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SECTION 1 OVERVIEW

SECTION 1 - HEAD START INTRODUCTION

Region 7 Education Service Center and local school districts collaborate to provide the high quality program for children and families known as Head Start. Specific operation guidelines are found in the Federal Performance Standards, which, along with the ruling of the State Board of Education and other state and federal laws, must be followed. The following information summarizes the services provided by Region 7 Education Service Center Head Start Program.

For the purposes of this manual all Head Start Family Service Worker and Family Advocates will be referred to as Head Start Family Service Worker, hereafter referred to as FSW.

HEAD START MANAGEMENT

- All teachers and teaching assistants will complete staff information at the beginning of the program year. This information is housed in the software tracking system
- All teachers and teaching assistants will complete confidentiality training and sign a Head Start Confidentiality/Code of Conduct Statement
- All teachers will have an Education, Mental Health and Disabilities staff assigned to their classroom
- Teachers should contact the assigned Education staff or Education Coordinator when issues, questions or concerns arise for further clarification
- Teachers may submit a form for reimbursement for travel incurred for home visits of Head Start children, and for other pre-approved Head Start trainings.

Forms submitted for reimbursement must:

1) Be an original, or contain an electronic signature
2) Be received in the Head Start business office on or before the last business day of each month

Head Start regulations require teachers and teaching assistants to have:

- An initial physical exam
- TB screening
- Criminal background check on file at the Head Start office
- All Head Start/EHS teachers and teacher assistants must maintain current certification in CPR/AED/First Aid.

Region 7 ESC Head Start will provide opportunities for this to be completed.

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• All credentialing mandates

PROGRAM GUIDANCE

• Region ESC 7 partners with local districts to establish program
• Head Start funds come to Region 7 ESC and are disbursed to districts based on budget allocations and district agreement
• Each district has a contact person to handle local concerns, and Head Start Director and Assistant Directors are available at Region 7 ESC Head Start Offices

ORGANIZATION

1. STATEMENT OF PARTICIPATION

As indicated by the school agreement, in the section referring to Local School District responsibilities, the District has agreed to maintain compliance of the Head Start Performance Standards (HSPS). These standards are mandated by Federal law and must be adhered to when a program receives funding for Head Start. School districts have been required to comply with federal regulations related to Special Education and Title programs so this should not be something totally new.

Many of the Head Start Performance Standards will be in compliance when requirements of the Texas Education Agency are met in Pre-K. However, Head Start is a comprehensive program designed to meet the needs of both children and families. Therefore, staff will find some differences related to education and the other required components of Head Start.

Some of the benefits of Head Start include:

1. A staff/child ratio of 2 to 20 for four year old and 2 to 17 for three year olds must be met at all times. No child will be left alone or unsupervised. (Instructions for documentation of unsupervised child.) Children must be accompanied by an adult any time they need to leave the classroom.
2. Two home visits and two parent conferences per year
3. Family style dining where at least 2 adults sit with and eat the same food as children while engaging them in conversation
4. A strong parent involvement program where parental input into curriculum is required and parents are strongly encouraged to volunteer in the classroom and are welcomed by staff
5. A comprehensive screening program completed within the first 45 calendar days of entering the program
6. An emphasis on prevention and intervention activities in the curriculum (daily tooth brushing)
7. Health and dental screenings and follow-up interventions
8. Mental Health observations and follow-up interventions
9. Emphasis on meeting nutritional needs (including a daily snack)

Head Start provides staff and support to help in meeting the requirements. Each component has available staff to assist teachers and assistants in meeting standards.

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The Head Start program is required to conduct a yearly self-assessment. Every three years the Federal agency (Administration for Children and Families) which provides Head Start funding will monitor the program to determine compliance with the Head Start Performance Standards and regulations. Some of the paperwork requested of school district staff is required to help document compliance. The program is working hard to merge any required documentation with what is already required by schools and to minimize as much as possible any additional requirements. Your completion of all required documentation will facilitate the monitoring process and assure that we meet all requirements. Head Start has a saying: “If it is not written down, it didn’t happen.” Thanks for your cooperation in this effort.

Region 7 ESC Head Start and Local Education Agencies (Independent School Districts and Child Care Centers) enter into partnership each year to provide Head Start Services in a 12 county service area.

REGION 7 ESC HEAD START MISSION STATEMENT

The mission of Region 7 Education Service Center Head Start
Is to empower children and their families
   To develop knowledge and skills
   To be more successful
Self-sufficient members of the community
By providing high quality, efficient,
   Comprehensive services
That meet and exceed the
   Head Start Performance Standards.

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SECTION 2 EDUCATION AND EARLY CHILDHOOD SERVICES

Overview: EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

- Developmentally appropriate setting for three and four year old children according to NAEYC standards
- Room set up in a learning centers environment; at least 1 hour total of learning centers daily
- Outdoor Environment should be treated as an extension of the indoor learning environment.
- At least 2 adults in the classroom
- Parent and other volunteers encouraged in the classroom
- Routine home visits (at least 2 per year by teaching staff)
- Routine parent-teacher conferences (at least 2 per year)
- Tooth brushing twice daily
- Developmental screenings
- Ongoing observations and assessment of children’s developmental progress
- Individualization
- PSD (Performance Standards Documentation)

Active Supervision

Keeping Children safe is a top priority for our Head Start program. The Head Start Performance Program Standards require that “no child shall be left alone or unsupervised while under their care” 45 CFR 1304.52(i)(1)(iii)

Head Start teachers will ensure Head Start children are supervised at all times and only be placed with staff who are regularly assigned to them.

Active supervision requires focused attention and intentional observation of children at all times. All Head Start staff who care for children position themselves so that they can observe all of the children: watching, counting, and listening at all times.

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Strategies for Active Supervision

Set Up the Environment

Set up the environment so children can be supervised at all times. Group activities together and ensure furniture is at waist height or shorter, you should always be able to see and hear children. Keep small spaces clutter free and set big spaces up so that children have clear play spaces that can observe.

Position Staff

Carefully plan where you will position yourself in the environment to prevent children from harm. Place yourself so you can see and hear all of the children in your care.

Scan and Count

Teachers must account for the children in their care. Continually scan the entire environment. Count children frequently: during transitions, when children are moving from one location to another.

Listen

Listen closely to children to immediately identify signs of potential danger.

Anticipate Children’s Behavior

Knowing about each child’s individual interests and skills are important to predicting what they will do. Information from daily parent communication, health checks provide keys to knowing what to expect from children.

Engage and Redirect

Teachers must use active supervision skills to know when to offer children support. You may offer different levels of assistance or redirection depending on each individual child’s needs.

Indoor Learning Environment

1. The Classroom Environment

It is expected that the Head Start classroom environment is supportive, interesting, and encouraging. Teachers should promote acceptance of diversity and recognize each child as a unique individual. Training opportunities and ongoing mentoring is provided to Head Start teachers/teacher assistants. The Classroom Environment will be measured by the Region 7 ESC Head Start Education Services team using a tool like: CLASS (Classroom Assessment Scoring System). Per Head Start Performance Standard 1304.51 (g), no child will be left alone or unsupervised...

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2. Materials

Each classroom has been provided developmentally appropriate materials that provide ethnic, cultural and gender diversity. Manipulatives are also provided for concrete experiences, and need to be rotated on a regular basis to reflect the interest of the child. Materials should also be changed regularly as children progress in order to scaffold them to a higher level of learning.

3. Needs Assessment

Head Start staff will complete an annual needs assessment of furniture, technology, and teacher resource/curriculum materials provided by Region 7 Head Start.

Outdoor Learning Environment

1. Outdoor Environment

Outdoor learning needs to be part of the regular daily schedule, if weather permits. In case of inclement weather, gross-motor activities should be provided indoors. Opportunities for individual and small group activities, as well as games that support cognitive and gross motor development need to be planned, and facilitated by teachers and teacher assistants during outdoor time. Documentation supporting outdoor learning will be included on the PSD and weekly Lesson Plan.

2. Outdoor Materials

Head Start provides materials for active play and movement that support development of gross motor skills. Other materials such as balls, tricycles, sand toys and other classroom materials may be provided that can be utilized outdoors.

3. Outdoor Storage (See Also Facilities, Materials, Equipment)

Daily Schedule § 1304.21 Education and early childhood development. - Head Start

1. Routines

It is expected that teachers provide consistent routines and limits supportive of the ages, attention spans, abilities, and temperaments of each child. This can be achieved by:

- Having a consistent, predictable order for each segment of the daily routine even if the amount of time varies from one day to the next; this will be monitored by your Education Specialist.
- Completing routine activities the same way each time they occur
- Minimizing waiting time between activities
- Allowing enough time for routines and transitions so they are unhurried and purposeful

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2. Schedules

Teachers post daily schedules in the classroom (this includes a picture schedule for child use as well as a written schedule). This schedule must include opportunities for quiet and active play, teacher and child directed activities, indoor and outdoor times, music and movement time, opportunities for bodily care, oral health, meal times and rest times.

3. Transitions

Purposeful transitions give notice to children and prepare them for changes from one activity to another. Within the daily routine, transitions need to be:

- Documented on the PSD and Lesson Plans
- Planned and timely
- Predictable
- Compatible/consistent with the child’s needs
- Varied, to maintain interest

4. Small Group Time

Small group time is an ideal time for teachers to assess children. Working with small groups of children targets specific needs and provides individualized support. Teachers will provide small group activities that correlate to the Pre-K guidelines and the Head Start Child Development and Early Learning Framework. Teachers are expected to plan, implement and document instruction based on ongoing assessment results. See Also: Individualization. See Also: PSD

Bodily Care § 1304.21 Education and early childhood development. - Head Start

Toilet training is a developmental milestone. It is reasonable that 3 and 4 year olds may not be fully potty trained. All adults must assist the child with any associated care. Teachers must notify the assigned Education Specialist if an enrolled Head Start child is not fully toilet trained and wears pull-ups while at school. Head Start will provide pull-ups for the child while the child is attending school. Teachers must notify their Education Specialist when needing additional pull-ups and/or wipes. Under no circumstances are parents required to send pull-ups to school for their child.

Parent Contacts 45 CFR 1304.21(a)(2)(iii) and 45 CFR 1304.40(i)

There must be a minimum of four parent contacts per school year, according to Head Start Performance Standards, ideally one home visit and teacher conference in the fall followed by one home visit and teacher conference in the spring. However regardless of when a child enrolls they must have two home visits and two teacher conferences. Any questions should be directed to the Education Specialist. Head Start will provide each teacher with developmentally appropriate milestone information (located in Head Start Beginnings book)
parent contact to be given and discussed on the first parent contact. See: Parent Contact Form available on-line for documentation purposes, to be kept in the classroom and reviewed by Education Specialist.

Parent/Teacher Conferences

Head Start teachers must have a minimum of two parent-teacher conferences per child each school year. Teachers are responsible for scheduling and conducting the conferences. During these contacts parental input regarding classroom activities is needed.

Teachers will:

- Complete the appropriate Parent Contact form found online.
- Enter the required documentation of the parent conferences in software tracking system for each child upon completion within the established timelines listed on the Education calendar.
- After fourth parent contact, file Parent Contact form in child’s Head Start green folder located in Family Service Workers office.

Home Visits § 1306.30 Provisions of comprehensive child development services. - Head Start

Home visits are valuable in building respectful relationships with parent/guardians and in developing broad understanding of every child in the program. Each child’s family must have 2 home visits during the school year. If the parents refuse to receive visitors at their home, contact your Education Specialist.

Purpose is to establish a relationship with the children and their families

- First home visit should take place within first 45 calendar days of initiation of services
- FSW and Teachers conduct home visits as a team. If visits cannot be conducted as a team, notify the Education Specialist
- Complete the appropriate Parent Contact form found online and enter in software tracking system
- Complete the Brigance Social and Emotional Screen during the first home visit.
- It is highly encouraged for the teachers and family service worker to go to home visits together. Work with family service worker to schedule. Discuss safety reasons for going on home visits together. Emphasize need for visits to take place in the home.
- Establish relationships with families and children
- Establish trust and rapport
- Making connections between home and school setting
- Learning more about parent/child interactions
- Identifying learning opportunities in home environment

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Social-Emotional Development § 1304.20 Child health and developmental services. - Head Start

Teachers should establish positive relationships with children. Redirecting children should be done in a positive manner. Teachers should focused on giving choices, developing children’s self-regulation skills, teaching words to use to express emotions and teaching age appropriate problem solving skills. Discipline charts are not allowed in the classrooms. Conscious Discipline and Strategies for Improving Adult-Child Interactions training is available to teachers and teaching assistants. When discipline is used appropriately, adults can support children by

• Sharing control
• Focusing on children’s play
• Forming authentic relationships
• Adopting a problem-solving approach to conflict

Each child’s social-emotional developmental status will be screened within the first 45 days of entry into Head Start, using the Head Start approved screening instrument.

Family Literacy § 1304.40 Family partnerships. - Head Start

Family Literacy is a Head Start initiative. At least one strategy needs to be implemented monthly (and documented on the PSD and lesson plan).

Suggested ideas are:

• Take-home literacy bags/books
• Encouraging use of lending library in family service worker office
• Reading events that include parents
• Other ISD strategies/initiatives
• Picturing America

See Also: Resources

Curriculum Resources

• District State Adopted curriculum
• Head Start Beginnings
• Curriculum Plan
• Picturing America
• Head Start Child Development and Early Learning Framework

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On-Going Assessment

This information is documented with an assessment instrument that complies with Head Start requirements and is approved by Head Start Education Staff. Teachers will use this information to plan for meeting individual children’s needs which are documented on the PSD. Local program child assessment is ongoing and is analyzed and reported at least three times a year. Data will be collected 3 times a year. A calendar with appropriate deadlines will be provided.

Lesson Plans

Teachers will write weekly lesson plans according to the ISD/Center policy. These plans must be displayed in the classroom. Head Start lesson plan requirements must be documented on the PSD and readily accessible with the ISD/Center Lesson plans.

PSD (Performance Standard Documentation)

The PSD-Performance Standards Documentation form is a supplemental form to be used to show compliance with lesson plan requirements dictated by the Head Start Performance Standards. The PSD must be completed in its entirety monthly and kept with current lesson plans. Email or fax the completed PSD to your Region 7 ESC Head Start Education Specialist by the 5th of each month.

Items on the form include:

- Daily check of indoor and outdoor learning environment for safety hazards
- Individualization/small group activities for children with corresponding Pre-K guidelines
- Weekly activities related to: Healthy habits; activities relating to the child’s physical health and development; examples might include hand washing, germs, importance of exercise, preparing for hearing and vision screenings, or importance of sleep
- Mental health: activities relating to helping children develop emotional security and facilitating social relationships; topics might include expressing feelings, developing friendships, respecting other’s ideas and feelings, or solving conflicts
- Nutrition: activities relating to how food contributes to good health, examples might include selecting healthy foods, trying new foods, eating a variety of foods, participating in food-related activities, or making place mats
- Oral hygiene: activities relating to promoting and teaching the importance of effective dental hygiene; suggested topics might include proper brushing, cavities and tooth decay, parts of the mouth and ensuring proper mouth hygiene, preparations for dental screenings, or going to the dentist
• Multicultural: activities relating to respecting and promoting the uniqueness of each child and family while refraining from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability; example topics might include how children are alike and different, individuality, how children celebrate holidays in their families, reading books that reflect diversity, or families

• Gross and fine motor: activities relating to the development of physical control, proficiency, and strength in both large and small muscles; example topics might include skill development in throwing and catching, using scissors, putting together puzzles, stringing beads, or writing and drawing

• Outdoor learning: activities in which the teacher provides outdoor implementation of the curriculum through planned individual and small group experiences; examples might include classifying nature materials, team building activities and games, or extending the indoor learning through the use of dramatic play, building, or art material

• Educational Transitions: activities to move from one activity or part of a day to another that are planned, purposeful and can correlate to Pre-K guidelines or Head Start outcomes, examples might include clapping syllables of words, alliteration, math skills, or theme related transitions

• Self/community safety: activities that promote self-awareness and safety in the school and in the community; examples might include pedestrian safety, bus safety, emergency evacuations, personal boundaries, or personal safety such as what to do when a child is lost

• Family literacy: activities involving the family that encourage early literacy skills such as print concept, comprehension, and book appreciation; examples might include family literacy transition books, activities from Picture America curriculum, family book making activities, or take home books

• Parent input into the curriculum: activities developed and used in the classroom based on information provided by the families regarding children’s interests and parent goals for their child as documented on the parent contact form

• Home School Connection/Special Events (Ex: book bags, home visits, etc.)

Individualization § 1304.20 Child health and developmental services. - Head Start

Teachers must individualize instruction for each child based on screening and assessment data. Individualization and/or small group activities will be recorded on the PSD and lesson plan.

Training/Development

Teachers must meet annually with Region 7 Head Start Education Specialist to develop goals that align with their Professional Development Plan.

See Also: Staff Development

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Field Trips

Region 7 ESC EcoLand Early Learning Center provides a hands-on rich science learning environment. Head Start classrooms may attend free of charge. For field trip information to EcoLand Early Learning Center click on the link or visit www.ecoland.esc7.net.

Points to Remember:
- 2:20 adult:child ratio must be observed during the Head Start day – field trips are no exception (Instructions for documentation of unsupervised child.)
- Head Start issued supplemental First Aid Kit must be carried on any trip away from the school/center
- Plan to follow school/center policies on requesting brown bag lunches from school/center food services
- Head Start children must not be asked to bring money or food from home to participate in ANY activity, including field trips
- Field trip experiences must be linked to the curriculum and provide learning opportunities that would not be able to be duplicated in a classroom setting.

Substitutes in Head Start classrooms

Substitutes are provided in the Head Start classroom for Home Visits and to attend pre-approved Head Start training. Each teacher is provided two days in the fall, and two days in the spring for home visits. Additionally teachers are provided up to two days for professional development training.

Head Start teachers will be provided a Head Start Substitute Teacher information packet to complete and keep with other ISD information readily available. This will include any information that a substitute teacher will need to facilitate a smooth transition for the children in their care. Examples of this information might include: meal times, locations of equipment, which playground to play on, evacuation instructions, specific instructions with regard to sanitation, etc.

Rest Time

A supervised rest time may be included in the daily schedule of Head Start classrooms. This is based on the developmental needs of the children and the ISD/Center schedule. Classroom adult: child ratio is maintained during this time. (See Also: Facilities, Materials and Equipment: Rest Time equipment). (Instructions for documentation of unsupervised child.)

CLASS

The Classroom Assessment Scoring System (CLASS) is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children. It is these daily interactions that promote children's social and cognitive development. Children thrive when teachers create nurturing, well-managed settings and provide frequent and engaging opportunities to learn. Class results will be used to help determine professional development goals.

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Forms

Teachers can access forms on the Head Start Website.

Travel

Teachers may submit a form for reimbursement for travel incurred for home visits of Head Start children, and for other pre-approved Head Start trainings. Send within **two days** after last home visit.

Reimbursement must:

- Be submitted on a current [Travel Form 412-Non Employee Travel Reimbursement](#) (found on our website)
- Complete/date and **electronically sign** on the FSW scanner and email to Kim Raby at kraby@esc7.net or mail, with original signature, to her directly to 1909 N. Longview Street Kilgore Texas. 75662
- If home visits are done in the last week of the month, the travel form must be received in the Head Start office on or before the last business day of each month.

Examples:

- If traveling in town list the ISD/ family name under From/To. Under odometer readings list beginning and ending odometer readings.

  ![Non-Employee Travel Expense Account](image)

- If driving from one town to another list the names of towns under From/To. Use mapquest mileage under mileage column. EX: 11.98

  ![Non-Employee Travel Expense Account](image)

See MapQuest example:

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- **In the month of August**, NO travel will be allowed the last FIVE working days of the month (this includes home visits and community networking meetings.)

- **In the month of August**, the forms for any travel completed prior to the last five working days will need to be submitted at the end of each week.

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SECTION 3 DISABILITY SERVICES

Disability Component Overview

The goals of the Disabilities Component of Region 7 Head Start are:

- **to provide supports to students identified with disabilities**
  Disability staff is available for observation of a child with a diagnosed disability. Disability staff may provide materials, supplies, and supports for the child diagnosed with a disability.

- **to support and inform parents of children with disabilities**
  Disability staff is also available for consultations with parents, monthly parent trainings, and provides disability information and resources for parents of children with disability conditions.

- **to support Region 7 ESC Head Start teachers in including students with disabilities and implementing IEP goals and objectives,** and
  The Disabilities Component staff will increase the competence, confidence and effectiveness of personnel in Head Start programs to include children with disabilities. Disability staff is available for consultation with teachers, can assist with required accommodations and can provide assistive materials/equipment as needed. Head Start teachers will: review objectives from each eligible child’s Individualized Education Plan (IEP) when planning individualization, implement accommodations listed on child’s ARD documentation, monitor progress, and participate in transition planning.

- **to promptly refer children with suspected disabilities to determine eligibility for services,**
  Disability staff is available for observation of a child with a suspected disability or for a child with a diagnosed disability.

Students Identified with Educational Disabilities/Special Education

§ 1308.18 Disabilities/Health Services Coordination

§1308.19 Developing Individualized Education Programs (IEPs)

1. Special Education Documentation

"Region 7 Education Service Center is committed to student success by providing quality programs and services that meet or exceed our customers' expectations."
- A copy of the child’s ARD/IEP will be available to the Head Start teacher in the software tracking system (Child Plus), as an attachment under the Disabilities tab.

2. Individualization

- The Head Start teacher will use information in the child’s IEP to plan appropriately for instructional modifications and individualization. The ARD/IEP document notes any required accommodations or modifications, the child’s individualized goals and/or objectives, and the frequency and types of special education services the student will be receiving. Documentation of individualization must be documented in the daily lesson plans for identified special education students.
- The Head Start teacher will contact the Disabilities staff for needs of identified students related to accessibility of facilities, appropriate special furniture, equipment and materials if needed, assistance with implementing accommodations, assistance needed with adaptive materials/technology, or general guidance needed on how to effectively work with the child. (See 3F-Disability Referrals in Child Plus)
- The Head Start teacher will participate in transition planning for a student moving to Kindergarten.

3. Inclusion

- The Head Start teacher will ensure students receiving special education services are included in all learning activities, playtime, meal, and snack times to the fullest extent possible, per schedule of services as documented in the ARD/IEP. Children with disabilities are encouraged to participate in all of the services of Head Start with normally developing peers, despite staff attitudes and/or apprehensions.

4. Special Education Services Sign-In Sheet

- The Head Start teacher will ensure the ISD special education service providers sign the posted 14-15 Sign-In Log sheet, during every visit into the classroom and/or every time they remove a student from the classroom. This form needs to be posted in the classroom for easy access (there will be no confidential information on this form) Examples: Speech Therapist, OT, PT, etc.
- The FSW will scan and email to Disability Coordinator on the last day of each month. The purpose of this Sign-In Log is to document the student is receiving the ARD determined special education services.

5. Admission, Review, & Dismissal (ARD) Meetings

- The Head Start teacher will email the date and time of the scheduled ARD meeting to the Disabilities Coordinator as soon as ARD Meeting notification is received.
- The Head Start teacher will collect data to present at ARD meetings as documentation of the student’s progress (strengths and weaknesses). Data can include Brigance score sheets, GOLD Individual Student Reports, Anecdotal notes, and student work samples.

Parents of Children with Disabilities

1. The Head Start teacher will notify parents in advance of the types of screenings to be performed. (See Assessment of Children)
2. The Head Start teacher will report and provide a copy of the results of the developmental screener to the parents in such a way as to give the parent opportunity to respond and ask questions. (See Head Start webpage- Disabilities Staff Resources)

3. The Head Start teacher will assist and advocate for the parent of children identified with disabilities or with suspected disabilities.

4. The Head Start teacher will email/communicate parental disability concerns, questions, and training needs to the Disabilities Coordinator.

5. The Head Start teacher will collaborate with Head Start Disabilities staff to develop plans for a smooth transition to Kindergarten.

Head Start Teacher & Disabilities Component

§ 1308.6 Assessment of Children

§ 1308.18 Disabilities/Health Services Coordination

§ 1308.19 Developing Individualized Education Programs (IEPs)

1. The Head Start teacher will request consultation, supports, materials, and trainings from the Disabilities staff, when needed to teach children with disabilities.

2. The Head Start teacher will complete the Brigance-III Developmental Screener on each child within 45 days of the child’s enrollment, but after the child has been in the program at least 2 weeks to allow the child time to adjust to the new setting. (See Brigance-III Section of this manual for specific administration, scoring, interpretation, and computer data entry.) Comprehensive Developmental Screenings are conducted to detect children with possible delays in areas that may affect their ability to learn.

3. The Head Start teacher will complete the initial Brigance-III Developmental Screener on all enrolled children, including students identified by special education. No Brigance-III re-screens are required for IDENTIFIED disabilities students not passing the first administration. Brigance Screener Data Sheets will be scanned into Child Plus, under the Health tab.

4. The Head Start teacher will use the results of the Brigance-III screener for individualization, intensive intervention instruction, and lesson planning.

5. The Head Start teacher will complete a Brigance-III re-screen following at least 3 weeks of intervention instruction for those students who did not pass the first Brigance-III administration. (See Brigance-III Section of this manual.)

6. The Head Start teacher will refer students with disability concerns to the Disabilities component using the software tracking system (Child Plus), supplemented by email notification. (See 3E)
7. The Head Start teacher will notify Disabilities staff when Head Start students are placed in any campus intervention program, including Response to Intervention (RtI), or student referred for a special education evaluation, including Speech.

8. The Head Start teacher will access the student’s Individualized Education Program (IEP) (goals and/or objectives, accommodations, modifications, and schedule of services) through the software tracking program (Child Plus), as attachments in the Disabilities tab. A copy of the current ARD/IEP document is also available in the child’s folder in the Family Service Worker’s office.

9. The Head Start teacher will participate in the implementation of the child’s ARD/IEP and will document individualization for special education students in lesson plans.

10. The Head Start teacher will routinely contact a student’s special education service providers for consultation on the student’s progress.

11. The Head Start teacher will participate in the student’s Admission, Review, and Dismissal (ARD) committee meetings by presenting documentation of the student’s progress in the Pre-K curriculum (Individual Student Report from data tracking system).

12. The Head Start teacher will participate in the student’s Admission, Review, and Dismissal (ARD) committee meetings by presenting documentation of the student’s progress in the Pre-K curriculum (Individual Student Report from data tracking system).

13. The Head Start teacher will immediately notify the Disabilities Coordinator by email as soon as an ARD meeting is scheduled, to allow Disabilities staff participation.

14. In the event that a Disabilities staff member is unable to attend the scheduled ARD meeting, the Head Start teacher will complete the ARD NOTES form (available on the Head Start website) in the meeting. Following the meeting, the Head Start teacher will give the Family Service Worker the form to scan and email to the Disabilities Coordinator.

**Concern & Suspected Disabilities Referrals**

§ 1308.6 Assessment of Children

§ 1308.18 Disabilities/Health Services Coordination

1. The Head Start teacher will make a concern referral to the Disabilities component as soon as an educational disability is suspected and AFTER consultation with the parents. The Head Start teacher must discuss the concern with the parent prior to making the Concern Referral in Child Plus.

2. The Head Start teacher may initiate referrals based upon parent concerns, classroom observations, GOLD assessment information, failed Brigance-III re-screens, and when needed for immediate concerns.

3. The Head Start teacher will submit a Disabilities concern referral regarding a child with a suspected disability or also for a child with a diagnosed disability through the Head Start software tracking system, Child Plus. (See 3F – Disability Concern Referrals in Child Plus)

4. After completing the Disability Concern Referral in Child Plus, the Head Start teacher will also e-mail the Disability Staff and copy the email to the Disabilities Coordinator to notify them that a referral has been submitted.

   A. Subject line in email should state “Disabilities Referral”

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B. Mark the email with the high importance indicator. (!)

5. The Head Start Disabilities staff will initiate a contact with the Head Start teacher (call or email) to get more information on the concern, and, if needed, will schedule a time to observe the child in the classroom. Following the observation, the Disabilities staff will consult with the Head Start teacher to determine the Action Step required.

6. The Head Start teacher will notify the Disabilities staff member prior to making a referral to special education on your campus. The Disabilities staff can provide support and assistance to the teacher and family throughout the referral process.

7. The Head Start teacher will notify the Disabilities component when a Head Start student is participating in an intervention or Response to Intervention (RtI) program at the campus.
Head Start Disability Concern Referrals in Child Plus

1. Log into Child Plus
2. Select the Student
3. Click on the Disability tab
4. On the Concerns tab, check the box* – An area of concern has been identified.
5. Date Identified – enter the current date
7. Status Date – Enter the current date*
8. Referred To – Leave blank
9. Date Referred – Leave blank
10. Concern Notes – Enter your specific concerns regarding the child.
11. Send an email to the Disabilities Coordinator stating a referral has been made in Child Plus.
*If these are not completed, the program will not send the referral to Disabilities

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SECTION 4 MENTAL HEALTH SERVICES

§ 1304.24 Child Mental Health. - Head Start

Mental Health Overview

- Mental Health is seen as both supportive and instructional in the prevention of behavioral difficulties in the classroom
- Mental Health Staff are available for observations and/or consultations

Referral

- A Mental Health referral is to be submitted when a teacher has concerns regarding an individual child. These concerns may be behavioral or emotional in nature.
- Teachers should complete a referral to Mental Health when a parent/guardian has made a request directly to them or when excessive behaviors are noted, and/or administration is involved with suspension or disciplinary intervention.
- FSW’s are to complete a Mental Health referral when a parent/guardian has made a request directly to them or when excessive behaviors are noted, and/or administration is involved with suspension or disciplinary intervention.

See Also: Automatic Referrals

Teachers should refrain from making a referral until after a child has had adequate time to adjust to the classroom environment. An adequate amount of time for allowing a child to adjust is typically 4-6 weeks.

If you have concerns about a child and the situation does not fall within the Automatic Referral guidelines and it is prior to 4-6 weeks of the beginning of school, please contact the Mental Health Coordinator for further direction.

Completing the referral:

- The teacher should complete the referral in the Tracking Software System [See Mental Health Referral Instructions in Section 12 Child Plus Instructions]

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The teacher will send an email to the Mental Health Staff as notification that a referral has been submitted. Teacher needs to include his or her name and school name in the email.

Automatic Referrals

Certain situations require an automatic referral.

These situations include a child who:

- Has been suspended by the ISD/Center or is being sent home regularly by the ISD/Center due to behavioral issues
- Has recently been placed in foster care
- Is initiating sexual play/behaviors with other children, or masturbating continually after interventions by school personnel have failed
- Is drastically hurting other children or leaving marks on other children through aggressive behaviors (more than one incident) and interventions by school personnel have failed
- Has a parent/guardian that has requested a referral be submitted

See Also: Mental Health Referral.

Immediate Crisis Referral:

- If a family has experienced an immediate crisis, such as death of a child, death of a parent or severe loss due to a natural disaster, then an immediate referral needs to be made to the Mental Health Coordinator, via telephone call.

DECA (Devereux Early Childhood Assessment)

The Devereux Early Childhood Assessment (DECA) is an assessment that may be used by the Mental Health staff. Mental Health staff may ask the teacher and/or parent to complete the assessment. This request might take place either through email, fax or during the site visit.

Once you have completed the DECA you will return it to the Mental Health Staff for scoring.

Observation

- Mental Health staff may complete a general social-emotional classroom observation during the school year. Mental Health staff will go over observation results with the teacher and set goals as needed.
- Mental Health staff will complete an observation of the child when a referral has been submitted. After the observation has been completed, the Mental Health staff will provide classroom recommendations/interventions for the teacher as needed. A copy of the interventions, signed by the teacher, will be attached to the child record in the software tracking system.
- Mental Health staff will determine if a referral to services outside the Head Start program is needed.
- Mental Health staff will complete follow up services, as needed.

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Consultation and Follow-Up

Mental Health staff will:

- Be available twice a year by appointment at each site for parents’ questions and/or concerns. A letter will be sent home to the parents by the FSW notifying them of the availability of the MH Specialist, along with contact information.
- Complete consultations with parents/guardians regarding children and/or family concerns
- **Mental Health staff will follow up on below average social emotional developmental screenings**
- Provide recommendations/interventions for parents/guardians that can be used in the home environment. If the Mental Health staff has determined that an outside referral is needed, the staff will discuss this process with parents/guardians.
- Continue to consult with parents/guardians regarding referral throughout the program year, as needed
- Consult with providers regarding the reason for the initial referral
- Consult with ISD administration when needed to help determine the needs of the child

Mental Health Topics/Education

Mental Health materials may be provided for the classroom if a need is determined by the Mental Health staff. These materials are checked out to the teachers and will be collected at the end of the school year.

Mental Health staff provides helpful resources for teachers, parents and Family Service Workers. This information on the website includes helpful links, printable materials and videos. Please go to the Head Start webpage to locate the **Mental Health Corner**.
- Click this link to go to the **Mental Health Corner**

Mental Health Providers

HS/EHS contracts with outside professional Mental Health providers each year to provide services to Head Start and Early Head Start enrolled children. These providers may provide the following services, either on or off-site: Play Therapy, Psychological Evaluation, Psychiatric Evaluation, and/ or recommendation for parenting classes.

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SECTION 5 HEALTH SERVICES

Overview:

CHILD HEALTH AND SAFETY

Early/Head Start’s commitment to wellness embraces a comprehensive vision of health for children, families, and staff. The objective of 45 CFR 1304.22 is to support healthy physical development by encouraging practices that prevent illness or injury, and by promoting positive, culturally relevant health behaviors that enhance life-long well-being.

§ 1304.22 Child health and safety.

- Children are familiarized through play with all Health Services they will receive prior to the delivery of those services
- Comprehensive medical/dental treatment and follow-up
- Health/Safety taught in the classroom
- FSW on campuses for family assists

§ 1304.52(i)(1)(iii)

- Children will be supervised at all times

Child Abuse

All teachers must be trained annually in recognizing and reporting child abuse. Teachers who receive this training through their district must provide documentation and must follow the Texas State law regarding suspected child abuse. Teachers who do not have access to district sponsored Child Abuse training may request a Child Abuse training module from Head Start staff. Teachers may find the Child Abuse Hotline Number in the Emergency Flip Chart provided to each classroom or at [www.childabuse.com](http://www.childabuse.com) 1304.52 (l) (3) (i), 1304.52 (l) (5) (vi), 1304.22 (a) (5)
Communication

Head Start teachers conduct daily observation of all children in their care. Any concerns or exceptions to the normal routine/health are documented in the PSD. Teachers must communicate new or recurring health issues to the school nurse/health designee. Any concerns or comments about the child’s health that are expressed by the parent to the teacher should be monitored and reported by the teacher to the school nurse/health designee for a proper referral for medical or dental treatment. 1304.20 (d)

Confidentiality

All health related information about Head Start enrolled children is strictly confidential, and must be kept in a secured location within the classroom. Discussions involving information about the child should be done in private with the child’s parent/legal guardian and with any staff involved in the care of the child. Written permission to discuss health information with other persons must be received from the parent/legal guardian. No discussions regarding health information about a child should take place in front of other children and/or parents. (See Also: Confidentiality Statement) 1304.22 (b) (3), 1304.51 (g), 1304.52 (i) (1) (ii)

Exclusion Policy 1304.22 (b)

Short Term Exclusion

For short term exclusion in the ISD setting, each teacher must follow the ISD policy. When a child displays symptoms of a communicable disease at school, the teacher’s responsibility is to send the child to the school nurse/health designee and follow the ISD’s procedure for possible exclusion. For short term exclusion in the child care center setting, each teacher must follow the TDFPS Minimum Standards requirements for short term exclusion. When a child displays symptoms of a communicable disease at school, the teacher’s responsibility is to send the child to the health designee and follow the facility’s procedure for possible exclusion.

Long Term Exclusion

Children cannot be excluded from long term classroom participation based solely on health care needs or health/medication requirements unless reasonable accommodations cannot be made to reduce the health or safety risk to that child or others without fundamentally altering the nature of the program. Children who receive emergency medications must come to school every day accompanied by the emergency medications and prescribing and administration instructions. If a medication is required for a life-threatening illness or medical condition, the child may not attend school or school-sponsored activities without the medication and/or documentation from the child’s provider.

Medication Administration Policy 1304.22 (c)

- Medication storage, labeling and administration will be handled according to the ISD/Center policy but must meet all Head Start performance standards

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• Medications must be kept locked and stored out of the reach of children at all times

• Medications are to be stored in the original container with the child’s name, date, and physician’s instructions in the Safety Lock bag and placed in the first aid kit for use:

  1. On field trips
  2. When children are away from the classroom
  3. When medications are stored in the classroom

School nurses/designee will provide training on:

1. Medication administration for Head Start teachers and other staff or faculty responsible for a child with a special health/medication need and (2) side effects of medication for children in their care.

2. This training will be provided by HS/EHS team nurse if no school nurse/designee is available.
   • Lists of common medications and side effects are listed in the Emergency Flip chart for easy access
   • No over-the-counter medications will be allowed in the Head Start classrooms
   • FSW are not allowed to store or administer medication for Head Start children- no exceptions

Emergency Procedures Flip Chart **1304.22 (a) (1) & (2)**

• Teachers and teaching assistants in the Head Start classroom must be familiar with the contents of the Emergency Procedures Flip Chart

• Teachers shall post this flip chart in a visible, easily accessible location close to the classroom door

• Teachers shall take this emergency flip chart during any emergency evacuation drills (tornado, fire, bomb, etc.), emergency situations and/or field trips

• FSW are responsible for ensuring up to date child roster information is included in the Emergency Procedures Flip Chart. Teachers are responsible for giving FSW’s current contact information received from the parent/guardian

Health Condition and Emergencies

An Emergency Action Plan will be written to specify care for each child in the Head Start program with a special health care need or condition that could cause a life threatening emergency. The Emergency Procedures Flip Chart contains helpful information concerning medical conditions that are non life-threatening. There will also be a form that lists all children in the classroom that have a medical condition or medicine. These forms are to be placed in the flip chart along with Emergency Action Plans. Emergency plans will be located in the classroom Emergency Procedures Flip chart.
The Emergency Procedures Flip Chart has common medications with side effects and generic Emergency Action Plans.

Teachers are to be familiar with each child’s condition and must be trained by the school nurse (designee) or Head Start health staff on what to do in case of an emergency.

The teacher is responsible for familiarizing classroom aides with the emergency procedures and will direct the aide to inform substitutes of the location of the Emergency Procedures Flip Chart, the supplemental first aid kit, and the substitute information packet.

The school nurse or Head Start health staff will update the emergency action plans and provide additional training as needed.

Information about each child’s medical and dental history, special health conditions, disabilities and allergies is located in the child’s health record in the child’s tracking software, and in their folder on the "Student Medical Conditions" form.

The teacher is responsible to inform the school nurse/health designee of any new or recurring health conditions so that proper referrals for medical or dental treatment can be made. 1304.20 (d)

Emergency Contact Information

FSW staff are responsible for maintaining current emergency contact information (class roster) in the Emergency Procedures Flip Chart. The teacher is responsible for notifying the Family Service Worker of any changes in emergency contact information they receive from parents/guardians.

First Aid Kit Information

CPR/First Aid training: All Head Start/EHS teachers and teacher assistants must maintain current certification in CPR/AED/First Aid. Head Start health staff will hold classes at Pre-Service and at scheduled times during the year.

First Aid Administration:

The school nurse or school/facility designee has the primary responsibility to administer first aid. The school or center is responsible for supplying and maintaining their first aid supplies.

Head Start Issued First Aid Kits:

These are provided for each classroom at the beginning of each program year. Head Start issued first aid supplies must be available on outings away from the site. The teacher will determine if the first aid kit is needed on the playground, based on the size of the campus, proximity to the school nurse/designee/center office, or other factors. Contents of the kits are determined by the Head Start Administration, approved by the Region 7 ESC Head Start Health Services Advisory Committee. Only the items on the approved First Aid Contents list are to be included in the first aid kit. Teachers will be trained in the use of the first aid items in the Head Start issued first aid kits. 1304.52 (l) (5) (v), 1304.22 (f)
Storage:
The Head Start issued first aid kit must be readily available, known to other teachers, assistants, and substitutes, and must be kept inaccessible to children. A sign will be available to indicate the location.

Restocking:
The Head Start issued first aid kit is inventoried and amply stocked at the beginning of each program year. When additional supplies are needed, the teacher is to submit the First Aid Supply Request Form to the FSW. Health staff will provide the requested materials. The Head Start issued first aid kit contents will be inventoried by the Education staff during on-site monitoring during the school year. \textbf{1304.22 (f) (2)}

\textbf{Education Supplies} - (obtain from HS Education Staff)
- Tissues (2 boxes per child per year.)
- Diapers and wipes (beginning of school and upon request)

Head Start issued supplies must only be used for Head Start children. Supplies must be furnished by the ISD/facility for Pre-K children in blended classrooms. \textbf{Teachers must notify FSW when supplies are low.}

\textbf{Gloving Techniques}
- Head Start will issue non-latex/non-porous gloves to be used for enrolled Head Start students
- Gloves are to be put on, removed and disposed of according to the ISD/Center Bloodborne Pathogens policy
- Gloves should be worn for the following procedures (1) tooth brushing/oral health activities (2) any situation that involved contact with blood or bodily fluids \textbf{1304.20 (e) (3)}

\textbf{Care/storage of gloves:}
- Store in a cool, dry place (not in direct sunlight)
- Heat, light and moisture inactivates the gloves and can cause them to split
- Keep out of the reach of the children at all times
- Wash hands thoroughly after removing gloves.

See Also: \href{Hand washing}{Hand washing}

\textbf{Injury Prevention}

The ISD/Center is responsible for maintaining a safe indoor and outdoor environment. The teacher, teacher assistant, or other adult(s) supervising children is responsible for following the ISD/Center procedures in reporting safety or maintenance issues and for following emergency drills and procedures \textbf{(1304.52 g 5)}

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Handwashing

Teacher shall post Head Start issued signs at each sink (classroom area) used for handwashing.

All staff, volunteers, and children MUST wash hands with soap and running water for a minimum of 30 seconds (per OSHA) at least at the following times: 1304.22 (e)

ISD/Center staff:

- After diapering or toilet use or assisting a child with toilet use (1) (i)
- Before food preparation, handling, consumption, or any other food related activity (e.g. setting the table) (1) (ii)
- Whenever hands are contaminated with blood or other bodily fluids (even when non-latex/non-porous gloves are worn) (1) (iii)
- After removal of non-latex/non-porous gloves
- After handling pets or other animals (1) (iv)
- After cleaning/disinfecting surfaces
- Before and after any first aid procedure (non-latex/non-porous gloves should be worn if there is contact with blood or body fluids) (2) (ii)
- After assisting children with hygiene activities (wiping noses, etc) (2) (iii)
- Before and after giving medications (2) (i)
- Anytime hands are soiled

Child Care Center Staff Only:

In addition to the above items, Minimum Standards for Child Care Centers require the following with regard to hand washing:

- Upon arrival at school/center
- After any outdoor activity
- After eating, drinking or smoking
- After assisting children with oral hygiene activities

Hand sanitizer may not be used as a replacement for handwashing with soap and running water.

Diapering/Toileting

Teachers/Teaching Assistants must:

- Assemble needed materials prior to placing child on the approved diaper changing surface. Use non-latex/non-porous gloves if handling visibly bloody bodily fluids or according to ISD/Center policy
- Never leave the child unattended, even if child is secured with safety strap. Always ensure that supervision of the remainder of the group is maintained. Maintain privacy of the child as appropriate
- Talk to the child in a positive manner throughout the process. Do not berate him/her for toileting accidents
- Thoroughly cleanse and dry child. Use wipes to clean hands of adult or child if contaminated during the process

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• Use only Parent approved products that are labeled with the child's name (lotions, powders, ointments, etc) Follow ISD/Center policies

• Place clean diaper on child

• Dispose of wipes, paper towels, diapers, gloves in the Head Start provided covered container

• Wash child’s hands as appropriate for age and ability

• Sanitize diaper changing surface before placing another child on it, using product approved by the ISD/Center. Follow ISD/Center procedures and instructions on commercially prepared product

• Wash hands with soap and running water and dry with paper towel [(1304.22) (1) (i)]

• Return child to supervised activity

Pets

Notify Education Specialist of pets in the classroom. Pets must be kept in appropriate cages for each pet. Pet cages must be labeled with clear written and pictorial instructions for pet care and child safety rules. A letter from a licensed veterinarian must be posted in classroom verifying pet is free of disease and has had appropriate vaccinations. The following pets are not allowed in classrooms: Turtles, snakes, venomous or toxin producing spiders, insects, reptiles and amphibians.
SECTION 6 NUTRITION SERVICES

Nutrition Overview

Head Start’s child nutrition services assist in meeting each child’s nutrition needs and in establishing good eating habits that nurture healthy development and promote lifelong well-being. Region 7 ESC Head Start services are intended to supplement and complement those of the home and community.

Head Start Nutrition, Family/Community Partnership and FSW staff works with individual families regarding nutrition through parent trainings, resource materials, nutrition counseling and referral to community resources. Teachers are role models for children including the nutritious choices made on a daily basis in front of children. In addition to sharing the same menu at meal time, teachers are not to bring outside food or drinks into the view of children. If a teacher chooses to have a personal drink in the classroom it must be in a non-descriptive cup with a lid and placed out of the reach and sight of students.

- Nutrition training is seen as an integral part of the total education program
- Family style meal service
- Regular nutrition activities in the classroom
- Nutritionist is available for consultation for parents, children, and teachers

Nutritional Needs Identified 1304.23 (a)

During the enrollment process, FSW obtains information about the family eating patterns, cultural preferences, and special dietary requirements. FSW follows procedures in advising teachers of food allergies and other special needs. This information is to be kept in a confidential manner or otherwise readily accessible to any adults involved in serving food. See Also: Allergy Plan1304.23 (a)(2)

Individualization must take place when there is an identified (MD documented) nutritional need (i.e., food allergy, special feeding instructions, etc.). These instructions are included on the PSD when applicable.
Heights/Weights 1304.23 (a)(1)
Heights and weights of each Head Start child are recorded twice yearly by FSW. FSW will communicate with teachers regarding dates planned for taking heights and weights so that teachers can plan schedules and lesson plans accordingly.

Nutritional Services 1304.23 (b)(1)(ii)
HS Nutrition staff work with the ISD/Center regarding meal service, which includes breakfast, lunch and snacks that meet the recommended daily nutritional needs of the children. The location of all meal services will be determined by the ISD/Center and Head Start. See Also: Meal Service

Individualization: 1304.23 (b)
Provisions must be made to serve breakfast to children who arrive after breakfast has been served.

The teacher is responsible for ongoing observation and assessment of each child’s food choices based on individual appetites and preferences. It is important to recognize that healthy children have individual differences and patterns of growth which affect their appetite. However, teachers should contact the HS Nutrition Coordinator if there is a concern regarding a child’s eating habits. See Also: Meal Service

Snacks: 1304.23 (b)(2)
All Head Start children must receive a snack at school during the school day. Snacks may not be sent home.

Snacks will be prepared by the cafeteria staff and served by the teaching staff. Teachers must ensure that procedures for hand washing and table cleaning are followed. See Also: Health, Hygiene (hand washing) and Facilities (routine cleaning).

Oral Hygiene: 1304.23 (b)(3)
Teachers are responsible for incorporating oral hygiene into the daily schedule and following procedures regarding gloving, hand washing, and routine cleaning.

Children must brush teeth twice daily after meal service. It is recommended to dry brush after breakfast and to brush with toothpaste after lunch. A pea size amount of toothpaste should only be used once per day.

Toothbrushes are replaced three times per year. Children should have their toothbrushes replaced if they have been ill. Other consumable supplies for health/nutrition are provided upon request. Teachers notify FSW regarding replacement supply needs.
Dental Supplies

The following supplies will be issued by Region 7 ESC Head Start for each classroom in which Head Start children are enrolled.

- Toothbrushes (3 times yearly or upon request)
- Toothpaste (beginning of school and upon request)
- Gloves (for tooth brushing – beginning of school and upon request)
- Cups (for tooth brushing – beginning of school and upon request)
- Toothbrush holder (as needed)

Meal Service 1304.23 (c)

Nutritional services must contribute to the development and socialization of the children. Teachers and other adults involved in meal service to Head Start children must not use food as a punishment or reward. Gimmicks such as “clean plate clubs,” “eating stars,” using sweets as rewards, etc. are inappropriate methods of encouragement, according to Head Start requirements. Each child is encouraged, but not forced to eat or taste their food. Sufficient time must be allowed for each child to eat. All toddlers and preschool children and assigned classroom staff, including volunteers, eat together family style and share the same menu to the extent possible.

Teachers and other adults responsible for meal service must be aware of food allergies and other medically based diets and must be trained in special feeding instructions and emergency procedures.

Children will sit at tables for meals and snacks. Teachers will ensure that hand washing (See: Health, Hand Washing) and routine cleaning procedures: (See: Facilities, Routine Cleaning) are followed.

Nutritional Activities/Educational Activities 1304.23 (c)(7)

Monthly: Food Activity:

Once a month, teachers are to plan an activity, using food provided by the cafeteria that allows children to actively participate in the awareness of healthy food choices and the importance of physical activity. See Resources: “Head Start Beginnings” booklet and Document on PSD.

Weekly: Nutrition Education Activity:

Teachers provide nutrition and food related activities at least weekly and document on PSD. Food education activities may include: books, stories or songs relating to foods; dramatic play activities such as grocery store, fruit and vegetable stand, restaurant, etc.; small group lessons or tasting experiences during meal or snack time. See Also: “Head Start Beginnings” booklet.

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Food Safety and Sanitation 1304.23 (e)(1)

Parents are encouraged not to bring food from home for a child’s lunch or snack, as the school/center breakfast, lunch and snack must be served to the child. If a parent is insistent on sending a child’s lunch from home, the school meal will be offered first. The child’s lunch from home will then be offered if the child is still hungry. See Also: Allergy Plan

Special Occasion Foods 1304.23 (e)(1)

Parents of Head Start children must not be asked to bring money or food for special occasions. Head Start children will follow the ISD Policy regarding special occasions and celebrations. See Also: Family Community Partnerships and /or Head Start Parent Volunteer Handbook.

Field Trips, Field & Track Days, Special Events:

To Ensure Adult/Volunteer lunches will be paid, the Family Service Worker will send a written notification to the Nutrition Component and Food Service Director prior to the event. (The Education Specialist will be notified by the teacher prior to the event). A written response from the Nutrition Component to the Family Service Worker will be given to indicate approval for the additional meals. Only adult meals will be paid by Head Start when an adult volunteers two or more hours that day.

Allergy Plan 1304.23 (a)(2)

Medically based diets or other dietary requirements are accommodated. Teachers should post a copy (provided by FSW) of a complete list of children with food allergies, special concerns, or religious preferences regarding food. This information will be available in the classroom (confidentially) and be kept on file by the Food Service Director, in the data software system (by the FSW), and in the Child’s Folder. Teachers must inform the teaching assistant of the list and notify any substitute of the list through written instruction upon absence. See Also: Substitute Information
SECTION 7 HEALTH AND DEVELOPMENT

§ 1304.20 Child health and developmental services. - Head Start

Developmental Screening Procedures/Follow Up

Teachers will ensure, in collaboration with each child’s parent, and within 45 calendar days of entry, an appropriate and current screening to identify developmental, sensory, behavioral and social emotional concerns are completed. This will be done through the use of: “Brigance Head Start Screen III”. [1304.20 (b) (1)]

HS Comprehensive Developmental Screening

All participants in the Head Start program will be screened for developmental concerns within the first 45 days of entry into the program. Children will be screened by Head Start teachers using the Brigance Head Start Screen III. (Procedures for administering the Brigance Head Start Screen III are noted below.) Results of these screenings will be used to determine a need for intervention. Upon completion of the screening, teachers will score the screener, compare the score to the appropriate cutoff, and enter all information into the software tracking system (Child Plus).

In addition to the Brigance Head Start Screen III, teachers will assist parents in completing the Brigance Social and Emotional Screen during the first home visit. Results from both the Head Start Brigance-III Developmental Screen and the Brigance Social and Emotional Screen will be shared during the first parent/teacher conference. Teachers must use these results to individualize lesson plans and environment when appropriate, as well as to make referrals to the HS Disabilities team member, after discussing the concerns with the parents. Individualization based on screening or assessment results should be indicated on the Individualization Form*. In the event that a teacher or parent has concerns about a child’s development during the course of the program year, a follow-up screening can be requested at any time.

Teachers will ensure, in collaboration with each child’s parent, and within 45 calendar days of entry, an appropriate and current screening to identify developmental, sensory, behavioral and social emotional concerns are completed. The developmental and social-emotional screenings will be completed through the use of: “Brigance Head Start Screen III”. [1304.20 (b) (1)]

Important Note:

The Brigance screener must be administered during the first 45 days of school, following at least 3 weeks of instruction in the classroom, and in the student’s home language, as documented in Child Plus. If Bilingual
assistance is needed in conducting the test, contact your school administrator. If you are still in need of assistance, contact your Head Start Family Service Worker.

Developmental Screening Procedures
Procedures for completing the “Brigance Head Start Screen III” as follows:

Step 1: Age Calculator

1. First, you must determine the child’s specific age. So be sure you have the child’s date of birth – month, age, and year.
2. Go to the Chronological Age web site to calculate the child’s age. 
   http://www.pearsonassessments.com/hai/Images/ageCalculator/ageCalculator.htm

   NOTE: If the child was born prematurely, contact your Education or Disabilities Specialist to assist you in determining the appropriate age.

   A. Enter the child’s age – Month in the first box, day in the second box, and year in the third box.
   B. Click on the Calculate Age button
   C. The child’s chronological age will show in the box below. (See example)

   D. Round the Age to Months.
      1. If the days are less than 15, ignore the days and use the years and months.
      2. If the days are 15 or more, round the month up by one. (See example)

   Jaxton’s age has 25 days, so I will round his age up to 8 months.
Step 2: Complete the Data Sheet & Testing-1st Screen

*Important Note:*

The student’s age will determine the test you will administer and the Age-Appropriate Data Sheet. Complete section A. of the Brigance data sheet. (Examples on p. x and xi of flip manual)

1. Use the child’s age to find the age-appropriate Brigance data sheet.

*Complete Section A on the Data sheet! Be sure you include the child’s name, date of screening, date of the child’s birth, the chronological age, and your name.*

2. Administer the Brigance HS Screener III, closely following the directions in the manual.
3. Administer the Brigance Screener – Section B and *mark the data sheet.*
4. Use a circle for correct responses and a slash for incorrect responses.
5. Complete Section C – Scoring
   A. **Multiply** the number of correct responses times the point value and enter that in the last column – Child’s Score.
   B. **Add** ALL of the numbers in the Child’s Score column to find the Total. Enter that number – Total Score = ___
   
   *(Note bilingual translation and name of translator in this section.)*
7. Compare the child’s Total Score to the age-appropriate cut-off score. (Flip-manual p. xxi Table 3 or Technical Manual p. 23) Enter Score on the Data Sheet as the **Total Score/Cut Score**

**Brigance Head Start Screen III Cutoff Scores for Possible Delays:**

<table>
<thead>
<tr>
<th>Core Assessment</th>
<th>Age (in years and months)</th>
<th>Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Year Old Child</td>
<td>3-0 through 3-3</td>
<td>&lt;42</td>
</tr>
<tr>
<td></td>
<td>3-4 through 3-7</td>
<td>&lt;45</td>
</tr>
<tr>
<td></td>
<td>3-8 through 3-11</td>
<td>&lt;49</td>
</tr>
<tr>
<td>Four Year Old Child</td>
<td>4-0 through 4-3</td>
<td>&lt;42</td>
</tr>
<tr>
<td></td>
<td>4-4 through 4-7</td>
<td>&lt;69</td>
</tr>
<tr>
<td></td>
<td>4-8 through 4-11</td>
<td>&lt;71</td>
</tr>
<tr>
<td>Five Year Old Child</td>
<td>5-0 through 5-5</td>
<td>&lt;61</td>
</tr>
<tr>
<td></td>
<td>5-6 through 5-11</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

8. If the child’s score is below the cutoff, the Education Specialist will work with the teacher to use the screener results to individualize instruction for intervention.
Step 3: Enter First Administration Scores in Child Plus

A. Add Event – Brigance Developmental in the Health tab in Child Plus.

B. Enter the Event Date - date the test was administered.

C. Status: If the child’s Total score is higher than the cut-off, the child has passed the screener. Select the status option in Child Plus as Pass in Status.

D. Status: If the child’s Total score is lower than the cut-off, the child will require intervention and rescreening in 3 weeks. Enter the score/cut score in Child Plus and select the Status option as Fail.

E. Description: Enter the B-III Test administered. (Ex. Two Year Old Core)

F. Results: Enter as the Total Score/Cut Score

G. If the first screening is not passed, the Education Specialist will meet with the teacher to review the results and plan individual interventions and schedule the date of the re-screen. Students already IDENTIFIED by special education do not require a re-screen.

Step 4: Re-screen (Only if Failed 1st Screen)

1. Complete Step 1 (age calculation) and Step 2 (Data Sheet and Re-Screen Administration). Be sure to use the age appropriate Test and Data Sheet, even if different from the first administration.

2. Administer the re-screen test and determine the child’s Total Score, using the child’s updated age.

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3. Compare the child’s Total Score to the age-appropriate cut-off score.  
   (Flip-manual p. xxi Table 3 or Technical Manual p. 23)

4. Enter the **Total Score/Cut Score** on the Data Sheet.

**Step 5: Enter Re-Screen Score Child Plus**

- On the Health Services Tab- *Click on the Event – Brigance Developmental. There is ONLY ONE BRIGANCE EVENT!*
- Go down to window
- Select **ADD ACTION**
- Select **Action Type**: FOLLOW UP
- **Action Date** – date the re-screen was administered
- **Description**: Enter the B-III Test administered. (Ex. Two Year Old Core)
- **Status**: If the child’s Total score is higher than the cut-off, the child has passed the re-screen. Select the status option in Child Plus as **Passed 2nd Screen** in Status.
  - **Status**: If the child’s Total score is lower than the cut-off, a referral to Disabilities must be completed. Enter the score/cut score in Child Plus and select the Status option as **Refer, Failed 2nd Screening**.
  - **Action Notes**: Enter the child’s second re-screen score as Total/Cut Score. Make any relevant notes regarding the child’s score. Have FSW scan both Brigance-III Data Sheets into Child Plus, under the Health tab.
  - **Enter a Disabilities referral for every child who does not pass the re-screen.** (See Disabilities Chapter for steps to make a Disabilities referral.)
  - **Both Brigance-III Data sheets must be scanned into Child Plus as HEALTH attachments. The FSW/A can assist you.**
45 Day Screening Requirements/Social-Emotional Screening

Social-Emotional Screenings will take place within 45 days of entry into the program. Also within 45 days of entry, each teacher will assist parents in completing a Brigance Social and Emotional Screen. This will take place at the first home visit.

Step 1: Social-Emotional Parent Forms

The teacher will provide the Parent Report Form, if completed by the parent (Examiner Manual pp. 105-106), or the Teacher Report Form, if completed by teacher interview, (Examiner Manual pp. 109-110) at the home visit. The forms are different based upon the method of data gathering. If the parent is completing the form, use the Parent Form. If the teacher is interviewing the parent, then use the Teacher form.

Step 2: Completing the forms

No matter which method is used to gather the information, the teacher scores the form. If the parent completes the form, the teacher must review the responses and ask follow up questions, while still at the home visit. If a parent’s response is not consistent with what the teacher observes in the classroom setting, the teacher should also ask follow-up questions and discuss the differences diplomatically with the parent.

If the Parent form is not completed at the home visit or the first home visit will not be occurring within the first 45 day of school, the teacher must send the PARENT form home for the parent to complete and return.

Step 3: Scoring the Self-Help & Social Emotional forms

1. Teachers will transfer the Parent Information responses to the Teacher Report form (Examiner manual pp. 109-110)
2. Determine the score for each item.
3. Item scores are totaled for each subscale
4. Subscales are totaled for the Self-Help domain and the Social-Emotional domain.
5. Chronological age will need to be determined based on date of interview/parent form completion.
6. Compare the child’s SH domain total and the SE domain total to the age appropriate Scales for comparison (tables noted on page 108 in the Examiner manual or use the BRIGANCE on line scoring tool).
Step 4: Enter Self-Help & Social-Emotional Scores in Child Plus

A. Add Event – Brigance Social Emotional in the Health tab in Child Plus.
B. Enter the Event Date- date the test was administered.
C. Select the Status option as Social-Emotional Screen Completed.
D. Results – Enter the Self-Help raw score and the performance range (ex: 13/17a), then enter the Social-Emotional raw score and the performance range (ex: 10/16a).

(Performance ranges are labeled as aa-Above Average, a-Average, ba-Below Average)

Important Note: No re-screen is needed for the Self-Help & Social-Emotional Screener.

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SECTION 8 FAMILY AND COMMUNITY PARTNERSHIPS

FAMILY & COMMUNITY PARTNERSHIP/PARENT INVOLVEMENT OVERVIEW

- Monthly parent trainings are held
- Region 7 Policy Council is comprised of at least 51% parents
- Volunteering in the classroom is encouraged
- Parents are welcomed in the classroom
- A Parent Bulletin Board is maintained to inform parents of monthly events and social services available
- FSW on each campus to assist parents with social services needs such as food, shelter, clothing, education, training, etc.
- Child care available for parent trainings

FAMILY SERVICE WORKERS

- FSW are assigned for each campus and are responsible for Head Start enrollment, health and dental screenings, parent meetings, and services to families. They also ensure that children receive needed health and dental follow ups.
- FSW are available to *assist with the social services needs of families. If you know of a family need, talk to your FSW.
- FSW function as a part of the campus team and occasionally step into assist in a classroom if needed

Family Partnership Agreements §1304.40(a)(2)

Performance Standard 1304.40(a)(2) states “As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them.”

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• The partnership process is initiated by the FSW

• The Family Partnership Agreement (FPA) is entered in the software tracking system.

**Attendance** § 1305.8 Attendance.

The FSW is responsible for entering Head Start attendance in the software tracking system. This attendance may differ from the ISD attendance, due to different reporting requirements. Head Start attendance is used to generate FSW contact with families when 2 consecutive absences occur, or when there is a pattern of absences causing concern.

**Community Services and Resources** § 1304.41(a)(2) Community partnerships.

Community Resources are located in the software tracking system. If a family needs social services assistance, they are referred to the FSW who will initiate the process.

**Parent Involvement – General** § 1304.40 (d)(1) Family partnerships.

Parents are the most important influence and primary teacher for their child. An important part of every Head Start program is the involvement of parents in trainings, program planning, teacher conferences and home visits. Parents can provide input into the curriculum and learn how to identify needs of their children through parent trainings, teacher conferences, and home visits.

• Parent involvement is critical in facilitating children's development and achievement and in preventing or correcting educational/developmental problems

• Ongoing communication with parents is a key responsibility for Head Start teachers

• Parents are welcome in the Head Start classroom and are encouraged to participate whenever possible

**Parent Orientation/Training** § 1304.40 (f)(1) Family partnerships.

• Training is the time when families develop a deeper understanding of the special opportunities available through Head Start. It is a time for welcoming, sharing information and engaging parents while their interest is *at its peak. A positive experience with orientation can set the stage for a successful long-term relationship with Head Start.

• The first parent training will be parent orientation held in August or September. This will be an introduction to the Head Start program. Parents will be given a simple, but comprehensive overview of the goals and purposes of the program.

• Each campus *has 4 mandatory parent trainings and 1 male involvement event a year.

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• Teachers are invited and encouraged to attend.

**Classroom Volunteers** § 1304.40(d)(2) **Family partnerships.**

Teachers ensure classroom volunteers follow ISD/Center policies. All parent volunteers should sign-in in the FSW office. It is important that the teacher is prepared to provide specific instructions on volunteer duties.

**Curriculum – Parent Input** § 1304.40(e)(1) **Family partnerships.**

Teachers gather parental input into the curriculum during home visits and conferences. Lesson plans must be displayed in the classroom and parents encouraged to review and provide input. Teachers solicit additional information from parents at any time through informal contact, such as written communication, face to face meeting, or telephone conferences. They also invite parents to loan real items related to the home culture for use in the classroom. Parent input is recorded on the PSD and incorporated into lesson plans.

**Child Development Needs – Parent Communication**

See Also: [Home Visits](#)

**Family Literacy**

See Also: [Family Literacy](#)

**Home Visits – Teacher**

See Also: [Home Visits](#)

**Conferences – Teacher**

See Also: [Teacher Conferences](#)

**Parent Committee**

• Parent Committees must be comprised exclusively of the parents of children currently enrolled at the ISD/Center/Head Start level

"Region 7 Education Service Center is committed to student success by providing quality programs and services that meet or exceed our customers’ expectations."
• All parents of enrolled children are automatically members of a Parent Committee

Responsibilities of Parent Committee

The Parent Committee must carry out at least the following minimum responsibilities:

• Advise staff in developing and implementing local program policies, activities and services
• Plan, conduct and participate in informal as well as formal programs and activities for parents and staff

Fund raisers

See: Parent/Volunteer Handbook (located FSW office)
SECTION 9 PROGRAM *COMPLIANCE

Objective: Maintain an organizational structure that supports the accomplishment of program objectives; identify and provide training opportunities for parents, staff, Policy Council, governing bodies, and stakeholders.

Expectations: Ensure staff has completed all trainings to remain compliant with Head Start Performance Standards.

Required Training

In accordance with Head Start Performance Standards, all staff must receive the following training annually:

- Identifying and Reporting Child Abuse & Neglect HSPS 1304.52(l)(3)(i)
- Standards of Conduct HSPS 1304.52 (i)
- Blood Borne Pathogens HSPS 1304.22 (e)(4)

In accordance with Head Start Performance Standards, all staff must receive the following training every two years:

- CPR/AED/First Aid HSPS 1304.22(f)(1)(2)

These trainings may be scheduled within the program year by the ISD or Region 7 ESC Head Start. In addition, Head Start Standards require staff to have documented evidence of the following:

- an initial health exam HSPS 1304.52(k)(1)
- TB screen HSPS 1304.52 (k)(1)
- Criminal background check Section 648A (8)(g)(3)(A)(B)(C) of the Head Start Act

Region 7 ESC Head Start will provide opportunities for staff to complete each of these requirements.

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Staff Performance Appraisals

In accordance with HSPS 1304.52(j), a performance review of each Head Start staff member, to include teachers and teaching assistants, must be conducted annually.

Professional Development Plans

In accordance with Sec. 648A (f) of the Head Start Act, Region 7 ESC Head Start will complete and regularly evaluate a professional development plan with each Head Start staff member.

Workshop Registration

To register for a workshop (if you have a session #):

- Go to the Region 7 ESC Head Start website at www.esc7.net
- Click Professional Development > Click Your Account and scroll down to Register for a Workshop
- Enter your user name, password and session number > Click continue
- Scroll down > click register for this session
- Review the participant data to verify all information is current > make changes, if necessary
- Continue > Participant data now updated > Continue registration > Submit registration
- Your registration has been accepted
- A confirmation will be sent to the email address listed in your participant data

To Browse a list of available Workshops (if you do not have a session #):

- Go to the Region 7 ESC Head Start website at www.esc7.net
- Click View Workshops > Scroll down to Workshop Calendar or search by Title (ALL)

Staff Development Record

- Go to the Region 7 ESC Head Start website at www.esc7.net
- Click Your Account > Scroll down to Staff Development Record
- Enter your user name and password > Click continue
- Review your Staff Development Record

Account Update

If your school district or campus, position or job title, phone number or email address has changed, update your account as follows:

- Go to the Region 7 ESC Head Start website at www.esc7.net

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• Click Your Account > Scroll to Update Account > Enter user name and password
• Continue > Update your participant data with changes > Continue
• Participant data has been updated

Duplicate Accounts

If you have more than one account, please contact the help desk at helpdesk@esc7.net or call 903-988-6940.

Equipment Request/Professional Lending Library

Check-Out Process
• The Equipment Request form is located on the Head Start website
• Please sign and scan/fax (903.988.6945) the Equipment Request form to Program *Compliance Support
• Program *Compliance Support will process your request. The item(s) along with the worksheet will be placed with outgoing supplies. Staff will deliver requested item(s) during scheduled site visits.

Check-In Process
• Return item(s) to your Education Specialist

Program *Compliance Support will process the check-in once item(s) have been returned
SECTION 10 FACILITIES, MATERIALS, EQUIPMENT

Physical Environment

Indoor Learning Environment – See Indoor Learning Environment, Materials, Inventory and Storage

Outdoor Learning Environment – See Outdoor Learning Environment, Materials, Inventory and Storage

Maintenance, Repair, Safety and Security

1. Safety

Region 7 ESC Head Start and the ISD/Center must provide for the maintenance, repair, safety, and security of Head Start facilities, materials and equipment, both indoors and outdoors. If a teacher, teaching assistant, or other adult supervising children becomes aware of a condition which requires maintenance or a situation which places a child in danger, action must be taken to protect children, following the ISD/Center policies. Examples: reporting broken equipment and removing or making equipment unavailable to children; being aware of and following procedures for fire drills, weather emergencies, lock-downs, etc.; reporting cleaning concerns to appropriate school/center personnel, etc.

Teachers are responsible for checking the indoor and outdoor environments daily for undesirable or hazardous materials and conditions. Teachers are to document the daily check on PSD, and follow local procedures in reporting maintenance or safety concerns. If safety concerns are on-going, contact Head Start Education Staff for referral to appropriate Head Start Staff.

Grantee and delegate agencies must conduct a safety inspection, at least annually, to ensure that each facility’s space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children. 1304.53(a)(10)

The Health and Safety Screener will be performed and completed by the Program Compliance Safe Environments Specialist/designee. If corrections are necessary, these are discussed with the responsible party. All Head Start/Early Head Start staff is responsible for assuring that children and environments comply with the Health and Safety Screener. Education Specialists, teachers, and teaching assistants must adhere to regulations as stated in the Health and Safety Screener available on the Region 7 ESC Head Start website. The Health and Safety Screener is provided to principal/center director and assigned Head Start personnel.

Daily Safety Checks will be performed daily by the teacher/assistant, using the Classroom Safety Checklist available in ChildPlus, the online software tracking system.
The Classroom Safety Checklist will be completed weekly using the Classroom Safety Checklist available in ChildPlus. Instructions for Completion of the Classroom Safety Checklist are available on the Head Start Website.

2. Emergency Lights 1304.53 (a) (10) (iv)

Battery powered lights (flashlights) will be provided by Head Start for classrooms located in modular buildings which do not already have emergency lighting. If flashlights are the equipment used, these must be kept:

- Readily available, and located with the first aid kit as designated by the Head Start issued sign
- Out of the reach of children
- In working order

3. Electrical Outlets 1304.53 (a) (10) (xi)

Teachers must ensure that electrical outlets which are accessible to children are covered. If safety covers are needed, teachers should contact Program Compliance Safe Environments Specialist/designee for covers. Follow ISD/Center procedures regarding requesting approved extension cords or power strips. Ensure that electrical cords, computer cords and phone cords do not present a hazard. Request maintenance if needed (following ISD/Center procedures).

4. Routine Cleaning 1304.53 (a) (10) (viii), 1304.53 (b) (2)

- Use products provided by the ISD/Center which are clearly labeled to clean tables for use in classrooms; *Classrooms are to be cleaned according to ISD policies and procedures*
- Follow label instructions
- *Disinfectant solution may not be used while children are in the immediate area*
- Follow with hand washing procedures after cleaning
- Clean tables before and after snacks and meals or food activities and/or tooth brushing
- Daily cleaning of mats
- Keep equipment and materials clean
- Do not use air freshener in the classrooms
- Ensure that trash/garbage cans containing food waste are emptied daily. Otherwise, store in a covered garbage container (See Also: Food Storage)

Storage

1. Medicine 1304.53 (a) (10) (iii)

All medications, including those required for staff and volunteers, must be labeled, stored under lock and key, refrigerated if necessary, and kept out of reach of children. (See Also: Medication Administration).

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2. Bathrooms 1304.53 (a) (10) (viii)

No mats, cots or other sleep equipment may be stored in the bathroom. Flammable and other dangerous materials as well as potential poisons are NOT TO BE STORED IN THE BATHROOMS. If storage cabinets or containers are in this area, they must provide the following:

- Clean, safe equipment or storage containers should be inaccessible to children

3. Closets 1304.53 (b) (vii)

Flammable and other dangerous materials as well as potential poisons must be stored in locked cabinets or storage facilities, must be separate from food or medication, and must be accessible only to authorized persons. This may mean locked with a key hung on a hook out of the reach of children or with a latch which is out of the reach of children. Any materials labeled, “Keep out of the reach of children” must be in locked storage or otherwise inaccessible to children.

Conditions which may be considered a fire hazard: extremely cluttered classroom closets, materials stored in heating unit or water heater closets, excessive flammable materials on walls and ceilings, excessive materials and equipment stored in hallways or other places which crowd or block fire evacuation routes.

4. Food

See Also: Food Safety/Storage

5. Outdoor 1304.53 (a) (10) (viii)

The outdoor learning environment is an extension of the classroom. Children should be taught to pick up outdoor equipment (ex: trikes, balls, sand toys) and store them in an orderly manner. Children’s outdoor routine should include a cleanup time.

See Also: Outdoor Learning Environment

Bathrooms/Sinks

Toilets and hand washing facilities must be adequate, clean, in good repair, and easily reached by children. Toileting and diapering areas must be separated from areas used by cooking, eating, or children’s activities.

Toilets and sinks must be equipped for independent use by children and allow supervision by the assigned adults as needed. If this equipment is not child-sized (which is not required), there must be sturdy, safe steps or step-stools with non-slip surfaces. Other appropriate adaptive equipment may also be used.

“Potty Chairs” are not allowed by Region 7 ESC Head Start. ISD/Center provided soap, paper towels and trash receptacles are needed in the hand washing area (supplied by the ISD/Center). All equipment must be kept clean and in good repair. 1304.53 (a) (10) (xiv)

Teachers will post Head Start provided Hand washing Signs for each sink in the classroom area.

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Adequate provisions must be made for children with disabilities to ensure their safety. Teachers need to communicate by phone or e-mail with the Head Start Education Staff if there are equipment needs or concerns and with the Head Start Disability Staff regarding adaptive equipment needs or concerns. 1304.53 (a) (10) (xvii)

Equipment, Toys, and Materials

1. Classroom Equipment 1304.53 (b) (1)

See Also: Indoor Learning Environment

Head Start Education Staff are to be contacted if teachers determine that additional equipment is needed in the classroom or other areas used by the children. Teachers should contact the Head Start Disability Staff if equipment is needed for a child with a disability.

If toys, equipment or materials are added by others, these must be in compliance with Head Start Performance Standards Section 1304.53.

2. Inventory

See Also: Early Childhood Education

3. Diapering Equipment 1304.22 (e) (5)

The following information applies to all classrooms where children are being diapered during regular Head Start Program hours:

- Diaper changing table or surface must be smooth, non-absorbent, and easy to clean
- Surface is to be used only for diaper changing
- Hand washing sink must be available in the diaper changing area. This sink is not to be used for oral hygiene or food preparation
- Diaper changing and storage of materials must be safe, clean, and orderly
- Supplies must be readily available but inaccessible to children
- Sanitizing products must be clearly labeled and be supplied by the ISD/facility
- Covered trash can (garbage can – preferably one with a foot pedal or otherwise hands free) must be located within reach of the diaper changing surface
- Pull-ups will be provided by Region 7 ESC Head Start for use during regular Head Start program hours. 1304.53 (b)

See Also: Bodily Care or Diapering Procedures

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4. Rest Time Equipment/Arrangements 1304.53 (b) (1)

Individual mats are provided by Region 7 ESC Head Start for use by children during rest time. Individual covers may be provided by the parents. Teachers should store blankets or other mat covers separately, and send home weekly for laundering. See Also: Routine Cleaning. See Also: Daily Schedule. Teachers should request replacement rest mats when they are torn and/or can no longer be cleaned. 1304.53 (b) (1) (vi)

Resting arrangements must:

- Not block entrances or exits to the area
- Provide space to walk between mats
- Allow adults to easily supervise all the children in the class
- Provide enough light to allow visual supervision of all children in the class

Compliance Checklists

Written compliance checklists of the indoor and outdoor learning environments will be completed by Head Start teachers prior to the first day of school to ensure safety for children. If corrections are needed, these are discussed with the responsible party. A copy of the checklist is provided to the appropriate personnel if indicated. The safety inspection report is provided to principal/center director and assigned Head Start personnel. 1304.53 (a) (7), 1304.53 (a)(10) (viii), 1304.53 (a) (10) (x),1304.53 (b) (1) (vi),1304.53 (b) (1) (vii)

Teachers are responsible for checking the indoor and outdoor environments daily for undesirable or hazardous materials and conditions. Teachers are to document the daily check on PSD, and follow local procedures in reporting maintenance or safety concerns. If safety concerns are on-going, contact Head Start Education Staff for referral to appropriate Head Start Staff.

Step 1

Classroom Safety Checklist Child Plus Guide
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Step 2

Step 3

Step 4

Add New Monitoring Record

Select a Monitoring Checklist to use for this Monitoring

Classroom Safety Checklist - Teachers/Teachi...

OK Cancel

Step 5

Due date is the last work day of each week. Actual is date entered.

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**Region 7 Education Service Center is committed to student success by providing quality programs and services that meet or exceed our customers' expectations.**
Step 8

To Follow-up on a non-compliant issue:

Step 1

Double-click on the item to see what has been done to correct the issue, especially if you did not notice the repair during your weekly safety inspection.

Step 3

Click Monitor’s Follow-up to see notes from Safety Specialist. Once you have notified the Safety Specialist of a non-compliant issue, enter result as “In Process” in the following week(s) until the issue is resolved. If you notice in Monitor’s Follow-up notes that an issue is resolved then you do not have to continue to report. If you have reported multiple issues on a weekly checklist, then continue to report only on the issue that remains.
SECTION 11 TRANSPORTATION

Pedestrian Safety Training

All teachers must provide pedestrian safety training for each child within the first 30 days of entry into the program. This training must:

- Be developmentally appropriate
- Be an integral part of program experiences
- Emphasize the need for an adult to accompany a preschool child while crossing the street.
- A pedestrian safety activity is provided in the Head Start Beginnings Book.

Document on the PSD and enter date of Pedestrian Safety training into Child Plus:

1. Click on Services Tab
2. Click on Education Tab
3. Choose a child and enter date performed under Ped. Safety.
4. Enter Summary of activity in Education Notes.

See Example Below

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See Also: Curriculum Plan – **Pedestrian Safety**

Refer to the Head Start Parent/Volunteer Handbook for other reminders of Pedestrian Safety.

**Emergency Bus Drills**

All School districts are required to complete these once per year. Teachers will follow ISD/Center procedures regarding these, and other emergency drills. At the contracted transportation sites, one drill must be within the first 30 days of school. These will be arranged and conducted by the ISD transportation department. In addition to emergency procedures, the topics covered are safe riding practices, safely boarding and exiting, crossing the street, and recognizing danger zones around the vehicle.

**Transportation Safety**

All Head Start teachers should:

- Encourage parents to follow the ISD/Center procedures regarding bus transportation and car rider drop off and pick up
- Ensure children are only released to a parent or legal guardian or other individual identified in writing by the parent/legal guardian
- Develop and implement activities throughout the year to remind children of transportation safety and other safety practices

**Field Trips**

See Also:  **Field Trips**
SECTION 12 CHILD PLUS INSTRUCTIONS

Academic Services

Tracking in the Education Component:

Step 1: Click on the Services > choose a child.

Step 2: Click on Education

Application  Enrollment  Family Services  Health  Immunizations  Disability  Mental Health  Birth  Education  Attendance  RR

Step 3: Enter either Education Home Visits, Parent Conference or Pedestrian Safety dates they occurred.

Participation Records

|-----------|-------------------------------|------------------|-----------------|-----------|

Education Home Visits

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/23/14</td>
<td>2/11/15</td>
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Individualized Curriculum

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Parent Conference

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<th>Education Home Visits</th>
<th>Individualized Curriculum</th>
<th>Parent Conference</th>
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</table>

Brigance

<table>
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<th>Second</th>
<th>Third</th>
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Pedestrian Safety

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<tr>
<th>Date Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/22/14</td>
</tr>
</tbody>
</table>

Education Notes

"Region 7 Education Service Center is committed to student success by providing quality programs and services that meet or exceed our customers' expectations."
Home Visits

Step 5. Enter each date that the child received an educational home visit. Give completed Home Visit form to FSW/A to scan into Child Plus.

Parent Conferences

Step 5. Enter each date that a parent conference took place. Give completed Parent Conference form to FSW/a to scan into Child Plus.

Brigance Head Start Screen III - Developmental Screening Information:

1. Click on the Services > choose a child.

2. Click on Health tab.

3. Click Add Event
   - Choose Brigance Developmental Screening in the drop down list and click OK

4. Click Event Date > Enter each date that the screening took place > Click Status and click Passed or Failed.

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5. Enter status from the drop down box.

6. Enter results.

1st Brigance Administration:

Follow instructions as stated in Section 7 Health and Development: Developmental Screening Procedures

2nd Brigance Rescreen:

Follow instructions as stated in Section 7 Health and Development: Step 4: Re-Screen (Only if Failed 1st Screen)

Brigance Head Start Screen III – Self-Help and Social-Emotional

Step 1: Click on the Services > choose a child.

Step 2: Click on the Health tab

Step 3: Click Add Event

Choose Brigance Social Emotional in the drop down list and click OK

Step 4: Click Event Date

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Step 5: Enter the date that the screening took place

Step 6: Click Status

Step 7: Enter status and select **Social-Emotional Screen Completed** from the dropdown box.

Step 8: In the **Results Box**, enter the results of the Brigance SH & SE by entering the total score for each Scale using the cut off age requirements on page 108 and then indicate after each score the performance range. (Use page 108 in the Brigance manual or the online tools at BRIGANCE.com to determine scores.)

Example: 14/17 a; 4/16 b

**EHS example:** Above Average, Average or Below Average (from adaptive behavior score)

Step 9: Use the **Notes Box** to record specific details if necessary.

Step 10: Click **Save Changes** at the top of the screen.

- Email the mental health staff if a below average score is recorded.
Mental Health Services

Mental Health Referral:

ChildPlus Mental Health Teacher Referral Instructions:

- Log into Child Plus
- Select Student
- Click Mental Health tab
- Click Add Transaction
- Click Transaction Date
- Click on Transaction Type – Select Referral
- Click on Status – Select Observation needed **(Leave Completion Date Blank)**
- Click on Source – Select Teacher
- Click on Refer to – Select Head Start
- Click on Clock to date stamp transaction
- Write brief description of reason for making a Mental Health referral in the Transaction Notes box
- Click Save Changes at top of screen.
- **Email** the mental health staff that a referral has been submitted

If you have any questions please contact the Mental Health Coordinator.

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Disability Concern Referral Process

Disability Referral:

12. Log into Child Plus
13. Select the Student
14. Click on the Disability tab
15. On the Concerns tab, check the box* – An area of concern has been identified.
16. Date Identified – enter the current date
17. Status – Select More Information Needed*
18. Status Date – Enter the current date*
19. Referred To – Leave blank
20. Date Referred – Leave blank
21. Concern Notes – Enter your specific concerns regarding the child.
22. Send an email to the Disabilities Coordinator stating a referral has been made in Child Plus.

*If these are not completed, the program will not send the referral to Disabilities

NOTE: If you need assistance with the software tracking system please contact your Education or Disabilities Specialist.

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