

PROCEDURES

HEAD START/EARLY HEAD START ADMINISTRATION

- 1. Collaboration & Communication with Families**
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PROCEDURE

REGION 16 EDUCATION SERVICE CENTER Head Start/Early Head Start

Subject: Collaboration & Communication with Families	Section: Administration
Program: Head Start/Early Head Start	Date Revised: August 14, 2017
Regulation Reference:	45 CFR Part(s): 1302.41
Relationship-Based Competencies:	Self-Aware and Culturally Responsive Relationships, Positive Goal-Oriented Relationships

1. Head Start staff members are responsible for delivering pertinent information to the parents. Content area specialists regularly distribute information on education, special needs, health, dental, nutrition, mental wellness, family services, and safety to Head Start/Early Head Start parents.
2. Information is also distributed through published media to parents from the administrative office and from Head Start/Early Head Start staff in the following ways:
 - Parent Handbooks
 - Website/Facebook/Videos
 - Flyers and Handouts
 - Memos
 - Bulletin board postings
 - Minutes from Parent Committee meetings and Policy Council Meetings
 - Appointment Calendar – contains Region 16 school list, staff, etc.
 - Parent Committee Newsletters
 - Notification of accidents and incidents
 - Summary of Education Services
 - Summary of Health and Nutrition Services
 - Letters to individual parents
 - Transition Packets
 - Daily Communication Sheets for Infants and Toddlers
 - “Take Home” folders to Parents
 - Posted Lesson Plans
 - Email as appropriate
3. Information is also distributed verbally to parents from Head Start/Early Head Start staff in the following ways:
 - Home Visits
 - Parent Conferences
 - Informal Discussions in the Classrooms or Centers
 - Telephone Calls
 - Campus Parent Committee Meetings
 - Group Socialization Activities

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER Head Start/Early Head Start

Subject: Communication Among Staff	Section: Administration
Program: Head Start/Early Head Start	Date Revised: August 14, 2017

1. Information from the Region 16 Education Service Center leadership is delivered to the Head Start/Early Head Start administrators by the Director of Direct Services.
2. The Head Start/EHS administrators deliver information monthly at the specialists' meetings. All specialists are responsible for passing on information to the staff members that they supervise.
3. All staff members may submit items to be discussed at specialists' meetings and/or at administrators' meetings.
4. Information is distributed to staff from the administrators as well as among staff. The following is a list of samplings of communication among staff:
 - Head Start staff meeting minutes (administrative, specialists, content areas)
 - Correspondence (email, letters, memos, faxes etc.)
 - Telephone contacts
 - Head Start webpage/Facebook page
 - Bulletin board postings
 - Mission statement/Goals/Objectives
 - Policies and procedures
 - Community assessment results
 - Self-Assessment results
 - Annual public report
 - Monthly reports
 - Region 16 ESC website/Facebook page
 - Policy council, health advisory committee, school readiness team
 - Region 16 ESC board reports
 - Region 16 ESC Connect and other videos
 - Region 16 ESC Centerline
 - Region 16 ESC calendar/directory

PROCEDURE**REGION 16 EDUCATION SERVICE CENTER****Head Start/Early Head Start**

Subject: Communication Between Staff and Community Partners	Section: Administration
Program: Head Start/Early Head Start	Date Revised: August 14, 2017
Regulation Reference:	45 CFR Part(s): 1302.53
Relationship-Based Competencies:	Family Access to Community Resources, Family Connections to Peers and Community

1. The Head Start/Early Head Start staff will deliver pertinent information to community partners.
2. Information is distributed to community partners from Head Start/Early Head Start staff in a variety of ways including:
 - Correspondence (email, letters, faxes)
 - Telephone contacts
 - Face to face contacts
 - Meetings/video conferences
 - Head Start webpage/Facebook page
 - Flyers and brochures
 - Referral forms
 - Release of Information forms
 - Head Start/Early Head Start services forms
 - Policies and procedures
 - Community assessment results
 - Self-Assessment results
 - Annual public report
 - Monthly reports
 - Policy council
 - Health advisory committee
 - Contracts/agreements
 - Region 16 ESC website/Facebook page
 - Region 16 ESC Connect and other videos
 - Region 16 ESC calendar/directory
3. Head Start/Early Head Start staff members serve on boards, committees, and advisory groups of community agencies.
4. Community partners serve on the policy council, and the health advisory committee.
5. When expansion funds or enrollment slots are available, notification will be sent to school districts and/or childcare centers in the Region 16 Education Service Center service area. Districts and childcare centers that express an interest in Head Start/Early Head Start information will be contacted on an individual basis. A meeting will be held, as needed, to encourage new collaborations with Head Start/Early Head Start. An announcement about the meeting will be published in the newspaper.

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER Head Start/Early Head Start

Subject: Communication with ESC Board and Policy Council	Section: Administration
Program: Head Start/Early Head Start	Date Revised: August 14, 2017
Regulation Reference:	45 CFR Part(s): 1301.2
Relationship-Based Competencies:	Data Driven Services and Continuous Improvement

1. Information from the Region 16 Education Service Center's leadership cabinet and/or ESC Board is delivered to the Head Start administrative team. The team meets regularly and consists of the Director of Direct Services, Assistant Director, Head Start/Early Head Start Coordinators and Early Childhood Principal.
2. The administrative team delivers pertinent information to the Policy Council.
3. Policy Council representatives deliver the information to the parent committees and post the information on the center parent bulletin board.
4. Parents bring pertinent information to the Policy Council representative from their parent committee.
5. Policy Council representatives take the pertinent information to the Policy Council for discussion.
6. The administrative team will submit pertinent information to the Director of Direct Services who will present it to the ESC Board as needed.
7. At each Board meeting the Board members receive information about the Head Start program as well as requests for any action that needs to be taken. The Board is given the opportunity to respond and make comments or suggestions on all Board agenda items related to Head Start/Early Head Start. Some items that come to the Board's attention are:
 - Reconfiguration of the program based on community needs and assessments
 - Approval of new professional positions
 - Information on all personnel decisions
 - Information on the budgets
 - Approval of all funding applications and amendments
8. Information is distributed among Head Start/Early Head Start staff, ESC Board, and Policy Council in the following ways:
 1. Official letters
 2. Memos
 3. Faxes
 4. E-mail
 5. Telephone Contacts
 6. Head Start Board Training Packet
 7. Appointment Calendar – contains Region 16 school list, staff, etc.
 8. Policy Council Minutes
 9. Head Start/Early Head Start Policy Council Roster

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER

Head Start/Early Head Start

Subject: Early Head Start Practice Based Coaching Plan	Section: Administration
Program: Early Head Start	Date: January 7, 2021
Reference Regulation:	45 CFR Part(s): 1302.94

Early Head Start center-based educational staff and home-based educators will be grouped using a tiered system according to:

- Readiness level for coaching by the acting director/principal/supervisor
- Record of ratings from Environmental Rating System data (for seasoned teachers only)
- Collected Data
- Formal and informal observations

Tiers	Staff to Be Served/Service Provider	Number to be Served and Frequency of Visits	Coaching Strategies
Tier III	Educational Staff who are not progressing or may not be consistently High Quality EHS Teacher Coach EHS Home Based Educator Coach	Coaches will be limited to a minimum of 12, a maximum of 16 candidates to be served annually during 3 periods of coaching cycles. Home Based Educator Coach will be limited to a maximum of 3 candidates during 2 coaching cycles. Educational Staff will receive coaching at minimal of two hours per week for a minimum one-hour sessions each.	Site Visits Modeling in the classroom should be in person. If this is not available due to timing or other things out of our control at minimum we will use: Phone Conference Video Conference (Google Hangouts, Zoom, etc.) Email/Text Correspondence Small group trainings
Tier II	Educational Staff who demonstrate basic strategies with consistency, but have scored below a 5 in any area related to the Infant/Toddler Environmental Rating System ITERS-3. EHS Teacher Coach(s) EHS Home Based Educator Coach	This population will be included in the minimum of 12, maximum of 16 candidates, if there are not enough Tier III teachers for the first cycle. Home Based Educator Coach will be limited to a maximum of 3 candidates during 2 coaching cycles. Minimum 1 hour every two weeks.	Site Visits Modeling in the classroom should be in person. If this is not available due to timing or other things out of our control at minimum we will use: Phone Conference Video Conference (Google Hangouts, Zoom, etc.) Email/Text Correspondence Small group trainings
Tier I	Educational staff who demonstrate concrete strategies with consistency but have scored below a 7 in any area related to the Infant/Toddler Environmental Rating System ITERS-3. Home Based Coach EHS Teacher Coach	This group of educational staff will receive support with strategies for extension, clarification, and autonomy in learning by self-reflecting and discussions. A minimum of one time per month Teacher(s) follow-up from the various trainings, monthly expectations on the teacher timeline.	Site Visits Modeling in the classroom should be in person. If this is not available due to timing or other things out of our control at minimum we will use: Phone Conference Video Conference (Google Hangouts, Zoom, etc.) Email/Text Correspondence Small Group Trainings

EHS staff will develop required training plans for professional development for each staff member involved in instructional (for children or families) delivery.

In this way, the EHS staff will assess all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching (Tier III). At a minimum, the program will provide opportunities for intensive coaching for those identified, including opportunities to be observed, and receive feedback and modeling of effective teaching practices for both teachers and home educators. Other staff (Tier II and Tier I) will also receive other forms of professional development aligned with the program performance goals (descriptions above).

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER Head Start/Early Head Start

Subject: Grievance Procedures for Parents and Community Members	Section: Administration
Program: Head Start/Early Head Start	Date Revised: August 14, 2017
Regulation Reference:	45 CFR Part(s): 1301.6

1. When a parent or community member has a concern regarding a local Head Start/Early Head Start site, the parent or community member will be directed to the classroom teacher.
2. If the classroom teacher cannot resolve the issue, the parent or community member will be directed to the building principal, or childcare center director.
3. If the building principal or childcare center director cannot resolve the issue, then the parent or community member will be directed to the appropriate administrative level for the local site.
4. At a regional ISD center, opportunity to voice concerns should follow the ISD's approved policies and procedures.
5. When a parent or community member has a concern regarding the Head Start/Early Head Start program that cannot be resolved at the local site, the parent or community member will be directed to a Head Start program administrator.
6. If the program administrator cannot resolve the issue, then the parent or community member will be directed to the Director of Direct Services.
7. If the Director of Direct Services cannot resolve the issue, assistance will be requested from the Region 16 Education Service Center administration to make a final decision regarding the issue.
8. All issues that require policy council approval will be discussed at the policy council meeting.
9. The policy council will receive training on the procedures for resolving concerns from parents and community members. Policy council representatives will present the information to parents at their local parent committee meeting.
10. Notices from the Child and Adult Care Food Program will be posted at each childcare center. Federal and state contact addresses are posted for discrimination complaints.
11. Parents and community partners will have an opportunity to address concerns on the program self-assessment instrument.
12. All self-assessment results and responses will be presented to the policy council.

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER

Head Start/Early Head Start

Subject: Head Start Practice Based Coaching Plan	Section: Administration
Program: Head Start	Date: January 7, 2021
Reference Regulation:	45 CFR Part(s): 1302.92 (c) (1-4)

Head Start Educational Staff will be grouped using a tiered system according:

- Growth Mindset of coaching support
- CLASS scores, CIRCLE Observation Tools (Environment and Classroom Observation Tool), Using data from Children’s Learning Institute-CLI in individualization
- Formal and informal observations
- Readiness level for coaching by the acting principal/supervisor

Tiers	Staff to Be Served	Frequency of Support	Method of Support
Tier 3	Educational staff that are at or below the competitive threshold determined by OHS in one or more of the following CLASS domains: Emotional Support, Classroom Organization, and Instructional Support. Implementation of Best Practices in the early childhood classroom are rarely evident according to the CIRCLE Observation Tools. In addition, educational staff are rarely utilizing the CLI data to inform their instruction Educational staff are actively supervising students some of the time by following Head Start Performance Standards including but not limited to ratios, zoning, Name to Face and transitions.	A minimum of one time per week	Site Visit Phone call Video Conference Email/Text Correspondence
Tier 2	Educational staff that fall between the competitive and quality threshold as determined by OHS in one or more of the following CLASS domains: Emotional Support, Classroom Organization, and Instructional Support. Implementation of Best Practices in the early childhood classroom are less evident according to the CIRCLE Observation Tools. In addition, educational staff are somewhat utilizing the CLI data to inform instruction. Educational staff are actively supervising students most of the time by following Head Start Performance Standards including but not limited to ratios, zoning, Name to Face and transitions.	A minimum of two to three times per month	Site Visit Phone call Video Conference Email/Text Correspondence

PROCEDURE

Head Start Practice Based Coaching Plan

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Tier 1	Educational staff that are at or above the quality threshold as determined by OHS in one or more of the following CLASS domains: Emotional Support, Classroom Organization, and Instructional Support. Best Practices in the early childhood classroom are implemented frequently according to the CIRCLE Observation Tools. In addition, educational staff are effectively utilizing the CLI data to inform instruction. Educational staff are actively supervising students at all times by following Head Start Performance Standards including but not limited to ratios, zoning, Name to Face and transitions.	A minimum of one or two times per month	Site Visit Phone call Video Conference Email/Text Correspondence
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HS staff will develop required training plans for professional development for each staff member involved in instructional support.

In this way, the HS staff will assess all education staff to identify strengths, areas of needed support and which staff would benefit most from intensive coaching (Tier III). At a minimum, the program will provide opportunities for intensive coaching for those identified, including opportunities to be observed, and receive feedback and modeling of effective teaching practices for educational staff.

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER

Head Start/Early Head Start

Subject: New Employee Orientation	Section: Administration
Program: Head Start/Early Head Start	Date Revised: August 14, 2017
Regulation Reference:	45 CFR Part(s): 1302.9; 1302.92(a)(b)(2)

1. New employee orientation will be conducted by Head Start coordinators.
2. Training will include, but will not be limited to, the following:
 - a. Head Start Performance Standards.
 - b. Mission, goals, and overview of the Head Start/Early Head Start program.
 - c. Detecting and reporting child abuse and neglect.
 - d. Required program documentation including but not limited to travel reports, in-kind forms, monitoring reports, time sheets, and monthly reports.
 - e. Blood Borne Pathogens/Universal Precautions
 - f. Civil rights and safe food handling
 - g. Health and TB questionnaires
 - h. Auto insurance
 - i. ADA training
 - j. Standards of Conduct

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER Head Start/Early Head Start

Subject: Non-Federal Share (In-Kind) Community Involvement	Section: Administration
Program: Head Start/Early Head Start	Date Reviewed: September 17, 2020
Regulation Reference:	45 CFR Part(s): 1303.4

SPACE

1. Annually, at the beginning of the new program year in July, Principals and Child Care Directors will complete the Space Verification Form that will note any changes made in space compared to their current rent study. If changes in donated space occur, the fair market rental value defined in the rent study will be utilized to add or subtract the indicated changes.
45 CFR § 75.306(i)(3) Cost Sharing or Matching
2. Once space has been verified by the Principal or Child Care Director annually, the In-Kind Assistant will record the updated data monthly in the in-kind tracking system.

SALARIES & BENEFITS

1. Annually, at the beginning of the new program year in July, Business Office Managers and Child Care Directors will complete the current program year Budget Worksheet that indicates how their specified slot funding will be allocated amongst Head Start/Early Head Start classroom employees (Teachers, Instructional Assistants, and Family Services staff).
2. Once the Budget Worksheet is completed, the In-Kind Assistant will record the portion of Head Start/Early Head Start classroom employees' salaries and benefits not being paid with Federal Funds in the in-kind tracking system.

VOLUNTEERS

SCHOOL OR CENTER – HS.04

1. The individual performing the service will complete and sign the required sections of the form.
2. The individual will then give the form to their Principal or Child Care Director to sign as the "Volunteer's Supervisor".
 - a. If the Principal or Child Care Director completes an in-kind form, any person that could have observed the services could sign, such as, their Assistant Principal or Assistant Director.
3. On the first working day of each month, the Family Services staff, or other designated staff, will gather the in-kind forms for the previous month to be reviewed to be sure that all supporting documentation for volunteers is completed.
 - a. A checklist has been created to assist with their step in reviewing that mirrors the regulation requirements.
4. The Family Services staff will scan the in-kind forms to their Family Services Specialist by the specified date.
5. The Family Services Specialist will serve as a second set of eyes to review the in-kind forms for all supporting documentation and appropriate valuation.
6. Once the Family Services Specialist has reviewed the forms, they will ask the Family Services staff to mail the originals to the In-Kind Assistant. At that time, they will also give the scanned copies to the In-Kind Assistant by the specified date to begin entering the data into the in-kind tracking system.
7. The In-Kind Assistant will replace copies with the originals once they arrive.
45 CFR § 75.306(b)(1-7) Cost Sharing or Matching

Non-Federal Share (In-Kind) Community Involvement

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VOLUNTEERS

PARENT OR COMMUNITY – HS.04

1. The individual performing the service will complete and sign the required sections of the form.
2. The individual will then give the form to the Teacher, Substitute Teacher, or Family Services Assistant to sign as the "Volunteer's Supervisor".
 - a. Teacher is preferred for a classroom volunteer, however, any Head Start/Early Head Start employee that witnesses services provided could sign.
3. On the first working day of each month, the Family Services staff, or other designated staff, will gather the in-kind forms for the previous month to be reviewed to be sure that all supporting documentation for volunteers is completed.
 - a. A checklist has been created to assist with their step in reviewing that mirrors the regulation requirements.
4. The Family Services staff will scan the in-kind forms to their Family Services Specialist by the specified date.
5. The Family Services Specialist will serve as a second set of eyes to review the in-kind forms for all supporting documentation and appropriate valuation.
6. Once the Family Services Specialist has reviewed the forms, they will ask the Family Services staff to mail the originals to the In-Kind Assistant. At that time, they will also give the scanned copies to the In-Kind Assistant by the specified date to begin entering the data into the in-kind tracking system.
7. The In-Kind Assistant will replace copies with the originals once they arrive.
45 CFR Part 75.306(b) (1-7) Cost Sharing or Matching

DONATIONS

Common Donations – HS.04

*Examples are laundry loads, copies, or laminating

1. The individual performing the donated service will complete and sign the required sections of the form.
2. The individual will then give the form to the appropriate employee to sign as the "Volunteer's Supervisor".
 - i. This should be anyone who witnesses services provided.
3. On the first working day of each month, the Family Services staff, or other designated staff, will gather the in-kind forms for the previous month to be reviewed to be sure that all supporting documentation for donations is completed.
 - i. A checklist has been created to assist with their step in reviewing that mirrors the regulation requirements.
4. The Family Services staff will scan the in-kind forms to their Family Services Specialist by the specified date.
5. The Family Services Specialist will serve as a second set of eyes to review the in-kind forms for all supporting documentation and appropriate valuation.
6. Once the Family Services Specialist has reviewed the forms, they will ask the Family Services staff to mail the originals to the In-Kind Assistant. At that time, they will also give the scanned copies to the In-Kind Assistant by the specified date to begin entering the data into the in-kind tracking system.
7. The In-Kind Assistant will replace copies with the originals once they arrive.

Third-Party Donations – HS.04

*Examples are supplies, furniture, equipment, etc.

1. The employee RECEIVING (recipient) the donation will complete and sign the required sections of the form.
2. The donor will then sign.
3. The recipient will make a copy of the form to give to the donor as a receipt.
4. The recipient will get the original form for the grantee's records.

Non-Federal Share (In-Kind) Community Involvement

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5. On the first working day of each month, the Family Services staff, or other designated staff, will gather the in-kind forms for the previous month to be reviewed to be sure that all supporting documentation for donations is completed.
 - i. A checklist has been created to assist with their step in reviewing that mirrors the regulation requirements.
6. The Family Services staff will scan the in-kind forms to their Family Services Specialist by the specified date.
7. The Family Services Specialist will serve as a second set of eyes to review the in-kind forms for all supporting documentation and appropriate valuation.
8. Once the Family Services Specialist has reviewed the forms, they will ask the Family Services staff to mail the originals to the In-Kind Assistant. At that time, they will also give the scanned copies to the In-Kind Assistant by the specified date to begin entering the data into the in-kind tracking system.
9. The In-Kind Assistant will replace copies with the originals once they arrive.

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER Head Start/Early Head Start

Subject: Organizational Structure	Section: Administration
Program: Head Start/Early Head Start	Date Revised: August 14, 2017
Regulation Reference:	45 CFR Part(s): 1302.101(a)(1)(2)(3)(4)

The program's organizational chart demonstrates the program's objective of having adequate staff to meet the needs of the children and families served. The organizational chart may be obtained from the Director of Direct Services.

The **administrative team** for the program includes: Director of Direct Services, Assistant Director, Head Start/EHS Coordinators, and Early Childhood Principals.

Content area staff for the program includes: Education Specialists, Mental Wellness Specialists, Health Specialists, Family Services Specialists, Family Advocate, and Nutrition Specialists.

Central office support staff for the program includes: Administrative Assistants, Family Services Assistants, Home Educators, Recruiters, Data Management Assistant, CDA/Training Assistant, LVNs, Delivery/Inventory Clerk, and Playground/Classroom Safety Inspector.

Center staff for the program includes: Early Childhood Director, Center-Based Teachers, Instructional Assistants, Behavioral Support Assistant, Administrative Assistants, LVNs, and Health Room Aides.

The program maintains job descriptions for each position in the program. Qualifications on job descriptions meet requirement of the Head Start Act and the regulations. The job descriptions are updated annually during each staff member's performance evaluation. Job descriptions may be updated at other times due to changes in program needs or requirements.

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER Head Start/Early Head Start

Subject: Professional Development Plans	Section: Administration
Program: Head Start/Early Head Start	Date Revised: August 14, 2017
Regulation Reference:	1302.92 (b) Improving Head Start for School Readiness Act of 2007, Section 648A(f)

1. Each year, at their annual performance evaluation, staff members will discuss a professional development plan with their direct supervisor to develop growth targets. For educational staff these growth targets will be aligned with data derived from CLASS, ITERS-R/HOVRs observations, Assessment Technology Incorporated (ATI) Galileo On-line Curriculum and Assessment System, Teaching Strategies Creative Curriculum, GOLD and classroom walk-throughs. For other staff, these growth targets will be aligned with job performance responsibilities as outlined on job descriptions.
2. Each staff member is responsible for attending training or professional development opportunities aligned with growth targets.
3. Each staff member will provide documentation of trainings attended to fulfill expectations listed on individual growth targets.
4. For educational staff, supervisors will evaluate the effectiveness of growth targets through CLASS observations, ITERS-R/HOVRs, ATI Galileo On-line Curriculum and Assessment System, Teaching Strategies Creative Curriculum, GOLD and classroom walk-throughs. For other staff, supervisors will evaluate the effectiveness of growth targets through observations, discussions, and documentation.

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER Head Start/Early Head Start

Subject: Timeline – Amarillo	Section: Administration
Program: Head Start/Early Head Start	Date Revised: July 20, 2020
Regulation Reference:	45 CFR Part(s): 1302.10; 1302.33; 1302.43; 1302.44; 1302.45; 1302.46; 1302.47; 1302.50; 1032.52; 1302.60; 1302.70; 1302.71; 1302.72

APPLICATION PROCESS

Form/Task	Timeline	Person Responsible
Application (HS.01) with documentation	Throughout program year	Trained staff
ACF Head Start Eligibility Verification (HS.102)		

INTAKE/ENROLLMENT

Form/Task	Timeline	Person Responsible
Child Dental Plan & Informed Consent (HS.34)	Before child attends class	Designated staff
Child Admission Form (HS.122A)		
Current Immunizations and Health Statement		
Parent Handbook		

INITIAL HOME VISIT (EHS)

Form/Task	Timeline	Person Responsible
Contents of New Child Procedures Packet for: R16 Sites (Cleveland, Nelson) R16 Regional/Collaboration Sites	Before child attends class or within 1 week of entry	Teacher
R16 Home-Based	First home visit	Home Educator

INITIAL HOME VISIT (HS)

Form/Task	Timeline	Person Responsible*
CACFP Enrollment Form (HS.100) (Cleveland, Nelson only)	Before child attends class	Designated staff
Child Admission Form (HS.122A)		
Center Handbook/Policies for Parents (Cleveland, Nelson only)		
Parent Handbook (Opportunity School)		
Home Visit/Parent Conference (HS.121)	Within 2 weeks of entry	Teacher Home Educator
Reading Survey (electronically)		
Walking to School Safely pamphlet (HS.68)	Within 30 days of entry	

*After classes begin an administrative assistant will complete the items on this list.
The teachers will continue to make an initial home visit to make contact with the parents.

INITIAL HEALTH INTAKE (HS)

Form/Task	Timeline	Person Responsible*
Health Admission Form (HS.122B)	Health Intake Day or Before child attends class	Family Services staff and/or Center LVN
Child Nutrition History (HS.47)		
Child Dental Plan and Informed Consent (HS.34)		
Referral for Services (HS.79), if needed		
Release of Information (HS.09), if needed		

*After classes begin an administrative assistant or center LVN will complete the items on this list.

45-DAY RULE

Form/Task	Timeline	Person Responsible
Social and Emotional Screener	4 weeks after entry and before the 45 th day	Teacher Home Educator
Developmental Screening		
Volunteer Information Sheet (HS.15)		
Speech Screening plus referrals (as needed)		Trained staff
Vision Screening		
Hearing Screening		
Dental Priority Screening		
Family Services Events (ChildPlus)		Family Services staff
Family Services Outcomes (ChildPlus)		
Family Services Information (ChildPlus)		

90-DAY RULE

Form/Task	Timeline	Person Responsible
Dental Exam	Within 90 days of entry	Family Services staff and health provider
Physical Exam		
Lead Screening		Family Services and Health staff
Hemoglobin Screening		

FAMILY SERVICES CONTACTS/RESPONSIBILITIES

Form/Task	Timeline	Person Responsible
Group Socialization Activity planning	Twice a month	Home Educators
Parent Survey for Parent Committee Meetings	September	Family Services staff
Notification of Parent Leadership Trainings		
Determine Parent Meeting Dates/Topics	October	
Family Assessment	Mark score one in October. For enrollees after October, mark score one within six weeks of enrollment. Mark score two in April.	
Update Child Admission (Form HS.122A)	November and March	
Safety Tips (I-HS.07), as instructed	January or February	
Health Information, as instructed	Ongoing	
Resources/Follow-up for Interest/Needs/Strengths/Goals		

HEALTH CONTACTS/RESPONSIBILITIES

Form/Task	Timeline	Person Responsible
Heights/Weights/BMI's	Within 45 days of entry and March	Center LVN and/or Home Educator
	December or January for children not WNL	
Parent Notification of Screenings/Results	November or upon completion	
Child Health Summary/Transition/Special Needs	May	

PROCEDURE

**REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start**

Subject: Timeline – Regional	Section: Administration
Program: Head Start/Early Head Start	Date Revised: July 20, 2020
Regulation Reference:	45 CFR Part(s): 1302.10; 1302.33; 1302.43; 1302.44; 1302.45; 1302.46; 1302.47; 1302.50; 1032.52; 1302.60; 1302.70; 1302.71; 1302.72

APPLICATION PROCESS

Form/Task	Timeline	Person Responsible
Application Packet:	Spring and as needed throughout program year	Trained staff member
Application w/documentation (HS.01)		
ACF Head Start Eligibility Verification (HS.102)		
Child Admission Form (HS.122A)		
Health Provider/Immunization Provider Lists		

INTAKE/ENROLLMENT

Form/Task	Timeline	Person Responsible
Child Admission Form (HS.122A)	Before attending class	Any staff member
District Information Packet		

INITIAL HOME VISIT

Form/Task	Timeline	Person Responsible
Volunteer Information Sheet (HS.15)		HS Teacher
Child Nutrition History (HS.47)		Nutrition
Walking to School Safely pamphlet (HS.68)	Within 2 weeks of entry	HS Teacher
Child Admission Form (HS.122A)		
Parent Handbook		
Home Visit/Parent Conference Documentation (HS.121)		
Reading Survey (electronically)		
Contents of EHS New Child Procedures Packet for: R16 Regional/Collaboration Sites; or R16 Home-based	Before child attends class or within 1 week of entry	EHS Teacher

INITIAL HEALTH INTAKE (EHS)

Form/Task	Timeline	Person Responsible
Infant Nutrition (EHS.03) or Child Nutrition History (HS.47)	Health Intake Day or before child attends class	Family Services staff
Health Admission Form (HS.122B)		
Referral for Services and Release of Information, if needed		

30-Day Rule

Form/Task	Timeline	Person Responsible
Pedestrian Safety	Within 30 days of entry	HS Teacher
Health Determination (Data Management System)	Within 30 days of entry	Nurse Family Service Assistant

45-Day Rule

Form/Task	Timeline	Person Responsible
Developmental Screener (HS)	Within 45 days of entry	Teacher Home Educator
ASQ-SE (EHS)		
Developmental Screening		Trained staff
Speech Screening plus referrals		
Vision Screening		
Hearing Screening		
Dental Priority Screening		Family Services staff
Family Services Events (ChildPlus)		
Family Services Outcomes (ChildPlus)		
Family Services Information (ChildPlus)		

90-DAY RULE

Form/Task	Timeline	Person Responsible
Dental Exam	Within 90 days of entry	Family Services staff and health provider
Physical Exam		
Lead Screening		
Hemoglobin Screening		

FAMILY SERVICES, HEALTH CONTACTS & HOME VISITS/RESPONSIBILITIES

Form/Task	Timeline	Person Responsible
Group Socialization Activity planning	Twice a month	Home Educator
Heights/Weights/BMI's on Data Management System	Within 45 days of entry and March	
	December or January for children not WNL	
Parent Survey for Parent Committee Meetings Notification of Parent Leadership Trainings	September	
Determine Parent Meeting Dates/Topics	October	
Family Assessment	Mark score one in October. For enrollees after October, mark score one within six weeks of enrollment. Mark score two in April.	
Update Child Admission Form (HS.122A)	November and March	
Safety Tips (I-HS.07), as instructed	January or February	
Parent Notification of Health Screenings-Results (I-HS.40)	Continually updated and notified	
Child Health Summary/Transition/Special Needs	May	
Referrals to specialists	As soon as possible after staff contacts	
Health Information, as instructed Resources/follow-up for Interests/Needs/Strengths/Goals	Ongoing	

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER Head Start/Early Head Start

Subject: Transportation of Children with Disabilities	Section: Administration
Program: Head Start/Early Head Start	Date Revised: August 14, 2017
Regulation Reference:	45 CFR Part(s): 1303.70 (b)

1. Transportation of Children with Disabilities (Amarillo)

The city of Amarillo offers two types of public transportation. The first and most common is the city bus that travels a set route. All city buses meet ADA requirements. The city also operates special buses for persons who have disabilities, (Spec-Trans) but are unable to wait at designated bus stops, or travel a set route.

Several steps must be taken before a rider is eligible to ride the Spec-Trans or Flex-Schedule buses.

- a. The rider or the rider's parent must complete an application. The application form can be mailed to their address, or one can be obtained at the Amarillo City transit office. (regular bus travel goes directly to this office)
- b. The completed application is then mailed to the Amarillo City Transit office.
- c. Upon receipt of the rider's application, a letter will be sent from the Transit Department stating the rider's eligibility to ride Spec-Trans – pending an interview.
- d. An interview with the rider and parent will be conducted at the Amarillo transit office. The final determination of the rider's eligibility will be made. The purpose of the interview is to determine if the rider cannot ride a fixed route bus. A young child with a certified disability would most likely be considered an eligible rider for Spec-Trans.

Once certified as eligible, the rider can go anywhere within the city limits and can make reservations 7 days in advance. Tickets can be purchased in books of 20 for \$30.00. Each round trip costs \$3.00. The Spec-Trans bus will pick up their passenger at home and take them to any location within the city limits and return them home again. The parent's trip must mirror the child's trip. The child's destination will be the parent's destination.

Children cannot travel alone; they must be in the company of an adult. The companion adult rides free of cost.

Tickets for the fixed route bus can also be purchased in advance in any quantity desired. The cost of a fixed rate ticket for a person with a disability is .35 cents. The companion adult can ride free of cost.

Transportation of Children with Disabilities

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Family Services Assistants are to assist families with public transportation relevant to the community.

2. Transportation of Children with Disabilities (Regional Schools)

- a. Children with disabilities are provided transportation once diagnosed by a physician, therapist, or school annual review through the school district.
- b. Family Services Assistants are to assist families with public transportation available to the community.

PROCEDURE

REGION 16 EDUCATION SERVICE CENTER Head Start/Early Head Start

Subject: Use of Policies and Procedures	Section: Administration
Program: Head Start/Early Head Start	Date Reviewed: August 14, 2017
Regulation Reference:	45 CFR Part(s): 1302.12(l); 1302.16(a)(1); 1302.45(b)(6); 1302.47(a)(b); 1302.90(a)(2); 1302.91 (8)(i); 1302.102(4)

1. The Policies and Procedures are divided into these sections: Administration (AD), Disabilities (DS), Education (ED), ERSEA-Eligibility, Recruitment, Selection, Enrollment, Attendance (ER), Family Services (FS), Governance (GV), Health and Safety (MD), Mental Wellness (MW), Nutrition (NU), and Forms. All content areas are integrated throughout the program, and most procedures involve staff from more than one content area. The policies and procedures are accessible on the HSShare and ESC website.
2. The policies and procedures follow the requirements found in 45 CFR Parts 1302 of the Head Start Program Performance Standards and the Head Start Act.
3. All policies and procedures will be reviewed and approved by the Head Start/Early Head Start Administrative Team. Policies with revisions will be approved by the Policy Council annually. Policies that do not need revisions will be reviewed and reapproved by the Policy Council every three years.
4. Several policies must be approved by the Governing Body (ESC Board) including
 - Program Planning
 - Personnel Policy
 - Policy Council Composition and Selection
 - Governing Body Roles and Responsibilities (including shared decision making)
 - Dispute Resolution (including Impasse Procedure)
 - Eligibility, Recruitment, Selection and Enrollment of Head Start and Early Head Start Children
5. Revised Policies will be available electronically through the Region 16 ESC website or the HSShare to all Head Start staff members.