

Policies and Procedures



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School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1301.2, 1302.102
Head Start Act 2007 Reference:	642(c)(1)(C)
Related to Board Policy:	0170
Policy Title:	Governing Body Composition and Duties and Responsibilities
Service Area:	Program Governance
Policy Council Approval Dates:	1/30/2013; 5/8/2018
Governing Body Approval Dates:	5/28/2013; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The School Board of Brevard County Head Start will ensure the Grantee, Policy Council and Parent Committees will establish a formal structure for program governance to ensure legal and fiscal responsibility to administer and oversee the Brevard Public Schools Head Start (BPS HS) program and provide direction to assist with program design and implementation.

PROCEDURE

- A. Members of the governing body are comprised of School Board members who oversee the School Board of Brevard County. Board members oversee a public entity and are selected to their positions with the School Board of Brevard County by public election.
- B. The governing body is responsible for activities specified at section 642(c)(1)(C) of the Head Start Act.
- C. The governing body must use ongoing monitoring results, data on school readiness goals, and other information described in HSPPS 1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.
 1. In collaboration with the Policy Council and program staff, establish program goals and measureable objectives that include:
 - a. Strategic long-term goals for ensuring the program is and remains responsive to community needs as identified in the community assessment.
 - b. Goals for the provision of educational, health, nutritional, and family and community engagement program services to further promote school readiness of enrolled children.
 - c. School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework (HSELOF), state early learning standards and requirements and the expectations of schools Head Start children will attend.
 - d. Effective health and safety practices to ensure children are safe at all times, per the safety practices, personnel policies, training and professional development, volunteers, transportation and Standards of Conduct addresses in applicable sections 1302 of the HSPPS (2016).

- D. The Governing Body may establish an advisory committee to oversee key responsibilities related to program governance.
 - 1. The structure, communication and oversight of an advisory committee must ensure the Governing Body continues to maintain its legal and fiscal responsibility.
 - 2. The Governing Body must notify the Head Start regional office of its intent to establish an advisory committee.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1301.3, 1302.102
Head Start Act 2007 Reference:	642(d)(2)
Related to Board Policy:	
Policy Title:	Policy Council Composition and Duties and Responsibilities
Service Area:	Program Governance
Policy Council Approval Dates:	1/30/2013; 5/8/2018
Governing Body Approval Dates:	5/28/2013; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Establish and maintain a policy council responsible for the direction of the Head Start program.

PROCEDURE

In collaboration with appropriate staff, Assistant Director, Family Services Manager and Coordinator will:

- A. Create an annual *Parent Handbook & Academic Calendar*.
- B. Ensure Initial Parent Committee meetings are scheduled in August. All remaining monthly meetings to be determined at the center level.
 1. The purpose of the initial Parent Committee meeting is to ensure Policy Council Representatives and Alternates are elected.
- C. Ensure all parents of currently enrolled children, are informed of their status as members (by default) of Parent Committees and receive information regarding the Policy Council. Parents may receive information via the following communication tools:
 1. *Parent Orientation*
 2. *Open House*
 3. *Enrollment Letter*
 4. *Home Visit*
 5. *Parent Handbook & Academic Calendar*
- D. Ensure Family Advocates receive training in order to conduct smooth and consistent elections at the center level.
- E. Ensure Policy Council Representatives and Alternates are elected at the Initial Parent Committee Meeting. At each center, one (1) representative and one (1) alternate are elected.

- F. Ensure Policy Council Representatives and Alternates receive an orientation to prepare them for their role on topics such as:
 1. *Program Governance*
 2. *Officers roles and responsibilities*
 3. *Re-election process for PC members and term of office*
 4. *PC By-Laws overview*
 5. *BPS HS organizational structure overview*
 6. *Confidentiality and Conflict of Interest overview*
 7. *Code of Conduct overview*

- G. Ensure Policy Council Representatives and Alternates receive training/information throughout the year on topics such as:
 1. *Program Performance Standards*
 2. *ERSEA*
 3. *Program Goals*
 4. *School Readiness Goals*
 5. *Child Health & Safety Practices*
 6. *Annual Self-Assessment*
 7. *Community Assessment*

Policy Council members:

- H. Meet on the second Tuesday of every month. Unless a change in time is determined by majority vote, the meeting time will be 9:00 a.m. – 12:00 p.m. Members will sign-in at each meeting, including travel time, to document attendance and time of service for Non-Federal Share.

- I. Are expected to maintain confidentiality during all meetings. Head Start staff and/or members of their immediate family may not serve on PC.

- J. Provide their names, addresses, emails and telephone numbers to administrative staff to ensure an updated roster is on file at all times.

- K. Be presented with community representatives for approval by parent members. Community representatives are drawn from the local community who are familiar with resources and services for low-income children and families, including the parents of formerly enrolled children.

- L. Serve for a term of one year and may be re-elected but may not serve more than five years total and conduct business as outlined in current approved PC By-Laws. *1301.3(d)*

- M. Receive, review, and use the following communication/information to inform ongoing responsibilities:
 1. Program Governance Training
 2. HSPPS and HS Act
 3. PC By-Laws

4. Program Information Reports (PIR)
5. Community Assessment
6. Annual Self-Assessment and Program Improvement Plan
7. Funding Applications
 - a. Program goals and objectives
 - b. Progress related to program goals and objectives
8. Monthly Reports
 - a. Enrollment
 - b. Meals and snacks served through USA programs
 - c. Budget update (including P-card statements)
 - d. Content area information summaries
 - e. Information and guidance from the Office of Head Start
9. Approve and submit to the Governing Body decisions about each of the following as described in 642(d)(2) of the Act:
 - a. Activities to support the active involvement of parents in supporting program operations
 - b. Program recruitment, selection, and enrollment priorities
 - c. Applications for funding
 - d. Budget planning for program expenditures
 - e. Bylaws for the operation of PC
 - f. Program personnel policies and decisions regarding the employment of program staff (*hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency*).
 - g. Standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff
 - h. Developing procedures for how members of the PC will be elected
10. Use ongoing monitoring results, data on school readiness goals and other information described in 1302.102 to conduct its responsibilities. In collaboration with the Governing Body and program staff establish program goals and measureable objectives that include:
 - e. Strategic long-term goals for ensuring the program is and remains responsive to community needs as identified in the community assessment.
 - f. Goals for the provision of educational, health, nutritional, and family and community engagement program services to further promote school readiness of enrolled children.
 - g. School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework (HSELOF), state early learning standards and requirements and expectations of schools Head Start children will attend.
 - h. Effective health and safety practices to ensure children are safe at all times, per the safety practices, personnel policies, training and professional development, volunteers, transportation and Standards of Conduct addressed in applicable sections 1302 of the HSPPS (2016).

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1301.4
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Parent Committees
Service Area:	Program Governance
Policy Council Approval Dates:	1/30/2013; 5/8/2018
Governing Body Approval Dates:	5/28/2013; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Establish and maintain parent committees to engage families at the school level.

PROCEDURE

- A. The program will establish a parent committee comprised exclusively of parents of currently enrolled children at each service location as early in the program year as possible.
- B. During the Initial Parent Committee meeting, the program will ensure parents understand the policy council election process and other leadership opportunities.
 1. Policy Council Representatives and Alternates are elected at the Initial Parent Committee Meeting. At each center, one (1) representative and one (1) alternate are elected.
- C. In collaboration with the Family Services Manager, the Family Advocate at each service location will ensure the parent committee carries out the following minimum responsibilities:
 1. Advise and assist staff in the development and implementation of activities that meet the needs of children and families
 2. Establish a process for communication with the policy council and policy committee
 3. Using guidelines established by the governing body, policy council or policy committee, the parent committee may participate the recruitment and screening of Head Start employees.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1301.5
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Training
Service Area:	Program Governance
Policy Council Approval Dates:	5/8/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	11/07/2016

POLICY

Ensure appropriate training and technical assistance or orientation is provided to the governing body, any advisory committee members, and the policy council.

PROCEDURE

- A. In collaboration with the Head Start Director, the Executive Director will ensure the governing body, any advisory committee members, and the policy council are provided appropriate training and technical assistance to include:
 1. Training on **program performance standards**
 2. Training on **eligibility**

- B. Ensure the members understand the information they receive and can effectively oversee and participate in the programs in BPSHS.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1301.6
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Impasse (Internal Dispute) Procedures
Service Area:	Program Governance
Policy Council Approval Dates:	1/30/2013; 5/8/2018
Governing Body Approval Dates:	5/28/2013; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The governing body and policy council will jointly establish written procedures for resolving internal disputes between the governing body and policy council in a timely manner, including impasse procedures.

PROCEDURE

- A. Whenever possible, disagreements shall be resolved through the process of mediation and conciliation, including discussion, compromise, and consensus seeking among the parties, and, if necessary, professional mediation in accordance with Mediation Procedures for Head Start Grantees, and Policy Councils.
- B. A dispute occurs when the governing body policy council opposes final action proposed by the Board or Executive Director.
- C. The Policy Council shall forward a copy of the grievance to the School Board by the Policy Council chair or the Head Start Director, within two working days.
- D. The Superintendent or designee, Head Start Director, Policy Council Chair, other Policy Council Committee chairs or school District personnel, as needed, who represent the issue under dispute, shall make reasonable attempts to resolve an internal dispute including a two tiered mediation procedure, informal discussion, compromise or consensus-seeking activities. A meeting shall be scheduled within 10 working days.
- E. If the informal process has not produced an agreement, a professional mediator, or other third party, agreeable with both the Policy Council and the School Board, shall be brought in to facilitate the interactions, Internal Disputes Within the Head Start Program’s Executive Leadership Policy with both parties agreeing to binding arbitration, by all involved parties listed in the informal process, to be completed within seven to 10 working days.
- F. All parties involved shall notify all parties immediately of the binding arbitration agreement.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.90
Head Start Act 2007 Reference:	
Related to Board Policy:	3000
Policy Title:	Personnel Policies
Service Area:	Human Resources Management
Policy Council Approval Dates:	2/13/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014, 10/28/2014; 5/22/2018
Revision Dates:	11/07/2016, 4/11/2018

POLICY

Program personnel policies and procedures are established by the School Board of Brevard County. These policies and procedures are available to all staff at the school district website or through the Division of Human Resources.

PROCEDURE:

- A. Refer to Brevard Public Schools Personnel Policies and Procedures.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(5)(, 1302.90(c), 1302.102(d)(ii)
Head Start Act 2007 Reference:	
Related to Board Policy:	3139.01, 3140, 3210, 5630
Policy Title:	Standards of Conduct and Reporting
Service Area:	Human Resources Management
Policy Council Approval Dates:	2/13/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014, 10/28/2014; 5/22/2018
Revision Dates:	11/07/2016, 02/28/2018, 4/11/2018

POLICY

Head Start staff, consultants, contractors and volunteers must implement positive, age-appropriate strategies when managing challenging behaviors and not maltreat or endanger the health and safety of children. The grantee must ensure all staff, consultants and volunteers abide by the standards of conduct.

PROCEDURE

A. These standards specify that staff, consultants, contractors, and volunteers will:

1. Respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability
2. Use positive methods of child guidance and not engage in corporal punishment. Corporal punishment is defined as physically striking or hitting a child in any manner that is meant as punishment; assure that no child is left alone or unsupervised while under their care
3. Not use isolation or restraint to discipline a child; not bind or tie a child to restrict movement or tape a child's mouth; not use or withhold food as a punishment or reward
4. Not use toilet learning/training methods that punish, demean, or humiliate a child
5. Not use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child; not physically abuse a child; not use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; not use physical activity or outdoor time as a punishment or reward

B. When the discipline of a staff member becomes necessary for violation of the standards of conduct or alleged violation, such action shall be in proportion to the employee's offense or misconduct, consistent with appropriate procedural and substantive due process, State law, and/or the specific provisions of any applicable collective bargaining agreement. This includes the determination of whether the employee is placed on paid or unpaid administrative leave.

C. When there is a violation or alleged violation of the standards of conduct staff must be immediately retrained in the applicable Head Start Performance Standard and/or Board policy.

D. All alleged or violations of standard of conduct resulting in a call to the Department of Children and Families (DCF) will be reported to the Head Start Region IV Office and any significant incidents affecting the health and safety of program participants such as program closure due to hurricane or other natural disaster will be reported to the Head Start Region IV Office immediately or as soon as practicable.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.90
Head Start Act 2007 Reference:	
Related to Board Policy:	3550, 8141, 8462
Policy Title:	Investigation Process Notification to Regional Office
Service Area:	Human Resources Management
Policy Council Approval Dates:	4/17/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	4/11/2018

POLICY

Ensure all allegations of employee misconduct are investigated thoroughly. If a staff member is suspected of abuse, his/her supervisor should be notified immediately, and the matter kept in strict confidence by the reporting person. The supervisor shall follow the District's due process procedures for dealing with an employee's real or alleged violation of any law or District policy. This procedure does not negate the requirement for the reporting person to report the suspected abuse to the proper agency.

PROCEDURE

- A. Allegation is reported to the school or department administrator.
- B. If allegation involves abuse Department of Children and Families (DCF) is called immediately and **BPS Child Abuse Reporting Form** is completed and submitted through the School District Security website. DCF notifies reporter if they are taking the call. This is noted on the district reporting form.
- C. School administrator notifies District Security, Professional Standards/Labor Relations, Head Start Administration and Parent or Guardian of alleged victim of the allegation.
- D. When a Head Start staff member or volunteer causes an incident or suspected incident, Head Start Administration will notify the Region IV Office of Head Start immediately or as soon as practicable.
- E. District Security determines if they will take the case and e-mails Professional Standards/Labor Relations.
- F. The risk management *Incident/Accident Report* is completed, and statements are gathered by school administrator from the individual bringing forth the allegation, any available witnesses and the employee accused of misconduct.
- G. Other supporting information such as, pictures or video are gathered by the school administrator or designee.

- H. All statements and supporting evidence are provided to Head Start Administration and Professional Standards/Labor Relations for review.
- I. The employee accused of misconduct may be placed on administrative leave, reassigned, or in some cases may continue working in their normal capacity pending the outcome of the investigation.
- J. If the evidence does not substantiate the allegation, the case is closed.
- K. If the evidence substantiates the allegation, a Pre-Determination meeting will be scheduled by Professional Standards/Labor Relations with the employee and school administrator. The employee may choose to have union representation present.
- L. Following the Pre-Determination meeting it will be determined if discipline is to be issued and at what level.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.92(b)(2)
Head Start Act 2007 Reference:	
Related to Board Policy:	8462
Policy Title:	Child Abuse and Neglect Reporting Procedures
Service Area:	Human Resources Management
Policy Council Approval Dates:	5/8/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	11/20/2018, 4/11/18

POLICY

All staff have an affirmative duty to immediately report known or suspected child abuse, neglect or abandonment. The threshold for mandated reporting is “reasonable cause to suspect” that a child has been abused or neglected. To have reasonable suspicion you must be able to articulate some objective, factual basis for your suspicion, such as identifying criteria based upon the signs of abuse and neglect. If a reporter has reasonable cause to suspect that physical or sexual abuse has occurred, he or she must not undertake any further investigation to prove whether his or her suspicion is founded or unfounded before making a report. In instances where a BPS employee or volunteer is suspected of committing abuse or neglect the Human Resources Department will direct staff in the performance of any subsequent investigation.

PROCEDURE

All such reports are made in the following priority:

- A. Call the Department of Children and Families Central Office (DCF) Abuse Hotline 1-800-96ABUSE (1-800-962-2873)
- B. Document on the online BPS Mandatory Child Abuse Reporting Form the date of the report to DCF and the name of the person taking the report with their employee identification number.
- C. DCF will screen all calls and notify law enforcement or transfer your call to law enforcement when appropriate. If you are transferred, you must document your report to law enforcement in Section 2 of the Reporting Form.
- D. If a BPS employee or volunteer is suspected of committing abuse, call District Security, submit the completed Reporting Form through the District Security Website and notify the school/department administrator (principal of school or other person in charge of district facility) that a report was made and provide them with a copy of the reporting form.
- E. The school or department administrator must take immediate steps to protect the safety, welfare and privacy interest of the child in the interim before any intervention by DCF, law enforcement or Human Resources.

- F. Any doubt as to whether abuse, neglect or abandonment has occurred shall be resolved in favor of reporting. DCF personnel at the Central Abuse Hotline are specifically trained to determine if a report meets statutory criteria for child protective investigation when warranted.
- G. The abused, neglected or abandoned child and other concerned individuals have a right to privacy, and all information incidental to the report shall be confidential and not discussed or disclosed except as specifically authorized by Florida Statutes.
- H. No BPS employee will be subject to retaliatory employment practices for making a good-faith report of child abuse, neglect or abandonment.
- I. Any BPS employee who fails to report known or suspected child abuse, neglect or abandonment to DCF may be subject to criminal prosecution pursuant to Florida Statutes and/or subject to disciplinary action by BPS which may include but not limited to, termination of employment.
- J. Each year staff will participate in required preplanning training through ProGOE.
- K. The Head Start Director must be notified of all calls made to Department of Children and Families Central Office (DCF) Abuse. School administrators must send the BPS reporting form within 24 hours, followed by witness statements as soon as possible.
- L. In cases where DCF does not take a call when an allegation is made against an employee, the school administrator is still required to investigate the allegation and obtain witness statements as appropriate.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.93
Head Start Act 2007 Reference:	
Related to Board Policy:	3315
Policy Title:	Tap Out Procedure
Service Area:	Human Resources Management
Policy Council Approval Dates:	5/8/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	11/20/2018, 4/11/2018

POLICY

Classroom staff will effectively communicate and collaborate to remove themselves from difficult situations.

PROCEDURE

- A. If you feel that you are in danger of acting or reacting in an inappropriate manner toward any child in the classroom remove yourself from the situation as quickly as possible.
- B. When there are three staff members in a classroom, inform your teaching team discreetly that you need to “tap out”, then leave the classroom to *gain composure*. Please inform your teaching team when you have returned.
- C. When there are two staff members in the classroom, inform your colleague that you need to “tap out”. Develop a plan in advance to determine how a second person can be in the classroom (*i.e. open a door between two classrooms to ask a colleague to assist, call another staff member to cover*).
- D. This procedure is not to be confused with other scheduled break times (i.e., planning, lunch, breaks) and should be used sparingly.
- E. If you are utilizing this procedure on a frequent basis please communicate with your instructional coach or resource teacher to discuss behavior management strategies that can assist in classroom control that will alleviate stress.
- F. If you feel it is necessary, you are encouraged to notify your immediate supervisor that you may need additional support in handling difficult situations.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.31, 1302.47, 1302.90
Head Start Act 2007 Reference:	
Related to Board Policy:	3139.01, 3210, 3140
Policy Title:	Supervision and Transitions
Service Area:	Human Resources Management
Policy Council Approval Dates:	5/8/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	11/07/2016, 02/28/2018

POLICY

Grantee staff must ensure that no child will be left alone or unsupervised while under their care.

PROCEDURE

- A. **Active supervision** is a set of strategies for supervising preschool children in the following areas: classrooms; field trips and on playgrounds and school buses. Active supervision includes the six strategies below:
1. Set up the environment to supervise children at all times. This may include developing and posting a daily classroom schedule for children, teachers, substitutes, and volunteers to follow that helps to keep the day predictable. The height and arrangement of classroom furniture and outdoor equipment should be considered to allow effective monitoring and supervision of children at all times.
 - a. Toys and materials are displayed on low shelves.
 - b. Arrangement of furniture does not block adult view of children.
 2. Position staff to see and reach children at all times. Plans can include staffing charts that identify the teacher responsible for each area or activity and his or her duties during transitions before and after an activity.
 - a. Teaching staff moves around during children's free play, interacting and providing ongoing supervision.
 - b. Two paid staff members are actively supervising classes at all times (including rest time).
 - c. Children are supervised when they leave the classroom group for any reason. This includes, but is not limited to, leaving the playground/cafeteria/other area to go to the rest room, leaving the classroom/cafeteria/other to go to the clinic/office, etc.
 - d. Adults are supervising in zoned areas both in the classroom and on the playground. For example, in the classroom, there may be an adult in the block area that is also monitoring the dramatic play area, while another adult is in the art area, also monitoring the computer and writing centers. On the playground, there may be an adult at the swings, one near the climber and perhaps another adult monitoring the bikes.
 3. Scan the environment, including assigned areas of the classroom or outdoor area, and count the children. Staff need to communicate with each other so everyone knows where each child is and what

each one is doing. This is especially important in play areas and on the playground when children are constantly moving.

- a. Head Count Schedule (including visuals) is included in the daily routine/schedule that is posted in the classroom.
 - b. Emergency contact information is readily available and easily accessible in case of emergency evacuation.
 - c. Daily classroom attendance is available to account for all children in case of emergency evacuation.
 - d. Teaching staff frequently scans room to observe children.
 - e. To ensure active supervision of all students at all times, staff is observed completing student head counts during the following times:
 - During outside play
 - During transitions that occur outside the classroom (example: when moving back inside after recess, when leaving the cafeteria to go back to the classroom, etc.)
 - During field trips
4. Listen closely to children and the environment to identify signs of potential danger immediately. Listen to and talk with team members, especially when a staff person or a child has to leave the area, so that staff knows where other staff are located.
 - a. Teaching staff is aware of what is happening at all times, monitoring classroom activities and the use of materials, intervening when necessary.
 - b. Teaching staff provides supervision to facilitate children's activities and play, making sure all are involved.
 - c. Teaching staff frequently scans the playground and actively moves about the entire area to ensure adequate supervision and safety.
 5. Anticipate children's behavior to give children any needed additional support, especially at the start of the school year and during transitions. Children who wander off or lag behind are more likely to be left unsupervised.
 6. Engage and redirect when children are unable to solve problems on their own. Offer different levels of assistance according to each individual child's needs.

B. Transitions are often a challenging time to supervise children. To prevent children from being left unsupervised, lesson plans must include specific strategies for managing transitions throughout the day, such as when children arrive, leave, or move from one location to another within a center. Examples include:

1. Develop specific plans for regular routines, such as drop-off and pick-up times, including staff assignments (who will monitor the door, etc.).
2. Ensure teachers, teachers' aides, and volunteers know when transitions will take place and are in position to provide constant supervision.
3. Develop a plan for how the team will adjust to maintain appropriate adult-to-child ratios at all times, including when a teacher needs to leave the room.
4. Ensure parents understand their responsibilities during drop-off and pick-up of their child, and be alert to and communicate potential child wanderings as needed.
5. Limit the amount of time children are waiting in line to transition and reaffirm to children what adults expect during transitions. Include plans for irregular times, such as early dismissal.

C. When the discipline of a staff member becomes necessary for violation of the standards of conduct or alleged violation, such action shall be in proportion to the employee's offense or misconduct, consistent with appropriate procedural and substantive due process, State law, and/or the specific provisions of any applicable collective bargaining agreement. This includes the determination of whether the employee is placed on paid or unpaid administrative leave.

D. When there is a violation or alleged violation of a child being left alone or unsupervised staff must be immediately retrained in the applicable Head Start Performance Standard and/or Board policy and Active Supervision.

E. Incidents involving a child being left unsupervised must be reported to the Regional Office of Head Start.

F. Active Supervision is monitored by program staff using the Program Evaluation Tool.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.102(b)(2)
Head Start Act 2007 Reference:	Sec 641A
Related to Board Policy:	
Policy Title:	Ongoing Monitoring
Service Area:	Program Management and Quality Improvement
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The grantee will establish and implement procedures for the ongoing monitoring of its operations and services to ensure compliance. Ongoing monitoring will use effective tools and procedures to ensure the program is in compliance and meets its goals and objectives. Staff roles and responsibilities will be clearly defined to ensure that ongoing monitoring tasks and responsibilities are completed within specified timelines and according to guidelines provided in Head Start Performance Standards, other federal and state regulations, and the School Board of Brevard County Head Start policies and procedures. Data will be collected through monitoring systems outlined in the procedures below and used for planning activities and to ensure compliance.

Results of monitoring will be used to demonstrate compliance with Performance Standards and other federal and state regulations, to assist in the review process by providing condensed program information in specific areas, and to determine long range and short term program goals. Noncompliance and/or areas for improvement will be followed with improvement plans, including strategies for timelines and people responsible.

PROCEDURE

A. Monitoring and Record Keeping and Reporting systems include:

1. Collecting and recording information about children and families in the program.
 - MyHeadStart
 - Crosspointe (AS400 - school district student systems)
 - Student eligibility file housed at the Head Start Administrative Office
 - Student's school district cumulative folder housed at the Head Start site
 - Student's Prekindergarten portfolio housed in the child's classroom and Teaching Strategies GOLD data base.
2. Periodic reporting of this information to:
 - Head Start Executive Director/Director of Elementary Leading and Learning
 - Head Start Director/Assistant Director of Elementary Leading and Learning
 - Head Start Education Manager/Coordinator
 - Head Start Family Services Manager
 - Governing Body and Policy Council Members

3. Results of the reports and ongoing monitoring will be used by the Head Start Director, Head Start Coordinator, and Content Area Specialists to determine compliance with the Head Start Performance Standards and other regulations and policies, to provide program information in specific areas, and to assist with short and long term goals.

B. Areas of Ongoing Monitoring

1. Program Governance

- Head Start Director will provide a monthly report of program activities to the Policy Council and the Governing Body. This report will include:
 - Monthly financial statements
 - Program information summaries
 - Program enrollment reports
 - Reports of meals provided through USDA programs
 - Communication and guidance from the Secretary

2. Management Systems

- The program's Ongoing Monitoring system ensures that year Head Start program staff with assistance from the Policy Council members, parents, and Governing Body will conduct an annual self-assessment where each content area is reviewed to determine compliance with federal regulations. (*Annual Self-Assessment*)
- The program will develop and implement locally developed Ongoing Monitoring Tools to determine compliance with the Head Start Performance Standards and other regulations. (*locally developed monitoring tools*)
- The program's Human Resources system maintains an organizational structure that supports the delivery of services to children and families. The structure provides supervision and support so that staff receives the tools necessary to be successful in their roles. (*Organizational Chart*)
- Staff files will be maintained and monitored by the school district Division of Human Resources. Background checks are maintained and monitored by the Office of School and District Security.
- The program will ensure communication mechanisms are in place that provide the sharing of accurate and timely information to stakeholders. Each year before the Federal review staff, parents, Policy Council and the Board members will receive appropriate training and technical assistance facilitated by the Head Start Director or designees.
- The program will implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings by developing corrective action plans.

3. Fiscal Integrity

- The program will utilize the School Board of Brevard County's (the grantee) financial management system and the established policies and procedures which provides for effective control over and accountability for grant funds.
- Federal and state financial reports will be completed by the school district accounting and budgeting staff according the schedule of due dates. School district financial systems will be audited annually.
- School Board of Brevard County policy states that all Federal funds received by the School District will be used in accordance with the applicable Federal law. Where applicable, the Head Start program will develop a policy and procedure in the event there is no Board policy in place.
- Financial reports will be submitted monthly by the Accounting Specialist for review and ongoing monitoring to the Head Start Director. The Director will provide the financial reports (including purchasing card expenses) to Policy Council and Governing Board.
- USDA reports will be submitted for reimbursement by the school district Office of Food and Nutrition using child attendance records and meal counts from the school district meal tracking system. The Head Start Nutritionist and Dietician will submit monthly meal counts to the Head Start Administrative Office monthly reporting to the Governing Body and Policy Council.
- Assets and property will be inventoried and inspected annually by the Head Start Accounting Specialist.

4. ERSEA

- The Family Services Manager will coordinate with the Head Start Data Registrar to provide monthly reports to the Head Start Coordinator regarding enrollment, attendance, and other data to be used for current and future program planning. The Head Start Coordinator will enter enrollment data into the Head Start Enterprise System on or before the 7th day of each month and share this information with the Executive Director and Director.
- Family Advocates will document contacts with parents, teachers, and community partners in My Head Start-
- Family Advocates monitor attendance for a child who has unexcused absences for more than three (3) consecutive days. Family Advocates and/or teaching staff will contact parents or make a home visit to check on children who has unexcused absences for more than three (3) consecutive days.

- Family Advocates will utilize MyHeadStart to keep track of attendance, enrollment, and waiting lists for their classrooms. If any of these areas needs attention, the Family Advocate will immediately enroll, recruit, or check with parents regarding their child's absence from Head Start. Active Waiting Lists will be maintained for all schools. Enrollment vacancies will be filled within 30 days, but preferably within one week of the vacancy.
- Family Advocates will use the Family Partnership Agreement analysis in MyHeadStart to monitor how many goals have been achieved, partly achieved or not achieved. They will utilize this information to follow-up with parents.
- Volunteer hours will be collected from the *In-Kind Form* kept in each classroom in the Volunteer Log. For safety and security purposes, volunteer and visitor hours are also tracked in the school districts electronic volunteer system.

5. Health and Safety

- Nursing Supervisor/Health Manager will utilize MyHeadStart health reports to monitor health related data. Nursing Supervisor/Health Manager will use the "My Health Workbook" in MyHeadStart to monitor any missing, expiring, or expired health items including, physical exams, dental screenings and exams, vision and hearing screenings, follow-up appointments, etc.
- All school cafeterias are monitored by the State Health Inspector. If areas of non-compliance are noted, the School Cafeteria Manager works collaboratively with the school District's Office of Food and Nutrition to coordinate the efforts to bring areas into compliance.
- Menus are developed and reviewed according to USDA guidelines by a Registered Dietician. In addition, school district Food Services complete an on-site visit to each facility at least one time per year to ensure compliance with licensing regulations regarding nutrition.
- The Education Manager will provide the Head Start Data Registrar with individual child data from the developmental screening for entry into MyHeadStart as early in the school year as possible.
- The Head Start ESE Specialist will enter mental health and disabilities information into MyHeadStart to ensure data can be monitored and tracked by the program. Reports will be run monthly to monitor the number of children who have IEP's.
- ESE Specialist will run MyHeadStart Mental Health Reports monthly to monitor the number of children who are receiving counseling services, who have received a mental health observation from the Mental Health Consultant, etc. This process will allow the program to monitor the services provided by the Mental Health Consultant.

- ESE Specialist will work in collaboration with school district compliance staff to ensure the program meets the requirements of the Performance Standards concerning disabilities. Any areas of non-compliance will be given to the appropriate staff for correction. ESE Specialist will follow-up to ensure compliance.
- Facilities will be inspected monthly (or as needed) by the Head Start Environmental Specialist using the applicable section of the locally developed Monitoring Tool. At least one time annually facilities are inspected as required by the Fire Marshall and School Board of Brevard County policies and procedures.

6. Family Engagement

- Family Advocates will utilize MyHeadStart at a minimum of weekly. This allows Family Advocates to know what documentation they need to follow up on such as: Family Partnership Agreements (FPA's) Family Needs Assessments, referrals, intake forms and attendance.
- Family Advocates will document contacts with parents, teachers, and community partners in MyHeadStart.
- Family Services Manager will utilize the locally developed Monitoring Tool to ensure the program meets the requirements of the Performance Standards. Reports will be turned in to the Assistant Director upon completion. Any areas of non-compliance will be written and given to the appropriate staff for correction. The Family Services Manager will follow-up on non-compliance areas 30 days after the initial visit to ensure compliance.

7. Education and Child Development

- Resource Teachers, Content Area Specialists, and Instructional Coaches will visit Head Start classrooms on an ongoing basis for on-site observation of staff and for ongoing monitoring. Staff will use the *Program Evaluation Tool and Follow Up Form* and the Voluntary Prekindergarten (VPK) Monitoring Tool in accordance with Head Start Performance Standards, school District policy and procedures, and for compliance.
- Content Area Specialists and Instructional Coaches will review children's Prekindergarten Record Folders (*child file*) in each classroom prior the completion of the school year for compliance with performance standards, school District requirements and for completeness.
- Content Area Specialists will provide a monthly report summarizing classroom visits, training, and compliance of classrooms to the Assistant Director or designee. This report will include at a minimum for each classroom data relative to the completion of initial assessments, screenings, home visits, parent conferences and child outcomes. These reports may also be generated from My Head Start and Teaching Strategies GOLD databases.

- Trained program staff will provide Making the Most of Classroom Interactions (MMCI) training to classroom teachers, instructional assistants, and family advocates. Training participants will be determined using data-driven decision making.
- Reliable Class Observers will complete CLASS Observations on each classroom two (2) times per year to assess classroom quality of adult-child interactions. Teaching teams receive feedback on the locally developed form. Subsequent professional development and training for classroom teachers and instructional assistants will be based on data from these CLASS observations.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302
Head Start Act 2007 Reference:	Sec 641A
Related to Board Policy:	
Policy Title:	Program Planning
Service Area:	Program Management and Quality Improvement
Policy Council Approval Dates:	1/30/13; 5/8/2018
Governing Body Approval Dates:	3/11/14; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will develop and implement a systematic, ongoing process of program planning that includes consultation with Governing Body, Policy Council and program staff, and with other community organizations that serve Head Start or other low-income families with young children. Program planning includes:

PROCEDURE

- A. A Community Assessment (CA) will be conducted at least once over the five-year grant period to determine strengths, needs and resources in Brevard County. Data will be analyzed and results and conclusions will be communicated to internal and external audiences.
- B. The CA will be reviewed and updated annually to reflect any significant changes including increased availability of publicly-funded pre-kindergarten, rates of family and child homelessness and significant shifts in community demographics and resources.
- C. The Self-Assessment (SA) process will be conducted annually. This process includes looking at updated community assessment data, gathering data through ongoing monitoring, and other relevant data used for planning and goal setting. The program will evaluate progress through SA by:
 1. Assessing annual progress in achieving goals and objectives
 2. Assessing the effectiveness of systems and services
 3. Examining trends and patterns
 4. Communicating results to internal and external audiences
- D. The management team shall meet with the content area specialists and other stakeholders as needed to discuss and plan the yearly program, for the exchange of ideas and suggestions regarding current program operations, and the opportunity to elaborate on issues and concerns affecting program performance in their service area.
- E. For baseline grant applications, the program will identify long-term goals to be accomplished during the five-year project period. The program will establish short-term objectives including expected outcomes. Goals and objectives will be reviewed annually and revised as necessary.

- F. The program develops an annual action plan which outlines what the program will do to accomplish the goals and objectives. The action plan is supported by the program budget. The program uses a variety of record-keeping and reporting systems to collect appropriate data.
- G. The program will evaluate progress towards the goals and objectives by reviewing data gathered through ongoing monitoring. Based on ongoing monitoring results, the program continues the action plan as indicated and/or make changes the plan to meet program needs and/or reflect best practice.
- H. The program will effectively use data and communicate with appropriate stakeholders at each step of the planning process to evaluate continuous program improvement and program compliance with federal requirements.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302
Head Start Act 2007 Reference:	Sec 641A
Related to Board Policy:	
Policy Title:	Program Communication
Service Area:	Program Management and Quality Improvement
Policy Council Approval Dates:	1/30/13; 5/8/2018
Governing Body Approval Dates:	3/11/14; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will establish and implement an effective communication system that ensures timely and accurate information is provided to all stakeholders.

PROCEDURE

- A. Effective two-way comprehensive communication will be carried out on a regular basis among the Governing Body, Policy Council, parents, staff, community partners and the general community as appropriate in the following ways:
 1. Management/ Leadership Team Meetings
 2. Letters/notes (with 2-way emphasis) mailed and/or sent home with the child
 3. Staff Meetings
 4. Parent Conferences
 5. Home Visits
 6. Parent Committee Meetings
 7. Interagency Meetings
 8. Telephone, Fax, e-mail
 9. Policy Council Meetings/Reports
 10. Board Meetings/Reports
 11. Newspaper, TV, & Radio Announcements (as appropriate)
 12. Pre-service/In-service Training
 13. District Website (www.brevardschools.org)

- B. Current information about program services, program activities, and resources within the program and communities will be shared with the parents and other appropriate partners in a timely manner.

- C. Meeting notices will be distributed so as to give the parents time to make arrangements as they relate to: jobs, childcare for siblings and/or other reasons. Written notice and a follow-up phone call will be made to the Policy Council members before the meetings place.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.102(d)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Reporting
Service Area:	Program Management and Quality Improvement
Policy Council Approval Dates:	1/30/13; 5/8/2018
Governing Body Approval Dates:	3/11/14; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will establish and implement an efficient and effective reporting system that generates periodic reports of financial status and program operations in order to control program quality, maintain program accountability, and advise the Governing Body, Policy Council, and staff of program progress; and generate official reports for federal, state, and local authorities. In accordance with federal regulations, the program will submit to the regional office or other federal entities reports that provide them with information on the status of the program (fiscal and operational), and the progress being made toward accomplishing program goals and objectives.

PROCEDURE

Financial Reports

- A. The Accounting Specialist will reconcile monthly expenditures and income and prepare a monthly financial statement for the Head Start Program. Financial statements are in a format of the program budget and contain the categories and line item amounts, current month expenditures, and income (where applicable), up-to-date expenditures and line item balances and variances.
 1. Copies of financial statements are forwarded for review to the Director, Governing Body, and Policy Council.
 2. The Director gives a report based on the financial statement to the Policy Council at each of its regularly scheduled meetings. The Accounting Specialist will be available if needed, to answer any questions or inquiries made by the Policy Council in reference to the financial report.
 3. The Executive Director is available during each regularly scheduled meeting with the Governing Board to report the financial status of Brevard Public School Head Start Program as directed by the Board.
 4. At the end of the fiscal (June 30), or program year in accordance with the funding source requirement, the Accounting Specialist will prepare an end of the year budget report to be submitted to the Governing Body for review and approval. The Accounting Specialist will also submit the end of the year report to the appropriate funding source.
 5. As stated in the BPS Financial Procedures Manual, an annual audit by an independent auditor will be prepared in accordance with generally auditing standards. The audit findings and

response to those findings will be shared with the Governing Board, Executive Director, Head Start Director and/or the Policy Council.

Program Operating Reporting

1. The Head Start Director reports to the Executive Director at a minimum monthly (both verbal and written) the status of the Head Start Program. These reports may include the progress toward the accomplishment of the program goals, experiences, personnel, barriers and strategies implemented to overcome the barriers. In addition, Head Start reports shall include non-compliance areas identified during the month, corrective actions taken, and the outcomes resulting from these corrective actions.
2. The Content Area Specialists report to the Head Start Coordinator the status of the day to day program operations as needed including the progress toward accomplishing weekly goals, other significant accomplishments and any challenges faced in carrying out their day to day job responsibilities. They must include in their reports the non-compliance areas that have been corrected and those not corrected at the time of the report. All other staff report as required to managers and/or supervisors.

Reports to Governing Board and Policy Council

1. The Executive Director is available as needed at Board Meetings/Workshops to answer questions concerning Head Start issues. A combined written report is prepared for the Board and Policy Council monthly which includes information required by section 642 of the Act.
2. The program will submit status reports of ongoing oversight data to the Governing Body and Policy Council at least semi-annually.
3. The monthly report shall also contain a summary of compliance issues and actions taken to correct any non-compliance issues and actions taken to correct any non-compliance and response to any inquiries made by the Policy Council at its previous meeting.
4. The Annual Report will be published and disseminated that complies with section 644(a)(2) of the Act and includes a summary of the program's most recent community assessment.

Non-Compliance/Quality Improvement Report

1. If the Head Start Program is determined to be deficient in any area as a result of a federal on-site review or for any other reason determined by regional office, or review of documents submitted to the regional office as a of weaknesses in management of one or more of its departments, the Head Start Director and content area specialists will develop a corrective action plan and submit it to the Governing Board and Policy Council for input and approval.

Annual PIR

1. As required by Head Start Officials, the management team will work with the Data Registrar, and Content Area Specialists to ensure the accumulation of accurate information required for the submission of the PIR.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.12. 1305.2
Head Start Act 2007 Reference:	
Related to Board Policy:	5112
Policy Title:	Age and Income Eligibility
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Eligible children must turn three years old by the date used to determine eligibility for Brevard Public Schools and be no older than the age required to attend school and meet income eligibility requirements.

PROCEDURE

- A. 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. The date used to determine eligibility in Florida is September 1st. *The only exception will be if an enrollment slot has remained unfilled because there are no age eligible children on the waiting list. In this situation, a child that has already turned three but did not do so by September 1st may be enrolled as a last resort.*
- B. Birth certificates will be used to verify that a child will be three by September 1st for enrollment purposes. If a parent cannot produce a birth certificate, other appropriate documentation may be accepted.
- C. An eligible child is any child whose family has an annual income before taxes that is equal to, or less than, the poverty guideline; or the family is eligible for public assistance; including TANF child-only payments, or the child is homeless, as defined by the McKinney-Vento Homeless Assistance Act, or the child is in foster care.
- D. Program enrollment must adhere to the following income guidelines:
 1. 90% of enrolled children must be from families whose income does not exceed 130% of the low-income guidelines.
 2. Of the 90% mentioned above, a minimum of 65% of enrolled children must be from families whose income does not exceed 100% of the low-income guidelines. The remaining 25% can be children from families whose income falls within the 101% - 130% range of the low-income guidelines.
 3. Up to 10% of children who are enrolled in the program may be children from families whose income exceeds 130% range of the low-income guidelines who meet criteria the program has established for selecting such children and who could benefit from Head Start.

- E. The family income is verified by the program before determining a child is eligible to participate in the program.
- F. Trained program staff must review the *written* income verification source prior to the completion of the application and use this written source to calculate the previous twelve-month income.
- G. Once the income is verified, trained program staff must indicate, on the **Head Start Verification of Income** form, the source used to verify income and then sign the verification sheet acknowledging that income verification was made.
- H. Upon signing the income verification document, the written source is copied, and the original is given back to the parent. The copy is then placed in a folder containing the income verification sources of all children enrolled or uploaded in MHS.
- I. **Special Circumstances:** When a family indicates they have no income at the time the application is made, staff will discuss with the family their specific situation to better understand the current circumstance, including what sources of support they receive. Based on the discussion with the family, if there is no income, an **Income Declaration** form (see appendix) must be completed and signed by the parent/guardian. The form will be uploaded in MHS. The staff member may provide comments on the form indicating how the determination was made that the family has no income.
- J. When a family is unable to provide income documentation, the parent/guardian must prepare a written statement and sign it. The trained staff member will gather as much information as possible about the family to assess the family's income status. The staff member must note on the **Declaration of No Income** form the process used to reach the conclusion that the family is income eligible and sign and date the program eligibility form.
- K. Income Verification includes at least one of the following:
 - 1. Check Stubs – Utilizing Year-to-date (YTD)
 - a. Weekly = (4 consecutive pay stubs)
 - b. Bi-Weekly = (2 consecutive pay stubs)
 - c. Bi-Monthly = (2 consecutive pay stubs)
 - d. Monthly = (2 pay stubs)
 - 2. W-2 Tax Form (from previous calendar year immediately preceding calendar year in which application is made)
 - 3. 1040 Tax Return (from previous calendar year immediately preceding calendar year in which application is made)
 - 4. TANF verification – (cash assistance)
 - 5. Social Security verification
 - 6. Supplementary Security Benefits (SSI)
 - 7. Child Support Verification
 - 8. Employer Letter
 - 9. Foster Care Verification
 - 10. Non-Income Declaration Statement
 - 11. Unemployment Compensation

12. Self-Employed or Self-Declared Income Statement
 13. Form 1099
 14. Other (Alimony, Veteran's Benefits, Annuity Payments, Stipends)
- L. Once a family has been determined to be Categorically Eligible, no further income documentation will be collected.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.13. 1305.2
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Recruitment
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The year round recruitment process is designed to actively inform all families with eligible children within Brevard County of the availability of program services, and encourage and assist them in applying for admission to the program and include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.

PROCEDURE

- A. The Head Start Director will submit the recruitment plan (prepared by the Family Services Manager), new federal income guidelines, income eligibility priority grid and related family service plans and procedures to the policy council for approval. After policy council approves the plans, the Family Services Manager may proceed.
- B. Program recruitment is designed to inform all families within the target areas of the availability of services and to encourage them to apply.
- C. The Family Services Manager will identify target areas seeking out those families within the community who are most in need of support services, and whose children are most eligible for enrollment in Head Start. Recruitment considers the demographic make-up of the community, the needs of the children and families and recruitment of children with disabilities.
- D. Once the Head Start sites have been determined and principals are notified, the ERSEA team will begin recruitment activities to include flyers, posters, newsletters, news media, local churches, parents, staff, coordination with other agencies and service providers that serve children with and without disabilities, and local community business owners. Recruitment occurs prior to the beginning of the enrollment year and is on-going. The number of applications obtained in the annual recruitment effort is to exceed the number of enrollment opportunities available. This will create a viable pool of potential program participants. The program shall make every effort to maintain a wait list of at least 15% of the funded enrollment.
- E. Review enrollment forms and determine what is needed for the registration process.
- F. The Head Start Administrative Office will work collaboratively with the Office of Early Childhood to prepare the Head Start/VPK registration schedule to coincide with Step FOURward VPK registration.

- G. Register as many children as possible from the list of eligible families recruited.
- H. All eligible children will be accepted as potential enrollees in Head Start.
- I. No parent will be denied the right to apply for services from the Head Start program.
- J. Site notification begins for returning children in March of each school year. Families with age eligible children will register during Head Start/VPK registration.
- K. Family Advocates are responsible for obtaining updated information on returning children and initiating applications for eligible siblings.
- L. Family Advocates are primarily responsible for recruitment activities. However, the entire staff may be involved in the process.
- M. Applications may be taken during home visits to families who have been referred for Head Start services.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.14. 1305.2
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Selection
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program has a formal process for selecting children and families using selection criteria developed based on the community needs assessment.

PROCEDURE

- N. The program uses annually established selection criteria, approved by the policy council, that weigh the prioritization of selection of participants based on community needs.
- O. The section process assigns numerical points to applicant. The selection criteria is based on family income, homelessness, foster care, the child's age, eligibility for special education and other relevant family or child risk factors.
- P. The program prioritizes younger children as part of the selection criteria by designating waiting list slots for children who turn three on or before September 1st. Waiting list slots are designated for children who turn four on or before September 1st to maintain consistency of care of care.
- Q. The selection priority criteria are defined categories approved by the Policy Council.
- R. A screening form assigns numerical points to each category that pertains to a family. The form is completed once the family advocate has the proper information from the application process (parental status, income status, age, disability status, and social condition status).
- S. Family advocates assign all children criteria points based on the need in the home as documented in the application and during the interview process. All applications are screened regardless of race, sex, creed, religious preference, color, national origin or disabling condition according to the eligibility priority criteria.
- T. Ninety percent of the families must be within income guidelines.
- U. At least ten percent of the children must be students with disabilities.
- V. Children must be age eligible and income eligible.
- W. Children living within the school's attendance zone will be identified in the MHS system to make staff aware this child lives within the school attendance zone.

- X. When a family is determined to be eligible for program services, prior to acceptance in the program, the Family Advocate will temporarily place them on the waiting list using the MHS database.
 - Y. The Family Advocate will also enter the selection points into MHS and the system will rank the children based upon those points indicating each family's level of need.
 - Z. Every individual applicant will be notified as to their acceptance status (eligibility, ineligibility, or waiting list) at the time of the eligibility meeting. A copy will be kept on file.
- AA. The eligibility selection criteria is indicated in the chart below:

PARENTAL SITUATION (May Select One)			AGENCY CONSIDERATION		
Foster Parent of applicant	20	()	Teen Parent at time of child's birth	10	
Guardian other than natural parent	8	()	Child has participated in Early Head Start / Head Start	10	
Single Parent	6	()	Abuse issues at home (i.e., Child, spousal, drug, alcohol)	10	
Two Parents	4	()	Parent / Guardian on military deployment	10	
ELIGIBILITY (May Select One)			Family referred by professional or agency (i.e. Child Find, DCF, Yellow Umbrella, etc.)	10	
Categorically Eligible (check one) __ SSI __ TANF __ Homeless (district definition) __ Foster Care	20	()	Child currently has a sibling in BPS HS	10	
AGENCY CONSIDERATION			Parent suffers chronic* health problems or disability	10	
ESE: Diagnosed Disability (child has an IEP, check AS400 or parent presents at eligibility)	20	()	Family member with diagnosed mental illness (i.e., depression, anxiety, schizophrenia)	10	
Parent is employed and/or attending school/vocational training	20	()	Child is Limited English Proficient	10	
Homeless- living in a shelter, car, campground, transitional housing, etc...	20	()	Applicant has incarcerated parent	10	
Child is transitioning from EHS or BPS Teen parent program (TAP)	15	()	Death in household within the last 12 months	10	
Homeless living with a relative or friend	10				
Child receives Medicaid / CHIPS	10	()			

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.14
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Selection - Wait Listed Children
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

All eligible children who apply for the program and are not enrolled are placed on the wait list that corresponds to their age group. Children are ranked according to selection criteria.

PROCEDURE

- A. Applications for children who move out of town or for some other reason are no longer interested in the program will be withdrawn. The reason and any other appropriate information will be documented on the Program Status tab in MHS.
- B. Family Advocates will keep their waiting list current in order to have eligible children available to fill vacant slots within 30 days after the vacancy occurs. Every effort should be made by the Family Advocate to fill the slot as soon as it becomes vacant.
- C. During the summer and the annual VPK registration, which typically occurs in May, children who have been assigned a slot will be given 10 days to register at the school they have been assigned. If a family does not register they will be placed on the waiting list and the slot will be filled by another waiting child. The change of status in MHS will be noted under the Program Status tab.
- D. During the school year, when a child is assigned a slot they will be given five days to register at their assigned school. A child who does not show up will be put on the waiting list five days after their proposed date of enrollment. After five days of no show, the wait list will be consulted for the next eligible child. The Family Advocate will notify the new family via telephone.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.15
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Enrollment
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will maintain its funded enrollment level and fill any vacancy as soon as possible or within 30 days.

PROCEDURE

- A. The Family Services Manager will send a memo to the Family Advocates requesting information be updated on returning and wait-listed children and names of age-eligible siblings, relatives, neighbors, and friends by March 1st of each year. The deadline will be indicated on the Return to Program letter. The Family Services Manager will print the computer-generated list of enrolled and wait-listed children who will be eligible for Head Start in the fall.
- B. Family Advocates are to request all necessary documentation from parents to complete applications.
- C. If a child has a disability, health impairment, or special dietary or safety need that requires specific apparatus from the program, within reason, the Family Advocates must request that parents provide the appropriate supporting documentation prior to enrollment and will notify the Head Start Nurse. Upon receipt of documentation the Family Advocate will provide this information to the appropriate program services personnel.
- D. Family Advocates will complete and verify all applications before entering them into MHS and temporarily place the child on the program waiting list.
- E. Family Advocates will follow-up with families who do not follow procedures to determine if the parent still plans to enroll the child.
- F. The first student day of the school year or the first day of attendance is considered to be the enrollment date. Enrollment is not complete until all required school registration paperwork has been completed by the parent/guardian.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.16
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Attendance
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will implement strategies to promote attendance and a process to ensure children are safe when they do not arrive at school.

PROCEDURE

- A. To ensure their well-being, when a child is unexpectedly absent, the program will contact the parent within one hour of the program start time. It is expected that every child will be on time and attend the Head Start program every day.
- B. Families and staff will be provided a written copy of the Program's Attendance Policy. Family Advocates will also discuss this information with families.
- C. In the event a child is going to be absent, the parent is expected to notify the school immediately and submit written documentation for all absences upon the child's return. Written documentation may include a parent or doctor's note or legal document.
- D. The Head Start VPK teacher will maintain daily attendance for each student. At the end of the month, the parent will be asked to review the attendance record, attest to the accuracy and state their desire to have the child remain in the program by signing and returning the Parental Choice form to the school.
- E. The parent is expected to notify the school if the child will be absent for an extended period of time due to illness or other special circumstances.
- F. If absences result from other factors, including special family circumstances that affect a child's regular attendance, the program must initiate appropriate family support procedures for all children with four or more consecutive absences.
- G. When the child has two or more unexplained consecutive absences, the Family Advocate will attempt to make direct contact with the child's parents to emphasize the benefits of regular attendance and establish a regular attendance plan, while remaining sensitive to any special family circumstances influencing attendance patterns. All contacts with the child's family must be documented in MHS. The Family Advocate will update the teacher/school regarding the outcome of their communication with the family.

- H. An attendance plan will be designed to help the family to establish regular attendance. The attendance plan will be developed by the family and the Family Advocate and will be documented in MHS under Case Notes-Attendance. The attendance plan must identify the reasons for the absences and include a specific plan for establishing regular attendance. The family must sign and agree to the plan for establishing regular attendance.
- I. If regular attendance cannot be established, another child on the waiting list must be given the opportunity to enroll in the program. Families should be given every opportunity to establish regular attendance, and should be withdrawn from the program only when they are unwilling or unable to establish regular attendance. The Family Services Manager must be contacted when a family is being considered for withdrawal from the program.
- J. The Family Advocate will maintain daily attendance for each student and enter attendance weekly in the MHS system.
- K. To ensure the program monitors and reviews all chronic attendance concerns, the Family Services Manager will monitor the recording of attendance in the MHS system. If the programs attendance drops below 85%, the Family Services Manager will analyze the reasons documented in MHS for individual sites. The Family Services Manager will identify any systematic issues that may be contributing to the absentee rate. These issues will be discussed and support provided to the family advocate at the individual site to address the absenteeism.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.16
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Withdrawal
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Every effort will be made to retain an enrolled child. As appropriate, the program will assist families with keeping the child in the program as much as possible. Withdrawal of an enrolled child shall originate at the Head Start administrative office with input from the school of attendance, unless the parent initiates the withdrawal.

PROCEDURE

- A. Family Advocates or the principal of the school where a child is enrolled may recommend to the Family Services Manager that a child be withdrawn from the program if:
 1. Child's family moves away from the area (i.e., the parent can no longer transport the child)
 2. Parent requests to withdraw
 3. Documented established pattern of excessive absences
 4. Other legitimate reasons approved by the Family Services Manager
 5. A child who has frequent, unexcused absences may be withdrawn from the program and their name placed on the waiting list (see Attendance Plan Letter).
- B. The date of last attendance for the child must be documented on the teacher's daily attendance (AS400 is the official record of attendance).
- C. Family Advocates and teachers may work together, with the family, when applicable, to maintain a child's enrollment.
- D. If a child is withdrawn from the program for any of the above reasons the school office clerk and teacher will be notified by the Family Advocate.
- E. When the withdrawal of a child is initiated by the parent, the school will notify the Head Start data registrar immediately so the slot may be filled by a child on the waiting list.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1303.20
Head Start Act 2007 Reference:	
Related to Board Policy:	8330
Policy Title:	Child File – Personally Identifiable Information (PII)
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program maintains confidential files for all enrolled children. All files are to be kept confidential and in a locked file room or in a secure data management system.

PROCEDURE

- A. The eligibility files of currently enrolled children will be maintained at the Head Start Administrative Office and in MHS.
 1. Active files are set up by the Family Advocate within a week after the child enrolls in the program, then filed at the Head Start Administrative Office file room by school site.
 2. Information to be filed thereafter during the year are to be completed within a week or as soon as reasonably possible.
 3. Inactive Files (files of those children who have been withdrawn from the program) and Wait-list Files (files of those children who have applied but are not yet accepted into the program) are to be maintained in a separate file at the Head Start Administrative Office and/or in MHS.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.17, 1302.45
Head Start Act 2007 Reference:	
Related to Board Policy:	5610
Policy Title:	Suspension and Expulsion
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	11/07/2016

POLICY

The program severely limits the use of suspension and prohibits expulsion or unenrollment of a child from Head Start because of a child's behavior.

PROCEDURE

- A. The will not expel any child from our Head Start program due to that child's behavior.
- B. Temporary suspension of a child for persistent and challenging behaviors will be severely limited and implemented as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
- C. This determination will not be made prior to:
 1. Engaging a mental health consultant (Head Start ESE Specialist)
 2. Collaborating with the child's parents/caregivers
 3. Collaborating with Head Start administrative staff
 4. Identifying and accessing community resources, specialists, and early intervention providers
- D. In the event that the child's behavior continues to present a serious safety threat to the child or the other children in the classroom, and all parties determine that the Head Start program is not the appropriate placement, we will comply with IDEA and the Rehabilitation Act, work with appropriate agencies, consultants and the child's family to determine best placement and directly facilitate transition for the child to the most appropriate placement.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1303.18
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Fees
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Eligible families are not charged a fee to participate in Head Start, including special events such as field trips, and will not in any way condition an eligible child's enrollment or participation in the program upon the payment of a fee.

PROCEDURE

- A. Head Start parents are not asked to pay any fees for services as a condition for a child's enrollment.
- B. Family Advocates will provide information upon request to a parent who has questions regarding this procedure.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.12(l)(m)
Head Start Act 2007 Reference:	
Related to Board Policy:	3139.01
Policy Title:	Eligibility Training
Service Area:	ERSEA
Policy Council Approval Dates:	5/8/2013; 5/8/2018
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016, 2/28/18

POLICY

Eligibility training for all governing body, policy council, management and staff who determine eligibility on applicable federal regulations and program policies and procedures will occur as indicated below. No staff member will intentionally violate federal and program eligibility determination regulations and will not enroll children that are not eligible to receive Head Start services.

PROCEDURE

- A. Method on how to collect complete and accurate eligibility information from families and third parties will be included in the training.
- B. Strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy will be included in the training.
- C. Management staff providing eligibility training will explain program policies and procedures that describe actions taken against staff, families or participants who attempt to provide or intentionally provide false information.
- D. Staff members who make eligibility determinations will be training within 90 days of being hired.
- E. The governing body and policy council members will be trained within 180 days of beginning a new term.
- F. Retraining will occur as needed, including but not limited to, when the Federal Poverty Guidelines are released, when there are changes made in selection criteria and as indicated by ongoing monitoring.
- G. When the discipline of a staff member becomes necessary for intentionally violating federal and program eligibility determination regulations and/or a staff member enrolls children that are not eligible to receive Head Start services such action shall be in proportion to the employee's offense or misconduct, consistent with appropriate procedural and substantive due process, State law, and/or the specific provisions of any applicable collective bargaining agreement.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.31, 1302.47, 1302.90
Head Start Act 2007 Reference:	
Related to Board Policy:	3139.01, 3210, 3140
Policy Title:	Supervision and Transitions
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	09/18/2015, 11/07/2016, 02/28/2018

POLICY

Grantee staff must ensure that no child will be left alone or unsupervised while under their care.

PROCEDURE

- A. **Active supervision** is a set of strategies for supervising preschool children in the following areas: classrooms; field trips and on playgrounds and school buses. Active supervision includes the six strategies below:
1. Set up the environment to supervise children at all times. This may include developing and posting a daily classroom schedule for children, teachers, substitutes, and volunteers to follow that helps to keep the day predictable. The height and arrangement of classroom furniture and outdoor equipment should be considered to allow effective monitoring and supervision of children at all times.
 - c. Toys and materials are displayed on low shelves.
 - d. Arrangement of furniture does not block adult view of children.
 2. Position staff to see and reach children at all times. Plans can include staffing charts that identify the teacher responsible for each area or activity and his or her duties during transitions before and after an activity.
 - e. Teaching staff moves around during children’s free play, interacting and providing ongoing supervision.
 - f. Two paid staff members are actively supervising classes at all times (including rest time).
 - g. Children are supervised when they leave the classroom group for any reason. This includes, but is not limited to, leaving the playground/cafeteria/other area to go to the rest room, leaving the classroom/cafeteria/other to go to the clinic/office, etc.
 - h. Adults are supervising in zoned areas both in the classroom and on the playground. For example, in the classroom, there may be an adult in the block area that is also monitoring the dramatic play area, while another adult is in the art area, also monitoring the computer and writing centers. On the playground, there may be an adult at the swings, one near the climber and perhaps another adult monitoring the bikes.

3. Scan the environment, including assigned areas of the classroom or outdoor area, and count the children. Staff need to communicate with each other so everyone knows where each child is and what each one is doing. This is especially important in play areas and on the playground when children are constantly moving.
 - f. Head Count Schedule (including visuals) is included in the daily routine/schedule that is posted in the classroom.
 - g. Emergency contact information is readily available and easily accessible in case of emergency evacuation.
 - h. Daily classroom attendance is available to account for all children in case of emergency evacuation.
 - i. Teaching staff frequently scans room to observe children.
 - j. To ensure active supervision of all students at all times, staff is observed completing student head counts during the following times:
 - During outside play
 - During transitions that occur outside the classroom (example: when moving back inside after recess, when leaving the cafeteria to go back to the classroom, etc.)
 - During field trips
4. Listen closely to children and the environment to identify signs of potential danger immediately. Listen to and talk with team members, especially when a staff person or a child has to leave the area, so that staff knows where other staff are located.
 - d. Teaching staff is aware of what is happening at all times, monitoring classroom activities and the use of materials, intervening when necessary.
 - e. Teaching staff provides supervision to facilitate children's activities and play, making sure all are involved.
 - f. Teaching staff frequently scans the playground and actively moves about the entire area to ensure adequate supervision and safety.
5. Anticipate children's behavior to give children any needed additional support, especially at the start of the school year and during transitions. Children who wander off or lag behind are more likely to be left unsupervised.
6. Engage and redirect when children are unable to solve problems on their own. Offer different levels of assistance according to each individual child's needs.

B. Transitions are often a challenging time to supervise children. To prevent children from being left unsupervised, lesson plans must include specific strategies for managing transitions throughout the day, such as when children arrive, leave, or move from one location to another within a center. Examples include:

6. Develop specific plans for regular routines, such as drop-off and pick-up times, including staff assignments (who will monitor the door, etc.).
7. Ensure teachers, teachers' aides, and volunteers know when transitions will take place and are in position to provide constant supervision.
8. Develop a plan for how the team will adjust to maintain appropriate adult-to-child ratios at all times, including when a teacher needs to leave the room.

9. Ensure parents understand their responsibilities during drop-off and pick-up of their child, and be alert to and communicate potential child wanderings as needed.
10. Limit the amount of time children are waiting in line to transition.
11. Reaffirm to children what adults expect during transitions.
12. Include plans for irregular times, such as early dismissal.

C. When the discipline of a staff member becomes necessary for violation of the standards of conduct or alleged violation, such action shall be in proportion to the employee's offense or misconduct, consistent with appropriate procedural and substantive due process, State law, and/or the specific provisions of any applicable collective bargaining agreement. This includes the determination of whether the employee is placed on paid or unpaid administrative leave.

D. When there is a violation or alleged violation of a child being left alone or unsupervised staff must be immediately retrained in the applicable Head Start Performance Standard and/or Board policy and Active Supervision.

E. Incidents involving a child being left unsupervised must be reported to the Regional Office of Head Start.

F. Active Supervision is monitored by program staff using the Program Evaluation Tool.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.31, 1302.47
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Teaching and the Learning Environment
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The teaching and learning environment will be organized using *HighScope's* Preschool Educational framework. This framework organizes the environment, daily routine and teacher child interactions. Biliteracy will be reflected throughout the classroom environment with various materials and adult support will be invoked when possible in regards to student's home language.

PROCEDURE

- A. Adults observe and interact with children at their level to discover how each child thinks and reasons.
- B. Classroom furniture and equipment are arranged in clearly defined interest areas that enable children to find, use, and return the materials they need in order to explore, invent, and learn about their world. Areas include space for large group, block play, dramatic play, math, science/discovery, literacy and sensory play. Teachers will be aware of potential hazards, such as electrical outlets, when arranging furniture or displaying paper materials.
- C. Each day follows a similar schedule of events, providing consistency for both children and adults. A daily plan-do-review process is at the core of the classroom routine and gives children the opportunity to pursue their own interests, make plans, follow through on them and reflect on their experiences with peers and adults.
- D. The daily routine includes:
 1. Tooth brushing
 2. Head Counts
 3. Plan/Do/Recall
 4. Small-Group Time
 5. Large-Group Time
 6. Outside Time
 7. Transitions and Cleanup
 8. Snacks and Meals
 9. Quiet Time

- E. Lessons are presented in a manner and setting that models acceptance, support, and respect for diversity.
- F. Lesson plans incorporate strategies for dual language learner and for children with disabilities.
- G. Teachers will use student assessment data to plan individual and small group lessons in order to differentiate instruction and meet the social emotional and academic needs of the students.
- H. The environment will have an assortment of musical instruments, decorations and activities to reflect the variety of languages and cultures of the families represented. The environment will have an assortment of books available in languages spoken at home by children. The environment will have displays of photos, posters and art to reflect different cultures and languages of families in the program. Puzzles, instructional materials and dramatic play clothing will reflect people of different races, languages, cultures and ethnicities.
- I. Ongoing monitoring of the teaching and learning environment is conducted using the Program Evaluation Tool.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.31, 1302.47
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Setting Up the Physical Environment
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The indoor and outdoor classroom environment will foster optimal growth in school readiness and promote development of the child as a whole.

PROCEDURE

A. Establish an Organized Learning Environment

1. Ensure indoor and outdoor spaces are safe, clean, spacious and attractive at all times.
 - a. The room will be free of unnecessary clutter and extraneous stimulation.
 - b. All shelving and materials are labeled so that children are able to find, use and return materials they need in order to explore and learn about their world independently.
 - c. Place developmentally appropriate materials and equipment on low, open shelves to promote accessibility and independent use by children.
 - d. Materials not intended for free access will be stored out of children’s reach or in cabinets.
 - e. Materials will be checked regularly to be sure they are in good condition.
 - f. Children’s work will be displayed at their eye level throughout the room with their names clearly displayed on their work.
2. Make maximum use of the space available when arranging work and play areas and creatively take into account any fixed features or unique limitations of the room.
 - a. Individual space is provided for each child’s belongings.
 - b. Space is set aside for privacy and is available to children throughout the day so 1 or 2 children can play alone without expected interruptions (i.e., a “space for privacy” would be a writing center, a private game that has been set up by the teacher, an interest area with a sign that only allows 1-2 children at a time).
3. Always be aware of potential hazards, such as electrical outlets, when arranging furniture or displaying paper materials.
4. Interest areas are clearly defined while allowing children to work individually or together in small or large groups.

- a. An adequate, but not overwhelming number of materials are available to children and materials will be rotated on a regular basis to maintain interest.
 - b. Materials and equipment are available in sufficient quality to occupy every child involved in activities (duplicate materials are available as needed).
 - c. Materials to support print awareness, language and literacy (books, puppets etc.) are located throughout the various centers.
 - d. Children are able to choose freely from all materials in each center and receive equal encouragement to use materials regardless of gender, language, disability, race or culture.
5. Arrange space to provide clear pathways for children to move from one area to another and to minimize distractions. There are no wide open areas that encourage running.
 6. Flow of traffic in the classroom will be observed carefully, and adaptations in room arrangement will be made as needed.
 7. Check that the environment reflects non-stereotyping and cultural diversity. Reflect the backgrounds and interests of families and children represented in the classroom in pictures, photographs and materials displayed and used in activities.
 8. Quiet centers and active centers will not interfere with one another (i.e., listening center/books area is separated from block area).

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	<i>1302.31, 1302.31, 1302.47</i>
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Learning Centers
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The classroom environment will foster optimal growth in school readiness and promote development of the child as a whole through the use of learning centers in which children are engaged in developmentally appropriate activities. Learning centers provide intentional opportunities for child-initiated exploration and discovery about specific subjects.

PROCEDURE

A. Listening Center/Books

1. The book area will be a cozy, quiet place for curling up with a book. This center will include adequate space for book browsing by small groups of children and readers.
2. The book center will contain a selection of carefully chosen, sturdy books with a variety of stories, attractive illustrations, and simple, familiar plots. These will be chosen from the best of books available for young children and will include some books that are so familiar the children can “read” them, as well as less familiar ones. When selecting books, always include books that contain characters from and information on the cultures of the children included in the group, as well as children’s books written by authors who are of the same culture as children in the group.
3. Books will be neatly displayed with covers visible to facilitate easy identification and selection. Books displayed will be rotated periodically to encourage interest.
 - a. The books on display will be read and used with both small groups and the full group of children to stimulate interest and independent book handling.
 - b. The book and music center may share resources as children select books with stories on CD that the children can listen to as they look at the books and read along.
 - c. Books will be available in the children’s language.
 - d. Additional materials such as flannel board, flannel board stories, puppets and a puppet theater will also be available as children choose to act out stories.

B. Listening/Music Centers

1. Each classroom will have a CD player (as needed) and a selection of CDs which will include both stories and musical experiences. Teachers should check with their media specialist or spend time in the media center and become familiar with available materials.
2. Rhythm band instruments will be part of the listening/music center.
3. Selection of songs and stories in languages represented by the children in the room will be available for listening.

C. Block Center

1. In the block center children explore and learn spatial and mathematical concepts and build their own settings in which to pretend.
2. Adequate space must be provided for construction on the floor with blocks.
3. The block center will include wooden, plastic or cardboard blocks (different shapes); accessories such as trucks, animals and toy people.
4. Books and or writing materials will be available for children to use while in the block center.

D. Science/Nature and Discovery Center

1. The science nature center will contain a large variety of items that invite investigation and experimentation. These items will be rotated regularly to stimulate children's interest and exploration, and, in addition to basic items, will include items related to themes and seasons.
2. Among the materials that might be used in this center are various types of measuring devices, clocks, timers, thermometers (non-breakable), magnets, magnifying glasses and scales. Other items may include a stethoscope, binoculars, and a globe.
3. There will be ongoing collections of nature finds, such as rocks, feathers, shells, leaves, seeds, etc.
4. Opportunities will be provided for children to observe and care for living things such as: plants, pets.
5. Nature books, posters, writing pads with pencils and or magazines will be available for children to use while in this center.

E. Sand/Water or Sensory Table

1. The sand/water or sensory table will have different size plastic containers, spoons, funnels, scoops, shovels, toy people, animals, trucks for use with water, sand and other sensory materials.

F. Dramatic Play

1. The goal of dramatic play is that children learn about the world as they act out the roles of people in their world. Adults provide the props and allow children to pretend on their own.

2. The dramatic play center will be a flexible-use area which can be transformed by adding, removing, or changing equipment as themes and children's interest suggest.
3. The dramatic play center will include items such as:
 - a. Furnishings that simulate a home such as: child size stove, refrigerator, sink, table, chairs, dresser, doll, bed, mirror, ironing board, etc.
 - b. Kitchen accessories: unbreakable dishes, pots and pans, eating and cooking utensils, mops, brooms, dust pans, and empty food containers.
Note: Avoid breakable jars or bottles and sharp edges on cans. (You may file edges and then cover them with strong tape.)
 - c. Dolls: Dolls will represent the cultural diversity of the children in the group. Include clothing and blankets for the dolls. Keep the dolls and doll clothes clean. Allow and help the children bathe the dolls and wash the doll clothes when they are dirty.
 - d. Dress up clothes and props such as: police officer, construction worker, nurse, telephones, shoes, hats, and jewelry. A variety of items can be rotated for use so that children's interest is maintained. **NOTE:** Avoid wigs or items such as hats that cannot be machine washed (for hygienic reasons). Be sure to provide items used by both women and men. Keep clothes clean and mended. To minimize stumbling, give special attention to the length of clothing children that is used for role play.
 - e. Other areas for pretending, such as stores, medical or dental offices, post offices, etc. can be set up in this center or in another space in the room to go along with the theme. Dress up clothes or costumes, associated with a variety of occupations and circumstances may be included in this center.
 - f. Teaching staff will provide cookbooks, menus, blank recipe cards and note pads for students to use while in dramatic play center.

G. Art Center

1. The art center will contain a variety of materials that children can use for creative expression.
2. Materials will be stored so that children can use them as independently as possible.
3. If water source is available, the art center will be located near the water source. Buckets or pans of water will be used if no water source is available in the classroom.
4. The art center will include an easel that is used regularly for painting.
5. The art center will include a variety of surfaces on which to paint, draw, or glue such as various types and colors of paper.
6. Include a variety of items such as, glue, paints and brushes, finger paints, crayons, washable markers, playdoh, chalk, safe scissors, staplers, tape dispensers, a collection of things from nature, pens, and thick pencils.

H. Math/Numbers/Manipulative

1. Materials in this center will allow children to develop small muscles, fine motor skills, and hand-eye coordination.

2. Include a table large enough for several children to work at the same time.
3. Include a variety of manipulative items, such as: materials for counting (small toys, play money), measure (scale, rulers, tape measures, measuring cups/spoons), compare (containers), recognize shapes (puzzles, geo-boards) and to write numbers (phone book, clocks, calendars, cash registers, paper with note pads and writing utensils).

I. Writing Center

1. This area will include literacy and writing materials to meet the needs of a variety of learning levels. Items such as: pencils, markers, paper, scissors, envelopes, stickers, glue, wipe off boards and small chalkboards.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.31
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Visual Schedule and Routine
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The teaching team will follow a daily classroom schedule which provides routines and structure that occur in a timely manner according to the needs of the children.

PROCEDURE

- A. A copy of a visual schedule will be posted for children and include the following:
 1. Nap time to encourage children to rest daily and an alternative quiet learning activity will be provided to accommodate children that do not need to rest.
 2. Snack and meal times are structured and used as learning opportunities that support teacher-child interactions, extend conversations and peer interactions and contribute to child's learning.
 3. Hand washing and head count visuals are included and posted and occur throughout the day.
 4. Free Choice/Work time will occur for no less than sixty minutes.
 5. Outdoor Time will occur for at least thirty minutes and can occur more than once daily.
 6. Schedule will also include tooth brushing.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.31, 1302.32
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Classroom Schedule (Monitoring)
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The daily schedule, which reflects the *HighScope's* Preschool Educational framework, will be collected and monitored by the Resource Teacher to ensure classrooms implement developmentally appropriate routines and schedules.

PROCEDURE

- A. A copy of the classroom schedule will be emailed to the Resource Teacher by the end of the second week of school and within a week when any changes are made thereafter.
- B. At a minimum the schedule will include: teacher's last name, names of instructional assistants and/or floating assistant, school, room number, assignment (HS-3 or HS-VPK).
- C. The schedule will clearly indicate the time of day each of the following occurs: head counts, tooth brushing, rest time, small group, large group, outdoor, meal and snack.
- D. The Resource Teacher will forward a copy of the classroom schedules to other district staff as appropriate (i.e., Instructional Coach, Coordinator, ESE Specialist)

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.32
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Curriculum
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Developmentally appropriate research-based early childhood curricula, including additional curricular enhancements will be utilized. The curricula will be sufficiently content-rich to promote measurable progress toward development and learning outlined in the *Head Start Early Learning Outcomes Learning Framework: Ages Birth to Five*, and include an organized developmental scope and sequence (based on developmental progressions). Curricula will align with the Head Start Child Outcomes Framework, state early learning guidelines, and the requirements and expectations of the schools, and at a minimum address the domains of language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development.

PROCEDURE

- A. Adequate time is provided for students to practice and internalize skills and concepts from a lesson before introducing new material.
- B. Opportunities are provided for reinforcement of skills between lessons, integrating content into transitions times, free play times, and other academic areas.
- C. Teachers use individual student learning/developmental levels as a guide for scheduling lessons.
- D. Lessons are broken into small segments and a variety of topics and modalities are presented during each lesson.
- E. Teachers change the seating arrangements on a regular basis so that children have opportunities to work with a variety of friends. Parents and volunteers are encouraged to join.
- F. Off-task behaviors during lessons are opportunities to reinforce social and emotional growth and development. Teachers acknowledge pro-social behavior and set positive behavior goals for the group.
- G. Teachers maintain a nonjudgmental tone and establish and maintain a classroom environment that supports diversity.

- H. Each lesson provides support and strategies for children who speak a language other than English and students with disabilities.
- I. Lessons are aligned with the Standards and recorded in teacher lesson plan books.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.18, 1302.32
Head Start Act 2007 Reference:	
Related to Board Policy:	2340
Policy Title:	Field Trips
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Field trips will support classroom educational experiences, current curriculum, each child’s individual developmental level and the cultural background of all children. Field trips will be pre-planned, supporting all children’s engagement in learning experiences and activities.

PROCEDURE

- A. B.P.S. policy: 2340 - FIELD TRIP PROCEDURES <http://www.neola.com/brevardco-fl/> will be followed.
- B. A completed *Sponsor's Application for Permission to Plan an Off-Campus Field Trip/Activity Form 2340 F1* must be approved by the school principal.
- C. Permission for a student to participate in a field trip must be obtained from the student's parent or guardian using the *Parent Permission and Responsibility Statement for Off-Campus Activity (see Form 2340 F2)*.
- D. The field trip must be relevant to the curriculum, school readiness goals and reflective of the needs, interests and cultures of the children and this relevance documented on the lesson plan.
- E. Children must not be charged any fee to attend a field trip. The school bookkeeper will receive information from the Head Start accounting specialist regarding field trip funds provided by the department.
- F. All chaperones will apply Active Supervision strategies. Students will be counted and numbers will be verified at every transition.
- G. Children are required to be in a five-point, child restraint system (CRS), regardless of height or weight. Maximum number of pre-kindergarten children permitted on a school bus is 20. When bus requisitions are completed, ask for an extra belt cutter to be placed on the bus.
- H. Snacks and lunches will be obtained from the cafeteria and stored appropriately.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.30, 1302.31, 1302.32, 1302.34, 1302.47, and 1302.90
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Child Guidance and Behavior
Service Area:	Education and Child Development
Policy Council Approval Dates:	5/8/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	11/20/2018, 04/11/2018

POLICY

Positive behavior strategies will be used when teaching children how to manage their own behavior to help in becoming school ready. Child guidance and classroom management decisions will promote positive social skills, foster mutual respect, strengthen self-esteem and support a safe environment.

PROCEDURE

- A. Classroom staff receive training during preplanning in utilizing positive behavior strategies.
- B. Classroom staff participate in Making the Most of Classroom Interactions (MMCI) training.
- C. Classroom staff participate in CLASS observations and feedback. *See the **Adult – Child Interactions – CLASS procedure.***
- D. Adult-child interactions are monitored using the Program Evaluation Tool.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.33
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Developmental Screening Process
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Trained teaching staff will complete or obtain a researched-based, developmental, standardized screening tool within 45 calendar days of when the child first attends the program to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills.

PROCEDURE

- A. Prior to beginning the screening, the classroom teacher will obtain parental consent.
- B. The developmental screening instrument, Battelle Developmental Inventory (BDI-2), is completed in accordance with the instructions.
- C. As part of the screening, the classroom teacher must use additional information from family members, teachers, and relevant staff familiar with the child’s typical behavior.
- D. If a child speaks a language other than English, qualified bilingual staff must assess language skills in English and in the child’s home language.
 - 1. If qualified bilingual staff are not available to conduct the screening, an interpreter may be used in conjunction with qualified bilingual staff.
 - 2. If a qualified staff or an interpreter is not available, the screenings may be conducted in English. In this case, the program must include structured observations over time and information gathered in a child’s home language from the family, for use in evaluating the child’s development and progress.
- E. After the screening is complete the results are documented using the appropriate form.
- F. The teacher will record areas of concern. With direct guidance from the ESE Specialist the program will promptly and appropriately address any needs identified.
- G. Teaching teams will collaborate with parents to inform them of any concerns.
- H. Head Start staff and community mental health consultants may assist in obtaining free services whenever possible.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.33
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Child Assessments – Ongoing
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Staff will promote and support children’s developmental progress based upon observations and on-going assessments of each child. Standardized and structured assessments will be conducted three times each program year.

PROCEDURE

- A. All children will be screened in the areas of motor, language, cognitive, health, social & emotional development within the first 45 days of enrollment. (See Developmental Screening process).
- B. Beginning in the first week of the child’s enrollment, teaching staff will begin a period of observation. During this time, classroom teaching staff will gather information about each child’s strengths, interests and individual needs by setting up assessment activities and making on- going observation notations (anecdotal notes).
- C. If a child speaks a language other than English, qualified bilingual staff must assess language skills in English and in the child’s home language.
 1. If qualified bilingual staff are not available to conduct the screening, an interpreter may be used in conjunction with qualified bilingual staff.
 2. If qualified staff or an interpreter is not available, the screenings may be conducted in English. In this case, the program must include structured observations over time and information gathered in a child’s home language from the family, for use in evaluating the child’s development and progress.
- D. The child assessment instrument, Teaching Strategies GOLD, is completed in accordance with the instructions to ensure consistency of scoring and validity of the results.
- E. The Development and Learning Report on Teaching Strategies GOLD will be developed based on screening results, observations, assessments and parent information.
- F. Parents will become aware of school readiness goals through the scheduling of Home Visits and Parent Teacher Conferences.

1. Teaching staff review information with parent and obtain additional parent/family observations and input.
 2. Parents choose two at home activities to work on with their child which enhance school readiness skills.
 3. Parent and staff identify goals based on screening, observations and assessment data and discuss the Development and Learning Report as well as school readiness goals.
- G. The results of each assessment will be shared with families in a setting and manner that models acceptance, support, and respect for diversity.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.31
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Outdoor Play Physical Activity
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Staff will recognize physical activity is important to learning and integrate intentional movement and physical activity into daily routines that support health and learning. Staff will not use physical activity as reward or punishment.

PROCEDURE

- A. Provide sufficient time and space, both indoors and outdoors, for active play and large motor development.
- B. Outdoor space will be accessible for all children and include equipment and materials to accommodate a variety of choices such as: riding, climbing, swinging, balancing, jumping, kicking, throwing and sensory activities.
- C. There are grassy, open areas and a smooth surface for equipment with wheels.
- D. Staff will use Active Supervision at all times during outdoor play and physical activity.
- E. Staff will not use physical activity as reward or punishment.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.34
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Parent and Family Engagement (in education and child development services)
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Parents are provided opportunities to learn about and participate in educational and developmental activities for children in the classroom, home and community in order to support their progression toward school readiness.

PROCEDURE

- A. Staff and faculty will encourage parents to volunteer in the classroom and to assist the teacher in a variety of activities, lessons, field trips and other events. Parents will sign in following procedures at each site and obtain a printed visitor badge to be worn at all times while visiting the school.
- B. Parents will adhere to school board and program policies and procedures for registering as a volunteer. Visits and volunteering by parents will be documented in the classroom.
- C. Teachers will hold parent conferences as needed, but no less than two times per year, and will conduct at least two home visits per program year. During interactions with families, parents will be encouraged to ask questions, express their feelings and discuss their impressions.
- D. Any needs identified that warrant a referral to the Family Advocate, outside agencies, the Head Start ESE specialist, school administrator or other staff member, will be communicated by the teacher.
- E. Before completing home visits, the teaching staff will provide the following information to school administrators: names of families being visited, addresses, and phone numbers. Teachers will wear an identification badge and place a sign with the school name on the dash board of the car.
- F. Teachers are encouraged to take a district approved device to photograph the child and family for classroom use.
- G. All conferences and home visits will be documented on appropriate forms and include live signatures and dates.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.31, 1302.90
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Adult – Child Interactions CLASS Monitoring
Service Area:	Education and Child Development
Policy Council Approval Dates:	01/30/2013; 5/8/2018
Governing Body Approval Dates:	03/11/2014; 5/22/2018
Revision Dates:	11/07/2016; 02/20/2018

POLICY

The program will use the CLASS tool to support implementation of effective teaching practices to ensure positive adult – child interactions.

PROCEDURE

- A. Adults are supportive of children’s learning by creating an environment of active engagement. Teaching teams talk and play with children as a way to extend learning, engage in social conversational exchanges (back and forth), ask open ended questions, use advance language, repeat and extend student responses by providing students with hints, clues or assistance to scaffold learning.
- B. Adults respond to children in a supportive manner to create a positive and safe climate in the classroom. Teaching teams listen attentively to children, smile and laugh with children, sit and talk with children, recognize children’s work and daily efforts through acknowledgement and encouragement.
- C. Adults guide children in the development of positive behaviors with peers. Teaching teams model social skills and create lessons and activities to guide children in the process of recognizing, identifying and communicating feelings. Positive communication is evident among adults.
- D. Adults provide multiple opportunities for students to demonstrate autonomy and leadership throughout the day. Students are encouraged to make choices for play and learning, lead parts of the lesson and care for the classroom through assigned jobs.
- E. Adults assist and teach children to be caring members of the classroom. Teaching teams establish and post consistent expectations through visuals and discussions, facilitate transitions as learning opportunities that eliminate wait time for students and provide many opportunities for students to learn self-regulation skills through the use of curriculum components.
- F. Observations using the Classroom Assessment Scoring Tool (CLASS) will be conducted two times per year by reliable CLASS observers. Teaching teams will participate in collaborative feedback sessions with instructional coaches, resources teacher and other staff as appropriate.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.41(b)(2)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Medical and Dental Emergencies
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

To ensure children receive proper medical attention/treatment during a medical or dental emergency while at school. A copy of the medical and dental emergencies procedures will be provided to the parents at the start of the school year.

PROCEDURE

Dental Emergency

Type of Injury	First Aid
Toothache	Rinse the mouth vigorously with warm water to clean out any debris. If swelling is present, place towel wrapped cold compress to the outside of the cheek. <i>Do not use heat.</i> Call the parent to take the child to the dentist.
Object wedged	Do not try to remove the object. Call the parent to take the child to the dentist or physician immediately.
Knocked out tooth	Place tooth in milk or wrap in a clean wet cloth. <i>Do not clean the tooth.</i> Call the parent to take the child to the dentist immediately.
Broken tooth	Try to clean dirt or debris from injured tooth with warm water. Place towel wrapped cold compress on face next to the injured tooth to minimize swelling. Call parent to take the child to the dentist immediately.
Bitten tongue or lip	Using protective gloves, apply direct pressure to the bleeding area with sterile gauze. If lip is swollen apply cold compress. If bleeding doesn't stop readily or if bite is severe, call 911 to take the child to the hospital emergency room immediately.
Fractured jaw	If fracture is suspected, immobilize jaw (triangular bandage, handkerchief, and towel) and call 911 to take the child to the hospital emergency room immediately. <i>Suspect neck or spinal injury.</i>

*Contact parent or guardian or other responsible adults as listed on the child's Health Card.

*Notify Head Start Nurse of all accidents or injuries.

Medical Emergency

- A. Do not leave the ill or injured child or staff person alone.
- B. Administer first aid as necessary.
- C. Seek medical assistance from 911 if necessary. Notify parent of medical emergency. Notify Head Start Nurse.

Emergency Ambulance Transportation (911) is needed for:

- A. Respiratory distress - difficulty or lack of breathing
- B. Choking
- C. Bleeding - severe
- D. Burns - serious, or covering a large part of the body
- E. Heart concerns - deterioration of blood circulation
- F. Shock - including allergic reaction to insect bites, or food
- G. Poisonings
- H. Head, neck, or back injury - also injury to large bones (arms, legs)
- I. Loss of consciousness
- J. Seizures - complicated by lack of breathing, or lasting for more than 5 minutes
- K. Motor vehicle accidents
- L. Drowning
- M. Smoke inhalation
- N. Any other situation that is life threatening

*****Post Emergency Procedures in classroom*** (see appendix)**

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(a)(1), 1302.42(a)(2)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Medical Home
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

Within 30 calendar days after a child first attends the program, parents will be consulted to determine if the child has ongoing sources of continuous, accessible health care (provided by a health care professional that maintains the child’s ongoing health record) and health insurance.

PROCEDURE

- A. Health staff in conjunction with the Family Advocates will provide the medical home form to parents to complete at eligibility meetings.
- B. The information will be entered into MHS for children that have insurance and have an established medical home.
- C. The health staff will follow-up with families within 30 calendar days for children that don’t have insurance or don’t have an established medical home.
- D. Resources for medical providers will be provided to families to assist in their search for a medical home.
- E. Medicaid/KidCare information will be provided to families that don’t have insurance.
- F. Medical Home (30-day mandate) is monitored using the **POP (Program Outcomes Portal)** and **The Health Workbook** in MHS by health services staff and Health Manager.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(b)(1)(i), 13042.(b)(1)(ii)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Determining Health Status Monitoring
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016; 9/3/2020

POLICY

The Head Start program will determine the health status of all children within 90 days of entering the program with the collaboration of parents and staff. Health status will include the determination of a current physical, up to date immunizations, and current dental exam. Determining health status will also include input from parents, Family Advocates and possibly teachers.

PROCEDURE

- A. Health techs will review child's immunization record and physical exam. Any noted concerns on physical will be communicated to the nurse for further review.
- B. The Head Start Nurse will review Health Cards on each child and develop an Individual Health Plan (IHP) if necessary. The Individual Health Plan will be reviewed yearly or as health status changes.
- C. Emergency Action plans will also be developed for children that have medical conditions that could become an emergency.
- D. Physicals, immunizations and dental exams will be entered into MyHeadStart within 90 days by the health staff.
- E. For children not up to date, all efforts to follow up with parents will be documented in MyHeadStart by health staff on an on-going basis.
- F. Program staff and health staff will work together with parents to identify any new health concerns so that any appropriate referrals can be made if needed.
- G. Short-term care plans will also be written for any child that requires additional care during the school day due to a health concern.
- H. Any noted concerns by health staff, program staff, teachers or parents will be communicated to the Head Start nurse.
- I. Child Health Status is monitored using **The Health Workbook** in MHS by health services staff and Health Manager.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(2)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Hearing Screening
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

The program will obtain or perform evidence-based hearing screening for children enrolled. This will occur within 45 calendar days after the child first attends.

PROCEDURE

- A. Hearing Screening will be done within the first 45 days of entry.
 1. Child will be screened at frequencies of 1,000, 2,000, and 4,000 Hz using pure tone audiometry.
 2. Any child who fails a frequency will be rescreened within 1 week.
 3. If a child is unable to be screened using pure tone audiometry, then an attempt will be made to screen the child with picture audiometry.
- B. The health staff will conduct the hearing screenings and complete the Hearing Screening Results form (see appendix) and document results in MHS.
- C. If the child fails any portion of the screening, this should be reflected in MHS and the parent will be notified with a referral letter (see appendix). The parent will be assisted in completing follow-up services as needed.
- D. Follow-up will be done by health staff. Follow-up will be ongoing and documented in MHS.
- E. If the child is not screened a documented reason why the service was not provided should be documented in MHS.
- F. Hearing results will be sent home to parents for all children screened.
- G. Hearing Screening (45-day mandate) is monitored using the **POP (Program Outcomes Portal)** and **The Health Workbook** in MHS by health services staff and Health Manager.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(2)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Vision Screening
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

The program will obtain or perform evidence-based vision screening for children enrolled. This will occur within 45 calendar days after the child first attends.

PROCEDURE

- A. Vision Screening will be done within the first 45 days of entry.
 - 1. The child must be able to identify more than half the symbols on the 20/40 line.
- B. The health staff will conduct the vision screenings and complete the Vision Screening Results form (see appendix) and document results in MHS.
- C. If the child fails any portion of the screening this will be recorded in MHS and the parent will be notified with a referral letter (see appendix). The parent will be assisted in completing follow-up services as needed.
- D. Follow-up will be done by health staff. Follow-up will be ongoing and documented in MHS.
- E. If the child is not screened a documented reason why the service was not provided will be documented in MHS.
- F. Vision results will be sent home to parents for all children screened.
- G. Vision Screening (45-day mandate) is monitored using the **POP (Program Outcomes Portal)** and **The Health Workbook** in MHS by health services staff and Health Manager.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.41(b)(1)
Head Start Act 2007 Reference:	
Related to Board Policy:	5310
Policy Title:	Parent Authorization and Refusal of Services
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

Advanced authorization will be obtained from the parent (or legal guardian) for all health and developmental procedures administered through the program or by contract or agreement. Maintain written documentation if authorization for health services is refused.

PROCEDURES

- A. The *Parent Permission Form for Screenings* will be provided to parents when they complete registration paperwork for their child.
- B. The health technicians will review the permission forms and identify any children that are not to have screenings.
- C. Parents will be notified in writing prior to screenings occurring.
- D. If parents refuse to give authorization for the screenings, they will be provided with a Health Services Waiver form. The signed form will be placed in the child's cumulative record.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(4)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Identification of Nutritional Needs
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

A nutrition history will be completed by the parent prior to the child’s entry or as soon as possible thereafter.

PROCEDURE

- A. Areas of concern noted on the nutrition history will be followed-up by the Nutritionist.
- B. Any special dietary (religious, medical or food allergies) concerns will be noted and follow-up will be provided by the Nutritionist.
- C. The Nutritionist will work in conjunction with the nurse, parents, teachers, and cafeteria managers to develop an appropriate menu for the child during the school day when necessary.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42 (c) (1), 1302.42 (3)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Dental Follow-up Monitoring
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

Head Start will work to assist families with dental follow up, treatment and ongoing care for all children in the program.

PROCEDURE

- A. Parents will be asked to provide documentation of a dental exam for their child upon entry. The dental exam will be reviewed for needed treatment, application of fluoride and recommendations by dental professional. The Child Dental Exam form may be provided to the parent to take to the dentist.
- B. The program will work with families on scheduling initial appointments and ncouraging them to attend all follow up treatment appointments.
- C. Staff will work together with parents to identify new health concerns and make appropriate referrals.
- D. Assistance will be provided to parents as needed for dental referrals and community resources. The program will assist with transportation if needed.
- E. Parents are encouraged to be active partners in their child’s dental care. They are encouraged to attend appointments with the child and talk with the child in a positive way about going to the dentist.
- F. Child status of oral health is monitored using **The Health Workbook** and the **Integrated Dental Exams by Class** in MHS by health services staff and Health Manager.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(c)(2)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Daily Child Observations Monitoring
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

To ensure that children are functioning at an optimal level of health and are not displaying any signs/symptoms of illness a daily health check will be completed. Classroom staff will conduct health checks daily at the beginning of class to determine each child's general status of health.

PROCEDURE

- A. The classroom staff will check each child upon arrival every school day. This routine should be accomplished in a non-threatening manner (i.e., greeting games can be used).
- B. If any signs/symptoms are noted, staff will complete the individual Daily Child Health Observation form. If necessary, make the clinic nurse aware of observations or contact the Head Start Nurse. If necessary, staff will communicate observations to the school nurse or Head Start Nurse. Urgent issues or concerns should receive follow-up immediately.
- C. If child abuse or neglect is suspected refer to the child abuse policy.
- D. The Daily Child Health Observation Roster should be completed to ensure every child has received their observation for the day.
- G. All forms will be monitored and collected by the health technicians as they make classroom visits and sent to the Health Manager.
- H. The Health Manager will review/monitor the forms to identify trends and patterns.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(d)(1)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Medical Follow-Up & Treatment Monitoring
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

Assistance will be provided to families for children to receive proper medical follow up, treatment and ongoing care for health problems or developmental delays that may affect the child's development, learning or behavior.

PROCEDURE

- A. Program staff will work with families to assist them in scheduling and following up on appointments with their medical provider.
- B. Contact with families will be documented in MHS.
- C. Health staff will follow up with families to retrieve follow up treatment results then those results will be documented in MHS.
- D. If new health concerns are identified, staff will work with parents to make appropriate referrals if needed.
- E. Parents are encouraged to be active partners in their child's health care. They are encouraged to attend appointments with the child and talk with the child in a positive way about going to the doctor and when the child is having screenings.
- F. List of community resources (medical providers) will be provided by staff to families as needed. The program can provide transportation if needed.
- G. Medical follow up and treatment is monitored using **The Health Workbook** in MHS by health services staff and Health Manager.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.43
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Tooth brushing
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

Each classroom will have a daily supervised tooth brushing activity that models and teaches good dental hygiene and prevents cross-contamination between children, toothbrushes, and toothpaste. (Cross contamination is the physical movement or transfer of harmful bacteria from one person, object or place to another).

PROCEDURE

- A. Each child will have her/his own-labeled toothbrush and will only handle his or her/his own toothbrush.
- B. Staff will ensure that toothbrushes do not touch before, during or after use.
- C. Toothbrushes will be stored in holder when not in use.
- D. Classroom staff will ensure that toothbrushes are rinsed and stored properly after use.
- E. Each classroom may be provided with a new toothbrush three times a school year (August, November and February) or as needed.
- F. Ensure the sink area is clean before and after tooth brushing activities.
- G. Fluoride toothpaste will be used for tooth brushing.
- H. Children should never perform tooth brushing without adequate supervision.
- I. Tooth brushing must be listed on the posted daily schedule.
- J. To prevent cross contamination of the toothpaste tube, ensure that a pea-sized amount of toothpaste is always dispensed onto something other than the toothbrush first (wax paper, paper cups, etc. **Do not use toothpaste tube to dispense toothpaste directly to the brushes.**

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(d)(3)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Provision of Medication and Aids
Service Area:	Health Program Services
Policy Council Approval Dates:	5/8/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	11/7/2016

POLICY

The program will assist parents as needed in obtaining any prescribed medications, aids or equipment for medical and oral health conditions.

PROCEDURE

- A. When needed medications, aids or equipment for medical and oral health conditions are communicated to the program, the program will assist in identifying community resources or other resources to assist in meeting the need.

- B. The program will further assist families in making phone calls, obtaining contact numbers or providing transportation.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(e)(1)(2)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Use of Funds
Service Area:	Health Program Services
Policy Council Approval Dates:	5/8/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	11/7/2016

POLICY

Program funds will be used for the provision of pull-ups for children during the program day. Funds may also be used for professional medical and oral health services when no other source of funding is available.

PROCEDURE

- A. Pull-ups will be provided for children in the program not yet toilet trained.
- B. If a child is in need of medical and/or oral health services and efforts have been made to access other sources of funding, but have been unsuccessful, the program may use funds for the service.
- C. All efforts to access other sources of funding should be documented.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.46(a)(b)(1)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Family Support Services Health Education
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

The program will collaborate with parents to promote children’s health and well-being by providing medical, oral, nutrition and mental health education services that are understandable to individuals (including individuals with low health literacy).

PROCEDURE

- A. Parents will be offered training as requested on health topics/issues that are of concern to them.
- B. Parent meetings will also be an opportunity for parents to receive information on children’s health and well-being.
- C. Informational hand-outs/flyers regarding children’s health will also be sent home periodically to the parents.
- D. Parents will be encouraged to be a part of the Health Services Advisory Committee.
- E. Parents will be encouraged to contact the Head Start Nurse for more information about specific health topics or health issues affecting their lives. They will also be encouraged to share any changes in their child’s health with the program staff.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.46(2), 1302.46(2)(i)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Navigating Health Systems
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

The program will provide ongoing support to assist parents in accessing insurance and navigating the health systems.

PROCEDURE

- A. Families will be provided with a resource sheet which identifies local health organizations, insurance contact information, and other community resources.
- B. Assistance will be provided to families when they need to establish medical and/or dental homes.
- C. Families will be encouraged to reach out to program staff when there is a need of health services.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.46(2)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Family Support Services Parent Education
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

Ongoing support will be provided to familiarize families with services provided to children in the program and to assist families with enrolling and participating in a system of ongoing family health care. Assistance will be provided in helping parents understand the results of health services and screenings.

PROCEDURE

- A. Parents will be provided with information regarding all screenings prior to the screening occurring. Information will be provided on suggested ways they can talk with their child about the screenings the program provides.
- B. Results of the screenings will be sent home via letters to the parent explaining the areas of concern for the child.
- C. Contact information for the Head Start Nurse will be included on such communication provided to families.
- D. Assistance will be provided in accessing community resources.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(7)(vi)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Food Allergies
Service Area:	Health Program Services
Policy Council Approval Dates:	5/8/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	11/7/2016, 4/11/2018

POLICY

Program will ensure that children with food allergies remain safe during the program day.

PROCEDURE

- A. Children identified to have food allergies that require medical management will be posted in the classrooms.
- B. If necessary, Emergency Action Plans will be developed for children with food allergies.
- C. Teachers will be provided a copy of the Emergency Action Plan for children who have food allergies.
- D. The Nutritionist will notify the Cafeteria Managers and also an alert will be placed in the school cafeteria computer system.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(6)(i)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Hand Washing
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

In an effort to prevent the spread of illness and disease by using effective hand washing methods, Head Start staff, parents and volunteers working in the classroom will teach and model preventative hygiene practices.

PROCEDURE

- A. Children, staff and volunteers will wash their hands with liquid soap and running water using friction.
- B. Hands will be rinsed off with a stream of running water and dried with disposable paper towels.
- C. Children, staff and volunteers must wash their hands with soap and running water, at a minimum, during the following times:
 1. After diapering, toilet use or assisting a child in changing soiled clothing.
 2. Before eating, handling foods or any other food related activity.
 3. Whenever hands are contaminated with blood or other bodily fluids.
 4. After handling pets or other animals.
 5. After outdoor play.
 6. After wiping noses and mouths.
- D. Staff and volunteers must also wash their hands with soap and running water, at a minimum, during the following times:
 1. Before and after giving medication or before and after medical procedures.
 2. Before and after giving first aid.
 3. After wiping noses, mouths, bottoms, or sores.
 4. After cleaning surfaces soiled with body fluids (blood, mucus, vomit).
 5. After taking off disposable gloves.

- E. If necessary antibacterial gel may be used, but it is not encouraged as a routine procedure.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.40 (b)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Health Services Advisory Committee
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

Policy:

The Health Service Advisory Committee reviews the functioning of all health related matters of the program.

Procedures:

- A. The Health Service Advisory Committee will be comprised of local medical and dental professionals, representatives of local public health agencies, concerned Head Start parents and staff members.
- B. Members are encouraged to have designated alternates to cover their absences. The alternates are welcome to attend meetings at any time.
- C. The Health Service Advisory Committee assists with implementing new policies and procedures as they pertain to the health of students, provides advocacy for Head Start families and mobilizes health related resources.
- D. A quorum of the Health Services Advisory Committee is established when the Head Start nurse, one parent, one health professional and at least one other voting member are present.
- E. The Head Start nurse is responsible for creating proper sign in sheets, creating agendas, determining meeting places, tracking in-kind sheets, filing meeting minutes, and reporting any program changes to the policy council.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(6)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Gloving Procedure
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016, 4/11/18

Policy:

The program is committed to ensuring a safe, clean, secure environment for all children and staff. Gloves must be worn when there is contact with blood or other visibly bloody bodily fluids. Gloves must be worn when there is contact with bodily discharges.

Procedures:

A. Gloves must be worn for the following situations:

1. Caring for bloody injuries
2. Cleaning surfaces and handling clothes, supplies or other items soiled with blood and bodily fluids
3. All diaper changes
4. Caring for oozing skin rashes or lesions
5. Providing mouth and eye care
6. Cleaning up spills of all body fluids (e.g., blood, vomit, urine and stool)

B. Wearing gloves properly:

1. Wear fresh pair of gloves before each procedure. NEVER REUSE GLOVES.
2. Remove gloves using proper technique and dispose of them properly (see "Gloving Technique" below).
3. Wash hands after removing gloves.
4. NEVER USE GLOVES AS A SUBSTITUTE FOR HANDWASHING.

Gloving Technique

C. Putting on Gloves:

1. Before putting gloves on, be sure to examine for dirt or damage (tears or holes). Replace gloves if necessary.
2. Replace gloves before dealing with another student or if they become heavily soiled.

D. Removing Gloves:

1. Remove gloves carefully to prevent splattering. Grab the outside wrist of one glove with your other hand. Turn glove inside out as you remove it.
2. Drop the inverted glove into the other hand and slide your bare finger under the second glove to invert it and trap the first glove inside.
3. Dispose of used gloves properly (trash can or Biohazard bag).

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(6)(i)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Toileting
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016; 9/3/20

POLICY

Sanitation and hygiene procedures for toileting that adequately protect the health, safety and privacy of children will be observed.

PROCEDURE

- A. Use gloves whenever assisting a child with toileting.
- B. Provide for privacy while being close enough to assist if needed.
- C. Allow the child to carry out the process of toileting if they can. However, staff will assist when needed.
- D. Take supplies (wipes, gloves and pull-ups if needed) into toileting area with you.
- E. After child has completed toileting be sure child washes hands with soap and water.
- F. After toileting assistance is complete, staff must be sure area is clean.
- G. Staff must wash hands with soap and water.
- H. Toileting supplies will be provided by the program for children in the program not, yet toilet trained.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(7)(iii)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Temporary Exclusion
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016, 4/11/18

POLICY

Children who have a suspected/diagnosed communicable disease will be temporarily excluded from the classroom. Every effort will be made to accommodate children unless their attendance poses a significant and serious threat to children and staff.

PROCEDURE

- A. Staff will notify the Head Start Nurse of any suspected communicable disease.
- B. The child’s medical condition will then be assessed.
- C. Program staff will take the necessary action to notify the parents of illness or any contagious or suspicious skin rashes.
- D. A child whose illness requires that the child be sent home will be given appropriate attention and supervision until the child’s parent arrives.
- E. A child will not be denied admission or excluded solely on the basis of their health care needs or medication unless a significant risk to the child or those coming in contact with the child cannot be eliminated or reduced to an acceptable level through reasonable modifications.
- F. A child with uncontrolled diarrhea or vomiting will be provided care apart from the other children. Extra attention must be given to hygiene and sanitation, until the parent or other person authorized by the parent arrives to pick up the child.
- G. An ill child will not be admitted for care if one or more of the following exists:
 - 1. The illness prevents the child from participating comfortably in school activities.
 - 2. The illness results in a greater need for care than the staff can provide without compromising the health, safety, and supervision of the children.
 - 3. The child has a temperature of 101 degrees or greater.
 - 4. Symptoms and signs of possible severe illness (such as lethargy, uncontrolled breathing, uncontrolled diarrhea, vomiting illness {two or more episodes in 3 hours}, a rash with fever, mouth sores with drooling, wheezing, behavior change, or other unusual signs) or

until the health staff evaluation indicates that the child can be included in school activities.

- H. The child who has been diagnosed with a communicable disease will need the health staff's evaluation or a physician's note determining that the child is no longer communicable and is able to participate in school activities.
- I. Children will be readmitted to the program by one of the following methods:
 - 1. Evaluation of the condition by the Head Start health staff, school nurse, or Center Supervisor.
- J. If critical illness or injury requires immediate attention, staff will call 911.
- K. Illnesses that may require temporary exclusion:
 - 1. Persistent fever
 - 2. Persistent or increased lethargy
 - 3. Persistent fever accompanied by stiff neck, lethargy, irritability, crying
 - 4. Diarrhea
 - 5. Signs of dehydration
 - 6. Blood or mucous in the stool
 - 7. Persistent vomiting
 - 8. Contagious stages of communicable diseases
 - 9. Untreated infestation of scabies, head lice or ring worm
 - 10. Untreated tuberculosis
 - 11. Undiagnosed rash
 - 12. Difficulty breathing
 - 13. Undiagnosed jaundice

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(7)(iv)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Medication Administration
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

The program will follow procedures which allow for safe and timely administration of medications that have been prescribed by a Physician or Nurse Practitioner.

PROCEDURE

- A. Parents will be encouraged to schedule medication doses during times when the child is under parental supervision and notify staff if there has been a change in dosage schedule.
- B. Authorization for medication administration must be obtained by a parent on the “Parent’s Request for the Administration of Medication by School Personnel”.
- C. Medication Rules to be followed (see appendix).
- D. Medication that is to be kept at room temperature must be stored in a locked cabinet. Medication that is to be refrigerated will be kept in a locked box and stored in the refrigerator. No food or drinks may be stored in the refrigerator designated for medications.
- E. The child will be given his/her medication at the assigned medication administration time. With an allowed 1 hour window (30 minutes prior or 30 minutes after).
- F. The designated staff will perform the “Six Rights” to ensure the right child receives the right medication in the right dosage at the right time and medication is correctly documented.

right child	right dosage	right route	right medication	right time	right documentation
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- G. Staff will use age appropriate techniques to gain the cooperation of the child. The following procedures will be observed:
 - 1. Wash hands thoroughly
 - 2. Perform the Six Rights
 - 3. Administer pills, tablets or liquids without touching the medication

4. Make certain child swallows medication by checking the child's mouth.
-
- H. Documentation will be performed on the child's individual medication administration record with the name of the medication, dosage amount, date, time and route of administration and full name and title of person administering the medication. Documentation is to be done immediately upon administration of the medication and only on the proper medication form.
 - I. Any adverse reactions to the medication will be reported to the school nurse and/or the Head Start Nurse. The parents will be notified immediately. Refusals, absences, or adverse reactions should be documented on the medication sheet.
 - J. Medications will not be transported by the child to and from school.
 - K. If necessary, medications will be taken on field trips to be administered by an individual who has been trained in Medication Administration.
 - L. Assistance will be provided to parents in communicating with their physician regarding the effect of medication on the child.
 - M. In the event a medication error should occur, the following procedures will be observed:
 1. Notify Head Start Nurse.
 2. Notify child's parent and possibly the ordering physician.
 3. Monitor child for harmful side effects.
 4. Complete Incident Report.

See appendix:

Parent Permission Form

Medication Administration Record

Training Forms

Medication Disposal Guide and Form

Emergency Medication Information Sheets

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(b)(1)(i)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Child Immunizations
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

All children entering the Head Start Program are required to meet the minimum standards for immunizations in accordance with Florida Statutes or have a medical or religious exemption.

PROCEDURE

- A. Program applicants will submit a copy of the child's current childhood immunizations record at enrollment.
- B. Health Technicians and/or Head Start Nurse will review immunization records of children as soon as possible and within 90 days of child's entry.
- C. If a student is found to be out of compliance, the parents will be notified. The health technician will make 3 attempts via letter and/or phone calls. After 3rd attempt, Head Start Nurse will be notified for follow-up. Follow-up attempts will be documented in MHS.
- D. Immunization information will be entered into MHS by Health Techs and/or Head Start Nurse within 90 days of entry.
- E. Parents are encouraged to keep children up-to-date on immunizations and attend appointments with their child. Program staff will work with families to ensure that they are informed and have the resources needed to complete or remain up-to-date on their child's immunizations.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42(b)(1)(i)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Physical Exam
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

Head Start children must have a current (within 1 year) physical exam at enrollment.

PROCEDURE

- A. Physical exams will be reviewed by Health Technicians and/or Head Start Nurse as soon as possible and within 90 days of entry.
- B. Physical exam information will be documented in MHS by the Health Techs and/or Head Start Nurse.
- C. If a student is found to be out of compliance, the parents will be notified. The health tech will make 3 attempts via letter and/or phone calls. After the 3rd attempt, Head Start Nurse will be notified for follow-up. Follow-up attempts will be documented in MHS.
- D. Parent involvement in the physical exam process provides opportunities for parents and medical examiners to communicate about the child's development, discuss concerns, and share information about the child's overall health and/or special needs.
- E. If lead and hemoglobin screening results are not documented on the physical form, parents will be given the Verification of Hemoglobin and Lead Screening form to take to the child's physician to be completed
- F. Parents will be notified if the physical expires during the school year.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(b)(2)(i)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Cleaning Classroom Toys
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016; 9/3/2020

Policy:

The program will ensure reduced exposure to germs and diseases that can be spread when children share toys by maintaining toys in a sanitary manner.

Procedures:

- A. Washable toys will be selected for use in the classrooms.
- B. Cloth toys and toys made of other absorbent material that cannot be disinfected will be used on a limited basis and washed in a washing machine as needed.
- C. Large toys will be cleaned as needed or when obviously soiled.
- D. Plastic, wooden or metal toys will be washed by hand.
- E. Each toy will be washed with running water and soap or detergent and rinsed well.
- F. As appropriate, toys will be cleaned and sanitized with approved products by an adult and allowed to dry completely prior to children using them again.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Head Lice
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

To ensure that children are not excluded inappropriately for head lice and that parents are notified timely and provide treatment before returning child to school.

PROCEDURE

The following procedure must be used when a child is observed to have live head lice:

- A. The parent/guardian will be notified by the end of the school day.
- B. A fact sheet on education and treatment of head lice will be sent home. This will include a statement to be signed by parent/guardian that treatment was done (see appendix).
- C. For a student to be re-admitted to school following live lice infestation, he/she must be checked, have no live lice, and have a statement signed by parent/guardian that treatment was done.
 1. If no nits are found, further rechecking will not be done.
 2. If nits are found, the student will be admitted and rechecked in 8-10 days.
 3. If live lice are found, the student will not be readmitted and must receive treatment to remove live lice.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Safety Practices Injuries
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	5/1/15; 11/7/2016

Policy:

The program will prevent the occurrence of injuries and reduce the severity of those injuries that may occur through education, providing and maintaining a safe environment, and providing adequate supervision of the children.

Procedures:

- A. Staff will model safe behavior during the school day.
- B. When an unsafe action by a child is observed by the staff, the staff talks with the child in a positive manner about the unsafe action as soon as possible in a respectful manner using appropriate body language.
- C. Children will be monitored closely (i.e. conduct head counts, actively engage children) during outside play and safe behaviors will be enforced.
- D. The indoor and outdoor play area must be free of clutter, and kept free of hazardous materials and conditions. Children and adults will be able to move about the room freely.
- E. Access to drinking water for children to prevent dehydration will be provided.
- F. If a child is injured during the school day, the child must be taken to the school clinic for evaluation and treatment. For South Area Head Start, the first aid kit can be used to treat injuries- call 911 if warranted.
- G. Parents must be notified promptly of injuries and an incident report (see appendix) should be completed.
- H. Bags and personal items must be kept out of reach of children.
- I. All staff beverages must be kept out of reach of children.

- J. Electrical outlets accessible to children are designed to present shock through the use of covers, installed child-protective outlets (i.e., tamper-resistant outlets), or the use of safety plugs.
- K. Windows and glass doors are constructed, secured, and adjusted to present children's injury and escape (in keeping with safety to life fire regulations).
- L. Facilities, materials and equipment are free of any hazards that may cause harm to children, families, or staff.
- M. Lighting is bright enough so children and adults can clearly see activities, materials and pathways (including during rest time).
- N. Service locations are kept safe through an ongoing system of preventative maintenance and ongoing monitoring.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(b)(5)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Safety Practices Playground Safety
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

Policy:

Playground safety is of foremost importance in preventing childhood accidents. Routine safety inspections will be established and maintained at all sites.

Procedures:

- A. The teaching staff will thoroughly inspect all areas of the playground each day prior to the children's outdoor time. This check will include but not be limited to a search for the following hazards:
 1. Needles, glass and other dangerous objects; to avoid serious accidents staff will dispose of any dangerous objects in a safe place, out of the reach of children. Gloves should be used when picking up objects that are unsanitary. For the safety of yourself and others, remember to wash your hands immediately afterwards.
 2. Suspicious persons in or around the playground area.
 3. Dangerous equipment that may cause falls, pinching, cuts, scrapes, bruises, and/or puncture wounds or serious injuries.
 4. The Daily Environmental Health and Safety checklist must be completed prior to the first scheduled playground time. The teacher or assistant will complete the checklist.

- B. Staff must be actively engaged with students. They must be standing or walking to effectively monitor the play area. They must be conducting head counts. Staff will not be engaged in conversation via cell phones during play time (this includes text messaging or any use of the phone that diverts your attention).

- C. The playground must be arranged so as to prevent any child from leaving the premises and getting into unsafe and unsupervised areas. When going to and from the playground children must not be exposed to vehicular traffic without supervision.

- D. Any child that needs to leave the play area must be accompanied by school staff.

- E. Service locations are kept safe through an ongoing system of preventative maintenance and ongoing monitoring.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(5)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Safety Practices Injured Child
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

Policy:

Staff will ensure that children receive treatment for injuries obtained during the school day. Parents will be notified of injuries before the end of the school day.

Procedures:

- A. Any accident involving a child that requires first aid (bumps, bruises, scrapes, splinters-Band-Aids, ice packs, swelling, etc.) must be documented. Notify the parent right away and inform them of injury. Document parent contact.
- B. Any accident involving staff will be handled per the Governing Body's policy for reporting accidents/injuries (to include an incident report form).
- C. Any serious injuries (e.g., broken bones, severe bleeding, or any injury requiring a child to be sent home or to a medical provider) must be reported to the Head Start Nurse as soon as possible after the injury.
- D. In the event of a life threatening emergency, staff will follow the emergency procedures posted in the classroom.

In case of serious injury or illness Emergency Medical Services (911) will be called and the parent is to be notified. Follow the Governing Body's procedures in determining who is responsible for riding to hospital with child.

- E. A student of a parent/guardian who objects to medical care because of religious reasons shall nevertheless be taken to the hospital by ambulance in cases of serious injury or illness. Emergency Personnel is to be notified of the religious information. The hospital personnel will then consult with the parent/guardian.
- F. When in doubt regarding a child's injury, call 911 and the parent immediately. Follow-up with contact with the Head Start Nurse.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.42, 1302.46
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Height and Weight (BMI)
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

Children will be weighed and measured to assess and track their individual growth and development.

PROCEDURE

- A. Children will be weighed and measured within 90 days of enrollment in the program unless the parent signs and returns the opt-out form or the height and weight is documented on the current physical.
- B. The Health Technicians and/or Head Start Nurse will perform the screening and document the results in MHS as soon as possible.
- C. Each child will take off their shoes when being weighed. The scale will be on a hard surface. Weigh the child, and then record the child's weight.
- D. Heights will be measured using a stadiometer or other acceptable measuring device if this instrument is not available.
- E. Have child take off shoes and ensure head is straight (not upward or downward). Record height in feet and inches. Round up to the nearest quarter inch and record quarter inches as .25, .5 or .75.
- F. For children with concerns, additional height and weight screenings will be performed to monitor progress.
- G. Copy of the BMI screening results letter will be placed in the child's cumulative health record and a copy sent home to the parents.
- H. Follow-up for underweight and overweight children will be provided by the Nutritionist.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(b)(1)(vi)
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	First Aid Kits
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016

POLICY

In an effort to be adequately prepared for injuries that may arise during the school day, a first aid kit will be available for locations that do not have medical staff on the premises.

PROCEDURE

- A. For injuries at school based sites, children will report to the school clinic for treatment.
- B. Emergency contact information can be found on the student health cards.
- C. If child has Emergency Action Plan, refer to it for direction.
- D. Each site (non-school based) will have a First Aid Kit stored in a convenient, adult accessible location.
- E. First Aid Kits must be restocked after use, and an inventory must be conducted at least once per month (see First Aid Kit Checklist).
- F. Zip-Lock bags or similar storage can be stocked with first aid supplies (i.e. gloves, gauze, band-aids, mouth shield, hand sanitizer, tissues etc.) and can be used for recess or any activity when the children are outside the classroom.
- H. First aid kits will be accessible to adults but kept out of the reach of children.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(b)(6)(iii)
Head Start Act 2007 Reference:	
Related to Board Policy:	8453.03
Policy Title:	Hygiene Practices
Service Area:	Health Program Services
Policy Council Approval Dates:	5/8/2018
Governing Body Approval Dates:	5/22/2018
Revision Dates:	11/07/2016, 4/11/2018

POLICY

The grantee will ensure that any exposure to blood and body fluids are handled consistent with the standards of the Occupational Safety Health Administration (OSHA).

PROCEDURE

- A. All BPS site based employees must receive annual *Bloodborne Pathogen and Hazard Communication* refresher training. Personnel designated by the site based administrator (principal or director) to clean-up and handle biomedical waste must receive additional training pertaining to proper segregation and labeling of Biomedical Waste (BW). Employees determined to be at risk for exposure to bloodborne pathogens are entitled to receive hepatitis B vaccinations.
- B. Each school and each ancillary school site shall maintain BBP and HC training records and yearly updated site specific *Hazard Exposure Control and Biomedical Waste Plan* documents. The Local Health Department and/or the BPS Office of Environmental Health and Safety (EH&S) have the right to review training records and *Hazard Exposure Control and Biomedical Waste Plan* documents at any time.
- C. All BPS schools and site employees (i.e. faculty, staff, and administrators) shall receive annual BBP and HC training. This is typically accomplished during the staff planning timeframe established just prior to each school year. All newly added employees shall receive the same training within thirty (30) days of first employment with BPS.
- D. The BPS Office of EH&S determines the content of BBP, HC, and BW training. Training is typically provided in the form of audio/visual recorded content. Each site based administrator is responsible to insure all of their site specific employees receive the necessary training (yearly and upon new employment). Questions pertaining to the training content can be presented to the Office of EH&S for answering.

The School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47(b)(6)(ii)
Head Start Act 2007 Reference:	
Related to Board Policy:	8500
Policy Title:	Safe Food Preparation
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/7/2016, 4/11/2018

POLICY

During periods of food consumption in the classroom, food will be handled and served in a safe and sanitary environment.

PROCEDURE

- A. Ensure the area where eating will take place is clean and clutter free before eating occurs.
- B. Staff must wash their hands before any contact with food. Gloves must be worn if food items are not individually wrapped.
- C. Children, parents and volunteers will model good hygiene practices by washing their hands before eating.
- D. The eating area will be cleaned after eating is completed.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.47
Head Start Act 2007 Reference:	
Related to Board Policy:	5340
Policy Title:	Health and Safety Practices Facilities
Service Area:	Health Program Services
Policy Council Approval Dates:	2/13/13; 5/8/2018
Governing Body Approval Dates:	03/11/14; 5/22/2018
Revision Dates:	11/07/2016, 2/28/2018, 4/11/18

POLICY

Health and safety procedures are implemented in all facilities where children are served, including areas for learning, playing, sleeping, toileting, and eating. To ensure child safety, proper implementation of these procedures is monitored by School Board of Brevard County Division of Environmental Health and Safety on an ongoing basis and includes an ongoing system of preventative maintenance. Training is provided to staff during preplanning and on an ongoing basis as needed.

PROCEDURE

- A. Hand washing is accessible to children. Child-sized sinks (or stepstools), paper towels, liquid soap, and water are available.
- B. Hand washing procedures, using soap and water, are followed by adults and children at the following times:
 - Before food preparation, consumption, or any other food related activity
 - After using the toilet or assisting a child with toilet use or diapering
 - Before and after giving medications or before and after medical procedures
 - Before and after giving first aid
 - After wiping noses, mouths or sores
 - After taking off disposable gloves
 - Whenever hands are contaminated with blood or other bodily fluids
 - After outdoor play
 - Before and after water play and playdoh play
- C. Tooth brushing schedule (including visuals) is included in the daily routine/schedule that is posted in the classroom.
- D. Hand washing schedule (including visuals) is included in the daily routine/schedule that is posted in the classroom.
- E. School lunch menu and snack menu are posted in the classroom next to the daily routine/schedule.

- F. Poster from *BPS Office of Food and Nutrition*: “...justice for all” is displayed in the classroom.
- G. Children are *consuming* snack during the times designated on the daily routine/schedule.
- H. Tooth brushing is observed occurring at least one time each day in conjunction with a meal (breakfast or lunch).
- I. Safeguards are used with all medications for children.
- J. Medications and cleaning supplies are out of reach of children and locked in a secure location. Child medications are kept in the school clinic unless otherwise ordered by a doctor.
- K. Electrical cords are not accessible to children, and electrical outlets are covered.
- L. Heavy objects or furniture cannot be pulled down by children.
- M. Current evacuation routes are posted and clearly marked for both children and adults.
- N. Exit signs are illuminated (where applicable).
- O. Toxic substances and **hazardous materials** are stored in a locked room or cabinet that is not accessible to children. **Examples include, but are not limited to, the following:**
- Hot beverages
 - Disinfectant wipes
 - Animal food
 - Shaving cream
 - Goo-Gone
 - Paint
 - Hairspray
 - Air fresheners
- P. If bodily fluids are spilled, cleanup will include all of the following:
- Nonporous gloves worn
 - Spills/fluids cleaned up immediately
 - All areas cleaned and sanitized
 - Contaminated materials placed in plastic bag and secured
- Q. Children do not have access to teacher work/break areas at any time.
- R. Children do not have access to *any areas* that contain (in addition to the types of **hazardous materials** listed above)
- paper cutters
 - microwaves
 - open purses/bags

- firearms or other weapons
 - other hazardous materials
- S. Posted in classroom:
- Medical Emergency Procedures Poster
 - Conscious Choking Poster
- T. **Daily Environmental Health and Safety Checklist** is completed each morning. (Checklist is for both indoor classroom and outdoor areas)
- U. Outdoor space is protected by fences or natural barriers from access to street or other dangers, such as pits, wells, parking lots, etc.
- V. Play equipment does not pose danger of entrapment or injury from pinch points or projections.
- W. Walkways or stairs are free of obstruction and are in good condition.
- X. Size and level of play equipment are appropriate for ages of children (not too high or large).
- Y. Play equipment is well maintained and anchored.
- Z. There is sufficient cushioning under climbing equipment and other fall zones.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Family Engagement
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will support the district’s mission to “Build strong partnerships with families and empower parents to work collaboratively with schools to support student success!”

The program will engage in a process of collaborative partnership building with Head Start parents, and is committed to establishing a relationship with families to form mutual trust and to identify family goals, strengths, and needed services and other supports. The process will be initiated at eligibility and continue after enrollment and will take into consideration each family’s readiness and willingness to participate in the process.

PROCEDURE

- A. The program will develop appropriate materials to inform Head Start eligible families about the comprehensive services and opportunities available through Head Start funding.
- B. The program will utilize the information from the Office of Head Start (OHS) to develop a brochure and fact sheet for families about the benefits of Head Start.
- C. Parents will receive information individual and/or in a group, adapted to their ability to participate in the program activities and services. Engagement will begin at the initial contact with the family and may include meetings, orientation, home visits and pre-screening opportunities.
- D. The Family Advocate will support engagement activities that will include information regarding:
 1. Program philosophy, goals and objectives
 2. Program/classroom description & location
 3. Parent involvement opportunities and activities
 4. Program services including; mental health, crisis intervention
 5. Program calendar & parent handbook
 6. Literacy training/career development opportunities
 7. Relevant policies
 8. Community Resource card
 9. Volunteer Information

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Family Goal Setting
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will provide opportunities for parents to develop an Individual Family Partnership Agreement plan (see appendix) that is respectful of each family’s diversity, cultural and ethnic background. The Family Partnership agreement is an individualized, strengths-based, family-driven process. The family will receive assistance in setting timelines to achieve their goal, and on-going monitoring of progress towards achieving the goal. Staff will utilize appropriate community resources to move families toward self-sufficiency and will work collaboratively with other agencies to avoid duplication of efforts.

PROCEDURE

- A. Once a family has been selected for the program the Family Advocate will review family information in MHS with the family. The family will be asked to answer questions that accurately reflect their current circumstances.
- B. The Family Advocate will input the information into MHS and will generate the Strengths and Needs Assessment.
- C. Once the agreement is completed it will be used as an on-going guide in the development, implementation, and evaluation of the goals set for both the child and the family. Revisions or completion of goals will be recorded in MHS.
- D. The Family Services Manager will monitor on a quarterly basis the Family Partnership Agreements in MHS, and provide feedback on the inclusiveness of the agreement, whether on-going-monitoring is in place and that the family is making progress toward their goal.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Crisis Intervention and Access to Community Services and Resource
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program and Brevard CARES will work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's needs. All Head Start families who experience a personal crisis (an unforeseen event which the family is not prepared to handle) will receive timely assistance from the Parent, Family and Child Engagement (PFCE) staff. A referral form to Brevard CARES (see appendix) will be made by the appropriate staff member.

PROCEDURE

- A. When a Family Advocate or other staff member becomes aware that a crisis has occurred the Family Services Manager will be notified. The Family Advocate will initiate a referral to Brevard CARES.
- B. The referral includes details related to the event and will be forwarded to the Brevard C.A.R.E.S. Coordinator and Family Services Manager.
- C. In collaboration with program staff, the Brevard C.A.R.E.S. Coordinator will conduct a case review to assist the family.
- D. If linkage to an external agency is determined as the course of action the Family Advocate will contact the appropriate agency and record the referral on an External Referral form and all activities will be documented in MHS.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Resources that support self-sufficiency
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

In order to support parents as the first and most important teachers of their children and to facilitate family self-sufficiency, the program will incorporate an inter-generational approach to promoting family and financial literacy development. A family literacy approach provides services that are of sufficient intensity, and of sufficient duration, to make sustainable changes in a family.

PROCEDURE

- A. The Family Advocate will identify adults in the household who do not have a General Education Development (GED) or high school diploma.
- B. The Family Advocate will explore opportunities in the community that will individualize adult needs through collaboration with Adult and Community Education and other community literacy programs.
- C. All family members will be involved in the development of the Individual Family Partnership Agreement and will use a multi-generational approach to providing family literacy services. The information provided will be used to determine which resources and referrals would best suit the individual family’s literacy goals.
- D. Family Advocates will work with community organizations to present training on financial literacy including , but not limited to the following:
 - 1. Budgeting
 - 2. Credit card usage
 - 3. Identity theft protection
 - 4. Filing taxes

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	On-going Monitoring of Family Goals
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The Family Services Manager will develop a protocol for on-going monitoring of the family-goal-setting process to determine whether the kind, quality, and timeliness of the services offered to families through referrals meet the families' expectations and circumstances.

PROCEDURE

- A. The Family Services Manager will use the Individual Family Partnership Agreement Case Management Review form (see appendix), on a quarterly basis to monitor the Individual Family Partnership Agreement to determine an individual family's progress towards achieving their goal and to establish a corrective action plan procedure if needed.
- B. The Family Services Manager will participate in cross-service training and meetings to ensure that information about services related to family and child well-being will affect implementation practices and build capacity of services.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Parent involvement in health education
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Parents will have opportunities to receive education in areas of personal wellness, mental health, safety, nutrition and dental care.

PROCEDURE

- A. Parents education opportunities may include the following topics:
 1. First aid and injury prevention
 2. Home safety/disaster planning
 3. Childhood illnesses
 4. The importance of proper dental care
 5. Nutritious and inexpensive meal planning
 6. Stress reduction techniques
 7. The effects of drug use
 8. Physical activity benefits
 9. Smoking Cessation

- B. Informational hand-outs/flyers will also be sent home periodically to the parents.

- C. Parent meetings will provide the opportunity for families to receive and share information about health and well-being.

- D. Parents will be encouraged to participate in the Health Services Advisory Committee (HSAC).

- E. Health resources will be available in each classroom, and parents will be encouraged to contact the Head Start nurse for more information about specific health topics or issues affecting their lives. The parents and families will be encouraged to share any changes in their child's health with the program staff.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Parent-child Interactions
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will provide parents' with a variety of training opportunities and materials to increase their knowledge and understanding of emotional intelligence, social-emotional learning and its importance in the healthy development of lifelong behaviors.

PROCEDURE

- A. On a regular basis, parents and staff plan activities to strengthen parents' knowledge and confidence about child growth and development particularly in the area of social/emotional development and how best to meet the needs of their child.

- B. Training in the following area:
 1. Attachment
 2. Self-regulation
 3. Focus and control
 4. Communication
 5. Active listening
 6. Managing emotions

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Family Engagement
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program in addition to engaging parents in program policy-making and operations, will build on the district’s mission to create parent and community engagement opportunities in all district and site-based events. Communication will be responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group.

PROCEDURE

- A. The program sites are open to parents during program hours. Parents are welcomed as visitors and encouraged to observe children as often as possible and to participate with children during group activities. The participation of parents in any program activity is voluntary and is not required as a condition of the child’s enrollment.

- B. Parent Committee Meetings are facilitated by the designated Family Advocate for the families of Head Start children. Parents are encouraged and supported in cooperatively planning and implementing the meetings and staff is encouraged to invite community agencies to share information regarding community resources.

- C. The program provides parents with opportunities to participate in the program as volunteers. All parents must adhere to school district policies and procedures to become a volunteer.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Parent Involvement in Child Development and Education
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Parents will be given opportunities to increase their knowledge of child growth and development.

PROCEDURE

- A. Parents and staff will plan activities that strengthen parent knowledge and confidence about child development. Parents will have the opportunity to offer strategies of how best to meet their own child's needs.

- B. Activities will take place at parent meetings, parent/teacher conferences, informal/formal workshops, home visits, and through daily/weekly/monthly take-home folders, and parent participation in the classroom. Examples include:
 1. Literacy and language development
 2. School readiness
 3. Nutrition and health
 4. Physical and dental care
 5. Normal child growth and development
 6. Parenting skills/discipline/guidance
 7. Disabilities/special needs
 8. Safety/child abuse prevention

- C. Information will be provided in both oral and written forms. As appropriate, information may be provided in the primary language of the family.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Family Literacy Services
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Family Literacy staff will encourage parent participation in literacy activities in the home by providing a book lending service, the *Family of Readers* book bin program to all classrooms. Each bin contains 30-35 high quality hard back children’s books. The book bins are rotated three times a year, providing children access to a minimum of 90 book titles each year. Parents are encouraged to borrow a book each day, Monday through Thursday, and to return the book the next day. The program offers parents an opportunity to access quality children’s literature and materials that support reading engagement strategies.

PROCEDURE

- A. Staff will inform adults about child/adult literacy opportunities in the community in collaboration with Brevard County Public Libraries through field trips to the library and visits by library staff to schools.
- B. The PFCE Resource staff will monitor outcomes through monthly reports from the family service staff.
- C. Staff will seek other resources through funding from grants and organizations that provide literacy development.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Parent Conferences
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013
Governing Body Approval Dates:	3/11/2014
Revision Dates:	11/07/2016

POLICY

The program teachers will conduct staff-parent conferences as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents related to the educational and developmental progress and activities of children in the program. All meetings should be friendly, positive and engaging. Parents will be encouraged to ask questions, express their feelings and discuss their impressions. During each visit the teaching team will present themselves in a manner that models acceptance, support, and respect for gender, culture, language, ethnicity and family composition.

PROCEDURE

- A. Teaching teams will conduct at least two formal parent conferences with families. On these occasions they may share the results of ongoing assessments and observations.
- B. Teachers will explain the assessments that are used in the classroom and answer any questions that the families may have.
- C. Teachers will share child strengths and areas for growth. They will offer suggestions as to how families can help build academic, social, emotional and physical skills at home.
- D. They will actively listen to family members as they share information that may create a more complete picture of overall growth and development. They will help the family understand how learning can be supported from home.
- E. Teachers will share the interventions that she/he plans to use with their child in order to address needs based on the assessment results.
- F. Teachers will complete the Parent Conference Communication form (see appendix) that outlines the information above. Parents will sign the form and receive a copy. Teachers will keep a copy of the form.
- G. If, during the conference, any needs are identified that should be referred to the Family Advocate, Brevard CARES, the Head Start Exceptional Student Education (ESE) Specialist, school administrator or other staff member, the teacher will communicate the identified need.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Parent Involvement in Home Visits
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program teachers will conduct staff-parent conferences as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents related to the educational and developmental progress and activities of children in the program. All meetings should be friendly, positive and engaging. Parents will be encouraged to ask questions, express their feelings and discuss their impressions. During each visit the teaching team will present themselves in a manner that models acceptance, support, and respect for gender, culture, language, ethnicity and family composition.

PROCEDURE

- H. Teaching teams will conduct at least two formal parent conferences with families. On these occasions they may share the results of ongoing assessments and observations.
- I. Teachers will explain the assessments that are used in the classroom and answer any questions that the families may have.
- J. Teachers will share child strengths and areas for growth. They will offer suggestions as to how families can help build academic, social, emotional and physical skills at home.
- K. They will actively listen to family members as they share information that may create a more complete picture of overall growth and development. They will help the family understand how learning can be supported from home.
- L. Teachers will share the interventions that she/he plans to use with their child in order to address needs based on the assessment results.
- M. Teachers will complete the Parent Conference Communication form (see appendix) that outlines the information above. Parents will sign the form and receive a copy. Teachers will keep a copy of the form.
- N. If, during the conference, any needs are identified that should be referred to the Family Advocate, Brevard CARES, the Head Start Exceptional Student Education (ESE) Specialist, school administrator or other staff member, the teacher will communicate the identified need.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Adult Basic Education/Literacy
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program assists parents as adult learners in recognizing and addressing their educational and self-sufficiency needs through the completion of the Family Partnership Plan. Parent, Family and Child Engagement (PFCE) staff will provide information about community opportunities for completing a General Educational Development diploma or participating in other Brevard Workforce trainings and on-line services.

PROCEDURE

- A. The Family Needs Assessment is initiated at the time of eligibility to determine interest and eligibility of parents to participate in basic education/literacy classes.
- B. Family Advocates, in partnership with Brevard C.A.R.E.S., will become informed of the signs of depression, trauma, homelessness, domestic violence/mental health and other issues that might affect families and their abilities to address personal challenges that make it difficult to achieve long-term stability.
- C. Family Advocates will link parents to training that contributes to self-sufficiency and to achieving goals in their education and/or career training.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Father Involvement
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

In order to support and encourage men to become more active in the lives of their children, the program acknowledges both parents as partners in raising children, even when they do not live in the same household. The program will seek to educate staff and parents to effect positive change in the knowledge, attitudes and behaviors toward fathers and father figures.

PROCEDURE

- A. Provide on-going staff and parent training, regarding the importance of father involvement and its critical importance to the mental health and development of children, and on their support of the role of mothers.
- B. During intake and/or the initial home visit, the Family Advocate will share with parents, ensuring that single parents understand our desire to work with both parents as partners in raising children.
- C. At intake, the Family Advocate will ask all parents for the names of any other adults living in the home and the names and addresses of biological parents not residing in the same home, when applicable. This will be followed up as needed, as well as addressed by staff during initial family goal setting.
- D. If the father or male role model is living in the home, during the initial home visit, the Family Advocate will request that he fills out or participates in the completion of the Individual Family Partnership agreement.
- E. All staff will work to create an environment within the building and classroom that is father-friendly, i.e. pictures of fathers and children, books focusing on families and fathers, posted volunteer opportunities sensitive to the talents and interests of current fathers/males in the classroom.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50, 1302.71, 1302.72
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Parents Involvement in transition activities
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will assist parents in becoming their child’s advocate as they transition into Head Start, from Head Start to Kindergarten or to the next educational setting including those who move out of the community in which they are currently served. If space is not available in Head Start, the program will assist families to the extent possible to identify another early childhood program that meets their needs.

PROCEDURE

- A. Parents will be involved in the transition of their child from home or other setting into the Head Start program.
- B. Activities may include parent orientation meetings and materials that provide information on all services available through the program.
- C. Parents will also be given opportunities to visit the classroom to learn more about the program before the child begins to attend.
- D. Staff will work to prepare parents to become their children’s advocate in transition periods through parent meetings, staff-parent conferences and home visits. These activities/discussions will enable parents to understand their child’s progress while in the Head Start program and what to expect in public school or the next educational setting.
- E. To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, the program will:
 1. Provide education and training to prepare parents to exercise their rights and responsibilities concerning their children.
 2. Provide activities which assist parents to communicate with teachers and other school personnel so they can participate in decisions related to their children’s education.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50, 1302.70
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Parent-Child Transition into Head Start
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will facilitate transition services for children and families enrolling in Head Start.

PROCEDURE

- A. Children and families will be given the opportunity to participate in planned activities designed to ease their transition from home or other child care setting, into the Head Start program.
- B. Children and families will have the opportunity to meet school staff, visit the school as well as the Head Start classrooms.
- C. Families will have the opportunity to participate in orientation and open house activities.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Community Partnerships
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will take an active role in community planning to encourage strong communication, cooperation, and sharing of information among agencies that will improve the delivery of services to children and families in accordance with the district’s confidentiality policies

PROCEDURE

- A. The program will establish or enhance collaborative relationships within the Brevard County Head Start service area. The partnership includes but will not be limited to:
 - 1. Health care providers;
 - 2. Mental health agencies/providers;
 - 3. Family preservation and support services;
 - 4. Child protection services and other agencies working for the prevention of child abuse and neglect;
 - 5. Providers of child care services;
 - 6. Other organizations or businesses that may provide support and/or resources to families.

- B. The program will encourage volunteers from the children’s families as well as in the community. Community leaders are invited to visit/observe classrooms and attend family celebrations.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Health Service Advisory Board
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The Health Service Advisory Committee reviews the functioning of all health related matters of the program.

PROCEDURE

- F. The Health Service Advisory Committee will be comprised of local medical and dental professionals, representatives of local public health agencies, concerned Head Start parents and staff members.
- G. Members are encouraged to have designated alternates to cover their absences. The alternates are welcome to attend meetings at any time.
- H. The Health Service Advisory Committee assists with implementing new policies and procedures as they pertain to the health of students, provides advocacy for Head Start families and mobilizes health related resources.
- I. A quorum of the Health Services Advisory Committee is established when the Head Start nurse, one parent, one health professional and at least one other voting member are present.
- J. The Head Start nurse is responsible for creating proper sign in sheets, creating agendas, determining meeting places, tracking in-kind sheets, filing meeting minutes, and reporting any program changes to the policy council.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.50
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Families as Advocates and Leaders
Service Area:	Family and Community Engagement
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will support and encourage Head Start parent involvement in community advocacy effort and opportunities.

PROCEDURE

- A. The program will support and encourage parents to influence the character and goals of their community in order to help make community services more responsive to their interests and needs.
- B. The program will provide parents with comprehensive information about community resources and advocacy opportunities throughout the program year (*see* Accessing Community Resources and Service policy).
- C. Through various workshops and other program activities, parents are encouraged to feel good about themselves and less intimidated to work with agencies in their community. They are encouraged to take an active role on advisory committees for their schools and other agencies.
- D. Head Start will provide parents regular opportunities to work together, and with other community members, on activities that they have helped to develop and in which they have expressed an interest.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.45,1302.46
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Mental Health Services and Referrals
Service Area:	Child Mental Health and Social and Emotional Well-Being
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

At enrollment or during an orientation, parents will be informed of the Head Start Exceptional Student Education (ESE) Specialist and the mental health and social and emotional wellness services that the program will provide.

PROCEDURE

- A. The ESE Specialist will visit each school site within the first 45 calendar days at the beginning of each school year.
- B. If the parent identifies a mental health need during enrollment or orientation, the staff person obtaining the information will complete a referral form regarding the need and forward to the ESE Specialist who will then forward to the Mental Health Consultant. If the child/family is currently receiving mental health services from another agency, the staff person will ask the parent to sign a Brevard Public Schools Release of Information form and explain the need for this in order to coordinate and share information for this family/child.
- C. Teachers will gather mental health and social-emotional wellness information during the screening and assessment period utilizing the appropriate screening/assessment forms and procedures.
- D. Screening results will be reviewed during the initial classroom placement and the ESE Specialist will assist staff in making mental health referrals.
 1. In cases where there is a behavior management concern, the ESE Specialist will visit the classroom to observe and consult with classroom staff to make suggestions and decide on a course of action best suited to the situation.
- E. During home visits or other contacts, parents may also request mental health services. At this point, the staff person will generate a referral, documenting the reasons given by the parent for the need for the mental health services.

- F. Regardless of how the referral is generated, parents will provide consent to Mental Health Services prior to forwarding to the ESE Specialist. The classroom teacher and/or family advocate guidance counselor will complete this for the family advocate, site supervisor or ESE Specialist.
- G. All referrals will include a completed referral form to include parent consent, parent signature and parent input.
- H. The Mental Health contracted Consultant(s) (Agency) will submit a monthly report (to include active cases and closed cases) of the hours utilized for mental health services to the ESE Specialist for review.
- I. The ESE Specialist will provide timely verbal and written feedback on classroom/child observations and parent and/or staff consults. Information and or/feedback may be shared during meetings or individually with teacher and staff.
- J. All relevant information, plans of action, referrals and follow-up will be documented.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.45,1302.46
Head Start Act 2007 Reference:	641A Standards: Monitoring of Head Start Agencies and Programs & 642A Head Start Transition and Alignment with K-12 Education
Related to Board Policy:	2111 Parent Involvement in the School Program
Policy Title:	Mental Health Services: Parent Conferences
Service Area:	Child Mental Health and Social and Emotional Well-Being
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The ESE Specialist will work collaboratively with parents and staff. Teachers and parents will discuss and identify issues related to children's behaviors.

PROCEDURE

- A. Classroom teachers will meet with parents for a formal parent conference at least two times during the school year.
- B. Teachers will document this interaction on the Family Conference Communication form (see appendix).
- C. Teachers and ESE Specialist will provide strategies and information to parents to support challenging behaviors.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.45,1302.46
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Mental Health Referral Policy
Service Area:	Child Mental Health and Social and Emotional Well-Being
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Individual child mental health and/or behavioral concerns expressed by staff and/or parents will be referred to the ESE Specialist who will serve as the lead and liaison of this team between families, teachers, governing body personnel and mental health agencies. The ESE Specialist will work collaboratively with parents concerning children’s behavior and mental health issues, provide classroom strategies for children with behavioral challenges and coordinate with contracted mental health agencies.

PROCEDURE

- A. Children receive services to promote mental health and social and emotional well-being when the ESE Specialist works collaboratively with parents. Services may include the following:
 1. Working collaboratively with parents concerning children’s behavior and mental health issues.
 2. Soliciting parental information, observations and concerns about their child’s mental health during intake/enrollment, parent-teacher conferences, home visits and ESE Specialist phone calls and/or meetings.
 3. Staff will share information with the ESE Specialist regarding their observations with parents during home visits, parent-teacher conferences and when the child displays atypical behavior in the classroom.
 4. Through meetings, workshops and individual conferences, the ESE Specialist will provide parents with information and strategies for challenging behaviors.
 5. During group meetings, trainings, individual conferences, the ESE Specialist discusses and provides parents with information on how to strengthen nurturing, supportive environments and relationships with their child.
 6. Parents will be helped to better understand mental health issues through literature, individual conferences and group training, as well as referrals for mental health counseling, according to the specific needs of each family.
 7. Staff will support parents’ participation in any needed mental health interventions for their child.

- B. The program and ESE Specialist will secure the services of mental health professionals on a schedule of sufficient frequency to enable a timely and effective identification and intervention in family and staff concerns about a child’s mental health.

1. The grantee will secure the services of qualified mental health professionals through written contracts and agreements with community mental health service providers.
 2. The ESE Specialist will coordinate mental health services.
- C. The program and ESE Specialist will:
1. Implement program practices that are responsive to the identified behavioral and mental health concerns of individual children or groups of children.
 2. Promote children's mental wellness by providing group and individual staff and parent education on mental health issues.
 3. The ESE Specialist will assist in providing special help for children with atypical behavior and utilize other community mental health resources, as needed.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.45,1302.46
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Mental Health Consultant
Service Area:	Child Mental Health and Social and Emotional Well-Being
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The ESE Specialist will secure the services of mental health professionals to support and promote positive mental health and social and emotional functioning.

PROCEDURE

- A. The ESE Specialist secures the services of Mental Health Consultant(s) for provision of mental health services to Head Start program's children and families. A contract will provide for availability of the mental health professional for consultation, assessment and training services.
- B. The ESE Specialist will work closely with the Mental Health Consultant(s).
- C. The Mental Health Consultant(s) contract will be reviewed and updated annually by the ESE Specialist with input by the Head Start Director.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.45,1302.46
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	On-Site Consultation
Service Area:	Child Mental Health and Social and Emotional Well-Being
Policy Council Approval Dates:	5/8/2013
Governing Body Approval Dates:	3/11/2014
Revision Dates:	11/07/2016

POLICY

The ESE Specialist will collaborate with parents and staff to promote children’s mental health and social and emotional well-being.

PROCEDURE

- A. The ESE Specialist will assist teachers to improve classroom management and teacher practices to meet individual child needs that promote positive mental health and social-emotional functioning.
- B. The ESE Specialist will promote children's mental health and social-emotional well-being by providing support and training to families, teachers, staff and family advocates.
- C. The ESE Specialist will assist families in providing special help to access other community mental health resources as needed.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.45,1302.46
Head Start Act 2007 Reference:	
Related to Board Policy:	
Policy Title:	Mental Health Services: Parent Involvement/Education
Service Area:	Child Mental Health and Social and Emotional Well-Being
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Teachers and family advocates will assist parents in better understanding their child’s behavior and mental health issues.

PROCEDURE:

- A. Parent observation and information regarding their child’s behavior and mental wellness will be solicited through:
 1. Parent Information/Observation forms completed during screening or at the time of enrollment;
 2. Discussions during home visits and conferences.
- B. Teachers and family advocates will share information regarding their observation with parents during home visits and conferences with the ESE Specialist, and at any time the child displays atypical behavior.
- C. During parent contacts, staff will discuss and provide parents with literature, as well as specific techniques and/or recommendations on how to respond appropriately to their child’s behavior.
- D. Parents will receive information on how to strengthen nurturing and supportive environments and relationships to promote their child’s social-emotional development and wellness through training and printed materials.
- E. Teachers, family advocates and the ESE Specialist will help parents understand mental health issues through literature/printed materials, website links, individual consultations and group training.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.60,1302.61
Head Start Act 2007 Reference:	
Related to Board Policy:	Exceptional Student Education (ESE) County Plan
Policy Title:	Coordination and collaboration with the local agency responsible for implementing IDEA
Service Area:	Additional Services for Children with Disabilities
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The District develops, maintains and updates annually a Disability Services Plan which provides strategies for meeting the special needs of children with disabilities.

PROCEDURE

- A. Refer to Brevard Public Schools (BPS) Exceptional Student Education (ESE) County Plan Part I: General Policies and Procedures, Section B: Assurances.
 1. **Full Educational Opportunity Goal (FEOG)** The district assures provision of full educational opportunity to all children with disabilities, aged three through 21, using the kind and number of facilities, personnel, and services necessary to meet this goal. A Free Appropriate Public Education (FAPE) is available to all students with disabilities upon determination of need.
 2. **Information to be Provided at Initial Meeting of a Student's IEP Team** In accordance with s. 1003.57(1)(j), F.S., the district school board shall provide each parent with information regarding the amount that the school district receives from the state appropriation for each of the five exceptional student education support levels for a full-time student. The school district shall provide this information at the initial meeting of a student's Individual Educational Plan (IEP) team.
 3. **Ages of Students Served** See the County Plan.
 4. **Parental Input and Meetings** In accordance with section 1002.20 (21) (a), F.S., meetings with school district personnel, parents of public school students may be accompanied by another adult of their choice at any meeting with school district personnel. School district personnel may not object to the attendance of such adult or discourage or attempt to discourage, through any action, statement, or other means, the parents of students with disabilities from inviting another person of their choice to attend any meeting.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.60,1302.61
Head Start Act 2007 Reference:	
Related to Board Policy:	Exceptional Student Education (ESE) County Plan
Policy Title:	Full Participation in Program Services and Activities
Service Area:	Additional Services for Children with Disabilities
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

Head Start staff will actively recruit and enroll children with special needs/disabilities. Children with disabilities will receive services in the least restrictive possible environment. *(Refer to Brevard Public Schools Exceptional Education County Plan Part II, Section F: Eligibility Criteria for Prekindergarten Children with Disabilities)*

PROCEDURE

- A. Definition** - A prekindergarten child with a disability is a child who meets the following criteria.
- B. Eligibility Criteria** - In accordance with s. 1003.21, F.S., a child is eligible for prekindergarten programs for children with disabilities based upon meeting the eligibility criteria for one or more specific exceptionalities listed below and upon meeting the age requirements shown.
1. The child is below three years of age and meets the criteria for eligibility for any of the following educational programs:
 1. Deaf or hard of hearing
 2. Visually impaired
 3. Orthopedically impaired, other health impairment, or traumatic brain injury
 4. Intellectual disabilities
 5. Established conditions
 6. Developmentally delayed
 7. Dual-sensory impaired
 8. Autism Spectrum Disorder
 2. The child is age three through five years and meets the criteria for eligibility as a child with one or more of the following disabilities:
 1. Intellectual disabilities
 2. Speech and language impaired
 3. Deaf or hard of hearing
 4. Visually impaired
 5. Orthopedically impaired, other health impairment, or traumatic brain injury
 6. Emotional or behavioral disabilities

7. Specific learning disabilities
8. Homebound or hospitalized
9. Dual-sensory impaired
10. Autism Spectrum Disorder
11. Developmentally delayed

- C. Child Evaluation** - Evaluations are conducted in accordance with the requirements of rules for the eligibility areas listed in Sections 1 and 2 under *Eligibility Criteria*. Existing screening and evaluation information available from agencies that previously served the child and family shall be used, as appropriate, to meet evaluation criteria for the rules for the eligibility areas listed in Section 1 and 2.
- D. Instructional Program** - In regards to a child who is eligible for admission to public kindergarten in accordance with Section 1003.21, F.S., an eligible prekindergarten child with a disability may receive instruction for one additional school year in a prekindergarten classroom in accordance with the child's Individual Educational Plan (IEP) or Individualized Family Support Plan (IFSP). The parent or guardian must be informed in writing of the implications of an additional year in the prekindergarten classroom (i.e., the additional year is not considered a "retention," thus impacting the future consideration of a "good cause exemption"). If a parent disagrees with the IEP team recommendation for an additional year of instruction in a prekindergarten classroom, the team's recommendation may not be used to deny a child admission to kindergarten.
- E. Transition from Early Steps Part C Services to Part B Services**- The district's processes and procedures regarding the transition of eligible children from Early Steps to the Part B Program for Prekindergarten Children with Disabilities, including district procedures that ensure the district's participation in the transition conference and development of the IEP by the third birthday, are described below. The interagency agreement between Brevard County Public Schools (BPS) and Space Coast Early Steps (SCES) is designed to ensure a smooth and timely transition for children from Part C to Part B services. BPS provides an LEA Representative/Transition Staffing Specialist to attend all SCES transition conferences for children who are at least 29 months of age. The representatives from both agencies work with the parent to prepare a referral for consideration of eligibility and possible services through Brevard Public Schools for children by their third birthday. The BPS LEA Representative/Transition Staffing Specialist develops and sends a spread sheet for upcoming children to the Pre-K Staffing Specialists for management purposes. The referrals are sent to the appropriate Pre-K Assessment Teams for evaluation. As a part of the evaluation, BPS will be responsible for the BDI-2 as a shared data point when children exit SCES and enter BPS. (The Battelle Developmental Inventory 2 (BDI-2) exit testing is administered by SCES for children who do not enter BPS.) The Pre-K Assessment Teams send all the evaluation information to the Pre-k Staffing Specialists for staffing. The IEP must be completed by the child's third birthday.
- D. Least restrictive environment (LRE) and placement determinations** - To the maximum extent appropriate, students with disabilities, including those in public or private institutions or other facilities, are educated with students who are not disabled.

School Board of Brevard County Head Start Standard Operating Procedures	
Performance Standards (2016) Reference:	1302.60,1302.61
Head Start Act 2007 Reference:	
Related to Board Policy:	Exceptional Student Education (ESE) County Plan
Policy Title:	Initial Referral and Reevaluation
Service Area:	Additional Services for Children with Disabilities
Policy Council Approval Dates:	5/8/2013; 5/8/2013
Governing Body Approval Dates:	3/11/2014; 5/22/2018
Revision Dates:	11/07/2016

POLICY

The program will ensure children are referred for further evaluation as soon as the needs are evident based on screening and observation data. Children receive a developmental screening within forty-five (45) calendar days at the start of entering the program.

PROCEDURE

A. The initial referral for a child Age 3 (and 4-year old children who are not yet VPK-age eligible):

1. Referral packet goes to Pre-K Evaluation / Eligibility Teams. The following Pre-K Referral documents should be used:
 - a. Pre-K Student Demographics Sheet
 - b. Pre-K Checklist of Concerns
 - c. Pre-K Documentation of Interventions (only required for Head Start)
 - d. Consent for Formal Individual Evaluation
 - e. Referral for Formal Evaluation

NOTE: For the Age 3 Head Start Program, the referral process is initiated by the Head Start ESE Specialist and packet is sent to the Pre-K Evaluation / Eligibility Teams. For a speech only referral for Head Start - Age 3 housed in a BPS elementary school the referral is initiated by the Head Start ESE Specialist to be completed by school-based team including the speech language pathologist.

B. The initial referral for a child age 4 or 5 but not yet in kindergarten (i.e., VPK-age eligible):

1. Children may be referred through Child Find, BPS VPK Programs, or Head Start.
2. If coming from Child Find, referral packet goes to the Pre-K Evaluation / Eligibility Team(s).
3. If enrolled in a BPS program, referral packet goes to the Evaluation / Eligibility Team(s) at the child's school of enrollment.
4. If enrolled at a standalone Head Start site, referral packet goes to the Evaluation / Eligibility Team(s) at the child's neighborhood school.
5. If prior to December 1, the following Pre-K Referral documents should be used:
 - a. Pre-K Student Demographics Sheet
 - b. Pre-K Checklist of Concerns

- c. Pre-K Documentation of Interventions (only required for Head Start)
 - d. Consent for Formal Individual Evaluation
 - e. Referral for Formal Evaluation
6. Beginning December 1, the following Pre-K Referral documents should be used:
- a. Individual Problem Solving Team (IPST) forms
 - b. Consent for Formal Individual Evaluation
 - c. Referral for Formal Evaluation

NOTE: If evaluating prior to December 1, a comprehensive BDI-2 is required. This is also required for students who are completing an additional year of Pre-K.

Child Evaluation

- A. Evaluations are conducted in accordance with the requirements of rules for the eligibility areas listed in Sections 1 and 2 under Eligibility Criteria.
- B. Existing screening and evaluation information available from agencies that previously served the child and family shall be used, as appropriate, to meet evaluation criteria for the rules for the eligibility areas listed in Section 1 and 2.

Social History for PreK

A review of existing medical, psychological, and social information and other related data is required as part of an evaluation for the Developmental Delayed eligibility criteria. Either the PreK Social/Developmental History form (form PreK Social History) or BASC for the social information requirement to be completed by the parent could meet this requirement.

If eligibility for IND, ASD, or EBD are being considered, the Pre-K Social/Developmental History form (form PreK Social History) or BASC will be completed by a member of the Pre-K Evaluation Team.

Eligibility Criteria

In accordance with s. 1003.21, F.S., a child is eligible for prekindergarten programs for children with disabilities based upon meeting the eligibility criteria for one or more specific exceptionalities listed below and upon meeting the age requirements shown.

- A. The child is below three (3) years of age and meets the criteria for eligibility for any of the following educational programs:
 - 1. Deaf or hard of hearing
 - 2. Visually impaired
 - 3. Orthopedically impaired, other health impairment, or traumatic brain injury
 - 4. Intellectual disabilities
 - 5. Established conditions
 - 6. Developmentally delayed
 - 7. Dual-sensory impaired
 - 8. Autism Spectrum Disorder

- B. The child is age three (3) through five (5) and meets the criteria for eligibility as a child with one or more of the following disabilities:
1. Intellectual disabilities
 2. Speech and language impaired
 3. Deaf or hard of hearing
 4. Visually impaired
 5. Orthopedically impaired, other health impairment, or traumatic brain injury
 6. Emotional or behavioral disabilities
 7. Specific learning disabilities
 8. Homebound or hospitalized
 9. Dual-sensory impaired
 10. Autism Spectrum Disorder
 11. Developmentally delayed

Reevaluations:

Both currently enrolled and unenrolled children may be referred for a reevaluation. Students may be enrolled via a BPS full-day school program, itinerant services, drive-in therapies or Head Start. There may also be cases in which a parent has either withdrawn or never registered a child with BPS but the student qualifies for ESE services.

A. Currently Enrolled Students:

1. For students who are currently enrolled in a BPS program, the Referral Packet goes to the school-based team for evaluation and eligibility consideration. The following Pre-K Referral documents should be used:
 - a. 3-Year-Old Students through VPK-age eligible students prior to December 1:
 - I. Pre-K Student Demographics Sheet
 - II. Pre-K Checklist of Concerns
 - III. Pre-K Documentation of Interventions (only required for Head Start)
 - IV. Consent for Reevaluation
 - V. Referral for Formal Evaluation
 - b. For VPK-age eligible students, the following Pre-K Referral documents should be used beginning December 1:
 - I. Individual Problem Solving Team (IPST) forms
 - II. Consent for Reevaluation
 - III. Referral for Formal Evaluation

NOTE: For the Head Start Program, the referral packet is initiated by the Head Start ESE Specialist. For Head Start standalone sites, the referral packet goes to the Pre-K Evaluation / Eligibility team(s) for 3 year olds (e.g., not VPK-age eligible) and to the child's neighborhood school for 4 year olds (e.g., VPK-age eligible). If the child's services could potentially include an itinerant Pre-K ESE teacher based upon the evaluation, contact will be made to PreK ESE Services (school 1021) for an itinerant to be assigned to the IEP team.

B. Not Currently Enrolled Students:

1. For 3-year-old students (and 4 year olds who are not yet VPK-age eligible), the Referral Packet goes to the Pre-K team aligned to the child's neighborhood school for evaluation and eligibility consideration. The following Pre-K Referral documents should be used:
 - a. Pre-K Student Demographics Sheet
 - b. Pre-K Checklist of Concerns
 - c. Pre-K Documentation of Interventions (only required for Head Start)
 - d. Consent for Reevaluation
 - e. Referral for Formal Evaluation
2. For VPK-age eligible students, the Referral Packet goes to the team of the child's neighborhood school for evaluation and eligibility consideration. The following Pre-K Referral documents should be used:
 - a. If prior to December 1, the following Pre-K Referral documents should be used:
 - I. Pre-K Student Demographics Sheet
 - II. Pre-K Checklist of Concerns
 - III. Pre-K Documentation of Interventions (only required for Head Start)
 - IV. Consent for Reevaluation
 - V. Referral for Formal Evaluation
 - b. Beginning December 1, the following Pre-K Referral documents should be used:
 - I. Individual Problem Solving Team (IPST) forms
 - II. Consent for Reevaluation
 - III. Referral for Formal Evaluation

NOTE: If the child was previously enrolled and attended a BPS program, a representative from that school/program should be invited to the eligibility/IEP meeting to provide input. If the child's services could potentially include an itinerant Pre-K ESE teacher based upon the evaluation, contact PreK ESE Services (school 1021) for an itinerant to be assigned to the IEP team.