

AISD Head Start & Early Head Start

MANAGEMENT POLICIES & PROCEDURES



Table of Contents

Mission	pg. 2
Philosophy	pg. 3
Program Planning and Shared Governance Procedures and Timelines	pgs. 4-8
Impasse Procedures	pgs. 9-10
Procedures for Electing Parent Policy Council	pg. 11
Policy Council By-Laws	pgs. 12-16
Procedures for Reimbursement of Policy Council Member Expenses	pg. 17
Grievance Procedures	pgs. 18
Plan for Recruitment & Selection of Personnel	pg. 19-20
Child Abuse and Neglect Policy	pgs. 21
Standards of Conduct: Child Guidance, Child Supervision, and Confidentiality	pgs. 22-24
Standards of Conduct for Employees Engaged in the Award of Contracts	pg. 25
Eligibility, Recruitment, Selection, Enrollment, and Attendance Plans	
EHS	pgs. 26-30
HS	pgs. 31-35
Human Resources Information	pg. 36
Record-keeping, Reporting, and On-going Monitoring Plans	
EHS	pgs. 37-44
HS	pgs. 44-50
School Readiness Action Steps	pgs. 51-54
Parent, Family and Community Engagement and School Readiness Plan	pgs. 54-55

Abilene Independent School District Early Childhood Program

STATEMENT OF MISSION

The Abilene ISD Early Childhood Program believes in equipping and empowering young children and families to improve the quality of their daily lives so that they will reach their full human potential.

The Staff of the Early Childhood Program is committed to the mission of providing optimal quality, comprehensive child and family development services and dynamic growth opportunities that are responsive to individual and community needs and effectively support school readiness.

Our mission is fulfilled by providing these services in a proactive and collaborative manner, in an inclusive, nurturing, and supportive environment, using all available resources.

**EARLY CHILDHOOD PROGRAM
Statement of Philosophy**

The AISD Early Childhood Program is founded upon the following beliefs:

1. All children can learn.
2. Young children learn best from each other and through doing, exploring, and creating.
3. Children's play is a primary vehicle for and indicator of their mental growth and builds a foundation for future academic learning of abstract concepts and symbols.
4. Learning should be meaningful and useful to the learner.
5. An effective classroom is a reflection of the community at large and is responsive to individual, cultural, and linguistic differences.
6. Developmentally appropriate practices work in all classes for young children.
7. An effective teacher will address the individual needs of all children.
8. The Pre-K Curriculum Guidelines can and should be interpreted and implemented to meet a variety of developmental levels.
9. Families should be encouraged to participate in programming for young children.
10. Children learn best when their relationships with adults are consistent over time, emotionally rewarding, and supportive of self-esteem. Therefore, the school/classroom environment should be a physically and emotionally safe place in which children can develop social skills and nurturing relationships.
11. Children learn to their fullest potential when their social, physical, emotional, and family needs are met. Therefore, effective early childhood programs support the overall well-being of the students and their families.
12. The goal of early childhood education should be to help children become enthusiastic, confident, inquisitive, and independent learners who are school ready.

ABILENE ISD HEAD START & EARLY HEAD START

Program Planning and Shared Governance

Procedures & Timeline

I. Program Planning and Shared Governance

A. Activities

1. Parent Orientation

- a. Held annually in September for Head Start and in August/September for Early Head Start.
- b. Parent are invited to participate in program activities/committees/Parent Committees/Policy Council.
- c. Representatives from each classroom are elected to run for Policy Council in mid-September for both programs.

2. Center Parent Committees

- a. All parents are considered members of the Center Parent Committee.
- b. Officers may be elected annually in mid-September per the By-Laws of the Center Parent Committee.
- c. Meetings may be held separately or in conjunction with parent training meetings.
- d. An “open forum” format is utilized at all committee meetings for the purpose of encouraging and receiving all parent input, questions, etc. The duties of the Parent Committee include, but aren’t limited to:
 - advising staff in developing and implementing local program policies, activities and services to ensure they meet the needs of children and families;
 - communicating with Policy Council through a designated liaison,
 - following the guidelines established by the governing body/Policy Council in participating in the recruitment and screening of Early Head Start and Head Start employees.
- e. Minutes and sign-in sheets may be maintained for each meeting. Relevant input received will be presented to the Policy Council for information, or action if necessary, monthly as appropriate.

3. Other Parent Input

- a. Many opportunities for parent input are made available on an on-going basis so that parents may be full partners in their children’s education and program development.
- b. Parent input is documented on family needs assessments, home visit forms, conference forms, lesson plans, etc.
- c. A parent survey may be disseminated in the spring annually, giving all parents an opportunity to give input on program services and quality.

4. Service Area Committees and Advisory Committee

- a. Each service area committee will include parents as appropriate.
- b. Parents will be full partners in the plans developed and decisions made by each committee.
- c. Committees may meet as appropriate throughout the year, but at least annually in the spring for program plan development.

5. Health Services Advisory Committee (HSAC)

- a. HSAC will meet at least twice annually (once each semester), usually in September and April.
- b. HSAC will include staff, parents, and community representatives as fully functioning members.
- d. HSAC will advise, give input, and approve all health and mental health-related plans and policies annually in April/May.

6. Parent Policy Council

- a. The Parent Policy Council will be elected annually in September/October from the representatives elected from each classroom.
- b. Composition and election of Policy Council members and community representatives will follow procedure as approved in the Policy Council By-Laws and Procedures for Electing Policy Council addendum (approved by the PC and the Board).
- c. Election of PC members will occur at the first parent meeting scheduled after Parent Orientation.
- d. The Policy Council will be trained on shared governance, federal performance standards, and parent participation at the Policy Council Retreat held annually not later than mid-October.
- e. The first Policy Council meeting in which the newly seated Council meets will be held in October annually after the Policy Council retreat.
- f. The Policy Council will elect officers as their first item of business annually at the first meeting following Policy Council training.
- g. The Policy Council will meet approximately monthly throughout the year to perform shared governance and planning activities as outlined in the Governance Plan and the Policy Council Timeline (see attached timeline).
- h. Child-care and meals will be provided free of charge for Policy Council members so they may participate fully in governing activities. Other costs (i.e. travel) incurred may be reimbursed as per the district reimbursement of expense policy.
- i. The district administrator with responsibility for the Head Start/Early Head Start programs will serve as the liaison between the Policy Council and the School Board for the purpose of promoting two-way communication between the two governing bodies.

6. AISD School Board of Trustees

- a. As required by Federal regulations, the AISD School Board of Trustees will retain legal and fiscal responsibility for the operation of the Head Start program PL 110-134, Sec 642 [42 U.S.C. 9837] (c)(1)(A).
- b. As a Board elected to their positions, Board members will not be required to meet the qualifications listed in PL 110-134, Sec 642 [42 U.S.C. 9837] (c)(1)(B)(v)(iv), but shall use a consultant or other individual with relevant expertise and the qualifications listed in (b)(i-iv) as needed.
- c. As required by federal regulations, the AISD School Board will participate in a Head Start Orientation annually, or as new members are added to the Board PL 110-134, Sec 642 [42 U.S.C. 9837] (c)(1)(B)(v)(iv).
- d. The district administrator with overall responsibility for the Head Start/Early Head Start program will provide information/reports to the School Board as appropriate for the purpose of supporting the Board in fulfilling their legal and fiduciary responsibilities regarding Head Start and Early Head Start, including administering, overseeing, and safeguarding Federal funds.

- e. This administrator will solicit input from the Board and present items for all required approvals as outlined in the Head Start Act and the Head Start Program Performance Standards (i.e. ERSEA plans, budgets and grant proposals, program self-assessment, program improvement plan, program service plans, governance and management policies, etc.).
- f. The approval of major policies not requiring annual approval will stand until changes occur.
- g. The Head Start Director will provide a monthly written report to the School Board for the purpose of sharing program progress and monitoring program compliance and quality.
- h. A member of the School Board may attend Policy Council meetings for the purpose of promoting two-way communication between the two governing bodies if desired.

B. Policy Council Planning Timeline

1. Planning and governance activities involving the Policy Council will occur annually as outlined on the Policy Council Timeline (attached).

II. Program Area Planning

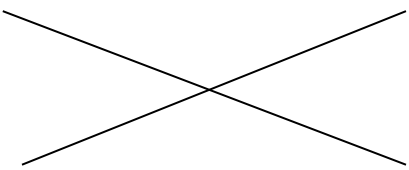
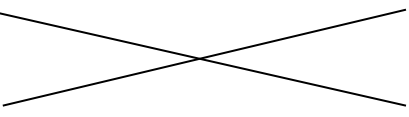
- A. Specific program area planning will occur as follows:

1. **Self-Assessment** will be conducted in March through May annually.
 - a. Self-Assessment Teams for each regulatory Sub-Part are selected to include parents, Policy Council, grantee staff, and consultants or community representatives as appropriate.
 - b. Self-Assessment Teams will be trained by the Program Coordinators leading each Sub-Part self-assessment.
 - c. Self-Assessment activities will be conducted by each Sub Part team using the tool currently used by OHS for the monitoring of program quality as a starting point, or other appropriate tools.
 - d. Detailed reports will be developed by each Sub-Part team indicating assessment findings, compliance issues, and recommendations for program improvement.
 - e. Self-Assessment findings will be presented to the Policy Council and School Board for approval in May or June annually, or as soon as is possible after completion.
2. **A Program Improvement Plan** will be developed in May or June annually, or as soon as possible after completion.
 - a. Self-assessment teams work with program area coordinators and an improvement plan will be developed for each area as needed.
 - b. The Program Improvement Plan will be presented to the Policy Council for input and approval at the May or June meeting, or as soon as possible after completion.
 - c. The Program Improvement Plan will be presented to the School Board for input and approval after Policy Council approval has been completed.
3. **Service Area Program Plans** will be updated in March- April annually.
 - a. Service area coordinators will meet with committees comprised of parents, staff, and other appropriate individuals to review self-assessment and program

- improvement plan data and revise service area program plans in May and June annually.
 - b. Program plans will be presented to the Policy Council for review, input, and approval in May or June annually, or as soon as they are completed.
 - c. Service area plans will be implemented beginning in August annually.
4. **A Community Assessment** will be conducted in October/November annually.
- a. The Assistant Head Start and Early Head Start Directors will disseminate sections of the Community Assessment to community agencies and program coordinators for data collection and input.
 - b. Community agencies will be contacted for current community information regarding demographics, services needed by low-income families, and services available in the community, etc.
 - c. The Policy Council will participate actively in the CA process, particularly assisting in identifying the services needed by families.
 - d. The completed CA will be presented to the Policy Council for approval by November annually and then forwarded to the School Board for review.
 - e. The results of the CA will be utilized by the Policy Council in determining the program's philosophy, long-term goals, short-term goals, recruitment area, program options, center locations, program services, and program budgets (see attached timeline).
 - f. The program's philosophy, long-term goals, short-term goals, recruitment area, program options, center locations, program services, and program budgets will be approved by the Policy Council and then forwarded to the School Board for final approval.
5. **Grant Proposals and Refunding Budgets** will be developed annually at least three-four months prior to the program year-end date.
- a. The Policy Council will participate in Budget and Grant Proposal training annually so they can make informed decisions during the budget and grant development process.
 - b. Budget input forms will be distributed to all relevant Head Start and Early Head Start staff annually for use in the budget development process.
 - c. The refunding budgets and grant proposals will be developed annually using information gathered from staff input, parent and Policy Council input, closing year budget reports, the Self-Assessment, the Community Assessment, and the AISD Special Programs Accountant (i.e. predicted salary levels, cost increases, etc.).
 - d. The completed budget(s) and grant proposal(s) will be presented to the Policy Council for input and approval and then forwarded to the School Board for final approval
 - e. The grant proposal(s) will be sent to ACF annually at least three months prior to the program year end date
 - f. Additional funding grants received throughout the year will follow the same procedures (i.e. Cost of Living, Quality Improvement, T&TA, etc.) and will be approved by both the Policy Council and the School Board.

6. Planning/Shared Governance Cycle (repeats annually)

POLICY COUNCIL PLANNING/GOVERNANCE TIMELINE

ACTIVITY	DISCUSS/GIVE INPUT	VOTE HELD
Parent Committees established; classroom representatives elected	At Parent Orientation/Parent Meetings; mid-September annually	At Parent Orientation/Parent Meetings; September annually
Policy Council Members Elected	1st parent meeting after Parent Orientation	1st parent meeting after Parent Orientation
Policy Council Training Retreat Conducted (Shared Governance, Roberts Rules of Order, Performance Standards)	Not later than October annually	
Policy Council Officers Elected	1 st PC meeting annually; September/October	1 st PC meeting annually; September/October
Policy Council Meeting Dates/Schedule Set	September/October PC meeting set by PC members annually, or as changes occur	October PC meeting annually
Organizational Chart & Job Descriptions Updated	May PC meeting annually, or as changes occur	As changes occur
Refunding Grant Proposal and Budget Development Training Conducted	November PC meeting annually	
Refunding Grant Proposal and Budget Developed for submission to ACF	November, December, PC meetings annually (additional funding applications as required annually)	December PC meeting annually; (additional funding applications as required annually)
Community Assessment Conducted and Analyzed	October PC meeting annually	November meeting annually
Philosophy, Long Term Goals, Short Term Goals Developed/Approved	November, December PC meeting annually	Not later than December PC meeting annually
Service/Recruitment Area, & Program Option(s) Determined	November, December PC meeting annually	Not later than December PC meeting
Enrollment, Recruitment, Selection Plan Updated	March or April PC meeting annually	As changes occur
Self-Assessment Conducted	March, April, May Annually	May or June annually
Program Improvement Plan Developed	May, June annually	May or June annually
Program Service Area Plans Updated	April, May PC meetings annually	May or June PC meetings annually
Use of AISD Personnel	June, August annually	August PC meeting annually

Policies Reviewed		
PC by-laws Reviewed	At PC Orientation annually	As changes are made
Budget/Fiscal Updates	Every meeting as available	Every meeting as available
Major Budget Revisions; Personnel changes Approved	On-going as revisions or personnel changes occur	On-going as revisions/changes occur
Parent Planned Activities	On-going as suggested	On-going as needed

ABILENE ISD HEAD START & EARLY HEAD START

Procedure for Resolving Impasse Between the School Board and Parent Policy Council

The Abilene ISD Board of Trustees and the Parent Policy Council share governance of the Head Start and Early Head Start programs. It is recognized that the School Board and the Policy Council, supported by the parents' Policy Committee, each have a participatory role in developing policy and making decisions about the Head Start program in Abilene.

Adherence to **Federal Performance Standard CFR Part 1301.6(a)** requires a written procedure for resolving internal disputes, including impasse procedures, between the governing body and the policy council. Such procedures are required so that time and resources are not allocated in a manner that diverts from providing services to children and families.

In the event of a dispute or impasse, the AISD Head Start and Early Head Start program will use the following procedures to resolve said dispute or impasse:

I. INTERNAL DISPUTES

- A. Internal disputes will first follow the course of the district's established grievance procedures in Board policy, including Board policies GF Legal, and GF Local. Both informal and formal processes as describing in said policies will be followed by both parties.
- B. The dispute resolution process will include the Board considering proposed decisions from the Policy Council, and the Policy Council considering proposed decisions from the Board [CFR Part 1301.6(a)(1)].
- C. Board policies, including Board policies GF Legal and GF Local, include requirements that the Board "must stop, look, listen and must consider the petition, address, or remonstrance."
- D. If there is a disagreement, the Board and/or the Policy Council must notify the other in writing why it does not accept a decision [CFR Part 1301.6(a)(2)]. Such written notice will require use of the forms set forth in Board policy.
- E. Board policies will describe a decision making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal [CFR part 1301.6(a)(3)].
- F. Timelines established in Board policy will be followed by both parties.
- G. In the event that such disputes fail to be resolved according to the grievance procedures described in Board policies, impasse procedures will be implemented.

II. IMPASSE PROCEDURES

A. Definition of an Impasse:

Impasse is defined as having occurred when the Governing Board(s), Executive Director, or Head Start management proposes final action in at least one of the functional areas of concurrence in the Performance Standards and the Policy Council does not concur within 15 working days or by the time of the next regularly scheduled Policy Council meeting, whichever occurs later.

B. In the event of an impasse, an Impasse Committee will be formed.

1. Formation of Impasse Committee:

a.) The Committee will be composed of seven persons; four selected ad hoc by the Superintendent of Schools as the designee of the School Board and three selected by the Policy Council from among its members and/or members of the Policy Committee. None of the members of the Impasse Committee shall have a personal interest or relationship with the subject matter in dispute.

b.) The Executive Director and/or Head Start Director will act as a nonvoting resource advisor to the Committee.

2. The Committee will convene on an informal basis and discuss issues, preferably until there is consensus or supermajority (at least 2/3 vote) on all recommendations to the Governing Board and Policy Council.

3. Issues should be resolved within the Impasse Committee in nearly all circumstances. Resolution may be achieved by two-thirds majority vote if not consensus.

H. Mediation:

If resolution does not occur at that level, informal mediation will be initiated by the Superintendent of Schools, during which one member chosen from the Board's representatives on the Impasse Committee and one member chosen from the Policy Council's representatives shall participate as representatives of each "side" in the dispute. A mutually agreeable third party mediator must be selected and both parties will participate in a formal process of mediation that leads to a resolution of the dispute [CFR Part 1301.6(b)]. With the facilitation of mediator, within 10 business days the two representatives shall exhaustively seek accord toward resolving the dispute to their mutual satisfaction. If successful, the mediator shall report their resolution to the Impasse Committee with recommendation for approval.

I. Upon Lack of Resolution:

Should the mediation prove unsuccessful or the Impasse Committee fail or refuse to approve the mediated resolution, the governing body and the policy council must select a mutually agreeable arbitrator whose decision is final as required by CFR Part 1301.6(c).

ABILENE ISD HEAD START/EARLY HEAD START PARENT POLICY COUNCIL

Procedures for Electing Policy Council Members

1. HS Parent Committee Representatives are nominated and elected for possible Policy Council membership in each classroom on Parent Orientation Night annually. EHS parents are nominated from each classroom.
2. A meeting is called of the HS center committees. All nominated HS representatives are presented for vote for Policy Council membership. EHS representatives are elected by a vote conducted in the EHS classrooms.
3. Membership on the Policy Council is filled by the representatives with the highest votes in following areas:

Head Start

5 Head Start reps 3 Pre-K/PPCD reps 8 alternates (one per position)

Early Head Start

2 reps from Crockett EHS 2 alternates (one per position)

4. The elected Policy Council representatives will meet for training. Elections will be held to elect officers at the first formal meeting of the Council.

**BY-LAWS
of the
Abilene ISD Head Start/Early Head Start Parent Policy Council**

Article I.
Name

The name of this organization shall be the Abilene ISD Head Start/Early Head Start Parent Policy Council. Robert's Rules of Order will be observed as the procedural guide for all meetings.

Article II.
Responsibilities

The Policy Council shall approve/disapprove and submit to the governing body decisions about each of the following activities:

- Section 1. Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs. Establish and maintain a method of hearing and resolving community complaints about the Head Start/Early Head Start Program. See Article IX
- Section 2. Assist in the completion of an annual self-evaluation of the agency's Head Start/Early Head Start Program. Approve or disapprove the findings of said self-assessment and forward to the governing body.
- Section 3. Approve or disapprove all program plans annually. (The plans will include goals, resources, timelines, and strategies)
- Section 4. Make informed decisions concerning budgets, applications for funding, grant proposals, and amendments to applications for funding, including operational changes. Approve all funding applications prior to submission.
- Section 5. Approve in advance, expenditures of Policy Council funds and policies for reimbursement and participation in policy council activities.
- Section 6. Approve or disapprove personnel policies, including standards of conduct and the hiring or firing of Head Start/Early Head Start personnel, prior to the action when at all possible. See Personnel Policies.
- Section 7. Approve or disapprove the criteria for recruitment, selection and enrollment priorities for students within applicable Health and Human Services guidelines.
- Section 8. Approve or disapprove the service area, and any delegate agency(ies), including any written delegation agreements between Abilene Independent School District and other agencies selected to provide Head Start/Early Head Start services.
- Section 9. Participate in required elements of program planning including the Community Assessment, the program's philosophy and long-term and short-term goals, service area, program options, and center locations.

- Section 10. Serve as a link to the Parent Committees, grantee and governing bodies, public and private organizations, and the community they serve. Assist Parent Committees in communicating with all parents enrolled concerning their rights, responsibilities, and opportunities in Head Start or Early Head Start, and encourage their participation. Develop and approve procedures for how the members of the policy council will be elected.
- Section 11. Assist in recruiting volunteer services from parents, community residents and community organizations and assist in the mobilization of community resources to meet identified needs.
- Section 12. Approve the written procedures describing how the governing body and the Parent Policy Council will implement shared decision making.
- Section 13. Establish and maintain a procedure for resolving impasse between the governing body and Parent Policy Council. See Article X.
- Section 14. Develop and approve by-laws for the operation of the Parent Policy Council.

Article III. Membership

The total membership of the Parent Policy Council will be ten (10). The number of parents elected from each center will be approximately proportional to the number of children enrolled at that center. Five (5) of these will be Head Start parents, two (2) will be Early Head Start parents, three (3) will be Pre-Kindergarten and/or PPCD (Pre-School Program for Children with Disabilities) parents, who will serve as representatives from the community at large. One alternate will be elected for each representative position. At all times, at least 51% of the Policy Council membership will be parents of currently enrolled Head Start/Early Head Start children. No grantee staff or members of their immediate families can serve on Policy Council or Policy Committees except parents who occasionally substitute for Head Start or Early Head Start staff. Members may receive reimbursement for reasonable expenses to fully participate as a member, however, no member shall receive compensation for membership or services to the program.

The Head Start/Early Head Start parents will be elected from each of the centers and program options operated. Not later than the last week of September of each year, parents from each Head Start or Early Head Start classroom will nominate up to 2 parents willing to serve as members or alternates. In the absence of nominees, the classroom teacher will secure a volunteer willing to serve if elected. These names will be placed on a ballot. At the next HS parent meeting, HS parents will vote to elect Policy Council members from nominations on the ballot. EHS parents will vote in their classrooms. Those receiving the most votes will fill the membership slots, and those receiving the next highest votes will fill alternate slots. Alternates may attend meetings as observers, voting only in the absence of a Policy Council member as approved by the Policy Council members in attendance at that meeting.

The community representatives will consist of three (3) Pre-K or PPCD parents. Nominees for community representatives will be presented to the Policy Council for approval at their first regular meeting after election to the Policy Council.

The term for membership will be one year. The maximum number of one-year terms a person may serve will be five (5) in a lifetime. The term begins at the date of Policy Council election and extends until a new council is elected the following year.

Removal of Policy Council Members: Members who have missed three (3) consecutive meetings will be replaced by alternates from the same center as the member being replaced if that alternate remains eligible due to consistent attendance. If the alternate from the same center does not remain eligible, then the alternate who has attended the most meetings will be nominated as the replacement. The replacement will be approved by a vote of the Policy Council.

Article IV. Officers

There shall be a President, Vice-President, and Secretary of the organization elected by the Policy Council at the meeting following election of Policy Council membership. Each officer will serve a one-year term, not to exceed two consecutive years.

The President shall preside at all meetings in which he/she is in attendance. He/she shall conduct business, using Robert's Rules of Order as a guide. It is his/her duty to appoint special committees, as they are needed.

The Vice President shall preside in the absence of the President.

The Secretary shall attend all meetings and assists in the keeping minutes of the proceedings. In absence of the secretary, the presiding officer will appoint someone to assist in taking minutes.

Article V. Meetings

There shall be six (6) regular meetings, scheduled for October, November, January, February, March, and April. These meetings will be held on the third Tuesday of the month unless changed by a majority vote of Policy Council members. Additional meetings shall be called as needed.

In addition to the Policy Council members and alternates, the following persons are invited to attend in an advisory capacity, with no voting or decision making powers:

Head Start and Early Head Start Directors
Assistant Head Start and Early Head Start Directors
Abilene ISD Central Office Administrator with oversight responsibility for Head Start/Early Head Start
Family & Community Partnerships Coordinator and Assistants
Principals of a target elementary school
Region XIV Education Service Center consultants

Article VI. Quorum

A quorum shall be a simple majority, one plus one half the recognized number of members in the organization. In the event that a quorum is not reached and a time-sensitive vote must occur, the Family & Community Partnerships Coordinator may conduct a face-to-face, email, or phone poll

of the Parent Policy Council members in order to reach a quorum. Documentation of each member contacted and their vote will be maintained; or, if at least four members are present, they may vote to allow the alternates in attendance to vote for the evening in order to make a quorum. In either of these two circumstances if a majority of the Parent Policy Council approves the action item, then the Parent Policy Council President or Vice President (if the President is unavailable) will sign a letter documenting this approval.

Article VII. Amendments of By-Laws

These By-Laws may be amended at a regular meeting called for that purpose with a quorum present. Amendments may also be offered at a regular meeting not called for the purpose of amendment of the By-Laws if the President presents both the current By-Laws and the proposed amendments, the secretary records the announced purpose of voting on said amendment or amendments, and the final approval is completed at the next regular meeting of the Parent Policy Council or a meeting called for that purpose.

Article VIII. Tax Exempt Ruling

No part of the net earnings of this organization shall inure to the benefit or, or be distributable to its members, trustees, officers, or other private person with the following exception: Funds earned by the organization shall be used exclusively for charitable and educational purposes benefiting the children and families enrolled in the program.

No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in any political campaign on behalf of any candidate for public office.

The Parent Policy Council shall not carry on any activities not permitted to be carried on by a tax exempt organization under 501.4 of the Internal Revenue Code of 1954 or any future tax laws which pertain to tax exempt organizations.

Upon dissolution of the Parent Policy Council, the officers shall dispose of any assets exclusively for the purpose of charitable or educational uses.

Article IX. Community Resolution Procedures

In the event of community complaint against Head Start/Early Head Start that cannot be resolved by the program administration, a committee would be selected by the grantee to include representation from Abilene ISD administration, the Parent Policy Council, and the Board of Trustees. This committee would select a chairperson and proceed to define the problem and work toward a solution. (See Grievance/Impasse Policy).

Article X. Procedure for Resolving Internal Disputes or Impasse Between the Governing Board and Parent Policy Council

In the event of a dispute or impasse, the AISD Head Start and Early Head Start Program and the Parent Policy Council will utilize the approved procedure entitled "Procedure for Resolving Impasse between the Board and Parent Policy Council." (See Impasse Procedure)

ABILENE ISD HEAD START/EARLY HEAD START

Procedures for Reimbursement of Policy Council Members' Expenses

It is the philosophy of the AISD Head Start/Early Head Start Program that there should be no monetary costs that would hinder or preclude Policy Council members from participating freely and actively in all Policy Council functions. Therefore, the following procedures will be utilized to assure full participation is monetarily feasible for all members:

1. The program will provide a free meal for all Policy Council members at all meetings. A free meal will also be provided for all family members who accompany the Policy Council member to meetings.
2. The program will provide free child care for all children who attend a meeting with their parent.
3. The program will provide free transportation (i.e. pick up/drop off) for any Policy Council member that needs it. In order to arrange the free transportation, the Policy Council member must notify their Family Advocate or the Family and Community Partnerships Coordinator by 3:00 on the day of the meeting.
4. Travel and training related expenses for Policy Council members who participate in local and/or out-of-area training activities will be reimbursed by the program per the AISD approved travel policies and reimbursement rates.
5. Other reasonable expenses incurred in the conduct of Policy Council business may be reimbursed with prior approval from the Family and Community Partnerships Coordinator and Director for expending the funds. In such cases, reimbursement rates will be consistent with those of the AISD approved reimbursement policies.
6. Expenses that have not been approved prior to the member expending the funds may not be reimbursed.
7. No member shall receive compensation for membership or services to the program.

ABILENE ISD HEAD START/EARLY HEAD START

GRIEVANCE PROCEDURES

Staff/Parent/Community Complaints Board Policies DGBA, DG, FNG, and GF

The Federal Program Performance Standards require that Grantees have a policy to address complaints from staff, parents, and community members. Such complaints received by the AISD Head Start and Early Head Start programs will be addressed as follows:

1. Student, parent, employee and community complaints/grievances will be submitted and handled according to applicable AISD Board Policies, including but not limited to:
 - DGBA-** Employee Complaints/Grievances
 - DG-** Employee Rights and Privileges
 - GF-** Public Complaints
 - FNG-** Student & Parent Complaints/Grievances
2. Applicable forms to be used will be located in policy exhibits.
3. If requested, the program administrator(s) will assist complainants in locating the appropriate Board policies online.

PLAN FOR THE RECRUITMENT, SELECTION, AND RETENTION OF ABILENE ISD HEAD START AND EARLY HEAD START PERSONNEL

1. Recruitment, selection, employment, and termination of employees will be conducted according to AISD Board Policies, including, but not limited to, policies DC, DCA, DCB, DCC, DCD, and DBE, and this Plan.
2. The responsibility of hiring and termination of Head Start and Early Head Start personnel is that of the AISD Human Resources Department, the Superintendent of Schools and the Abilene ISD School Board. This includes professional and non-professional personnel.
3. All applicants will be interviewed by the AISD Executive Director of Human Resources or his/her designee(s) and the Director of Head Start and/or his/her designees, before the applicant is recommended for hire.
4. Per Federal regulations, the Parent Policy Council must approve hiring and termination of Head Start and Early Head Start personnel. No new hire or dismissal may be considered official until such approval is granted by the Policy Council.
5. The School Board retains final authority for employment of contractual personnel. The Board delegates to the Superintendent final authority to employ and dismiss non-contractual employees on an at-will basis.
6. All applications and official personnel files will be kept in the AISD Human Resource office at the AISD administration building. Additional files for administrative use or as required by Child Care Licensing may be kept in the Head Start/Early Head Start Directors offices.
7. Job openings will be posted on the district website as openings occur. These announcements will include relevant information including qualifications and salary scale.
8. Recommendations for employment shall be considered and approved by the Policy Council before final action is taken by the district to hire and the person becomes an authorized Head Start/Early Head Start employee. Per the Policy Council Bylaws, when applicants are recommended for hire during the summer (while school is not in session), formal approval may be given by the Policy Council at the first meeting(s) for the new school year. Any new personnel hired prior to such approval by the Policy Council will be considered temporary until Policy Council approval is completed. If disapproved, they will not continue employment in a Head Start/Early Head Start position until the issue is resolved. In cases where the issue cannot be resolved the employee may be transferred to a position in another early childhood program or released from employment, at the district's discretion. (See Board Policy DC local)

9. When an applicant is approved by the district for hire, fingerprinting and criminal history checks will be completed per CFR 1302.90. At least the initial criminal history check will be completed and determined to be acceptable prior to the employee's first day of service with children. All employees whose position requires Texas State Educator Certification will be fingerprinted and a criminal history check run as a part of the certification process.
10. Per Federal regulations, all employees of Head Start and Early Head Start will be required to furnish proof of a negative TB test or chest x-ray and a medical practitioner's statement that they are clear of communicable diseases. These documents will be held in their on-campus files.
10. When other qualifications are equal, preference shall be given to former or current Head Start parents who make application for the position, in accordance with applicable federal regulations.
11. Persons already employed by the programs will be considered for promotions and internal transfers when jobs become available. Examples of promotions which have been given include: CDA or AA teacher promoted to certified teacher, CDA aide promoted to associate teacher, cafeteria monitor promoted to aide, substitutes promoted to full-time staff, etc.
12. Once hired, the AISD personnel policies and this Plan will govern the employment of all Head Start and Early Head Start funded employees.
13. If an employee assigned to HS/EHS comes under consideration to be dismissed during a school year, a Policy Council meeting will be called for the special purpose of consideration of the administration's cause for recommendation of dismissal, no matter the time of year. Dismissal of an employee must be approved by The Policy Council. Such approval will then be forwarded to the School Board for final action. No employee will be summarily dismissed during the school year without such consideration and input by the Policy Council. Upon due consideration, the Policy Council shall either concur in the recommendation of district administration or may submit to the School Board a minority report expressing its disagreement and supportive rationale, which the Board shall consider during any necessary action upon or appeal of the dismissal.

Attachment: This Plan to be administered in accordance with School Board Policy DC

ABILENE ISD HEAD START/EARLY HEAD START

CHILD ABUSE AND NEGLECT POLICY

The Abilene ISD Early Childhood Program, recognizing the serious local, state, and national problems of child abuse and neglect, affirms its position that the Abilene ISD Early Childhood Program shall report suspected cases of abuse or neglect to the appropriate agency. Program staff members are required by Texas State law to report suspected cases of child abuse and report. Effective action by program employees can be achieved through recognition and understanding of the problem, knowing the reporting procedures, and participating in the child abuse and/or neglect training programs provided by the Abilene ISD Early Childhood program. The following procedures will be implemented:

The EC program will follow AISD School Board Policies FFG (Legal) and FFG (local) for reporting child abuse and neglect.

1. Any person or professional who have cause to believe that a child's physical or mental health or welfare may be adversely affected by abuse or neglect by any person shall make such reports as are required by law within 48 hours. *Family Code 261.101 (a)(b)*
2. The report shall be made by the person suspecting the abuse or neglect.
3. The report shall contain the name and address of the child, the name and address of the person responsible for care of the child, if available, and any other pertinent information. *Family Code 261.104*
4. Reports shall be made to:
 - a. Any local or state law enforcement agency
 - b. The Texas Department of Child and Protective Services
 - c. The agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred; or
 - d. The agency designated by the court to be responsible for the protection of children. *Family Code 261.103; 19 TAC 61.105(a)(1)*
5. A person who reports or assists in the report of child abuse or neglect, other than a person reporting his or her own conduct or reporting in bad faith or with malice, is immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*
6. A person commits a Class A misdemeanor if he or she has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect and knowingly fails to report it as provided by law. *Family Code 261.109*
7. A person commits a state jail felony if it is shown on the trial of the offense that the actor intended to conceal the abuse or neglect. *Family Code 261.109*
8. The EC program will provide annual training for staff and parents on identifying and reporting suspected abuse /or neglect. *45 CFR 1302.47(b) (4)(K)*

ABILENE ISD HEAD START/EARLY HEAD START

ADDENDUM TO PERSONNEL POLICIES STANDARDS OF CONDUCT AND PENALTIES 45 CFR 1302.90(c)1

A. Child Guidance and Discipline

1. All staff, consultants, contractors, and volunteers will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition.
2. All staff will follow the approved Board Policy FO (Local) and the AISD Early Childhood Program Head Start Program Behavior Management Plan, and Early Head Start Program Behavior Management Guide to determine and implement positive behavior management strategies to be used to guide enrolled students' behavior. All techniques utilized will be designed to enhance students' internal control and to foster positive mental health.
3. Behavior management techniques utilized by staff will comply with AISD School Board policy, Texas Child Care Licensing regulations, Federal HHS-Head Start Program Performance Standards (45 CFR 1302.90(c)(1), and Early Childhood Program policies. Adherence to these regulations includes:
 - Use of positive child guidance methods
 - **NO form of corporal punishment will be used by any staff member on any enrolled child.** Corporal punishment includes, but is not limited to, any form of aggressive physical contact such as spanking, swatting, hitting, biting, grabbing, jerking, pushing, forcing children to run, tying or binding a child or taping a child's mouth, etc., and any contact intended to cause physical pain.
 - No threatening behavior will be utilized in behavior management. Such behaviors include, but are not limited to, verbal abuse or implied threats, profane or sarcastic language, threats, derogatory remarks about the child or family, yelling, or harsh voice tones.
 - Staff will not utilize physical isolation, no form of emotional abuse, including public or private humiliation. No rejecting, terrorizing, causing fear, shame, ignoring for long periods of time or rejection of students for any purpose or corruption of a child will be used.
 - Food, meals, or snacks will not be withdrawn or withheld from students as a part of any disciplinary procedures, nor will food be used as a reward.
 - No child will be deprived of basic needs.
 - Children will not be deprived of normal physical activity, which might possibly dispel excess energy and thereby improve internal behavior control. Physical activity or outdoor time will not be used as a punishment or reward.
 - Children will not be sent home or barred from participation in playground activities, field trips, or special events due to disciplinary reasons. Any alterations to the normal daily schedule require the express approval of an administrator.
 - Toilet learning/training methods will not be used that punish, demean, or humiliate a child.

- Children will not have anything put in or on their mouth (CCL 746.2805).
 - Children will not be placed in a locked or dark room, bathroom, or closet with the door closed (CCL746.2805).
 - Children will not be required to remain silent or inactive for inappropriately long periods of time for the child's age (CCL746.2805).
4. Violations of the regulations and policies may be considered grounds for termination of employment.

B. Student Supervision

1. No child will be left alone or left behind unsupervised. 45 CFR 1302.90(c)(1)(v) Students will be supervised at all times. Supervision will be defined to include the physical presence of a staff member who is able to observe the activity of individual students to ensure their safety and health.
2. Students will be signed in and out of school daily by the adult bringing them or picking them up.
 - Staff will not release children without the signature of the person picking them up.
 - Staff will not release children to any person who is not on the pickup list authorized by the enrolling or custodial parent.
3. Students will not be sent outside the classroom to a restroom (HS only), or any other place on campus, without being accompanied by an adult. EHS children will be monitored while in restrooms located in the classroom.

C. Confidentiality

1. Staff, consultants, contractors and volunteers will comply with confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with Subpart C of 45 CFR Part 1303 and applicable federal, state and local laws.
2. The AISD Early Childhood Program will follow AISD Board Policies FL (Legal) and FL (Local), FERPA (Family Educational Rights Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act) regulations regarding confidential information. All student recruitment, enrollment, and program service records are considered to be confidential. This includes demographic, eligibility, health, nutritional, family, educational, developmental screening, disability information, etc. Such information will only be released as per FERPA or HIPAA guidelines.
3. Confidential information, whether in written or verbal form, will be used only by appropriate agency personnel for planning purposes and in the delivery of program services. Information will be shared with program staff on a "need to know" basis only. Confidential information will not be shared with staff, parents or others on any other basis.
4. A list of all personnel with access to confidential files will be listed on or near filing cabinets at Head Start. Each comprehensive folder will contain a sign-in log to

document personnel or parent access to files. This sign-in log will contain a statement that by signing the log the person accessing the folder is committing to keep the information confidential. Early Head Start records are maintained in each coordinator's office and not viewed by other staff unless approved by coordinator. A sign in log is inside each student folder to document anyone viewing the records.

5. Children's permanent educational records will be forwarded to the child's elementary school upon the receipt of a written request. Agencies outside the Abilene ISD must provide written parental consent in order to receive requested information.
6. Confidential information such as emergency information, service schedules, and special needs will not be posted in the classroom without a cover sheet to protect confidentiality.

D. Penalties for Violation

1. Persons committing any documented and proven violations of these policies will be subject to penalties as outlined in AISD Board policies, including but not limited to policies DFBB (Local) and DH (Exhibit). Penalties may include being placed on administrative leave and other adverse actions, up to and including possible termination from employment.

Employee Name

Date

Administrator (Witness) Signature

Date

ABILENE ISD HEAD START/EARLY HEAD START
STANDARDS OF CONDUCT
For Employees Engaged in the Award of Contracts

Grantee and delegate agencies must ensure that all employees engaged in the award and administration of contracts or other financial awards sign statements that they will not solicit or accept personal gratuities, favors, or anything of significant monetary value from contractors or potential contractors. Personnel Policies and procedures must include provision for appropriate penalties for violating the standards of conduct.

In accordance with the Federal performance standards and **Abilene ISD School Board Policies DBD, CB and CBB Legal and Local**, the following statement is made:

I, _____, shall act with integrity and diligence in duties involving the District's fiscal resources. I will not accept or seek benefit or anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District Policy. I acknowledge that violating this policy is a Class A misdemeanor punishable under State of Texas Penal Code 36.07 and 36.08(d).

_____ Employee	_____ Position	_____ Date
_____ Witness	_____ Position	_____ Date

ABILENE ISD EARLY HEAD START

Student Eligibility, Recruitment, Selection, Enrollment, and Attendance Plan

A. SERVICE AND ENROLLMENT AREA

1. The service area is the City of Abilene, Texas.
2. Based upon the Community Assessment, and because current funding is inadequate to serve the entire service area, the enrollment area will be confined to the attendance boundaries of the Abilene Independent School District.
3. Eligible children living outside of the service area or enrollment area will not be enrolled unless the waiting list of eligible children within the enrollment boundaries of the AISD has been exhausted. Such children would need to have private transportation as out-of-district transportation is not provided.

B. ELIGIBILITY

1. The Early Head Start program will serve a total of 132 children and 9 pregnant women. Eligibility will be determined based upon applicants meeting federal eligibility regulations.
2. Eligibility for selection and enrollment will be determined based upon applicants meeting current federal eligibility requirements regarding age and eligibility criteria. (See Addendum #1 for relevant citations)
3. Eligibility will be documented using the OHS approved eligibility verification form.
4. Staff who examine the required documents to make a determination of eligibility will sign and date a statement attesting to their review of the specific documents and their determination that the pregnant woman or child is eligible based upon current federal eligibility requirements.
5. For enrollment in AISD Head Start or Early Head Start, "teen-age" will be defined as less than 20 years of age and enrolled in public school when applying for admission.

C. RECRUITMENT

1. Recruitment efforts will focus on pregnant and parenting teens and their children ages zero (0) months to three (3) years within the Abilene Independent School District.
 2. Recruitment efforts will be on-going and will attempt to actively inform pregnant and parenting teens, and all eligible families within the service area of availability of services through PSA announcements, advertisements, flyers, newspaper ads, notices to parents, parent and school referrals, community and agency referral, etc., as appropriate. Recruitment strategies will include efforts to locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.
- §1302.13

D. SELECTION

1. EHS maintains an established selection criteria that weighs the prioritization of selection of participants based on identified community needs through the community needs assessment. 1302.11 (b)
2. Identified community needs include family income, age, whether the child is homeless, in foster care, or eligible for early intervention services, and other relevant family or child risk factors. §1302.14 (a)(1)
3. Eligible children will be selected for enrollment according to severity of need as determined by a point system approved by the AISD Parent Policy Council. Every effort will be made to recruit, select and enroll those children most in need as early as is possible so that those most in need of the program will be served. All factors (points) being equal, the earliest date and time of application are selected first.
4. Children that are not selected for enrollment will be placed on a prioritized waiting list which will be maintained at all times. §1302.14 (c)
5. Because this program serves teen parents, non-teen parents and children will not be enrolled unless the waiting list of teen parent's children for a particular age group has been exhausted.
6. Because Early Head Start maintains a long waiting list of income eligible children at or below the federal poverty guidelines, non-disabled, over-income children will not be enrolled unless the waiting list of income eligible children whose families' income is at or below the poverty line has been exhausted. If the waiting list of income eligible children is exhausted, then children whose families' income is 100%-130% of the poverty line may be enrolled. The number of over-income children enrolled will not exceed the allowable percentage of total enrollment. §1302.12 (d)(1)
7. Children with disabilities, as defined by I.D.E.A., will fill a minimum of 10% of the enrollment slots. If EHS disability enrollment falls below the 10% minimum, children with diagnosed disabilities (IFSP) will be given first priority for enrollment (unless this placement conflicts with age appropriateness or continuity of care). §1302.14 (b)
8. Over-income children will not be placed on the waiting list unless they have a diagnosed disability (IFSP) or the income eligible waitlist has been exhausted. Over-income children may fill a maximum of 10% of enrollment slots.

E. ENROLLMENT

1. All vacancies will be filled within 30 days. §1302.15 (a)
2. As vacancies occur, children with the greatest need as identified by the prioritized waiting list will be given first priority for enrollment. §1302.14 (c)
3. A prioritized waiting list of eligible children and pregnant women will be maintained. Priority for enrollment will be given to children/pregnant women identified by recruitment/enrollment staff as having the greatest needs as determined by age, income, disabilities, or family circumstances based upon the approved selection

criteria/points system. Children and pregnant women with the highest points will be given first enrollment opportunity according to the age-specific opening.

4. The program's enrolled pregnant women will have priority over all other waiting list applicants for enrolling their child in the center. Children will be placed according to the availability of an age-specific space in the child care center.
5. Over-income children will only be enrolled if the prioritized waiting list of income and/or disabilities eligible children has been exhausted. If enrolled, over-income children will also be enrolled in order of greatest need as identified by the point system.
6. If the 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 3% of the programs' funded enrollment slots may be reserved. If the enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled in accordance with federal regulations.
§1302.15 (c)
7. If a child is withdrawn from the program for non-compliance such as failure to attend, they may not re-enroll in the program or on the waiting list for a period of sixty days, excluding summer months. Parent or guardian is not eligible to re-enroll that child or other subsequent children during this sixty day time period. If a family has been dropped from the program two times due to non-compliance issues, the family may not re-enroll in Early Head Start.

F. ATTENDANCE

1. Parents will sign and receive a copy of the Parent Attendance Policy as part of the enrollment packet.
2. If a child is unexpectedly absent and a parent has not contacted the program within one hour of the program start time, and were not sent home by the health clinic, the campus secretary will attempted to contact the parent to ensure the child's well-being and to determine the reason for the absent. These attempts/contacts are documented daily on the "compiled list of absentees" form. §1302.16 (a)(1)
3. If the parent has not contacted the program after two consecutive unexplained absences, the secretary will send out an email to the ERSEA Specialist, Family Advocate, Assistant Director, and Director. The ERSEA Specialist will then generate a referral to the Lead Master Family Advocate for immediate intervention and family support services. Family support services will include direct family contact such as phone call, text, or face to face contact (i.e. home visit, work or school). §1302.16 (a)(2)(iii)
4. The family advocate will implement appropriate strategies to improve individual attendance. Contacts with the family will emphasize the benefits of regular attendance, provide appropriate family support, while at the same time remaining sensitive to any special family circumstances influencing attendance patterns.
§1302.16 (a)(2)(iv)

5. Appropriate family support will be implemented for children with excessive absences. Attendance warning letter will be sent to the family after 4, 8 and 10 or more unexcused absences. 1302.16 (a)(2)
6. In cases where chronic absenteeism cannot be corrected, and where said absenteeism interferes with the child's ability to benefit from the program, the child will be withdrawn and his/her slot considered as a vacancy. §1302.16 (a)(3)
7. Children whose families are not in school or working may be dropped from the program and their slot considered a vacancy. In cases of school truancy, students must return to school within 2 days (students are at risk of losing school credit with excessive absences). For post high school families, a four week time period for returning to work or a school/training program will be extended. If the above time requirements are not met, families may be dropped from center-based services and their child's slot considered a vacancy.

G. SUSPENSION AND EXPULSION

1. The program will prohibit or severely limit the use of suspension due to a child's behavior. Temporary suspension of a child will be used only as a last resort in extraordinary circumstances where there is a serious safety threat that can't be reduced or eliminated by the provision of reasonable modifications.
2. Before the program determines whether a temporary suspension is necessary, the child will be referred for an evaluation. Following the outcome of the evaluation an interdisciplinary team will meet to form a plan. It will be determined if the child is hazardous to himself, others, or property and no other reasonable option is appropriate. §1302.17(a)(2)
3. Once all alternatives have been exhausted such as an evaluation and recommendation from a community mental health partner, utilizing the behavior management guide, receiving a recommendation by the interdisciplinary team, a child may then be temporarily suspended with an approval from the program director and a written plan in place to reinstate attendance as soon as possible. §1302.17 (a)(4)
4. If a temporary suspension is deemed necessary, the program will put a plan in place to return the child to full participation by continuing to engage with parents and the mental health consultant(s), utilizing community resources, develop a written plan to document the action and supports needed, provide services that include home visits, and/or determine whether a referral to local agencies for implementing IDEA is appropriate. §1302.17(a)(4)(i-iv)
5. Children will not be expelled or unenrolled from EHS because of their persistent, and serious challenging behavior. All available resources will be utilized to help the child be successful in the classroom and all steps will be documented. Initial supports may include observation of the child in the classroom by appropriate personnel to explore

options in the classroom to help the child be successful as determined by the EHS Behavior Management Guide. §1302.17 (b)(1)

6. Supports at a minimum will include 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) is not excluded from the program on the basis of a disability, and consulting with the parents and the child's teachers to review services on existing IFSP or develop an IFSP. §1302.17 (b)(2)(i-ii)

H. POLICY ON FEES

1. Head Start will not charge, solicit, encourage, or in any way condition a child's participation upon the payment of any fee. §1302.18 (a)

I. VIOLATION OF ELIGIBILITY DETERMINATION REGULATIONS

1. All staff who determine eligibility will be trained annually on applicable Federal Regulations and program policies for determination of eligibility. §1302.12 (m)
2. Any staff who knowingly violates Federal and program eligibility determination regulations, and who enroll pregnant women and/or children that are not eligible to receive Head Start services, will be subject to disciplinary action per the approved AISD personnel policies regarding ethics violations, up to and including possible termination of employment. §1302.12 (l)

ABILENE ISD HEAD START

Student Eligibility, Recruitment, Selection, Enrollment, and Attendance Plan

A. SERVICE AND ENROLLMENT AREA

1. The service area as defined by the grant is the City of Abilene.
2. Based upon the Community Assessment, and because current funding is inadequate to serve the entire service area, the enrollment area will be confined to the Abilene Independent School District attendance boundaries.
3. Eligible children living outside of the service area or enrollment area will not be enrolled unless the waiting list of eligible children within the enrollment boundaries of the AISD has been exhausted. Such children would need to have private transportation as out-of-district transportation is not provided.

B. RECRUITMENT

1. Recruitment advertising efforts will begin no later than March 15 of each year for the program year to begin in August of the same year.
2. A minimum of four pre-enrollment days will be scheduled in the spring (April, May, or June) of each year. Enrollment will resume in late July or early August if slots remain unfilled.
3. Recruitment efforts will attempt to actively inform all families within the service area of the availability of services through PSA announcements, advertisements, flyers, newspaper ads, notices to parents, parent referrals, community and child agency referrals, etc., as appropriate. Recruitment efforts will include efforts to target homeless and foster children as well as children with disabilities. **1302.13**

C. STUDENT ELIGIBILITY

1. The Head Start program will serve a total of 380 children.
2. Eligibility will be determined by applicants meeting of applicable federal regulations regarding age, income or other eligibility criteria (see Addendum #2)
3. Eligibility will be documented using the OHS approved eligibility verification form.
4. Staff who examine the required documents to make a determination of eligibility will sign and date a statement attesting to their review of the specific documents and their determination that the child is eligible based upon current federal eligibility requirements.
5. For enrollment in AISD Head Start or Early Head Start, “teen-age” will be defined as less than 20 years old and enrolled in public school when applying for admission.

D. SELECTION AND ENROLLMENT

1. The program will select up to 320 children who are 4-years-of-age on or before September 1st. of the program year. This is the year before they are eligible for kindergarten by state regulations. **1302.14(a)(3)**
2. In order to provide a transitional setting for children exiting the Early Head Start Program, the center-based Head Start program will serve a minimum of 60 up to a maximum of 68 three-year-old children in three classes (number of three-year olds enrolled, when added to number of 4-years-olds enrolled will not exceed 380 total).
 - a. Priority for selection in the three-year-old program will be given to qualifying children who have been enrolled in the Early Head Start program, including children served on an IFSP in Early Head Start whose development continues to need monitoring. These children may begin being served at the time of their third birthday. **1302.12(j)(4)**
 - b. Remaining slots in the three-year-old program will serve children most in need who are 3-years-of-age by September 1st. of the program year.
 - c. Once enrolled in Head Start, these children will automatically be eligible for Head Start the next program year, unless there are compelling reasons for the child not to remain in the program. **1302.12(j)(1)**
3. In order to maintain full funded enrollment, slots may be shifted between the 4-year-old and the three-year old classrooms as needed to reach full funded enrollment. At no time will any three-year old class exceed 17 children nor will any 4-year old class exceed 20 children. In addition, when the waiting list of eligible 4-year-old children is exhausted, three-year old children with the most points and earliest birthdates may be enrolled in four-year-old classrooms to meet full funded enrollment. **1302.21(b)**
4. Children with disabilities will fill a minimum of 10% of enrollment slots.
 - a. Priority for enrollment will be given to children with professionally diagnosed disabilities based on points assigned by the Disabilities Specialist in consultation with the ARD Committee. Appropriateness of placement of disabled children into Head Start will be determined by the Admissions, Review, and Dismissal committee. **1302.14(b)**
 - b. All children placed by this committee will be served in Head Start unless all slots have been previously filled. In the event a vacancy opens, children with disabilities will be given first priority for enrollment. Double slotting or sharing of a single Head Start slot by two disabled children will be utilized as necessary and appropriate to serve all disabled children in need of Head Start services.
 - c. Annually during end-of-the-year ARD meetings, the ARD committee will estimate the number of slots needed for enrollment of disabled children. A number of slots equal to or exceeding this number will be reserved for children with disabilities throughout the recruitment period.

- d. Children with disabilities may be considered for a second year of enrollment if deemed necessary by the A.R.D. committee. This would not be routine practice but would be based on unique needs of the child which the A.R.D. committee feels can only be met by continued enrollment in Head Start.
5. Eligible children will be selected for enrollment according to severity of need as determined by a point system approved by the Parent Policy Council. Every effort will be made to recruit and enroll the neediest children as early as is possible so that those most in need of the program will be served. All factors (points) being equal, the earliest date and time of application are selected first. (See Addendum #1 for Prioritization Criteria).
6. Children that are not selected for enrollment will be placed on a prioritized waiting list which will be maintained at all times. **1302.14(c)**
7. Because this program maintains a long waiting list of income eligible children at or below the federal poverty guidelines, non-disabled, over-income children will not be enrolled unless the waiting list of income eligible children whose families' incomes is at or below the poverty line has been exhausted, or there is a compelling reason to serve the child. If the waiting list of income eligible children for either age group is exhausted, then children whose families' income is 100%-130% of the poverty line may be enrolled. The number of over-income children enrolled will not exceed the allowable percentage of total enrollment. **1302.12(d)(1)**
8. Once all Head Start slots have been filled, eligible children may be served in the state pre-kindergarten program unless there is no space available in that program. If no space is available, then children will be maintained on a prioritized waiting list and enrolled as vacancies occur. Head Start children placed in Pre-K will be given an opportunity to move to Head Start when an opening occurs for which they are the next child to be enrolled.

E. PRIORITIES FOR ENROLLMENT WHEN A VACANCY OCCURS

1. All vacancies will be filled within 30 days. **1302.15(a)**
2. As vacancies occur, children with the greatest need as identified by the prioritized waiting list will be given first priority for enrollment.
4. A prioritized waiting list of income, disabilities and categorically eligible children will be maintained. Priority will be given to children identified by recruitment/enrollment staff as having the greatest needs as determined by age, income, disabilities, or family circumstances based upon the approved point system.
5. Over-income children will only be enrolled if the prioritized waiting list of income, categorically and/or disabilities eligible children has been exhausted, unless there is a compelling reason to do so. Over-income children will also be enrolled in order of greatest need as identified by the point system.
6. If the 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 3% of the programs' funded enrollment slots may be reserved, is the enrollment slot is not filled with 30 days, the enrollment slot becomes vacant and then must be filled in accordance with federal regulations. **1302.15(c)**

F. ATTENDANCE

1. Parents will sign and receive a copy of the Attendance Policy as part of the enrollment packet. (See Addendum #3)
2. Classroom teacher will contact the family of an absent child if the parent hasn't called the student in as absent. The teacher will then email the ERSEA Coordinator, Attendance Data Clerk and Family Advocate to let them know if they have been able to contact the parent. **1302.16 (a)(1)**
3. On the second consecutive day a student is absent the teacher will attempt to contact again. The teacher will then email the ERSEA Coordinator, Attendance Data Clerk and Family Advocate to let them know if they have been able to contact the parent. If they are unable to contact the parent the advocate will attempt to directly contact by text, home, work or school visit and contacting relatives to locate family so that they may offer support and encouragement to the family so the child can attend school.
4. Appropriate family support will be implemented for children with excessive absences, including but not limited to, letters, phone calls, home visits, assistance in securing after-school child care, education on the importance of regular attendance. (See the Family Services Plan). Attendance warning letter will be sent to the family after 4, 8 and 10 plus absences. **1302.16 (a)(2)**
5. In cases where chronic absenteeism cannot be corrected, and where said absenteeism interferes with the child's ability to benefit from the program, the child will be withdrawn and his/her slot will be treated as a vacancy. **1302.16(a)(3)**

G. SUSPENSION AND EXPULSION

1. The program will prohibit or severely limit the use of suspension due to a child's behavior. Temporary suspension of a child will be used as a last resort in extraordinary circumstances where there is a serious safety threat that can't be reduced or eliminated by the provision of reasonable modification. Once all alternatives have been exhausted, and with the approval from the program director, a child may temporarily suspended with a written plan in place to reinstate attendance as soon as possible. **1302.17(a)(2)**
2. If a temporary suspension is deemed necessary, the program will put a plan in place to return the child to full participation by continuing to engage with parents and the mental health consultant(s), utilizing community resources, develop a written plan to document the action and supports needed, provide services that include home visits, and/or determine whether a referral to local agencies for implementing IDEA is appropriate. **1302.17(a)(4)(i-iv)**
3. Children will not be expelled or unenrolled from HS or EHS because of their persistent, and serious challenging behavior. All available resources will be utilized to help the child be successful in the classroom and all steps will be documented. Initial supports

may include observation of the child in the classroom by appropriate personnel to explore options in the classroom to help the child be successful as determined by the Cognitive and Social Emotional Plan. **1302.17(a)(1)**

4. Supports at a minimum will include 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) is not excluded from the program on the basis of a disability, and consulting with the parents and the child's teachers to develop and IFSP or IEP.

H. POLICY ON FEES

1. Head Start will not charge, solicit, encourage, or in any way condition a child's participation upon the payment of any fee.

I. VIOLATION OF ELIGIBILITY DETERMINATION REGULATIONS

1. All staff who determine eligibility will be trained annually on applicable federal regulations and program policies for determination of eligibility.
2. Any staff who knowingly violates federal and program eligibility determination regulations, and who enroll pregnant women and/or children that are not eligible to receive Head Start services, will be subject to disciplinary action per the approved AISD personnel policies regarding ethics violations, up to and including possible termination of employment.

ABILENE ISD HEAD START/EARLY HEAD START

Human Resources Information

Personnel Policies:

Head Start and Early Head Start will operate using the AISD Personnel Policies contained in the AISD Board Policy Manual and any addendums specific to Head Start contained in this policy manual. AISD Board Policies are available on-line at: <http://aisdfs.abileneisd.org>.

Pay Grade Schedules and Schedule of Benefits:

Individual salary letters are distributed to all employees by the Payroll office. Pay grade schedules are available on line at the district website under the top bar tab "Departments," then "Human Resources." The district Pay Grade Schedules are available at: abileneisd.org/departments/human-resources/pay-grades.

Information regarding Employee Benefits is available on the district website at: <https://www.abileneisd.org/departments/human-resources/benefits/>.

Job Descriptions:

Approved job descriptions are maintained for all positions. These can be obtained from the campus administrator. All employees will receive a copy of their job description twice annually and sign that they have received it.

Program Plans:

All Head Start program plans are available for public or employee review at all times. These plans are organized in a binder in the administrators' office. Copies of the Education plan will be e-mailed to each Head Start instructional staff member annually.

Head Start Performance Standards:

The Head Start Program Performance Standards, Federal regulations regarding Head Start/Early Head Start and many, many other useful types of information are available on-line at the Head Start Early Learning and Knowledge Center: <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>

AI SD EARLY HEAD START PROGRAM RECORDKEEPING, REPORTING, AND ON-GOING MONITORING PLAN

In order to document and track services delivered to children and families, and facilitate daily operation the following records will be maintained in service area records. The staff responsible for each program area will enter the information in their service area record and will monitor each file periodically for the purpose of updating their records. The files may be monitored periodically by other service area coordinators to ensure continuity and non-duplication of services for families and children. Records will be maintained for five years from the time of the final reports closing out the grant award under which the records were collected. In addition, the EHS/HS data plan and service area records will be utilized to access and collect information described in PL 110-134 Sec 642 [42 U.S.C. 9837] (d)(2) for the purpose of sharing accurate and regular information for use by the Board and Policy Council in completion of their duties.

I. SERVICE AREA RECORDS

ALL AREAS

Referral forms
Meeting Documentation Forms
Disclosure Logs
Contact Logs/Progress Notes
Family and/or Child Files
Monthly Report to the Director
Monthly On-going Monitoring Tool
Dropped Child Records
Collaborative Agreements
PROMIS/myHeadStart Records and Reports

ADMINISTRATION

Enrollment Guide/PIR Stats Form
Application; Social Security Number; Birth Certificate
Income Verification/Guidelines
Enrollment forms; New Student Form; Registration Forms
Student/Staff Attendance Records
Visitors/Volunteers Sign in/Sign-out Log
Fire Drill Schedule and Report
Payroll Records
Substitute Records
Maintenance Requests (on line)
Parent Policy Handbook Receipt
Determining Progress Status (DPS)
CCS Application
CCS 2450 Form (if applicable)
Transportation Agreement
Withdrawal Form/Drop Slip
Daily/Monthly Attendance Report; Children's Attendance Referrals; Referral Notebook
Monthly Report
Budget Input and Budget Development Records
Grant Applications
Confidentiality Policy Acknowledgement
Sub-chapter B- Plan; All records needed to document Administration and Program Design
Notarized Affidavit for Employment
In-kind Records
Employee Application; Interview Guides and Documentation

Personnel Files; Job Descriptions; Annual Staff Evaluations
Staff Health Statement; TB Testing Results
Child Care Licensing Inspections
CACFP Audit
Enrollment Tracking Log (30 day); Prioritized Wait Lists
Request for Leave and FMLA
CACFP Annual Application
EHS Annual Application
PROMIS/myHeadStart recordkeeping and reporting forms
PROMIS/myHeadStart records and reports

FISCAL

Requisitions; Purchase Orders
Procurement Records
Inventory Records
Travel Reimbursement Records
CCS Monthly Payment Proofs
CACFP Billing Report
Student File Review
Food Handler Certification
Monthly Coordinator Budget Report
PROMIS/myHeadStart records and reports

ASSISTANT DIRECTOR

Staff Records Outline Form
Professional Development Plan; Staff Development Records
Associate and Assistant Teacher Qualifications form
Staffing Records
Parent/Staff Memos and sign in sheets
Management Team Meeting Agendas and Notes
Staff/Teacher Meeting, Agendas and Notes
Criminal History Check/Records
EHS Orientation; Child Care Licensing Orientation
Pre-service Training
SIDS, SBS, Child Abuse and Early Brain Development Training
CPR/FA Training
Employee Eduphoria Professional Development Portfolio
Training Event Flyers/Certificates
Staff Correspondence
Credentials/License/Degrees/College Transcripts
EHS/Cisco College Scholarship Applications
Former Staff Files-program year
Staff Evaluations
PROMIS/myHeadStart records and reports

EDUCATION

Individual ITERS-3 Profile Summary
Creative Curriculum
Individual Child Report; Various Child Reports from GOLD
School Readiness Plan; School Readiness Aggregated Data; School Readiness Reports
Classroom Monitoring Documentation; Teacher Classroom Observations
Teacher's Schedules; Staffing Patterns
CDA Monitoring Checklist
Portfolio Reviews

Classroom Procedures Checklist
Handwashing/Diapering Checklist
Sub Folder Checklist
Lesson Plans
Parent Bulletin Board Checklist
Education Plan
Coaching Goals and Action Plan
Intentional Coaching Sheet
Conscious Discipline Rubric
PROMIS/myHeadStart Records and Reports
Mentor Associate Teacher Checklist
Tracking form for Interrater Reliability Certified teachers
Mentor Associate Teacher checklist

TEACHER

Screenings
Work Samples
Nutrition Forms
IFSP/Progress Notes
Anecdotal Records
Accident Reports
Referrals
Photos
Parent Dental Handouts
Home Visit Records
Parent Conference Records
Contact Notes
Classroom Daily Schedules
Substitute Folder
Bus Ride Permission Slip
Classroom Training Manual & Updates
Special Needs (food, allergy, disabilities)
Refrigerator Temperature Log
Family History and Developmental Information Form
Daily Health and Safety Checklist
Daily/Weekly/Monthly Cleaning Log
First Aide Fanny Pack Inventory
Daily Information Sheets
Letter to My Family
Learning Games for Parents and Children
Ages and States Questionnaire
Development and Learning Report
Individual Child Report
Teaching Strategies Activities
PROMIS/myHeadStart Records and Reports

OPERATIONS

Fire Drill Schedule and Report
Building/Grounds Checklists; Health/Safety/Fire Checklists
Maintenance requests
Bus maintenance requests
Building/Bus Emergency Drill Reports
Energy Conservation Reports/Follow up
Janitorial Duties Checklist (filled out by the custodians, (filed by Operation's Manager)
Custodial Duties Checklists
Transition/End of Semester Room Checklist

On board bus safety inspection checklist
Random bus inspection checklist
Operation's manager Health/safety checklist
Refrigerator Temperature reporting log
Building/Grounds/Health/Fire/Safety Inspections
Playground checklists
Crockett Daily/Weekly, Monthly checklists
Annual Bus Driver Evaluation
Classroom cleaning checklist
Daily classroom health/safety checklist
Bus accident forms
Evacuation drill checklist
Fire drill checklist
Individual bus evacuation drill report
Transportation booklet and Evacuation procedures
PROMIS/myHeadStart records and reports
Current bus rider list
Transportation wait list
Energy Assessment worksheet

TRANSITION

Parent Agreement
Monthly Transition Status Tracking
Student Learning Profile
Coordinators Records Received Form
Transition Meeting Notes; Transition Work Plans
Contact Notes
PROMIS/myHeadStart records and reports

HEALTH

Emergency Cards
Immunization Records
General Health Statement
Texas Health Steps Building Blocks
Early Head Start Health Agreement
Health Consent
Health Service Update contact
Medical Form; Dental Form
Parent's Request for Administration of Medication
Parent's Request for Administration of Procedure/Treatment/Care Plan
Child Health History
Height and Weight Graphs/Growth Chart
Disclosure Log
Nurse Notes
Central Tracking Log/Periodicity
Health Stats/PIR
Lead/Hemoglobin/Autism
AISD Health Services Tracking
Medication Tracking
Diagnosis Tracking
Allergy Alerts
AISD/EHS Clinic Monthly Checklist
PROMIS/myHeadStart records and reports

NUTRITION

Menu Substitution Log
Notification of Special Diet Forms
Daily Meal Production Record for Head Start Snacks
Daily Meal Production Record for EHS
Daily Meal Count and Attendance Record for EHS and HS (1535's)
Six-Week Menu Cycle
Two-Week Cycle Menu for Head Start Snacks
Pantry Request Form; Grocery/Kitchen Supply Request Forms
Temperature Control for Cooling Foods
Annual Parent Nutrition Survey
Monthly Menus for EHS and HS
Nutrition label notebook
Monthly Food Inventory; Inventory for HS Snacks
CACFP Training Logs
Temperature chart for Refrigerator/freezer for kitchen and HS
HS Checklist
CEHS Checklist
Monthly Record Checklist for EHS/HS
Special Diet Tracking Log
Food Cart Supplies List
PROMIS/myHeadStart records and reports

MENTAL HEALTH

Classroom Observation Notes
Individual Case Files;
Routine Case Notes
Pregnancy Related Services (PRS) notes
AISD Consent form
Behavior Management Guide
Mental Health Plan
Community Referral Log
Counseling Billing Report
Pre-natal Stress Screening
Mental Health Service Log
e-DECA Social/Emotional assessment
Post-Partum Assessment
PROMIS/myHeadStart Records and Reports

FAMILY AND COMMUNITY PARTNERSHIPS

***Parent Engagement**

Individual Service Record
Volunteer Applications/Info Sheets
Volunteer Handbook
Volunteer Training Sign in Sheets
Parent Interest Survey
Class Schedule/School status
Parent Activity Calendar-Parent Mtg. Dates
Parent letters/Memos
Parent Training Records/Sign-in Sheets
School Messenger Call-Out Report
Policy Council Agreement/Schedule/Nomination forms/Voting Ballots
Policy Council Sign in Sheets
Records/Minutes/Bank Statements
Family Partnership Agreement

Family Genogram/Key
Family Circle Support System
Family Vision; Family Action Plan; Self Sufficiency Plan
Home Visit Service Record; Home Visit/Contact Log
EHS Progress Notes
EHS Store sign in Sheets
Community Resource Directory; Community Resource Directory Receipt
Referrals
File Disclosure Log
Family Advocate Staff Meeting Agendas
EHS Store-Donation Bucks
Withdrawal Form/Drop Slip
Family Partnership Tracking Form/Home Visit Contact
PIR Tracking Form
Medicaid Tracking Form
Monthly Advocate Report
Monthly in-kind Report
Monthly Volunteer (VIPS) Report
Sub Part E Plan
PROMIS/myHeadStart Records and Reports

***Family Services/Community Partners**

Community Partnership Agreement Tracking Form-List of agreements
Community Resource Directory and Receipt
CSAC Agendas and Sign in Sheets

***Prenatal Engagement**

Family Genogram
Circle of Support System
Family Action Plan
Prenatal Information Checklist
Health and Pregnancy History Form
Nutrition Assessment
Prenatal Contact/Home Visit Checklist; Prenatal Progress Notes
Prenatal Visit Records
Prenatal Delivery Notice Email
Prenatal Delivery/Newborn Notice Form
Newborn Visit Record
Prenatal Staffing Report
PROMIS/myHeadStart records and reports

***Volunteers**

Volunteer Packet
Volunteer Training Checklist
Application
Criminal background check
Confidentiality agreement
Emergency contact card
Training Verification/Certification
Volunteer Handbook
New Volunteer Training Tracking Sheet
Volunteer Sign-in Sheets
Volunteer Hours Tracking Sheets
Volunteers in Public School (VIPS) Monthly Volunteer Hours Report
Foster Grandparent Program Reports

FGP Classroom Assignment Plans
HHSC FGP Progress Report
HHSC FGP Performance Evaluation
PROMIS/myHeadStart records and reports

DISABILITIES

IFSP & Addendums/Revisions
Contact Notes
Disabilities Enrollment Meeting Notes
Disabilities Monthly Report
Consent for Screening Form
ECI Eligibility Form; Notice of Ineligibility
ECI Referral Form; Consent for Release of Information; Referral Tracking
Evaluation and Progress Note Tracking
Assessment Notes
EHS Screening Referral
REED/ARD Notes
Therapist Progress Notes
PROMIS/myHeadStart records and reports

II. REPORTING

Program records will be utilized for integration, tracking, and reporting of program services and measuring progress toward program goals.

A. Reporting Activities

Administrators/Coordinators' meeting for reporting purposes held at least two times a month.
Classroom staffing meetings held two times per year and as requested
Attendance Daily Report, Monthly Report/Analysis
Clinic Activity Report sent to AISD Health Services monthly
Budget Reports printout received from AISD accounting monthly
Budget Report/Billing sent to AISD Board monthly
Budget Report sent to Policy Council monthly
In-kind totals reported monthly to AISD Board and Policy Council
Volunteer Hours reported monthly to AISD and to Director
PIR Report completed annually with input from all service areas and forwarded to AISD Board & ACF
Monthly Billing Reports to CACFP
Annual Parents/Staff Advisory Committee Report for ADA Recommendations for EHS
Annual Food Inventory
Payroll reported to AISD
Monthly report to Early Childhood Director
Annual PIR Report
PROMIS/myHeadStart reports

III. INTERNAL MONITORING

Program records will be utilized for integration, tracking, reporting, and on-going monitoring of program services and measuring progress toward program goals as per the attached schedule (see below). All records are maintained for five years from the final closeout of the grant period under which they were created.

Internal monitoring is accomplished through the use of PROMIS/myHeadStart records, the monitoring of documents in the Data Plan, forms, reports in Part I and Part II and through the use of a monthly Internal Monitoring Tool which includes Job Responsibility Charts for each component area. The responsibilities are divided into each month of the year. These responsibilities are reviewed on a monthly basis during management team meetings to ensure completion of tasks and program compliance with regulations. These responsibilities when completed (see date completed on Job Responsibility Charts) ensure that program performance standards are being met. The chart is updated annually or when new responsibilities are assigned.

AISD HEAD START PROGRAM RECORDKEEPING, REPORTING, AND ON-GOING MONITORING PLAN

I. COMPREHENSIVE STUDENT FILES

In order to document and track services delivered to children and families, and facilitate daily operation the following records will be maintained in service area records. The staff responsible for each program area will enter the information in their service area record and will monitor each file periodically for the purpose of updating their records. The files may be monitored periodically by other service area coordinators to ensure continuity and non-duplication of services for families and children. Records will be maintained for five years from the time of the final reports closing out the grant award under which the records were collected. In addition, the EHS/HS data plan and service area records will be utilized to access and collect information described in PL 110-134 Sec 642 [42 U.S.C. 9837] (d)(2) for the purpose of sharing accurate and regular information for use by the Board and Policy Council in completion of their duties.

REGISTRATION (Administrative staff and Teachers)

- Disclosure Log (on folder)
- Admission Policy Statement
- Application
- Enrollment information (TEAMS/Frontline)
- Home Language Survey
- Birth Certificate
- Social Security Number
- Withdrawal Form (if applicable)

EDUCATION (Teachers and Education and Curriculum Coordinators)

- Attendance Policy
- Parent notes (optional)
- Student Permission/Health Info
- Parent Contact #1
- Parent Contact #2
- Parent Contact #3
- Parent Contact #4
- Developmental Screening Parent Consent
- ESI Score Sheet
- On-going monitoring/Assessment Summaries
- Lesson Plans
- Individualization
- Transition Plan (April-May)
- Practice-Based Coaching documentation
- Student Support Team documentation

HEALTH (Health Coordinator and Health Staff)

Confidentiality Coversheet
Birth Certificate
Consent Form
Health History/Pediatric Profile
Nutrition History
Immunization Record
Physical Exam Documentation
Dental Exam Documentation
Growth Chart
Follow Up Documentation

MENTAL HEALTH (Mental Health Coordinator and MH Professional)

Confidentiality Cover Sheet/Checklist of all services
AISD Consent Form
Mental Health Assessment (Ages and Stages)
Referral Form (when applicable)
Mental Health Permission Form (when applicable)
Disclosure Statement (when applicable)

FAMILY ENGAGEMENT (FCP Coordinator and Advocates)

Family Partnership Agreement
Transfer Form
Letters to Parents
Referrals
Family Service Home Visit Form
Absentee Form
Volunteer Checklist
Parent Training Survey
*Strength and Needs Assessment-PROMIS/MYHEADSTART/MYHEADSTART/MYHEADSTART
*IFPA-PROMIS/MYHEADSTART/MYHEADSTART/MYHEADSTART
*Case Notes-PROMIS/MYHEADSTART/MYHEADSTART/MYHEADSTART

DISABILITY (Disability Coordinator)

Confidentiality Coversheet
Schedule of Services
Modifications/adaptations
IEP Goals

II. SERVICE AREA RECORDS

In order to facilitate daily operation, documentation of services, and on-going monitoring in each service area, the following records will be maintained by program area staff at their work site:

ALL AREAS

Referral Forms
Meeting Documentation Forms
Component Compliance Documentation
PROMIS/myHeadStart records and reports

ADMINISTRATION

Secretary/Clerk

Head Start Application

Head Start Eligibility Verification Form
Income Verification
Residency Verification
Enrollment information (TEAMS/Frontline)
AISD Head Start Prioritization Criteria
Prioritized Waiting List (also with ERSEA Coordinator)
Student Attendance Records
Student Entry/Withdrawal Logs
Student Permanent Records
Newsletters/Parent Memos
Employee Attendance Records
Fire Drill Schedule and Report
Substitute Records
Payroll Records
PEIMS Records
Maintenance Requests (also with Facilities/Transp. Coordinator)

Director

Policy Council Minutes
Annual Evaluations/Personnel Records (partial)
Budget Input and Budget Development Records
Grant Applications and award letters
Meeting Documentation
Staffing Records
Human Resources Requirements Tracking (i.e. Criminal History, Health Strmts.)
Program Monitoring Tool- Monthly Responsibility Charts
Subpart D Plan
All records needed to document Administration and Program Design Perf. Standards.
(see appendix for list)

FISCAL (Fiscal Manager)

Purchase Orders
Fiscal Documentation
Procurement Records
Inventory Records
In-kind Records
Bid Lists
Approved Vendor List
Copies of All Medical and Dental Bills

STAFF DEVELOPMENT (Asst. Direct/Staff Dev. Coordinator)

Staff Development Needs Survey
Professional Development Plans
Training Plan and Staff Development Records

TRANSITION (Transition Coordinator)

Transition Plan
Transition Call Log
Kindergarten School Readiness Profile Notebook
ECI Tour Log
Field Trip Requests
Early Head Start Transition Notebook

EDUCATION (Education/Curriculum Coordinators)

Lesson Plans

Teacher Schedules
Classroom Monitoring Documentation
Education Plan
Curriculum Plan
School Readiness Plan and Action Steps
On-Going Academic Assessments Documentation End Analysis
Developmental Screening Documentation
Referral Form
Staff Training Documentation
Student Support Process Documentation
Practice-Based Coaching documentation
Student support team documentation

CLASSROOM TEACHER

Roll sheets
CACFP Documentation
Permanent Records (current students)
*Copy of Birth Certificate
*Copy of Social Security Card
*Admission Policy Statement
*Developmental Screening form
*Withdrawal forms (if applicable)
*ESI Early Screening Inventory
*Attendance Letters (if applicable)
*ESL testing (if applicable)
*AISD Registration Form
*Home Language Survey
*District Transfer (if applicable)
*Legal Custody Documents or Guardianship Forms
*Student Permissions and Health Information
*Texas Public School Student/Staff Ethnicity and Race Data Questionnaire
*Photo ID of Legal Guardian
School Readiness Assessment Report
IEP goals and modifications/adaptions in classroom files
Student Portfolios & anecdotal notes
On-going monitoring documentation
Lesson plans with parent input & individualization
Current menu

HEALTH (Health Coordinator & Health Extenders)

Service Sheets
Permanent Health Record (Abilene Independent School District)
Emergency Cards
Student Accident Reports
Nurses Notes
Copies of all medical and dental authorization for HS payment of services
Health, Dental, and Nutrition Plans
Immunization Records
Daily Clinic Contacts
Medication Administration and Documentation
Medical and Dental Exams
Referrals
PROMIS/myHeadStart

MENTAL HEALTH (Mental Health Coordinator & MH Professional)

Mental Health Service Tracking Sheet
AISD Early Childhood Center Mental Health Services Consent Form
Mental Health Assessment
AISD ECC Internal Referral Form
AISD Early Childhood Mental Health Services Permission Form
AISD Early Childhood Mental Health Disclosure Statement
Counseling Goals for Small Group Guidance
BASC2
ADHD Checklist
Mental Health Classroom Observation Notes
Mental Health Individual Student Observation Notes
Student Session Attendance Log
Counselor's Daily Log
Mental Health Report for Parents
Mental Health Report for Teachers
Individual Behavior Plans
Student Support Team Meeting Notes
Mental Health Service Plan
Child Abuse Reporting Documents
Referral for Outside Agencies (Service Tracking Sheet)
LPAC Records
Homeless Records (Student Residency Questionnaire)

FAMILY & COMMUNITY PARTNERSHIPS (Family & Comm. Partnerships Coordinator)

Community Partnership Agreements
Sub Part C Plan

FAMILY SERVICES (Family Services & Advocates)

Staffing Information Form
Volunteer Sign-In Sheets
Parent Letters/Memos
Parent Training Records
Parent Committee Records

DISABILITIES (Disabilities Coordinator)

Disabilities Training Documentation
Disabilities Tracking by Class
Head Start Child Service Tracking
Child Find and/or Referral Documentation
Disabilities Plan
Individualized Educational Program (IEP) and Full and Individual Evaluation (FIE)
(*maintained in eSped software program)

FACILITIES/TRANSPORTATION (Coordinator)

Online Maintenance Requests and Work Order Tracking
Playground Inspection Reports
Bus Driver Ride-Along Reports
Facilities and Grounds checks
Bus Assistant Monitoring checks (twice per year)
Bus driver monitoring checks (annually)
Bus checks (2 x year fire ext., cutters, etc.)
Classrooms Health and Safety Checklists (twice per year)
Fire/Disaster Drill Records (once monthly)
Staff Training on Transportation and Safety (annually)

Field Trip Requests
 Facilities and Transportation Plans
 Bus Evacuation Drill (3 x per year)

IV. INTERNAL MONITORING AND REPORTING

Program records will be utilized for integration, tracking, reporting, and on-going monitoring of program services and measuring progress toward program goals as per the attached schedule (see below). All records are maintained for five years from the final closeout of the grant period under which they were created.

Internal monitoring is accomplished through the use of PROMIS/myHeadStart records, the monitoring of documents in the Data Plan, forms, reports in Part I and Part II and through the use of a monthly Internal Monitoring Tool which includes Job Responsibility Charts for each component area. The responsibilities are divided into each month of the year. These responsibilities are reviewed on a monthly basis during management team meetings to ensure completion of tasks and program compliance with regulations. These responsibilities when completed (see date completed on Job Responsibility Charts) ensure that program performance standards are being met. The chart is updated annually or when new responsibilities are assigned.

Monitoring/Reporting Activity	Monitoring/Reporting Timeframe	Monitored By
Coordinator's written component area report to Director	Monthly by reporting meeting	Director
Administrators/coordinators' meeting for reporting/monitoring purposes	Monthly	Director, Assistant Director, Coordinators
Program monitoring tool reviewed at coordinator's meeting & progress reported by coordinators	Monthly	Director, Coordinators
Attendance: Campus Attendance Report Reported to AISD Written report reviewed and signed by each teacher and Principal Final Attendance Report made to AISD	Daily Daily Every 6 weeks Annually in June	Center Secretary & ERSEA Coordinator Reviewed by Director /Assistant Director
TEAMS fiscal records reviewed Budget Reports printout received from AISD accounting monthly	Daily Monthly	Fiscal Manager & Director, Bookkeeper
Budget Report to Board monthly	Monthly	AISD Accounting Office
Budget Report to Policy Council	Monthly	Fiscal Manager
PIR Report- completed annually with input from all service areas and forwarded to PC, Board, & ACF	Annually by August 31st	Director
In-kind totals reported monthly to Policy Council and Board	Monthly	Fiscal Manager & Director
Classroom staffing meetings	Once each semester (each class staffed twice annually)	Director, Assistant Director, Coordinators, & teachers
Lesson Plans	Weekly (Friday)	Ed. Coordinators
CLASS Observations	Annually	HS Director, HS Assistant Director,

		Certified CLASS observers
Best Practices Classroom Needs Assessment	Three times a year (BOY, MOY, EOY)	HS Director, HS Assistant Director, Education Coordinators, teachers
Developmental Screening Results	Completed within 1 st 45 days; reported to parents during fall home visits	HS teachers, Education Coordinators
Formal Academic Assessments/School Readiness Data	Three times a year (BOY, MOY, EOY)	Education Coordinators & teachers
School Readiness Progress Monitoring Reports	Three times a year (BOY, MOY, EOY)	Education Coordinators & teachers
School Readiness Report	Three times a year in Director's report (BOY, MOY, EOY)	HS Director
IEP Progress	Every six weeks	Special Education teachers; Speech Pathologist Disabilities Coordinator
Professional Learning Community Meetings	Weekly	Assistant Director
Staff Development/Training Records	Monthly	Assistant Director
Clinic Activity Report Health Services Tracking report	Monthly (sent to AISD Health Services)	Health Coordinator & Director of Health Services
SHARS (Medicaid) Report to AISD Special Education	Monthly	Special Education teachers, Director of Special Education
Volunteer Sign In Sheets and Volunteer Hours Reports	Monthly to AISD	Fiscal Manager
HS & EHS Program Reports to PC	Monthly	HS & EHS Directors
HS & EHS Program Reports to Board	Monthly	HS Director
Governance Documentation for Policy Council	Monthly	HS Director
Governance Documentation for Board of Trustees	Monthly	Executive Director of Federal Programs
Facilities/Playground Inspection	Weekly	Facilities/ Transportation Coordinator
Bus Driver On-Board Evaluations	Annually	Facilities/ Transportation Coordinator
Bus Compliance Checks	Monthly	Facilities/ Transportation Coordinator
Employee Performance Evaluations	Annually as established by AISD Personnel office	HS & EHS Directors and Assistant Directors

**ABILENE ISD EARLY LEARNING CENTER - HEAD START AND EARLY HEAD START SCHOOL
READINESS ACTION STEPS
2019-2020**

1. Adopt and align Office of Head Start(OHS) Preschool child goals:

For Head Start (HS):

- Head Start Early Learning Outcomes Framework (HSELOF) aligns with Local Education Agency (LEA) expectations (see Texas Education Agency Pre-K guidelines). Frog Street state adopted Pre-K curriculum is correlated to Head Start (HS) Early Learning Outcomes Framework.
- Based on HSELOF, our program created a School Readiness Plan and Action Steps in collaboration with parents, community partners, and staff.

For Early Head Start (EHS): Adopt and align OHS Infant and Toddler Goals:

- *Head Start Early Learning Outcomes Framework (HSELOF) aligns with The Creative Curriculum for Infants, Toddlers & Twos, and Dr. Becky Bailey's Conscious Discipline.*
- *Based on HSELOF, the program created a School Readiness Plan and Actions Steps in collaboration with parents, community partners, and staff.*

2. Create and implement a plan of action for achieving school readiness goals:

For HS: In order to provide all children with an environment that will prepare them for entering kindergarten, the following plan is in effect for Head Start:

- Teachers are trained in the scientifically research based CIRCLE (Center for Improving the Readiness of Children For Learning and Education) from the Children's Learning Institute at University of Texas Health Science Center at Houston. CIRCLE Training begins in the form of a 2-day training in Preschool Best Practices, Early Language, Literacy, Mathematics, Science and Social-Emotional Development; ongoing online coursework for one year, and some additional on-going coaching/ mentoring.
- Classroom environments are monitored in an on-going basis for elements of CIRCLE Training and Conscious Discipline Strategies: Best practices in room arrangement, essential elements of learning, social and emotional development, phonological awareness, written expression, language development, book reading, print and book awareness, letter knowledge, science and mathematics.
- Ongoing monitoring to ensure quality is maintained through instructional walk-throughs, classroom coaching and mentoring by staff certified as CIRCLE trainers and CLASS (Classroom Assessment Scoring System) evaluators. Director and Assistant Director use the Texas Teacher Evaluation and Support System (T-TESS) tool for observations of teachers, goal setting and conferences.
- CLASS Observations are done annually, and reflections are shared with teachers, noting strengths and recommendations for teachers' practices in the domains of Instructional Support, Classroom Organization and Emotional Support.
- HS staff use Texas State adopted Early Childhood Curriculum: Frog Street Pre-K Curriculum, which also includes Conscious Discipline lessons, strategies and structures, and is aligned with H.S. Standards and TX PK Guidelines.
- Lesson plan requirements are followed and monitored to meet guidelines listed in the Lesson Plan Required Elements Checklist, including Head Start Performance Standards, HS Outcomes, TX PK Guidelines, etc.
- (Addition)Based on data collection and analysis, individualized instruction is provided and documented by classroom staff, who adjust the curriculum activities, learning materials and support to meet the needs of each child.
- (Addition) Teachers and Family Advocates engage, communicate, and collaborate with families regarding Parent, Family and Community Engagement goals and child's school readiness goals through the following avenues: Home Visits 2 times a year, parent

conferences 2 times a year; family needs assessment, ongoing family/advocate visits, classroom newsletters; program parent newsletters; parent training meetings; School Readiness Progress Monitoring Student Summary 3 times a year.

- HS staff facilitate effective transitions and continuity as children enter kindergarten and primary grades: Student Profile Sheets and Student Support Team Meeting documents are shared with receiving schools at the end of each school year to facilitate transitions if needed; district permanent records are transferred to receiving schools upon request.

For EHS:

- *All teachers are trained on the use of the Head Start Early Learning Outcomes Framework (HSELOF), the Creative Curriculum for Infants, Toddlers & Twos, and Dr. Becky Bailey's Conscious Discipline.*
- *Classrooms are formally observed using the Infant Toddler Environmental Ratings Scale (ITERS-3) for evidence of appropriate learning environments and responsive care for infants and toddlers. Classroom environments are monitored on an ongoing basis to ensure Conscious Discipline strategies are being implemented as well as policies and procedures.*
- *Adjustments to curriculum are made to meet the needs of individual children including those with special needs and disabilities.*
- *Lesson Plans are monitored to ensure curriculum is being implemented in classrooms as designed and that goals are individualized based on developmental needs*
- *Parents complete a School Readiness Survey annually to provide input on school readiness goals for the following year.*
- *Teachers share Individual Child Reports, provide activities and strategies with parents 3x per year to strengthen areas of development as needed.*
- *Family Advocates and teachers collaborate on School Readiness and Child Development goals for the children they dually serve. Family Advocates receive updates on each child's developmental strengths and areas of continued progress.*
- *EHS Transition Coordinator works closely with the EHS Education Staff and the Head Start Transition Coordinator to ensure a smooth transition from EHS to HS. EHS teachers complete a Student Learning Profile on each transitioning student. This information is given to the Head Start Teacher. The Transition Coordinator ensures that all child records, individual screenings and assessments are transferred to the receiving school (Head Start) in a timely manner.*

3. Assess child progress on an ongoing basis:

For HS:

- Ongoing child screenings and assessments are given: Developmental Screenings: Early Screening Inventory-Revised (ESI-R) conducted within first 45 days and again as needed; Social-Emotional Screenings: Devereux Early Childhood Assessment (E-DECA) conducted within first 45 days, rescreen will be done midyear, and all students will be screened at end of year; online School Readiness Assessments: CLI Engage Progress Monitoring 3 times a year (This includes goals from the Five Domains of the HS Early Learning Outcomes Framework).
- Ongoing assessment data is collected by teachers and parents (including but not limited to ESI-R scores, E-DECA results, observations, child portfolios, formal and informal assessments, parent input and observations about their child.) Then parents, teachers and family advocates collaborate in conferences and Home Visits at least 4 times a year to develop and track learning goals for each child based on this information.

- Online school readiness assessments (CLI Engage Progress Monitoring) provide teachers with assessment score reports and data to analyze in order to guide instruction, individualization and to indicate child progress in acquiring the targeted skills in the School Readiness Plan.

For EHS:

- *A Baseline Developmental Screening is completed within 45 days of enrollment using the Ages and Stages Questionnaire (ASQ-3). The results are shared with families and education staff.*
- *With parental approval, ECI conducts follow-up assessment if screening results indicate a developmental delay in any area.*
- *With parental approval, a child may be re-referred to ECI for additional assessment if a developmental concern arises at any time during the child's enrollment.*
- *Within the first 45 days of enrollment the Mental Health Professional will administer a social/emotional assessment (e-DECA). The results are shared with the parents, and education staff. The Mental Health Professional will analyze the results and develop effective teaching strategies to enhance areas of need.*
- *The Ages and Stages Questionnaire is completed by parents/guardians and teachers at the first annual home visit of the year.*
- *The Gold assessments are completed, and results are shared with parents at both annual parent conferences and the second annual home visit of the year.*
- *Teachers maintain a portfolio for each child with pictures, anecdotal records, work sampling, GOLD assessments (3x per year), ASQ's, IFSP's, and activity notes which are shared with families at home visits.*
- *Information from families, teacher observations, anecdotal records, developmental assessments, curriculum tools, and child's learning style are used to complete a weekly classroom lesson plan and individual learning goals.*

4. Analyze data for patterns of progress (to guide program improvement)

For HS:

- Teachers and component coordinators review reports and analyze School Readiness Assessment data after each assessing wave (3 times a year), during Staffings and Data Analysis Staff Meetings.
- ECD Coordinators and Director disaggregate each wave of program wide assessment data to show areas of strengths, needs and growth. Then a narrative is written with a plan for improvement in the areas of need and a reflection on current teaching practices. This plan may include staff development opportunities to improve teaching strategies, review and/or revise School Readiness Goals, provide support for the program and individual staff members.
- The School Readiness Assessment data is also used by teachers to create Texas Teacher Evaluation and Support System (TESS & Student Learning Objectives) goals, classroom coaching goals and professional development plan. This data shows child's strengths and needs and provides guidance for instructional support. Teaching strategies include but are not limited to individualized instruction, small group lessons, whole group learning experiences, learning centers, environmental support, etc.
- School Readiness Data is also analyzed with parents to create home learning goals, which are tracked through parent conferences and home visits. These goals promote child success and parent engagement.

- When significant academic or behavioral needs are identified, individual Student Support Team (SST) meetings are scheduled with teachers and educational support staff to address specific student's needs. Environmental factors such as rate of attendance, health, and family risk factors are considered, as well as individual growth in cognitive, social-emotional, physical, language and literacy domains. The SST members analyze all of this data, brainstorm additional strategies to support the child, and follow up to determine if interventions are needed, such as referral for further evaluation or services. This SST documentation will be forwarded to the child's receiving elementary school.
- *Teachers and Education Coach/Coordinator, and Education Specialist review reports and analyze School Readiness Assessment data after each checkpoint period (3 times a year), during staffings and class profile reviews.*
- *EHS Education Coach/Coordinator, Education Specialist, EHS Director disaggregate each checkpoint period of child assessment data. The data is used for program planning. This data may be used to improve teaching practices for individual staff members, program wide staff development, to revise school readiness goals and provide support for the program.*
- *Teachers, Education Coach/Coordinator, Education Specialist, and Program Director review reports and analyze assessment data and other data to show child's strengths and provide guidance for student's areas of need. This may include individualized teaching strategies, environmental support, coaching, mentoring etc.*
- *Data analysis is used to determine professional development plans for the program, as well as professional support for individual staff members. This may include staff development, classroom observation, coaching, and mentoring.*

**ABILENE ISD EARLY HEAD START and HEAD START
PARENT, FAMILY AND COMMUNITY ENGAGEMENT and SCHOOL READINESS PLAN**

PFCE/School Readiness Domain	Objective	What this looks like:
FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families will form connections with peers and mentors in formal and informal social networks that are educational and supportive of social well-being and community life by:	<ul style="list-style-type: none"> • Participating in the EHS/HS program alongside other parents by volunteering and/or attending events • Share experiences with staff/teachers/professionals • Engaging in problem solving and decision making • (addition) Participating in community groups relevant to families
FAMILIES AS ADVOCATES AND LEADERS	(Addition) Parents and Families will advocate for their children and play leadership roles within Head Start/Early Head Start. They will participate in leadership development, decision-making, program policy development, or community/ state organizing activities to improve children's development, health, safety, and learning experiences by:	<ul style="list-style-type: none"> • (Addition) Participating in civic life/community engagement • Serving on program committees • Actively engaging in their child's education by attending parent/teacher conferences and communicating with school staff
APPROACHES TO LEARNING	Family Engagement in Transitions: Parents and families will support, encourage and advocate for their children's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School by:	<ul style="list-style-type: none"> • Accessing information about local parent organizations, school-community efforts • Learning about their child's rights to a quality education • Understanding the transition process and making preparations toward transition • Implementing recommended transition routines for their child • Communicating with their child's teacher to inform teaching and learning style
	EHS children transitioning at 3 years old will:	<ul style="list-style-type: none"> • <i>Be persistent in completing a task</i> • <i>Develop the ability to show persistence in actions and behaviors</i> • <i>Manage feelings and emotions with support of familiar adult</i>
	Head Start Children entering kindergarten will show growth in areas such as:	<ul style="list-style-type: none"> • Begin and finish activities with persistence, attention, flexibility. • Demonstrate creativity of thinking and expression.

SOCIAL AND EMOTIONAL DEVELOPMENT	<p><i>Parent/Child Relationships:</i></p> <p>Beginning with transitions to parenthood, parents and families will develop warm relationships that nurture their child's learning and development by:</p>	<ul style="list-style-type: none"> Using positive parenting practices and learned strategies (including Conscious Discipline) Understanding ways to respond to child's behavior Being informed of their child's social, emotional and cognitive development Spending regular quality time with their child
	<p><i>EHS children transitioning at 3 years old will:</i></p>	<ul style="list-style-type: none"> Show interest in, interact with, and develop personal relationships with other children Express care and concern toward others
	<p>Head Start Children entering kindergarten will show growth in areas such as:</p>	<ul style="list-style-type: none"> Recognize, express, and manage emotions with increasing independence. Develop a sense of belonging, relationships and problem-solving skills.
LANGUAGE AND LITERACY	<p><i>Families as Learners:</i></p> <p>Parents and families will learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training and other experiences that support their parenting, careers and life goals by:</p>	<ul style="list-style-type: none"> Identifying their strengths as learners Setting learning goals Enrolling in courses that lead toward educational achievements (Adult Education) Participating in parenting, career or life goals
	<p><i>EHS children transitioning at 3 years old will:</i></p>	<p><i>Infant/Toddler: Language and Communication</i></p> <ul style="list-style-type: none"> Attend to, understand, and respond to communication and language from others Attend to, repeat, and use some rhymes, phrases, or refrains from stories or songs
	<p>Head Start Children entering kindergarten will show a general knowledge of these emerging language, communication and literacy skills which are top indicators of School Readiness, such as:</p>	<p>Preschool: Language and Communication</p> <ul style="list-style-type: none"> Show understanding of increasingly complex language, questions and stories from others and respond appropriately. Show a steady increase in the variety and use of vocabulary. <p>Preschool: Literacy</p> <ul style="list-style-type: none"> Recognize at least half of the letters of alphabet and their sounds. Progressively write letters to convey meaning: first name, etc. Demonstrate understanding that spoken language is composed of smaller segments of sound (phonological awareness).
COGNITION	<p><i>Families as Lifelong Educators:</i></p> <p>Parents and families will learn to observe, guide, promote and participate in the everyday learning of their children at home, school and in their communities by:</p>	<ul style="list-style-type: none"> Sharing their knowledge of their child with the program Identifying their talents and strengths as parents Learning about options for acquiring services and supports for their child (Addition) Gain knowledge in child development and skills to teach their child by attending parenting education development events at EHS/HS
	<p><i>EHS children transitioning at 3 years old will:</i></p>	<p><i>Infant/Toddler: Cognition</i></p> <ul style="list-style-type: none"> Learn a variety of strategies in solving problems Use pretend play to increase understanding of culture, environment, and experiences
	<p>Head Start children entering kindergarten will show growth in areas such as:</p>	<p>Preschool: Mathematics Development</p> <ul style="list-style-type: none"> Understand the relationship between numbers and quantities. Recognize and extend patterns. <p>Preschool: Scientific Reasoning</p> <ul style="list-style-type: none"> Sort/classify objects by complex attributes such as weight, sound, smell, function, characteristics, etc. Make predictions, investigations, and conclusions.
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT	<p><i>Family Well-Being:</i></p> <p>(Addition) Parents and families will be safe, healthy, have opportunities for educational advancement and economic mobility, and have access to physical and mental health services, housing and food assistance, and other family support services by learning about:</p>	<ul style="list-style-type: none"> Safety Housing Health/mental health Employment/job skills Budget/finances and financial literacy Access to appropriate nutrition/meal prep/healthy living Transportation
	<p><i>EHS children transitioning at 3 years old will:</i></p>	<ul style="list-style-type: none"> Take care of own needs appropriately Coordinate hand and eye movements to perform actions Demonstrate healthy behaviors with increasing independence as part of everyday routines.
	<p>Head Start children will enter kindergarten will show growth in areas such as:</p>	<ul style="list-style-type: none"> Control large muscle skills (running, hopping, balancing, climbing). Control small muscle skills (pencil grip, cutting, painting, etc.) Identify and practice safe and healthy habits (dental health, toileting, hand-washing, healthy food choices, safety practices, etc.)

