

## **Head Start Performance Standard**

### **§1302.30 Purpose**

All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children's cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interactions. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and support family engagement in children's learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum, the elements contained in §§ [1302.31](#) through [1302.34](#), and a home-based program must implement, at a minimum, the elements in §§ [1302.33](#) and [1302.35](#).

### **Plan of Action**

Head Start program provides high-quality early education and child development services for all children including those with disabilities. The program's approach incorporates students' social and emotional growth with academic growth enabling optimal learning. Our objective is to help children gain the skills and confidence

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necessary to succeed in their current environment and with later responsibilities in school and life.

### **Monitoring Plan**

Classroom and playground observations, schedules, lesson plans, anecdotal records, assessment data, technology, Child Outcomes and School Readiness assessment data Collaborative Team Meeting Agendas.

### **Person(s) Responsible**

Education Manager, Disabilities Manager, Family Services staff, classroom teachers and staff.

### **Timeline**

August – June

## **§1302.31 Teaching and the Learning Environment**

### **(a) Teaching and the learning environment.**

A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the Head Start

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Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities. A program must also support the implementation of such an environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through (e) of this section.

### **Plan of Action**

Head Start teaching staff encourages children to see themselves as individuals with self-worth by allowing them to try, to fail, to learn, to communicate, to make decisions, and to function independently in the classroom. Realistic and age-appropriate goals/expectations are set at the beginning of the school year, referred to throughout the year and updated as necessary. The campus expectations are modeled throughout the year by the teaching staff. Staffing is consistent to maintain trust and emotional well-being of the children. Each classroom follows a consistent daily schedule to provide routine and stability to the child's day. Staff is responsive to the child's social and emotional needs based on individuality and cultural diversity. Teachers and parents work closely together to establish and maintain consistency between home and school. Family members are treated with respect, and the home language is spoken whenever possible.

### **Monitoring Plan**

Observations, anecdotal records, parent contact log, progress reports, staffings, parent conferences, daily posted schedule, Head Start readiness goals, lesson plans, classroom labeling, Pre K

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Outcomes Framework curriculum, SAVVAS: Three Cheers for Pre-K! resource and guidance lessons by the counselor.

### **Person (s) Responsible**

Classroom Teachers, Head Start Staff, Education Manager

### **Timeline**

August – June

## **§1302.31 Teaching and the Learning Environment**

### **(b) Effective teaching practices**

(1) Teaching practices must:

(i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities.

(ii) Focus on promoting growth in the developmental

progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by aligning with and using the Framework and the curricula as described in § [1302.32](#) to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning;

(iii) Integrate child assessment data in individual and group planning;

(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

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

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

(ii) For a preschool-age dual language learner, include

teaching practices that focus on both English language acquisition and the continued development of the home language; or,

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

### **Plan of Action**

Head Start teaching practices focus on promoting growth in accordance with the five central domains of the Head Start Early Learning Outcomes Framework. In order to assist children with gaining the skills and confidence necessary to succeed in their school readiness goals, the Head Start program will provide an environment of acceptance that is supportive and respectful of gender, culture, language, ethnicity and family composition. Independence will be fostered with the practicing of self-help skills, assignment of responsibilities and providing a variety of choices and decision-making opportunities throughout the daily routine. Teachers will encourage and facilitate problem-solving independently and in groups. Trust is built through consistency in the provisions of responsibilities, choices, acceptance, and praise. Our language-rich environment includes singing, reading, and talking with children, vocabulary instruction, letter wall, verbal games, and

socializing with peers.

In alignment with the Head Start Early Learning Outcomes Framework and the SAVVAS: Three Cheers for Pre-K!, teachers will plan lessons, activities, and individualized daily activities in order to build on strengths and pinpoint needs for each child. Children's development will be monitored in accordance with all five central domains of the Framework, as well as the achievement of Texas Prekindergarten Guidelines. Teachers will record accomplishments using the Circle progress monitoring tool, student folders, and progress reports/report cards.

Head Start utilizes data obtained from the screener, Circle progress monitoring, performance assessments, report card data, and ongoing observations in determining how to make the lesson plans fit the child's individual needs. All information gathered will be considered the building blocks of the child's education and total care throughout their Head Start experience.

Teachers plan and facilitate a variety of activities according to children's individual interests and developmental levels. Children are given daily opportunities to experiment, observe, play, and explore through the super seven learning centers: Pretend and Learn, Math/Science, Construction, ABC, Creativity, Library/Listening, and Writing Center. Small group and individualized activities are used to reteach and expand children's higher order thinking skills through open-ended questioning, problem solving, the extension of language, and differentiated instruction. In alliance with the Head Start Early Learning Outcomes Framework, children will achieve goals through learning experiences listed below:

- Hands-on experiences

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- Modeling of problem-solving by teachers
- Self-help skills
- Use of daily routines
- Meaningful conversation
- Student-to-student interaction
- Direct vocabulary instruction
- Picture word walls
- Inclusion of children with disabilities in daily activities and routines

For preschool aged dual language learners, the program recognizes bilingualism and biliteracy as strengths and implements research-based teaching practices that support their development. The program includes teaching practices that focus on both English language acquisition and the continued development of the home language. Staff will respect and support the home language by ensuring that the environment is made linguistically age appropriate by labeling items in the appropriate language and providing books in both languages, incorporating posters, pictures, and books that depict different cultures, and providing dolls, dress- up clothes, puzzles, and music from various cultures. The teacher provides activities and instruction designed to meet the different learning styles of the children, including the child's individual interest, temperament, and family culture. Written communication is sent home in English and Spanish.

In the event staff is unable to speak a child's home language in the learning environment, the program will have culturally and linguistically appropriate materials available and other evidence-based strategies to support the development of the home language. Program will work to identify and partner with volunteers who speak children's home language/s and could be trained to work in the classroom to support the child's continued development of the home language.

### **Monitoring Plan**

Classroom and playground observations, daily schedules, anecdotal records, Head Start Early Learning Outcomes Framework , Child Outcomes and School Readiness assessment data, lesson plans, report card data, Circle progress monitoring reports, weekly cluster planning, data analysis with clusters, IEPs, staffings, resortstive strategies, written communication, home visit forms, parent/teacher conferences

### **Person(s) Responsible**

Classroom teachers, Head Start staff, Education Manger, Head Start Director

### **Timeline**

August – June

## **§1302.31 Teaching and the Learning Environment**

### **(c) Learning environment**

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

experiences and:

(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and

(2) For preschool-age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.

(d) Materials and Space for Learning

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

(e) Promoting Learning through Approaches to Rest, Meals, Routines, and Physical Activity

(1) A program must implement an intentional, age-appropriate approach to accommodate children's need to nap or rest, and that, for preschool-age children in a program that operates for 6 hours or longer per day provides a regular time

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every day at which preschool-age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.

(2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family-style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.

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

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

## **Plan of Action**

Teachers plan and facilitate a variety of activities according to children's individual interests and developmental levels. Children are given daily opportunities to experiment, observe, play and explore through the thematic learning spaces and the super seven centers including pretend and learn, ABC, math/science, writer's corner, construction, creativity station, and library and listening. Teachers have the opportunity to have curriculum based, theme activities printed and laminated to increase the variety of materials utilized in centers. Although flexible when necessary, schedules, routines and transitions are timely and predictable. Daily schedules allow sufficient times so that routines are consistent and unrushed. Classroom rotation schedules ensure that students experience all grade level theme based experiences throughout the building during the year.

In keeping with the Head Start requirements, as well as for the implementation of our curriculum, all classrooms provide materials and equipment that are developmentally and age appropriate. Materials are reflective of the culture of the students and are kept on low open shelves within easy reach. Materials are theme based and/or aligned with PKG. Supplies and furniture are labeled with a picture and print so children may work and clean up independently. Teachers also utilize a picture word wall. Careful consideration is put into the classroom arrangements. Rooms are rearranged when necessary to accommodate the needs of the students. Classes rotate through the thematic learning spaces throughout the school building everyday for 1 hour in order to provide opportunities for choice, play, exploration, and experimentation with varied learning, sensory and motor experiences. Materials are changed often to maintain student interest. Learning centers are expanded outdoors when possible. The classroom learning centers, group experiences, and bathrooms

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are also set up for handicap accessibility.

Each classroom has a daily schedule posted, which reflects the balance of child-initiated and adult-directed activities. Individual, small group and whole group activities are incorporated into weekly lesson plans, which vary according to the developmental level of each child. A combination of active and quiet learning activities is provided as well as free play opportunities.

Head Start promotes each child's physical development by providing age appropriate indoor and outdoor play areas and age appropriate play equipment to encourage good muscle tone and large motor development. Play spaces have ample room for children to experience a variety of activities each day such as running, jumping, climbing, and riding tricycles. Play structures are safe for climbing, sliding, and tumbling. Children are supervised by First Aid and CPR trained staff.

Each day, one hour is scheduled for rest time. Darkened rooms, soothing music, and minimal adult conversation will create a favorable atmosphere for rest. Children will lie on a resting mat and are allowed a small blanket. Those who do not wish to sleep may be provided with a book or other quiet learning activity.

Teachers and assistants use opportunities for learning during meals and snacks. Teaching staff will eat with the children while modeling good table manners. Staff will encourage a pleasant, relaxed atmosphere, and allow children to lead conversations. At no time is food to be used as a reward or withheld as punishment nor will children be required to finish their food or have food forced upon them. Children will clear their own space and clean up minor spills with minimal assistance.

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Hand washing, teeth brushing, and toileting are considered opportunities for learning, strengthening development, and skill growth. Children will brush their teeth after breakfast with adult supervision and modeling of proper technique. Children are escorted to the restroom as needed and are monitored by an adult. Toileting accidents are dealt with routinely and without shaming. During such activities, transitions will be utilized to maximize learning.

Music and movement are incorporated into the daily routine. The outdoor environment is an extension of the classroom, and learning is extended through planned outdoor play to encourage gross/fine motor and social/emotional development. A rotation of playground areas, equipment, and space offers a variety of physical movement for children. Children receive physical development through PE classes twice weekly for forty-five minutes each time. Each class has a half hour outdoor recess per day and planned moving and learning activities in the classroom.

### **Monitoring Plan**

Lesson plans, daily schedules, curriculum, environmental checklist, task analysis rubric connected to the curriculum.

### **Person (s) Responsible**

Classroom teachers, Education Manager

### **Timeline**

August-June

## **§1302.32 Curricula**

(a) Curricula

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

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

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

(b) Adaptation. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement

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

### **Plan of Action**

Teachers use the Circle progress monitoring results for a baseline of knowledge for each child. They also use PKOF Performance Assessments to monitor progress. They plan activities that will allow children to develop emerging skills, and practice existing ones. Parents provide information on family goals for their child at the first home visit and the teachers integrate these into instructional plans. Children are given choices to support their individual pattern of development and learning. These choices include activities that provide opportunities for independent or cooperative play.

In keeping with the requirements regarding curriculum, Head Start utilizes the Region 10 Prekindergarten Outcomes Framework. and SAVVAS: Three Cheers for Pre-K! program. PK3 utilizes Teaching Strategies. Developmentally appropriate and research-based, this program is organized into the domains that support integration of curriculum and build connections between and among all disciplines.

SAVVAS: Three Cheers for Pre-K! is an innovative program based on scientific research that is designed to produce measurable

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gains in student achievement. Teaching Strategies builds children's confidence, creativity, and critical thinking skills through hands-on, project-based investigations. It promotes discovery and inquiry with opportunities for children to think critically and develop process skills with rich, hands-on investigations of relevant and interesting topics in the classroom. Reinforce learning with family-friendly activities designed for home. Training & support for the Texas Prekindergarten Guidelines and effective instructional practices are provided in large group and small group formats throughout the school year. The curriculum offers an abundance of supports ranging from whole group instruction as well as suggested center activities. Additional content-specific trainings and webinars are available as well.

The SAVVAS: Three Cheers for Pre-K! program and Teaching Strategies correlates with the Head Start Early Learning Outcomes Framework and most state standards. The curriculum clearly indicates which learning domains are covered through individual learning activities.

The program has an organized scope and sequence and provides differentiated learning strategies and materials for a wide range of learners including scaffolding and grouping strategies. The program also provides strong support to provide high-quality interactions by embedding the language to use for prompts and scaffolding within the activities. The curriculum provides activity-specific guidelines to provide extra support for children who are below cognitive or academic expectations.

The district has also adopted a program to support social and emotional skills called Changemakers from The Momentous Institute. The SAVVAS: Three Cheers for Pre-K! and Teaching

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Strategies features distinct home, school, and community connections linked to thematic units and the scope and sequence. SAVVAS's program provides multiple supports to facilitate implementation and fidelity by including materials lists, things to do prior to presenting lesson, and required books in its teacher guides. Teaching Strategies allows teachers to plan experiences with materials list and a minute by minute guide. Also provided are supports for students who are performing both below and above cognitive and academic expectation. For students with emotional or physical needs, support for adaptation is included as well.

The Head Start program uses the Pre K Outcomes Framework, developed by the Region 10 Education Service Center, to verify that all Texas Prekindergarten Guidelines are taught, and students are mastering the needed skills

The Head Start program has made minimal adaptations to the SAVVAS and teaching strategies curriculum resources including objective, mastery checks, and researched based strategies.

### **Monitoring Plan**

Lesson plans, SAVVAS: Three Cheers for Pre-K! resources, Teaching Strategies, and Outcomes Framework, students' folders, and CTM agendas.

### **Person (s) Responsible**

Classroom teachers, Education Manager

### **Timeline**

August-June

## **§1302.33 Child Screenings and Assessments**

### (a) Screening.

(1) In collaboration with each child's parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.

(2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.

(3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent's consent, promptly and appropriately address any needs identified through:

(i) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,

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(ii) Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.

(4) If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part.

(5) If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:

- (i) Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and,
- (ii) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.

(A) Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child who

satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.

(B) A program may use program funds for such services and supports when no other sources of funding are available.

(b) Assessment for individualization.

(1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform, and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.

(3) If warranted from the information gathered from paragraphs (b)(1) and (2) of this section and with direct

guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.

(c) Characteristics of screenings and assessments.

(1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.

(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

(i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;

(ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,

(iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.

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(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (2)(i) through (iii) of this section.

(4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.

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

### **Plan of Action**

At Head Start, the children are assessed with developmentally and age-appropriate screenings as well as district assessments. Areas covered by screenings include visual, motor, cognitive, language,

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body awareness, and auditory perception.

Within the first forty-five days of enrollment, a parent-reporting screening tool, is completed for each child. In addition, teachers complete the CLI developmental screening tool in order to determine if a referral is needed for diagnostic testing and/or services. Speech screenings are conducted by Terrell ISD Special Services speech therapists. TISD's LSSPs conduct mental health classroom screenings also. The district's bilingual liaison conducts the OLPT (Oral Language Proficiency Test) screening for children whose dominant language is Spanish.

Children whose screening results indicate a possible disability or the need for further testing will have a referral/tracking form completed by the teacher, according to the Student Study Team (SST) protocol. Parents will be notified of concerns. In addition, parents have the opportunity to request screening through the SST process. The teacher will then develop, put into place, and document a variety of interventions and strategies to target the area of concern. If sufficient progress is not made, the SST is implemented. Health and developmental screenings are never used to determine that a child has a special need, but rather are used for referral and tracking purposes.

Terrell ISD Special Services Department will assess all children within 45 school days of signed parental consent of assessment. An initial ARD meeting will be held no later than 30 days from the date of assessment to determine eligibility, placement, and develop an Individual Education Plan if needed. Upon turning 3 years old, or when the child is qualified for the program, services will begin.

Staff will provide support to parents throughout the evaluation

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process by providing clear expectations regarding the purpose, process and timeline involved. Staff are also readily available to answer questions and address any concerns that arise. If needed, interpreters are provided as well as documentation and information being made available in their dominant language.

Placement options include, but are not limited to:

- ECSE/Connections
- Head Start
- Inclusion (Head Start/ECSE)
- Speech Therapy

Enrolled children who meet the disabilities eligibility criteria will receive the full range of health, dental, nutritional, developmental, parental involvement, and social services provided to all enrolled children unless otherwise prohibited by a child's IEP. Children are served in the least restrictive environment in accordance with their Individual Education Plan (IEP) and with the Individual with Disability Education Act (IDEA) and are included in the regular day's schedule for lunch, snacks, and physical education.

During the ARD meeting, parents are informed of possible placement in Head Start and given an enrollment packet to complete, if the student is new to the district, or asked to update information if the child is already being served by Special Services. The delivery of special services and range of services are determined in the child's ARD.

The W.H. Burnett Elementary campus is ADA accessible. Any

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additional renovations are completed as necessary. Any special equipment will be purchased, as needed, to meet the needs of each child with a disability. Staff training will also be provided as needed. Related services include, but are not limited to:

- Audiological services
- Physical therapy
- Occupational therapy
- Speech or language services
- Psychological services
- Visual impairment services

Head Start utilizes Circle progress monitoring, Outcomes Framework performance assessments, and informal observations/assessments in order to monitor, track, and evaluate student progress in the learning outcomes. If the information suggests more direct assessment is needed, a student study team will request an individual assessment/observation. If the behavior is extreme and needing immediate help, the Principal/Head Start Director can request the behavior specialist to come and observe, then student study team (SST) will be held.

Screenings and assessments are valid and reliable; age, developmentally, culturally and linguistically appropriate, and relevant for children with disabilities.

For children who speak a language other than English, language skills are assessed in English and in the child's home language, to

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ascertain both the child's progress in the home language and in English language acquisition.

Screenings and assessments for domains other than language skills are conducted in the language or languages that best capture the child's development and skills in the specific domain. We ensure that those conducting the screening or assessment know and understand the child's language and culture, have sufficient skill level in the child's home language to accurately administer the screening or assessment, and are able to record and understand the child's responses, interactions, and communications.

Children with special needs will not be denied enrollment because of staff apprehensions, inaccessibility of facilities, unfamiliarity with a disability, required special equipment, or need for personalized services. The extent of the disability of a child will not prevent a child from being admitted to the Head Start program.

All services will be based on the needs identified in the ARD/IEP. Head Start will provide parent/staff training to enhance services for enrolled children with a disability. Disabilities Manager will complete an ADA checklist annually.

### **Monitoring Plan**

Circle Progress Monitoring Checklist, Circle progress monitoring records, observation of classrooms (ongoing), screening tools/documents and reports, report card data, staffing notes, anecdotal notes, child's file, disability files, diagnostic and physician reports, SST process

### **Person (s) Responsible**

## **Subpart C- Education and Child Development Program Services**

Disability manager, diagnostician, speech therapist, classroom teacher

### **Timeline**

August-June

### **§1302.34 Parent and family engagement in education and child development services**

(a) Purpose. Center-based and family child care programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.

(b) Engaging parents and family members. A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure:

- (1) The program's settings are open to parents during all program hours;
- (2) Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior;
- (3) Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program;

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(4) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program;

(5) Parents and family members have opportunities to volunteer in the class and during group activities;

(6) Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress;

(7) Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff; and,

(8) Teachers that serve migrant or seasonal families make every effort to conduct home visits to engage the family in the child's learning and development.

### **Plan of Action**

Head Start respects families and recognizes that they are the principal educators of their children.

Head Start staff will communicate regularly with parents regarding

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their child's daily routines, progress, and concerns. Parents are encouraged to share information from observations at home. During parent conferences and home visits, Head Start staff and parents work in partnership to set educational goals for the child keeping the child's interests, abilities, and developmental level in mind. These goals are integrated into the curriculum. Progress is shared regularly with parents.

There are parent members of the Head Start policy council, who provide input in the curriculum, school readiness goals, and health and nutritional issues. Thematic topics and skills of focus are shared with parents. In addition, teachers invite parents to share information about ways to individualize instruction for their child. During the home visits and teacher conferences teachers discuss with parents the curriculum, themes, developmentally appropriate skills, practices, and progress for each child. Parent input is taken, recorded, and implemented as appropriate.

Parents are always welcome to come to the center and are encouraged to volunteer as much as possible. Examples of volunteering are helping in the classroom or cafeteria, working with children by reading or playing games, computer assistance, or sharing cultural experiences. Volunteering may also include field trips, working with other staff (making copies, cutting paper, etc.), and helping in the library or cafeteria. At the Head Start Orientation, parents will receive volunteer training access.

Parents are well informed regarding their child's routine, activities, and behavior. Prior to the start of the school year, parents attend orientation during which policies, procedures, and routines are discussed. Each classroom teacher sends a weekly newsletter. Parent committee meetings allow parents to have input on how the

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program can best benefit their children. In order for parents to be knowledgeable of their child's developmental progress, conferences are held in both the fall and spring or whenever a need arises. Parents are also encouraged to schedule a meeting with the teacher to discuss any concerns. Parent trainings are held throughout the year to introduce parents to the center's curriculum, approach to child development and education, and focus on school readiness. Head Start welcomes and values parent feedback. Parent input is taken into consideration and utilized as appropriate.

Head Start staff conduct two home visits/two parent conferences each program year so that parents and teachers are able to share information and coordinate on the course of action for the success of their child. One home visit and one conference will be conducted both during the fall and spring semesters.

Head Start staff will inform parents about the purposes of and the results from screenings and assessments and include them in the discussion about their child's progress. Parents are made aware that the information from the screener, hearing, vision, social screenings, physical and dental exams, and also parent provided observations help the staff determine how to make the lesson plans fit the individual needs of the child. All of the information gathered is considered the personalized guideline for properly establishing a solid educational and developmental foundation. Teachers use Circle progress monitoring results for a baseline of knowledge for each child to plan activities that will encourage development of emerging skills and provide practice for existing skills. Results and findings from screenings, assessments, and observations are discussed with parents and documented in the case notes and on conference forms.

**Monitoring Plan**

Parent/teacher conference forms, home visit forms, family partnership agreements, family contact logs, registration application, community partnership agreements, health history form, parent involvement calendar, event sign-in sheets, and event fliers

**Person (s) Responsible**

Classroom teacher, Family Services staff, Health Manager, Education Manager

**Timeline**

August- June