

**LUZERNE COUNTY HEAD START, INC.
INTEGRATED SERVICE PLAN
2012-2013**

**Prepared by:
LCHS Executive Director, LCHS Assistant Executive Director
Director of Operations, FCP Program Assistant
And Service Area Specialists**

APPROVALS:

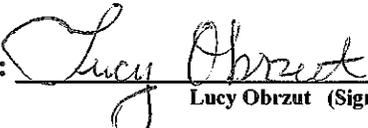
President, Board of Directors:



Mark Kneeream (Signature)

9-5-12
(Date)

Chairperson, Policy Council:



Lucy Obrzut (Signature)

9-10-12
(Date)

**LUZERNE COUNTY HEAD START, INC.
INTEGRATED SERVICE PLAN
2012-2013**

Definition of codes for section titled: Person Responsible

FW	Family Worker
EHS FE	Early Head Start Family Educator
EHS NE	Early Head Start Nurse Educator
LEA	Lead Education Agency
Education Team	Classroom teacher, assistant teacher, classroom support staff
I/T Specialist	Early Head Start Infant and Toddler Specialist
E.I.	Early Intervention
RN	Regional Nurse
CM	Center Manager
HASC	Health Services Advisory Committee
Exec. Dir.	Executive Director
MIS	Management Information Systems
FCP Specialist	Family/Community Partnership Specialist
ER Specialist	Eligibility and Recruitment Specialist
ECD Specialist	Early Childhood Development Specialist
HS Specialist	Health Specialist
HR Mgr	Human Resources Manager
FCP Team	Resource Specialist/Team Members of the Family and Community Partnership service area

Luzerne County Head Start, Inc.

[CHILD HEALTH AND DEVELOPMENTAL SERVICES]

GOAL: LCHS will provide health and developmental services within ninety (90) days of enrollment.

Parents will be involved in the screening, follow up and treatment.

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(a)(1)(i) Determining Child Health Status	<p>Prior to or within 90 days of enrollment, each child shall have on file an up to date immunization record and current physical/dental exam. All outstanding exams & immunization records will be followed up by FW & RN.</p> <p>Information on requirements and forms is given to parents at recruitment. A reminder is sent with the Head Start acceptance letter in July. Information on insurance coverage and medical/dental providers is recorded on the application and enrollment form.</p>	FW / FE / RN	Recruitment/ Orientation Continuous	Family File Orientation Binder
1304.20(a)(1)(ii) Schedule of appropriate preventative and primary health care	<p>Parents are given information on recommended health/dental screenings and treatments, and the EPSDT guidelines for the age of their child. A Head Start physical exam form or computer printout from doctor's office with all required screenings, must be completed by the child's provider. The physical exam, as well as the dental exam, must be less than one year old.</p>	FW / FE / RN	Orientation Continuous	PA EPSDT Schedule
1304.20(a)(1)(ii)(A) Arrangements for bringing a child's records up to date	<p>The FW's review guidelines with parents, offer education and/ or assistance to bring child up to date, ensure continuity of care, and ensure linkage with a medical home.</p>	FW / FE / RN	Orientation Continuous	PA EPSDT Schedule Orientation Binder
1304-20(a)(1)(ii)(B) Recommended schedule of well child care	<p>FW's provide parent education on preventive health and offer assistance with making appointments/transportation. They issue reminder letters to parents when a child's physical-dental exam is due, and when follow up is needed. Documentation is recorded in the Family Notes. FW's monitor for continuous health care coverage and access to providers.</p>	FW / FE / RN	Orientation Continuous	PA EPSDT Schedule

Luzerne County Head Start, Inc.

[CHILD HEALTH AND DEVELOPMENTAL SERVICES]

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(a)(1)(ii)(C) Procedure to track the provision of health services	Physical and dental exam forms/Immunization record are on file. A Health Log is on file with all dates and results of screenings. All contacts/referrals are documented in Family Notes. Information received is filed.	FW/RN/FE	Orientation Continuous	Family File
1304.20(a)(1)(iii & iv) Further testing	Depending on screening results or observations, a parent is notified of results and an appropriate referral is made. Follow up is done with parents as to the current status of the referral ,and documentation is recorded until completion. Staff contact parents at least every 30 days regarding referral/treatments. Vision and hearing referral forms are used and filed upon completion. All contacts are recorded in Family Notes.	FW/RN	Following screenings	Family File
1304.20(a)(2)	N/A With parental permission, each child is given a standardized developmental screening .Where appropriate, parents are included in the screening. All modalities are included in the screening.	Teacher	Within 45 days of enrollment	Battelle Developmental Screening
1304.20(b)(1) Screenings for developmental, sensory, and behavioral concerns.	Vision screenings are attempted on every enrolled child. They are conducted by the Blind Association once at each center. Make-ups and late enrollees are screened by the Regional Nurse. They utilize the OAE's, which are calibrated annually.	RN	Within 45 days of enrollment	

Luzerne County Head Start, Inc.

[CHILD HEALTH AND DEVELOPMENTAL SERVICES]

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(b)(1) Continued	Speech and language screenings will be administered by the LEA (Hazleton Area School District). At centers where the LEA is unable to conduct speech and language screenings, the Teacher will administer the screenings, overseen by a licensed speech therapist.	LEA/Teacher	Within 45 days of enrollment	
1304.20 (b)(2) Obtain direct guidance from a mental health and child development professional	Meet yearly with mental health, child development professionals and LEA to review program procedures, screenings and referral process. Review changes and procedures with staff.	Disabilities Specialist	August	Operations Manual
	Counselor is available to advise staff and families on mental health needs and train staff to be more knowledgeable of mental health services	Health Specialist		Schedule
	Mental health professionals consult with staff on how to address child's needs at home and in school.	Education Team	As Needed/ Routine	Classroom Observation Report Battelle Developmental Screening

Luzerne County Head Start, Inc.

[CHILD HEALTH AND DEVELOPMENTAL SERVICES]

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.20(b)(3) Agencies must utilize multiple sources of information on all aspects of each child's development and behavior including all input from staff and parents</p>	<p>Results of screenings are reviewed with parents, and if further evaluations or referrals are needed, with parental permission, the referral process is initiated. In addition, the team is required to do weekly Key Experiences/Anecdotal Writings on the children. Each child's portfolio contains three examples of children's drawings. The team completes News About Your Child forms to review with parents.</p> <p>During home visits and Parent/Teacher Conferences, teachers discuss their child's progress as individuals and in a group. A Mental Health Parent Input Form is sent home twice a year prior to the Mental Health classroom observations. Mental Health Consultant reviews concerns with parents and staff.</p>	<p>Ed. Team</p> <p>Mental Health Consultant/ Ed. Team</p>	<p>Classroom Observation Continuous</p> <p>Oct./Feb Twice a year</p>	<p>MH Parent Input Form</p>
<p>1304.20(c)(1&2) Extended Follow-Up and Treatment.</p>	<p>Parents are given information regarding health requirements and guidelines, and assistance in obtaining insurance, medical/dental providers and transportation. Staff will identify barriers and work with family to overcome them. Education and/or training will be offered to parents individually or in groups (handouts, speakers, videos, resources). All referrals and communications with parents and providers are documented in each family file.</p>	<p>FW/RN/FE</p>	<p>Recruitment Continuous</p>	<p>Family File</p>

Luzerne County Head Start, Inc.
[CHILD HEALTH AND DEVELOPMENTAL SERVICES]

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(c)(1&2) Extended Follow-Up and Treatment Continued	Any child who fails an on-site screening is referred to their physician for further evaluation, diagnosis and treatment. All referrals are sent/given to the parents. An outcome of the referral is requested.	FW/RN/Ed. Team		
1304.20(c)(3)(3 i, ii) Preventative measures	<p>Each enrolled child is to have at least a yearly professional dental exam completed and on file. Best practice is every six (6) months. Cleaning and fluoride is requested and completed at the discretion of the provider. The FW will follow up to ensure that treatment is initiated and complete. Assistance with appointments, transportation and payment is given when indicated.</p> <p>Dental health education is provided to parents and children in and out of the classroom. Classroom tooth brushing is completed daily after mealtime.</p>	<p>FW / RN / FE</p> <p>Ed. Team / FW / RN</p>	<p>Within 90 days of enrollment/ Continuous</p> <p>On-going</p>	
1304.20(c)(4) Assist in provision of related services addressing health concerns with the IEP and the IFSP.	When an IEP states for the provision of related services addressing health concerns, appropriate staff are trained to follow goals and related services. Parents team with staff to coordinate related services so child can participate fully in the Head Start experience.	Disabilities/Health Specialists	In a timely manner	IEP/IFSP

Luzerne County Head Start, Inc.

[CHILD HEALTH AND DEVELOPMENTAL SERVICES]

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(c)(4) Continued	The RN will utilize the Department of Health, family medical provider and home health agencies to train and educate appropriate staff and parents.	RN / Health Specialist		Family Notes
1304-20(c)(5) Use of funds for professional medical and dental services	Head Start assists when there is inadequate or no insurance coverage, community funding is not available, and the family cannot cover costs. Staff contact the Health Specialist for a referral to use Head Start funds. When completed, the parent is given a referral form stating the amount and service agreed upon. Attempts are made to secure coverage prior to using Head Start funding and as needed throughout the year.	FW/RN/HS/FE		HS Reference Forms - File
1304-20(d) on-going care	Any medical, dental, developmental symptoms or concerns are noted by staff in Family Notes. Parents are made aware and appropriate referrals are made. Team meetings, home visits, phone calls, and regular communication are utilized to share information, concerns and recommendations with parents and providers, with parental consent.	Education Team/RN/FW	Orientation, continuous	Family File

Luzerne County Head Start, Inc.

[CHILD HEALTH AND DEVELOPMENTAL SERVICES

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(e)(1) Involving Parents	<p>Center staff consult with parents if suspected developmental or health concerns are documented through screenings and/or observations. With parental permission, the referral process is initiated. Parents are involved with the evaluation and intervention process.</p> <p>Staff work together with parents to observe and discuss any concerns and/or changes in the child's health/developmental status. Referrals are discussed and made as indicated. Parents are offered informational/education opportunities through Parent Committee, workshops, home visits, center visits and handouts.</p>	Education Team/FW/RN	In a timely manner, as soon as a delay is suspected.	Family Notes/ Operations Manual
1304.20(e)(2) Familiarize parents with procedures	<p>At Orientation the staff explain, inform and obtain consent for on-site screenings and care.</p> <p>Results of developmental screenings are reviewed with parents at the first P/T Conference.</p>	FW/Teacher Teacher	Orientation Fall Ongoing	Orientation Binder
1304.20(e)(3) Assist parents with talking to their children about procedures	<p>Prior to screenings children are prepared by staff and volunteers to alleviate fears and ensure cooperation. Information and handouts are shared with parents. Individual concerns are addressed as needed. Parents are asked to assist as a volunteer and/or observe health screenings. Suggestions are shared with parents to prepare children for medical and dental exams and treatments.</p>	Ed Team/RN	Continuous	
1304.20 (e)(4) Assist parents in enrolling and participating in a system of ongoing family health care and encourage parents to be active partners in their children's health care	<p>While parents assume the primary role in obtaining quality ongoing medical and dental care for their children, staff assist and encourage families to obtain continuous insurance coverage, preventative medical and dental care/ treatments, and to keep up to date health records.</p> <p>Staff are given up-to-date training and resource materials on above topics to insure families receive current information and education.</p>	FW/RN Health Specialist/RN	Continuous Continuous	

Luzerne County Head Start, Inc.
[CHILD HEALTH AND DEVELOPMENTAL SERVICES]

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20 (e)(5) Documentation of Refusal of Consent	<p>Staff provide information and education to parents and children on the importance of health and safety practices. When a parent refuses to give consent for a screening, documentation is made in the Family Notes. Should a parent refuse to obtain or continue medical/dental care or treatment, all attempts are made to work through this concern with parents.</p> <p>Parents are asked to sign a declination form if they refuse to get follow-up or treatment after all supports from staff have been offered. RN will utilize the declination form as a last resort.</p>	FW/RN RN	Continuous	Family File
1304.20 (f)(1) Individualization of the program	<p>All children receive developmental, sensory, and behavioral screenings. Vision screenings conducted by the Blind Association and Regional Nurses. Hearing Screens conducted by Regional Nurses.</p> <p>Staff and parents develop goals for individualization that build upon the child's strengths and needs.</p> <p>If screenings and observations require further evaluation, parents are contacted and the referral process is initiated.</p> <p>If results indicate the child needs special education services, an IEP or IFSP is developed and special services begin as soon as possible.</p>	Teacher / Regional Nurse Teacher Teacher / RN / FW / Itinerant Teacher LEA/Part C	Within 45 calendar days of child entrance P/T Conference Timely Manner Within 30 days of completion of evaluation	Battelle Developmental Screening / Health Log P/T Conference Form Individualized Summary Sheet Operations Manual/ Referral Process

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND DEVELOPMENTAL SERVICES]
 EARLY HEAD START

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(a)(1)(i) Determining Child Health Status	<p>Prior to or within 45 days of enrollment, each child shall have on file an up to date immunization record and current physical exam.</p> <p>Information on requirements and forms is given to parents at orientation. Information on insurance coverage and medical/dental providers is recorded on the application and enrollment form.</p>	Family Educator /Health Specialist	Recruitment Orientation /Continuous	Family File
1304.20(a)(1)(ii) Schedule of appropriate preventative and primary health care	Parents are given information on recommended health/dental screenings and treatments, and the EPSDT guidelines for the age of their child. A physical exam form (the EPSDT form) requesting all required screenings, must be completed by the child's provider.	Family Educator	Orientation /Continuous	PA EPSDT Schedule
1304.20(a)(1)(ii)(A) Arrangements for bringing a child's records up to date	The Family Educators review guidelines with parents, offer education and/ or assistance to bring child up to date , ensure continuity of care, and ensure linkage with a medical home.	Family Educator	Orientation /Continuous	PA EPSDT Schedule
1304-20(a)(1)(ii)(B) Recommended schedule of well child care	Family Educators provide parent education on preventive health and offer assistance with scheduling appointments according to the state's EPSDT school. They also offer assistance with transportation needs. Family Educators ensure continuous health care coverage and assess to providers. Documentation is recorded on home visit reports and in the family notes.	Family Educator	Orientation /Continuous	PA EPSDT Schedule

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND DEVELOPMENTAL SERVICES]
 EARLY HEAD START

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(a)(1)(ii)(C) Procedure to track the provision of health services	Physical and dental exam forms/Immunization record are on file. A Health tracker is on file with all dates and results of screenings. All contacts/referrals are documented in Family Notes. Information received is filed, including information on necessary follow-up.	Family Educator / Health Specialist	Orientation /Continuous	Family File
1304.20(a)(1)(iii & iv) Further testing	Follow up is done with parents as to the current status of the referral, and documentation is recorded until completion. Vision and hearing referral forms are used and filed upon completion. All contacts are recorded in Family Notes, including information on necessary follow-up. N/A	Family Educator / Health Specialist	Following screenings	Family File
1304.20(a)(2)	With parental permission, each child is given a standardized developmental screening. Parents are included in the screening. All modalities are included in the screening.	Family Educator	Within 45 days of enrollment	Ages & Stages Developmental Screening, Ages& Stages Behavioral Screening, Hearing Screening, Vision Screening
1304.20(b)(1) Screenings for developmental, sensory, and behavioral concerns.	Screenings are completed following the Pennsylvania EPSDT schedule. Systems include, vision, oral and hearing screenings by observation. In addition, the otoacoustic emissions hearing screening tool is utilized to test hearing. The Ages & Stages developmental screening, social/emotional screening and 0-3 developmental screenings are used. Reported information by doctors on physical forms is also used.	Health Specialist / Infant / Toddler Specialist	Within 45 days of enrollment	Ages & Stages Developmental Screening, Ages& Stages Behavioral Screening, Hearing Screening, Vision Screening

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND DEVELOPMENTAL SERVICES]
 EARLY HEAD START

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20 (b)(2) Obtain direct guidance from a mental health and child development professional	Infant / Toddler Specialist assists educators with referrals to Early Intervention and children's behavioral health agencies. A Disabilities Consultant is available to provide training and technical assistance. Consultation with the Disabilities Consultant is arranged through the I/T Specialist.	Infant / Toddler Specialist	On-going	Early Intervention / Behavioral Health Services Monthly Report
	Counselor is available to advise staff and families on mental health needs and train staff to be more knowledgeable of mental health services	Health Specialist, EHS Educators	As Needed Routine	Monthly report, Family Notes, Home Visit Reports
	Mental health professionals consult with staff on how to assist parents in address child's needs at home.	Infant/Toddler Specialist, Health Specialist, EHS Educators	As needed.	Mental Health Consultation form, Family Notes

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND DEVELOPMENTAL SERVICES]
 EARLY HEAD START

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(b)(3) Agencies must utilize multiple sources of information on all aspects of each child's development and behavior including all input from staff and parents	<p>An anecdotal note is listed on the Early Head Start home visit report for weekly parent observations regarding the child's development.</p> <p>A section is also provided on the home visit report to note any changes in behavior on the child's development on a weekly basis.</p>	Family Educator	Weekly	Operations Manual, Child Development Plan, Home Visit Reports
1304.20(c)(1&2) Extended Follow-Up and Treatment.	<p>Parents are given information regarding health requirements and guidelines, and assistance in obtaining insurance, medical/dental providers and transportation. Staff will identify barriers and work with family to overcome them. Education and/or training will be offered to parents individually or in groups (handouts, speakers, videos, resources). All referrals and communications with parents and providers are documented in each family file. In addition, information is given to parents on preparing their children for doctor and dental visits. Information is give to parents about what questions to ask their provider (ASK ME 3 program). Staff encourage and assists with follow-up, and documents any out comes "follow-up treatment plan."</p>	Family Educator	Recruitment Continuous	Family file

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND DEVELOPMENTAL SERVICES]
 EARLY HEAD START

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(c)(3)(3 i, ii) Preventative measures	Children receive dental screenings as part of a well-baby exam. As the child approaches her first birthday, the Family Educator assists with scheduling the child's first dental exam. Ongoing dental/oral health information is provided. Toothbrushing is completed after snack /mealtime at socializations.	Family Educator / Health Specialist	Within 90 days of enrollment/ Continuous	Family file
1304.20(c)(4) Assist in provision of related services addressing health concerns with the IEP and the IFSP.	When an IFSP states for the provision of related services addressing health concerns, appropriate staff are trained to follow goals and related services. Parents team with staff to coordinate related services so child can participate fully in the Early Head Start experience. The Family Educator obtains additional information from the child's physician as needed.	Infant/Toddler Specialist / Family Educator	In a timely manner	Family File

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND DEVELOPMENTAL SERVICES]
 EARLY HEAD START

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20(c)(4) Continued	The Health & Family Development Specialist will utilize the Department of Health, family medical provider and home health agencies to train and educate appropriate staff and parents.	Health Specialist		Family Notes / Family File
1304-20(c)(5) Use of funds for professional medical and dental services	Early Head Start assists when there is no insurance coverage, community funding is not available, and the family cannot cover costs. Staff contact the Early Head Start Health Specialist for a referral to use Head Start funds. When completed, the parent is given a referral form stating the amount and service agreed upon. Attempts are made to secure coverage prior to using Head Start funding and as needed throughout the year.	Family Educator / Health Specialist		
1304-20(d) on-going care	<p>Any medical, dental, developmental symptoms or concerns noted by staff on home visit report and in Family Notes. Parents are made aware and appropriate referrals are made.</p> <p>Any medical, dental or developmental symptoms or concerns, including observations of changes in appearance are noted on the home visit report and family notes. A variety of resources are used to screen on children's developmental milestones including Best Beginnings and Ages & Stages as well as the HELP assessment based curriculum. Parents are actively involved and appropriate referrals are made.</p>	Family Educator / Health Specialist	Orientation / Continuous	Family File

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND DEVELOPMENTAL SERVICES]
 EARLY HEAD START

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304-20(e)(1) Involving Parents	<p>Family Educators work with parents when suspected developmental or health concerns are documented through screenings and/or observations. With parental permission, the referral process is initiated. Parents are involved with the evaluation and intervention process.</p> <p>Staff work together with parents to observe and discuss any concerns and/or changes in the child's health/developmental status. Referrals are discussed and made as indicated. Parents are offered a variety of information and resources on preparing for health and developmental procedures.</p>	Family Educator / Health Specialist / Infant/ Toddler Specialist	In a timely manner, as soon as a delay is suspected	Family Notes/ Operations Manual
1304.20(e)(2) Familiarize parents with procedures	Parents are active participants in any developmental procedures and medical/dental screenings including the mobile dentist and on site lead screenings. Results of developmental screenings are reviewed with parents upon completion.	Family Educator	Orientation	
1304.20(e)(3) Assist parents with talking to their children about procedures	Prior to screenings children are prepared by parents and Family Educators to alleviate fears and ensure cooperation. Information and handouts are shared with parents. Individual concerns are addressed as needed. Parents are active participants in their child's health screenings. Suggestions are shared with parents to prepare children for medical and dental exams and treatments. A resource binder is available on preparing children and families for doctor and dental visits.	Family Educator	Fall Ongoing / Continuous	
1304.20 (e)(4) Assist parents in enrolling and participating in a system of ongoing family health care and encourage parents to be active partners in their children's health care	While parents assume the primary role in obtaining quality ongoing medical and dental care for their children, staff assist and encourage families to obtain continuous insurance coverage, preventative medical and dental care/ treatments, and to keep up to date health records.	Family Educator / Health & Family Dev. Specialist	Continuous	

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND DEVELOPMENTAL SERVICES]
 EARLY HEAD START

Section [1304.20]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.20 (e)(5) Documentation of Refusal of Consent	Staff provide information and education to parents and children on the importance of health and safety practices. When a parent refuses to give consent for a screening, documentation is made in the Family Notes. Should a parent refuse to obtain or continue medical/dental care or treatment, all attempts are made to work through this concern with parents.	Health & Family Development Specialist	Continuous	Family File
1304.20 (f)(1)(2) Individualization of the program	<p>Parents are asked to sign a declination form if they refuse to get follow-up or treatment after all supports from staff have been offered.</p> <p>All children receive developmental, sensory, and behavioral screenings.</p> <p>Staff and parents develop goals for individualization that build upon the child's strengths and needs.</p> <p>If screenings and observations require further evaluation, with parents permission, the referral process is initiated.</p> <p>If results indicate the child needs special education services, an IEP or IFSP is developed and special services begin as soon as possible.</p>	<p>Family Educator</p> <p>Family Educator</p> <p>Infant & Toddler Specialist</p>	<p>Within 45 calendar days of child entrance</p> <p>Home Visit</p> <p>Within 30 days of completion of evaluation</p>	<p>0-3 Month Developmental Screening/ Ages & Stages Developmental Screening</p> <p>Operations Manual/ Referral Process</p>
1304.21(f)(2)	Transition planning begins at least 6 months prior to third birthday and includes assisting parents in participating in Transition meetings and IFSP meeting with the Part C providers.	Family Educators, I/T Specialist	6 months prior to 3 rd birthday and on-going	Transition Plan, CDP, Family Notes

Luzerne County Head Start, Inc.

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

GOAL: To implement and maintain a comprehensive ,developmentally and linguistically appropriate curriculum which helps children gain the skills and confidence they need to succeed in school and life.

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(1)(i) Child development and education approach for all children.	Head Start classrooms follow the High Scope Curriculum. All curriculums are developmentally appropriate and allow children to work at different rates and have different learning styles.	Education Team	Continuous	High Scope Curriculum, Education Binder
1304.21 (a)(1)(ii) Be inclusive of children with disabilities	<p>Children with a diagnosed disability receive specialized education and related services following the child's IEP. (Refer to the Disabilities Service Plan for further guidance) (45 CRF 1308.6e, 1308.19)</p> <p>IEP Goals are documented on the individualization/summary sheet. The education team reviews the IEP on a monthly basis to ensure the activities and classroom environment meet the child's goals and needs.</p> <p>The child's goals and progress are reviewed with parents</p>	<p>Disabilities Specialist LEA</p> <p>Education Team</p> <p>Teacher</p>	<p>Timely manner after the IEP is developed</p> <p>Monthly Team Mtgs.</p> <p>P/T Conf.</p>	<p>IEP</p> <p>Team meeting report</p> <p>P/T Conference form</p>

Luzerne County Head Start, Inc.
[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(a)(1)(iii) Provide an environment of acceptance that supports and respects all children.</p>	<p>Children learn to identify and appreciate diversity. The classroom environment reflects the community, culture, language, and ethnicity of our children and their families. Staff:</p> <ul style="list-style-type: none"> A. Encourage awareness of self through the use of full length mirror, photos, and drawings of children and their families. B. Avoid activities that stereotype or limit children. C. Arrange multi-cultural RIF distributions. D. Encourage families to share their culture through surveys and plan activities accordingly. E. Take pictures of the children and display them with their symbol and/or their name. F. Celebrate each child's birthday. G. Labeling, books, records reflect children's primary language. H. Art materials (markers, paints, crayons and paper, etc.) that reflect different cultures. 	<p>Education Team</p> <p>Teachers</p>	<p>Continuous</p> <p>September</p>	<p>Kindness Curriculum, PATHS Curriculum</p> <p>Conscious Discipline, "You Can't Come to My Birthday Party"</p> <p>Family Interest Survey</p>

Luzerne County Head Start, Inc.
[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21 (a)(1)(iv) Provide a balanced daily schedule of child initiated and adult directed activities.</p>	<p>The education team work together to: Provide activities such as planning, playtime and recall where children can initiate activities of play.</p> <p>Provide activities such as small group, story and circle that are staff directed with children's interest and developmental levels.</p> <p>Plan for a variation in children's ability levels and individual interests in all activities.</p> <p>Assist children in developing problem solving and decision making skills through open ended questions and guidance.</p> <p>Team with parents, identify learning opportunities in the home, including how to adapt activities in response to children's strengths, needs, and interests.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>Lesson Plans</p>
<p>1304.21(a)(1)(v) Allow and enable children to independently use toilet facilities when toilet training is supported by the parents.</p>	<p>Staff work with parents to understand the biological, physical and emotional stages of toilet training. They encourage parents to share information about the child's experiences with toileting at home. Reinforcement and consistent training are recommended.</p> <p>The Education Team understand the stages of toilet training, taking into account the child's developmental level and communication skills and positively reinforce their efforts regardless of outcomes.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>Operations Manual</p>

Luzerne County Head Start, Inc.

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

GOAL: LCHS will include parents in the process of planning and implementing the curriculum.

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(a)(2)(i) Parents must be integrally involved in curriculum development.</p>	<p>The curriculum is enriched by parent and staff communication during home visits and P/T Conferences. Discussions occur on children's strength needs, and interests. Goals are developed based on parent input. Parent initiated activities are encouraged.</p> <p>The curriculum is reviewed by parents and staff on a regular basis and during the program's self assessment. Staff and parents share observations concerning children's development and behavior.</p> <p>Classrooms have lending libraries with an assortment of books for parents to borrow and use with their children at home.</p> <p>Parents and teachers have 20-30 minutes 6 x per school year prior to Parent Committee to plan activities they would like to see happen in their classroom.</p>	<p>Teachers / Itinerant Teacher</p> <p>Education Team</p>	<p>Monthly</p>	<p>Parent-Teacher Conferences</p> <p>Parent Teacher Planning Form</p> <p>P.T. Planning Form/ Lesson Plans</p>

Luzerne County Head Start, Inc.

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21 (a)(2)(ii) Parents must be provided opportunities to increase their child's observation skills and to share assessments with staff that will help plan learning experiences.</p>	<p>Parents and Teachers review children's assessments, behavior, developmental progress and Key Experiences / Anecdotal Writings during conferences and home visits. Outcomes are based on the Work Sampling System. Monthly "at home" activities are sent to parents, and parents are encouraged to return the form with their observation of how the child did with the activity. Teachers encourage parents input from observations at home or in the classroom. Teachers communicate regularly with parents about everyday routines and utilize a variety of methods of communication (phone calls, notes, and newsletters). Parents and Teachers develop goals together to work on both at school and home.</p>	<p>Teacher / Itinerant Teacher Teacher/ Itinerant Teacher Teachers/Itinerant Teachers</p>	<p>Continuous Monthly</p>	<p>Work Sampling System P3 & P4 Checklist Portfolios</p>
<p>1304.21 (a)(2)(iii) Parents are encouraged to attend P/T Conferences and home visits to discuss their child's development and education.</p>	<p>Parents are informed during orientation of the importance of home visits and P/T Conferences that are held throughout the year. Parents receive appointment letters to schedule home visits/conferences. A reminder phone call is made prior to the appointment. Parents receive a written copy of tips for successful conferences prior to the first Parent/Teacher Conference.</p>	<p>Teachers / Itinerant Teacher</p>	<p>Two (2) P/T Conferences and two (2) home visits</p>	<p>P/T Conference/ Home Visit Form/ Enrollment Day Checklist</p>

Luzerne County Head Start, Inc.

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

GOAL: LCHS will provide an environment that is supportive of Social and emotional development.

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21 (a)(2)(iii) continued	<p>Teachers communicate formally and informally with parents through notes, phone calls and News About Your Child.</p> <p>Staff schedule two (2) home visits and two (2) P/T conferences at a convenient time for parents.</p> <p>Three (3) attempts are made to reschedule. If parents are not available or cancel their scheduled visits at this point, the teacher contacts / phones the parent and reviews the Parent/Teacher Conference information. Then a copy of the completed Parent/Teacher Conference form is sent home to the parents to obtain a signature. All attempts are documented in Family Notes.</p>	<p>Teacher</p> <p>Teachers</p>	<p>Three (3) times a year</p>	<p>News About Your Child</p> <p>P/T Conference Form</p>
<p>1304.21(a)(3)(i)(A) Agencies must support social and emotional development by: i) Encouraging development which enhances each child's strengths: (A) Building Trust</p>	<p>The daily schedule and the plan-do-review routine is consistent with the curriculum and ensures an atmosphere of trust and predictability.</p> <p>Each classroom has a greeting board which is changed daily to reflect what is happening in their room that day.</p> <p>Teachers are given training to be responsive to children and their individual emotional needs.</p> <p>Staff are encouraged to become knowledgeable about the children's culture and home language.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>High Scope Curriculum / Creative Curriculum</p>

Luzerne County Head Start, Inc.

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21 (a)(3)(i)(B) Fostering Independence	<p>Children develop independence gradually through self initiated behavior supported by adults.</p> <p>Teachers encourage the development of self-help skills such as brushing teeth, washing hands, wiping spills and setting the table.</p> <p>Provide opportunities for the use and development of language skills through language experience stories, teddy bear stories, puppy pack stories, writing journals, rebus charts, class made books and availability of writing materials in all areas.</p> <p>Provide opportunities for choosing materials during free play and engaging in problem solving skills by asking open-ended questions and encouraging children to use the peace table.</p> <p>Rebus charts are hung in each classroom/bathroom for teaching hand washing and tooth brushing.</p>	Education Team	Continuous	Lesson Plan
1304.21(a)(3)(i)(C) Encouraging self control by setting clear and consistent limits and having realistic expectations.	<p>Education staff utilize a process of observing, anticipating and redirecting.</p> <p>Children and Teachers work together to develop clear and consistent rules and review them daily. Classroom rules are stated positively.</p> <p>Teachers explain and encourage the use of the peace area.</p> <p>Use books, stories, puppets and other experiences to reinforce positive social behaviors.</p> <p>Talk with parents about child rearing practices that support the child and bridge the gap between home and school.</p>	Education Team Teacher	Continuous Orientation/ Enrollment Day	Discipline Policy, Education Binder Temperament Handout

Luzerne County Head Start, Inc.

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(a)(3)(i)(D) Encourage respect for the feelings and rights of others.</p> <p>1304.21(a)(3)(I)(E) Supporting and respecting children’s home language, culture and family composition.</p>	<p>Incorporate into lesson plans activities that help children learn to respect the feelings of others. Education team promotes pro-social behaviors in children through coaching and modeling.</p> <p>Use the dramatic play area to assist the children in dealing with their feelings and their communication skills. Children are encouraged to go to the peace area to discuss their feelings and problem solving.</p> <p>Teachers utilize lessons and strategies from the PATHS Curriculum</p> <p>Discipline policy is reviewed yearly by the Education Team and a statement of understanding is signed by each team member.</p> <p>Discipline policy of child care agency is reviewed with staff upon hire.</p> <p>Respect the child’s home language while fostering the use of the English Language.</p> <p>Learn key words from the child’s home language and label the classroom accordingly.</p> <p>Provide books and materials that reflect the families home language and culture.</p> <p>Families are encouraged to complete the Family Interest Survey. Teachers will plan activities accordingly.</p> <p>Families are asked to come into the classroom and share their culture through DAP activities with the children.</p> <p>Multi-cultural RIF’s occur once a year in each classroom. Parents and staff plan it together.</p> <p>Celebrate ethnic holidays through cooking, art and music activities.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>Education Binder, Kindness Curriculum and Discipline Policy, “You Can’t Come to My Birthday Party”.</p> <p>PATHS Curriculum</p> <p>Family Interest Survey</p>

Luzerne County Head Start, Inc.
[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(a)(3)(I)(E) continued</p> <p>1304.21(a)(3)(ii) Plan for routines and transitions so as to occur in a timely, predictable and unrushed manner according to each child's needs.</p>	<p>Education Team follows the daily routine. The greeting board reflects classroom happenings and changes.</p> <p>Children are informed five minute prior to cleanup and transition to the next activity.</p> <p>Children follow the plan, do, review model of High Scope which allows them to plan what they would like to do during play time.</p> <p>Children set their table and serve food independently.</p> <p>Classroom is labeled extensively so clean-up can be done by the children.</p> <p>Songs and finger plays are used as a transition tool to make a smooth and predictable transition from one activity to another.</p> <p>Resources are available for the Education Team on transition techniques.</p>	<p>Education Team</p>		<p>High Scope Materials and Transition Resource Books</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

GOAL: LCHS will provide for the development of each child's cognitive and language skills through a rich environment and meaningful interactions with adults and other children.

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(a)(4)(i) Agencies must provide for the development of each child's cognitive and language skills by: (i) Supporting each child's learning style using various strategies.</p>	<p>The Education Team :</p> <p>Provides opportunities for science exploration and discussion through use of a wide variety of materials including, but not limited to, the water and sand table, magnets, a magnifying glass, planting, and small animals.</p> <p>Provides props in all areas of the classroom to initiate dramatic play.</p> <p>Uses different art mediums such as paint, play-doh and collage materials to develop creativity.</p> <p>Helps children express music abilities through use of instruments, songs and dance.</p> <p>Schedules at least 45 minutes of play time daily to allow children to develop decision making and socialization skills.</p> <p>Incorporates literacy, math and science concepts throughout the classroom.</p> <p>Provides a variety of themed, dramatic play areas at a minimum of four (4) per year.</p> <p>Asks open ended questions and problem solving techniques that are reviewed throughout the day.</p> <p>Sets up and encourages use of listening centers in all classrooms.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>Lesson Plans/ Monitoring Report</p> <p>Daily Schedule</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(4)(ii) Ensure opportunities for creative self-expression through activities such as art, music, movement and dialogue.	Encourage children to express their emotions through dance and creative movement. Stimulate imagination through drama, experience stories, writing journals, and puppet shows. An art area is stocked with a rich variety of materials which enables children to freely express themselves.	Education Team	Continuous	Lesson Plans/ Monitoring Report
	The children experience art history through the use of Picturing America. The studies enhance discussions about the images, related books, new vocabulary and family literacy activities that support children’s school readiness. A variety of multi-cultural and classical music can be played throughout the day. Adult - child interaction and child - child interaction occur frequently throughout the day to promote self expression and to expand vocabulary.	Education Team Literacy Specialist	Continuous	Lesson Plans/ Monitoring, Night at the Museum

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(a)(4)(iii) Promote interaction and language among and between children and adults</p>	<p>Children are given ample time to talk to each other and the teacher during circle time, playtime, and mealtime. The staff is encouraged to ask open-ended questions.</p> <p>Games, songs, stories, and poems which offer new and interesting vocabulary are shared with the children throughout the day. Classrooms are labeled with pictures and words.</p> <p>Teacher and children develop language experience stories using children's vocabulary. Dramatic play areas are turned into a theme such a doctor, post office, grocery store, or beauty salon etc.</p> <p>Children's voices dominate the classroom, leaving adult voices to a minimum.</p> <p>Appropriate grammar usage is encouraged for staff for the purpose of modeling.</p> <p>During playtime, a child can request an adult to read a story to them. Books are also read during story time. Books are available for the children throughout the classroom that reflect each area.</p> <p>Staff have been trained in the stages of language development and scaffolding children's language.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>High Scope Curriculum / Creative Curriculum</p> <p>Lesson Plans/ Monitoring Report</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(4)(iv) continued	<p>12. Children are read to on a daily basis. The Education Team introduces them to the title, author, and illustrator of each book and asks many open-ended questions as they relate to the story. Attention is given to new vocabulary words. Teachers are encouraged to expand the stories through props, dramatization, follow up activities and other creative methods.</p> <p>13. Children use invented spelling to label the classroom.</p> <p>14. Writing journals are available in the classroom for independent use.</p> <p>15. Children and staff develop Language Experience Stories using children's vocabulary.</p> <p>16. There are three (3) RIF Book Distributions where children can select their book and take it home.</p> <p>17. The education team help children develop phonological awareness through rhyming, transition activities and finger plays.</p> <p>18. Teddy Bear stories are developed at home by parents and child. These are then displayed in the library area.</p> <p>19. Lending libraries are available for parents in all centers.</p> <p>20. Literacy and math outcomes are documented three (3) times a year and used for individualizations.</p>	Teacher		<p>Writing Journals</p> <p>Individualization sheets</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

GOAL: LCHS will promote each child's physical development.

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(a)(5)(i) Agencies must promote each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play.</p>	<p>Staff provide time and activities to promote physical growth in the daily schedule. Opportunities are available for children to improve their coordination skills such as hopping, skipping, crawling, and balancing. These activities are done on the balance beam, obstacle course and outdoor walks. There are also wagons, and tricycles available to children.</p> <p>All outdoor equipment used by the children meets all CPSC safety requirements and the play areas have appropriate cushioned surfaces.</p> <p>Activity records and songs are also done in the classroom to promote music and movement.</p> <p>Staff are actively engaged and aware of children's activities indoor and outdoor.</p> <p>Rules are developed and reviewed with the children daily.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>Lesson Plans</p>
<p>1304.21(a)(5)(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills to each child's development level.</p>	<p>Staff help children improve coordination of small muscle development through activities such as stringing beads, clay, puzzles, small blocks, using scissors, hole punchers, staplers, and finger-plays. Adults provide guidance and encouragement.</p> <p>Children practice eye-hand coordination by building blocks, puzzles, play dough and stringing beads.</p> <p>Teachers make monthly changes to the areas of the classroom to increase the complexity of materials as the children are ready for them.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>High Scope Curriculum/ Creative Curriculum</p> <p>School Readiness Goals</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(5)(ii) continued	Small group activities are based on children's developmental levels and interest. Back-up materials are available to offer additional challenges. Teachers and parents have the opportunity to discuss ideas to increase their child's fine motor development during P/T conferences, home visits and teacher/planning time.			
1304.21(a)(5)(iii) Provide inclusive environment for participation of children with special needs.	<p>Appropriate staff team with parents to develop goals and expectations following an IEP.</p> <p>Curriculum, classroom environment, and developmentally appropriate activities promote an inclusive setting. Adapt activities, materials, and equipment to enable children to participate to the fullest.</p> <p>Make accommodations, if needed, according to the IEP.</p>	<p>LEA / Education Team</p> <p>Education Team</p> <p>LEA/ Education Team</p>	<p>Within 30 days of completed evaluation</p> <p>Timely Manner</p>	<p>IEP</p> <p>Individualization Sheet</p> <p>IEP</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

GOAL: LCHS will implement a curriculum based upon sound principles of child growth and development and is supportive of each child's individual pattern of learning.

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(c)(1) Grantee and delegate agencies in collaboration with the parents, must implement a curriculum.</p>	<p>The High Scope curriculum was initiated in October 1992 by a team of parents and staff who agreed upon the change. Curriculum goals/philosophy are reviewed with the parents on Enrollment Day.</p> <p>The parent handbook contains curriculum information that parents can review daily.</p> <p>Parent Guide to Assessment is reviewed and distributed during Enrollment Day</p> <p>Volunteer training is given to parents who express a desire to volunteer in the classroom.</p> <p>The Education team documents the Key Experiences/ Anecdotal Writings weekly in all areas of development. These keys experiences / anecdotal writings are reviewed with the parents at Home Visits and Parent/Teacher Conferences.</p> <p>Parents have an opportunity on the Home Visit Form and Parent/Teacher Conference form to write and suggest ideas to complement the curriculum. During Parent Committee, parents can also suggest ideas for the classroom.</p>	<p>Education Specialist</p> <p>Teachers / Itinerant Teachers</p> <p>Education Team</p>	<p>Enrollment</p> <p>Continuous</p>	<p>Education Binder</p> <p>Parent Handbook</p> <p>Parent's Guide to Assessment Pamphlet</p> <p>High Scope Curriculum / Creative Curriculum</p> <p>Parent/Teacher Conference Form</p>
<p>1304.21(c)(1)(i) The curriculum supports each child's individual pattern of development and learning</p>	<p>The daily schedule offers children opportunities to work individually or in groups. Small group activities are teacher-initiated or child-initiated based on the interests and needs of the children . Child initiated activities are documented in Lesson Plans.</p> <p>Teachers respond to a variety of learning styles by providing activities and materials that support visual, tactile, and auditory learners though such ideas as: listening centers, classroom computers, science experiments, music and movement activities, art materials and hands-on activities.</p>			

Luzerne County Head Start, Inc.

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(c)(1)(i) continued</p> <p>1304.21(c)(1)(ii) Curriculum provides for the development of cognitive skills by encouraging each child to organize experiences, understand concepts, and develop age appropriate literacy, numeracy reasoning, problem solving and decision making skills which leads to school readiness.</p>	<p>Individualized Summary Sheets are completed on each child throughout the year and cross documentation is listed in lesson plans.</p> <p>The learning environment contains materials of varying complexity for use at an individual's developmental level and interest.</p> <p>The Education Team asks open-ended questions that encourage children to think and create.</p> <p>Art activities are not product focused but rather process driven. Children use different art mediums such as paint, clay, and collage materials to develop creativity.</p> <p>Schedule at least 45 minutes of playtime daily to allow children to develop decision-making skills and socialization skills.</p> <p>Children experience music through use of instruments, dance and songs.</p> <p>Children associate the printed word and familiar objects by labeling that is done throughout the classroom.</p> <p>Children recognize their names on personal objects and possessions in the classroom.</p> <p>Math concepts are presented in all areas of the classroom. Children learn to count using peg boards, counting bears, and blocks.</p> <p>Children identify letters and numbers at their own developmental level..</p> <p>Children use name charts to identify daily helpers.</p> <p>Children have an opportunity to sign in daily.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>Lesson Plans/ Individualized Summary Sheets/ Classroom Monitoring</p> <p>School Readiness Goals</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(c)(1)(ii) continued</p>	<p>Children have opportunities to use computer software and games/ books that consist of letter and number identification games. Children are able to work at their own level.</p> <p>The use and development of language skills through experience stories, teddy bear stories, puppy pack stories, writing journals, rebus charts, class made books and the availability of writing materials in all areas.</p> <p>Science exploration and discovery through use of water and sand tables, magnets, magnifying glasses, planting and small animals. Also, simple science experiments are conducted throughout the year.</p> <p>Games , songs, stories, and poems which offer new and interesting vocabulary which are shared with the children throughout the day.</p> <p>Staff discuss children’s neighborhoods and plan study trips to local establishments. Community volunteers and parents are encouraged to share their experiences.</p> <p>Small group activities are provided that support concepts and skills related to science, social studies, language, literacy, numeracy, art, music and movement.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>Lesson Plans/ Individualized Summary Sheets/ Classroom Monitoring</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21 (c)(1)(iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities</p>	<p>Rebus charts are posted for hand washing and tooth brushing for children to follow.</p> <p>Teachers are aware of monthly health/safety topics and incorporate them into their lesson plans.</p> <p>Themed areas are set up in the classroom around health topics such as a Dr. Office and Dentist Office etc.</p> <p>Study trips and/or community professionals present developmentally appropriate programs to help reduce children's fears and promote good health.</p> <p>Each center has Mental Health resource books that teachers can utilize in their daily lesson plans.</p> <p>Nutrition Education activities are done, at a minimum, once a month involving the children. Daily mealtimes contain a variety of nutritious foods and are culturally reflective of our Head Start population.</p> <p>There are a variety of books and videos that focus on health, nutrition, mental health and safety topics for the children in the classroom.</p>	<p>Education Team/ RN</p> <p>Teachers</p> <p>Education Team</p> <p>Teachers</p> <p>Education Team</p> <p>Health/Nutrition Team</p>	<p>Continuous</p>	<p>Education Binder</p> <p>Activity Log Lesson Plans</p> <p>Kindness Curriculum, "You Can't Come To My Birthday Party"</p> <p>I Am Moving, I Am Learning, Head Start Nutrition Curriculum, Chef Combo, Color Me Healthy myplate.gov</p> <p>Education Resource</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21 (c)(1)(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships.</p>	<p>Use records, books, and puppets to help children express different emotions.</p> <p>Help children understand the value of sharing and taking turns. Staff will do this by modeling, coaching and encouraging children to “use their words” when a conflict arises with peers.</p> <p>Rules are stated positively and developed with the children. They are posted in the classroom with words and pictures and are reviewed daily.</p> <p>Children are given ample warning when a change is going to happen such as study trip, guest speaker, or a change in the daily schedule.</p> <p>Problem solving skills are modeled for the children by classroom staff.</p> <p>Each classroom has a peace area which children go to when a conflict arises and problem solving skills are taught to the children by the Education Team.</p> <p>Staff utilize mental health curriculums to foster social skills.</p> <p>Staff provides a large variety of material for children to access to help them reduce conflicts.</p>			<p>Lesson Plans/ Discipline Policy: See 1304.21 (c)(i)(ii)</p> <p>PATHS Curriculum, Kindness Curriculum, “You Can’t Come To My Birthday Party”</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21 (c)(1)(v) Enhances each child's understanding of self as an individual and as a member of a group</p>	<p>Each child has their own space for coat, extra clothing and place to put personal items that are labeled with each child's individual symbol or name.</p> <p>Children can hang their own art work in the classroom at a child's eye level. Also, family pictures are displayed.</p> <p>Children are encouraged to express feelings through dramatic play, conversation, puppets, drawings, dolls, art, music, and movement.</p> <p>Individualizing with the children helps them recognize their strengths and how to build on them. Small group activities also helps children to recognize their strengths.</p> <p>Playtime fosters cooperative play at each child's level.</p> <p>Children are seated at small tables using family-style meal service.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>High Scope Curriculum</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(c)(1)(vi) Provides each child with opportunities for success to develop feeling of competence, self esteem, and positive attitudes toward learning.</p>	<p>Positive reinforcement used to encourage independence and build self-esteem and feelings of competence.</p> <p>During small group, children's experiences are extended by providing high interest materials and asking open-ended questions. Children are encouraged to support each other as they acknowledge their own progress and the progress of their classmates.</p> <p>Self help skills such as toileting, dressing, and feeding, etc. encourage independence.</p> <p>Labeling the classroom materials. Independently handing/displaying their artwork by their name/symbol.</p> <p>Based on each child's development level and interests a large variety of material, equipment, and activities are provided.</p> <p>Staff provide activities that challenge, but don't frustrate children as they work at their individual developmental level.</p> <p>Child initiated activities are encouraged and documented by staff.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>High Scope Curriculum</p> <p>Lesson Plans</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(c)(1)(vii) Provides individual and small group experiences both indoors and outdoors</p>	<p>Classrooms have learning areas such as a writing center, block area, art area, manipulative area , library and housekeeping area.</p> <p>Daily schedule has small group and individual opportunities for children.</p> <p>Teachers initiate activities or provide equipment that provide opportunities for outdoor group or individual play such as: parachute, balls, tricycles, and paints.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>Lesson Plans</p>
<p>1304.21(c)(2) Staff must use a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessment of each child</p>	<p>Observations of each developmental area are documented as Key Experience / Anecdotal Writings.</p> <p>Individualization Sheets contain a goal and a activity to enhance each child’s capabilities.</p> <p>Assessment is completed three times throughout the school year to record child’s progress and develop goals.</p> <p>During Parent/Teacher Conferences, children’s strengths and goals are developed with the parent.</p> <p>Each child has a portfolio which includes photographs, samples of artwork and writing . Lesson plans reflect child initiated activities and parent initiated activities.</p> <p>Materials are changed / added to maintain interest levels as well as meet individual developmental levels.</p> <p>Literacy and math outcomes are documented three (3) times per year and used for individualization and lesson planning.</p>	<p>Education Team</p>	<p>Continuous</p> <p>October / February and May</p>	<p>High Scope Curriculum / Creative Curriculum Parent/Teacher Conference Lesson Plans</p> <p>The Work Sampling System PK3 PK4 Checklist</p>

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(A)(1)(I)	<p>Early Head Start uses the Hawaii Early Learning Profile Curriculum. This assessment based curriculum helps to identify the child's developmental needs and behaviors. The HELP assessment is used to assist in computing the Individualized Child Development Plan. Each ICDP includes activities that support the child's learning abilities, interests, temperament style and daily routine. Parent Priorities and Parent/Staff Observations are also incorporated in the ICDP. All activities are jointly planned with the parent/caregiver and documented in the home visit report.</p>	Family Educator	Performed every 3 to 4 months	HELP Curriculum/ ICDP/ Home Visit Reports
1304.21(a)(2)(ii)	<p>IFSP copies are kept by the Infant & Toddler Specialist and Family Educator. Attached to the child's ICDP is a copy of the outcomes page, these goals/outcomes are also incorporated into the ICDP for weekly review with the family. Family Educators attend Individualized Family Service Plan (IFSP) meetings as well as transition meetings. Therapist session notes are reviewed with families.</p>	Family Educator/ Infant/Toddler Specialist	Timely manner after IFSP is developed	IFSP ICDP
1304.21(a)(1)(iii)	<p>Family Educators demonstrate respect by listening and responding to each child and by showing appreciation for each child and her or his family.</p> <p>There are bilingual Family Educators in two different Early Head Starts centers to accommodate the increasing number of children/families whose primary language is Spanish. Group socializations provide opportunities for Early Head Start parents to observe their children responding to other children and adults and to share and learn about each other's culture and family composition.</p>	Family Educator	Continuous	Home Visit Reports / Family Notes / Socialization Binder

Luzerne County Head Start, Inc.
[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(1)(iii)	Socialization rooms incorporate a variety of materials, toys and equipment such as baby dolls, representing different ethnic backgrounds, posters in English and Spanish, music from different cultural backgrounds to encourage exploration and play and to show recognition and respect for diversity in our program.	Family Educator	Continuous	Home Visit Reports / Family Notes / Socialization Binder
1304.21(a)(1)(iv)	<p>Family Educators support the child's development by providing experiences that encourage the child to make meaningful choices and develop problem solving skills. Educators model for parents how to read their child's cues and how to respond to their needs and interests.</p> <p>At family days there are planned structured activities that take into consideration the child's developmental stages. Parents are encouraged to help their child engage in the activities while giving them the opportunity to freely explore, problem solve and initiate their own play.</p> <p>Familiar toys are used during home visits for planned activities. Parents are encouraged to use objects and toys found in the home for continued learning and exploration.</p>	Family Educator	Continuous	Socialization Binder / Home Visit Reports / ICDP
1304.21(a)(1)(v)	<p>Early Head Start works with parents to understand the biological, physical and emotional stages of toilet training.</p> <p>The HELP curriculum's HELP at home handouts provide written information about toilet training readiness and how to prepare the child.</p>	Family Educator	Continuous	HELP / Home Visit Reports / B / PHB

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(1)(v)	<p>The Best Beginnings questionnaires are used as anticipatory guidance to inform and prepare parents for the toilet training stages.</p> <p>After performing the HELP assessment, self help activities may include skills for toilet training and will be written into the ICDP, parent priorities in this area may be of special focus at this time and family educators provide support and information utilizing all appropriate resources.</p> <p>All socialization rooms are equipped with child sized toilets or step-up seats and families are encouraged to continue supporting their child's toilet training needs.</p>	Family Educator	Continuous	HELP / Home Visit Reports / BB / PHB
1304.21(a)(2)(i)	<p>Early Head Start parents are actively involved in the development of the curriculum. They participate in the assessment process, review sign and keep a copy of the ICDP. Provide information about their child's strengths needs, interests, routines, temperamental and learning styles. The ICDP is used weekly to jointly plan activities with the parents for the next home visit.</p> <p>Parents provide anecdotal note information on a weekly basis, these are recorded on the home visit report by the Family Educator.</p> <p>Each HELP assessment is performed every three to four months and each ICDP is formally reviewed with the parents prior to each assessment.</p>	Family Educator	Weekly / every 3 to 4 months	HELP / ICDP / HV Reports

Luzerne County Head Start, Inc.
[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(2)(ii)	<p>Home visit reports allow for Family Educators to document parent observations at each home visit, including AN's, the child's behavior, developmental skills. Parent priorities are reviewed, goals/outcomes for children with disabilities are also reviewed weekly.</p> <p>Parents are encouraged to observe their child's temperamental traits for a period of nine weeks, each week the Family Educator records the parent's input according to their observations on each trait and ultimately along with the parent discusses the child's temperament type. This information is incorporated into the Child Development Plan under Parent / Staff Observations.</p>	<p>Family Educator</p> <p>Family Educators</p>	<p>Weekly</p> <p>Continuous</p>	<p>Home Visit Reports / Temperament Chart / CDP</p> <p>Operations Manual</p>
1304.21(a)(3)(i)(A)	<p>Family Educators build nurturing relationships with the children in their caseloads. They encourage and teach parents to be aware and responsive of their child's cues and other cries.</p> <p>Educators are encouraged to keep a consistent home visiting schedule with each of their families.</p> <p>Family Educators communicate with the children and families in their home language in some instances we provide translators to facilitate with language barriers.</p> <p>Socializations are designed to promote the development of emotional security through trusting, relationships with a limited number of consistent and familiar people.</p>	<p>Family Educators</p>	<p>Weekly</p>	<p>Operations Manual, Family Participation Tracker</p>

Luzerne County Head Start, Inc.
[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(3)(i)(B)	<p>Family Educators help parents understand that children develop independence gradually, through self-initiated behavior supported by adults.</p> <p>There are opportunities for child initiated play at home visits as well as socializations.</p> <p>Anticipatory guidance is shared with parents on the development of self help skills and these skills are also practiced during home visits according to activities on the ICDP.</p> <p>Children have the opportunity to freely explore their environment and engage in problem solving skills. Open ended questions are modeled by Family Educators which provide opportunities for language development.</p> <p>HELP at home handouts are provide for the parents to help encourage independence through child initiate and adult directed activities.</p>	<p>Family Educators</p> <p>Family Educators</p>	<p>Weekly Home Visits and Twice Monthly Socialization</p> <p>Continuous</p>	<p>Child Development Plan, Home Visit Reports, Socialization Planning Form</p> <p>ICDP, Best Beginnings</p>
1304.21(a)(3)(i)(C)	<p>Family Educators help parents understand that children have different levels of ability to control their own behavior.</p> <p>Educators demonstrate and model positive techniques to help children develop self control such as redirecting children to acceptable activities and observing and anticipatory behaviors.</p> <p>Educators encourage parents to keep consistent and clear rules and to assist the child in developing problem solving skills to help them solve problems and resolve differences enabling them to form friendships and communicate effectively.</p>	Family Educators	Continuous	Help At Home, Best Beginnings, Home Visit Reports

Luzerne County Head Start, Inc.
 [EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
 EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(3)(i)(D)	<p>Educators model respect for feelings and rights of others. Parents learn to recognize and understand their child's feelings.</p> <p>Family Educators model positive interactions at home visits and socializations.</p> <p>Dramatic play can help the child in dealing with their feelings and in developing communication skills and turn taking skills.</p>	Family Educators	continuous	Home Visits Reports
1304.21(a)(3)(I)(E)	<p>Family Educators respect the child's home language while fostering the use of the English language.</p> <p>Staff receives training on diversity. Early Head Start has hired bilingual educators and translators that support the home language of the child.</p>	Family Educator	continuous	Board Books / Resource Materials: English and Spanish
1304.21(a)(3)(ii)	<p>Family Educators follow a consistent home visiting schedule that allows for home activities to occur in a predictable manner. Songs and finger plays are used as a transition tool at home visits as well as at socializations.</p> <p>During family days, the daily schedule is posted on the wall. Posters that include the words to the transition songs are also posted.</p> <p>Parents and children are given a notice to prepare for change, Family Educators explain what is happening and what will be happening.</p>	Family Educators	Follow Home Visit and Family Day Schedules	Sample Home Visit and Family Day Schedules

Luzerne County Head Start, Inc.
[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(4)(i)	<p>Educators promote meaningful interactions between parent and child.</p> <p>Home visit and socialization activities support the development of cognitive and language skills and allow opportunities for exploration in these environments.</p>	Family Educator	During home visits and socializations	Home Visit and Socialization Reports
1304.21(a)(4)(ii)	<p>Family Educators help parents understand that children communicate ideas and feeling through gestures, words, pictures, body movements and sounds.</p> <p>I Am Moving I Am Learning activities are documented on the record page of the home visit report.</p> <p>Musical instruments are available in socialization rooms and can be taken to home visits. Finger plays and songs are encouraged at every home visit. Children’s self expression is encouraged through the use of play doh, paints, mirrors, songs and dialogue is the same at socializations.</p> <p>Staff is encouraged to ask open ended questions.</p>	Family Educators	During Home Visits and Socializations	Home Visit and Socialization Reports
1304.21(a)(4)(iii)	<p>Family Educators encourage parents to communicate verbally and nonverbally with their child.</p> <p>A variety of materials are used in the home and at socializations to promote positive interactions.</p> <p>Staff respect the child’s developing skills in English and in their home language.</p>	Family Educator	During Home Visits	ICDP / Home Visit Reports

Luzerne County Head Start, Inc.
 [EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
 EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(a)(4)(iii)	Family Educators speak in tones that are pleasant to children and model and engage in meaningful conversations. Educators help parents understand that children develop language skills by communicating with others and by sharing and expressing their ideas.	Family Educator	During Home Visits	ICDP / Home Visit Reports
1304.21(a)(4)(iv)	<p>Family Educators encourage parents to read to their child everyday. Book and song activities are part of every home visit.</p> <p>Crayons and writing materials are provided and available at socializations to encourage toddlers emerging skills.</p> <p>A parent/child story time is planned into the socialization schedule.</p> <p>Cause and effect activities, rhyming books, puzzles, one to one correspondence toys, blocks, finger plays all serve as a foundation for emerging literacy and numeracy development.</p> <p>Infant and toddler Math Packets are shared with each family, these provide information, ideas and examples of home activities that could be performed by parent and child.</p>	Family Educator	During Home Visits	Home Visit and Socialization Reports

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 [EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
 EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.21(a)(6) Encourage parents to appreciate the importance of physical development provide for children's outdoor/indoor active play and guide children</p>	<p>Gross motor activities such as balance beams, ride on toys and playground activities are provided at socializations.</p> <p>"Games to play with toddlers" provide parents with ideas on indoor and outdoor play.</p> <p>"I Am Moving, I Am Learning" activities are documented on second page of Home Visit Report.</p> <p>Family Educators suggest activities to work on during the week</p> <p>On going conversations about appropriate and safe environments and settings to take the children for active play.</p> <p>Family Educators provide safety materials to encourage proper and safer explorations - such as outlet covers and safety gates</p> <p>Family Educators share information on community recreational facilities</p>	<p>Family Educators I/T Specialist</p> <p>Health Specialist</p>	<p>Weekly Visits and Socializations</p> <p>As needed</p>	<p>Home Visit Reports and Socialization Reports</p> <p>Home Visit Report, Safety Checklist</p>

Luzerne County Head Start, Inc.

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(b)(3)(i) Physical Development	Nurse and Family Educators assist parents in identifying developmental milestones through the assessment process and through observation. They provide families with information about developmental levels and encourage parents to provide opportunities for developing gross motor skills such as grasping, pushing, pulling, crawling, walking and climbing. Educators assist parents in identifying a safe place in the home for these activities to take place. Opportunities are provided at socializations to use appropriate toys and equipment which encourage gross motor activities, such as tunnels, outdoor climbing tree house, and push and pull toys. Educators encourage families to take their children outdoors for play, and discuss safety issues in both the indoor and outdoor environment.	Nurse and Family Educators	Continuous	Family File, Child Development Plan, Home Visit Report, Socialization Report
1304.21(b)(3)(ii) Fine Motor Development	Nurse and Family Educators plan with parents for activities which involve small motor development and hand-eye coordination in infants and toddlers. Appropriate toys such as shape sorters, puzzles, pegs and boxes, and containers are used during home visits and are available during socialization activities. Interaction between infants and toddlers is encouraged through socialization activities, and also by modeling for parents how play and learning can take place with siblings and children of differing ages.			

Luzerne County Head Start, Inc.

[EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
EARLY HEAD START

Section [1304.21

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(b)(1)(iii) Sensory and Motor Experiences	Nurse and Family Educators engage infants and toddlers in sensory experiences both on home visits and during socialization activities. They offer suggestions to parents on how they can provide similar experiences in the home using household items and through daily routines. They encourage parents to play with their children, sing songs, and interact face to face when bathing, diapering, dressing, and feeding.	Family and Nurse Educators	Continuous	Family Files
1304.21(b)(2)(i) Social and Emotional Development	Nurse and Family Educators model for parents and encourage parents to show interest in their infants and toddlers through playing and singing, calling them by name, showing picture books of other babies and families, and responding quickly to their needs. Educators also provide families with information and guidance on developmentally appropriate activities to match the child's age and abilities.			
1304.21(b)(2)(ii) Communication Skills	Nurse and Family Educators promote language development by encouraging parents to read, sing, and talk to their infants and toddlers at every opportunity. Families are able to borrow books to read at home between home visits. Educators take along music to home visits and encourage singing and rhyming. Opportunities for singing, rhyming, reading, and conversation are presented at socialization activities. Books are available to infants and toddlers during home visits and socializations so that they can hold and learn to manipulate the books.			

Luzerne County Head Start, Inc.
 [EDUCATION AND EARLY CHILDHOOD DEVELOPMENT]
 EARLY HEAD START

Section [1304.21]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.21(b)(1)(i) Developing Secure Relationships	Upon entry to the Early Head Start program, a family may begin working with the nurse educator if the woman is pregnant, and will continue to do so until after her baby is born. Depending upon the current status of program enrollment, the nurse may continue to work with the infant and family until such time that the family can transition to a family educator's case load. This transition happens gradually, beginning with that child and family becoming familiar with the new family educator at socialization activities. The nurse educator will accompany the new family educator on one or several visits before the transition is complete. The nurse may be invited to accompany the family educator to meet with families when specific medical concerns are present. Families are encouraged to attend parent meetings and socialization activities, where they have opportunities to meet and interact with other Early Head Start staff.	Nurse and Family Educators	Continuous	Family Files
1304.21(b)(1)(ii) Trust and Emotional Security	Early Head Start nurse and Family Educators guide families to recognize the infant's and toddler's needs for comfort and security. During home visits and socialization activities, they encourage families to respond to children's cries for comfort and feeding, and to respond to their children through touching, holding, and talking. Staff encourage parents to provide safe environments where infants and toddlers can explore their environments. During home visits and socialization activities, educators offer a variety of choices to infants and toddlers, and provide opportunities for them to do things for themselves. Educators model this type of parenting and offer suggestions and support to parents on ways they can provide these experiences in the home.	Nurse and Family Educators	Continuous	Family Files

Luzerne County Head Start, Inc.

[CHILD HEALTH AND SAFETY]

GOAL: LCHS will have written procedures and resources to follow when dealing with health and safety emergencies.

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.22(a)Emergency Health Procedures 1304.22(a)(1)Posted policies and plans of action 1304.22(a)(2)Posted location of emergency information</p>	<p>An emergency Manual that provides phone numbers and basic First Aid principles is located in each classroom and office near a phone. There is a variety of posters on health and safety topics through out the site.</p> <p>Annual trainings in various formats are conducted for staff throughout the year. Training sessions include but are but not limited to: Pediatric First Aid, Fire Safety, Poison, Playground Safety.</p> <p>Center Managers, Regional Nurses and Classroom Staff have current Pediatric First Aid Certification. Training and certification is offered to staff throughout the year. Nurse keep current in Adult CPR & AED.</p> <p>Fire Safety and Burn Prevention is part of class curriculum and staff training. Monthly fire drills are conducted and evacuation routes are posted in every room.</p> <p>Emergency contact forms are completed at Orientation for Head Start children and updated as indicated. Copies are sent to the Teacher, Center Manager, Bus Driver and Regional Nurse.</p> <p>In the beginning of each school year all staff and volunteers complete an emergency information sheet. A copy is forwarded to Health Specialist. A copy of all forms is kept in an appropriate place and in the First Aid back packs.</p> <p>Emergency Manual - 911 Training - Fire Drills - First Aid/Choking Posters</p>	<p>Head Start - RN</p> <p>Health Specialist / RN</p> <p>Head Start Health Specialist</p> <p>Teachers / Center Managers / RN</p> <p>FW</p> <p>All Staff & Volunteers</p> <p>Health Specialist</p>	<p>Continuous</p> <p>Yearly</p> <p>On-Going</p> <p>Yearly</p>	<p>Emergency Manual AAP Poster</p> <p>Training report</p> <p>Operations Manual / Consent Authorizations & Releases</p>

Luzerne County Head Start, Inc.

[CHILD HEALTH AND SAFETY]

GOAL: LCHS will follow the written policies dealing with the short term exclusion and admittance of children due to injury, illness or other health conditions.

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.22(a)(3) Posted Emergency Evacuation Routes	Each room will have a posted Emergency Evacuation Route.	Director of Operations / CM / RN		Evacuation Route
1304.22 (a)(4) Methods of notifying parents in the event of an emergency involving their child.	Parents, or if necessary, emergency contacts, are called immediately in an event of an emergency. Parents are notified of any accident/injury involving their child.	Staff		Accident Report
1304.22(a)(5) Methods for handling cases of suspected and known cases of abuse and neglect	An accident report is completed by the attending staff member, including documentation the parent was notified. The agency follows a written policy for reporting suspected Child Abuse and Neglect in accordance with the laws of the state of Pennsylvania. Staff is educated in the identification and reporting of Child Abuse & Neglect through annual staff trainings and written information. All reports are made through a designated staff person, who maintains reports at the Administrative office to ensure confidentiality. The agency also provides workshops and preventative information to families in an effort to prevent child abuse and neglect, and strive to keep families experiencing problems of abuse & neglect, enrolled in the program recognizing the families' need for support services.	Staff Social Service Specialist	Continuous	Accident Report Operations Manual / FW Manual
1304.22(b)(1) Conditions of short term exclusion and admittance	Staff follow the guidelines in the Infectious Disease Policy that is found in the Operations Manual. Staff are to review this upon hire and yearly or, when changes are made to the manual. Included in the manual is a list of conditions that require short term exclusion and re-admission. Changes may be made upon request from the physician. Staff consult the Regional Nurse as needed.	CM/RN		Operations Manual / Parent Calendar

Luzerne County Head Start, Inc.

[CHILD HEALTH AND SAFETY]

GOAL: LCHS will follow a written procedure for the administration of medication in compliance with state and federal regulations.

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.22(b)(2) Must not deny program admission, nor exclude from program participation for long-term period solely on the basis of health care needs or medication requirements.</p> <p>1304.22(b)(3) Request for parents to inform the agency of health and safety needs of their child</p>	<p>HS makes every effort to accept/accommodate children with medical condition and/or treatment. Training prior to enrollment or will be provided to all staff responsible for the child's care as needed.</p> <p>Detailed health and developmental history and current information is requested after acceptance and prior to, or upon, enrollment. Parents are asked to provide current and any updates of health status of their child throughout the year.</p> <p>Release of information forms are used to obtain/release pertinent information from providers.</p> <p>Appropriate staff are made aware of any special needs/ circumstances. In order to maintain confidentiality, information regarding special circumstances is shared on a NEED TO KNOW BASIS . Specific training is provided for staff as needed.</p>	<p>HS / RN</p> <p>FW / RN</p> <p>FW / RN</p>		
<p>1304.22 (c) Medication Administration</p>	<p>A step by step Medication Policy is in place in the Operations Manual. As part of orientation, staff are made aware of the Policy and directed to read it. The Policy is reviewed throughout the year via trainings and center meetings. Medication Training form is signed after general & specific training by Ed. Staff.</p>	<p>All Staff</p> <p>RN / HS</p>	<p>Continuous</p>	<p>Operations Manual</p>
<p>1304.22(c)(1) Labeling and storing medication</p>	<p>All medication is stored under lock and key. When refrigeration is required, medication is placed in a locked box, with the key readily available to designated staff.</p>	<p>Teachers / Assistant Teachers / CM / RN</p>	<p>Continuous</p>	<p>Operations Manual</p>

Luzerne County Head Start, Inc.
[CHILD HEALTH AND SAFETY]

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.22(c)(2) Designating trained staff</p> <p>1304.22(c)(3) Obtaining physician's instructions</p> <p>1304.22(c)(4) Records of all medications</p> <p>1304.22(c)(5) Recording changes in a child's behavior</p> <p>1304.22(c)(6) Proper techniques for administering and storing medications</p>	<p>Staff Training on Medications</p> <p>Completion of Authorizations & Instructions</p> <p>Documentation of medication administered is done by whoever administers the medication.</p> <p>Parents are encouraged to administer all medications prior to or after Head Start hours. When necessary, medications are administered at Head Start by following the Medication Policy and Procedure. Staff and parents need to share all information regarding the child and medications. A consent form and Administration Log is placed in child's file when treatment is completed. All documentation and contacts are recorded in the Family Notes.</p> <p>The Center Manager and Regional Nurse are to be notified of all medications children take as well as side effects from the medications such as a change in a child's behavior .</p> <p>Staff trainings are held at the beginning of the school year and as needed. Regional Nurses conduct trainings and provide updates at their centers. They are available as Health Consultants to their staff and families. Education staff is to review new and changes in medication prior to first dose.</p>	<p>Health Specialist / RN / CM</p> <p>FW / CM / RN / Teachers / Assistant Teachers</p> <p>CM / RN Teachers / Assistant Teachers</p> <p>FW /RN /Teachers / Assistant Teachers/ CM</p> <p>Education Team</p> <p>RN / Teachers / Assistant Teachers</p> <p>Health Specialist / RN</p>	<p>Continuous</p>	<p>Operations Manual</p>

Luzerne County Head Start, Inc.

[CHILD HEALTH AND SAFETY]

GOAL :LCHS will follow the policies and procedures on disease and injury prevention for both staff and children.

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.22(d)(1)&(2) Ensuring that staff and volunteers demonstrate safety practices.	<p>Staff trainings on First Aid/Emergencies and accident reporting are held in the following ways but not limited to:</p> <ul style="list-style-type: none"> Certification in Pediatric First Aid including Choking and Rescue Breathing Speakers Staff Meetings at Center with Regional Nurse Videos, Books, Posters Fire Safety and Evacuation Procedures Health/Safety Fairs / Workshops Training for parents is done on a center, regional or agency level. Parents are offered some of the opportunities and trainings that are offered to staff. 	Health Specialist/RN	Continuous	Operation's Manual / Parent Calendar
1304.22(e)(1)(2) Hand washing	<p>The children are taught hand washing/hygiene at the time of enrollment. Procedures are demonstrated by staff, through rebus charts and a display of posters. Hand washing supplies are always available (liquid soap, paper towels). Staff, children and volunteers follow guidelines and procedures for hand washing.</p>	Teachers		Operations Manual
1304.22 (e)(3) Vinyl gloves	<p>Vinyl gloves are readily available for all staff and volunteers throughout the center. Protocol and procedure are found in the Infectious Disease Policy.</p>	Education Team		National Health and Safety Performance Standard
1304.22 (e)(3) Vinyl gloves		Health Specialist		MCHB

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.22 (e)(4) Spills of bodily fluids	All staff are made aware of universal precautions, Infectious Disease Policy and Blood borne Pathogen Exposure Plan upon hire. They must read and review with Regional Nurse and or Center Manager within 10 days of starting employment at their center. All staff are to follow procedure for an Exposure Incident. All materials with possible contamination of body fluids must be double bagged and disposed of as soon as possible.	Human Resources Manager/ CM / RN		
1304.22 (e)(5) Sanitation and hygiene procedures	Diapering must be performed in a designated area at each center. In this area, procedures are posted and supplies are provided. Gloves are used and properly disposed of in a double bag. Hand washing is done following this procedure.	Education Staff		
1304.22 (e)(6)	N/A			
1304.22(e)(7)	N/A			
1304.22 (f1) First Aid Kits	First Aid Kits stocked with basic First Aid supplies are available in every classroom and bus. Additional supplies are kept in the classroom and Nurses supply area. Kits are kept in the orange backpack in the classroom which is taken whenever the class leaves the room. Kits are accessible to adults, not children.	RN / Assistant Teacher / Teacher		
1304.22 (f2) Inventory	First Aid kits are checked and replenished monthly. Supplies are replaced after use.	RN		

Luzerne County Head Start, Inc.

[CHILD HEALTH AND SAFETY]

EARLY HEAD START

Section [1304.22] GOAL: LCHS will have written procedures and resources to follow when dealing with health and safety emergencies.

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.22(a)Emergency Health Procedures	An emergency Manual that provides phone numbers and basic First Aid principles is located in each socialization room and office near a phone. There is a variety of posters on health and safety topics through out the site, including, but not limited to, First Aid/Choking preventing posters, 911 information, fire drill information .	Health Specialist	Continuous	Emergency Manual
1304.22(a)(1)Posted policies and plans of action				
1304.22(a)(2)Posted location of emergency information	Annual trainings in various formats are conducted for staff throughout the year. Training sessions include but are but not limited to: First Aid, Fire Safety, Poison, Playground Safety.	Health Specialist	Yearly	Training Report
	Training and certification is offered to staff on an as-needed basis.	Health Specialist	Continuous	
	Monthly fire drills are reviewed monthly at socializations and evacuation routes are posted in every room.	Family Educator / Health Specialist	Continuous	Operations Manual / Consent Authorizations & Releases
	Emergency contact forms are completed at orientation and are updated as indicated. Originals are placed in main file. Copies are placed in take-to-the-home file, socialization binder, bus binder and binder in Health Specialist's office. Documents are updated as needed.	Family Educator Health Specialist	Continuous	
	Yearly, all staff complete an emergency information sheet. The original is kept by the Health Specialist, and copies are placed in appropriate binders.	All Staff / Health Specialist	Yearly	

Luzerne County Head Start, Inc.

[CHILD HEALTH AND SAFETY]

EARLY HEAD START

GOAL: LCHS will follow the written policies dealing with the short term exclusion and admittance of children due to injury, illness or other health conditions.

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.22(a)(3) Posted Emergency Evacuation Routes	Parents, or if necessary, emergency contacts, are called immediately in an event of an emergency. Parents are notified of any accident/injury involving their child.	Staff	Continuous	Accident Report
1304.22 (a)(4) Methods of notifying parents in the event of an emergency involving their child.	An accident report is completed by the attending staff member, including documentation of treatment. Report is then given to the Health Specialist who forwards necessary documentation onto Human Resources Manager	Family Educator / Health Specialist		Accident Report
1304.22(a)(5) Methods for handling cases of suspected and known cases of abuse and neglect	The agency follows a written policy for reporting suspected Child Abuse and Neglect in accordance with the laws of the state of Pennsylvania. Staff is educated in the identification and reporting of Child Abuse & Neglect through staff trainings and written information. All reports are made through a designated staff person, who maintains reports at the Administrative office to ensure confidentiality. The agency also provides workshops and preventative information to families in an effort to prevent child abuse and neglect, and strive to keep families experience problems of abuse & neglect, enrolled in the program recognizing the families need for support services.	FCP Specialist		Operations Manual
1304.22(b)(1) Conditions of short term exclusion and admittance	Staff follow the guidelines in the Infectious Disease Policy that is found in the Operations Manual. Staff are to review this upon hire and yearly or, when changes are made to the manual. Included in the manual is a list of conditions that require short term exclusion and re-admission. Changes may be made upon request from the physician. Staff consult the Health Specialist.	Health Specialist		Operations Manual

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND SAFETY]
 EARLY HEAD START

GOAL: LCHS will follow a written procedure for the administration of medication in compliance with state and federal regulations.

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.22(b)(2) Must not deny program admission, nor exclude from program participation for long-term period solely on the basis of health care needs or medication requirements.	<p>Early Head Start makes every effort to accept/accommodate children with medical condition and/or treatment. Staff follow the guidelines in the Infectious Disease policy that is found in the Operations Manual.</p> <p>Reasonable accommodations are made for children with long-term conditions.</p>	Family Educator / Health Specialist	Continuous	Operations Manual
1304.22(b)(3) Request for parents to inform the agency of health and safety needs of their child	<p>Detailed health and developmental history and current information is requested after acceptance and prior to or, upon enrollment. Parents are asked to provide current and changing status of their child throughout the year, including any need for medical treatment or follow-up. Documentation is obtained from parent or directly from physician with a release of information.</p> <p>Appropriate staff are made aware of any special needs/circumstances. In order to maintain confidentiality, information regarding special circumstances is shared on a NEED TO KNOW BASIS . Specific training is provided for staff as needed.</p>	Family Educator / Health Specialist Health Specialist	Continuous	Family File
1304.22 (c) Medication Administration	<p>Staff and parents follow procedures for storage of any medications brought to Socializations. Parents are responsible for administering medications to their own children.</p>	Health Specialist	Continuous	Operations Manual

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND SAFETY]
 EARLY HEAD START

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.22(c)(1) Labeling and storing medication	All medication is stored under lock and key during socializations. When refrigeration is required, medication is placed in a designated container and placed in the regular refrigerator.	Family Educator / Health Specialist	Continuous	Operations Manual
1304.22(c)(2) Designating trained staff	N/A. Center-based only.			
1304.22(c)(3) Obtaining physician's instructions	N/A. Center-based only.			
1304.22(c)(4) Records of all medications	N/A. Center-based only.			
1304.22(c)(5) Recording changes in a child's behavior	Any changes in behavior reported by parent or observed on a home visit shall be documented on home visit report and reported to the Health Specialist, and Infant & Toddler Specialist.	Family Educator / Health Specialist / Infant/Toddler Specialist	Continuous	Operations Manual

Luzerne County Head Start, Inc.
[CHILD HEALTH AND SAFETY]
EARLY HEAD START

GOAL :LCHS will follow the policies and procedures on disease and injury prevention for both staff and children.

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.22(d)(1)&(2) Ensuring that staff and volunteers demonstrate safety practices.	<p>Staff trainings on First Aid/Emergencies and accident reporting are held in the following ways but not limited to:</p> <p>Certification in Ped FACTS Workshops on Choking and First Aid Speakers Staff Meetings at Center with Regional Nurse Videos, Books, Posters Fire Safety and Evacuation Procedures Health/Safety Fairs</p> <p>Information is provided to parents in the home, at socializations and at parent committee meetings.</p>	Health Specialist Family Educator / Health Specialist	Continuous	Operations Manual / Parent Calendar
1304.22(e)(1)(2) Handing Washing	The children are taught hand washing/hygiene at the home and at socializations. Procedures are demonstrated by staff, through rebus charts and a display of posters. Hand washing supplies are always available (liquid soap, paper towels).	Family Educator		National Health & Safety Performance Standard MCHB

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND SAFETY]
 EARLY HEAD START

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.22 (e)(3) Latex gloves	Latex gloves are readily available for all staff and volunteers throughout the center. Protocol and procedure are found in the Infectious Disease Policy.	Health Specialist	Continuous	National Health & Safety Performance Standard, Operations Manual, Training Binder
1304.22 (e)(4) Spills of bodily fluids	All staff are made aware of universal precautions, Infectious Disease Policy and Blood borne Pathogen Exposure Plan upon hire. All staff are to follow procedure for an Exposure Incident. All materials with possible contamination of body fluids must be doubled bagged and disposed of as soon as possible. Early Head Start staff receive universal precautions, infections disease policy and blood borne pathogen exposure plan training on a yearly basis.	Health Specialist	Continuous	
1304.22 (e)(5) Sanitation and hygiene procedures	Diapering must be performed in a designated area at each center. In this area, procedures are posted and supplies are provided. Gloves are used and properly disposed of in a double bag. Hand washing is done following this procedure. During Socializations diapering is done by parent.	Family Educator	Continuous	Operations Manual
1304.22 (e)(6)	N/A. Center-based only.			
1304.22(e)(7)	N/A. Center-based only.			

Luzerne County Head Start, Inc.
 [CHILD HEALTH AND SAFETY]
 EARLY HEAD START

Section [1304.22]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.22 (f1) First Aid Kits	<p>First Aid Kits stocked with basic first aid supplies are kept on the bus and in the bus backpack. They are taken on home visits by every Family Educator.</p> <p>Kits are also kept in the orange backpack in the socialization room, which is taken whenever a socialization group leaves the room.</p> <p>Additional supplies are kept in the Health & Family Development Specialist's office.</p> <p>Kits are accessible to adults, not children.</p>	Family Educator / Health Specialist	Continuous	Operations Manual

[CHILD NUTRITION]

GOAL: LCHS will provide a comprehensive nutrition service for all enrolled children.

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.23(a) Identification of Nutritional Needs	Staff and families work together to identify each child's nutritional needs taking into account staff and family discussions concerning:	FW, Teacher	Sept-June Continuous for new enrollees / within 45 days of enrollment for EHS	
1304.23(a)(1) Relevant Nutrition Related Assessment Data.	Nutritional, health screenings consisting of height-weight, and BMI are obtained and recorded in each child's health record. This is done in the Fall and Spring.	RN	Within 90 days of calendar days of enrollment	1304.20 (a)(1)(i)
1304.23(a)(2) Information on special dietary health requirements, cultural preferences and family eating patterns.	<p>Information regarding nutritional concerns are discussed with the parent and follow up plans documented as needed.</p> <p>Information regarding family eating patterns, special dietary needs, and children with disabilities, are identified through staff interview, included in each child's record, and addressed in the following manner:</p> <p>Teachers may document on parent/teacher conference form.</p> <p>Nutrition related health problems require a note from a health professional and kept in child's file.</p> <p>Cultural and religious preferences require a note from the parent on file.</p> <p>All accommodations are made for children with disabilities to participate at mealtime with other children.</p> <p>All parents at Orientation receive nutrition information pertinent to young children.</p>	<p>FW, RN, Nutrition Specialist</p> <p>FW, Teachers, Nutrition Specialist</p>	<p>Sept-June at Orientation, on-going</p>	<p>Operations Manual</p> <p>Nutrition Assessment Form</p>

Luzerne County Lead Start, Inc.

[CHILD NUTRITION]

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.23(a)(2) Continued	All special dietary considerations are accommodated at mealtime on an individual basis, determined upon consultation between parent, FW, Nutrition Specialist, and Regional Nurse as needed.	FW and Nutrition Specialist, RN		Nutrition Assessment
1304.23(a)(4) Identification of major community nutritional issues	<p>Nutritional issues are identified through community assessment; local health department and regularly scheduled Health Services Advisory Committee meetings.</p> <p>The Nutrition Specialist is a member of Luzerne County Food and Facts Committee and local Dietetic Association.</p> <p>Nutrition- related problems are brought to the attention of the HSAC for recommended action. Staff are kept apprised of how the problems are being handled.</p>	<p>HSAC members</p> <p>Penn State Cooperative Extension / Northeast District Dietetic Association</p> <p>Nutrition Specialist</p>	<p>Nov/Jan Mar/May</p> <p>Continuous</p>	<p>Health Advisory Minutes</p>
1304.23(b)(1) Nutritional Services	Nutritional needs are met by serving nutrient dense meals, including breads, vegetables, fruits, meat & meat alternates, milk & milk products that meet CACFP and USDA meal patterns.	Nutrition Specialist	Continuous	<u>CACFP- USDA meal patterns for children in child care nutrition programs.</u>

Luzerne County Head Start, Inc.

[CHILD NUTRITION]

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.23(b)(1) Design and implement a nutrition program that meets the daily needs of each child including special dietary needs, disabilities and cultural preferences.</p>	<p>Children are introduced to a variety of foods while honoring cultural; religious preferences.</p> <p>Modification of the menu for children with disabilities or special dietary needs is made accordingly.</p> <p>Menus incorporate foods of different cultures or meals.</p> <p>Parents are encouraged to bring a recipe or planned menu from their culture to their center.</p>	<p>Nutrition Specialist</p>		<p><u>USDA Food Buying Guide</u> for child care nutrition programs</p>
<p>1304.23(b)(1)(i) All Early Head Start and Head Start Grantees must use (CACFP) funds as primary source of payment for meal services</p>	<p>The USDA child and adult care food program is the primary source of reimbursement for Early Head Start and Head Start children receiving meals. Early Head Start and Head Start funds are used to cover allowable costs not covered by USDA.</p>	<p>Nutrition Specialist</p>	<p>Continuous</p>	
<p>1304.23(b)(1)(ii) Children in a part day center must receive meals and snacks that meet daily nutritional needs</p>	<p>Menus are planned according to USDA dietary guidelines and CACFP meal patterns.</p> <p>Four four-week-cycle menus, Fall, Winter, Spring, Summer are planned to meet 1/3 - 2/3 of child's daily nutritional needs.</p> <p>Menus are posted in each classroom and sent home to parents. Menus are also translated into Spanish and distributed at the centers with Hispanic families. They are translated to other languages as needed.</p> <p>All substitutions are documented on cooks menus, approved by and kept on file for (3) years.</p>	<p>Nutrition Specialist</p> <p>Cooks, Nutrition Specialist</p>	<p>Continuous</p>	<p>CACFP & Operations Manual</p>

Luzerne County Head Start, Inc.

[CHILD NUTRITION]

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.23(b)(1)(iii) All children in morning center-based settings who have not received breakfast at the time they arrive at the Early Head Start or Head Start program must be served a nourishing breakfast.</p>	<p>Breakfast is served immediately upon arrival to all AM children at the center, meeting all of the CACFP Standards.</p>	<p>Cooks, Ed. Staff</p>	<p>Sept-August Continuous</p>	<p>Operations Manual</p>
<p>1304.23(b)(1)(v) Quantities and kinds of foods served in center must conform to recommended serving sizes and minimum standards for meal patterns in USDA menu planning requirements.</p>	<p>Meals are planned to meet each child's daily nutritional needs according to: USDA, Head Start & CACFP requirements for:</p> <ul style="list-style-type: none"> Kinds of food Meal patterns Quantity of food served Food traditional to culture of families served 	<p>Nutritional Specialist</p>	<p>Sept-August Continuous</p>	<p>1304.23(b)(1)(ii) USDA meal patterns for children in childcare nutrition programs</p> <p>USDA food buying guide for child care nutrition program</p>

[CHILD NUTRITION]

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.23 (b)(1)(vi) For 3-5 year olds food served must be high in nutrients and low in fat, sugar and salt.</p>	<p>Nutrient dense meals with reduced sugar, salt and fat are planned according to USDA dietary guidelines.</p> <p>Foods are chosen that support the dental education program. Fresh fruits and vegetables are emphasized. Reduced fat milk is served. No added salt, sugar or butter is placed on tables where centers serve family style meals. Only (100%) fruit juices are used.</p>	<p>Nutrition Specialist</p>	<p>Continuous</p>	<p>1304.23(b)(I)(ii)</p>
<p>1304.23(b)(1)(vii) Meal and snack periods scheduled appropriately so needs are met.</p>	<p>Meals are served according to the recommended meal pattern:</p> <p>Receive breakfast and lunch at least 2 hours apart.</p> <p>Receive lunch and snack at least 2 hours apart.</p>	<p>Cooks / Education Team</p>	<p>Continuous</p>	<p>CACFP & Operations Manual</p>
<p>1304.23(b)(3) Staff must promote effective dental hygiene among children in conjunction with meals.</p>	<p>Dental health and hygiene is introduced in the classroom within the first three weeks. Tooth brushing begins within this time frame. Typically AM children brush after breakfast and PM children brush after lunch.</p>	<p>RN/ Assistant Teacher / Teacher</p>	<p>Continuous</p>	<p>Lesson plans, Emergency Consent Forms, Activity Log</p>

Luzerne County Head Start, Inc.

[CHILD NUTRITION]

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.23(b)(4) Parents and appropriate community agencies are involved in planning, evaluating and implementing the agencies nutritional services.</p>	<p>Parents and community agencies are involved in evaluation and planning of the nutrition program in the following ways: Policy Council reviews and approves menus. Health Services Advisory Committee Monthly Parent Committee Meetings Home Visits with Family Workers Review of all menus sent home so parents are aware of meals and snacks planned for their children Parents' input is encouraged in participating in nutrition activities in the classroom; Serving as volunteers in the kitchen and other health related area (Study trips, dental hygiene, and health fairs, etc.).</p>	<p>Center Staff</p>	<p>Continuous</p>	<p>Health Advisory Minutes / Parent Committee Minutes & Agendas / Family Notes</p>
<p>1304.23(c) Meal service. Nutritional services in center based settings contribute to the development and socialization of enrolled children.</p>	<p>Socialization is encouraged by: Staff and volunteers assisting and sitting with children during meals and snacks. Family style meal service is implemented in all centers where feasible. Quiet time is scheduled prior to mealtime so that children are relaxed and ready to eat. Sufficient time is allowed for tooth brushing, hand washing, setting the table and cleaning up. Sufficient time allowed for eating (a minimum of 30 minutes). Children are encouraged to eat but never forced; food is never used as a punishment or reward. Child-sized tables, chairs and utensils are used.</p>	<p>Education Team</p>	<p>Continuous</p>	<p>Operation's Manual</p>

Luzerne County Head Start, Inc.
[CHILD NUTRITION]

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.23(c)(1) Variety of food is served to broaden each child's food experience	<p>Children are introduced to new foods, in their daily meals and nutrition activities in the classroom.</p> <p>Parents are encouraged to bring in ethnic recipes from their own culture for HS staff to make in the classroom.</p>	Nutrition Specialist Education Staff	Continuous	Operations Manual, Chef Combo, Color Me Healthy, the HS Nutrition Curriculum
1304.23(c)(2) Food is not used as a punishment or rewards	Children are encouraged to try new foods but they are never forced. Food is never offered as a punishment or reward.	Education Staff	Continuous	Operation's Manual
1304.23(c)(3) Sufficient time is allowed for each child to eat.	At least 30 minutes for mealtime is allowed, when applicable..			
1304.23(c)(4) Family style meal service encouraged	Family style meals are offered in all centers where feasible. In school districts staff and volunteers sit between children and assist them. Pleasant conversation is encouraged. Staff are encouraged to set good examples for the children.			

Luzerne County Head Start, Inc.
[CHILD NUTRITION]

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.23 (c)(6) Medically-based diets or other dietary requirements are accommodated</p>	<p>All children requiring special dietary requirements are handled in the following manner.</p> <p>Medical or allergy requirements are substantiated by a doctors order and kept in the child's file.</p> <p>Menu items are substituted accordingly</p> <p>Religious consideration requires a note from the parent.</p> <p>Food allergies are posted in the kitchen and classroom.</p> <p>All accommodations are observed at mealtime by the cooks and Education Team in the classroom.</p>	<p>FW/RN</p> <p>Nutrition Specialist Education Staff</p> <p>Cooks/ Education Team</p> <p>Teachers/RN</p>	<p>Continuous</p> <p>Continuous</p> <p>Continuous</p>	<p>Operations Manual</p>
<p>1304.23(c)(7) Opportunity is provided for children to be involved in food related activities</p>	<p>All staff are trained in agency procedures for feeding children with special concerns as well as in emergency procedures. All teachers and Regional Nurses are trained in CPR.</p> <p>Opportunities are provided for children to participate in nutrition education activities in the serving of meals and through classroom nutrition experiences and multi-cultural meals.. (Minimum - 1 a month)</p>	<p>Nutrition Specialist & Education Staff</p>	<p>Continuous</p>	<p>Nutrition Resources for Classroom Activities</p> <p>Lesson Plans</p>

Luzerne County Head Start, Inc.
[CHILD NUTRITION]

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.23(d) Family Assistance with Nutrition</p>	<p>Parent education activities include:</p> <p>An extensive nutrition video library available for home viewing and use at Parent Committee Meetings. A list of topics includes a description of each and time allotment for viewing.</p> <p>Participating in nutrition activities in the classroom with the Education Staff.</p> <p>Serving as volunteers for food preparation in the kitchen and other health related areas (Health Advisory).</p> <p>Individual counseling available for parents of children with special nutritional concerns.</p> <p>Menus sent home so parents are aware of meals and snacks planned for their children.</p> <p>Workshops, health fairs, bulletin boards, informational papers available on an as needed basis.</p>	<p>Nutrition Specialist FW / RN Education Staff</p>	<p>Continuous</p>	<p>Nutrition Video Library List</p>

Luzerne County Head Start, Inc.
[CHILD NUTRITION]

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.23(e) Food Safety and Sanitation</p> <p>1304.23(e)(1) Evidence must be provided of compliance with all State, Local and Tribal laws regulating food safety and sanitation of kitchens, food handlers, and food vendors.</p>	<p>Staff and volunteers follow all state and local food safety and sanitation regulations including those related to storage, preparation, service of food and health of food handlers.</p> <p>All compliance evidence is kept on file as appropriate.</p> <p>All staff who are responsible for any part of nutrition services receive education in appropriate topics.</p> <p>Records for child and adult care food program are maintained according to the requirements of the Pennsylvania Department of Education.</p>	<p>Education Staff & Cooks</p> <p>Nutrition Specialist</p> <p>Nutrition Specialist</p>	<p>Continuous</p> <p>Ongoing</p>	<p>PA Department of Agriculture regulations for food establishments</p> <p>Bureau of Food Safety & Laboratory Services Sept. 1996</p>

Luzerne County Head Start, Inc.
[CHILD NUTRITION]
EARLY HEAD START

GOAL: LCHS will provide a comprehensive nutrition service for all enrolled children.

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.23(a) Identification of Nutritional Needs	Staff and families work together to identify each child's nutritional needs taking into account staff and family discussions concerning:	Family Educator Health Specialist	within 45 days of enrollment for EHS	
1304.23(a)(1) Relevant Nutrition Related Assessment Data.	Nutrition and diet questionnaires are obtained and recorded in each child's file. Information regarding nutritional concerns are discussed with the parent and follow up plans documented as needed.	Family Educator Family Educator / Health & Family Development Specialist	on third home visit and every six months	Nutrition Education & Assessment Curriculum
1304.23(a)(2) Information on special dietary health requirements, cultural preferences and family eating patterns.	Information regarding family eating patterns, special dietary needs, including feeding requirements of infants & toddlers and children with disabilities, are identified through staff interview, included in each child's record, and addressed in the following manner: Nutrition related health problems are noted and kept in child's file. Cultural and religious preferences require a note from the parent on file. All accommodations are made for children with disabilities to participate at mealtime with other children. All parents at Orientation receive nutrition information on the feeding of young children. A current list of food allergies is posted in socialization room.	Family Educator / Health & Family Development Specialist Family Educator Family Educators Family Educator	Orientation / Continuous Ongoing Orientation	Operations Manual Family File Orientation Checklists Food Allergy List

Luzerne County Head Start, Inc.
 [CHILD NUTRITION]
 EARLY HEAD START

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.23(a)(2) Continued	<p>All special dietary considerations are accommodated at mealtime and snack time at socializations on an individual basis, determined upon consultation between parent, Family Educator and Health Specialist.</p> <p>Nutritional issues are identified through community assessment; local health department and regularly scheduled Health Services Advisory Committee meetings.</p>	<p>Family Educators / Health & Family Development Specialist</p> <p>HSAC members</p>		<p>Nutrition Assessment</p>
1304.23(a)(4) Identification of major community nutritional issues	<p>The Health Specialist is a member of Luzerne County Food and Facts Committee.</p> <p>Nutrition related problems are brought to the attention of the HSAC for recommended action. Staff are kept apprised of how the problems are being handled.</p>	<p>Penn State Cooperative Extension</p>	<p>Nov/Jan Mar/May</p>	<p>Health Advisory Minutes</p>
1304.23(b)(1) Nutritional Services	<p>Nutritious meals and snacks are served at socializations, including breads, vegetables, fruits, meat & meat alternatives, milk & milk products that meet CACFP and USDA meal patterns.</p>	<p>Health & Family Development Specialist</p>	<p>Continuous</p>	<p>Socialization Attendance Form</p>

Luzerne County Head Start, Inc.
 [CHILD NUTRITION]
 EARLY HEAD START

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.23(b)(1) Design and implement a nutrition program that meets the daily needs of each child including special dietary needs, disabilities and cultural preferences.	<p>Children are introduced to a variety of foods while honoring cultural; religious preferences.</p> <p>Modification of the menu for children with disabilities or special dietary needs, including food allergies, is made accordingly.</p> <p>Menus incorporate foods of different cultures or meals.</p>	Health & Family Development Specialist		<p><u>USDA Food Buying Guide</u> for child care nutrition programs</p> <p>Socialization Attendance Form</p>
1304.23(b)(1)(i) All Early Head Start and Head Start Grantees must use (CACFP) funds as primary source of payment for meal services	The USDA child and adult care food program is the primary source of reimbursement for Early Head Start and Head Start children receiving meals. Early Head Start and Head Start funds are used to cover allowable costs not covered by USDA.	Health & Family Development Specialist / HS Registered Dietitian	Continuous	
1304.23(b)(1)(ii) Children in a part day center must receive meals and snacks that meet daily nutritional needs	<p>Menus are planned according to USDA dietary guidelines and CACFP meal patterns.</p> <p>Menus are given to parents as part of the socialization flyer</p>	Health & Family Development Specialist / HS Registered Dietitian	Continuous	CACFP & Operations Manual

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 [CHILD NUTRITION]
 EARLY HEAD START

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.23(b)(1)(iii)	N/A. Center-based.			
1304.23(b)(1)(v)	N/A. Center-based.			

Luzerne County Head Start, Inc.
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EARLY HEAD START

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.23 (b)(1)(vi) For 3-5 year olds food served must be high in nutrients and low in fat, sugar and salt.	N/A. Center-based.			
1304.23(b)(1)(vii) Meal and snack periods scheduled appropriately so needs are met.	N/A. Center-based.			
1304.23(b)(2) Grantee and delegate agencies operating home-based program options must provide appropriate snacks and meals to each child during group socialization activities	<p>Socialization meals and snacks are planned by the families and Families Educators and are approved by the Health & Family Development Specialist and the Head Start Registered Dietitian.</p> <p>Menu is planned in accordance with CACFP guidelines. Food is prepared by Early Head Start staff.</p> <p>Nutrition education opportunities during socialization include planning and budgeting for meals, recognizing hunger cues in infants and young children, encouraging health eating patterns, broadening children's taste in foods and balancing good nutrition with physical activity.</p>	Family Educator / Health & Family Development Specialist / Head Start Registered Dietitian	Continuous	
1304.23(b)(3) Staff must promote effective dental hygiene among children in conjunction with meals.	<p>Dental health and hygiene is introduced on home visits and at socializations. Staff follow the procedure written in the Operations Manual.</p> <p>Tooth-brushing is done after meal or snack at Early Head Start socializations.</p>	Family Educator / Health & Family Development Specialist	Continuous	Operations Manual

Luzerne County Head Start, Inc.
[CHILD NUTRITION]
EARLY HEAD START

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.23(b)(4) Parents and appropriate community agencies are involved in planning, evaluating and implementing the agencies nutritional services.</p>	<p>Parents and community agencies are involved in evaluation and planning of the nutrition program in the following ways:</p> <ul style="list-style-type: none"> ◦ Health Services Advisory Committee ◦ Home Visits with Family Educators ◦ Review of all menus sent home so parents are aware of meals and snacks planned for families ◦ Parents input is encouraged in participating in nutrition activities at socializations and in-home nutrition projects 	<p>Family Educator / Health & Family Development Specialist / Head Start Registered Dietitian</p>	<p>Continuous</p>	<p>Operations Manual / Nutrition Assessment and Education Curriculum / Health Advisory Minutes / Parent Committee Minutes & Agendas / Home Visit Reports</p>
<p>1304.23(c) Meal service. Nutritional services in center based settings contribute to the development and socialization of enrolled children.</p>	<p>N/A. Center-based.</p>			

Luzerne County Head Start, Inc.
[CHILD NUTRITION]
EARLY HEAD START

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.23(c)(1) Variety of food is served to broaden each child's food experience	Children are introduced to new foods at socializations (taking into account food allergies).	Family Educator / Health & Family Development Specialist	Continuous	Operations Manual / I Am Moving, I Am Learning / Nutrition Assessment / Education Curriculum
1304.23(c)(2) Food is not used as a punishment or rewards	Children are encouraged to try new foods but they are never forced. Food is never offered as a punishment or reward.	Family Educator	Continuous	Operations Manual
1304.23(c)(3) Sufficient time is allowed for each child to eat.	At least 20 minutes for mealtime is allowed, when applicable..	EHS Staff	At Socializations	Socialization Schedule, Operations Manual
1304.23(c)(4) Family style meal service encouraged	N/A. Center-based.			

Luzerne County Head Start, Inc.
 [CHILD NUTRITION]
 EARLY HEAD START

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.23 (c)(6) Medically-based diets or other dietary requirements are accommodated	All children requiring special dietary requirements are handled in the following manner. A list of food allergies is posted in each socialization room and is updated for each socialization.	Family Educator / Health Specialist / Registered Dietitian	Continuous	Operations Manual / Home Visit Reports / Family File
	Health Specialist and/or Registered Dietician approve substitutions to planned menu for children with special dietary needs.	Family Educator / Health Specialist / Registered Dietician	Continuous	
	Nutrition and dietary assessments are completed with Early Head Start children on an individual basis as follow: 0-5 months; 6 months; 12 months; 18 months; 24 months; 30 months; 36 months, to determine specific dietary needs.	Family Educator	Continuous	Nutrition Assessment / Education Curriculum
1304.23(c)(7) Opportunity is provided for children to be involved in food related activities	Food related activities, such as the in-home nutrition project, trips to the local farmers market and use of the food models, provide opportunities for nutrition education.	Family Educator / Health & Family Development Specialist	Continuous	

Luzerne County Head Start, Inc.
[CHILD NUTRITION]
EARLY HEAD START

Section [1304.23]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.23(d) Family Assistance with Nutrition</p>	<p>Parent education activities include:</p> <p>An extensive nutrition video library available for home viewing and use at Parent Committee Meetings. A list of topics includes a description of each and time allotment for viewing.</p> <p>Participating in home nutrition projects on home visits.</p> <p>Individual counseling available for parents of children with special nutritional concerns.</p> <p>Socialization menus sent home so parents are aware of meals and snacks planned for their families.</p> <p>Workshops, health fairs, bulletin boards, informational papers, nutrition education materials are available for families on an as-needed basis.</p> <p>Nutrition and diet screening surveys are completed for child with parents at ages 0-5, 6 months, 12 months, 18 months, 24 months, 30 months and 36 months.</p>	<p>Health & Family Development Specialist / Head Start Registered Dietitian</p> <p>Registered Dietician</p> <p>Family Educators</p> <p>Family Educators</p> <p>Health Specialist</p>	<p>Continuous</p> <p>As Needed</p> <p>On-going</p>	<p>Nutrition Assessment / Education Curriculum</p> <p>Family Notes</p> <p>Nutrition Assessment / Education Curriculum</p> <p>Operations Manual</p>
<p>1304.23(e)(2) For programs serving infants and toddlers, facilities must be available for the proper storage and handling of breast milk and formula</p>	<p>All bottles brought to socializations or other center activities must be labeled upon arrival. If the breast milk or formula is not to be used right away, it must be refrigerated. Bottles are to be heated in the bottle warmer or warm water and not in a microwave, as uneven heating can occur. All bottles are to be taken home after the activity. Gloves must be worn by Family educators when handling breast milk bottles.</p>			

Luzerne County Head Start, Inc.
 [CHILD MENTAL HEALTH]

GOAL: LCHS will provide comprehensive, collaborative mental wellness services to enrolled children staff, and families.

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.24(A)(1)(i)(ii) & (iii) Ensure that the mental health education program provides group and individual opportunities for parents and staff to identify, discuss and plan mental health issues and interventions related to their child and family.</p>	<p>A personal-social area in the developmental screening is completed during orientation with parent. Referrals are made to outside agencies if parents have specific concerns.</p>	Teacher	Orientation	Battelle Developmental Screening BDI-2
	<p>A Behavioral Protocol Agreement is reviewed with parents to discuss procedures for ongoing communication and intervention if a child's behavior becomes a safety issue.</p>	Teacher	Orientation	Behavioral Protocol Agreement
	<p>Parents fill out a MH parent input form prior to the MH classroom observation. Parents are contacted by teacher and/ or MH consultant to discuss their concerns and needs for their child. A meeting may be set up with the parent or resource materials may be sent home.</p>	Teacher	2x Oct-May	Parent Input Form
	<p>Teachers meet with parents after Parent Committee Meetings, during Home Visits, and Parent/Teacher Conferences to discuss developmentally appropriate activities, understanding Your Child's Temperament and typical development and behavior of young children.</p>	Teacher		Parent/Teacher Conference Form Parent Committee Topics (personal social)
	<p>Family Partnership Agreement is developed between the parent and FW. With time and trust, family MH needs and concerns may be addressed. Confidentiality is stressed.</p>	FW	On Going	Family Partnership Agreement
	<p>A counselor is available to parents and staff weekly to discuss any mental health issues they may have. Parents and staff may be encouraged to seek appropriate help at community agencies for further counseling or participation in support groups.</p>	Health Specialist / FW	On Going	Counseling Report
	<p>MH workshops are provided at each center according to the parents needs during Parent Committee.</p>	Parent Committee Facilitator	On Going	Parent Committee Agenda

Luzerne County Head Start, Inc.
[CHILD MENTAL HEALTH]

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.24(A)(1)(i)(ii) & (iii) continued</p> <p>1304.24(a)(1)(iv) Discuss how to strengthen environment and relationships at home and in the program.</p> <p>1304.24(a)(1)(v)(vi) Help parents better learn to understand and access mental health issues</p>	<p>Wellness workshops may be provided during the school year for parents and staff.</p> <p>Children experience a variety of techniques in the classroom to deal with feelings through adult modeling and support, books, discussions, peace table and staff utilizing a variety of mental health curriculums.</p> <p>Parents learn different ways to strengthen nurturing environments through workshops, discussions with Education Team and Family Service Workers, reading materials sent home and experience from volunteering in the classroom.</p> <p>A counselor is available to meet with parents to discuss individual concerns. Referrals may be made to continue counseling or support groups to help strengthen relationships at home.</p> <p>Parents are trained on how to access mental health resources in the community. When parents contact staff with concerns, they are encouraged to refer to the Help Line and other community resources.</p> <p>Mental Health issues are discussed with parents during home visits and when developing the Family Partnership Agreement.</p>	<p>Health Specialist</p> <p>Education Team</p> <p>Education Team/ FW/Parent Committee Facilitator</p> <p>FW/ Disabilities Specialist EHS Staff</p> <p>FW</p> <p>FW</p>	<p>On going</p> <p>Continuous</p> <p>Continuous</p> <p>Ongoing</p> <p>Continuous</p> <p>Continuous</p>	<p>Agenda/ Evaluation</p> <p>PATHS / "As I Am," "You Can't Come To My Birthday Party" & Kindness Curriculum; refer to 1304.21C education & early child development for more specifics.</p> <p>Parent Calendar/ Parent Teacher Conference and Home Visit Form/Workshop Agenda</p> <p>Counseling Report/Family Notes</p> <p>HELP LINE</p> <p>Family Partnership Agreement / Family Notes</p>

Luzerne County Head Start, Inc.
[CHILD MENTAL HEALTH]

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.24(a)(1)(v)(vi) Cont'd	<p>A counselor is available to talk to parents, provide in-home counseling, and assist them with accessing community mental health resources and support groups.</p> <p>Staff will assist parents in locating transportation and ways to pay for intervention. Staff may attend a meeting with parents as support.</p> <p>Provide workshops on wellness at Parent Committees and send home information on workshops provided in the community.</p> <p>Wellness information obtained through the community is sent home.</p>	<p>FW</p> <p>FW</p> <p>FW</p> <p>FW</p>	<p>As Needed</p> <p>As Needed</p> <p>Continuous</p> <p>Continuous</p>	<p>Counseling Report</p> <p>Family Notes</p> <p>Agenda</p> <p>Parent Handbook / Copy of Flyer</p>
1304.24(a)(2) Secure the services of mental health professionals to be available for staff and families	<p>Contract yearly with a mental health professional to be available for routine classroom observations and to consult throughout the year if additional assistance is needed for children and families.</p> <p>Develop an agreement yearly with a local mental health agency for a family counselor to be available weekly for parents and staff.</p> <p>Provide non-traditional family counseling in the home</p> <p>Interview new mental health professionals to see if they are knowledgeable of mental health resources in the community, child development, Head Start and have interpersonal skills to communicate effectively with staff and parents.</p>	<p>Disabilities Specialist</p> <p>Health Specialist</p> <p>Health Specialist</p> <p>Specialist / Executive Director</p>	<p>August</p> <p>August</p> <p>As needed</p> <p>As needed</p>	<p>Contract with both Traci Muracco & Rosemary Baldi</p> <p>Agreement Community Counseling Services</p> <p>Counseling Report</p>

Luzerne County Head Start, Inc.
[CHILD MENTAL HEALTH]

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.24(a)(2) Cont'd</p> <p>1304.24(a)(3) 1304.24(a)(3)(i)(ii) Mental health services must include: Regular schedule of on site mental health consultation for staff and parents on how to design, implement, and promote program practices & education on mental wellness.</p>	<p>Obtain appropriate credentials.</p> <p>Meet throughout the year to review and update procedures for timely and quality services</p>		<p>On-going</p>	
	<p>The Health Specialist meets regularly with mental health consultants to discuss and revise program practices to promote mental wellness.</p>	<p>Health Specialist</p>	<p>As needed</p>	
	<p>Curriculum, classroom environment and developmentally appropriate activities integrate mental health education into program activities.</p>	<p>Education Specialist/ Education Team</p>		<p>PATHS, Lesson Plans "As I Am", Kindness Curriculum, and "You Can't Come To My Birthday Party"</p>
	<p>A counselor is available to meet with staff and parents to educate, guide, and promote children's mental wellness.</p>	<p>Health Specialist</p>	<p>Weekly</p>	<p>Counseling Report/ Family Notes</p>
	<p>A mental health consultant is available to discuss and assist staff and parents with mental health concerns of individual or group of children.</p>	<p>Disabilities Specialist</p>	<p>Minimum 2 X a year</p>	<p>Mental Health Observation Form</p>
<p>Information about mental wellness is provided for staff and parent through workshops, referrals to mental health providers, Parent Committee meetings, discussion with teachers and Family Workers.</p>	<p>Health Specialist / FW &Teacher</p>	<p>On-going</p>	<p>Agenda / Counseling Report</p>	

Luzerne County Head Start, Inc.
[CHILD MENTAL HEALTH]

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.24(a)(3)(iii) Assist in providing special help for children with a typical behavior development.	A mental health professional observes each classroom two times a year to assist classroom staff in providing special help for children with atypical behaviors, developmental delays or following IEP goals. The mental health professional is available throughout the year if staff requests additional classroom observations and/or assistance for parents.	Disabilities Specialist	Two times per year	Classroom Observation Form /Positive Guidance Procedure
	Parents fill out a mental health parent input form prior to the mental health classroom observation. Parents who have concerns on needs for their child are contacted by the teacher and/or mental health professional or send home resource material. A meeting may be set up with the parent to discuss modifying the home environment or making appropriate referrals.	Teacher	As Needed	Input Form/ Family Notes
	A Behavioral Protocol Agreement is reviewed with parents to discuss procedures for ongoing communication if a child's behavior becomes a safety issue.	Teacher	Enrollment Day	Behavioral Protocol Agreement
1304.24(a)(3)(iv) Utilize community mental health resources	A counselor is available to meet with parents and staff weekly to assist in locating community resources for families and/their individual child.	Health Specialist/FW		Counseling Report/ Family Notes
	Mental health consultants are available to assist staff in gaining more knowledge of the referral process with different agencies to better serve their families. With permission, a mental health consultant may contact an agency as an advocate or liaison for a family.	FW	As Needed	TSS Services Fact Sheet
	Have a mental health consultant be a member of our Health Advisory to help assist members in locating mental health resources.	Health Specialist	August	HA Roster
	Mental health consultants provide training during yearly cluster training for staff and parent workshops on mental health resources.	Health Specialists	As needed	Sign in sheets Training Agenda

Luzerne County Head Start, Inc.
 [CHILD MENTAL HEALTH]
 EARLY HEAD START

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.24(a)(1)(i)	<p>Family Educators record any changes in the child’s behavior mood or physical appearance on the home visit report according to parent input and/or staff observation. They provide information related to mental health development and perform social emotional screenings. Family Educators help parents understand that anticipating and understanding a child’s behavior and development helps both the parent and staff respond in a manner more likely to enhance their child’s development.</p> <p>Family Educators are also trained on how to chart the infant and toddler temperament traits using parent observation, ultimately they are able to assist the parent in recognizing what type of temperament their child has as well as their own. Family Educators share techniques that help when dealing with behaviors observed in each temperament type.</p>	Family Educator	Continuous	Home Visit Reports / Temperament Chart
1304.24(a)(1)(ii)	<p>Staff share information with parents about the typical development of children, some resources include: HELP at home handouts, Best Beginnings anticipatory Guidance, Touchpoints information, Ages and Stages activities. This information is shared so that parents can better understand how rates of development vary with every individual child, and it helps parents respond and help their children deal with their feelings and behaviors.</p>	Family Educator	Continuous	HELP At Home / ICDP / A&S / A&S:SE

Luzerne County Head Start, Inc.
 [CHILD MENTAL HEALTH]
 EARLY HEAD START

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.24(a)(1)(ii)	<p>Family Educators encourage parents to have realistic expectations about their child's behavior. Staff are encouraged to model positive approaches when responding to a child's behavior. Guidance is shared with parents about the child's social emotional developmental changes, how the environment can influence a child's ability to feel safe and comfortable to be able to develop self-competence and control.</p> <p>Best Beginnings questionnaires address behavior and social emotional topics. Anticipatory guidance is shared after completing the questionnaire.</p> <p>Social Emotional screenings are performed, if there are concerns a prompt referral is initiated with parent permission.</p>	Family Educator	<p>Continuous</p> <p>every 3 months</p> <p>every six months</p>	<p>Home Visit Reports</p> <p>Best Beginnings</p> <p>A&S:SE</p>
1304.24(a)(1)(v)	<p>Beginning at orientation, Early Head Start staff initiate goal setting with families identifying and assessing services and resources in the community. The Help Line Book is given to all families, this resource directory informs parents of community mental health sources and support groups.</p>	Family Educator	Orientation / Continuous	Help Line Book / IFPA

Luzerne County Head Start, Inc.
 [CHILD MENTAL HEALTH]
 EARLY HEAD START

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.24(a)(1)(iv)	<p>Family Educators support the development of trust, self esteem, and identity by expressing respect and affection toward the child and being responsive to their experiences, ideas and feelings.</p> <p>Parents are encouraged to help their children deal with anger, sadness and frustration by comforting them, identifying and reflecting on their feelings and helping them to use words instead of acts of anger to resolve problems.</p> <p>At socializations Family Educators model smiling, comforting and nurturing which help children feel comfortable, relaxed and happy.</p> <p>A counselor is available to meet with parents to discuss individual mental health concerns in the home.</p> <p>Also, parents with children who are under one year of age can participate in the Healthy Connections Program, monthly meetings are held for parents to learn and share about each others challenges.</p>	Family Educator	Continuous	Home Visit Reports

Luzerne County Head Start, Inc.
 [CHILD MENTAL HEALTH]
 EARLY HEAD START

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.24(a)(1)(vi)	<p>Early Head Start staff support parent participation in mental health interventions by orienting them about community services and providers.</p> <p>Parents have opportunities to discuss the entire families mental health options with Family Educators at every visit.</p> <p>Family Partnership Agreements show the staff support in locating needed transportation, support and assistance.</p> <p>All documentation is kept confidential.</p>	Family Educator	Continuous	IFPA's / Family File
1304.24(a)(2)(3)	<p>Early Head Start has a Mental Health Professional who provides weekly counseling sessions for Early Head Start families, prompt referrals are made to local mental Health agencies such as: Children's Behavioral Health, Children's Service Center, Community Counseling Services and Step By Step, Inc.</p> <p>Reasons for referral include screening results and parent or staff concerns.</p>	Family Educator / Infant & Toddler Specialist	Weekly / Monthly / Every 6 Months	Family File / EI-BH Monthly Report / A&S:SE

Luzerne County Head Start, Inc.
 [CHILD MENTAL HEALTH]
 EARLY HEAD START

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.24(a)(3)(ii)	<p>Parents are presented with opportunities that enable them to be supportive of their children’s mental health.</p> <p>Socialization and Parent Committee topics can include presentations addressing mental health needs.</p> <p>Parents are encouraged to participate in the Health Beginnings Program for group sessions.</p> <p>A Mental Health Consultant is available to discuss and assist staff and parents with mental health concerns.</p> <p>Mental health resources are shared with families during home visits.</p>	Family Educator	Continuous	Home Visits Reports / Parent Committee Binder / Family File
1304.24(a)(3)(ii)	<p>Early Head Start staff receive training on developing and implementing appropriate curriculum activities that assess the child’s strength and needs.</p> <p>The Ages and Stages: Social Emotional screening tool is a parent-completed, Child Monitoring System used to screen the child’s Social Emotional Behaviors.</p> <p>Family Educators communicate regularly with the Infant & Toddler Specialist to address or discuss recommendations related to mental health.</p>	<p>Infant & Toddler Specialist / Family Educator</p> <p>Family Educator</p>	<p>New Staff Training / Continuous</p> <p>every 3 to 4 months / every 6 months</p>	<p>Family Educator Child Development Training Form</p> <p>HELP Assessment / A&S:SE</p>

Luzerne County Head Start, Inc.
 [CHILD MENTAL HEALTH]
 EARLY HEAD START

Section [1304.24]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.24(a)(3)(iii)	Staff are provided with training on understanding typical development by a behavioral health professional.	Mental Health Professional / Family Educator	New Staff Training / annually	Training Log
	The Mental Health Consultant is available to meet with staff and parents to provide support and assistance when dealing with typical development.	Mental Health Professional / Infant & Toddler Specialist	as needed	Family File
	A representative from the Children's Behavioral Health Agency is a member of the Health Advisory Board.	Mental Health Professional		Health Advisory Binder / Agenda
	Family Educators have continuous communication with Infant & Toddler Specialist to ensure prompt referral for mental health services.	Family Educator / Infant & Toddler Specialist	as needed	EI/BH Monthly Report / A&S Screenings
	Family Educators assist families with accessing mental health services by providing them with the needed resources to promote the healthy development of children.	Family Educator	Continuous	
	1304.24(a)(3)(iv)	Families are provided with a list of local mental health agencies. Family Educators assist them through the referral process.		
There are opportunities for staff and families to attend workshops on mental health resources.		Family Educator	Continuous	Training Logs

Luzerne County Head Start, Inc.

[FAMILY PARTNERSHIPS]

GOAL: LCHS will establish family partnerships for the purpose of supporting and enhancing the parental role as the principal influence in their child's education and development.

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.40(a)(1) Family Goal Setting	The process of establishing mutual trust begins with the family's first encounter with the agency during the recruitment process. The partnership building continues through the Orientation Visit, where the family is given the opportunity to request information and/or assistance in accordance with their interests, strengths, and needs. After the family and staff have developed a relationship through contacts such as phone calls, notes, bus contacts, and volunteer opportunities, a Home Visit is made to each family. During the Home Visit, the family service worker initiates a conversation with the family and assists the family in identifying its strengths, needed resources, and goals.	FW EHS FE	Recruitment throughout the transition from program.	Enrollment Information Sheet/ Operations Manual/ FW/FA Manual
1304.40(a)(2) Family Partnership Agreement	During the Home Visit the family is invited to enter into a Family Partnership Agreement with the agency. This agreement is understood to be a process of relationship building, and is documented by a written individualized Family Partnership Agreement (IFPA), Family Notes, and other written documentation specific to a family which may appear in the family's file.	FW EHS FE	Continuous	Individualized Family Partnership Agreement, Family Notes
1304.40(a)(3) Agency Coordination	The family is given an opportunity to voluntarily identify any other agencies with which it is involved. If a Release of Information form has been signed by the parent, the family service worker may communicate with other agencies, as appropriate, to coordinate services to families and support achievement of pre-existing plans, where possible.			Individualized Family Partnership Agreement
1304.40(a)(4)&(5) A variety of opportunities for parent interaction throughout the year.	A variety of culturally relevant activities reflecting respect for the uniqueness of each family are developed and planned at varying times of the day - i.e., breakfast, end of the day, etc. - providing parents with the opportunity to interact with staff on a regular basis.			Center Binders Center Flyers/ Volunteer Schedule

Luzerne County Head Start, Inc.
[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.40(a)(4)&(5) continued: Meetings and interactions with families will be respectful of family diversity and background.</p>	<p>Monthly Center Calendars highlight relevant dates and opportunities for parents.</p>	<p>CM, FW, T's</p>	<p>Monthly</p>	<p>Center Calendar</p>
	<p>Staff work with Parent Committee to initiate an array of activities, including workshops and training, that meet the needs of the families with respect for cultural differences, gender, customs and beliefs. Activities are to be planned at varying times of the day/week to accommodate the availability of families.</p>	<p>FW / FE / FCP Team Teachers / EHS FE</p>	<p>Monthly or Quarterly</p>	<p>Parent Committee Minutes/ Flyers/Minutes</p>
<p>1304.40(b)(1) Accessing Community Services and Resources</p>	<p>The agency works with families to access community resources by making appropriate referrals, providing a Resource Directory, inviting representatives from the community to parent meetings and trainings, and maintaining displays of written material regarding community services.</p>	<p>FW, FE</p>	<p>Continuous</p>	<p>Operations Manual FW Manual</p>
<p>1304.40(b)(1)(i) Emergency or Crisis Assistance such as food, housing, clothing and transportation.</p>	<p>A family in need of emergency assistance may be identified by a staff person or may request assistance. The family service worker will make appropriate referrals to agencies such as food banks, clothing sources, emergency housing or transportation services. When necessary, family service workers contact emergency service providers directly as advocates for a family. A small Social Service Account, funded by donations, is available to assist families in crisis.</p>	<p>FW, FE, FCP Specialists Asst. Ex. Director</p>	<p>Continuous</p>	<p>Operations Manual/FW Manual / Family Notes / Family Enrollment Information</p>
<p>1304.40(b)(1)(ii) Education and other appropriate intervention, including opportunities for parents to participate in counseling programs or receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence.</p>	<p>Family Workers and Family Educators make referrals to Mental Health Professionals and Community Counseling Agencies, supply brochures, set up Parent Information centers to help link parents with agencies and support groups within the community.</p>	<p>FW EHS FE</p>		<p>Operations Manual/ Family Notes/ Family Enrollment Information Counseling / Family Worker</p>
	<p>A counselor is available bi-weekly to advise parents on mental health needs and parents are encouraged to seek appropriate help with community agencies for further counseling or participation in support groups.</p>	<p>EHS Health Specialist</p>	<p>As Needed</p>	<p>Report/ Family Notes / Family Enrollment Information</p>

Luzerne County Head Start, Inc.
[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.40(b)(1)(ii) continued	<p>Parents are educated on how to access community resources.</p> <p>Information and materials on mental health issues are provided through brochures, bulletin boards, Parent Committee Meetings & trainings, referral information, reading materials and flyers sent home.</p>	FW/EHS FE	On-Going	Community resource directories/ Parent Handbook/ Family Notes/ Copies of Flyers
1304.40(b)(1)(iii) Opportunities for Educations, Employment & Training	<p>Education and training needs of parents are determined at enrollment and appropriate referrals made. Parents are provided with the opportunity to enroll in adult education classes at Head Start centers and within the community, or various educational/training classes offered through community providers.</p> <p>Volunteer opportunities and training provide parents with valuable experience; a record of volunteer hours will provide a source of reference when parents are offered employment opportunities within the program and the community at large.</p>	FW/EHS FE	Enrollment/ Continuous	Enrollment Information / ALTA/LCCC Registration/ Family Notes/ Referrals
1304.40(b)(2) Follow-Up	<p>Family Workers follow up with families, through phone calls and/or face to face contact, on referrals made to community agencies and document the follow up in the Family Notes and on other Family Partnership documents.</p>	FW/EHS FE	Enrollment / Continuous	Inkind records/ Family Notes/ Volunteer Time Sheets
				Operations Manual / FW Manual / Family Notes / Family Enrollment Information

Luzerne County Head Start, Inc.
[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.40(c)(1)(i),(ii) & (iii) Services to pregnant women who are enrolled in programs serving pregnant women, infants, and toddlers	<p>Upon entering the EHS program, it is determined by the nurse educator whether the pregnant woman has medical insurance and a medical provider. If she does not, the nurse educator assist her in securing these. The nurse educator tracks prenatal visits and encourages the pregnant woman to keep these visits. Assistance is offered to attend these visits, if needed.</p> <p>The nurse educator assesses the pregnant woman’s nutritional status using the Prenatal Nutrition Questionnaire and provides nutrition information as needed. The NE can enlist the assistance of the Registered Dietician to provide additional information and counseling, if appropriate. The NE makes certain that the pregnant woman is aware of the services to Women, Infants, and Children. (WIC)</p> <p>The nurse educator covers information on the Prenatal Oral Health Screening and discusses the importance of dental care and hygiene. If the client is not receiving dental care on a regular basis, the nurse educator encourages her to do so and provides information on available dental services.</p> <p>Mental Health services are available to pregnant women through the EHS/HS mental Health consultant as well as through community agencies on a referral basis. Mental Health issues are discussed with the pregnant woman during pregnancy as well as during the Postpartum Visit.</p>	EHS NE EHS NE		

Luzerne County Head Start, Inc.
[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.40(c)(2)	<p>Using the Partners For A Healthy Baby Curriculum as well as any other information individualized to the pregnant woman, the NE educates the client about the infant feeding, including breast feeding. The NE emphasizes the positive effects of good prenatal health on the unborn baby, and the dangers of poor health, including substance abuse and nicotine. The pregnant woman is educated about newborn care, preparing for labor and delivery, and other topics which may be of particular concern to her. The NE also assists the pregnant mother with obtaining safety equipment and supplies needed to care for her newborn baby, such as a car seat, crib, clothing, linens, and diapers. Pregnant mothers are made aware of community resources where they can obtain assistance when needed.</p>			
1304.40(c)(3)	<p>The NE provides information and instruction to the pregnant woman on the benefits of breast feeding. Instructional materials include printed information, visual aids such as a breast model and videos. The NE instructs the pregnant woman on preparing for breast feeding as well as discussing breast assessment during the Postpartum Visit. A Lactation Consultant is available to speak with pregnant women and mothers through the agency's affiliation with the WIC program.</p>			
<p>1304.40(d)(1) Parent Involvement - General Activities that are responsive to needs of the parents.</p>	<p>Parents are given the opportunity to meet on a regular basis in a planned program with classroom staff to jointly determine activities to be developed, consistent with the cultural and linguistic diversity of the families.</p> <p>Parents are welcome to observe and/or volunteer and to participate in group activities to increase their knowledge of program operation and child development.</p>	FW/Education Team/EHS FE	Continuous	<p>Child Development Plan, Flyers, Volunteer Schedule, Volunteer Calendar, Family Notes, Training Reports/Home Visit Reports/ Parent Teacher Planning Time (Parent Committee)</p>

Luzerne County Head Start, Inc.
[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.40(d)(2) Parents as visitors, observers and volunteers	<p>Center and classroom environment reflect the importance of parent involvement. Pictures, posters, etc. indicate to fathers and extended family members that they are welcome.</p> <p>Parents are advised of various volunteer and parent involvement opportunities, i.e., classroom, study trips, nutrition activities, program operations, at home activities and socializations in EHS.</p> <p>Parents' work and school schedule are taken into consideration when planning meetings, workshops and other parent opportunities to interact with staff and children.</p>	<p>Education Team/CM/FW</p> <p>FW/EHS FE</p>	<p>Continuous</p> <p>Continuous</p>	<p>Monitoring Reports</p> <p>Enrollment/ Orientation/ Family Notes / Newsletters</p> <p>Volunteer Schedules</p>
1304.40(d)(3)	<p>Parents are made aware of the many volunteer opportunities within the program; Parent Committee, Policy Council, Advisory Committees, in the classroom, Nutrition, Health, and Transportation service areas.</p> <p>Parents are provided with training in all volunteer areas and given the opportunity to schedule their volunteer time in the area(s) they prefer. They are also provided with training in the decision making process in Head Start.</p> <p>Parents are recruited as classroom substitutes; those who meet the minimum requirement are encouraged to submit an application and interview for positions for which they are qualified;</p> <p>Parents who lack their high school diploma or GED are encouraged to enter the Family Literacy Program to assist them in becoming eligible for employment.</p>	<p>FW / EHS FE</p> <p>FW/EHS FE</p> <p>All Staff</p> <p>FW/EHS FE</p>	<p>Recruitment/ Orientation/ Enrollment/ Continuous</p> <p>September and as new families enter the program.</p> <p>Continuous</p> <p>Recruitment/ Enrollment/ Orientation/ Home Visits/ Continuous</p>	<p>FW Manual / Family Notes / Volunteer Documentation/ Orientation&Enrollment Checklist</p> <p>Parent Volunteer Survey / Training Binder / Family Notes, Flyers, Volunteer Documentation</p> <p>Family Notes, IFPA, Family Enrollment Info.</p> <p>Family Notes, IFPA, Family Enrollment Info.</p>

Luzerne County Head Start, Inc.
[FAMILY PARTNERSHIPS]

Section [1304.4]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.40(e)(1)	<p>Through participation on Parent Committee, parents are given the opportunity to meet and plan with their classroom teacher.</p> <p>Parent/Teacher Conferences offer parents an opportunity to discuss their child's progress and to share knowledge about their child with the teacher. Teacher and parent develop goals and activities to compliment the classroom curriculum.</p> <p>Training on developmentally appropriate practices is offered through Parent Committee workshops, reading materials and discussions with the teacher.</p> <p>Parents are encouraged to share their culture, special skills in art and music, cooking; to plan and/or attend study trips.</p> <p>In EHS, parents are involved in curriculum planning, home visits, and parent child at -home activities. Parents actively participate in all screening, assessment and child development curriculum planning.</p>	<p>Teacher</p> <p>Teacher</p> <p>Teacher / FW</p> <p>FW / Teacher</p> <p>EHS FE</p>	<p>Continuous</p> <p>Continuous</p> <p>Continuous</p> <p>Continuous</p> <p>Continuous</p>	<p>Parent/Teacher Planning Time Report / Parent Committee Flyer / Family Notes / Volunteer Doc.</p> <p>Parent/Teacher Conference Form</p> <p>Training Binder / Family Notes Parent/Teacher Planning Time Report</p> <p>Family Notes, Volunteer Documentation, Family Interest Survey, Lesson Plans, Family Integration Plan</p> <p>HV Reports/ Child Dev. Plans</p>
1304.40(e)(2)	<p>In EHS, parents are active participants during home visits and socialization activities. FE's provide instruction to parents on child development, nutrition, home safety, health, and support parents in their role as the primary educators of their children.</p>	<p>EHS FE</p>	<p>Continuous</p>	<p>HV Reports/ Child Dev. Plans/ Socialization Reports/ Transition Plans/ Family Partnership Agreements.</p>

Luzerne County Head Start, Inc.

[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>(i) Families will be offered opportunities to participate in specific family literacy programs.</p> <p>(ii) Individual family needs will be assessed and families will be provided with information and referrals to adult literacy programs offered by the agency and in the community at large.</p>	<p>The Head Start Classroom Lending Library is introduced to parents at all centers, as well as library facilities within the various communities served. A parent may offer to check out library books for the class as a form of volunteering. Reading books on tape for the classroom are offered to parents as a means of acquiring volunteer hours.</p>	<p>Education Team / FW</p>	<p>Continuous</p>	<p>Family Notes/ Flyers/Volunteer Time Sheets</p>
	<p>During the Orientation process, adult education needs of family members are determined. Information is made available to the parents and appropriate referrals made.</p>	<p>FW / FE</p>	<p>August and Continuous</p>	<p>Family Enroll. Information / Family Notes</p>
	<p>Adult education classes will be conducted on site at some Head Start Centers. Instruction and materials costs are covered through our collaboration with ALTA Program, Luzerne County Community College. GED examination fees are paid by the agency. Information regarding additional adult education opportunities, (i.e., ESL, ABE, GED classes) available within the community are made available to families.</p>	<p>ALTA Staff / FW / FE</p>	<p>Continuous</p>	<p>Family Enroll. Info. / Family Notes / Flyers</p>
	<p>EHS educators introduce a variety of books to children and families during home visits and socializations. Educators support at - home reading, as well as integrating emergent literacy activities in the EHS curriculum. Educators instruct parents concerning the importance of emergent literacy as it relates to children's development.</p>	<p>EHS Educators</p>	<p>Continuous</p>	<p>HV Reports/ Child Dev. Plans</p>

Luzerne County Head Start, Inc.

[FAMILY PARTNERSHIPS]

GOAL: LCHS will involve parents in all aspects of health , nutrition, and mental health.

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.40(e)(5) Parent/Teacher Conferences are completed each year.</p>	<p>Teachers schedule two Parent/Teacher Conferences each year which are held at the center. Teachers and parents together discuss children's strengths and goals they will be working on with the child throughout the year. They share anecdotal records , News About Your Child, and activities to be done at home to reinforce skills taught in school.</p> <p>In addition, teachers and parents review written booklets, brochures, pamphlets and articles about the changes their children and family members go through during transition times.</p>	<p>Teachers</p>	<p>Nov / Feb</p>	<p>P/T Conference Form</p>
<p>1304.40(f)(1) Parent Involvement in health, nutrition & mental health education</p>	<p>Information and materials on educating staff and families on mental health issues are provided through brochures, training, Parent Committee meetings, referral information, reading materials and flyers sent home.</p> <p>Confer with mental health consultant and parents when designing workshops.</p>	<p>FW / EHS FE</p>	<p>Continuous</p>	<p>Parent Handbook/ Agenda/Copies of Flyers</p>
<p>1304.40(f)(2)(ii)(iii) Medical and Dental Health Education</p>	<p>Parents are informed of Medical/Dental requirements of Head Start as per PA EPSDT at recruitment, acceptance, orientation and as needed throughout the year. When needed a referral of providers are given as well as assistance to enroll in a Medical Home.</p> <p>Information and assistance will be offered to those needing Medical Insurance for their children or themselves.</p> <p>Parents will make appointments with assistance if necessary and accompany the child to the medical/dental appointment. Only in special situations will staff take the child or accompany the family.</p>	<p>Parent Committee Facilitator</p> <p>FW/RN Health Specialist</p> <p>FW/RN</p>	<p>Continuous</p> <p>June/Cont.</p> <p>Continuous</p>	<p>Parent Committee Minutes</p> <p>EPSDT Schedule/ Acceptance Letter</p> <p>Family Notes Family Partnership Agreement</p>

Luzerne County Head Start, Inc.

[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.40(f)(2)(ii)(iii) Continued</p>	<p>Parents will be offered health and safety education and handouts. This will be accomplished including but not limited to: home visits, phone calls, written information, parent workshops, Parent Committee and referrals to community resources. This will stress the importance of regular check ups, immunizations, preventive care, early diagnosis and treatment.</p> <p>EHS educators provide support and when necessary, transportation to medical and dental appointments. Educators provide information and education to parents on medical, dental, nutritional, and mental health issues during home visits. They engage in nutrition activities with families in the home. Educators also provide information to pregnant women and parents on maternal and child health, SIDS, baby bottle tooth decay and other general topics. Educators complete in-home safety assessments and educate parents about health and safety issues in the home.</p>	<p>FW/RN</p> <p>EHS FE</p>	<p>Continuous</p> <p>Continuous</p>	<p>Family Notes / Health Checklist / Parent Committee Minutes / Family Enrollment Information</p> <p>Partners For A Healthy Baby Curriculum/HV Reports/ Screening Tools/SECURE Home Safety Curriculum/ Family Notes</p>
<p>1304.40(f)(3)(i) Nutrition Education</p>	<p>Collaboration with Penn State extension, EFNFP and MFHS Program. Nutrition Library available for parents and staff with nutrition-related topics including Family Nutrition, Food Budgeting, Food Preparation & childhood weight maintenance.</p>	<p>FW / FE, Nutrition Specialist</p>		<p>Nutrition Res. Library /Parent Committee Agenda/ Family Notes</p>
<p>1304.40(f)(3)(ii) Parent discussions with program staff about the nutritional status of their child.</p>	<p>Information on nutritional needs is shared between parents and staff, addressed at Orientation/Enrollment, routine contacts and home visits. Individual counseling available for parents and children with special nutritional needs.</p> <p>EHS FE's provide nutrition education to families during home visits, including in-home nutrition activities.</p>	<p>FW / Nutrition Specialist / EHS FE</p> <p>EHS FE</p>	<p>Continuous</p>	<p>Dietary Form/ EHS Nutrition Questionnaire/ EHS Nutrition Curr./ Op. Manual</p> <p>EHS Nutrition Curriculum</p>

Luzerne County Head Start, Inc.

[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.40(f)(4)(i)(ii) & (iii) Mental Health education program allows for group & individual opportunities for parents to participate in mental health interventions.</p>	<p>A personal - social emotional area in the development screening is completed during orientation with parent. Referrals are made to outside agencies if parents has specific concerns.</p> <p>Teachers review the Behavioral Protocol Agreement with parents to discuss procedures for ongoing intervention if a child's behavior becomes a safety issue.</p> <p>Parents fill out a mental health input form prior to the mental health classroom observation. Parents are contacted by teachers and/or mental health consultant to discuss their concerns and needs for their child. A meeting may be set up with the parent or resource materials may be sent home.</p> <p>Teachers meet with parents after Parent Committee meetings, during home visits, and parent/teacher conferences to discuss developmentally appropriate activities and typical development and behavior of young children.</p> <p>A counselor is available to parents and staff to discuss any mental health issues they may have. Parents and staff may be encouraged to seek appropriate help with community agencies for further counseling or participation in support groups.</p> <p>A counselor is available to educate and assist staff in supporting their parents in mental health interventions. Mental health workshops are provided at each center according to the parents needs during parent committee. Group opportunities allow parents to share experiences.</p> <p>Adult Mental Health/Wellness workshops may be offered during the school year.</p>	<p>Teachers/ Teacher Teacher /FW Teacher Disabilities Specialist & EHS Health Specialist Parent Committee Facilitator EHS and HS Health Specialist</p>	<p>Orientation Enrollment Day Oct. & Jan. Continuous Continuous Continuous Fall and Spring</p>	<p>Battelle Developmental Inventory Behavioral Protocol Agreement Parent Input Form Parent Calendar/ Parent/Teacher /Home Visit Form Mental Health Referral Form, Counseling Report Family Notes, Family Enrollment Information Parent Committee Workshops/ Agenda/ Evaluation</p>

Luzerne County Head Start, Inc.

[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.40(f)(4)(i)(ii) & (iii) continued	<p>Mental health information obtained through the community is sent home.</p> <p>EHS families can receive mental health services at the Family Centers and also through home visits by a mental health professional.</p> <p>EHS parents participate in the social/emotional screening of their children during home visits and discuss any mental health issues with the FE. When referrals for additional services are made, families participate in the evaluation process with the support of the EHS FE.</p>	FW / FE	<p>As available</p> <p>As needed</p> <p>Within 45 days of enrollment and ongoing</p>	<p>Copy of flyer</p> <p>Family Notes/ Counseling Reports H.V. Reports/ Ages & Stages Social/ Emotional Ques. /Family Notes</p>
1304.40(g)(1)&(2) Parent Involvement in Community Advocacy:	<p>Parents are given information at Parent Committee regarding the function of all committees; Parent Committee and Policy Council, Health Advisory and the Transition Advisory Committee, and their role on each committee.</p>	FW EHS FE	Enrollment Continuous	Enrollment Procedure / Operations Manual / FW Manual / Parent Vol. Summary
1304.40(g)(2) Parent Opportunities to work with community members.	<p>Several opportunities are provided for parents to work together with community members :</p> <p>Family Workers invite PTA/PTO members, preferably past Head Start parents, to speak to Parent Committee about the benefits of joining the PTA/PTO and staying involved in committee activities.</p>	FW EHS FE	Continuous	Agenda/ Evaluation
	<p>Parents are asked to serve on the Transition Advisory Committee and Health Advisory to share insight and experience as a Head Start parent with community professionals.</p>	FW EHS FE	Parent Committee	Copy of Announcement
	<p>Parents are asked to serve on the Transition Advisory Committee and Health Advisory to share insight and experience as a Head Start parent with community professionals.</p> <p>Community representatives are invited to speak at parent workshops and training sessions to assist families in participating in community activities, events, and organizations.</p>	FW EHS FE	On-Going	Operations Manual
		FW	Parent Committee Transition and Health Advisory	Training Agendas

Luzerne County Head Start, Inc.

[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.40(h)(1) Assisting parents in advocating for their children.</p>	<p>Parents receive a copy of a booklet developed by the members of the Transition Advisory Committee titled the "Rights and Responsibilities of Parents and Children in the Public School Setting". This booklet is reviewed during Spring Home Visit helps parents learn how and when to talk to the Teacher, Guidance Counselor or other Administrative Staff so they can effectively request help and/ or services for their child as needed.</p> <p>A training session is held at a spring Parent Committee Meeting to acquaint parents with their local PTA/PTO . At this meeting, parents receive information about joining PTA/PTO, the goals, the benefits, issues related to school policy and procedure, and ways that PTA/PTO can advocate for all children .</p> <p>Parents of children with a diagnosed disability are given a Parent's Guide to Early Intervention Packet to educate them on special education regulations and procedures so they could advocate for their child.</p> <p>EHS staff prepare families for participation in the Early Head Start program during the Orientation process and provide support and education for parents throughout the program to increase their understanding of their child's progress.</p>	<p>Teachers</p> <p>FW</p> <p>Disabilities Specialist</p> <p>EHS FE</p>	<p>Spring Home Visit</p> <p>Spring PTO/PTA Meeting or Spring Parent Committee Meeting</p> <p>As needed</p> <p>Orientation and on-going</p>	<p>Parent's Rights Booklet</p> <p>Operations Manual/ Parent Committee Agenda, Training Binder</p> <p>A Parent's Guide to Early Intervention Packet</p>
<p>1304.40(h)(2)Parent meeting to discuss children's progress</p>	<p>EHS staff work with Head Start staff to plan a smooth transition from EHS to HS or another setting, beginning six (6) months prior to the child's third birthday.</p>	<p>EHS FE</p>	<p>As needed</p>	

Luzerne County Head Start, Inc.

[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.40(h)(2) continued	This meeting takes place during spring home visit with the classroom teacher and parents. Teachers review Assessments, Key Experiences/Anecdotal Writings as well as strengths and goals set during previous conferences as a base for developing a transition plan. The plan, when complete, gives a profile on how the parent sees the child at home, how the parent plans to be involved in their child's on-going education, and what goals the parent has for their child in the coming year. This form and other records are shared with the receiving kindergarten teacher and the HS teacher at a June or Sept. meeting. Parents are also encouraged to share this plan with the receiving teacher in the Fall.	Teacher	Spring Home Visit	Operations Manual/ Transition Plan
1304.40(h)(3)(i) Preparing parents to exercise their rights and responsibilities in the school setting.	Parents receive a booklet titled "The Rights & Responsibilities of Parents and Children in the Public School Setting" during the spring home visit. The information helps parents learn how to take an active role in their child's education and how to work with the school staff to ensure quality services for their child. Parents are provided with information on the Family Educational Rights and Privacy Act (FERPA)	Teacher	Spring Home Visit	Operations Manual/ Parent's Rights Booklet
	Parents of children with a disability are given packet titled "A Parent's Guide to Early Intervention" to help the parents become knowledgeable education rights and policies in the public school setting.	Spec., FW, FE	Enrollment	Parent Handbook Parent's Guide to Early Intervention Packet
1304-40(h)(3)(ii) Assisting parents in communicating with teachers	Prior to the first Parent Teacher Conference, parents receive written tips about how to have a successful first conference and a book that tells parents everything they want to know about Kindergarten.	Teacher/Itinerant Teacher	Parent Teacher Conferences	P.T. Conference letter and form/Book about Kindergarten
	Parents participate in an open forum session at a Parent Committee Meeting presented by the local school district principals and guidance counselors. Topics covered are: registering for Kindergarten, Kindergarten readiness, School District Policies, what a day in Kindergarten is like, and ways that parents can volunteer in the classroom.	School District Rep.	Winter or Spring Parent Committee	Operation's Manual/ Parent Committee Agenda Training Binder

Luzerne County Head Start, Inc.
[FAMILY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.40(i)(1)-(3) Parent Involvement in home visits.</p>	<p>Luzerne County Head Start teachers are required to make two home visits per child per year. Staff schedule home visits at a times that are mutually agreed upon by the parents and staff.</p> <p>Parents are encouraged but never required to permit home visits as a requirement of their child's participation in Head Start. If a parent refuses a home visit, teachers will make phone calls or meet in a agreeable location to discuss their child's progress.</p> <p>Home visits by the FW are coordinated to support the partnership between the family and the program.</p> <p>Family Workers in HS make a minimum of two (2) home visits to enhance the relationship building the Family Partnership. FW make an additional 3rd visit (orientation) for new families. The FW, Nurse, or other staff persons make additional home visits as needed in accordance with the families' needs.</p> <p>FW schedules home visits at times which are convenient for the family, such as early morning, lunch, breaks, early evening. Situations where efforts to schedule home visits have been unsuccessful are documented in the Family Notes. A variety of attempts should be documented (notes home, letter sent, door hanger left).</p> <p>In some cases, home visits are conducted outside the home, either at the request of the family, or in cases where a visit to the home may pose to safety hazard for the FW.</p> <p>Staff encourage parents to have home visits in their home and state the benefits for both the parent and the child. Every effort is made to conduct home visits in the parents home. If it is unsafe for staff to visit the parents home alternate place will be made with parents permission.</p>	<p>Teacher</p> <p>FW</p>	<p>Two visits per child per school year.</p> <p>Continuous</p>	<p>Operations Manual / Education Binder</p> <p>Individual Family Partnership Agreement/ Family Notes / Home Visit Checklist / FW Manual</p> <p>Family Notes</p>
<p>1304.40(l)(6) Early Head Start</p>	<p>In EHS, families with newborns are visited with in two weeks after the infant's birth.</p>	<p>NE</p>	<p>Within 2 weeks of birth</p>	<p>H.V. Reports/ Postnatal 2 week checklist/ Post-Partum Depression Screening</p>

Luzerne County Head Start, Inc.
[COMMUNITY PARTNERSHIPS]

GOAL: LCHS will take an active role in community planning to encourage strong communication, cooperation, and sharing of information among agencies and their community partners.

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.41(a) (a) Partnerships (1)(2) Program services will be enhanced by the formation of community partnerships, advisory committees and the development of transition services.</p>	<p>Partnerships with community agencies are seen as the responsibility of every employee. The administration will take the lead to develop community partnerships, both formal and informal, for the purpose of on-going communication and shared programming with organizations that provide services responsive to children and families.</p> <p>Documentation reflecting the establishment of partnerships is maintained by service area specialists and the Executive Director. In addition, a Community Partnership binder is available at the Central Office for review to clarify goals of each partnership and to identify key contacts.</p> <p>Parents participate with staff in the community planning process as members of the Strategic Planning Committee, as well as specific service area planning groups as appropriate.</p>	<p>Administrative Staff</p> <p>Administrative Staff</p>	<p>Continuous</p> <p>Continuous</p>	<p>Community Partnership Binder</p> <p>Meeting Minutes</p> <p>Partnership Binder</p>
<p>1304.41 (a)(2)(I)(ii)(iii)</p>	<p>Luzerne County Head Start will provide information of program and services provided to medical/dental providers in services area. Written and unwritten agreements and partnerships with county and community agencies, school and organizations will be made and maintained.</p>			
<p>1304.41 (a)(2)(i)(ii) & (iii)</p>	<p>Develop an agreement with a local mental health agency for family counselor to be available weekly for parents & staff.</p>	<p>Disabilities Specialist</p>	<p>August</p>	<p>Agreement</p>

Luzerne County Head Start, Inc.
[COMMUNITY PARTNERSHIPS]

Section [1304.40]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.41(a)(2)(iii)</p> <p>1304.41(a)(2)(iv) Collaborative relationships with agencies that provide services to children with disabilities and their families.</p> <p>1304.41(a)(2)(v)(vi) Family Preservation & Support Services</p>	<p>Nutrition service providers include: Child and Adult Food Program (CACFP), Supplemental Nutrition Program for Women, Infants & Children (WIC), Informational agreements with Penn State Extensions Expanded Nutrition Education Program (EPNEP).</p> <p>A written agreement is developed yearly with the Local Education Agencies (LEA) (refer to 45CRF Part 1308.4(I) in the Disabilities Plan for more specifics)</p> <p>To the extent possible, Family Service Workers work along with other community agencies to coordinate services to families served by multiple agencies. The agency will support the plans of CPS in order to preserve and support the family.</p> <p>Luzerne County Head Start meets periodically with local CPS to foster cooperation between the agencies and plan for joint training with Head Start and CPS staff. Workshops are held for staff and parents on preventing abusive behavior. Written information is distributed to parents at Orientation and throughout the year and contained in the Parent Handbook. Staff makes referrals to mental health and community support agencies.</p> <p>Parents are provided with Resource Directories and Emergency crisis numbers. Luzerne County Head Start works along with CPS to support family plans and to develop family goals.</p>	<p>Disabilities Specialist</p> <p>FW EHS FE</p> <p>FW EHS FE</p> <p>FW/ Social Service Specialist/EHS FE</p> <p>FW/EHS FE</p>	<p>Yearly</p> <p>On-going</p>	<p>1304.23(b)(I)(i)</p> <p>1304.40(F)(3)(i)</p> <p>Agreement w/ Hazleton Area School District/ IU19</p> <p>IFPA/Family Notes/ Family Enrollment Information</p> <p>Meeting Notes/ Parent Handbook/ Workshop Agenda Family Notes, Family Enrollment Info.</p> <p>Family Notes / Family Partnership Agreement Family Enrollment Info.</p>

Luzerne County Head Start, Inc.
[COMMUNITY PARTNERSHIPS]

Section [1304.41]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.41(a)(2)(vii) Relationships with Community Agencies				
1304.41(a)(2)(viii) Providers of Child Care Services	Through collaboration with community child care agencies, our agency provides continuity of care for working parents in need of this service.	Eligibility and Recruitment Specialist	Full Year	Operations Manual/ Partnership Contract
1304.41(a)(2)(ix) Identify the many resources in the community that provide services and resources for families with young children.	<p>We collaborate with local businesses and agencies in order to educate them about the benefits of the Head Start program, to obtain their support through donations of goods and services, and to gain their support for special initiatives.</p> <p>Volunteers are recruited from the business community to share their expertise on the Board of Directors, Policy Council, Health and Transition Advisory Committees, as well as to serve as volunteers for various agency activities, and to form a positive relationship with the community so Head Start parents will be recognized as potential employees in the local business community.</p>	Board, Policy Council, Administrative Staff, Center Staff and Parents	Continuous	Memberships/ Correspondence /Volunteer Records/ Donation Records/ Partnership Binder
1304.41(a)(3) The agency performs outreach to recruit community volunteers to enhance services, provide positive role models and promote linkages.	<p>Initiatives to attract community volunteers are developed targeting various segments of the community, i.e., males, grandparents and other extended family members, past parents, community service providers, volunteers from the business community.</p> <ul style="list-style-type: none"> -Community Reading Days -RIF Activities -Health Screenings -Classroom volunteer opportunities -Birthday Book -PNC Grow UP Great 	Parent Involvement Specialist/Health Specialist/FW/ Education Team	Continuous	<p>RIF Book Distribution Reports</p> <p>Volunteer Time Sheets Flyers Correspondence</p>

Luzerne County Head Start, Inc.
[COMMUNITY PARTNERSHIPS]

Section [1304.41]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.41(a)(3) The agency performs outreach to recruit community volunteers to enhance services, provide positive role models and promote linkages.</p>	<p>An interagency agreement is developed annually with the local education agencies (LEA).</p>	<p>Disabilities Specialist</p>	<p>Yearly</p>	<p>Agreement with Hazleton Area School District/IU19</p>
<p>1304.41(a)(4) Develop interagency agreements with local education agencies (LEA's) to enable effective participation of children with disabilities and their families.</p>	<p>(Refer to 45 CRF Part 1308.4(1) in the Disabilities Plan for more specifics) EHS partners with the local Part C provider to provide quality services for children with disabilities. An interagency agreement outlines the way in which EHS and Part C will partner to serve families.</p>	<p>Infant/Toddler Specialist</p>	<p>On-going</p>	<p>Luzerne/Wyoming MH/MR Program</p>
<p>1304.41(b) Advisory Committees</p>	<p>Health Advisory holds four meetings per school year, November, January, March and May. Additional meetings/committees are held as needed. Membership includes: Parents, Staff, Medical Professional, Dental Professional, DOH and community agencies such as Red Cross, Home Health, Welfare Department.</p>	<p>Nutrition Specialist/Health Specialist Disabilities Specialist</p>		<p>Health Advisory Agenda and Minutes</p>
<p>1304.41(c)(1)(i) Transition Services</p>	<p>Procedures for promoting, ensuring, & maintaining successful transitions are documented in the following agreements: <ol style="list-style-type: none"> 1. Collaborative Transition Agreement 2. Agreement with Early Intervention 3. Agreements identify agencies and districts responsibilities, time frames for implementing and completing agreed upon services and commitment to partnership. </p>	<p>Executive Director/ Community Agency/ Executive Directors/ Early Childhood Development Specialists/ Transition Specialist/ Disabilities Specialist</p>		<p>Contract Agreements E.I. / School Districts / Child Care Agencies</p>

Luzerne County Head Start, Inc.
[COMMUNITY PARTNERSHIPS]

Section [1304.41]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.41(c)(iii) Meetings to discuss children's progress	<p>During the Spring Home Visit parents complete a Transition Plan. This includes a discussion of their child's developmental progress, goals for the upcoming school year, and ways to remain actively involved in their child's education. Parents are encouraged to sign the release authorizing Head Start to transfer their child's records to the receiving school.</p> <p>All School Districts are then encouraged set up a meeting between Kindergarten Teachers and Head Start teachers to receive and review children's relevant records. Parents are encouraged to follow this up with a visit to their child's Kindergarten classroom where they can further discuss the information in the Transition packet.</p>	<p>Teacher / Parents/ Kindergarten Teachers</p> <p>Teachers</p>	Spring and Fall	Transition Plan/Operations Manual
(iv) Joint Training Opportunities	<p>Head Start teachers and Kindergarten Teachers will have numerous opportunities for learning about one another's program structure, curriculum, classroom environment, means of recording Developmental Progress, and Parent Involvement. Opportunities include but are not limited to:</p> <ol style="list-style-type: none"> 1) Observations in one another's classrooms. 2) Joint teacher training 3) Introduction of Head Start services to Title I Coordinators. 4) Participation in school district open house, Orientation Night, and/or PTA/PTO community nights to talk about Head Start services with parents and district staff and complete in-takes for interested parents. <p>Also, Luzerne County Head Start's Community Advocate and Transition Specialist work together to develop articles to include in community publications. Articles give readers an opportunity to learn about the collaborative efforts of Head Start and the school districts.</p>	<p>Early Childhood Development Specialists/ Transition Specialist/ School District Staff</p> <p>Community Advocate</p>	On-going	Operations Manual/ Collaborative Agreement

Luzerne County Head Start, Inc.
[COMMUNITY PARTNERSHIPS]

Section [1304.41]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.41(c)(2) Appropriate placement and services following participation in Early Head Start	EHS families are informed about Transition upon Orientation into the program. A formal Transition Plan is begun at age 2 ½ to prepare children and families for transition into HS or another setting. If placement is appropriate depending upon the child's developmental level and family circumstance, the EHS child is given priority for placement in the HS program upon turning three (3).	EHS I/T Specialist/EHS FE	Beginning at enrollment and continuing	EHS Transition Plan / Individualized Transition Plan / Operation's Manual/ Family File
1304.41(c)(3) Parental Participation in transition into & out of Head Start	<p>Parents receive information about transition into Head Start during orientation and enrollment day, at Parent Teacher Conferences, and on home visits.</p> <p>Parents attend a Parent Committee Meeting and Presentation given by their local school district to provide information about entering the elementary school system. Families can access school district web pages through links on LCHS website.</p> <p>Family Workers provide parents with information about Kindergarten Registration and joining PTA/PTO.</p> <p>An Early Intervention Transition Meeting is held annually to give parents the information they need about agencies who may provide services to their child with a disability when they transfer at age 3 from system to the E.I. system.</p> <p>EHS families visit the HS center or other preschool setting with the assistance of the EHS FE. Families of children with disabilities are invited to the Turning Three Buffet as they transition to the E.I. system. The EHS FE's accompany the families transitioning from Part C to E.I. on transition meetings as appropriate.</p>	<p>School District Personnel/ FW/Teacher/Transition Specialist</p> <p>Office of Early Childhood Early Intervention</p> <p>EHS I/T Specialist EHS FE</p>	<p>According to School District Schedule/ On-Going</p> <p>Yearly</p> <p>On-going</p>	<p>Collaborative Agreement/ District Invitations</p> <p>Flyer</p> <p>Flyer</p> <p>Family Notes/ Transition Plans</p>

Luzerne County Head Start, Inc.
[PROGRAM GOVERNANCE]

Section [1304.50]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.50(a)(1)(i) A Policy Council will also be established	<p>To establish and maintain a formal structure of shared governance. To create a Policy Council, Parent Members are elected from each Parent Committee in accordance with By-Laws. At least 51% of the membership must be drawn from the parents of currently enrolled children. All program options, including PA Pre-K Counts, will be represented on Policy Council as will Early Head Start. Membership is in accordance with criteria established by the agency. All Parent Committee members are advised of the composition of Policy Council and election criteria prior to the initial Parent Committee meeting in October, at which time elections take place.</p> <p>Community members submit a letter of intent and must be approved by the parent membership of Policy Council. Community representatives must be drawn from those who are familiar with resources and services for low-income children and families, including parents of formerly enrolled children and those enrolled in PA Pre-K Counts. Current composition allows for 5 community members.</p> <p>Officers are elected at the November Reorganization meeting Membership will be limited to a total of 3 years for all representatives.</p>	Parent Committee Facilitators	Sept./Oct. Parent Comm. Mtg.	PC By-Laws
		Executive Director	Replace as Needed	PC By-Laws
		Executive Director /Governing Board	November	PC By-Laws
			Continuous	PC By-Laws Performance Standards
1304.50(a)(1)(iii) Parent Committee is required as a formal structure of shared decision making.	<p>All members must stand for re-election annually. No staff member or members of immediate family may serve on Policy Council.</p>	FW/Parent Committee Facilitators	October	Parent Committee By-Laws/ Parent Handbook/ Pre-Service Training/ Material Operations

[PROGRAM GOVERNANCE]

Section [1304.50]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.50(a)(2) Parent Committee Membership	Membership: All parents of currently enrolled children are automatically members of Parent Committee and are invited to participate in making decisions at the center level.	FW/ Parent Committee Facilitator	Enrollment Continuous	Operations Manual/Parent Committee By-Laws/ Handbook
1304.50(a)(3) Establishing Parent Committee/Policy Council	Parent Committees are established at each site during the month of September or October. Policy Council members are elected at the September or October Parent Committee meeting and take their seat on Policy Council at November Meeting.	Parent Committee Facilitators	September/October	Parent Committee By-Laws
1304.50(a)(5) Membership and function of Policy Council and the governing body will not be identical	<p>Policy Council membership will be 51% parents of currently enrolled children. Slots will also be made available to interested members of the community.</p> <p>The Policy Council & governing body will perform in accordance with responsibilities outlined in Appendix A.</p> <p>Policy Council chair attends Board Meetings to ensure communication between groups.</p>	<p>Parent Committee Facilitator/ Exec. Dir.</p> <p>Exec. Dir.</p> <p>PC Chairperson</p>	<p>Oct.-Nov.</p> <p>Continuous</p> <p>Monthly</p>	<p>Policy Council By-Laws</p> <p>PC By-Laws</p> <p>Chart App. A Roles & Resp. By-Laws Minutes</p>
1304.50(b)(1)-(b)(7) Policy Council composition and formation	Membership will be in accordance with criteria established by the agency and approved by Policy Council. All program options will be represented, as will Early Head Start and the community for a total of 27 Policy Council members.	Executive Director	Oct./Nov. And Continuous	Board and PC By-Laws
(2) Representation	Parent membership will be at 51%; community membership can be up to four members and must be approved by Parent Membership.			

Luzerne County Head Start, Inc.
[PROGRAM GOVERNANCE]

Section [1304.50]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.50(b)(1)-(b)(7) (3) Community Representatives must be drawn from local community and parents of formally enrolled children.	Prospective community members must submit a letter of intent to Executive Director for recommendation and consideration and approval by parent membership.	Executive Director	Oct./Nov. Continuous	Policy Council By-Laws
1304.50 (4) All members of Policy Council must be elected annually.	Parents of enrolled children will be given the opportunity to run for election at the September or October Parent Committee Meetings and as openings occur on Policy Council.	Parent Committee Members / FW / Parent Committee Facilitator	October / Continuous	Parent Committee Policy Council By-Laws
(5) Individuals will be limited to three one year terms of service on Policy Council.	Community members must submit letters of intent for approval each year. Agency and Policy Council will be responsible for monitoring the three year limit for parents and community representatives by maintaining yearly membership rosters. Former members who are no longer eligible to serve will be provided with alternative opportunities to support program activities and operations.	Executive Director Exec. Dir.	October / Continuous	Policy Council By-Laws Membership Lists Policy Council Minutes
1304.50(b)(1)-(b)(7) Representatives to Policy Council will be elected from all program options.	Parents participating in Early Head Start and Head Start Center-based options will elect a representative to Policy Council.	Parent Committee Facilitator	Sept/Oct & As needed throughout program year	Parent Committee & Policy Council By-Laws Operations Manual

[PROGRAM GOVERNANCE]

Section [1304.50]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.50(c) & (d) Policy Council Responsibilities</p>	<p>Policy Council responsibilities are outlined in Appendix A at the end of this plan.</p> <p>Policy Council By-Laws explain local and federal responsibilities.</p> <p>Policy Council works in partnership with management staff and governing Board.</p> <p>Policy Council and Board participate in all Functional Committees, i.e., Personnel, Finance, Property, Safety, Interviewing.</p> <p>The Executive Director and members of each committee from Policy Council and the Board review recommendations for approval/disapproval at monthly Policy Council and Board meetings.</p> <p>The Executive Director shares each month, information about important federal regulations, program planning, policies and agency operations.</p> <p>The Board Members share each month information about monthly expenditures and other important budget items.</p> <p>Policy Council has representation of the program strategic planning meetings to determine the program's philosophy and long and short range program goals.</p>	<p>Exec. Dir. / Policy Council Members</p>	<p>Continuous</p>	<p>By-Laws Minutes of Policy Council & Board</p>

Luzerne County Head Start, Inc.
[PROGRAM GOVERNANCE]

Section [1304.50]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.50(d)(1)(i) (ii) (iii)</p> <p>1304.50(d)(1)(vii) Selection Criteria</p>	<p>Policy Council and governing Board approve the Personnel Policies and Practices, annually and amendments throughout the year; the funding application to include the budget, revised community assessment, program plans and any other revisions pertaining to the Head Start Grant Application.</p> <p>Policy Council approves/disapproves the criteria for selection of new Head Start children in accordance with 45 CFR Part 1305.</p> <p>The Eligibility & Recruitment Specialist presents the criteria for enrollment to Policy Council for approval/disapproval.</p> <p>Policy Council works with administration staff and Board of Directors to familiarize themselves with the requirements of 45 CFR 1305 and to help develop, review, and approve or disapprove criteria.</p> <p>Our program uses information from the community assessment to help determine the program philosophy and the needs of children and families in the community.</p> <p>The goal of the recruitment plan is to establish and maintain a process which actively informs eligible families of available services and encourages application. The process includes community outreach, program options, recruitment area, and application process. It ensures enrollment of eligible children within HHS guidelines.</p>	<p>Exec. Dir.; Policy Council Members</p> <p>Eligibility & Recruitment Specialist / Assistant Executive Director</p> <p>Exec. Dir.</p>	<p>Continuous</p>	<p>Policy Council Minutes</p> <p>Policy Council Minutes Exec. Dir. Report Selection Criteria</p>

Luzerne County Head Start, Inc.
[PROGRAM GOVERNANCE]

Section [1304.50]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.50(d)(1)(vii) Cont.	The goal of the selection plan is to consider all eligible applications for enrollment. The process includes selection criteria, a criteria point system including children with disabilities, application prioritization, waiting lists, and program options. It ensures the enrollment of children with the greatest needs.	E&R Spec. Exec. Dir.	Continuous	Selection Criteria
1304.50(d)(1)(viii) Self Assessment	Policy Council participates in the annual self assessment of the program along with staff and the Board of Directors.			
1304.50(d)(1)(ix) Program personnel policies and subsequent changes to these policies.	Policy Council members are included in all aspects of approval by membership on the Personnel Sub Committee. Reports are given to the Policy Council body at the monthly meetings. Policy Council approves changes to policies annually, including standards of conduct for program staff, consultants and volunteers.	Executive Director	Oct./Nov. On-Going	PP&P
1304.50(d)(1)(x)&(xi) Hiring Process	Policy Council members actively participate on the agency Personnel Committee and establish standards for positions with Luzerne County Head Start, Inc. Policy Council members actively participate during the interviewing process and make the recommendations to the full Policy Council. When Policy Council members are unavailable to interview, center parents are asked to participate.	Executive Director Human Resources Manager Executive Director Service Area Specialists	Monthly July/August	Policy Council Minutes Membership Lists Rec. for Hire

Luzerne County Head Start, Inc.
[PROGRAM GOVERNANCE]

Section [1304.50]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.50(d)(2)(i)	<p>Policy Council Linkages</p> <p>Policy Council serves as a link to the Parent Committee, governing Board and Community. Policy Council members attend Parent Committee meeting, Chairperson of Policy Council attend monthly Board meetings. Members of Policy Council attend Advisory meetings. Information shared through reports and minutes.</p> <p>Policy Council members also serve as a link to new parents by attending enrollment day activities, the first Parent Committee meeting for the upcoming school year and as a link from the Transition Advisory to serve as a mentor.</p>	<p>Exec Dir.</p> <p>Parent Committee facilitator</p>	<p>Continuous</p> <p>Oct-May</p>	<p>Policy Council Board Advisory Minutes</p> <p>Parent Committee Minutes</p>
1304.50(d)(2)(iii)	<p>Policy Council assists Parent Committee in annual planning and development of center based activities with the assistance of staff.</p> <p>Policy Council determines the allocation of Parent Activity Funds based on center enrollment.</p>	<p>Policy Council membership/Executive Comm.</p>	<p>Continuous</p> <p>January</p>	<p>Parent Committee minutes</p> <p>Policy Council Budget</p>
1304.50(d)(2)(iv)	<p>Policy Council members are encouraged to take a lead roll in center activities, including parent and community volunteer services, involving community partnership at Parent Committee meetings.</p>			
1304.50(d)(2)(v)	<p>Annually, Policy Council and the governing Board will review the language and procedure established for community complaints or concerns. Changes will be made as recommended.</p> <p>Parent Committees will advise staff in developing policies, activities and services, plan and conduct programs and activities for parents and staff; and, within established guidelines, participate in recruitment and screening of employees.</p>			<p>Parent/Teacher Planning Forms / Parent Training Report</p>

Luzerne County Head Start, Inc.
[PROGRAM GOVERNANCE]

Section [1304.50]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.50(e)(1)(2) & (3) Parent Committee	<p>Representatives to Policy Council will be elected for each Parent Committee</p> <p>(1) In conjunction with regularly scheduled meetings, members will meet with classroom staff to consult on curriculum and plan classroom and program activities.</p> <p>(2) Informal as well as formal programming in the form of workshops and presentations based on the expressed needs of parents of currently enrolled children will be conducted at regularly scheduled parent meetings.</p> <p>(3) Parent Committee representatives to Policy Council will participate in the interviewing process with appropriate staff. Parent volunteers familiar with a specific services area i.e., classroom - may also be called upon to participate in interviews.</p> <p>Parent Committee representatives to Policy Council will also have input into the selection criteria through participation on the Personnel Committee and through the approval process.</p>	<p>FW/FE</p> <p>Teachers</p> <p>Facilitator Chairperson</p> <p>Service Area Specialists</p>	<p>September/ October and as needed</p> <p>Monthly</p> <p>Continuous</p> <p>Continuous</p>	<p>Parent Committee & Policy Council By-Laws Meeting Minutes</p> <p>Teacher Planning Sheet</p> <p>Agendas, Flyers, Minutes</p> <p>Rec for Hire documentation</p>
1304.50(f) Policy Council and Parent Committee Reimbursement	<p>Parent activity funds will be made available for the reimbursement of expenses to parents fulfilling group responsibilities.</p>	<p>Policy Council</p>	<p>January & as needed</p>	<p>Parent Activity Budget</p>

Luzerne County Head Start, Inc.
[PROGRAM GOVERNANCE]

Section [1304.50]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.50(g)(1)(2)(h) Governing Body Responsibilities	<p>LCHS has written by-laws for the operation and function of the governing body Board of Directors</p> <p>Monthly reports from the Executive Director and Business Manager about monthly expenditures are shared in writing and verbally</p> <p>A fiscal manual is provided to ensure compliance with appropriate internal controls and safeguard federal funds in accordance with 45 CFR 1301.13</p>	<p>Exec. Dir.</p> <p>Exec. Dir.</p> <p>Exec. Dir. Business Manager</p>	<p>Annual</p> <p>Monthly</p> <p>Annual</p>	<p>Board of Directors By-Laws</p> <p>Board Minutes Reports</p> <p>Fiscal Manual</p>
1304.50(h)	<p>A joint internal dispute resolution policy has been written and approved by the Board of Directors and Policy Council. The policy is part of the by-laws for both groups.</p>	<p>Exec. Dir.</p>	<p>Annual</p>	<p>By-Laws</p>

Luzerne County Head Start, Inc.
[MANAGEMENT SYSTEMS AND PROCEDURES]

Section [1304.51]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.51(a)(1)(i-iii) (a)(2) (b) (c)(1)(2) (d)(e)</p>	<p>Luzerne County Head Start participates in a strategic planning process with management staff, line staff, parents from Policy Council and Board Members.</p> <p>Every 3 years our program completes a Full Community Assessment to assess our community strengths and needs and identify resources in our community.</p> <p>The Strategic Planning Process assists us in developing our short- and long-range program goals that are consistent with the Head Start philosophy.</p> <p>The ISP (Integrated Service Plan) is written by the specialists who oversee the Program Services, and outlines the implementation of HS Performance Standards in Luzerne County Head Start.</p>	<p>Executive Director</p> <p>Executive Director/ Community Advocate</p> <p>Executive Director</p> <p>Executive Director/ Assistant Executive Director</p>	<p>Periodically</p> <p>Every 3 yrs. with annual updates</p> <p>Periodically</p> <p>Periodically</p>	<p>Annual Budget</p> <p>Annual Budget</p> <p>Annual Budget</p> <p>ISP</p>

Luzerne County Head Start, Inc.
 [MANAGEMENT SYSTEMS & PROCEDURES
 SUB PART D -PROGRAM DESIGN AND MANAGEMENT]

Section [1304.51]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.51(g) Record Keeping Systems	<p>Record keeping is assisted by use of a central office computer network, stand alone computer systems in remote center locations and laptop computers. Information collected falls into three (3) major categories:</p> <p>(1) <u>Children and Family Tracking</u> - assisted by use of the commercially produced software packages and Web Family Information Systems, (WEBFIS).</p> <p>(2) <u>Business and Accounting</u> - assisted by accounting software from the Blackbaud, Inc., plus spreadsheet software from the Microsoft Corporation (Excel). Specific data collected, timetables and policies are detailed in the document reference.</p> <p>(3) <u>Personnel</u> - all relevant information and guidelines for handling staff are detailed in the document reference.</p> <p>Confidentiality of all information gathered by the agency is detailed in the document reference.</p> <p>Transfer of child and family information takes place when:</p> <p>(1) The child/family transitions out of Head Start and/or</p> <p>(2) The child/family interfaces with other agencies.</p> <p>(3) The child/family transitions out of EHS to HS.</p>	<p>FW, EHS Family Educators, MIS, PIS, HS, SSS, ERSEA Specialist, EHS Program Director</p> <p>Business Dept. & MIS</p> <p>Exec. Dir. / Business Dept.</p> <p>All Staff</p> <p>Transition Specialist, FW/FE</p>	<p>Continuous</p> <p>Continuous</p> <p>Continuous</p> <p>Continuous</p> <p>Continuous</p>	<p>Operations Manual</p> <p>Operations Manual Section 6, and Family Worker Reference Manual</p> <p>Fiscal & Clerical Manual</p> <p>Operation Manual/ Pers. Policies & Pract.</p> <p>Operations Manual Pers. Policies & Practices</p>

Luzerne County Head Start, Inc.
 [MANAGEMENT SYSTEMS & PROCEDURES
 SUB PART D - PROGRAM DESIGN AND MANAGEMENT]

Section [1304.51]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.51(g) Record Keeping Systems Cont.	<p><u>Data Protection</u> - all data stored in computers in backed up using approval policies. Responsibility is divided as follows:</p> <p>(1) Children & Family Tracking data</p> <p>(2) Business and Accounting</p> <p>(3) Personnel</p>	<p>FW, FE, MIS</p> <p>Business Dept.</p> <p>HR Manager</p>	<p>Continuous</p> <p>Continuous</p> <p>Continuous</p>	<p>Oper. Manual Section 6</p> <p>Fiscal & Clerical Manual</p>
1304.51(h) Reporting Systems	<p>Responsibility is divided as follows:</p> <p>(1) Children and Family</p>	<p>FCP Specialists, MIS, FW, FE</p>	<p>Continuous</p>	
(1) Program Operation	<p>(2) Business and Accounting</p>	<p>Business Department</p>	<p>Continuous</p>	<p>Fiscal and Clerical Manual</p>
(2) Official Reports	<p>Responsibility is divided as follows:</p> <p>(1) Program Information Report - PIR</p> <p>(2) Federal, State, Local Authorities</p>	<p>Executive Director, Asst. Ex. Dir. / MIS</p> <p>Business Department</p>	<p>June</p> <p>Continuous</p>	

Luzerne County Head Start, Inc.
[MANAGEMENT SYSTEMS AND PROCEDURES]

Section [1304.51]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.51(i)(1)(2)(3) Program self-assessment and monitoring</p>	<p>Each year a program self assessment is conducted throughout the program. The PRISM Instrument is used and divided into manageable sections for a complete look into our program. Staff, Parents, Community and Board Members participate in the process.</p>	<p>Executive Director</p>	<p>Annually</p>	<p>Self Assessment Report</p>
	<p>All Specialist staff have responsibility to monitor program services for children and families. Each team has a monitoring tool used to accomplish this.</p>	<p>Specialists</p>	<p>Ongoing</p>	<p>Monitor Reports</p>
	<p>Followup of specialist monitoring is completed by the Center Managers and EHS Program Managers in the center locations</p>	<p>Center Managers / EHS Program Managers</p>	<p>Ongoing</p>	<p>Monitor Reports</p>

[HUMAN RESOURCES MANAGEMENT]

GOAL: LCHS will recruit and select dynamic, well-qualified staff who possess the knowledge, skills and experience needed to provide high quality, comprehensive, and culturally sensitive services to children and families in the program.

Section [1304.52]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.52(a)(1) Organizational Structure	<p>All HS center staff and EHS staff are supervised by Center Manager or EHS Manager at the Center.</p> <p>Communication is open and encouraged among all staff.</p> <p>Administrative Staff and Specialists are supervised by the Executive Director or designee.</p> <p>The organizational chart reflects site based management.</p> <p>Clear lines of communication and supervision are established among all employees as evidenced by the organizational chart.</p>	<p>Center and Program Managers</p> <p>Exec. Dir., Asst. Exec. Dir.</p>	<p>Continuous</p> <p>Continuous</p> <p>Continuous</p>	<p>Organizational Chart</p>
1304.52(a)(2)(i) Program Management Functions	<p>The Executive Director, Resource Specialists and Business Office provides vision and leadership ensuring the management functions are carried out.</p> <p>Specialists are responsible for service areas related to a specific field.</p>	<p>Exec. Dir., Board, Policy Council</p>		<p>Job Description Operations Manual</p>
1304.52(a)(2)(ii) & (iii) Management of delivery of program services Management of Family and Community Partnerships, including parent activities	<p>The following positions have overall responsibility for delivery of services to children and families providing leadership, direction and oversight the service areas including operational development, data analysis, community linkages, staff and parent communication, personnel administration, training and development:</p> <p>Business Manager; Management Information Systems; Director of Operations Human Resources Manager; Education Specialist; Parent Involvement Specialist Social Service Specialist; Eligibility and Recruitment Specialist; Family and Community Partnership Specialist; Health Specialist; Nutrition Specialist; Transition Specialist; Disabilities Specialist.</p>			

Luzerne County Head Start, Inc.
[HUMAN RESOURCES MANAGEMENT]

Section [1304.52]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.52(b)(1)&(2) Staff Qualifications General	Job Descriptions set the minimum quality standards	Human Resources Manager	Continuous	Job Description Oper. Manual
	Qualified staff are hired to interact with children and families and ensure provision of quality services, including hiring of qualified, skilled and experienced Teachers	Executive Director Asst. Exec. Director Specialists	Continuous As Necessary	
1304.52(b)(3) Current and former Head Start parents must receive preference for employment.	Staff Recruitment policy specifically outlined in the Personnel Policies and Practices Handbook details that current and former Head Start parents are given preference for employment for which they are qualified.	Human Resources Manager	Continuous	Personnel Policies and Practices
	Program vacancies are posted on all center bulletin boards and in local newspapers.	Human Resources Manager	As Needed	
	Previous experience in Head Start, specifically as a volunteer in the agency, is noted on the Interview Checklist.	Selection Committee	Continuous	Interview Checklist

Luzerne County Head Start, Inc.
[HUMAN RESOURCES MANAGEMENT]

Section [1304.52]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.52(b)(4) Staff and consultants are able to effectively communicate to the extent feasible with children and families with no or limited English proficiency.</p>	<p>In service areas where a bilingual need is established, job postings, internal and external, specifically note bilingual ability and/or candidates preferred.</p> <p>A Sign-On Bonus program is an on-going recruitment tool for Bilingual abilities.</p> <p>An Employee Referral Program is instituted where currently hired employees can refer potential applicants for employment.</p> <p>Job Descriptions have been developed for certain positions to require bilingual ability.</p>	<p>Human Resources Manager</p>	<p>Continuous As Needed</p>	<p>Personnel Policies and Practices/Oper. Manual</p> <p>Job Descriptions</p>
<p>1304.52(c) Head Start and EHS Director Qualifications</p>	<p>Job Descriptions set the minium standard for quality services.</p> <p>The Executive Director possess a bachelor degree with appropriate years of experience; additional masters degree credits, all inclusive of Supervisory/Administrative Experience; Experience in High Quality Child Care for Infant and Toddlers; Strong Leadership Skills, Program and Fiscal Management</p>	<p>Human Resources Manager</p>		<p>Job Description</p> <p>Job Description Individual's Personnel File</p>

Luzerne County Head Start, Inc.
[HUMAN RESOURCES MANAGEMENT]

Section [1304.52]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.52(d)(1) Qualifications of Content Area Experts</p>	<p>The team individual comprising the Early Childhood Education Services Team oversee all program services relating to education services for children.</p> <p>The Team serves as experts to develop the Early Childhood Development (ECD) and Transition Service Plans for Head Start and coordinate all educational services and activities provided for the children and their families under that plan. Prepare a curriculum reflective of the developmental needs of the children and monitor all staff directly involved in the education of the children and in the implementation of that curriculum. Provide in-service and training opportunities for the staff and parents about Early Childhood Education and Transition and the specific learning needs of the children.</p> <p>Teachers in the Head Start classroom meet or exceed the minimum standard set forth in the job description. The minimum standard is a CDA credential or an Associate degree in early childhood education.</p> <p>In EHS, FE's meet the minimum standard set forth in the job description. The minimum standard is an Associate degree in early childhood, human services or related discipline.</p>	<p>Early Childhood Team Specialists</p> <p>Early Childhood Team Specialists</p> <p>EHS Program Director</p>	<p>Continuous</p> <p>Continuous</p>	<p>Job Descriptions</p> <p>Job Description Personnel Files</p>
<p>1304.52 (d)(2) Health Services</p>	<p>In HS the Health Services Specialists oversees all health services in the agency. The Health Specialist is a Registered Nurse, full time, possessing a current nursing license. The EHS Health Specialist possesses a BSN.</p>	<p>Health Specialist</p>		<p>Individual's Personnel File</p>

Luzerne County Head Start, Inc.
[HUMAN RESOURCES MANAGEMENT]

Section [1304.52]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.52(d)(3)</p> <p>1304.52 (d)(4) Mental Health Services must be supported by licensed professional</p>	<p>Nutrition services are provided by a full time staff member that possess a current registration with the commission of the American Diabetes Association.</p>	<p>Nutrition Specialist</p>		<p>Job Description/ Individual's Personnel File</p>
	<p>Contract yearly with a mental health professional to be available for routine classroom observations and to consult throughout the year if additional assistance is needed for children and families</p>	<p>Disabilities Specialist</p>	<p>August</p>	<p>Contract CSC</p>
	<p>Develop an agreement yearly with a local mental health agency for a family counselor to be available weekly for parents and staff.</p>	<p>Executive Director</p>	<p>August</p>	<p>Agreement Community Counseling Services</p>
	<p>Obtain appropriate credentials to keep on file.</p>	<p>Executive Director</p>	<p>As Needed</p>	<p>License</p>

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Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.52(d)(5) Family and Community Partnership Service - Staffing</p>	<p>The Job Description sets the minimum standard.</p> <p>The Family and Community Partnership Services are provided by experts in a full time capacity.</p> <p>Social Services are provided by full time staff member possessing a Bachelors Degree in Social Work.</p> <p>Family Workers are employed that meet the minimum standard set forth in the Job Description as an Associate Degree in Human Services or related discipline.</p>	<p>Human Resources Manager</p> <p>FCP Team</p> <p>FCP Specialist</p> <p>FCP Team</p>	<p>Continuous As Needed</p> <p>Continuous As Needed</p>	<p>Job Descriptions</p> <p>Individual's Personnel Files</p> <p>Individuals' Personnel Files</p>
<p>1304.52(d)(6) Parent Involvement Services - Staffing</p>	<p>The Job Description sets the minimum standard.</p> <p>The Parent Involvement Services are provided by experts in a full time capacity.</p> <p>Parent Involvement services are provided by a full time staff member possessing a the experience necessary to oversee the Family and Community Partnership Service area.</p> <p>Family Workers are employed that meet the minimum standard set forth in the Job Description as an Associate Degree in Human Services or related discipline.</p>	<p>Human Resources Manager</p> <p>Exec. Dir. FCP Specialist</p>	<p>Continuous As Needed</p>	<p>Job Descriptions</p> <p>Job Descriptions Individual's Personnel File</p>
<p>1304.52(d)(7) Disability Services - Staffing</p>	<p>The Job Description sets the minimum standard.</p> <p>Disability Services are provided and supported by an expert in a full time capacity possessing a Bachelors Degree in ECE and a Masters Degree.</p>	<p>Human Resources Manager</p> <p>EC/Disabilities Specialist</p>	<p>Continuous As Needed</p>	<p>Job Description</p> <p>Individual's Personnel File</p>

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Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.52(d)(7) Disability Services - Staffing Cont'd.	<p>The Disabilities Specialist oversees the Performance Standards for the Disabilities service area.</p> <p>It is the responsibility of the Disabilities Specialist to assist in the development of the Early Childhood Development (ECD) Service Plan and develop the Disabilities and Mental Health Service Plan for HS. Coordinate all special services provided for children with disabilities and their families. Coordinate an early childhood curriculum reflective of the developmental needs of the children. Assist in the monitoring of all staff directly involved in the education of the children in the implementation of that curriculum.</p>	<p>EC/Disabilities Specialist</p> <p>EC/Disabilities Specialists</p>	<p>Continuous As Needed</p>	<p>Job Description</p>
1304.52(d)(8) Fiscal Officer - Staffing	<p>The Business Manager Job Description sets the minimum standard.</p> <p>The Business Manager is responsible for the overall efficient operation of all fiscal and accounting procedures in accordance with applicable regulations including budgeting and financial reporting.</p> <p>The position is supported by an individual employed in a full time capacity possessing a Bachelors Degree and related experience supporting the fiscal management area.</p>	<p>Human Resources Manager</p> <p>Business Manger</p> <p>Business Manager</p>	<p>Continuous As Needed</p>	<p>Job Description</p> <p>Fiscal Manual/ Job Description</p> <p>Individual's Personnel File</p>
1304.52(e) N/A	<p>The Business Office also employs two full time staff in the areas of Accounts Payable services and Payroll. Each individual meets the minimum standard set for in the job description for the related area.</p> <p>One part time employee is also employed in the as support in the Accounts Payable area.</p>	<p>Business Manager Fiscal Assistant Payroll Clerk Accounts Payable Clerk</p>	<p>Continuous As Needed</p>	<p>Fiscal Operations Manual Job Descriptions Individuals' Personnel Files</p>

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Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.52(f) Infant/Toddler Staff EHS</p>	<p>The Infant/Toddler Specialist Job Description sets the minimum standard.</p>	<p>Human Resources Manager</p>	<p>Continuous</p>	<p>Job Description</p>
	<p>In EHS, the I/T Specialist assists the Assistant Executive Director in development of Service Plans for EHS and coordinate child development, disabilities and transition services provided to EHS children and families. Provide training and technical assistance and monitoring for staff in the use of a developmentally appropriate, assessment-based curriculum. Monitor home based services.</p>	<p>Asst. Exec. Director/ I/T Specialist</p>		<p>Job Description</p>
	<p>This area is overseen by an individual possessing a Bachelors Degree in Elementary Education as well as a Masters Degree in Education and related experience necessary to carry out the job responsibilities.</p>	<p>I/T Specialist</p>		<p>Individual's Personnel File</p>
	<p>EHS Family Educators work as "teachers" in the homes of EHS clients to provide child development services to families and children birth to age three that honor their unique characteristics; to support families in achieving their goals and in providing a safe and nurturing environment for their children.</p>	<p>EHS FE</p>	<p>Continuous</p>	<p>Job Descriptions</p>
	<p>The EHS FE Job Descriptions set the minimum standards.</p> <p>EHS FE's in EHS meet or exceed the minimum standards of an Associate Degree in Child Development/ Human Development/ Family Services or Related Discipline</p>	<p>Human Resources Manager</p> <p>EHS FE</p>	<p>Continuous As Needed</p>	<p>Job Description</p> <p>Individual's Personnel File</p>

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Section [1304.52]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.52(g)(1) Classroom Staffing, Home Visitors and center Based Program	<p>In HS, the child:staff ratios are met according to Performance Standards set forth in 1306.20 and 1306.32, Center Based Program Option.</p> <p>All locations meet the standard to allow for adequate time for planning, record keeping and training.</p>	<p>Exec Dir.</p> <p>EC/Specialists All Staff/CM</p>	<p>Continuous</p> <p>Continuous</p>	
1304.52(g)(2) Majority of children speak the same language - staff member must speak their language	<p>Bilingual staff are hired in the service areas/centers where there is has been as established need.</p> <p>Bilingual staff are actively recruited to meet the language and communication needs of children and families.</p>	<p>Exec. Direc. EC and FCP Specialists</p>	<p>Continuous As Needed</p>	<p>Community Needs Assessment Job Descriptions</p>
1304.52(g)(3) Class size Requirements and Substitute Staffing	<p>Center based classrooms are staffed with a Teacher and an Assistant. Should a staff member be required to be out of the classroom as any one time, Classroom Substitutes are utilized to meet child:staff ratios and maintain classroom safety issues.</p>	<p>ECD Specialists</p>	<p>Continuous As Necessary</p>	
1304.52(g)(4) N/A	<p>The Job Description sets the minimum standard for the Classroom Substitute position.</p>	<p>Human Resources Manager</p>	<p>Continuous</p>	<p>Job Description</p>
1304.52(g)(5) Staff must supervise children at all times in indoor and outdoor play areas.	<p>Teachers and Center Managers make regular checks of the safety and cleanliness of the indoor and outdoor play areas.</p> <p>Playground equipment is checked monthly to assure all equipment is in good working order.</p> <p>Child:staff ratios are maintained at all times for indoor and outdoor play.</p>	<p>Assistant Teacher/ Teacher/ Center Manager</p>	<p>Continuous</p>	<p>Monitoring Reports/ Monthly Walk Through</p>

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Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.52(h)(1) Standards of Conduct	<p>Outlined in the employee manual are the standards of conduct that reinforces professional behavior among staff, consultants and volunteers. Written standards of conduct help to guide individuals in making decisions about their actions in potentially controversial or ambiguous situations and they help protect staff against allegations of misconduct.</p> <p>Staff, volunteers and consultants are introduced to the agency's standards of conduct during their initial orientation and subsequently trained, if necessary, in the implementation of these standards.</p> <ul style="list-style-type: none"> i. To respect and promote the unique identity of each child and family and refrain from stereotyping on basis of gender, race, ethnicity, culture, religion or disability; ii. To follow program confidentiality policies concerning information about children, families, and other staff members; iii. No child will be left alone or unsupervised while under their care or subjected to willful neglect while under their care; iv. To use positive methods of child guidance and not engage in corporal punishment, emotional or physical abuse, or humiliation. Additionally, not employ methods of discipline that involve isolation, the use of foods as punishment or reward, or the denial of basic needs. 	<p>Exec. Dir. Human Resources Manager PI Specialist</p> <p>Human Resources Manager Executive Director</p>	<p>Continuous</p> <p>As Needed</p>	<p>Personnel Policies and Practices Parent Calendar</p>
1304.52(h)(2)&(3) Policies regarding soliciting or accepting personnel gratuities and penalties for same	<p>Written policy outlines the "Prohibition Against Acceptance of Gifts and Gratuities". Employees are prohibited from accepting gifts, money and gratuities and/or eliciting contracts or services from clients, vendors, other programs or agencies for the benefit of clients or themselves. Employees are subject to termination as a result of involvement in such activity.</p> <p>Staff sign statement that they have read and understand the policies.</p>	<p>Exec. Director</p> <p>Human Resources Manager</p>	<p>Continuous</p> <p>Orientation and Annual</p>	<p>Personnel Policies and Practices</p> <p>Receipt for employee manual.</p>

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Section [1304.52]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.52(i) Performance Appraisals	<p>A high level of commitment and performance is expected of all employees and is essential to the success of the agency. In order to achieve this commitment and performance, each employee will be provided with a clear understanding of what is expected and how he or she is performing. As a result, the agency has a formal performance evaluation program where each employee will be evaluated annually by the immediate supervisor and/or appropriate Specialist.</p> <p>The evaluation will be reviewed in person with the employee and will be signed by immediate supervisor and/or Specialist, and the employee to indicate that the review has been made. The employee's signature does not necessarily reflect agreement with the evaluation; any areas of disagreement must be noted in writing by the employee. The employee may add any statement of information to be filed along with the evaluation in his or her personnel file. If the evaluation is unsatisfactory, written plans for improvement within a specified time period will be developed by the immediate supervisor and/or Specialist and signed by the employee. If the improvement is not attained, the steps outlined in Disciplinary Action will be followed.</p>	Human Resources <u>Manager</u> Staff with the responsibility of supervising others	New Employee Orientation After 30, 60, 90 180 days of employment; Annual	Personnel Policies and Practices; Operations Manual
1304.52(j)(1) & (2) Staff and Volunteer Health	<p>To ensure the safe and healthy environment for children and staff, all staff and regular volunteers demonstrate that they are in good health and can meet the essential job functions of a staff job description.</p> <p>The agency requires all new staff to submit to a post offer - pre placement physical exam and TB Mantoux test. Biannual exams are a requirements for continued employment , however, each staff member will complete a survey on TB risks anyone answering yes to risk questions will need to be screened via Mantoux</p> <p>Each volunteer will complete a survey on TB risks. Regular volunteers answering yes to risk questions will need to be screened via Mantoux.</p> <p>All results are kept on file for two (2) years. We will accept a Mantoux or chest-x-ray that is less than one (1) year.</p>	Human Resources Manager HS/EHS Health Specialists Health Specialist	Upon Hire Biannually Volunteer Training/ Continuous	Physical Exam form(s) Operations Manual Operations Manual

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Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.52(j)(3) Have mental health and wellness information available to staff.	<p>Employees are provided with information on the Employee Assistance Program (EAP).</p> <p>A counselor is available to talk to staff weekly and refer staff to appropriate community agencies. Confidentiality is stressed. Mental Health and Wellness information and workshops are provided for staff throughout the year.</p> <p>Mental Health and Wellness information and workshops are provided for staff throughout the year.</p>	<p>Human Resources Manager</p> <p>Health Specialist</p> <p>Health Specialists</p>	<p>New Employee Orientation</p> <p>As Needed</p> <p>As Needed</p>	<p>Policies & Pract./ New Hire Packet/ Benefit Sheet Flyers - Oper. Manual</p> <p>Agenda/ Copies of Flyers</p>
1304.52(k)(1) Must provide an Orientation to all new staff, consultants, and volunteers	<p>All new employees receive a New Employee Orientation session on their first day of work, to receive an introduction to agency mission statements, agency policies, benefits overview, and job responsibilities.</p> <p>Training is continuous to meet the individuals needs as well as the responsibilities to carry out program objectives.</p>	<p>Human Resources Manager</p> <p>Specialists</p>	<p>Upon Hire Continuous</p> <p>Continuous/ Annual</p>	<p>Personnel Policies & Pract.</p> <p>Monitoring Rpt/ Appraisals</p>
1304.52(k)(2)& (3) Establish and implement a structured approach to staff training and development, attaching academics credit.	<p>Staff receive training opportunities throughout a program year. A training calendar is created prior to the start of the year to allow staff ample time to determine their needs and fulfill job responsibilities.</p> <p>All staff training for a full day is provided allowing staff to receive information on pertinent job related topics.</p> <p>A comprehensive Career Development program allows full and part time staff to receive college credits for course work.</p> <p>For employees with the responsibility of training others, agency paid graduate course work is offered to increase an employees own knowledge and make a better contribution to the program and families served.</p> <p>On-Site partnership is established with the local community college to provide credited courses for substitute, part and full-time staff.</p>	<p>Specialist</p> <p>Exec. Dir./Specialists</p> <p>Human Resources Manager</p> <p>Human Resources Manager</p> <p>Human Resources Manager</p>	<p>Aug-Dec Jan - June</p> <p>Three Times Per Year</p> <p>As Needed</p> <p>As Needed</p> <p>As Available</p>	<p>Training Calendar</p> <p>Training Calendar</p> <p>Personnel Policies & Pract</p> <p>Personnel Policies & Pract.</p>

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Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.52(k)(3)(i)	Luzerne County Head Start provides in house trainings for staff each program year on the identification and reporting of Child Abuse and Neglect. The agency also arranges for representatives of CPS to hold trainings for Luzerne County Head Start staff. New family workers are orientated in this area by the Social Services Specialist. In addition, new staff persons are provided with a packet of information, including definitions and procedures, at Employee Orientation.	FCP Specialist		Training Binder
1304.52 (k)(3)(ii) Planning for successful transitions through on-going staff training.	<p>Staff receive ongoing training regarding all aspects of helping children and families have successful transitions into Head Start and other child care programs.</p> <p>Staff receive pre-service training and on-going opportunities to attend small group workshops with the Transition Specialist and School District professionals.</p> <p>Refer to Performance Standard 1304.40(h)(1)-(4) / 1304.40(g)(2) for methods and supportive services staff are trained in.</p>	Transition Specialist/ Disabilities Specialist		Training Binder / Operations Manual / Transition Binder
1304.52(k)(4)	Luzerne County Head Start provides annual training for the new Board Members and Policy Council members. A packet of orientation materials is reviewed for an understanding of their role and the operation of LCHS.	Executive Director Asst. Exec. Director	Annual	Training Materials
1304.53(a)(1)(2)(3) (4)(5)(6)	<p>Luzerne County Head Start rents facilities and owns two sites. The Director of Operations is responsible for the physical sites and the oversight of the facilities.</p> <p>Work orders are used for repair and maintenance of the sites.</p>	<p>Executive Director Director of Operations</p> <p>Director of Operations</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Work Orders</p>

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Section [1304.53]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.53(a)(7) Grantee and delegate agencies must provide for the maintenance, repair, safety, and security of all Early Head Start and Head Start facilities, materials, and equipment.</p>	<p>Luzerne County Head Start has procedures that ensure that all facilities, materials, and equipment are safe, maintained, repairs completed as needed and security procedures:</p>	<p>Daily inspections of indoor & outdoor area, teachers: Beekman Street Maintenance Person</p>	<p>Daily for Outdoors Indoors</p>	<p>Work Orders Facility Cleaning Log</p>
	<p>A monthly inspection using an agency checklist is completed on equipment, furniture, toys, materials, and facilities, (indoor and outdoor).</p>	<p>Center Managers Teachers</p>	<p>Monthly Daily</p>	<p>Monthly Walk Through / Work Orders</p>
	<p>A yearly inspection using an agency checklist is completed to ensure that all facilities, indoors and outdoors, comply with health and safety procedures.</p>	<p>Director of Operations, Center Managers, and Regional Nurse, Maintenance Person(s) (Beekman Street)</p>	<p>Yearly</p>	<p>Yearly Walk Through</p>
	<p>A daily inspection is conducted of all play areas to ensure a safe play area.</p>	<p>Staff</p>	<p>Daily</p>	<p>Facility Cleaning Log</p>
	<p>All Head Start facilities both owned and leased have a system to monitor entry to the facility.</p>	<p>Director of Operations / CM</p>		<p>Monthly / And Yearly Walkthrough</p>

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Section [1304.53]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.53(a)(8) Grantees and delegate agencies must provide a center-based environment free of toxins, such as cigarette smoke, lead, pesticides, herbicides, and other air pollutants as well as soil and water contaminants. Agencies must ensure that no child is present during the spraying of pesticide or herbicides. Children must not return to affected area until it is safe to do so.</p>	<p>Tobacco, alcohol and illegal drugs are prohibited on all Head Start, owned or leased, facilities, grounds, and vehicles.</p>	<p>Executive Director</p>	<p>Continuous</p>	<p>Personnel, Policies, and Practices, "Smoke Free Environment" Operations Manual, "Smoke Free Environment"</p>
	<p>Children, families, and staff are educated about harmful effects of smoking including second hand smoke. Education is provided at Parent Committee, Parent and Staff Workshops, and classroom health topics.</p>	<p>Health Specialist and Regional Nurse</p>	<p>Yearly</p>	<p>Lesson Plans, Agendas from Parent Committees, Parent and Staff Workshops</p>
	<p>All Head Start owned and leased facilities have monthly inspections by registered and licensed exterminator. The inspections take place while children are not on site and free from children for 12 hours or more.</p> <p>Head Start has developed a relationship with local health officials to be used as a consultant on an as needed basis.</p>	<p>Director of Operations & Center Managers</p> <p>Health Specialist</p>	<p>Monthly</p>	<p>MSDS binders at each center, exterminator inspection sheets for centers where Head Start is financially responsible are held by the Director of Operations</p>

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Section [1304.53]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.53(a)(9) Outside play areas at center based programs must be arranged so as to prevent children leaving unsupervised areas.</p> <p>1304.53(a)(10) 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. At a minimum agencies must ensure that:</p>	<p>Fencing or other physical barriers surround all of our playground sites to prevent children from vehicular traffic and other dangers.</p> <p>Also, the outdoor play area is fully supervised at all times.</p> <p>Luzerne County Head Start has a written procedure for safely loading and unloading children and a walk through is conducted at the end of each bus run. Second person will initial after they get off the bus.</p> <p>A monthly walk through is conducted by each center manager to ensure that the facility is maintained, materials, and equipment are repaired, and security measure are active.</p> <p>An annual walk through is conducted by the Center Manager, Regional Nurse and Director of Operations to ensure that all facilities are at a high quality standard. Assistance is requested by the Head Start maintenance person and any maintenance personnel from leased buildings.</p>	<p>Early Childhood Specialist/ Exec. Director / Director of Operations <u>Education Team</u></p> <p>Center Manager, Education Team, Contracted Bus Driver, Bus Aides, Director of Operations, Second Person on Bus</p> <p>Center Manager, Director of Operations</p> <p>Director of Operations, Center Manager, Regional Nurse</p>	<p>Continuous</p> <p>Continuous</p> <p>Monthly</p> <p>Yearly</p>	<p>Education Binder</p> <p>Operations Manual/ Transportation Aides and Training Bus Drivers and Center Managers</p> <p>Monthly walk through on file at each center and the office of the Director of Operations</p> <p>Annual walk through on file at each center and the office of the Director of Operations</p>

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Section [1304.53]

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1304.53(a)(10)(i) In climates where such systems are necessary, there is a safe and effective heating and cooling systems that is insulated to protect children and staff from potential burns	An annual walk through is conducted by the Center Manager, Regional Nurse, and Director of Operations to ensure safe cooling and heating systems. This includes checking on units to be sure that they are properly vented, insulated or screened, temperature of baseboard or heaters are not hotter than 110 degrees Fahrenheit, kerosene or gas stoves are not used, fans are inaccessible to children, and heating/ventilating equipment are professionally inspected annually.	Center Manager, Regional Nurse, & Director of Operations	Yearly	Annual Walk Through
1304.53(a)(10)(ii) No highly flammable furnishings, decorations, or materials that emit highly toxic fumes when burned are used:	An annual/monthly walk through is conducted to ensure that high flammable furnishings are not used.	Center Manager, Regional Nurse, Maintenance Person & Director of Operations	Monthly Yearly	Monthly walk through on file at each center and the office of the Director of Operations/ Annual walk through
1304.53(a)(10)(iii) Storage of flammable and other dangerous materials and potential poisons.	All poisons and potential poisons are stored under lock and key separate from food and medicines and away from all children. MSDS binders are located at each center, all poisons are stored in their original containers and used for only the purposed noted on the container.	Center Managers, Health Specialist, Regional Nurse, Maintenance person, Director of Operations	Continuous	Monthly walk through/ Annual walk through/ Operations Manual - Poison Safety Policy & Medication Policy Lesson Plans and Parent Committee agendas

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Section [1304.53]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.53(a)(10)(iv) Rooms are well lit and provide emergency lighting in case of power failure;	Emergency light is accessible at some of Luzerne County Head Start facilities, those not having the accessibility are provided flashlights for each classroom at each site. Emergency lighting and flashlights are checked monthly. Sites that are leased are inspected monthly or annually depending upon the landlord.	Center Manager, Regional Nurse, and Director of Operations	Monthly Yearly	Monthly walk through, Annual walk through, Fire/ Evacuation Drill Form
1304.53(a)(10)(v) Approved working fire extinguishers are readily available	All facilities and vehicles owned and leased have fire extinguishers that are readily accessible and in proper working condition. Fire extinguishers are serviced annually for facilities and vehicles and checked on a monthly basis. When a new facility or vehicle has been attained the Director of Operations contacts a fire extinguisher consultant.	Center Managers/Director of Operations/	Yearly tags on fire extinguisher service call sheet filed at centers	
1304.53(a)(10)(vi) An appropriate number of smoke detectors are installed and tested regularly	<p>Smoke detectors are placed according to manufacturers' instructions along with consulting with a fire detector consultant. These are placed according to state and local building codes.</p> <p>Testing of smoke detectors and evacuation procedures are performed monthly at each facility. Batteries operated by smoke detectors are replaced annually at each center.</p>	<p>Director of Operations/ Center Managers and Regional Nurses</p> <p>CM / RN</p>	Consultant as needed / Batteries changed annually	Monthly walk through/ Annual walk through/ Fire Evacuation Drill Forms

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Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.53(a)(10)(vi)	Exit signs are posted throughout all Head Start facilities, those exit signs containing lights are maintained and checked daily. Some centers/ classrooms may have paper Exit signs. Evacuation routes are posted in each classroom and throughout the center, each center has two evacuation routes. All exit doors in all facilities open outward, are unobstructed, are unlocked from the inside.			
1304.53(a)(10)(vii) Exits are clearly visible and evacuation routes are clearly marked and posted so that the path to safety outside is unmistakable	Fire drills are conducted monthly.	Center Managers and Director of Operations/ Regional Nurses/ Center Manager and Director of Operations Center Manager and Regional Nurses	Continuous Monthly	Fire Evacuation Drill Form on file each center and the office of the Health Specialist
1304.53(a)(10)(viii) Indoor and outdoor premises are cleaned daily and kept free from undesirable and hazardous materials and conditions	Facilities are maintained on a daily basis to ensure that indoor and outdoor premise are cleaned and free from hazards. Kitchens are cleaned and sanitized in accordance with PA Dept. of Agriculture standards of sanitation and refrigeration which ensures safety of food served.	Center Manager Director of Operations <u>Staff</u> Maintenance Person Cooks	Continuous Continuous	Monthly Walk Through Annual Walk Through Fire Evac. Drill Form Facility Cleaning Log
1304.53(a)(10)(ix) Paint coatings on both interior and exterior premises used for the care of children do not contain hazardous quantities of lead	All paints used throughout Head Start owned and leased facilities are free from lead. Head Start has established an ongoing relationship with the PA Dept. Health to obtain information on prevention, consulting, testing for buildings and treatment of children suspected of high lead levels. Parents are educated about the dangers of lead paint and lead contamination.	Director of Operations and Center Managers Health Specialist/Regional Nurses/ Director of Operations	Continuous/ As Needed	Monthly Walk Through Annual Walk Through Parent Committee / Parent Workshops and Handouts

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Section [1304.53]

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<p>1304.53(a)(10)(x) The selection, layout and maintenance of playground equipment surfaces minimize the possibility of injury to children</p>	<p>To ensure that playgrounds and playground equipment are designed, installed, inspected and maintained, professional playground installers are contracted.</p> <p>We install all playground equipment in strict accordance with the manufacturer's instructions.</p> <p>All surfacing material is purchased according to the US Consumer Product Safety Commission.</p> <p>Equipment is situated so that the clearance space allocated to one piece of equipment does not encroach on others.</p>	<p>Early Childhood Specialist / Executive Director / Director of Operations</p>		<p>US Consumer Product Safety Commission</p> <p>American Academy of Pediatrics</p>
<p>1304.53(a)(10)(xi) Electrical outlets accessible to children prevent shock through the use of child resistant covers, the installation of child-protection outlets, or the use of safety plugs</p>	<p>Teachers are responsible for making sure all classroom electrical outlets are covered when not in use.</p> <p>Center Managers are responsible for making sure all other electrical outlets in the center are covered when not in use.</p>	<p>Teacher / Center Manager</p>	<p>Continuous</p>	<p>Monthly Walk Through</p>
<p>1304.53(a)(10)(xii) Windows and glass doors are constructed, adapted, or adjusted to prevent injury to children</p>	<p>All electrical outlets in owned and leased facilities that are accessible to Head Start children have safety plugs installed. Safety plugs are given to families as needed to ensure safety in their homes.</p> <p>Facilities that are owned and leased that have glass windows or doors are constructed of safety grade glass. Windows in centers where they can be opened have child safety devises to ensure safety for all children.</p>	<p>Center Managers and Director of Operations/ Family Advocates/Workers</p> <p>Center Managers Director of Operations</p>	<p>Continuous</p> <p>Continuous</p>	<p>Daily Inspections Monthly Walk Through/ Annual Walk Through/</p> <p>Monthly Walk Through/ Annual Walk Through</p>

Luzerne County Head Start, Inc.
[FACILITIES, MATERIALS AND EQUIPMENT]

Section [1304.53]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.53(a)(10)(xiii) Only sources of water approved by local or state health authority are used.	Through an approved public water supplier, Head Start facilities owned and leased receive piped water. Facilities that are leased that utilize a well, the landlords hold documentation that the sources is approved for use.	Center Managers/ Director of Operations		Annual Walk Through/ Documentation on file with landlords - copy Director of Operations
1304.53(a)(10)(xiv) Toilets and hand washing facilities are adequate, clean in good repair, and easily reached by children. Toileting and diapering area must be separate from area used for cooking, eating, or children activities.	Toilet, hand washing facilities are clean, good repair, and accessible. Toilets and sinks are at a ratio of 1 to 10 and are placed at or below the recommended heights. Step stools are used where toilets or sinks may be too high for child. Each toilet stall can be easily opened by children. Children are supervised during toileting and hand washing to ensure their safety. Utility sinks are used for sanitizing mops and cleaning equipment. A diaper procedure has been established for each center to meet the performance standard.	Center Manager, Director of Operations, Health Specialist	As Needed	Monthly Walk Through/ Annual Walk Through/ Operations Manual (diaper procedures - Health)
1304.53(a)(10)(xv) Toilet training equipment is provided for children being toilet trained.	Child sized toilets, safe and sanitizable set aids and modified toilet seats (where there are only adult-sized toilets) are provided in all facilities to meet child's needs when providing toilet training.	Director of Operations / Disabilities Specialist		
1304.53(a)(10)(xvi) All sewage and liquid waste is disposed of through a locally approved sewer system, and garbage and trash are stored in a safe and sanitary manner.	All sewage and liquid waste is disposed to an approved sewage authority. Garbage and trash is collected daily from the center and an approved trash hauler collects it twice per week. Disposal of diapers - Diaper Procedures is followed.	Director of Operations/ Center Managers	Continuous	Annual Walk Through/ Operations Manual (diapering procedures) Health

Luzerne County Head Start, Inc.
[FACILITIES, MATERIALS AND EQUIPMENT]

Section [1304.53]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1304.53(a)(10)(xvii) Adequate provisions are made for children with disabilities</p>	<p>Make reasonable accommodations to ensure facilities are accessible to persons with disabilities.</p> <p>Accommodations are made in the classroom following the IEP.</p> <p>Accommodations are made for children with special diets or feeding needs. If needed, staff is trained to meet the needs.</p> <p>Classroom staff is assigned to a child with disabilities to ensure safety during emergency evacuation procedures.</p>	<p>Executive Director Director of Operations</p> <p>Disabilities Specialist</p> <p>Nutrition Specialist/ Cooks</p> <p>Teacher</p>	<p>In a Timely Manner</p> <p>Start of School</p>	<p>IEP</p> <p>Posted in Kitchen/Classroom</p> <p>Memo / Emergency Evacuation Procedure</p>
<p>1304.53(b)(i) Head Start equipment, toys, materials, and furniture were purchases to meet the needs and facilitate the participation of children and adults.</p>	<p>When toys or materials are purchased they show respect for children and families. They support educational objectives and an individualized program of services.</p> <p>Assistance is given to families in identifying materials in the home that are safe and facilitate children's learning and exploration.</p> <p>Duplicate materials are purchased to alleviate excessive competition and long waits.</p>	<p>Early Childhood Specialist / Teacher / I/T Specialist/ EHS FE</p>	<p>Continuous</p>	<p>NAEYC Guidance / High Scope Materials /HELP Curriculum</p>
<p>1304.53(b)(1)(i) Supportive of the specific educational objectives of the local program.</p>	<p>Materials are chosen that include art materials, musical instruments, dramatic play props and books.</p> <p>Toys and materials are responsive to the children's interests and abilities.</p> <p>Outdoor equipment is provided and activities are done to extend the indoor learning environment.</p> <p>Materials are available that are families to children because of their use at home.</p>	<p>Early Childhood Specialist / Teacher / I/T Specialist/ EHS FE/Teacher</p>	<p>On-Going</p> <p>On-Going</p>	

Luzerne County Head Start, Inc.
[FACILITIES, MATERIALS AND EQUIPMENT]

Section [1304.53]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1304.53(b)(1)(ii) Supportive of the cultured and ethnic backgrounds of the children.	Materials and toys are available that demonstrate acceptance of each child's gender, family, language and culture. Materials are available for families to use at home with their children.	Teacher	On-Going	High Scope Material
1304.53(b)(1)(iii) Age appropriate safe and supportive of the abilities and developmental level of children served with adaptations for children with disabilities.	Materials are carefully selected, child sized equipment, toys, materials and furniture for the age group using them.	Teacher/EHS FE/ECD Spec./I/T Specialist EHS Health Spec.	On-Going	NAEYC Guidelines/High Scope Materials
1304.53 (b)(1)(iv) Accessible, attractive and inviting to children.	Materials are accessible to children on low shelves, that children can explore by themselves.	Teacher/EHS Staff	On-going	NAEYC Guidelines
1304.53(b)(1)(v) Designed to provide a variety of learning experiences and to encourage each child to experiment and explore.	Materials possess interesting shapes, textures, and colors that invite play exploration and learning. Refer to 1304.2, 1304.53 (b)(1)(i)(iv)	Ed. Specialist		
1304.53 (b)(1)(vii) Stored in a safe and orderly fashion when not in use.	Materials have a storage space of its own. Bookshelves and other equipment cannot be pulled over by the children.	Ed. Specialist		High Scope Operation's Manual
1304.53(b)(2)	In EHS, the infant and toddler toys are made of non-toxic materials and are sanitized regularly.	EHS Specialist		

Luzerne Coun lead Start, Inc.

[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]

GOAL: LCHS will ensure consistency in eligibility determination for selection of families with the greatest need.

Section [1305.2] (Changes made 5/3/2012 to ERSEA section)

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1305.2 Definitions</p>	<p>Definitions stating the precise meaning of words or word groups are used in conjunction with the Head Start Performance Standards. They serve as the requirements and procedures for the eligibility determination, recruitment, selection, enrollment and attendance of children in the Early Head Start and Head Start programs.</p>	<p>ERSEA Specialist / ERSEA Coordinator / Disabilities Specialist / HS Family Worker (FW) / EHS Family Educator (FE)</p>	<p>Ongoing</p>	<p>Operations Manual / FW Reference Manual</p>
	<p>Training and technical assistance are provided for all staff responsible for performing outreach, recruitment, enrollment and attendance activities and implementing service area processes, current Head Start Performance Standards, requirements, regulations, policies and legislation.</p>	<p>ERSEA Specialist / ERSEA Coordinator / Center Managers</p>	<p>Ongoing</p>	<p>Operations Manual/ FW Reference Manual</p>
	<p>Staff is educated in agency procedures and receive resource materials and updated information as needed to ensure consistent program presentation, eligibility determination for selection, quality services, etc.</p>	<p>ERSEA Specialist / ERSEA Coordinator / Center Managers</p>	<p>Ongoing</p>	<p>Operations Manual/ FW Reference Manual</p>
	<p>Training conducted for staff includes, but is not limited to: * New Staff Orientation and Training * Small Group Trainings * Large Group Trainings * ERSEA Round Table discussions * Individual Trainings * In-House Trainings * One-on-One immediate feedback (via phone, on site, etc.) * Staff Calendars (activities, due dates, time lines, etc.) * Memos/Reference Materials (on policy changes, clarification of key issues, agency interpretation of program instructions, etc.) * Presentation by community agency representatives</p>	<p>ERSEA Specialist / ERSEA Coordinator / Center Managers</p>	<p>Ongoing</p>	<p>Operations Manual/ FW Reference Manual</p>

Luzerne County Head Start, Inc.
[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]

Section [1305.4]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.4(a) Age of Children	<p>Verification of a child's birth date (taken generally from a certified or hospital birth certificate), as well as confirmation of a child's home school district, are obtained from the applying family. This information is recorded on the child's application.</p> <p>The child's age is calculated according to the child's home school district kindergarten cut-off date for the school year in which application is being made. To be eligible for Head Start services a child must be determined to be at least three (3) years old by the public school date.</p> <p>Children with disabilities are able to apply for Head Start services prior to their chronological age of three (3) in keeping with ACYF-IM-94-16 which states that children should be considered age eligible for Head Start as of their third birthday according to the Americans with Disabilities Act. Therefore, this is consistent with Section 1305.4(a) which states "to be eligible for Head Start services, a child must be at least three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located." NOTE: This child must enter with an IEP. The Disabilities Specialist will contact a recruiter to complete an application when appropriate.</p> <p>A list of children waiting to transition from Early Head Start to Head Start at the age of three (3) is available online to the FW or center managers to ensure that all children from Early Head Start will receive priority for placement. The ERSEA Coordinator updates this list as needed.</p> <p>Once an enrolled Early Head Start child turns 30 months of age or who may transition from Early Head Start to Head Start, the EHS Family Educator will contact the family and complete a new HS application, including re-verification of income in order to determine eligibility to transition to Head Start. NOTE: HS Family Workers complete EHS applications for the families in their caseload who have age-eligible siblings and who express interest in the EHS program. Likewise, EHS Family Educators should complete HS applications for other age-eligible siblings in their caseloads with interest in Head Start.</p> <p>EHS transition planning may include the Family Educator, Infant and Toddler Specialist, Education Specialist, ERSEA Specialist, and any other staff as needed, such as the Disabilities Specialist. The most appropriate placement is determined for the EHS child transitioning to the HS program.</p> <p>Families interested in EHS services for children who will become age-eligible for HS recruitment during the current program year will be held in "intake status". Applications for the children will be taken only if the waiting list is exhausted or if enrollment requirement of children with disabilities is not met.</p>	<p>FW/ Recruiter / FE</p> <p>FW / Recruiter / FE</p> <p>Disabilities Specialist/ Recruiter</p> <p>ERSEA Coordinator / HS Center Manager /FW</p> <p>FW / FE / ERSEA Coordinator / Education Specialist/ ERSEA Specialist/ Disabilities Specialist / FCP Specialist</p> <p>ERSEA Coordinator / EHS Staff</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Operations Manual / LCHS Child Application / School District Kindergarten cut-off date chart.</p> <p>ACYF-IM-94-16</p> <p>EHS Transition Waiting List / Waiting List Folder</p> <p>LCHS Child Application/ FW Reference Manual / Operations Manual</p>

[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]

Section [1305.4]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.4(b) Family Income Eligibility	<p>A total yearly family income is calculated through verification of income documents, and recorded on the application.</p> <p>Income eligibility is determined based on the definitions of family, low-income family, and income. Annual HHS poverty income guidelines are used as they reflect income limits according to size of family unit.</p> <p>After eligibility is determined, enrollment requirements are fulfilled. At least ninety percent (90%) of enrollees are income-eligible, and come from low-income families, defined as families whose total annual income before taxes is equal to, or less than, the income guidelines. Families in a state of "homelessness" by the McKinney-Vento Act are categorically eligible for participation as are current recipients of public assistance, (i.e., TANF cash assistance, Family Works, TANF-funded child care subsidy and/or SSI) and children in foster/kinship care. When family income exceeds the guidelines, these families are referred to as program eligible.</p> <p>Up to 35% of enrollees may be from families whose income falls between 101 and 130% of poverty after all income eligible and program eligible (under 100% of poverty) and over income with disabilities (between 101 and 130% of poverty) have been considered first. In addition, up to ten percent (10%) of enrollees may be over-income, and come from families that exceed the low-income guidelines (over 130% of poverty) but who meet the established selection criteria and/or have extenuating family circumstances or high risk factors. Note: The only exception to this would be if the agency has not met the 10% requirement to serve children with disabilities, then children with disabilities (whose income exceeds 130% of poverty) would be considered first. The percentage may include "children with disabilities," as 10 percent of our enrollment during the program year is maintained for children who meet the definition for disabilities. All enrolled children receive a developmental screening to identify any additional special needs not identified during the application process.</p>	FW / Recruiter / FE / Selection Committee	Ongoing	<p>Operations Manual/ LCHS child application/ annual HHS poverty guidelines/ Enrollment Priorities Cover Sheet</p> <p>ACYF-PI-HS-99-06 / OHS-PC-I-O55/ McKinney-Vento Homeless Assistance Act / "Improving Head Start for School Readiness Act of 2007" (Head Start Reauthorization)</p>
1305.4(c) Family Income Verification	<p>Family income is verified through examination of documents and recorded at time of application. Completed application is forwarded to assigned ERSEA Specialists/Coordinators for review/ monitoring and then forwarded to MIS for data entry.</p> <p>Eligibility to participate in the program is determined only after the complete application, including the family size and verification of family income, has been reviewed.</p>	<p>ERSEA Specialist/ ERSEA Coordinator / FW / Recruiter / FE</p> <p>FW/Recruiter/FE</p>	Ongoing	<p>Operations Manual/ LCHS child application / Annual HHS Poverty Guidelines</p>
1305.4(d) Family Income Examination and Verification	<p>Documentation of income and/or current public assistance are examined at time of application. All family income amounts are recorded on the application.</p>	FW/Recruiter/FW	Ongoing	FW Reference Manual / H.S. Definition of Income

Luzerne County Head Start, Inc.
[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]

Section [1305.4]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.4(e) Family Income Documentation	<p>If a child is found to be eligible, a statement on the income verification form is signed, indicating that the child is eligible to participate in the program. The statement is maintained as a part of the child’s application to indicate that income verification has been made, and that all eligibility factors have been considered.</p> <p>Income Verification forms include a signed statement by the recruiter. Forms identify which documents, for instance, W-2, pay stubs, tax return, SSI letter, etc. were examined at time of application.</p> <p>Procedures for verification are documented in informal agreements between Head Start, Early Head Start and collaborating agencies. They include identification of responsibilities, time element involved, and services provided. When applicable, a release of verification of public assistance is completed and signed, and verified by the County Assistance Office. Similarly, a release of verification of subsidized child care funding source is completed and signed, when applicable, and then verified by the Child Care Information Services (CCIS).</p>	<p>FW / Recruiter / FE</p> <p>ERSEA Specialist / ERSEA Coordinator</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Operations Manual / LCHS Child Application / FW Reference Manual</p> <p>Community Partnership Binder</p>

Luzerne County Head Start, Inc.
[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]
GOAL: LCHS will reach families within the agency's recruitment area most in need of Head Start services.

Section [1305.5]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1305.5(a) Community Outreach</p>	<p>The recruitment process actively informs eligible families, including migrant families, of available services and encourages them to apply for admission to the HS and EHS programs. Its goal is to reach those families within the recruitment area most in need of services. The process begins with contacts to individuals, agencies, including those that serve children with disabilities, and community groups to publicize the HS and EHS program, and its recruitment efforts. Agencies include child welfare, resource and referral, public school districts, non-profit organizations, hospital/health clinics.</p> <p>Advertisement includes use of letters requesting referrals from public and private agencies, news releases, messages for TV public service bulletin boards, and local advertising media which may include the use of informational placemats in participating restaurants, and flyers in area school districts for the purpose of referrals from parents.</p> <p>Announcements, flyers and bulletins to local community organizations such as churches, schools, local newspapers, etc. are prepared and submitted by HS Center managers to inform and to enlist support and assistance in identifying eligible families.</p> <p>Canvassing the local community for locations to place HS and EHS informational flyers, brochures, posters, and doorhangers is done as a vital part of the recruitment process. Working relationships with both assigned and new community agencies are established and maintained.</p> <p>Ongoing communication with the Part C Provider and monthly contacts with prenatal referral sources are maintained by EHS. Program managers and EHS staff also conduct various forms of outreach in the community.</p> <p>Participation in various outreach activities is encouraged for all HS and EHS staff. Community Outreach Binders are maintained at the Central Office, and monitored throughout the program year.</p>	<p>ERSEA Specialist/ Disabilities Specialist</p> <p>HS/EHS Center Manager</p> <p>FW / Recruiter / FE ERSEA Coordinator/ EHS Center Managers</p> <p>Infant/Toddler Specialist / EHS Program Staff</p> <p>HS and EHS Staff / ERSEA Coordinator Monitors Binders</p>	<p>On-going</p>	<p>Operations Manual / Parent Handbook / Community Outreach Binder / FW Reference Manual / Community Partnerships Binder / Recruitment and Enrollment Plan</p>

Luzerne County Head Start, Inc.

[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]

GOAL: LCHS will utilize the community assessment information for determining selection criteria, recruitment area, center location, program options, and to provide ongoing, consistent program presentation to all applying families.

Section [1305.5]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.5(b) Application Process	<p>The recruitment area that is served by our grantee agency is determined from information collected and analyzed in the community assessment, conducted once every three years, and updated annually.</p> <p>Each center has a designated primary target area determined by distance, length of riding time for children if applicable, and areas where eligible children seem to be located year after year. Changes to these target areas can be made on the basis of need. Discussion and consultation with transportation contractors may be necessary.</p> <p>Staff solicits applications from as many eligible families as possible within the recruitment area. Personal contacts are made through phone calls and/or letters to schedule appointments at times convenient for the family.</p> <p>Contacts include families of enrollees (for sibling referrals), and any others with in-take information and interest. All efforts to schedule recruitment, both successful and unsuccessful contacts, are documented.</p> <p>Applications are generally scheduled for completion in the center (or the home, when more convenient for the family). At this time, the recruiter informs the family of the services available, explains the application process and assists in filling out the application forms in order to assure that all information needed for selection is completed and accurate. All information provided by the applying family is held in strict confidence.</p> <p>Parents/Guardians are informed about program service options through communication with staff and through written materials, such as the program brochure, provided to each family at recruitment.</p>	<p>Executive Director</p> <p>Director of Operations</p> <p>FW / Recruiter / FE</p>	<p>October</p> <p>On-going</p> <p>On-going</p>	<p>Community Assessment</p> <p>Operations Manual</p> <p>Operations Manual / Recruitment Intakes and Rosters / LCHS Child Application / Family Notes/ FW Reference Manual</p>

Luzerne County Head Start, Inc.

[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]

GOAL: LCHS will follow a criteria point system to ensure an efficient way to consider all applicants in the selection process.

Section [1305.5]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.5(b) Application Process (Cont'd)	Recruitment days/evenings, often open to the public, are scheduled, publicized, and held at locations such as Head Start/ EHS centers and community rooms of low-income housing projects. Parents or care givers who are working, attending school, or for other reasons, unable to participate in the typical recruitment process, are given an opportunity to have an application taken.	FW / Center Manager / FE / ERSEA Specialist / Recruiter	Spring and on-going	Community Outreach Binder / FW Reference Manual / Operations Manual
1305.5(c) On-Going Application Process	Recruitment is ongoing. An application may be taken at any time during the year, including the summer and again in the Fall when centers must be filled and waiting lists developed. This process ensures that the number of applications obtained is greater than the enrollment opportunities that are anticipated during the enrollment year in order to select those with the greatest need. In Early Head Start, recruitment, selection, and enrollment are on-going.	FW / Recruiter / EHS Educator	On-going	Operations Manual/ LCHS Child Application / Recruitment In-Takes and Rosters/ Prioritization Reports
1305.6(a) Selection criteria and consideration of all eligible applicants	Selection criteria are established by utilizing the community assessment, and according to Head Start requirements. They are reviewed and presented to Head Start Policy Council who approves and submits to the Board. The criteria define the types of children and families who are given priority for recruitment, selection, and enrollment.	ERSEA Specialist/ Executive Director/ Assistant Executive Director	As needed	Operations Manual/ FW Reference Manual

Luzerne County Head Start, Inc.
 [ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]

Section [1305.6]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.6(a) continued	<p>A criteria point system is followed to ensure an efficient way to select families with the greatest need. Using a code, points are assigned for each selection criteria, also referred to as enrollment priorities, that are determined to be met by the child and family through information sharing, documentation, and verification.</p> <p>An Enrollment Priorities Cover Sheet is completed and attached to the application of every family applying for Head Start / Early Head Start services so that all eligible applicants are considered in the process.</p> <p>The ERSEA Specialist, ERSEA Coordinator, Lead Family Worker, HS Disabilities Specialist and EHS Infant-Toddler Specialist review referrals received from the community, then forward them to a recruiter for follow-up. The HS Disabilities Specialist assesses the application information pertaining to a child's diagnosed disability, makes a determination whether the child meets the definition for "children with disabilities", and if so, approves points for this category, initials and dates the Enrollment Priorities Cover Sheet. In EHS, the recruiter makes this determination.</p> <p>Data entry of all completed applications is performed by MIS. Applications are returned to the ERSEA Specialist / ERSEA Coordinator. They are maintained in a locked cabinet. A Prioritization Report for each center is computer-generated, ranking applications in order of needs according to income and established criteria.</p>	<p>FW / Recruiter / FE</p> <p>ERSEA Specialist / ERSEA Coordinator / Disabilities Specialist / Infant-Toddler Specialist / Recruiter / Lead FW</p> <p>Management Information Systems (MIS)/ ERSEA Specialist / ERSEA Coordinator</p>	<p>Ongoing</p> <p>On-going</p>	<p>LCHS Child Application/ Enrollment Priorities Cover Sheet</p> <p>Prioritization Report</p>

Luzerne County Head Start, Inc.
[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]
GOAL: LCHS will assure that the regulation to serve “children with disabilities” is met.

Section [1305.6]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.6(b) Meeting criteria for selection	<p>In selecting children and families to be served, criteria considered are family income and age of child. Also considered is the extent to which the child or family’s needs or circumstances meet additional criteria, such as the presence of a child disability, public assistance, homelessness, foster/kinship child, parental status, non-English speaking and social service needs, based on community assessment findings.</p> <p>Children whose families have extenuating circumstances or other high-risk factors are given special enrollment consideration. Families who qualify for our Extended Day Option must meet additional qualifications. Family Workers (FW) help parents choose the option that best fits their needs.</p> <p>In Head Start / Early Head Start, Facilitator notes are kept to document that we have offered a slot to the most eligible child.</p> <p>After selection takes place, selected and non-selected families are notified of their status in writing. Families whose application is incomplete are sent a letter. Attempts are made to complete the application during the Summer. If still incomplete, the application is returned to the recruiter for follow up in the Fall.</p>	<p>ERSEA Specialist/ Disabilities Specialist / ERSEA Coordinator</p> <p>HS/EHS Staff</p> <p>ERSEA Coordinator/ Selection Committee / Recruiter</p>	<p>Ongoing</p> <p>Spring / Summer</p>	<p>Operations Manual/ Annual HHS Poverty Guidelines / School District Cut-Off-Date Chart/ Enrollment Priorities cover sheet/ LCHS Child Application/ FW Reference manual/ Community assessment / Head Start Reauthorization Act</p>
1305.6(c) Enrollment opportunities for children with disabilities “opportunities” now changed to “actually enrolled” by the Head Start Reauthorization Act, Section 640, subsection 7(d)(1), page 21	<p>At least ten (10) percent of the funded enrollment number serves “children with disabilities” throughout the year. Questions on the child application are asked of the family by the recruiter to assure that our agency meets the requirements of this Head Start regulation.</p> <p>Some of the “children with disabilities” are among the ten (10) percent enrolled who exceed the low-income guidelines but who meet the criteria. Others are low-income “children with disabilities” who have received preference over low-income children without disabilities, in order to satisfy this requirement.</p> <p>During summer selection, we work with Community partners serving children with disabilities. Our Disabilities Specialist may select over income children with disabilities based on their recommendations.</p>	<p>ERSEA Specialist / Disabilities Specialist / Infant Toddler Specialist / ERSEA Coordinator</p>	<p>Ongoing</p>	<p>Operations Manual / LCHS Child Application/ Enrollment Priorities Cover Sheet / Head Start Act (as amended 12/12/07) Booklet</p>

Luzerne County Head Start, Inc.
[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]
GOAL: LCHS will allow children to remain in Head Start until Kindergarten availability.

Section [1305.6]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.6(d) Waiting List	<p>A waiting list is developed at the beginning of each enrollment year (on-going in EHS) and maintained at each center during the year. All applicants appear on one (1) waiting list per center/site. The Prioritization Report ranks applicants by priority according to established selection criteria, to assure that eligible families enter the program as vacancies occur.</p> <p>Families who remain on the EHS Waiting List and have not been selected within one year from date of application must complete a new application after one year from date of application.</p> <p>Each center is provided with a Prioritization Report. Vacated slots within the agency are filled in accordance with The Center Enrollment Policy and the Head Start Performance Standards. The enrollment procedure provides a systematic way to ensure fair and orderly service to families. The policy is approved by Policy Council after examining how the Enrollment Process works and is presented to the Board.</p>	ERSEA Specialist / FW/FE / ERSEA Coordinator	Ongoing	Operations Manual / FW Reference Manual / Prioritization Report / Center Enrollment Policy
1305.7(a) Allowance for children to remain in Head Start.	<p>Enrollment refers to the official acceptance of a family and the completion of all procedures necessary for a child and family to begin receiving services. "Entry" is the 1st day of school for Head Start and the orientation visit for Early Head Start. Once a child has been selected to participate in the program, the child is allowed to remain (second/third year) until eligible for kindergarten. At times, there are reasons for a child not to remain in Head Start. Termination is usually determined by family circumstances and/or a family decision. Staff works with the family to help resolve any issues that may prevent the child from attending before the child must be withdrawn.</p> <p>If it is impossible to place a child requesting a transfer, the child is given priority when there is room to accommodate the child. Children requesting to re-enroll within the same program year are given priority over new enrollees. First priority to transfer or re-enroll is given to children who are displaced and face disruption of services due to foster/kinship placement or homelessness.</p>	ERSEA Specialist / ERSEA Coordinator / FCP Specialist/ FW / EHS Staff	Ongoing	Operations Manual / LCHS Child Application / Family Notes / FW Reference Manual / Center Enrollment Policy

Luzerne County Head Start, Inc.
[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]
GOAL: LCHS will comply with established time limits in maintaining funded enrollment.

Section [1305.7]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.7(b) Maintaining funded enrollment and filling vacancies	<p>Funded enrollment means the number of children which the Head Start grantee is to serve. Each center is assigned an enrollment number. Head Start Centers are grouped into regions that can share the responsibility of maintaining a regional enrollment number. Centers with multiple classrooms can share the responsibility of maintaining a center enrollment number by allowing flexibility between classrooms.</p> <p>When enrollment opportunities or vacancies exist, either at the beginning of the enrollment year or during the year, openings are filled to achieve and maintain funded enrollment. Vacancies are filled as they occur. The objective of the Center Enrollment Policy is to ensure that this requirement is satisfied.</p> <p>When a vacancy occurs and the waiting list is examined for a replacement, contacts are made to the selected family to offer placement in the program. Contacts include, but are not limited to, phone calls to work, home, or alternate numbers at various times of the day with a message left, a letter mailed to the family's home address with a copy kept on file, a visit to the family's address with a note left. All contacts or attempts to contact are documented.</p>	ERSEA Coordinator ERSEA Specialist Center Manager/ Family Worker/ Family Educator	Ongoing	Operations Manual / Center Enrollment Policy / Prioritization Report / Center Status Tracking Sheet / Status Changer Folder / FW Reference Manual / ACF-PI-HS-08-05

Luzerne County Head Start, Inc.

[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]

GOAL: LCHS will permit eligible children to return (unless compelling reason not to), and will allow enrolled EHS children to transition to Head Start (unless no vacancy availability or determined over-income at time of HS application).

Section [1305.7]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.7(c) Second Year Enrollees	<p>Once a Head Start child is found income eligible and is participating in the program, the child remains income eligible throughout the initial enrollment year and continues to be income eligible in the immediately following enrollment year. Income eligibility is re-verified for third year students. Returning children are automatically re-enrolled for continuation of services in the following years unless there is a compelling reason not to do so.</p> <p>Prior to transition to Head Start, a new application (at 30 months) is taken by the EHS Family Educator (FE's are responsible to notify families in their caseloads of their eligible status). If the EHS family is determined over-income, the ERSEA Specialist and EHS Infant-Toddler Specialist discuss the family's current needs/situation. HS services will continue only if there are compelling reason(s) to do so. A written recommendation from the EHS Infant-Toddler specialist will be sent to the HS ERSEA Specialist, and shared with appropriate staff. The EHS Family Educator will inform the overincome family of the decision. If unable to transition to HS, the FE will discuss an alternate transition plan with the family.</p>	<p>ERSEA Specialist / FCP Specialist / FW</p> <p>EHS Infant and Toddler Specialist / ERSEA Specialist / EHS Family Educator</p> <p>ERSEA Coordinator</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Operations Manual / LCHS Child Application / FW Reference Manual</p>

Luzerne County Head Start, Inc.

[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]

Section [1305.8]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.8(a) Attendance	<p>Teachers are responsible for recording daily attendance and entering classroom attendance information into the computer. They are responsible to inform Family Workers after a child has three consecutive, unexcused absences for follow-up. Attendance concerns are brought to the attention of the FCP Specialist in order to ensure appropriate support services are provided.</p> <p>Center Managers send totals of days enrolled and days attended for each center, along with Attendance Sheets to the ERSEA Specialist for review. The ERSEA Specialist prints the Average Daily Attendance for the program and forwards a copy to the Executive Director, Assistant Executive Director, and the FCP Specialist for review. Analysis of attendance is completed if the Program's ADA is below 85% for the month. Original attendance documents are kept with the Nutrition Specialist. Computerized versions are kept in the ERSEA Department.</p>	FW / ERSEA Specialist / FCP Specialist / Center Managers / Teachers	Monthly	Operations Manual / FW Reference Manual
1305.8(b)	<p>When children are absent from the center and no contact is made to the center by the parent, the Family Worker must contact the family to determine the reason for the absence. Also, when a child's attendance in the program is irregular the Family Worker will contact the family to encourage regular attendance and offer support services, if needed. It may also be possible to place the child in a different program option which may be more workable for the family. All contact with families and activities performed to resolve attendance issues are documented in the Family Notes. In some instances, formal attendance plans and goals will be implemented for individual children/families.</p> <p>Plans for extended absence (i.e., due to a family trip or emergency out of the area) must be discussed with Head Start staff (FW). The situation will be evaluated to determine if the enrollment slot can be held during the absence. In most cases there must be an expected date of return no more than 30 calendar days from the first day of absence. If the child is not returned to school by the deadline, the slot will become a vacancy. No child may be withdrawn without the permission of the FCP Specialist.</p>	FW / ERSEA Specialist / FCP Specialist	On-Going	Operations Manual / FW Reference Manual / Family Notes

Luzerne County Head Start, Inc.

[ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE]

Section [1305.8 1305.9 1305.10]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1305.8(b) (Cont'd)	When there has been no contact from the family for three (3) consecutive days and all efforts to reach the family have been unsuccessful, the family will be contacted by (FW) letter and given a date to contact Head Start staff. If no response is received, a follow-up (CM) letter will be sent. The final attempt to contact the family will be made by the FCP Specialist and will indicate a deadline to contact or return to Head Start. A slot will not be held longer than thirty (30) calendar days when there has been no contact from the family. If no contact is made by the deadline, the slot will become a vacancy.	FW / ERSEA Specialist / FCP Specialist /	Ongoing	Operations Manual / FW Reference Manual / Family Notes
305.8(c)	In situations where chronic absenteeism (absence of 10 consecutive days or 2 or more days for a number of weeks) persists in spite of efforts on the part of staff to retain the child in the program, it may be determined that the child's slot will be considered a vacancy. The decision to terminate a child's enrollment is made only after the parent has been offered the option of remaining in the program by maintaining regular attendance. Also, all withdrawals must be approved by the FCP Specialist to ensure that all possible options/services to the family have been explored prior to the withdrawal.	FW / ERSEA Specialist / FCP Specialist	As Needed	Family Notes
1305.9 Policy on fees	Luzerne County Head Start, Inc. does not charge any fees for participation in the program, nor does it solicit or encourage payment of any fees as a condition of enrollment or participation in the program.		Ongoing	Community Outreach Materials
1305.10 Compliance	LCHS, Inc. does comply with this requirement.		Ongoing	

Luzerne County Head Start, Inc.
[HEAD START GRANTS ADMINISTRATION]

Section [Appendix A to 1301.31]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
Appendix 1301.31(A) Identification and reporting of Child Abuse and Neglect	<p>LCHS reports cases of child abuse and neglect in accordance with the laws of the state of Pennsylvania.</p> <p>LCHS preserves the confidentiality of all records pertaining to child abuse and neglect. Copies of reports and notes on follow-ups are kept in a locked cabinet in the office of the Social Service Specialist.</p> <p>Children referred by CPS are given special enrollment consideration for the program.</p> <p>LCHS does not undertake on its own to treat cases of child abuse and neglect, but cooperates fully with Luzerne and Wyoming Counties Children and Youth agencies.</p>	<p>Social Service Specialist</p> <p>Social Service Specialist</p> <p>FW / E/R Specialist</p> <p>All Staff</p>	<p>As Needed</p> <p>As Needed</p> <p>As Needed</p> <p>As Needed</p>	<p>Operations Manual / FW / FA Reference Manual</p>
Appendix 1301.31 (B-1)	<p>The Executive Director has designated the Social Service Specialist as the person responsible for carrying out the following:</p> <p>A. Meet periodically with a team of CPS Supervisors in an effort to maintain a cooperative relationship;</p> <p>B. Informs parents, through the Family Service Workers, about state laws regarding child abuse and neglect. This information is presented to parents at Orientation and is printed in the Parent Calendar;</p>	<p>Social Service Specialist</p>	<p>Continued</p>	

Luzerne County Head Start, Inc.
[HEAD START GRANTS ADMINISTRATION]

Section [Appendix A to 1301.31]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
Appendix B-1 Cont.	C. Sets up staff trainings with representatives from community agencies so that appropriate referrals can be made and makes available a Resource Directory to both Family Service Workers and families;	Social Service Specialist	Continuous	Training Binder
	D. Reports instances of child abuse and neglect on behalf of the program as outlines in the Operations Manual;	Social Service Specialist	As Needed	Operations Manual
	E. Discusses reports with staff from whom reports originated, and is available to speak to parents if needed;	Social Service Specialist		
	F. Established agency Child Abuse and Neglect reporting procedure in accordance with Pennsylvania State Law.	Social Service Specialist		
	2. The Social Service Specialist trains staff on reporting procedures and arranges for CPS representative to address staff on identification and reporting.	Social Service Specialist		
	Family Service Workers provide information on child abuse and neglect to parents during the Orientation Process and explain the Mandated Reporter policy.	FW		FW / FA Reference Manual
	The agency encourages a helpful rather than punitive attitude toward abusing/neglecting parents and makes an effort to keep a child enrolled in the program after a report has been made.	FW/ Social Service Specialist	On-Going	Family Notes
EHS Program Director and Social Service Specialist will work cooperatively to meet training needs of EHS staff in the area of Child Abuse/Neglect.	EHS Program Director / Social Service Specialist	On-Going	Training Binder	

Luzerne County Head Start, Inc.

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference

Luzerne County Head Start, Inc.
[HEAD START STAFFING REQUIREMENTS AND PROGRAM OPTIONS]

Section [1306]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1306.20 Program staffing patterns	<p>LCHS as a Grantee Agency operates center-based programming for Head Start children. Our agency complies with staffing patterns by having two paid staff for each class. The third person when available is a volunteer or a rotating third paid staff member.</p> <p>EHS programming is home based and is staffed with a Family Educator who meets a minimum qualification of an AA Degree in a field related to ECE.</p>	Executive Director	Continuous	Organizational Chart & Job Descriptions
1306.21 Staff qualification requirements	All staff hired meet minimum qualifications required for H.S. programming	Executive Director	Continuous	Job Descriptions
1306.22 (a)(b) Volunteers	Regular volunteers are defined as an individual who has received training and is scheduled to volunteer in an on-going basis under the direct supervision of H.S. staff.	Executive Director Parent Involvement Specialist	Continuous	Volunteer Handbook
1306.23 (a)(b) Training	<p>Training is provided to all staff employed at LCHS. Beginning with orientation provided by the Human Resources Manager. Program Specialists are required to provide training and technical assistance to all staff in the service areas by H.S. All-staff preservice and inservice are provided each program year. Child Abuse Training is provided annually to all staff. Training is provided in areas identified in Staff Performance Appraisal.</p>	Executive Director Prog. Spec.	Continuous	Training Plans

Luzerne County Head Start, Inc.
[HEAD START STAFFING REQUIREMENTS AND PROGRAM OPTIONS]

Section [1306]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1306.30 (a)(b)(c)(d) Provisions of comprehensive child development services.</p>	<p>(a) LCHS provides comprehensive services to all children and families enrolled in the center-based H.S. and home-based EHS.</p>	<p>Specialist</p>	<p>Ongoing</p>	<p>Operations Manual, Ed. Binder, F.W. Manual</p>
	<p>(b) Children in center-based classrooms receive <u>140</u> days for 4-day-per-week double sessions, and <u>167</u> days for 5-day-per-week single sessions. Teachers provide two home visits per year - 2 Parent Teacher Conferences.</p>	<p>Executive Director</p>	<p>Ongoing</p>	<p>Program Calendar</p>
	<p>(c) The facilities used for center-based services and socialization days meet HS requirements for Health & Safety as outlined in the Performance Standards. All facilities have L&I (Labor & Industry) Certificates for Occupancy. LCHS is not licensed by the Department of Public Welfare for childcare. Health & Safety Checklists are completed annually.</p>	<p>Executive Director</p>	<p>Ongoing and upon New Center opening</p>	<p>L & I Licenses</p>
	<p>(d) All community resources are accessed before using Federal Funding for the provision of H.S. services to children and families. Community resources are logged in a separate fund source.</p>	<p>Director of Operations; Health Specialist</p>	<p>Annually</p>	<p>Health & Safety Checklist w/Director of Operations</p>
		<p>Business Manager</p>	<p>Ongoing</p>	<p>Business Office</p>

Luzerne County Head Start, Inc.
[HEAD START STAFFING REQUIREMENTS AND PROGRAM OPTIONS]

Section [1306]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
<p>1306.32 (a) (1 through 12) Center-based program options</p> <p>(a)(1)</p> <p>(2)(3)(4)(5)(6)(7)(8)(9)(10)(11)(12)</p>	<p>Staffing for H.S. classrooms follows Performance Standards requirements with two paid staff & wherever possible a volunteer.</p> <p>LCCHS uses the "Predominant Age of Children in the Class" chart to determine class size.</p>	<p>Executive Director</p> <p>Executive Director</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Performance Standards</p> <p>WEBFIS Report</p>

Luzerne County Head Start, Inc.
 [HEAD START STAFFING REQUIREMENTS AND PROGRAM OPTIONS]

Section [1306]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1306.32(b) (1 through 12)	<p>(1) (2) LCHS operates classrooms with the following options: D.S. 4 days per week 3 3/4 hr. T-F S.S. 5 days per week 4 ½ hr. M-F Extended Day 5 days per week 6 hr. M-F</p> <p>(3) (4) LCHS operates the 4-day-per-week program for <u>140</u> days in the school year. The 5-day-per-week program operates <u>167</u> days in the school year. The Bilingual class at Beekman Street operates an 11-month schedule in the school year.</p> <p>(5) Average Daily Attendance is calculated and children are encouraged to come to school all scheduled program days if possible.</p>	<p>Executive Director</p> <p>Executive Director</p> <p>Executive Director</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Program Calendar and Parent Handbook</p> <p>Program Calendar</p> <p>Program Calendar</p>

Luzerne County Head Start, Inc.
 [HEAD START STAFFING REQUIREMENTS AND PROGRAM OPTIONS]

Section [1306]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1306.32 (b) (1 through 12) Continued	(6) N/A - Migrant Programs			
	(7) Staff return to work in August and provide home visits & orientation for all families enrolled in H.S. Teachers have time in their daily schedule for planning.	Executive Director	Ongoing	Time Sheets Calendars
	(8) Two home visits are scheduled annually for each participating family. These visits are conducted by the teacher. Family support staff also make two home visits.	Executive Director	Ongoing	Family Records
		Executive Director	Ongoing	Family Records
	(9) N/A - Migrant programs			

Luzerne County Head Start, Inc.

[HEAD START STAFFING REQUIREMENTS AND PROGRAM OPTIONS]

GOAL: LCHS will ensure that the EHS Head Start Program implements home-based services in accordance with Performance Standards.

Section [1306]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1306.33 (a)(b)(c) Home based program option.				
(a)(1) Home Visits	EHS Educators visit families for ninety (90) minutes each week. Every effort is made to conduct visits weekly for forty eight (48) weeks per year.	EHS Educators	Ninety (90) minutes weekly	Home visit reports
(a)(2) Socializations	EHS Educators plan and conduct two (2) socialization activities each month; per family		Twice monthly	Socialization report
(a)(3) Making up canceled visits	Socialization activities or home visits that were canceled are made up as necessary.		On-going	Home Visit Reports/Family Notes
(a)(4) Staff training, program planning, maintaining records	EHS staff are allowed time to participate in pre-service training, to set up and close the program at the beginning and end of the program year, and to plan and maintain records.	EHS Program Director	End of the program year and throughout the year	Training plans and the calendar
(a)(5) Caseload	EHS educators will be assigned no more than twelve (12) families and typically carry a caseload of between eight (8) and ten (10) pregnant women or children.		On-going	Enrollment lists

Luzerne County Head Start, Inc.

[HEAD START STAFFING REQUIREMENTS AND PROGRAM OPTIONS]

GOAL: EHS will ensure that the home visits are conducted by trained staff and are jointly planned and conducted with parents.

GOAL: EHS will ensure that the socialization activities are conducted in accordance with the Performance Standards.

Section [1306]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1306.33 (b) Conducting home visits	EHS home visits are conducted by trained staff. Visits are planned and conducted jointly with parents and are not conducted with temporary care-givers.	EHS Educators	On-going	Human Resource Employee files, training plans
1306.33 (b) (1) Purpose of the visit	EHS Educators work with families to improve parenting skills and assist them in providing learning opportunities to enhance their child's growth and development. Educators work with families to utilize the home as a learning environment and to use everyday routines and household articles to enhance their child's development.	EHS Educators EHS Team	Weekly and on-going	Home Visit Reports/Child Development Plans/Parenting Resources/HELP Curriculum
1306.33(b)(2) Elements of the home visit	Home visits contain all program components : health, mental health, nutrition, child development, parent involvement, child development, and family partnering.. Each component must be a focus of the home visit over the course of one month.	EHS Educators	Monthly	Home Visit Reports
1306.33(c) Socialization Activities	Group socializations are planned in accordance with parent's interests and children's developmental levels. The activities focus on both the parents and the children.		Twice Monthly	Socialization Reports
1306.33(c)(1) Purpose of the socializations	Socializations emphasize interaction between children and adults and center around age-appropriate parent/child activities.			
1306.33(c)(2) Design of the activities	Parents accompany their children to socialization activities and are actively involved in parent/child activities . On some occasions, parents and children may be separated for short periods of time so that parents may engage in an activity designed specifically for parents.			

Luzerne County Head Start, Inc.
 [HEAD START STAFFING REQUIREMENTS AND PROGRAM OPTIONS]

Section [1306]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1306.33(c)(3) Nutrition Requirements	EHS Educators provide appropriate snacks and meals to families during socialization activities. (see 1304.23(b)(2))	EHS Educators	Twice Monthly	Socialization Reports
1306.34 Combination Program Option.	N/A			
1306.35 Additional Head Start Program Options	N/A			
1306.36 Compliance Waiver	N/A			

Luzerne County Head Start, Inc.
[HEAD START GRANTS ADMINISTRATION]

Section [Appendix A to 1301.31]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
Appendix B-1 Cont.	C. sets up staff trainings with representatives from community agencies so that appropriate referrals can be made and makes available a Resource Directory to both Family Service Workers and families;	Social Service Specialist	Continuous	Training Binder
	D. reports instances of child abuse and neglect on behalf of the program as outlines in the Operations Manual;	Social Service Specialist	As Needed	Operations Manual
	E. discusses reports with staff from whom reports originated, and is available to speak to parents if needed;	Social Service Specialist		
	F. established agency Child Abuse and Neglect reporting procedure in accordance with Pennsylvania State Law.	Social Service Specialist		
	2. The Social Service Specialist trains staff on reporting procedures and arranges for CPS representative to address staff on identification and reporting.	Social Service Specialist		
	Family Service Workers provide information on child abuse and neglect to parents during the Orientation Process and explain the Mandated Reporter policy.	FW		FW / FA Reference Manual
	The agency encourages a helpful rather than punitive attitude toward abusing/neglecting parents and makes an effort to keep a child enrolled in the program after a report has been made.	FW/ Social Service Specialist	On-Going	Family Notes
EHS Program Director and Social Service Specialist will work cooperatively to meet training needs of EHS staff in the area of Child Abuse/Neglect.	EHS Program Director / Social Service Specialist	On-Going	Training Binder	

Luzerne County Head Start, Inc.
[TRANSPORTATION]

Section [1310]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1310.10(a)(b)	Children are transported on buses according to areas. Each center has an established area around the center that will be designated as walkers. Individual case situation will be discussed with the Director of Operations to insure that families are assisted with transportation. Parents are notified at recruitment/application if they are a walker or at a bus stop.	Contractors / Director of Operations / Center Managers	Continuous	
		Family Workers	Continuous	
1310.10(c)	Luzerne County Head Start, Inc., does not utilize another agency for transportation.	Executive Director / Director of Operations	Continuous	
1310.10(d) (1)(2)(3)(4)	(1) All buses are equipped with a communication device. (2) Fire extinguishers are properly mounted and labeled indicating its placement. (3) First Aid Kit is mounted and labeled on bus. (4) Seatbelt cutters are mounted and labeled.	Contractors / Director of Operations	Continuous	
1310.10(e)	Luzerne County Head Start, Inc. does not utilize any type of auxiliary seating.	Director of Operations		
1310.10(f)	Luzerne County Head Start Inc. reports all accidents in accordance with state requirements. Executive Director notifies the Board of Directors President/Policy Council Chairperson and the Regional Office Program Specialist.	Director of Operations / Executive Director	With Each Occasion	
1310.10(g)	Emergency sheets are kept up to date with each driver. Roll books are kept and completed by each driver with the second person on the bus initializing the roll book. A walk-through is completed by the driver and the second person on the bus.	FW's / CM's / Bus Drivers Bus Drivers / Second Person on Bus	Continuous	Roll Book / Emergency Sheet Roll Book
1310.11 Child Restraint System	Each bus is equipped with an age/weight appropriate restraint system according to each program (HS/EHS).	Director of Operations Contractor / Bus Driver CM / EHS Manager	Continuous	
1310.12 Required Use of School Buses or Allowable Vehicles	Luzerne County Head Start, Inc., utilized buses to transport children to and from school, where applicable, and to all field trips on buses that comply with all Head Start Federal Regulations	Director of Operations	Continuous	

Luzerne County Head Start, Inc.
[TRANSPORTATION]

Section [1310]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1310.13 Maintenance of Vehicles	(a) Each bus is required to be inspected twice a year. One inspection is through the PA State Police and another is through a state-approved service station. (b) Preventative maintenance is completed by each contractor. (c) A safety pre-trip is completed daily.	Contractor Contractor/Bus Driver Contractor/Bus Driver	2 x per year As Needed Daily	Sticker on Bus Pre-Trip Inspection Form
1310.14 Inspection of New Vehicles at the Time of Delivery	Upon receiving a new vehicle it is checked thoroughly to ensure that all required specifications are met. The vehicle is not accepted if it does not comply.	Director of Operations	When purchased	Specifications on Bus Bid
1310.15 Operation of Vehicles	(a) All children are seated in an appropriate child restraint system. (b) All backpacks are secured in a safe manner, all aisles and exits are clear. (c) Each bus contains a second person on the bus which may be a Head Start staff or a contracted bus aide. (d) While the bus is in motion everyone must wear an appropriate restraint.	Bus Driver	Continuous	
1310.16 Driver Qualifications	(a) All bus drivers comply with a CDL and licenses are checked twice per year. (2) Contractor ensures that all drivers meet all requirements (state). (b) Luzerne County Head Start, Inc., receives all clearances. The criminal report is required before the driver or contracted bus aide can start. Fingerprints and child abuse clearances must be provided within 30 days of start date. (b.1.2.3.) Contractors check for all traffic violations and requirements such as physical before they begin to drive.	Contractor Director of Operations	As new driver or contracted aides are hired	Paperwork on File
1310.17 Driver and Bus Monitor Training	(a) All drivers through their contractor receive training according to state laws. All drivers and second persons on the bus receive training by Luzerne County Head Start on required topics. (b.1.2.3.4.5.6.7.c.d.e.) Training is provided through contractor or through Luzerne County Head Start on the required topics (f1) Contractors provide annual evaluation of bus drivers / contracted bus aides and a summary is sent to the Director of Operations. (2) Contracted bus aides and Head Start staff that ride bus are trained on required trainings.	Contractor Director of Operations and Related Specialists	Per State Requirements Annual	Contractors Employee File Training Records

Luzerne County Head Start, Inc.
[TRANSPORTATION]

Section [1310]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference
1310.20 Trip Routing	<p>(a) Routing is completed by each driver and a copy of the route is provided to the contractor on the bus and to the Director of Operations and updated.</p> <p>(b1) All bus runs are 1 hour or less. If a situation comes about and would run over the hour, the procedure as noted in the Operations Manual would be followed.</p> <p>(2) Buses are loaded according to the capacity of each bus.</p> <p>(3) U turns and backing up the bus only occur in an emergency situations.</p> <p>(4) All stops are at a safe location.</p> <p>(5-6) Children are routed to pick up on the right side unless it is not possible. If a crossover occurs then a crossover form will be completed.</p> <p>(7) Bus routes due to emergencies follow the detour as required by emergency officials or state transportation. "See Operations Manual."</p>	<p>Bus Driver Contractor Director of Operations</p> <p>Driver Center Manager Director of Operations</p>	<p>As Required</p> <p>Ongoing</p>	<p>Bus Runs Sheet</p> <p>Over 1 Hour / Form to be Completed</p>
1310.21 Safety Education	<p>(a.b1.2.3.4.5.c.1.) Each family receives required pedestrian safety at the time of orientation. Children receive training within the first 30 days of school and children entering the program throughout the year receive the training during their first 30 days. Crossover form also explains vital information.</p> <p>All children receive pedestrian safety, along with bus safety procedures, danger zone during emergency evacuation which occurs monthly.</p>	<p>It. Teacher / Regional Nurse / CM / Early Childhood Specialist</p> <p>Itinerant Teacher / Regional Nurses / Center Managers / Early Childhood Specialists</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Pedestrian Safety Completion Forms / Lesson Plans</p> <p>Lesson Plans</p>
1310.22 Children With Disabilities	<p>Children with disabilities will be transported to and from Luzerne County Head Start as required. All training will be provided to the bus driver and second person on the bus. All requirements will be complied with as prescribed.</p>	<p>Disabilities Specialist Center Managers Family Workers Director of Operations</p>	<p>As needed</p>	
1310.23 Coordinated Transportation	<p>Luzerne County Head Start has made the decision to contract the bus services. This is cost effective for the agency and complies with all Head Start Transportation Performance Standards.</p>	<p>Director of Operations Executive Director</p>		

Luzerne County Head Start, Inc.
[TRANSPORTATION]

Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference

Luzerne County Head Start, Inc.
[TRANSPORTATION]

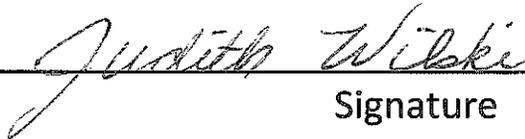
Performance Standard Number	Program Plan	Person(s) Responsible	Time Frame	Document Reference

LUZERNE COUNTY HEAD START, INC.

DISABILITIES SERVICES PLAN

2012-2013

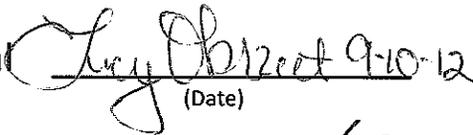
Judith Wilski, Disabilities Specialist


Signature

Early Intervention


Signature

Policy Council Approval


(Date) 9-10-12

Board of Directors Approval


(Date) 9-5-12

NARRATIVE

Luzerne County Head Start, Inc. believes that the early years of life are critical for learning and growth. It is during this time that children's cognitive, communicative, social and emotional development can be most influenced. If special needs are recognized and met during these years, children with disabilities will have a much better chance of becoming competent and independent adults.

The Americans with Disabilities Act (ADA) and IDEA support the right of young children with disabilities to participate in natural environments such as Head Start that also serve young children without disabilities.

Children with disabilities benefit from inclusion in a regular preschool setting. The benefits of inclusion are enhanced by teachers who are able to adapt their teaching techniques and activities to suit their individual needs. All children grow socially and learn to accept all individual differences. In an inclusive preschool program, children with disabilities will truly have a "Head Start" in achieving their fullest potential.

Young children with disabilities require a variety of services to ensure that their developmental needs are appropriately addressed. Luzerne County Head Start, Inc. believes that appropriate intervention includes addressing the entire family and that parents need to be actively involved with every phase of their child's program. In order to provide these comprehensive services, integration and collaboration between service areas within the agency and among other community resource agencies is essential.

The overall purpose of the disabilities services effort is to ensure that children with disabilities receive comprehensive services and are included in the full range of activities within the preschool program to include:

- Recruiting and enrolling 10% children with disabilities with particular emphasis on providing enrollment opportunities to children who are more severely disabled.
- Providing parent involvement/support to assist parents in acceptance of, and learning about, their child's special needs.
- Establishing a collaborative effort between Luzerne County Head Start and other agencies and organizations serving children with disabilities to identify and to facilitate the continuity of services necessary to meet the child's developmental needs.
- Promoting program coordination to ensure the delivery of comprehensive services for every Head Start child with a disability and their families.
- Enhancing Head Start staff's understanding of disabilities related issues through a proactive staff development program.

Luzerne County Head Start services 835 children in urban and rural areas. Classrooms are either double or single sessions. 18 children are serviced in a Partnership Program with Day Care.

Head Start serves children with disabilities in inclusive developmentally appropriate classrooms. During the 2010-2011 program year, Luzerne County Head Start, Inc. provided services to approximately 121 children with disabilities, ages 3-5 years. This averaged about 15% of our enrollment.

Luzerne County Head Start, Inc. has a signed agreement with two LEA's (Hazleton Area School District and Northeastern Educational Intermediate Unit 19) in order to provide collaborative services

FUTURE EMPHASIS:

During the next funding period, Luzerne County Head Start, Inc. is committed to the following specific objectives to maintain and improve our services to children with disabilities and their families.

- Continue providing materials and training opportunities for staff to become more knowledgeable of the disabilities regulations, services, Individualization of IEP goals, and advocacy to educate their Head Start families.**
- Improve communication with Mental Health agencies to obtain behavioral plans in a timely manner and to include our staff in the evaluation process for consistency and support for our families.**
- To continue to update the Parent Guide to Early Intervention packet when available in Spanish with parent information on the IEP process, Early Intervention parent rights, transition, advocacy, and school district contacts that teachers could distribute to families throughout the year.**
- Improve coordination of services with Early Intervention so all Head Start teachers become active participants in the IEP meetings.**

Component Action Plan Area: ADMINISTRATIVE PROCEDURES

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>45 CRF Parts 1308.4 1308.18 e,d</p>	<p>EVALUATION OF DISABILITIES SERVICES EFFORT</p> <p>Develop a Disabilities Services Plan</p>	<p>The program must designate a Disabilities Specialist to oversee the Performance Standards</p> <p>The Disabilities Service Plan is updated annually with input from parents on Policy Council, staff and community partners.</p> <p>The plan must be a working document which guides all aspects of the Disabilities Component updated annually.</p> <p>The Disability Services Plan must contain:</p> <ol style="list-style-type: none"> 1. Procedures for timely screening 2. Procedures for making referrals to the LEA for evaluation to determine whether there is a need for special education and related services for a child, as early as the child=s third birthday; 3. Assures Accessibility of Facilities 4. Plans to provide appropriate special furniture, equipment and materials, if needed 	<p>Executive Director</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Executive Director</p> <p>Disabilities Specialist</p>	<p>LEA</p> <p>Architect</p> <p>LEA Therapists</p>	<p>Summer</p> <p>45 calendar days</p> <p>As Needed</p> <p>As Needed</p>

Component Action Plan Area: ADMINISTRATIVE PROCEDURES

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>PERSONNEL ROLES AND RESPONSIBILITIES</p> <p>Ensure intercomponent collaboration in service delivery.</p> <p>Provide job descriptions for each position in the disabilities services program.</p> <p>Supervise activities of disabilities service staff.</p>	<p>Early Childhood team meets bi-monthly to coordinate delivery of services.</p> <p>Center Managers meet with Specialists to ensure collaboration.</p> <p>Center staff meet monthly to review the status of each child. They review any changes or updates in the child's IEP.</p> <p>Monthly contact with LEA personnel for coordination and Training and Technical Assistance on working with special needs children.</p> <p>Job descriptions are reviewed and updated yearly.</p> <p>Copies of IEP Packets are kept in Disabilities Specialist file. Copy of IEP given to teacher.</p> <p>Specialist keeps in contact with LEA, therapists, consultants, and appropriate agencies monthly or as needed.</p> <p>Education staff are included in the IEP process.</p> <p>IEP goals are monitored through review of Individualized Summary Sheet.</p>	<p>Disabilities Specialist</p> <p>Director of Operations</p> <p>Teacher and Family Worker</p> <p>LEA/Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist/ Teachers</p> <p>Early Childhood Specialists</p> <p>Teacher</p>	<p>Minutes</p> <p>Minutes</p> <p>Team Meeting Report</p> <p>Job Descriptions</p> <p>Monitoring Report/Record Check</p>	<p>Friday</p> <p>August- June</p> <p>Monthly</p> <p>Spring</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>

Component Action Plan Area: ADMINISTRATIVE PROCEDURES

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>DOCUMENTATION</p> <p>Document major areas of service delivery</p> <p>Track service delivery process for each child.</p> <p>LEA Flyers Parent Calendar Parent Committee Watch</p>	<p>Review files for children with special needs to summarize services provided.</p> <p>Collaborate documentation with LEA.</p> <p>Develop a disabilities list with pertinent information to document for the LEA and PIR.</p> <p>Keep a master file on children diagnosed with a disability at the Central Office to include permission to evaluate, evaluation reports, IEP, related services and behavioral prescriptions.</p> <p>Document IEP goals and progress on the Individualization Sheet with support by Early Intervention staff.</p> <p>Review forms to develop format to collect needed information. Enter data into COPA.</p>	<p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Teacher</p> <p>Disabilities Specialist</p>	<p>State Forms</p> <p>Disabilities List COPA</p> <p>Individualization Sheet</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>

Component Action Plan Area: ADMINISTRATIVE PROCEDURES

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>CONFIDENTIALITY</p> <p>Establish procedures to insure child/family confidentiality.</p> <p>Provide information and training to staff regarding policies and procedures for confidentiality.</p> <p>Establish procedures for parental consent of information and record review.</p>	<p>All files on each child and family are kept at each center under lock.</p> <p>Files at the Central Office on children w/disabilities are kept in the Disabilities Specialist's office under lock.</p> <p>Procedures are notated in Personnel Policies and Practices Handbook.</p> <p>Personnel Policies and Practices Handbook are reviewed and revised yearly.</p> <p>Parental consent is obtained prior to any assessment or transfer of records to another agency or unauthorized staff.</p> <p>If parents want to review their child's records, they contact the Center Manager. Center Manager signs out record and allows parents to review them in a private area.</p>	<p>Center Manager</p> <p>Disabilities Specialist</p> <p>Administrative Personnel Manager</p> <p>Teacher</p> <p>Center Manager</p>	<p>Personnel Policies & Practices Handbook</p> <p>LEA Permission to Evaluate, Transition Plan</p> <p>In-home Orientation Form</p>	<p>On-going</p> <p>August</p> <p>As Needed</p> <p>As Needed</p>

Component Action Plan Area: ADMINISTRATIVE PROCEDURES

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>MEDICAL AND SAFETY PROCEDURES</p> <p>Establish procedures for administering/documenting medications.</p> <p>Establish appropriate safety procedures for personalized services.</p> <p>PROGRAM ACCESSIBILITY</p> <p>Ensure compliance with ADA and Section 504</p> <p>Plan for removal of physical barriers not involving excessive cost.</p> <p>Establish alternative ways to provide services when facility accessibility is not possible.</p>	<p>Refer to operations manual and parent calendar for written policies and procedures</p> <p>Provide training for staff to gain skills and certification needed to be responsible providers of medication.</p> <p>Review ADA regulations regarding facility accessibility and program non-discrimination on basis of disability.</p> <p>Physical barriers must be removed if readily achievable.</p> <p>When available apply for funding or budget program funds for needed ramps, remodeling or modifications such as grab bars and railings.</p> <p>For centers not accessible at the present, alternative center locations can be suggested to parents. Transportation will be provided. Contact the LEA for assistance if transportation is notated on the IEP.</p>	<p>Health Specialist</p> <p>Executive Director</p> <p>Executive Director</p> <p>Disabilities Specialist</p>	<p>Operations Manual</p> <p>Contracted Architect</p>	<p>As needed</p> <p>As Needed</p>

Component Action Plan Area: ADMINISTRATIVE PROCEDURES

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>INVOLVEMENT IN BUDGET PROCESS</p> <p>Ensure level of fiscal support to serve mandated 10% children with disabilities.</p>	<p>Review Annual Budget with Director to assure that the special needs identified in the IEP are fully met.</p> <p>Assure that children most in need of integrated placement and of assistance are served.</p>	<p>Business Manager</p> <p>Prioritization List</p>	<p>Priority Point System with selection</p>	<p>Spring</p> <p>June</p>

Component Action Plan Area: TRAININGS

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>45 CRF 1308.4g</p> <p>Smooth transition of children with disabilities into Head Start and from Head Start to next placement.</p>	<p>Ensure agency budget requests address implementation of activities designated in DSP.</p>	<p>Ensure agency budget requests address implementation of the disabilities service plan by including these allowable expenditures:</p> <ol style="list-style-type: none"> 1. Salaries 2. Evaluation of children 3. Services identified on IEP's 4. Program accessibility 5. Transportation 6. Special equipment and materials 7. Training and technical assistance 	<p>Business Manager</p>	<p>Budget Statement of Expenses and Revenues</p>	<p>Spring</p>

Component Action Plan Area: TRAININGS

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Identify agencies serving infant/ toddler programs.</p>	<p>Attend monthly LICC meetings to maintain communication with infant/ toddler programs. Increase their awareness about our program serving children with severe disabilities and recruitment procedures.</p> <p>Send letters and Head Start brochures to agencies yearly to update them on our recruitment procedures and program philosophy.</p> <p>Recruit children referred by our LEA and other appropriate agencies</p> <p>Contact agency to discuss referred child's IEP and goal.</p> <p>When needed provide training for staff/parents to develop a smooth transition and continuation of goals.</p> <p>Arrange mutual visits by staff, if appropriate.</p>	<p>Disabilities Specialist</p> <p>Eligibility and Recruitment Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist /LEA</p>	<p>About Babies and Children (LICC) Newsletter</p>	<p>4 times a year/yearly LICC retreat</p> <p>January</p> <p>Spring</p> <p>On-going</p> <p>As needed</p>

Component Action Plan Area: TRAININGS

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Establish transition procedures from Head Start to School District.</p> <p>Prepare child program summaries to aid transition.</p>	<p>All children visit a Kindergarten classroom.</p> <p>Schedule transition meetings between parent and school district representatives for children with an active IEP going to Kindergarten.</p> <p>Provide school districts with program summaries, Kindergarten Readiness Checklist, P/T Conference Form, Individual Transition Plan, and copy of the retention policy.</p> <p>Inform parents of placement options. Arrange for parents and child to visit facilities prior to attendance.</p> <p>Provide parents with a Parents Guide to Early Intervention packet.</p> <p>Provide parents with activities and other information pertinent to the school district.</p> <p>Maintain contact with School District Principals and Guidance Counselors for ideas to have process run smoothly.</p>	<p>Teacher</p> <p>LEA</p> <p>LEA/Transition Specialist</p> <p>LEA/School District</p> <p>Head Start Teacher</p> <p>Transition Specialist</p> <p>Transition Specialist</p>	<p>LEA Forms</p> <p>IEP Transition Plan Kindergarten Readiness Checklist</p> <p>Rights under IDEA (Individuals with Disabilities Education Act), Early Intervention in PA and transition to school information.</p> <p>The Rights and Responsibility of Parents and Children in the Public School Booklet. I'm going to Kindergarten Booklet</p> <p>Transition Advisory Committee Report</p>	<p>Spring</p> <p>February</p> <p>Spring</p> <p>Transition Meeting</p> <p>IEP and P/T conferences</p> <p>Spring Home Visit</p> <p>Ongoing</p>

Component Action Plan Area: TRAININGS

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Establish procedures for exchange of information with parent consent.</p> <p>Review transition process and revise as needed.</p>	<p>Have parents sign a consent for release of Head Start records to school districts prior to any sharing of information of records.</p> <p>Provide parents and school districts with copies of all relevant information.</p> <p>Review any procedural or record changes with LEA, school districts, or other agencies. Revise as needed.</p>	<p>Teacher</p> <p>Transition Specialist</p> <p>Disabilities Specialist and Transition Specialist</p>	<p>Transition plan</p> <p>P/T Conference form and Transition Plan and Kindergarten Readiness Checklist</p>	<p>Spring Home Visit</p> <p>On-going</p> <p>September/ On-going</p>

Component Action Plan Area : PROVISION OF PROGRAM SERVICES & RELATED SERVICES

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>45 CRF 1308.4c,h,l</p> <p>Children with disabilities are included in the full range of services provided to all Head Start children and that all services identified on the IEP's are provided</p>	<p>Identify resources for related services in Head Start and community</p> <p>Specify which services provided by Head Start and which provided by other agencies.</p> <p>Establish procedures to purchase needed services.</p>	<p>Refer to the updated Help Line Book, LEA, The Special Kids Network, to identify appropriate special education resources, support groups and related services including transportation.</p> <p>Services provided by Early Intervention or provider based on the child=s IEP may include:</p> <ol style="list-style-type: none"> 1. Audiological Services 2. Physical Therapy 3. Occupational Therapy 4. Speech or Language Services 5. Vision Therapy 6. Psychological Services 7. Behavioral Services 8. Transportation Services 9. Assistive Technology Services 10. Special Equipment and Materials 11. Services provided by Head Start may include individualization of IEP goals with supportive intervention by Early Intervention Staff <p>Contract with providers.</p> <p>Have them bill monthly including in-kind.</p> <p>Keep copy in file.</p>	<p>Disabilities Specialist/ FSW</p> <p>LEA/Disabilities Specialist</p> <p>Disabilities Specialist</p>	<p>Help Line Directory Special Kids Network</p> <p>IEP</p> <p>Monthly Bill</p>	<p>As Needed</p> <p>On-going</p> <p>August</p>

Component Action Plan Area: PROVISION OF PROGRAM SERVICES & RELATED SERVICES

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
(K)	<p>Document services provided and their scheduling</p>	<p>Document services to be provided on the child's IEP.</p> <p>Schedules will be kept confidential in each classroom.</p>	<p>LEA Therapist / Representative</p> <p>Teacher</p>	<p>IEP Form and cover sheet</p>	<p>Within 30 days of completed assessment</p>
	<p>Develop procedures for scheduling related services</p>	<p>Collaborate with LEA if related services are recommended.</p> <p>Schedule related services with parent and teacher.</p> <p>Provide transportation when related services are off site.</p>	<p>LEA/Disabilities Specialist</p> <p>LEA</p> <p>LEA</p> <p>LEA</p>		<p>As Needed</p>
	<p>Address grantee efforts to meet State personnel standards by =94--95 program year</p>	<p>Make sure service providers are aware that special education and related services must be provided by or under the supervision of state qualified personnel.</p> <p>Discuss training needs with LEA to implement standards.</p>	<p>Disabilities Specialist</p>		

Component Action Plan Area: PROVISION OF PROGRAM SERVICES & RELATED SERVICES

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>Subpart F 1308.20</p>	<p>Assure needed nutrition services are provided</p> <p>Maintain communication with agencies serving children with disabilities for recruitment, resources and training.</p>	<p>Provide joint training with LEA for current staff to update them on new practices related to serving children with disabilities to meet a child's IEP goal.</p> <p>Utilize LICC agencies, Special Kids Network, and the EI system for technical assistance and additional low-cost training.</p> <p>Consult with professionals to assist staff and parents of children with severe disabilities with problem chewing, swallowing and feeding themselves.</p> <p>Develop activities to help children participate in meals with classmates.</p> <p>Review child's IEP to ensure provision to meet child's nutritional needs.</p> <p>Review the yearly updated Help Line Directory to know the services each agency provides for children</p> <p>Attend Local Interagency Coordinating Council (LICC) meeting to maintain communication with agencies.</p> <p>Utilize LICC to identify agencies providing training and services regarding issues related to children with disabilities.</p> <p>Send updated recruitment letters to agencies serving children with disabilities.</p>	<p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Nutrition Specialist</p> <p>Teaching Team</p> <p>Disabilities Specialist/ Nutrition Specialist</p> <p>Social Service Specialist</p> <p>Disabilities Specialist</p> <p>Eligibility and Recruitment Specialist</p>	<p>Training Evaluation Form</p> <p>Flyer to parents/ staff</p> <p>About Babies and Children LICC Newsletter</p>	<p>August</p> <p>As Needed</p> <p>As Needed</p> <p>Quarterly</p> <p>January</p>

Component Action Plan Area: PROVISION OF PROGRAM SERVICES & RELATED SERVICES

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
45 CFR Part 1308.41	<p>Develop written interagency agreements with LEA's and other agencies and update agreements annually</p> <p>Develop local agreements with other agencies</p> <p>Integrate service provision at Head Start sites whenever possible</p>	<p>Agreement with our LEA to address:</p> <ol style="list-style-type: none"> 1. Head Start participation in the public agency's Child Find Plan under Part B of IDEA. 2. Head Start will follow procedures and guidelines outlined by the Dept. of Education, Special Education Regulation, Chapter 14 and in accordance with Act 212. 3. Both agencies will provide copies of all pertinent information including IEP's, ER's, and teacher input on a timely basis pre-determined by agencies. 4. Joint training of staff and parents. 5. Procedures for referral for evaluations, IEP Meetings and placement decisions. 6. Transition 7. Resource sharing 8. Head Start commitment to provide the number of children receiving services under IEP to the LEA for the LEA Child Count Report by December 1st annually 9. Update agreements annually <p>Develop an agreement with Children's Behavioral Health Services, Inc. to include collaboration and related services for children with social/emotional needs.</p> <p>Collaborate with LEA to share placements and related services to be provided on-site at the center to greatest extent possible.</p>	<p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p>	<p>Interagency Agreement with EI Program operated by Hazleton Area School District and Northeastern Educational Intermediate Unit 19</p> <p>Agreement Letter</p> <p>IEP</p>	<p>Yearly</p> <p>Yearly</p> <p>As Needed</p>

Component Action Plan Area: INTERAGENCY COLLABORATION

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Assure system of communication among staff and collaborating agencies providing services to enrolled child</p>	<p>If disability is determined while in program inform parents of resources during IEP Conference.</p>	<p>LEA</p>		<p>On-going</p>

Component Action Plan Area: TRAINING AND TECHNICAL ASSISTANCE

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>45 CRF 1308 Process established for identifying and meeting training and technical assistance needs.</p>	<p>Develop system to assess staff/parent training needs.</p> <p>ICC Survey</p> <p>Develop orientation training for consultants/agencies providing services to Head Start</p>	<p>Provide training on disabilities services for education staff based on training needs and Early Intervention updates.</p> <p>Parents are surveyed at Parent Committees to develop training needs. Needed training will be provided during Parent Committee. Materials will be sent home on request.</p> <p>Flyers will be sent home to parents if community or LICC training is provided on children with disabilities.</p> <p>Send invitation to parents about LICC.</p> <p>LICC sends a survey to families of children with disabilities yearly to develop training plans for next program year.</p> <p>Meet with new consultants or agencies to orient them on our whole program philosophy and disabilities plan.</p> <p>Update as needed with any changes.</p>	<p>Disabilities Specialist</p> <p>FW</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p>	<p>Act 48 PA Keys Certificate of Attendance</p> <p>Enrollment Packet</p> <p>Flyer</p> <p>LICC brochure in Parent's Guide EI Packet</p> <p>Survey</p> <p>Copy of Eligibility Criteria Form #23 and Program Performance Standards (45-CFR 1308)</p>	<p>On-going</p> <p>Parent Committee</p> <p>On-going</p> <p>Spring</p> <p>August/September</p>

Component Action Plan Area: TRAINING AND TECHNICAL ASSISTANCE

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Identify Head Start and Community training resources. Develop calendar for pre/in-service</p> <p>Prepare staff/ parents for children with more severe disabilities</p> <p>Coordinate training with LEAs</p> <p>Insure service providers meet state qualifications</p> <p>Insure that staff engaged in recruitment and enrollment receive training regarding laws requiring non-discrimination on basis of disabilities and recognition of signs of high risk.</p>	<p>Set up of Training Plans based on staff needs and analysis of outcomes and self assessment. Schedule continued training for staff and parents when need arises or community provides useful training.</p> <p>Provide center staff and parents with specific training and technical assistance to meet the special needs of the enrolled child when disability requires special skills or knowledge.</p> <p>Provide LEA with Head Start Performance Standards and Disabilities Service plan.</p> <p>Make contact with LEA monthly to coordinate services and invite LEA to additional training</p> <p>LEA staff follows state qualifications</p> <p>Provide training when needed.</p> <p>Staff given information prior to home visit.</p>	<p>Executive Director / Disabilities Specialist</p> <p>Disabilities Specialist/LEA/ Health Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>LEA</p> <p>Social Service Specialist and Disabilities Specialist</p>	<p>Evaluation Form</p> <p>Handout on Laws</p>	<p>On-going</p> <p>As Needed</p> <p>August</p> <p>On-going</p> <p>August</p> <p>January</p>

Component Action Plan Area: RECRUITMENT

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>Subpart C 45 CRF Part 1308.5 (a),(b),(f)</p> <p>Active recruitment of children with suspected and/or previously diagnosis disabilities</p>	<p>Insure 10% enrollment opportunities for children with disabilities.</p> <p>Insure recruitment of children with severe disabilities</p> <p>Gather background information on children with disabilities/families, community resource.</p>	<p>Children diagnosed with a disability are included in Enrollment Priority Point System.</p> <p>Disabilities Specialist will keep track of percent of children recruited.</p> <p>Appropriate agencies serving children with disabilities are sent letters yearly on information about our recruitment process and enrollment of children with severe disabilities. (List of referral agencies and other awareness procedures are obtained from the Eligibility and Recruitment Specialist)</p> <p>Active involvement on the LICC gives us increased visibility in the community.</p> <p>With consent, request pertinent information on a child to see how our program would benefit the needs of a child.</p> <p>If needed, an assessment team will be developed to determine if Head Start is the best appropriate placement.</p> <p>Determine what special services and training is needed to allow for smooth transition and continued related services.</p>	<p>Eligibility and Recruitment Specialist</p> <p>Eligibility and Recruitment Specialist</p> <p>Disabilities Specialist</p> <p>FW</p> <p>LEA</p> <p>LEA/Disabilities Specialist</p>	<p>Priority Point Form</p> <p>WEBFIS</p> <p>Letter</p> <p>About Babies and Children LICC Newsletter</p> <p>IEP</p>	<p>Recruitment</p> <p>Monthly</p> <p>January</p> <p>Monthly</p> <p>As Needed</p> <p>MDE Meeting</p>

Component Action Plan Area: RECRUITMENT

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Establish recruitment procedures, materials and time lines.</p> <p>Coordinate recruitment efforts with LEA and Child Find</p> <p>Provide training to staff/volunteers regarding regulations, IDEA and ADA.</p> <p>Emphasize recruitment process as agency responsibility.</p>	<p>(Refer to Integrated Service Plan). Ensure that the full range of Head Start services are provided to all children.</p> <p>LEA will refer children to our program utilizing our referral form.</p> <p>A list of children diagnosed with an IEP is sent to LEA for Child Find prior to December 1st. An updated list is sent monthly to the Early Intervention Director.</p> <p>Disabilities Specialist will meet with new staff to review regulations, IDEA and ADA.</p> <p>Recruitment process is discussed at LICC meetings.</p> <p>Recruitment letters and referral forms are sent to community agencies.</p>	<p>Eligibility and Recruitment Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Eligibility and Recruitment Specialist</p>	<p>Referral form</p> <p>Disabilities Updated list</p> <p>Head Start Brochures</p>	<p>as needed</p> <p>Spring</p> <p>November Monthly</p> <p>January</p>

Component Action Plan Area: SELECTION and ENROLLMENT

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>45 CRF Part 1308.5c,d,e</p> <p>Procedures established for selection and enrollment of children with disabilities</p>	<p>Develop non-discriminatory written procedures for child selection including how selection conducted after 10% disabled enrollment is reached.</p>	<p>(Refer to Operations Manual)</p> <p>A grantee must not deny placement on the basis of a disability or its severity to any child when:</p> <ul style="list-style-type: none"> a. The parents wish to enroll the child b. The child meets the Head Start age and income eligibility criteria c. Head Start is an appropriate placement according to the child's IEP, and d. The program has space to enroll more children, even though the program has made ten percent of its enrollment opportunities available to children with disabilities. In that case children who have a disability and non-disabled children would compete for the available enrollment opportunities. 	<p>Eligibility and Recruitment Specialist</p>	<p>Priority Point System</p> <p>Review I.E.P.</p>	<p>Update As Needed</p>

Component Action Plan Area: SELECTION and ENROLLMENT

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Develop procedures for parent notification of child selection.</p> <p>Ensure observance of state laws regarding immunization in enrollment.</p> <p>Ensure enrollment not denied due to: severity/type of disability; staff attitudes/lack of knowledge; facility inaccessibility; need for personalized services/specialized equipment.</p>	<p>(Refer to Operations Manual)</p> <p>(Refer to Integrated Service Plan) State laws regarding immunization of preschool children. Grantees must observe applicable State laws which usually require that children entering State preschool programs complete immunizations prior to or within thirty days after entering to reduce the spread of communicable diseases.</p> <p>The grantee must access resources and plan for placement options, such as dual placement, use of resource staff and training so that a child with a disability for whom Head Start is an appropriate placement according to the IEP is not denied enrollment.</p>	<p>Eligibility and Recruitment Specialist</p> <p>Health Specialist</p> <p>Disabilities Specialist</p>	<p>IEP</p>	<p>Summer</p> <p>As needed</p>

Component Action Plan Area: SELECTION and ENROLLMENT

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	Provide variety of placement options for children with disabilities.	<p>When planning enrollment procedures the agency must take the following factors into account:</p> <p>a. The number of children with disabilities in the Head Start service area including types of disabilities and their severity.</p> <p>b. The services and resources provided by other agencies.</p> <p>Provide variety of placement options in enrolling children with disabilities including:</p> <p>a. Joint placement with other agencies</p> <p>b. Shared provision of services with other agencies.</p> <p>c. Shared personnel to supervise special education services to meet state requirements on qualifications</p>	<p>Disabilities/ Eligibility and Recruitment Specialist</p> <p>LEA / Disabilities Specialist</p>	IEP	<p>Selection</p> <p>As Needed</p>

Component Action Plan Area: SELECTION and ENROLLMENT

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>Subpart D 45 CRF Part 1308.6 (b),(c)</p> <p>Prompt identification of children in need of diagnosis evaluation</p>	<p>Establish procedures for developmental screening.</p>	<p>Screenings consist of standardized health and developmental screening which include speech, hearing and vision. Screenings are administered by the following personnel:</p> <ol style="list-style-type: none"> 1. Dental/physical - outside professional. Parents are encouraged to complete physical/dental screenings prior to the start of school. 2. Speech and Language 3. Vision 4. Education/Sensory screening 5. Hearing/heights/weights: When a child fails on initial hearing screening, a rescreening should be administered within 2 weeks. If a child fails a screening, the child is referred to appropriate professional with parental consent and input. 	<p>FW/Regional Nurse</p> <p>LEA Speech therapist/ Itinerant Teacher</p> <p>Blind Association</p> <p>Teacher</p> <p>Regional Nurse</p>	<p>Articulation Screener/ Battelle lang</p> <p>BD1-2 Battelle Developmental Inventory (screening)</p>	<p>45 calendar days of child's start date</p>

Component Action Plan Area: SCREENING

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Develop procedures to notify parents of screening results.</p> <p>Use standardized measures if appropriate.</p> <p>Ensure screening address: visual/ motor; language/ cognition; gross motor/body awareness.</p>	<p>Parents are informed about the types of screenings during Orientation. Permission is obtained prior to screenings.</p> <p>Parents are notified if their child fails a screening and follow-up is recommended.</p> <p>Appropriate staff keeps a record of follow-up and contact with parents.</p> <p>Professionals are informed about the use of standardized screening instruments, if available.</p> <p>Obtain a standardized developmental screening instruments to include the named areas.</p> <p>Train new education staff on administering the screening.</p> <p>Process to be completed within 45 days of a child's start of school.</p>	<p>FW</p> <p>LEA/ Regional Nurse/ Teacher FW</p> <p>Center Staff/LEA</p> <p>Education Specialist</p> <p>LEA/Disabilities Specialist</p>	<p>Orientation Form</p> <p>Early Intervention Log Family Notes</p> <p>Battelle Developmental Inventory (BDI2)</p>	<p>Orientation</p> <p>Timely manner after screening</p> <p>On-going</p> <p>Prior to start of school</p> <p>August</p>

Component Action Plan Area: SCREENING

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Coordinate screening with LEA Child Find</p> <p>Provide training for staff/volunteers involved in screening.</p>	<p>Screening dates are scheduled in enough time prior to the 45 days to allow for absenteeism and rescreening.</p> <p>LEA provides speech/ language screenings at most centers. Head Start Teacher provides screenings where children live in IU19 service area with consultation by Speech Therapist.</p> <p>LEA contacts consultants for O.T. P.T. Vision and hearing screenings when needed.</p> <p>Efforts are made to administer screening and assessments prior to the LEA Child Find date of December 1st.</p> <p>A Disability List is updated continuously and sent to the LEA for Child Find.</p> <p>Train new staff on screening procedures and instruments.</p> <p>Update staff yearly with changes.</p> <p>Stress importance of 45 day completion.</p>	<p>FW/Regional Nurses/ Speech Therapists</p> <p>Disabilities Specialist/ Speech Therapist</p> <p>LEA</p> <p>Disabilities Specialist</p> <p>Disabilities/ Education/ Health Specialist</p>	<p>Speech and Language Screening Form</p> <p>Battelle Developmental Screening</p> <p>Updated Disabilities List</p>	<p>September/ October</p> <p>As Needed</p> <p>Monthly</p> <p>As needed</p>

Component Action Plan Area: **DEVELOPMENTAL ASSESSMENT**

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>45 CRF Part 1308.6d</p> <p>Coordination with education component and ongoing assessment to determine child process and plan activity</p>	<p>Collect ongoing information on child's functioning in: gross/fine motor skills perceptual discrimination cognition attention skills, self-help social receptive/ expressive language</p>	<p>(Refer to Education Binder, Operations Manual and Integrated Service Plan)</p> <p>Meet with Early Childhood Specialists each year to review updates on assessments.</p> <p>Parents are given information about the ongoing assessment during Orientation and Home Visits.</p> <p>If a child is identified as possibly having a disability from assessments, observation, and parent input, the Disabilities Specialist is contacted and the referral process begins.</p> <p>Teacher gives Disabilities Specialist or LEA a copy of the screening. LEA reviews screening. And makes recommendations.</p> <p>Teacher contacts parents explaining referral and evaluation process with the LEA. A follow-up letter is sent home.</p>	<p>Team</p> <p>Teacher</p> <p>Teacher</p> <p>Disabilities Specialist</p> <p>Teacher</p>	<p>Battelle Developmental Screening / Work Sampling</p> <p>Assessment Form</p> <p>Battelle Developmental Screening Inventory</p> <p>Parent Letter</p>	<p>August</p> <p>Orientation</p> <p>As Soon As Possible</p> <p>Within 1 month of Completed Screening</p> <p>Fall</p>

Component Action Plan Area: EVALUATION

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>45 CRF Part 1308.6e</p> <p>Diagnosis process established to ensure children with disabilities will receive appropriate services</p>	<p>Establish procedures for referring children to LEA for evaluation</p>	<p>When an evaluation is needed for a child with a suspected developmental delay, a copy of the Battelle screening is reviewed with the LEA. With parental permission, the LEA team will administer the Battelle Developmental Inventory. If further assessments are recommended by the team the LEA will make contact with appropriate agency.</p> <p>All IEPs are written by the LEA according to state regulations</p> <p>The LEA speech therapist provides services to children at all centers. Some children in IU#19 area may receive services at home.</p> <p>When an evaluation is needed for a child with a suspected emotional delay, depending on the agency policy, with parental permission, Head Start contacts a mental health agency or provides parents with the guidance and information to contact an appropriate agency. They may develop a behavior plan and may provide some (TSS) Therapeutic Support Staff.</p>	<p>Disabilities Specialist/ LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p> <p>Disabilities Specialist Teacher FW</p>	<p>Battelle LEA/ State Forms / Parental Permission to Evaluate</p> <p>State IEP Form</p> <p>IEP</p> <p>Behavior Protocol Behavior Plan</p>	<p>Weekly</p> <p>Follow Behavioral Protocol</p>

Component Action Plan Area: EVALUATION

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Establish exchange of information procedures with LEA when the LEA does not conduct evaluation</p> <p>Identify state certified/licensed personnel to evaluate.</p> <p>Establish referral procedures to diagnosticians.</p>	<p>When meeting isn't initiated by LEA, the LEA is sent a letter of invitation when a meeting is scheduled.</p> <p>The LEA is given a list of children with a diagnosed disability monthly.</p> <p>LEA follows state standards.</p> <p>Access our LICC to locate professionals or agencies when needed.</p> <p>Obtain copies of new/updated Mental Health Protocol.</p> <p>Contact appropriate professional or agency when an evaluation is recommended.</p> <p>Parent consent is obtained prior to procedure.</p> <p>Professional contacts Teacher to set up evaluation date.</p> <p>Professional will have access to pertinent educational and medical information when visiting center.</p>	<p>Mental Health Agency</p> <p>Disabilities Specialist</p> <p>LEA</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Teacher</p> <p>Teacher/FW</p>	<p>Disabilities List</p> <p>Fact Sheet</p> <p>Permission to Evaluate</p>	<p>As Needed</p> <p>Monthly</p> <p>August</p> <p>As Needed</p>

Component Action Plan Area: EVALUATION

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Orient diagnosticians to Head Start criteria.</p> <p>Establish procedures for parent consent/ confidentiality.</p>	<p>An observation may be done prior to evaluation. When evaluation is completed, an MDE meeting will be scheduled in a timely manner.</p> <p>An IEP meeting will be scheduled within 30 days of results. The team will determine eligibility.</p> <p>Disabilities Specialist will correspond with professional monthly for scheduled update and review .</p> <p>Give a copy of the Head Start eligibility criteria to each diagnostician. Correlates with state eligibility.</p> <p>Utilize the criteria when determining disability. (See attached form for eligibility criteria and description of disabilities.)</p> <p>Parents sign a consent prior to any evaluation. Their input is vital in the whole process.</p> <p>Results are explained to parents. Interpreter may be requested.</p>	<p>LEA</p> <p>LEA</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Diagnostician</p> <p>Teacher/LEA</p> <p>LEA</p>	<p>ER</p> <p>ER IEP</p> <p>Eligibility Criteria from Performance Standards</p> <p>Permission to Evaluate</p> <p>ER</p>	<p>Within 2 Weeks of Evaluate.</p> <p>Within 30 days of obtained report</p> <p>Monthly</p> <p>August</p> <p>Prior to Evaluate.</p> <p>Within 30 days of completed Evaluate.</p>

Component Action Plan Area: EVALUATION

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Establish procedures for documentation/tracking.</p>	<p>Parents are given the opportunity to receive their child's reports in a timely manner.</p> <p>Child's IEP is reviewed monthly at center team meetings. Goals and activities are documented, utilizing Individualization Summary Sheets.</p> <p>Disabilities Specialist keeps a copy of all IEP documentation at Central Office.</p> <p>Tracking of all IEP meetings and forms are notated on an IEP and transferred to disabilities list and COPA.</p> <p>All records are kept in a locked filing cabinet.</p> <p>Disabilities list is updated and sent to LEA Director monthly.</p>	<p>LEA</p> <p>Teacher</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist</p>	<p>IEP/Team Meeting / Individualization Form</p> <p>Disabilities List</p> <p>Disabilities List</p>	<p>Monthly</p> <p>On-going</p> <p>Monthly</p>

Component Action Plan Area: EVALUATION

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Not discriminate racially or culturally.</p> <p>Not place disabled child at unfair disadvantage.</p> <p>Use more than one measure or information source, and must assess all areas related to suspected disability.</p> <p>Assure that speech/ language evaluations must be comprehensive enough to determine that the impairment is not secondary to any disability.</p>	<p>Administer evaluations in child's primary language when feasible.</p> <p>Assessment instrument should be standardized.</p> <p>Meet with Family Worker to review medical history to avoid mislabeling.</p> <p>Assure that evaluation procedures and materials do not place the child with impaired sensory, manual or communication skills at an unfair disadvantage.</p> <p>Team should be provided with developmental assessment and screening results, pertinent observations, medical information and parent input.</p> <p>Review assessment tools with speech therapist.</p> <p>Have therapist meet with Family Worker/Teacher to rule out any health reasons. Regional Nurse should be contacted if other information is deemed necessary.</p>	<p>LEA</p> <p>LEA/Psychologist</p> <p>Evaluator</p> <p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p>	<p>Records</p> <p>Child=s Records/ Parent Information Packet</p>	<p>Prior to ER meeting with parent</p> <p>As Needed</p>

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>1308.18</p> <p>The plan ensures that appropriate staff work together to assure the special needs of a child with a disability.</p>	<p>Disabilities and Health Specialists work together in assessment process and follow-up to assure the special needs are met.</p> <p>Disabilities Specialist and Mental Health Consultants work together to help identify children who show signs of possible serious depression, withdrawal, anxiety or abuse.</p>	<p>Train Regional Nurse to administer hearing screenings.</p> <p>Schedule re-tests of children with recurrent middle ear infections.</p> <p>Keep in contact with parents to ensure ongoing treatment.</p> <p>Mental Health consultant observes classroom twice a year.</p> <p>Individual observation may be requested.</p> <p>Parent is sent a Mental Health Observation Notification parent input form. Teacher follows up on any concerns parents may have. Mental Health professional may be consulted. Parent is contacted with recommendations.</p> <p>Teacher fills out concerns prior to the consultant observations</p> <p>Consultants assist teachers with classroom suggestions.</p> <p>A copy of the observation and recommendations are given to the teacher.</p>	<p>Health Specialist</p> <p>Regional Nurse</p> <p>RN/FW</p> <p>Disabilities Specialist</p> <p>Specialist</p> <p>Teacher</p> <p>Teacher</p> <p>Disabilities Specialist</p>	<p>Family Notes</p> <p>Mental Health Classroom Observation Form</p> <p>Positive Guidance procedures</p> <p>Parent Input Form</p> <p>Mental Health Consultation Form</p> <p>Mental Health Consultation Form</p>	<p>As Needed</p> <p>Summer</p> <p>September - April</p> <p>As Needed</p> <p>September and January</p> <p>Within two weeks of observation</p>

Component Action Plan Area: HEALTH

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Designate Health Specialist to supervise the administration of all medications to children with disabilities in accordance with state requirements.</p>	<p>If recommended, a meeting with the Mental Health Consultant, staff, and/or parents are scheduled for continued assistance.</p> <p>Parent Workshops or community mental health services are recommended for continued mental health services.</p> <p>Obtain the doctor's instructions and parental consent before any medication is administered.</p> <p>Maintain an individual record of all medications dispensed and review the record regularly with the child's parents.</p> <p>Record changes in a child's behavior which have implications for drug dosage or type and share this information with the staff, parents and the physician.</p> <p>Assure that all medications, including those required by staff and volunteers, are adequately labeled, stored under lock and key and out of the reach of children, and refrigerated, if necessary.</p>	<p>Teacher/Mental Health Consultant</p> <p>Mental Health Consultant/Teacher/FSW</p> <p>Regional Nurse</p> <p>Teacher/Regional Nurse</p> <p>Regional Nurse</p>	<p>mental health consultant form</p> <p>Flyers/ Help Line Book/Referral</p> <p>Operations Manual</p> <p>Log</p> <p>Operation Manual</p>	<p>As Needed</p> <p>As Needed</p>

Component Action Plan Area: INDIVIDUAL EDUCATION PLAN (IEP)

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Develop procedures to ensure parents participate.</p>	<p>Notify parents in writing to inform them on the IEP date, time, location. Reschedule if is inconvenient for parent. Send home Procedural Safeguards for parent to review rights.</p> <p>Transportation will be provided.</p> <p>Call parents the day prior to the meeting to remind them of the importance of their input. Provide an interpreter if needed.</p> <p>A meeting may be held without parents if they could not attend after two attempts.</p> <p>Parents should be contacted by phone to review results of the meeting and secure their input and signature. Documentation of efforts are to be notated.</p>	<p>LEA</p> <p>Center Manager</p> <p>FW /Teacher/LEA</p> <p>LEA</p> <p>LEA</p>	<p>State Form</p> <p>Family Notes</p> <p>Document Attempts</p> <p>ER/IEP</p>	<p>Timely Notice</p>

Component Action Plan Area: INDIVIDUAL EDUCATION PLAN (IEP)

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Develop procedures to ensure Head Start participation at LEA IEP's.</p> <p>Develop a written IEP for each child with identified disability.</p>	<p>The LEA representative will contact the Head Start teacher with dates and times.</p> <p>A Head Start teacher will contact the Center Manager to get coverage to attend the meeting.</p> <p>Develop IEP's for all children with identified disabilities utilizing state forms which includes:</p> <ol style="list-style-type: none"> 1. Present levels of performance. 2. Statement of annual goals and the short-term objectives to meet these goals. 3. Special education and related services required. 4. Identification of program options to meet child's needs. 5. Personnel responsible for supervising and delivering services. 6. Projected dates for initiation and duration of services. 7. Identification of family strengths and needs as they relate to goals of the child. 8. Copies of the IEP will be given to the LEA, Disabilities Specialist, parent and teacher. IEP will be kept in a locked file at the Central Office and Center. 	<p>LEA</p> <p>Teacher</p> <p>LEA</p> <p>LEA/Disabilities Specialist</p>	<p>Reminder letter and LEA</p> <p>PA State IEP Form</p> <p>ER (Evaluation Report)</p> <p>IEP</p>	<p>Sept.</p> <p>Within 30 Days of Completed Evaluation</p> <p>As Needed</p>

Component Action Plan Area: INDIVIDUAL EDUCATION PLAN (IEP)

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Hold IEP conferences within 30 days of diagnosis</p> <p>Ensure that the IEP be implemented as soon as possible</p>	<p>When diagnosis is completed and report written, an IEP conference is to be held within 30 days.</p> <p>Every child found to have a disability by the IEP team must have a signed IEP before special education or related services are provided.</p> <p>Implementation of the child's IEP must occur within 2 weeks of the IEP meeting. Modification of the child's program and arranging for related services should be implemented as soon as possible.</p> <p>If a child starts the program with an existing IEP, implementation must occur within 2 weeks of program attendance.</p> <p>Modification could include:</p> <ol style="list-style-type: none"> 1. Modifying classroom activities. 2. Provide special equipment and services. 3. Allow for flexible attendance patterns or shared enrollment. 4. Increase staff. 5. Special transportation 	<p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA Disabilities Specialist</p>	<p>IEP</p> <p>IEP Cover Sheet</p> <p>IEP Team Recommended Action</p>	<p>Within 30 Days of Report</p> <p>Within 2 Weeks of Signed IEP Form</p> <p>Within 2 Weeks of Start</p>

Component Action Plan Area: INDIVIDUAL EDUCATION PLAN (IEP)

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Ensure that any termination of a child is done in the best interest of the child and with documentation from appropriate professional.</p>	<p>6. Diet modification</p> <p>Speech therapy is provided at all centers. Some integrated therapy is maintained in the classroom.</p> <p>If Head Start is not the appropriate placement to meet the child's needs, a referral should be made to another agency.</p> <p>Hold conference to inform and team with parents of possibility of terminating their child:</p> <p>a. After reviewing professional record prior to enrollment</p> <p>b. After referral process is complete and diagnosis so recommends</p> <p>c. After providing support staff to serve the individual needs of the child.</p> <p>Secure parental consent of possibility of termination</p> <p>Assist in locating an appropriate placement for the child in the least restrictive environment.</p> <p>Assist parent in enrolling child.</p>	<p>Teacher</p> <p>Disabilities Specialist /LEA</p> <p>LEA/Disabilities Specialist</p> <p>LEA</p> <p>LEA</p> <p>LEA</p>	<p>IEP</p> <p>Log</p> <p>ER/ Behavior Protocol Agreement/ Positive Guidance Procedures</p>	<p>Within 2 Weeks of Signed IEP</p> <p>As Needed</p>

Component Action Plan Area: INDIVIDUAL EDUCATION PLAN (IEP)

Performance Standards Goals	Results/Objective	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
	<p>Review IEP process/Forms and revise as needed.</p>	<p>Program reports are sent to parents four times a year to document ongoing monitoring.</p> <p>Periodic review could change the degree of which a child can be integrated during the program year.</p> <p>Parents are informed of any updates.</p> <p>Review the IEP process with the LEA each year for continued coordination.</p> <p>Update and review forms as needed to follow the state recommendations.</p>	<p>Speech Therapist/LEA staff</p> <p>LEA</p> <p>Disabilities Specialist</p> <p>Disabilities Specialist/LEA</p>	<p>EI Form</p> <p>State Forms</p> <p>State forms</p>	<p>on going</p> <p>August</p> <p>Sept.</p>

Component Action Plan Area: PARENT INVOLVEMENT

Performance Standards "Goals"	Results/"Objectives"	Strategies/Activities	Staff Responsibilities	Resources	Time Frame
<p>Subpart G 45 CRF Part 1308.21</p> <p>The plan ensures parents are involved throughout the disability effort and that special parent involvement needs are met.</p>	<p>Assure parent involvement in:</p> <p>Development and approval of DSP</p> <p>Each step of evaluation and IEP process</p> <p>Review of child's progress and transition process.</p> <p>Involve parents by:</p> <p>Providing support to families entering from infant/toddler programs.</p>	<p>Develop a team to include parents from Policy Council, staff and professional to help update the plan.</p> <p>Review and update plan at Policy Council.</p> <p>(Refer to IEP plan area in the Disabilities Plan). Obtain parental consent prior to any evaluation and for timely transfer of records.</p> <p>Notify parents in writing prior to an MDE and IEP meeting.</p> <p>Remind the parents a day before the meeting and discuss their needed input as advocates .</p> <p>IEP goals will be reviewed with parents during the Parent/Teacher Conferences and home visits.</p> <p>(Refer to Transition Plan area in the Disabilities Plan) make every effort to have parents attend transition meetings to meet school district officials and become knowledgeable of each districts services.</p> <p>Encourage parents to observe facilities to help plan appropriate placements.</p> <p>Provide parents with information through a variety of techniques so they could help assist with their child's needs.</p> <p>Identify needs (caused by disability) of sibling and other family members.</p> <p>Refer families to appropriate agencies.</p>	<p>Disabilities Specialist</p> <p>LEA/Teacher</p> <p>LEA</p> <p>LEA/Teacher</p> <p>LEA/Teacher</p> <p>LEA/Teacher</p> <p>MDE Team/School District Rep.</p> <p>Family Educator/LEA</p> <p>LEA</p> <p>FW</p>	<p>Performance Standards (45-CFR1308)</p> <p>LEA State Form</p> <p>Parent/Teacher Conference Form</p> <p>Orientation</p>	<p>Spring</p> <p>August</p> <p>February</p> <p>Parent/Teacher Conference</p> <p>Spring</p>

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	<p>Provide developmental information</p> <p>Provide opportunities to observe activities the classroom and suggestions for home follow-up activities</p> <p>Give information on parents rights and other community programs and resources.</p>	<p>Provide workshops and materials on how to foster the development of their own individual child.</p> <p>Provide information for parents to contact Early Intervention if they have developmental concerns for their child or siblings.</p> <p>Send information to parents if any appropriate workshops are being provided in community.</p> <p>Discuss child's IEP ,goals, and Individual Activities done in the classroom.</p> <p>Teacher develops goals with parent following the IEP.</p> <p>Invite parents to observe their child's classroom.</p> <p>Provide parents with activity to do at home with child to help build parent=s skill in meeting the special needs of their child.</p> <p>Inform parents of their rights under IDEA.</p> <p>Give parents a copy of "A Family's Introduction to Early Intervention in Pennsylvania". Throughout the year review additional materials in the packet and discuss with parents their rights for advocating for their child, What to expect during the transition process and information about the school districts policies and placement options.</p> <p>Include an update fact sheet on rights in the transition packet.</p>	<p>Teacher/FW</p> <p>Disabilities Specialist / FW</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>LEA</p> <p>Teacher</p> <p>LEA</p>	<p>Flyers Parent Calendar Parent Committee</p> <p>Watch Me Grow PA Early Intervention Guide</p> <p>Flyer</p> <p>Parent/Teacher Conference Form</p> <p>Form #12</p> <p>Parent/Teacher Conference Form</p> <p>Procedural Safeguard Booklet</p> <p>A Parent Guide to Early Intervention Packet</p>	<p>Orientation</p> <p>When Available</p> <p>Parent/Tchr Conference Form</p> <p>Parent/Tchr Conference</p> <p>MDE Meeting/ IEP Conference</p> <p>Ongoing</p>

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		<p>Provide parents with information on services in the community.</p> <p>Have parents refer to Community Resource Directory.</p> <p>Refer parents to groups of parents of children with similar disabilities who can provide helpful support groups. Give parents information on LICC and Special Kids Network.</p>	<p>FW</p> <p>FW</p> <p>Teacher/LEA</p>	<p>Help Line Booklet</p> <p>A Parent=s Guide to Early Intervention Packet</p>	<p>As Needed</p>

