and Development

(a) A program must promote shared responsibility with parents for children’s early learning and development and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children’s learning and development. These strategies must include:

- (1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;
- (2) Providing parents with information about the importance of their child’s regular attendance, and partner with them, as necessary, to promote consistent attendance; and,
- (3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(2) The program will provide parents with monthly attendance reports. Provide parent education with research outcomes related to preschool attendance and K-12 academic success trajectory.	Family Advocates	Family Services Component Lead	On-going	Attendance reports Case notes Attendance agreement in the Parent Handbook General Consent Form Attendance plans Educational Information Interpreting services request forms and invoices
(1) Family Gathering with parent/child activities. Parent Education Curriculum The program will offer English language learning opportunities within the community to support dual language families.	Family Advocates Family Services Component Lead	Family Services Component Lead	On-going	Flyers Case notes Agendas Sign in sheets Interpreting services requests and invoices
(3) The program will utilize a lending library with English language books as well as books in other languages so parents can read to their children.	All staff	Family Services Component Lead	On-going	Check out/in sheet

(b) A program must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents’ knowledge and offers parents the opportunity to practice parenting skills to promote children’s learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
The program offers the parenting curriculum “Your Journey Together.”	Family Services Component Lead Family Advocates	Family Services Component Lead	At least three times over the course of the school year	Sign in sheets Flyers
Conscious Discipline Curriculum DECA (Devereux Early Childhood Assessment) Parenting Curriculum “Your Journey Together” Ready Rosie parent and child engagement resource	Family Services Component Lead Family Advocates	Family Services Component Lead	Minimum of two times per year Ongoing	Sign in sheets Flyers Surveys

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Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Subpart E – Family and Community Engagement Program Services

1302.53 Community Partnerships and Coordination with Other Early Childhood and Education Programs

(a) Community Partnerships

- (1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children’s and families’ needs and family partnership goals, and community needs and resources, as determined by the community assessment.
- (2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include:
- (i) Health care providers, including child and adult mental health professionals, Medicaid managed care networks, dentists, other health professionals, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers;
 - (ii) Individuals and agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of child care services;
 - (iii) Family preservation and support services and child protective services and any other agency to which child abuse must be reported under state or tribal law;
 - (iv) Educational and cultural institutions, such as libraries and museums, for both children and families;
 - (v) Temporary Assistance for Needy Families, nutrition assistance agencies, workforce development and training programs, adult or family literacy, adult education, and post-secondary education institutions, and agencies or financial institutions that provide asset-building education, products and services to enhance family financial stability and savings;
 - (vi) Housing assistance agencies and providers of support for children and families experiencing homelessness, including the local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 *et seq.*)¹¹;

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) The program collaborates with the East Side Family Support Center to provide community services information to families.	Family Services Component Lead Family Support Advocates	Family Services Component Lead	On-going	Monthly meeting agendas Community Resources information
The program collaborates with the Washington State Historical Society to provide “Culture Kids” passes to families so they can get in free to area museums and theatres.	Family Service Component Lead Family Support Advocates	Family Services Component Lead	On-going	Distribution list Surveys Parent feedback
(2) (i) TPS Head Start collaborates with: <ul style="list-style-type: none"> • Mary Bridge Children’s Health Services, Multicare Health Systems, and Franciscan Medical Group, Community Health Care, and SeaMar Clinics to assure families have access to a medical home and follow-up specialty treatment if needed. 	Family Advocate Health Component Lead Family/Community Component Lead	Health Component Lead Family/Community Component Lead	Ongoing	MOUs HSAC Agenda HSAC Sign-In

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Tacoma Public Schools HEAD START
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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<ul style="list-style-type: none"> • Community Health Care, Lindquist Dental Clinic for Children, SeaMar Clinic to assure access to dental home and follow-up treatment if needed. • Mental health needs for families are referred to Mental Health Consultants. Parenting support may be accessed through HOPE Sparks and Greater Lakes Mental Health. • TPS Nutrition Services to provide access to a Registered Dietician for consultation regarding specialized diets. • PSESD Early Head Start services for pregnant/post-natal family members 				

(b) Coordination with Other Programs and Systems A program must take an active role in promoting coordinated systems of comprehensive early childhood services to low-income children and families in their community through communication, cooperation, and the sharing of information among agencies and their community partners, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.

(1) Memorandum of understanding. To support coordination between Head Start and publicly funded preschool programs, a program must enter into a memorandum of understanding with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the program, as described in section 642(e)(5)22 of the Act.

(2) Quality Rating and Improvement Systems. A program, with the exception of American Indian and Alaska Native programs, must participate in its state or local Quality Rating and Improvement System (QRIS) if:

- (i) Its state or local QRIS accepts Head Start monitoring data to document quality indicators included in the state's tiered system;
- (ii) Participation would not impact a program's ability to comply with the Head Start Program Performance Standards; and,
- (iii) The program has not provided the Office of Head Start with a compelling reason not to comply with this requirement.

(3) Data systems. A program, with the exception of American Indian and Alaska Native programs unless they would like to and to the extent practicable, should integrate and share relevant data with state education data systems, to the extent practicable, if the program can receive similar support and benefits as other participating early childhood programs.

(4) American Indian and Alaska Native programs. An American Indian and Alaska Native program should determine whether or not it will participate in the systems described in paragraphs (b)(2) and (3) of this section.

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Tacoma Public Schools HEAD START
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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) MOU between Tacoma Public Schools (TPS) and Head Start	Assistant Director	Assistant Director	On-going	MOU
(2)(i) Local QRIS is Early Achievers (ii) Participation will not impact program Performance Standards. The Program is already meeting licensing requirements and curricula and classroom environment standards	Assistant Director Education Component Lead	Assistant Director	Beginning of the 2020-2021 school year	CLASS scores EKERS rating Early Achievers Program Reports
(3) Participation in Early Achievers (QRIS), which is a Washington State program. Data, when applicable, is shared with TPS.	Assistant Director Education component Lead	Education Component Lead Assistant Director	On-going	Data base reports State reports
(4) N/A				

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Subpart F – Additional Services for Children with Disabilities

1302.60 Full Participation in Program Services and Activities

A program must ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA¹⁹, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>Tacoma Head Start will ensure enrolled children with disabilities including but not limited to those eligible for services under IDEA receive services delivered in the least restrictive environment allowing them to fully participate in all program activities.</p> <p>Tacoma Head Start Staff will provide interventions and individualized instruction to all students.</p> <p>Tacoma Head Start Students are eligible for the same evaluation process and services that all Tacoma students are.</p> <p>Tacoma Head Start Students who are eligible will receive services during the school day provided by Tacoma School District Special Education Staff.</p>	<p>Administrators</p> <p>Building Support Staff (Special Education Staff)</p> <p>Classroom Teams</p> <p>Advocates</p>	<p>Administrators</p> <p>Classroom Team</p> <p>Component Team</p>	Ongoing	<p>Screenings & Assessments</p> <p>Evaluations</p> <p>IEPs</p> <p>Case notes</p> <p>Parent Conferences/Meetings</p> <p>Individualizations</p> <p>Goals</p>

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Subpart F – Additional Services for Children with Disabilities

1302.61 Additional Services for Children

(a) Additional services for children with disabilities Programs must ensure the individualized needs of children with disabilities, including but not limited to those eligible for services under IDEA, are being met and all children have access to and can fully participate in the full range of activities and services. Programs must provide any necessary modifications to the environment, multiple and varied formats for instruction, and individualized accommodations and supports as necessary to support the full participation of children with disabilities. Programs must ensure all individuals with disabilities are protected from discrimination under and provided with all services and program modifications required by section 504 of the Rehabilitation Act (29 U.S.C. 794), the Americans with Disabilities Act (42 U.S.C. 12101 *et seq.*)¹⁸, and their implementing regulations.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Tacoma Head Start will ensure enrolled children with disabilities including but not limited to those eligible for services under IDEA receive services delivered in the least restrictive environment allowing them to fully participate in all program activities.	Administrators Classroom Teams Advocates Building Special Education Staff	Administrators Classroom Teams Advocates Building Special Education Staff Component Leads	Ongoing	TSGold Documentation IEP's Case notes Conferences/Home visits
Tacoma Head Start Staff will provide interventions and individualized instruction to all students.	Administrators Classroom Teams Advocates Building Special Education Staff	Administrators Classroom Teams Advocates Building Special Education Staff Component Leads	Ongoing	TSGold Documentation IEP's Case notes Conferences/Home visits
Tacoma Head Start will set-up the classroom for success and will eliminate dangers in the room such as blind spaces and runways.	Administrators Classroom Teams Advocates Building Special Education Staff	Administrators Classroom Teams Advocates Building Special Education Staff Component Leads	Ongoing	TSGold Documentation IEP's Case notes Conferences/Home visits
Tacoma Head Start Students are eligible for the same evaluation process and services that all Tacoma students are.	Administrators Classroom Teams Advocates Building Special Education Staff	Administrators Classroom Teams Advocates Building Special Education Staff Component Leads	Ongoing	TSGold Documentation IEP's Case notes Conferences/Home visits

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Tacoma Head Start Students who are eligible will receive services during the school day provided by Tacoma School District Special Education Staff.	Administrators Classroom Teams Advocates Building Special Education Staff	Administrators Classroom Teams Advocates Building Special Education Staff Component Leads	Ongoing	TSGold Documentation IEP's Case notes Conferences/Home visits
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(b) Services during IDEA eligibility determination While the local agency responsible for implementing IDEA determines a child's eligibility, a program must provide individualized services and supports, to the maximum extent possible, to meet the child's needs. Such additional supports may be available through a child's health insurance or it may be appropriate or required to provide the needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in section 705(9)(b) of the Rehabilitation Act¹⁴. When such supports are not available through alternate means, pending the evaluation results and eligibility determination, a program must individualize program services based on available information such as parent input and child observation and assessment data and may use program funds for these purposes.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Tacoma Head Start will provide individualizations and interventions for all students.	Classroom Teams	Administrators Component Leads	Ongoing	TSGold Documentation Case notes

(c) Additional services for children with an IFSP or IEP To ensure the individual needs of children eligible for services under IDEA are met, a program must:

- (1) Work closely with the local agency responsible for implementing IDEA, the family, and other service partners, as appropriate, to ensure:
 - (i) Services for a child with disabilities will be planned and delivered as required by their IFSP or IEP, as appropriate;
 - (ii) Children are working towards the goals in their IFSP or IEP;
 - (iii) Elements of the IFSP or IEP that the program cannot implement are implemented by other appropriate agencies, related service providers and specialists;
 - (iv) IFSPs and IEPs are being reviewed and revised, as required by IDEA; and,
 - (v) Services are provided in a child's regular Early Head Start or Head Start classroom or family child care home to the greatest extent possible.
- (2) Plan and implement the transition services described in subpart G of this part, including at a minimum:
 - (i) For children with an IFSP who are transitioning out of Early Head Start, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure appropriate steps are undertaken in a timely and appropriate manner to determine the child's eligibility for services under Part B of IDEA; and,
 - (ii) For children with an IEP who are transitioning out of Head Start to kindergarten, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure steps are undertaken in a timely and appropriate manner to support the child and family as they transition to a new setting.

Tacoma Public Schools HEAD START
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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(c)(1)(i)(ii) Tacoma School District will work with Tacoma Head Start Students & Families to provide services to Students with IEPs.	Administrators Classroom Teams	Administrators Component Leads	Ongoing	IEPs Case notes
(c)(1)(iv) Tacoma School District will provide evaluations and re-evaluations under the IDEA guidelines.	Administrators Classroom Teams	Administrators Component Leads	Ongoing	IEPs Case notes
(c)(1)(v) Services will be provided to eligible children during their school day.	Administrators Classroom Teams	Administrators Component Leads	Ongoing	IEPs Case notes
(c)(2)(ii) Tacoma Head Start will support smooth transitions for students with IEPs by partnering with the new program or school they are entering into. They will provide copies of the IEP to the new program or school.	Administrators Classroom Teams	Administrators	Ongoing	IEPs

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Subpart F – Additional Services for Children with Disabilities

1302.62 Additional Services for Parents

(a) Parents of all children with disabilities

- (1) A program must collaborate with parents of children with disabilities, including but not limited to children eligible for services under IDEA19, to ensure the needs of their children are being met, including support to help parents become advocates for services that meet their children's needs and information and skills to help parents understand their child's disability and how to best support the child's development;
- (2) A program must assist parents to access services and resources for their family, including securing adaptive equipment and devices and supports available through a child's health insurance or other entities, creating linkages to family support programs, and helping parents establish eligibility for additional support programs, as needed and practicable.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(a)(1) Tacoma Head Start will ensure enrolled children with disabilities including but not limited to those eligible for services under IDEA receive services.</p> <p>Parents are an essential part of the IEP team and will be invited to participate in Conferences, home visits and IEP meetings.</p> <p>Tacoma Head Start Staff will provide interventions and individualized instruction to all students.</p> <p>Tacoma Head Start Students are eligible for the same evaluation process and services that all Tacoma students are.</p>	<p>Administrators Classroom Teams Advocates Special Education Staff</p>	<p>Administrators Component Leads</p>	Ongoing	<p>IEPs Case notes TSGold Documents</p>
<p>(a)(2) Tacoma Head Start Students who are eligible will receive services during the school day provided by Tacoma School District Special Education Staff.</p> <p>Students and families are eligible for the same assistive devices that all Tacoma School District Students are.</p> <p>When resources are not available through the district Head Start Staff will support the family as they seek additional resources through their Doctor or other community partners.</p>	<p>Administrators Classroom Teams Advocates Special Education Staff</p>	<p>Administration Component Leads</p>	Ongoing	IEPs

(b) Parents of children eligible for services under IDEA For parents of children eligible for services under IDEA, a program must also help parents:

- (1) Understand the referral, evaluation, and service timelines required under IDEA;
- (2) Actively participate in the eligibility process and IFSP or IEP development process with the local agency responsible for implementing IDEA, including by informing parents of their right to invite the program to participate in all meetings;
- (3) Understand the purposes and results of evaluations and services provided under an IFSP or IEP; and,
- (4) Ensure their children's needs are accurately identified in, and addressed through, the IFSP or IEP.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(b)(1) Tacoma School District will work with Tacoma Head Start to support parents with understanding the referral and evaluation process and timeline under IDEA as well as developing an IEP.	Administrator Classroom Teams Advocates Special Education Staff	Administrators Component Leads	Ongoing	Parent Rights Book IEPs TSGold Documentation Conferences, home visits, IEP meetings Individualizations
(b)(2) Tacoma Head Start will inform parents of their rights and actively participate in the evaluation and IEP process	Administrator Classroom Teams Advocates Special Education Staff	Administrators Component Leads	Ongoing	Parent Rights Book IEPs TSGold Documentation Conferences, home visits, IEP meetings Individualizations
(b)(3) Tacoma Head Start will work with Tacoma School District to share results and qualifying services to families	Administrator Classroom Teams Advocates Special Education Staff	Administrators Component Leads	Ongoing	Parent Rights Book IEPs TSGold Documentation Conferences, home visits, IEP meetings Individualizations
(b)(4) Tacoma Head Start will partner with Tacoma School District and families to ensure children's needs are identified and addressed through and IEP.	Administrator Classroom Teams Advocates Special Education Staff	Administrators Component Leads	Ongoing	Parent Rights Book IEPs TSGold Documentation Conferences, home visits, IEP meetings Individualizations

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Subpart F – Additional Services for Children with Disabilities

1302.63 Coordination and Collaboration with the Local Agency Responsible for Implementing IDEA.

(a) A program must coordinate with the local agency responsible for implementing IDEA to identify children enrolled or who intend to enroll in a program that may be eligible for services under IDEA, including through the process described in §1302.33(a)(3) and through participation in the local agency Child Find efforts.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Tacoma Head Start will coordinate with Tacoma School District to implement IDEA when identifying enrolled children or children intending to enroll in program.	Administrators Classroom Teams Advocates Special Education Staff	Administration Component Leads	Ongoing	IEPs Evaluations Case notes

(b) A program must work to develop interagency agreements with the local agency responsible for implementing IDEA to improve service delivery to children eligible for services under IDEA, including the referral and evaluation process, service coordination, promotion of service provision in the least restrictive appropriate community-based setting and reduction in dual enrollment which causes reduced time in a less restrictive setting, and transition services as children move from services provided under Part C of IDEA to services provided under Part B of IDEA and from preschool to kindergarten.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(b) All Tacoma Head Start students are eligible for the same evaluation process and services that all Tacoma School District Students are under IDEA. Eligible Children will receive services during their school day and delivery will be in the classroom. A child's IEP follows them when they transition to another program or kindergarten.	Administrators Classroom Teams Advocates Special Education Staff	Administration Component Leads	Ongoing	IEPs Evaluations Case notes

(c) A program must participate in the development of the IFSP or IEP if requested by the child's parents, and the implementation of the IFSP or IEP. At a minimum, the program must offer:

- (1) To provide relevant information from its screenings, assessments, and observations to the team developing a child's IFSP or IEP; and,
- (2) To participate in meetings with the local agency responsible for implementing IDEA to develop or review an IEP or IFSP for a child being considered for Head Start enrollment, a currently enrolled child, or a child transitioning from a program.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(c)(1) Tacoma Head Start will provide relevant information from its screenings, assessments and observations to the team developing a child's IEP	Administrators Classroom Teams Advocates	Administration Component Leads	Ongoing	DIAL TSGold Documentation IEPs Evaluations
(c)(2) Tacoma Head Start Staff will participate in meetings with Tacoma School District to develop or review an IEP or IFSP for a child being considered for enrollment, currently enrolled or transitioning from program.	Administrators Classroom Teams Advocates	Administration Component Leads	Ongoing	DIAL TSGold Documentation Child Find Report IEPs Evaluations

(d) A program must retain a copy of the IEP or IFSP for any child enrolled in Head Start for the time the child is in the program, consistent with the IDEA requirements in 34 CFR parts 300 and 303.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(d) Tacoma Head Start will retain a current copy of the IEP of any child enrolled in program.	Classroom Team	Administration Component Leads	Ongoing	IEPs Evaluations

1302.71 Transitions from Head Start to Kindergarten

(a) Implementing transition strategies and practices A program that serves children who will enter kindergarten in the following year must implement transition strategies to support a successful transition to kindergarten.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(a) Tacoma Head Start Partners with our Grantee, Tacoma School District to provide a smooth transition for children entering kindergarten by: <ul style="list-style-type: none"> Focusing on School Readiness for students and families. Using TS Gold which aligns with WAKIDS used in kindergarten. Inviting families to Kindergarten Round-up in the spring prior to children transitioning Offering one week of Jump Start in August for all incoming kindergarteners (free to all families) Automatically enrolling students into kindergarten at their home schools Working with families to insure they have updated immunizations 	Tacoma School District HS Administrator Program Secretaries Component & Ed Leadership Team Classroom Teams Family Advocates	HS Administrator	Ongoing – a lot of the work happens in the spring	Tacoma School District Goals Tacoma Head Start Goals Enrollment documents Student Records Immunization Records Kindergarten Round-up scheduled at each elementary WAKID conferences in the fall

(b) Family collaborations for transitions

(1) A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.

(2) At a minimum, such strategies and activities must:

- (i) Help parents understand their child's progress during Head Start;
- (ii) Help parents understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child;
- (iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; and,
- (iv) Assist parents in the ongoing communication with teachers and other school personnel so that parents can participate in decisions related to their children's education.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(b)(1) Tacoma Head Start collaborates with parents/families of enrolled children to implement strategies and activities that will help parents/families advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child by:</p> <ul style="list-style-type: none"> • Participating in Conferences at least twice a year • Participating in Home Visits at least twice a year • Helping develop family goals and student goals • Receiving quarterly report cards for their child • Working on activities at home with their child to support their academic, social emotional & physical goals. • Attending Parent Meetings with their Family Advocate • Attending Family Events at school • Invited to join Policy Council • Encouraged to volunteer in their child's classroom 	Classroom Teams Family Advocates	Head Start Administrator Component Leadership	Ongoing	<p>Case Notes</p> <p>In-kind</p> <p>Conference/Home Visit Log</p> <p>Goals/Individualizations</p> <p>Lesson Plans</p> <p>Report Cards</p> <p>Cleared Volunteer Forms</p>
<p>(b)(2)(i) Classroom Teams will help parents/families understand their child's progress by:</p> <ul style="list-style-type: none"> • Meeting with Parents/Families quarterly for Conferences/Home Visits • Meeting with Parents/Families when requested • Providing quarterly report cards on each child • Working with Parents/Families to develop goals for their child • Providing Parents/Families with activities to do at home to help the progress of their child • Provide individualizations for each child • Family Events & Parent Meetings 	Classroom Teams Family Advocates	Administrators Component Leads	Ongoing	<p>Case notes</p> <p>In-Kind</p> <p>Conference/Home Visit logs</p> <p>Lesson Plans</p> <p>Individualizations</p> <p>Report Cards</p>
<p>(b)(2)(ii) Classroom Teams will help parents/families understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child by:</p> <ul style="list-style-type: none"> • Meeting with Parents/Families quarterly for Conferences/Home Visits • Meeting with Parents/Families when requested 	Classroom Teams Family Advocates	Administrators Component Leads	Ongoing	<p>Case notes</p> <p>In-kind</p> <p>Conference/Home Visit Log</p> <p>Goals/Individualizations</p> <p>Lesson Plans</p>

Tacoma Public Schools HEAD START
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<ul style="list-style-type: none"> • Providing quarterly report cards on each child • Working with Parents/Families to develop goals for their child • Providing Parents/Families with activities to do at home to help the progress of their child • Provide individualizations for each child • Family Events & Parent Meetings 				
<p>(b)(iii) Classroom Teams will prepare parents/families to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction and educational programs by:</p> <ul style="list-style-type: none"> • Meeting with Parents/Families quarterly for Conferences/Home Visits • Meeting with Parents/Families when requested • Providing quarterly report cards on each child • Working with Parents/Families to develop goals for their child • Providing Parents/Families with activities to do at home to help the progress of their child • Provide individualizations for each child • Talking to parents about the referral process • Referring children for an evaluation if the parent/family or Classroom Team have concerns • Including parents/families in the meetings during the referral process 	<p>Classroom Teams Family Advocates School Evaluation Team</p>	<p>Administrators Component Leads</p>	<p>Ongoing</p>	<p>Case notes In-kind Conference/Home Visit Log Goals/Individualizations Evaluation Referral and Process Documentation Report Cards IEPs</p>
<p>(b)(iv) Classroom Teams will assist parents/families in ongoing communication with teachers and other school personnel so that parents/families can participate in decisions related to their children's education by:</p> <ul style="list-style-type: none"> • Meeting with Parents/Families quarterly for Conferences/Home Visits • Meeting with Parents/Families when requested 	<p>Classroom Teams Family Advocate</p>	<p>Administrators Component Leads</p>	<p>Ongoing</p>	<p>Case notes In-kind Conference/Home Visit Log Goals/Individualizations Lesson Plans Report Cards</p>

Tacoma Public Schools HEAD START
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<ul style="list-style-type: none"> • Providing quarterly report cards on each child • Working with Parents/Families to develop goals for their child • Providing Parents/Families with activities to do at home to help the progress of their child • Provide individualizations for each child • Family Events & Parent Meetings 				
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(c) Community collaborations for transitions

(1) A program must collaborate with local education agencies to support family engagement under section 642(b)(13)23 of the Act and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.

(2) At a minimum, such strategies and activities must include:

- (i) Coordination with schools or other appropriate agencies to ensure children's relevant records are transferred to the school or next placement in which a child will enroll, consistent with privacy requirements in subpart C of part 1303 of this chapter;
- (ii) Communication between appropriate staff and their counterparts in the schools to facilitate continuity of learning and development, consistent with privacy requirements in subpart C of part 1303 of this chapter; and,
- (iii) Participation, as possible, for joint training and professional development activities for Head Start and kindergarten teachers and staff.

(3) A program that does not operate during the summer must collaborate with school districts to determine the availability of summer school programming for children who will be entering kindergarten and work with parents and school districts to enroll children in such programs, as appropriate.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(c)(1) Tacoma School District is the Grantee for Tacoma Head Start. Our students are eligible for all services provided to all other Tacoma Students. We support families with a successful transition to kindergarten and support engagement under section 642(b)(13)(23) by:</p> <ul style="list-style-type: none"> • Collaborating with building staff including, kindergarten teachers • Classrooms are located in elementary schools so they have access to district resources 	<p>Classroom Teams Family Advocates</p>	<p>Administrators Component Leads</p>	<p>Ongoing</p>	<p>Case notes</p>

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<ul style="list-style-type: none"> • District Events: Kindergarten Round-Up, Jump Start & WAKID Conferences 				
(c)(2)(i) Tacoma Head Start works with our Grantee Tacoma School District to coordinate a smooth transition to kindergarten. Children's relevant records are automatically transferred to their home school or next placement in which a child will enroll, consistent with privacy requirements in subpart C of part 1303 of this chapter.	Tacoma School District Administrators Enrollment Program Secretaries Family Advocates	Tacoma School District Administrators	Ongoing- as needed	Student enrollment packets Case Notes
(c)(2)(ii) Communication between appropriate staff and their counterparts in the schools to facilitate continuity of learning and development, consistent with privacy requirements in subpart C of part 1303 of this chapter; and,	Tacoma School District Administrators Enrollment Program Secretaries Family Advocates	Tacoma School District Administrators	Ongoing- as needed	Student enrollment packets Case Notes
(c)(2)(iii) Participation, as possible, for joint training and professional development activities for Head Start and kindergarten teachers and staff.	Tacoma School District Administrators Enrollment Program Secretaries Family Advocates	Tacoma School District Administrators	Ongoing- as needed	Student enrollment packets Case Notes
(c)(3) A program that does not operate during the summer must collaborate with school districts to determine the availability of summer school programming for children who will be entering kindergarten and work with parents and school districts to enroll children in such programs, as appropriate.	Tacoma School District Administrators Enrollment Program Secretaries Family Advocates	Tacoma School District Administrators	Ongoing- as needed	Student enrollment packets Case Notes

(d) Learning environment activities A program must implement strategies and activities in the learning environment that promote successful transitions to kindergarten for enrolled children, and at a minimum, include approaches that familiarize children with the transition to kindergarten and foster confidence about such transition.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(d) Tacoma Head Start promotes school readiness for students and families and this will be done but not limited to the following:</p> <ul style="list-style-type: none"> • Using an evidence-based curriculum • Using data to guide instruction • Using data to help families set goals • Providing families with support when navigating the school system. • Encouraging parent volunteers in the classroom • Providing family events • Conferences • Kindergarten Round-Up (Spring) • District Jump Start for incoming Kindergarteners (late August) • WAKIDS Conferences (Fall of Kindergarten) • Tacoma School District automatically enrolls students at their home school when entering kindergarten if they are staying in Tacoma • All student records are transferred to the school they are attending for kindergarten 	<p>Classroom Teams Advocates District Staff Kindergarten Teachers</p>	<p>Administrators Component Team</p>	<p>On-going unless noted in activity section</p>	<p>TSGold Curriculum Lesson Plans Report Cards Schedules Events Scheduled Conferences Goals/Individualization Sign-In Sheets</p>

(e) Transition services for children with an IEP A program must provide additional transition services for children with an IEP, at a minimum, as described in subpart F of this part.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>Tacoma Head Start provides additional transition services for children with IEP's by:</p> <ul style="list-style-type: none"> • Students receive all the same services as K-12 Tacoma School District Students • Head Start staff will communicate with the Kindergarten teacher who is receiving the student • The IEP will follow the student where ever they go for Kindergarten • Students will be assigned to a building case manager 	<p>Administrators</p>	<p>Administrators Building Staff</p>	<p>Spring-Fall annually</p>	<p>IEP Meeting Documents IEP</p>

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PERFORMANCE STANDARDS
Subpart G – Transition Services

1302.72 Transitions Between Programs

(a) For families and children who move out of the community in which they are currently served, including homeless families and foster children, a program must undertake efforts to support effective transitions to other Early Head Start or Head Start programs. If Early Head Start or Head Start is not available, the program should assist the family to identify another early childhood program that meets their needs.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
When families move out of the service area of Tacoma Head Start, Family Support and Enrollment Staff will assist the family in researching the availability of Head Start in the community the family will reside. When Head Start is not available, the program will inform families of what other options are available. The program will also assist the family with the transfer of eligibility documentation as well as the Health and Education portion of their CUM file.	Family Advocate Enrollment Tech	Family-Community Lead	Ongoing	Records Procedures Records Requests Forms

(b) A program that serves children whose families have decided to transition them to other early education programs, including public pre-kindergarten, in the year prior to kindergarten entry must undertake strategies and activities described in §1302.71(b) and (c)(1) and (2), as practicable and appropriate.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(b) Tacoma Head Start works with our Grantee Tacoma School District to coordinate a smooth transition to other programs outside Tacoma by providing children's relevant records to their new placement in which a child enrolls in, consistent with privacy requirements in subpart C of part 1303 of this chapter.	Administrators Family Advocates Classroom Teams	Administrators	Ongoing- depends on the time of transition	Medical Records Student Report Cards IEP (if applies)

(c) A migrant or seasonal Head Start program must undertake efforts to support effective transitions to other migrant or seasonal Head Start or, if appropriate, Early Head Start or Head Start programs for families and children moving out of the community in which they are currently served.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
NA				

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Tacoma Public Schools HEAD START
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Subpart I – Human Resources Management

1302.90 Personnel Policies

(a) Establishing Personnel Policies and Procedures A program must establish written personnel policies and procedures that are approved by the governing body and policy council or policy committee and that are available to staff.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Tacoma School District Human Resources Department and Head Start Director is responsible for creating an employment atmosphere compatible with and receptive to all persons. The following goals will assure that a meaningful educational experience may continue to exist for students and staff alike. Tacoma Head Start in partnership with Human Recourse Department will ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. Tacoma Head Start will continue to emphasize in all recruitment contacts that nondiscrimination is a basic element in the District's personnel procedures. Annually review all employment procedures and programs to assure that there is no indication of discriminatory practices. Tacoma Head Start Follow our Tacoma School District Regulation No. 5000R Recruitment and Hiring of Staff	Director of HR School Board	Head Start Director HR Department	Ongoing	District Regulation No. 5000R Recruitment and Hiring of Staff
Tacoma School District's Human Resource Director, with oversight from the Board of Directors, approve all personal policies and regulations and then is presented to policy council for final approval.				

(b) Background checks and selection procedures

(1) Before a person is hired, directly or through contract, including transportation staff and contractors, a program must conduct an interview, verify references, conduct a sex offender registry check and obtain one of the following:

- (i) State or tribal criminal history records, including fingerprint checks; or,
- (ii) Federal Bureau of Investigation criminal history records, including fingerprint checks.

(2) A program has 90 days after an employee is hired to complete the background check process by obtaining:

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- (i) Whichever check listed in paragraph (b)(1) of this section was not obtained prior to the date of hire; and,
 - (ii) Child abuse and neglect state registry check, if available.
- (3) A program must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check including any arrest, pending criminal charge, or conviction and must use Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f(c) (1)(D) and 42 U.S.C. 9858f(h)(1)24 or tribal disqualifications factors to determine whether the prospective employee can be hired or the current employee must be terminated.
- (4) A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process described in paragraphs (b)(1) through (3) of this section is complete.
- (5) A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years which must include each of the four checks listed in paragraphs (b)(1) and (2) of this section, and review and make employment decisions based on the information as described in paragraph (b)(3) of this section, unless the program can demonstrate to the responsible HHS official that it has a more stringent system in place that will ensure child safety.
- (6) A program must consider current and former program parents for employment vacancies for which such parents apply and are qualified.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) A Criminal Record Check (CRC) is required for any paid adult working with Head Start, Prior to starting employment A current Portable Background Check (PBC) with a "Cleared" status is required for all staff prior to working alone with children and families.	Director HR Department	Director HR Department	As need for new hire, 3 rd anniversary of employees	MERIT Staff HR file
(2-3) Tacoma Head Start in partnership with DCYF and Tacoma Schools Human Resources Prospective staff members shall have their criminal history checked through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation. The record check shall include a fingerprint check using a complete Washington state criminal identification fingerprint card. Prospective staff members may be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington State Patrol. An employee having a break in service shall, upon reinstatement, have his or her records checked in the same manner as a new employee. If the background check reveals evidence of a guilty plea or convictions under RCW28A.400.322, the candidate will not be recommended for employment, or if temporarily employed, will be terminated. When such a background	Director HR Department	Director HR Department	As need for new hire, 3 rd anniversary of employees	MERIT Staff HR Files

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
check is received, the Superintendent or designee is directed to consult with legal counsel for the District. If the background check reveals evidence of a guilty plea or conviction, outside of the crimes listed in RCW28A.400.322, the District will review the entire employment file and the position to determine if the candidate will not be recommended for employment or if temporarily employed, will be terminated.				

(c) Standards of conduct

- (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:
 - (i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;
 - (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - (A) Use corporal punishment;
 - (B) Use isolation to discipline a child;
 - (C) Bind or tie a child to restrict movement or tape a child's mouth;
 - (D) Use or withhold food as a punishment or reward;
 - (E) Use toilet learning/training methods that punish, demean, or humiliate a child;
 - (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
 - (G) Physically abuse a child;
 - (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
 - (I) Use physical activity or outdoor time as a punishment or reward;
 - (iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
 - (iv) Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and,
 - (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.
- (2) Personnel policies and procedures must include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct.

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Date reviewed by Policy Council:

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) Tacoma School District Head Start in partnership with Tacoma Public schools recognizes its responsibility to protect students, staff, parents/guardians, and volunteers from physical and/or emotional harm at its school and worksites, as well as at schools sponsored events. The following list of rules sets forth the required general employee conduct. (See Policy No.5010 of TPS). All rules of the District now in force or hereafter adopted shall be observed by all employees consistent with Policy 5230, Job Responsibilities.				Policy No.5010 Policy 5230
(ii) All Tacoma Head Start consultants and volunteers must complete a volunteer orientation and background check prior to working with students. Orientation includes use positive methods of child guidance, best Practices in classroom active supervision. Consultants and volunteers will not engage in corporal punishment, emotional, verbal or physical abuse, or humiliation. They will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs. They will not use physical activity or outdoor time as a punishment or reward. Restricting or immobilizing children in a manner that reduces their ability to freely move their torso, arms, legs, or head may only be used to prevent serious injury to the child, other children or adults, to prevent serious property damage, or to obtain possession of a dangerous object.				
(iii) Tacoma School Head Strat honors, respects and values diversity and ensures inclusivity in terms of race, color, culture, language, national origin, religion, creed, family composition, marital status, sexual orientation, class, gender, age, and mental/sensory/physical abilities. We support the cultural enrichment of all enrolled families. The Early Learning classrooms will provide an environment that recognizes and incorporates the diversity of its families and the community in which they live so all enrolled children and families can participate. In order to be respectful of everyone's beliefs and financial/socio-economic status, we save religious and				

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commercial holidays, as well as organized birthday celebrations, for families to celebrate on their own. There will be ongoing staff professional learning on racial and cultural competence and inclusionary practices so that program activities and celebrations will be designed and planned to build positive self-esteem that enables all children and families to participate.				
(iv) Substitutes, regular volunteers, paid interpreters, consultants, contactors and participants in internships or training programs will be required to abide by this policy: Tacoma Schools Head Start child and family records, paper or electronic, are confidential. Parents and legal guardians will be informed about their right to confidentiality and their right to access and review their child's and family's records in accordance to state and federal program standards and law. Written consent is necessary to share information with outside agencies. Exceptions include CPS reporting, subpoenas by a court of competent jurisdictions, and any case in which state/federal disclosure law requires.				
(v) Tacoma School Head Start will ensure that each classroom has an active supervision plan to keep students safe. Active Supervision always requires focused attention and intentional observation of children and allows children to explore their environments safely. Children must always be directly supervised and must never be unattended. Temporary Classroom substitutes are counted as part of the Adult:Child ratio. Volunteers, Parents, Bilingual Instructional Assistants and support staff (coaches, mentors ,when there to observe) are not counted as part of the Adult: Child ratio. Volunteers, Temporary Classroom substitutes, are not to be left alone with children. Parents should never be left alone with children while in Head Start Care				
(2)Tacoma Head Start following district policy in regards to Human Resource standards of conduct under policy. Policy No.5010				

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(d) Communication with Dual Language Learners and their Families

(1) A program must ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency.

(2) If a majority of children in a class or home-based program speak the same language, at least one class staff member or home visitor must speak such language.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) Tacoma School District contacts with an interpreting service, use language line.	Director Component Lead		Ongoing	Interpreting request from Involves Service contracts and invoices
(2) Tacoma School District uses the community needs assessment data as a factor in staff placement.	Director Component Lead			

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Subpart I – Human Resources Management

1302.91 Staff Qualifications and Competency Requirements

(a) Purpose A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>(a) Tacoma Schools Head Start will recruit highly qualified staff by advertising through the Tacoma School District Website, internal and open job announcements, and recruitment effects through external agencies with support from Tacoma School District Human Resources Department. Head Start support employment opportunities for parents who qualify for positions within the Program.</p> <p>Tacoma Schools Head Start Staff will have job embedded professional learning opportunities to support the goals of serving students and families</p>	Human Recourses Director	Human Recourses Director Policy Council	As Necessary	<p>Job Description</p> <p>Job Announcement</p> <p>Job Application</p> <p>Resume</p> <p>Credentials</p> <p>Personnel File</p> <p>Background Checks</p>

(b) Early Head Start or Head Start Director A program must ensure an Early Head Start or Head Start director hired after November 7, 2016, has, at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>Tacoma Schools Head Start will recruit highly qualified Head Start Director that meet the minimum requirements based on Performance standards by advertising through the Tacoma School District Website, internal and open job announcements, and recruitment effects through external agencies with support from Tacoma School District Human Resources Department.</p>	Human Resources Department	Human Resources	As Necessary	<p>Job Description</p> <p>Job Announcement</p> <p>Job Application</p> <p>Resume</p> <p>Credentials</p> <p>Personnel File</p> <p>Background Checks</p>

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(c) Fiscal Officer A program must assess staffing needs in consideration of the fiscal complexity of the organization and applicable financial management requirements and secure the regularly scheduled or ongoing services of a fiscal officer with sufficient education and experience to meet their needs. A program must ensure a fiscal officer hired after November 7, 2016, is a certified public accountant or has, at a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Tacoma Schools Head Start will recruit highly qualified Head Start Budget Tech that meet the minimum requirements based on Performance standards by advertising through the Tacoma School District Website, internal and open job announcements, and recruitment effects through external agencies with support from Tacoma School District Human Resources Department.	Human Resources Director	Human Recourses Director Policy Council	As Necessary	Job Description Job Announcement Job Application Resume Credentials Personnel File Background Checks

(d) Child and Family Services Management Staff Qualification Requirements

(1) Family, health, and disabilities management. A program must ensure staff responsible for management and oversight of family services, health services, and services to children with disabilities hired after November 7, 2016 have, at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee.

(2) Education management. As prescribed in section 648A(a)(2)(B)(i)25 of the Act, a program must ensure staff and consultants that serve as education managers or coordinators, including those that serve as curriculum specialists, have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) Tacoma Schools Head Start will recruit highly qualified Head Start Family and Health Nurse that meet the minimum requirements based on Performance standards by advertising through the Tacoma School District Website, internal and open job announcements, and recruitment effects through external agencies with support from Tacoma School District Human Resources Department.	Human Recourses Director	Human Recourses Director Policy Council	As Necessary	Job Description Job Announcement Job Application Resume Credentials Personnel File Background Checks

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(2) Tacoma Schools Head Start will recruit highly qualified Head Start Education Associate that meet the minimum requirements based on Performance standards by advertising through the Tacoma School District Website, internal and open job announcements, and recruitment efforts through external agencies with support from Tacoma School District Human Resources Department.	Human Resources Director	Human Resources Director Policy Council	As Necessary	Job Description Job Announcement Job Application Resume Credentials Personnel File Background Checks

(e) Child and Family Services Staff

(1) Early Head Start center-based teacher qualification requirements. As prescribed in section 645A(h)26 of the Act, a program must ensure center-based teachers that provide direct services to infants and toddlers in Early Head Start centers have a minimum of a Child Development Associate (CDA) credential or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.

(2) Head Start center-based teacher qualification requirements.

(i) The Secretary must ensure no less than fifty percent of all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework.

(ii) As prescribed in section 648A(a)(3)(B)27 of the Act, a program must ensure all center-based teachers have at least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of section 648A(a)(3)(B) of the Act.

(3) Head Start assistant teacher qualification requirements. As prescribed in section 648A(a)(2) (B)(ii)28 of the Act, a program must ensure Head Start assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.

(4) Family child care provider qualification requirements

(i) A program must ensure family child care providers have previous early child care experience and, at a minimum, are enrolled in a Family Child Care CDA program or state equivalent, or an associate's or baccalaureate degree program in child development or early childhood education prior to beginning service provision, and for the credential acquire it within eighteen months of beginning to provide services.

(ii) By August 1, 2018, a child development specialist, as required for family child care in §1302.23(e), must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field.

(5) Center-based teachers, assistant teachers, and family child care provider competencies. A program must ensure center-based teachers, assistant teachers, and family child care providers demonstrate competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children's progress across the standards described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.

(6) Home visitors. A program must ensure home visitors providing home-based education services:

(i) Have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree; and,

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(ii) Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress across the standards described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.

(7) Family services staff qualification requirements. A program must ensure staff who work directly with families on the family partnership process hired after November 7, 2016, have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.

(8) Health professional qualification requirements.

(i) A program must ensure health procedures are performed only by a licensed or certified health professional.

(ii) A program must ensure all mental health consultants are licensed or certified mental health professionals. A program must use mental health consultants with knowledge of and experience in serving young children and their families, if available in the community.

(iii) A program must use staff or consultants to support nutrition services who are registered dietitians or nutritionists with appropriate qualifications.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(2) Tacoma Schools Head Start will recruit highly qualified Head Start Lead Teacher that meet the minimum requirements based on Performance standards by advertising through the Tacoma School District Website, internal and open job announcements, and recruitment efforts through external agencies with support from Tacoma School District Human Resources Department.	Human Recourses Director	Human Recourses Director Policy Council		Job Description Job Announcement Job Application Resume Credentials Personnel File Background Checks
(3) Tacoma Schools Head Start will recruit highly qualified Head Start Teacher Assistant that meet the minimum requirements based on Performance standards by advertising through the Tacoma School District Website, internal and open job announcements, and recruitment efforts through external agencies with support from Tacoma School District Human Resources Department.	Human Recourses Director	Human Recourses Director Policy Council		Job Description Job Announcement Job Application Resume Credentials Personnel File Background Checks
(7) Tacoma Schools Head Start will recruit highly qualified Head Start Family Advocate that meet the minimum requirements based on Performance standards by advertising through the Tacoma School District Website, internal and open job announcements, and recruitment efforts through external agencies with support from Tacoma School District Human Resources Department.	Human Recourses Director	Human Recourses Director Policy Council		Job Description Job Announcement Job Application Resume Credentials Personnel File Background Checks

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(8) Tacoma Schools Head Start will recruit highly qualified Head Start Nurse that meet the minimum requirements based on Performance standards by advertising through the Tacoma School District Website, internal and open job announcements, and recruitment effects through external agencies with support from Tacoma School District Human Resources Department.	Human Recourses Director	Human Recourses Director Policy Council		Job Description Job Announcement Job Application Resume Credentials Personnel File Background Checks
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(f) Coaches A program must ensure coaches providing the services described in 1302.92(c) have a minimum of a baccalaureate degree in early childhood education or a related field.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Tacoma Schools Head Start will recruit highly qualified Head Start Coach that meet the minimum requirements based on Performance standards by advertising through the Tacoma School District Website, internal and open job announcements, and recruitment effects through external agencies with support from Tacoma School District Human Resources Department.	Human Recourses Director	Human Recourses Director Policy Council		Job Description Job Announcement Job Application Resume Credentials Personnel File Background Checks

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Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Subpart I – Human Resources Management

1302.92 Training and Professional Development

(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
All new staff, consultants and volunteers will receive orientation training on the goals and philosophy of Head Start. Training is provided by HS staff before regular volunteers are working in the classroom	Component Leads Teaching staff Family advocate	Component Leads	On-going	Orientation agendas and sign in sheets Volunteer check list

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:

- (1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5)29 of the Act.
- (2) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;
- (3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;
- (4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,
- (5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) Tacoma Schools Head Start offer job embedded professional development opportunities for all staff. Staff is offered at a minimum 15 hours of job embedded professional learning opportunities to enhance knowledge and skill in their content area. Professional learning goals are developed for each staff and are supported under the practice -based coach model	Component Leads	Component Leads Director	Ongoing	Sign in sheets Agendas Coaching plans

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(2) Tacoma Schools Head Start in partnership with Tacoma School District offers annual training on how to identify and report suspected child abuse and neglect. This training is completed at pre-service prior to working with students and families. Tacoma School district also required all employees to complete a online training "Safe Schools" that includes training on Child Abuse and Neglect	All Staff	Component Leads Director	Annually New hires	Sign in District reports
(3-4) Tacoma Schools Head Start offer job embedded professional development opportunities for all family advocates. Staff is offered at a minimum 15 hours of job embedded professional learning opportunities to enhance knowledge and skill in family engagement, goal setting, trauma, health and development, development disabilities and supporting families in crisis. Professional learning goals are developed for each staff and are supported under the practice -based coach model	Component Leads	Component Leads Director	On-going	Sign in sheets Agendas Coaching plans

(c) A program must implement a research-based, coordinated coaching strategy for education staff that:

- (1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;
- (2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;
- (3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;
- (4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:
 - (i) Align with the program's school readiness goals, curricula, and other approaches to professional development;
 - (ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;
 - (iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,
 - (iv) Include clearly articulated goals informed by the program's goals, as described in §1302.102, and a process for achieving those goals; and,
- (5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation

1302.92

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS

(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation

(3) Head Start assistant teacher qualification requirements. As prescribed in section 648A(a)(2) (B)(ii)28 of the Act, a program must ensure Head Start assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.

(4) Family child care provider qualification requirements

1302.93

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Subpart I – Human Resources Management

1302.93 Staff Health and Wellness

(a) A program must ensure each staff member has an initial health examination and a periodic re-examination as recommended by their health care provider in accordance with state, tribal, or local requirements, that include screeners or tests for communicable diseases, as appropriate. The program must ensure staff do not, because of communicable diseases, pose a significant risk to the health or safety of others in the program that cannot be eliminated or reduced by reasonable accommodation, in accordance with the Americans with Disabilities Act and section 504 of the Rehabilitation Act¹⁸

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(a) Tacoma School District Head Start requires all Staff to have an Initial physical exam and TB test within 60 days of employment ensure the health and wellness of each Head Start employee to preform duties associated with their job responsibilities and annual wellness check thereafter.	Head Start Staff	Director Component Lead	Ongoing with new hire Annually	Copy of wellness certification

(b) A program must make mental health and wellness information available to staff regarding health issues that may affect their job performance and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(b) Tacoma Head Start in partnership with Tacoma Public schools recognizes that problems of a personal nature may have an adverse effect on job performance and that most personal and job-related problems can be dealt with successfully when identified early and referred to appropriate professional resources. The Employee Assistance Program (EAP) has been established to support individual and District effectiveness by addressing personal and job-related issues affecting individual employees. EAPs intended to positively impact the learning and work environment, increase employee productivity, and reduce absenteeism and turnover. The program reflects the District's recognition that the well-being of its employees directly impacts the effective accomplishment of its goals. EAP services are confidential and available to all	Head Start Staff	All Staff		

1302.93

Tacoma Public Schools HEAD START
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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
employees. Participation in the EAP is voluntary and will not jeopardize employment or job promotion, nor shall such participation substitute for employer action(s) regarding evaluation, probation, and/or termination as provided for under collective bargaining agreements or Board policies.				
Tacoma School Head Strat offers job imbedded professional development on the effects of Trauma and Trauma informed practices	Director Component Leads	Director Component Leads	On going	Staff registration Sign in Sheets

1302.94

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Subpart I – Human Resources Management

1302.94 Volunteers

(a) A program must ensure regular volunteers have been screened for appropriate communicable diseases in accordance with state, tribal or local laws. In the absence of state, tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>Tacoma Schools Head Start has specific requirements must be met before volunteers and substitutes work in the classroom. They need to understand important information, such as policies, procedures, and practices Prior to working with children or families, substitutes and persons who volunteer on a weekly or more frequent basis must complete a criminal record check, in accordance with the Criminal Record Check Procedure. Complete a one-step Mantoux tuberculosis (TB) skin test unless there is written proof of one of the following: a. Negative Mantoux TB test in the 12 months prior to volunteering, Medication therapy to treat TB , A recent negative chest x-ray and a statement from a health care provider that the volunteer does not pose a risk to others. Prior to working at the center, all volunteers and substitutes must complete training on the topics listed in the Volunteers and Substitutes Orientation Checklist.</p> <p>Volunteers are never to be left alone with children.</p>	<p>Family Advocate Teaching Staff Component Leads Director</p>	<p>Component Lead Director</p>	Ongoing	<p>Volunteer/ Substitute orientation Check list TB results</p>

(b) A program must ensure children are never left alone with volunteers.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
<p>Tacoma Schools Head Start ensures student safety . Children must always be directly supervised and must never be unattended. Temporary Classroom substitutes are counted as part of the Adult:Child ratio. Volunteers, Parents, Bilingual Instructional Assistants and support</p>	<p>Family Advocate Teaching Staff Component Leads Director</p>	<p>Component Lead Director</p>		<p>Active Supervision Plans</p>

1302.94

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
staff (coaches, mentors ,when there to observe) are not counted as part of the Adult: Child ratio. Volunteers, Temporary Classroom substitutes, are not to be left alone with children. Parents should never be left alone with children while in Head Start Care				

1303.20 & 1303.30

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Financial and Administrative Requirements
Subpart A – Financial Requirements

1303.20 Purpose

This subpart establishes regulations applicable to program administration and grants management for all grants under the Act.

1303.30 Other Requirements

The following chart includes HHS regulations that apply to all grants made under the Act:

Cite	Title
45 CFR part 16	Department grant appeals process
45 CFR part 30	HHS Standards and Procedures for Claims collection
45 CFR part 46	Protection of human subjects
45 CFR part 75	Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
45 CFR part 80	Nondiscrimination under programs receiving federal assistance through the Department of Health and Human Services- Effectuation of title VI and VII of the Civil Rights Act of 1964
45 CFR part 81	Practice and procedure for hearings under part 80
45 CFR part 84	Nondiscrimination on the basis of handicap in federally assisted programs
45 CFR part 87	Equal treatment for faith based organizations
2 CFR part 170	FFATA Sub-award and executive compensation
2 CFR 25.110	CCR/DUNS requirement

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
Tacoma Public Schools Head Start program governs its program in accordance with the Office of Head Start's processes concerning nondiscrimination practices, financial guidelines and appeals processes. TPS Head Start program works in conjunction with various departments within Tacoma Public Schools ensure these standards/practices are met. Tacoma Public School Head Start has acquired a DUNS.	Director TPS Human Resources TPS Finance Department TPS Equity Department TPS Legal Department		Ongoing	TPS Policy No. 3111 (Nondiscrimination and Equity Policy) TPS Policies 5265 and 5265R (Nondiscrimination Policy) TPS Policy 5266 (Sexual Harassment Policy) TPS Business Services Manual

1303.40

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Financial and Administrative Requirements
Subpart A – Financial Requirements

1303.40 Federal Financial Assistance, Non-Federal Match, and Waiver Requirements

In accordance with section 640(b)32 of the Act, federal financial assistance to a grantee will not exceed 80 percent of the approved total program costs. A grantee must contribute 20 percent as non-federal match each budget period. The responsible HHS official may approve a waiver of all or a portion of the non-federal match requirement on the basis of the grantee's written application submitted for the budget period and any supporting evidence the responsible HHS official requires. In deciding whether to grant a waiver, the responsible HHS official will consider the circumstances specified at section 640(b) of the Act and whether the grantee has made a reasonable effort to comply with the non-federal match requirement.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
TPS Head Start program includes in its fiscal budget a non-federal match of 20% for each budget period. The Head Start program submits supporting evidence to the responsible HHS official when a nonfederal share waiver is requested.	Director Budget Technician	Director Budget Technician TPS Finance Department	Ongoing	Budget Reports Lawson reports

1303.50

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Financial and Administrative Requirements
Subpart A – Financial Requirements

1303.5 Limitations on Development and Administrative Costs

(a) Limitations

- (1) Costs to develop and administer a program cannot be excessive or exceed 15 percent of the total approved program costs. Allowable costs to develop and administer a Head Start program cannot exceed 15 percent of the total approved program costs, which includes both federal costs and non-federal match, unless the responsible HHS official grants a waiver under paragraph (b) of this section that approves a higher percentage in order to carry out the purposes of the Act.
- (2) To assess total program costs and determine whether a grantee meets this requirement, the grantee must:
- (i) Determine the costs to develop and administer its program, including the local costs of necessary resources;
 - (ii) Categorize total costs as development and administrative or program costs;
 - (iii) Identify and allocate the portion of dual benefits costs that are for development and administration;
 - (iv) Identify and allocate the portion of indirect costs that are for development and administration versus program costs; and,
 - (v) Delineate all development and administrative costs in the grant application and calculate the percentage of total approved costs allocated to development and administration.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
(1) TPS Head Start program does not exceed 15% administrative costs. As part of the fiscal budgeting process, administrative costs for both the federal and non-federal match are calculated to ensure they are below the 15% admin cap. In addition, the admin cap is reported bi-annually to the regional Head Start office.	Director Budget Technician	Director Budget Technician TPS Budget Department TPS Board Policy Council	Bi-annually	Head Start Budget Reports Admin Cap Report Lawson Reports
(2)(i, ii, iii, iv, v) TPS Head Start uses a detailed report which calculates admin costs for federal, non-federal share and costs of resources for admin. This report categorizes administration and program costs. No portion of the admin costs are dual benefit costs or indirect costs.	Director Budget Technician	Director Budget Technician TPS Budget Department TPS Board Policy Council	Bi-annually	Head Start Budget Reports Admin Cap Report Lawson Reports

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Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS

(b) Waivers

(1) The responsible HHS official may grant a waiver for each budget period if a delay or disruption to program services is caused by circumstances beyond the agency's control, or if an agency is unable to administer the program within the 15 percent limitation and if the agency can demonstrate efforts to reduce its development and administrative costs.

(2) If at any time within the grant funding cycle, a grantee estimates development and administration costs will exceed 15 percent of total approved costs, it must submit a waiver request to the responsible HHS official that explains why costs exceed the limit, that indicates the time period the waiver will cover, and that describes what the grantee will do to reduce its development and administrative costs to comply with the 15 percent limit after the waiver period.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
TPS Head Start ensures that the 15% admin cap is met. However, if the admin cap exceeds the 15% limitation, TPS Head Start will request a waiver for the budget period as well as the plan to reduce the admin cap.	Director Budget Technician		Ongoing	Head Start Budget Reports Lawson Reports Admin Cap Report

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Financial and Administrative Requirements
Subpart E – Facilities

1303.40 Purpose

This subpart prescribes what a grantee must establish to show it is eligible to purchase, construct and renovate facilities as outlined in section 644(c), (f) and (g)44 of the Act. It explains how a grantee may apply for funds, details what measures a grantee must take to protect federal interest in facilities purchased, constructed or renovated with grant funds, and concludes with other administrative provisions. This subpart applies to major renovations. It only applies to minor renovations and repairs, when they are included with a purchase application and are part of purchase costs.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
TPS Head Start uses space provided by Tacoma Public Schools District. All purchases and renovations are made by the District using District funds. No grant funds are used.				

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Financial and Administrative Requirements
Subpart E – Facilities

1303.41 Approval of Previously Purchased Facilities

If a grantee purchased a facility after December 31, 1986, and seeks to use grant funds to continue to pay purchase costs for the facility or to refinance current indebtedness and use grant funds to service the resulting debt, the grantee may apply for funds to meet those costs. The grantee must submit an application that conforms to requirements in this part and in the Act to the responsible HHS official. If the responsible HHS official approves the grantee's application, Head Start funds may be used to pay ongoing purchase costs, which include principal and interest on approved loans.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Financial and Administrative Requirements
Subpart E – Facilities

1303.42 Eligibility to purchase, construct, and renovate facilities.

(a) Preliminary Eligibility.

- (1) Before a grantee can apply for funds to purchase, construct, or renovate a facility under §1303.44, it must establish that:
- (i) The facility will be available to Indian tribes, or rural or other low-income communities;
 - (ii) The proposed purchase, construction or major renovation is within the grantee's designated service area; and,
 - (iii) The proposed purchase, construction or major renovation is necessary because the lack of suitable facilities in the grantee's service area will inhibit the operation of the program.
- (2) If a program applies to construct a facility, that the construction of such facility is more cost-effective than the purchase of available facilities or renovation.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

(b) Providing a lack of suitable facilities. To satisfy paragraph (a)(1)(iii) of this section, the grantee must have a written statement from an independent real estate professional familiar with the commercial real estate market in the grantee's service area, that includes factors considered and supports how the real estate professional determined there are no other suitable facilities in the area.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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1303.43 Use of Grant Funds to Pay Fees

A grantee may submit a written request to the responsible HHS official for reasonable fees and costs necessary to determine preliminary eligibility under §1303.42 before it submits an application under §1303.44. If the responsible HHS official approves the grantee's application, the grantee may use federal funds to pay fees and costs.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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PERFORMANCE STANDARDS
Financial and Administrative Requirements
Subpart E – Facilities

1303.44 Applications to purchase, construct, and renovate facilities.

(a) Application Requirements. If a grantee is preliminarily eligible under 1303.42 to apply for funds to purchase, construct, or renovate a facility, it must submit to the responsible HHS official:

- (1) A statement that explains the anticipated effect the proposed purchase, construction or renovation has had or will have on program enrollment, activities and services, and how it determined what the anticipated effect would be;
- (2) A deed or other document showing legal ownership of the real property where facilities activity is proposed, legal description of the facility site, and an explanation why the location is appropriate for the grantee's service area;
- (3) Plans and specifications for the facility, including square footage, structure type, the number of rooms the facility will have or has, how the rooms will be used, where the structure will be positioned or located on the building site, and whether there is space available for outdoor play and for parking;
- (4) Certification by a licensed engineer or architect that the facility is, or will be upon completion, structurally sound and safe for use as a Head Start facility and that the facility complies, or will comply upon completion, with local building codes, applicable child care licensing requirements, the accessibility requirements of the Americans with Disabilities Act, section 504 of the Rehabilitation Act of 1973, the Flood Disaster Protection Act of 1973, and the National Historic Preservation Act of 1966.
- (5) A description of proposed renovations or repairs to make the facility suitable for program activities, and plans and specification that describe the facility after renovation or repair;
- (6) A proposed schedule that details when the grantee will acquire, renovate, repair and occupy the facility;
- (7) An estimate by a licensed independent certified appraiser of the facility's fair market value after proposed purchase and associated repairs and renovations construction, or major renovation is completed is required for all facilities activities except for major renovations to leased property;
- (8) The cost comparison described in §1303.45;
- (9) A statement that shows what share of the purchase, construction, or major renovation will be paid with grant funds and what the grantee proposes to contribute as a nonfederal match to the purchase, construction or major renovation;
- (10) A statement from a lender, if a grantee applies to use Head Start funds to continue purchase on a facility or refinance existing debt on a facility that indicates the lender is willing to comply with §1303.49;
- (11) The terms of any proposed or existing loan(s) related to purchase, construction or major renovation of the facility, including copies of any funding commitment letters, mortgages, promissory notes, potential security agreements to be entered into, information on all other sources of funding, construction or major renovation, and any restrictions or conditions imposed by other funding sources;
- (12) A Phase I environmental site assessment that describes the environmental condition of the proposed facility site and any structures on the site;
- (13) A description of the efforts by the grantee to coordinate or collaborate with other providers in the community to seek assistance, including financial assistance, prior to the use of funds under this section; and,
- (14) Any additional information the responsible HHS official may require.

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Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

(b) Additional requirements for leased properties.

- (1) If a grantee applies to renovate leased property, it must submit to the responsible HHS official information described in paragraph (a) of this section, a copy of the existing or proposed lease agreement, and the landlord or lessor's consent.
- (2) If a grantee applies to purchase a modular unit it intends to site on leased property or on other property the grantee does not own, the grantee must submit to the responsible HHS official information described in paragraph (a) of this section and a copy of the proposed lease or other occupancy agreement that will allow the grantee access to the modular unit for at least 15 years.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

(c) Non-federal share match. Any non-federal share match associated with facilities activities becomes part of the federal share of the facility.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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1303.45 Cost comparison to purchase, construct, and renovate facilities.

(a) Cost comparison.

(1) A statement that explains the anticipated effect the proposed purchase, construction or renovation has had or will have on program enrollment, activities and services, and how it detailed cost estimate of the proposed activity, compare the costs associated with the proposed activity to other available alternatives in the service area, and provide any additional information the responsible HHS official requests. The grantee must demonstrate that the proposed activity will result in savings when compared to the costs that would be incurred to acquire the use of an alternative facility to carry out program.

(2) In addition to requirements in paragraph (1) of this section, the grantee must:

(i) Identify who owns the property;

(ii) List all costs related to the purchase, construction, or renovation;

(iii) Identify costs over the structure's useful life, which is at least 20 years for a facility that the grantee purchased or constructed and at least 15 years for a modular unit the grantee renovated, and deferred costs, including mortgage balloon payments, as costs with associated due dates; and,

(iv) Demonstrate how the proposed purchase, construction, or major renovation is consistent with program management and fiscal goals, community needs, enrollment and program options and how the proposed facility will support the grantee as it provides quality services to children and families.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

(b) Continue purchase or refinance. To use funds to continue purchase on a facility or to refinance an existing indebtedness, the grantee must compare the costs of continued purchase against the cost of purchasing a comparable facility in the service area over the remaining years of the facility's useful life. The grantee must demonstrate that the proposed activity will result in savings when compared to the cost that would be incurred to acquire the use of an alternative facility to carry out the program.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

PERFORMANCE STANDARDS

(c) Multi-purpose use. If the grantee intends to use a facility to operate a Head Start program and for another purpose, it must disclose what percentage of the facility will be used for non-Head Start activities, along with costs associated with those activities, in accordance with applicable cost principles.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
Financial and Administrative Requirements
Subpart E – Facilities

1303.46 Recording and posting notices of federal interest.

(a) Survival of federal interest. A grantee that receives funds under this subpart must file notices of federal interest as set forth in paragraph (b) of this section. Federal interest cannot be defeated by a grantee's failure to file a notice of federal interest.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

(b) Recording notices of federal interest.

- (1) If a grantee uses federal funds to purchase real property or a facility, excluding modular units, appurtenant to real property, it must record a notice of federal interest in the official real property records for the jurisdiction where the facility is or will be located. The grantee must file the notice of federal interest as soon as it uses Head Start funds to either fully or partially purchase a facility or real property where a facility will be constructed or as soon as it receives permission from the responsible HHS official to use Head Start funds to continue purchase on a facility.
- (2) If a grantee uses federal funds in whole or in part to construct a facility, it must record the notice of federal interest in the official real property records for the jurisdiction in which the facility is located as soon as it receives the notice of award to construct the facility.
- (3) If a grantee uses federal funds to renovate a facility that it, or a third party owns, the grantee must record the notice of federal interest in the official real property records for the jurisdiction in which the facility is located as soon as it receives the notice of award to renovate the facility.
- (4) If a grantee uses federal funds in whole or in part to purchase a modular unit or to renovate a modular unit, the grantee must post the notice of federal interest, in clearly visible locations, on the exterior of the modular unit and inside the modular unit.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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PERFORMANCE STANDARDS
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1303.47 Contents of notices of federal interest.

(a) Facility and real property a grantee owns. A notice of federal interest for a facility, other than a modular unit, and real property the grantee owns or will own, must include:

- (1) The grantee's correct legal name and current mailing address;
- (2) A legal description of the real property;
- (3) Grant award number, amount and date of initial facilities funding award or initial use of base grant funds for ongoing purchase or mortgage payments;
- (4) A statement that the notice of federal interest includes funds awarded in grant award(s) and any Head Start funds subsequently used to purchase, construct or to make major renovations to the real property;
- (5) A statement that the facility and real property will only be used for purposes consistent with the Act and applicable Head Start regulations;
- (6) A statement that the facility and real property will not be mortgaged or used as collateral, sold or otherwise transferred to another party, without the responsible HHS official's written permission;
- (7) A statement that the federal interest cannot be subordinated, diminished, nullified or released through encumbrance of the property, transfer of the property to another party or any other action the grantee takes without the responsible HHS official's written permission;
- (8) A statement that confirms that the agency's governing body received a copy of the notice of federal interest prior to filing and the date the governing body was provided with a copy; and,
- (9) The name, title, and signature of the person who drafted the notice.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

(b) Facility leased by a grantee.

- (1) A notice of federal interest for a leased facility, excluding a modular unit, on land the grantee does not own, must be recorded in the official real property records for the jurisdiction where the facility is located and must include:
- (i) The grantee's correct legal name and current mailing address;
 - (ii) A legal description of affected real property;
 - (iii) The grant award number, amount and date of initial funding award or initial use of base grant funds for major renovation;
 - (iv) Acknowledgement that the notice of federal interest includes any Head Start funds subsequently used to make major renovations on the affected real property;
 - (v) A statement the facility and real property will only be used for purposes consistent with the Act and applicable Head Start regulations; and,
 - (vi) A lease or occupancy agreement that includes the required information from paragraphs (b)(1)(i) through (v) of this section may be recorded in the official real property records for the jurisdiction where the facility is located to serve as a notice of federal interest.

PERFORMANCE STANDARDS

(2) If a grantee cannot file the lease or occupancy agreement described in paragraph (b)(1) (vi) of this section in the official real property records for the jurisdiction where the facility is located, it may file an abstract. The abstract must include the names and addresses of parties to the lease or occupancy agreement, terms of the lease or occupancy agreement, and information described in paragraphs (a)(1) through (9) of this section.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

(c) Modular Units. A notice of federal interest on a modular unit the grantee purchased or renovated must be visible and clearly posted on the exterior of the modular and inside the modular and must include:

- (1) The grantee's correct legal name and current mailing address;
- (2) The grant award number, amount and date of initial funding award or initial use of base grant funds to purchase or renovate;
- (3) A statement that the notice of federal interest includes any Head Start funds subsequently used for major renovations to the modular unit;
- (4) A statement that the facility and real property will only be used for purposes consistent with the Act and applicable Head Start regulations;
- (5) A statement that the modular unit will not be mortgaged or used as collateral, sold or otherwise transferred to another party, without the responsible HHS official's written permission;
- (6) A statement that the federal interest cannot be subordinated, diminished, nullified or released through encumbrance of the property, transfer to another party, or any other action the grantee takes without the responsible HHS official's written permission;
- (7) A statement that the modular unit cannot be moved to another location without the responsible HHS official's written permission;
- (8) A statement that confirms that the agency's governing body has received a copy of the filed notice of federal interest and the date the governing body was provided with a copy; and,
- (9) The name, title, and signature of the person who completed the notice for the grantee agency.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
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1303.48 Grantee limitations on federal interest

- (a) A grantee cannot mortgage, use as collateral for a credit line or for other loan obligations, or, sell or transfer to another party, a facility, real property, or a modular unit it has purchased, constructed or renovated with Head Start funds, without the responsible HHS official's written permission.
- (b) A grantee must have the responsible HHS official's written permission before it can use real property, a facility, or a modular unit subject to federal interest for a purpose other than that for which the grantee's application was approved.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

Tacoma Public Schools HEAD START
PERFORMANCE STANDARDS
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1303.49 Protection of federal interest in mortgage agreements.

(a) Any mortgage agreement or other security instrument that is secured by real property or a modular unit constructed or purchased in whole or in part with federal funds or subject to renovation with federal funds must:

- (1) Specify that the responsible HHS official can intervene in case the grantee defaults on, terminates or withdraws from the agreement;
- (2) Designate the responsible HHS official to receive a copy of any notice of default given to the grantee under the terms of the agreement and include the regional grants management officer's current address;
- (3) Include a clause that requires any action to foreclose the mortgage agreement or security agreement be suspended for 60 days after the responsible HHS official receives the default notice to allow the responsible HHS official reasonable time to respond;
- (4) Include a clause that preserves the notice of federal interest and the grantee's obligation for its federal share if the responsible HHS official fails to respond to any notice of default provided under this section;
- (5) Include a statement that requires the responsible HHS official to be paid the federal interest before foreclosure proceeds are paid to the lender, unless the official's rights under the notice of federal interest have been subordinated by a written agreement in conformance with §1303.51;
- (6) Include a clause that gives the responsible HHS official the right to cure any default under the agreement within the designated period to cure the default; and,
- (7) Include a clause that gives the responsible HHS official the right to assign or transfer the agreement to another interim or permanent grantee.

(b) A grantee must immediately notify the responsible HHS official of any default under an agreement described in paragraph (a) of this section.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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1303.50 Third party leases and occupancy arrangements.

(a) After November 7, 2016, if a grantee receives federal funds to purchase, construct or renovate a facility on real property the grantee does not own or to purchase or renovate a modular unit on real property the grantee does not own, the grantee must have a lease or other occupancy agreement of at least 30 years for purchase or construction of a facility and at least 15 years for a major renovation or placement of a modular unit.

(b) The lease or occupancy agreement must:

- (1) Provide for the grantee's right of continued use and occupancy of the leased or occupied premises during the entire term of the lease;
- (2) Designate the regional grants management officer to receive a copy of any notice of default given to the grantee under the terms of the agreement and include the regional grants management officer's current address;
- (3) Specify that the responsible HHS official has the right to cure any default under the lease or occupancy agreement within the designated period to cure default; and,
- (4) Specify that the responsible HHS official has the right to transfer the lease to another interim or replacement grantee.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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1303.51 Subordination of the federal interest.

Only the responsible HHS official can subordinate federal interest to the rights of a lender or other third party. Subordination agreements must be in writing and the mortgage agreement or security agreement for which subordination is requested must comply with §1303.49. When the amount of federal funds already contributed to the facility exceeds the amount to be provided by the lender seeking subordination, the federal interest may only be subordinated if the grantee can show that funding is not available without subordination of the federal interest

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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1303.52 Insurance, bonding and maintenance.

(a) Purpose If a grantee uses federal funds to purchase or continue purchase on a facility, excluding modular units, the grantee must obtain a title insurance policy for the purchase price that names the responsible HHS official as an additional loss payee.

(b) Insurance Coverage

- (1) If a grantee uses federal funds to purchase or continue purchase on a facility or modular unit the grantee must maintain physical damage or destruction insurance at the full replacement value of the facility, for as long as the grantee owns or occupies the facility.
- (2) If a facility is located in an area the National Flood Insurance Program defines as high risk, the grantee must maintain flood insurance for as long as the grantee owns or occupies the facility.
- (3) A grantee must submit to the responsible HHS official, within 10 days after coverage begins, proof of insurance coverage required under paragraphs (a) and (b) of this section.

(c) Maintenance A grantee must keep all facilities purchased or constructed in whole or in part with Head Start funds in good repair in accordance with all applicable federal, state, and local laws, rules and regulations, including Head Start requirements, zoning requirements, building codes, health and safety regulations and child care licensing standards.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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1303.53 Copies of documents.

A grantee must submit to the responsible HHS official, within 10 days after filing or execution, copies of deeds, leases, loan instruments, mortgage agreements, notices of federal interest, and other legal documents related to the use of Head Start funds for purchase, construction, major renovation, or the discharge of any debt secured by the facility.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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1303.54 Record retention

A grantee must retain records pertinent to the lease, purchase, construction or renovation of a facility funded in whole or in part with Head Start funds, for as long as the grantee owns or occupies the facility, plus three years.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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1303.55 Procurement procedures.

(a) A grantee must comply with all grants management regulations, including specific regulations applicable to transactions in excess of the current simplified acquisition threshold, cost principles, and its own procurement procedures, and must provide, to the maximum extent practical, open and full competition.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

(b) A grantee must obtain the responsible HHS official's written approval before it uses Head Start funds, in whole or in part, to contract construction or renovation services. The grantee must ensure these contracts are paid on a lump sum fixed-price basis.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

(c) A grantee must obtain prior written approval from the responsible HHS official for contract modifications that would change the scope or objective of a project or would materially alter the costs, by increasing the amount of grant funds needed to complete the project.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

(d) A grantee must ensure all construction and renovation contracts paid, in whole or in part with Head Start funds contain a clause that gives the responsible HHS official or his or her designee access to the facility, at all reasonable times, during construction and inspection.

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				

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1303.56 Inspection of work

The grantee must submit to the responsible HHS official a final facility inspection report by a licensed engineer or architect within 30 calendar days after the project is completed. The inspection report must certify that the facility complies with local building codes, applicable child care licensing requirements, is structurally sound and safe for use as a Head Start facility, complies with the access requirements of the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and the Flood Disaster Protection Act of 1973, and complies with National Historic Preservation Act of 1966.⁴⁵

Activity	Person Responsible	Person Monitoring	Timeline	Documentation
N/A				