

Head Start Monthly Report December 2024

Conduct of Responsibilities –

Each Head Start agency shall ensure the sharing of accurate and regular information for use by the **Governing Body and Policy Council**, about program planning, policies, and Head Start agency operations, including:

- (A) Monthly financial statements, including credit card expenditures;
- (B) Monthly program information summaries
- (C) Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
- (D) Monthly reports of meals and snacks provided through programs of the Department of Agriculture;
- (E) The financial audit;
- (F) The annual self-assessment, including any findings related to such assessment;
- (G) The communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
- (H) Communication and guidance from the Secretary;

In accordance with the New Head Start performance Standards that went into effect on November 7, 2016:

1301.2 (b) Duties & Responsibilities of the Governing Body -

(1) The governing body is responsible for activities specified at section 642©(1)€ of the Head Start Act.

(2) The governing body must use ongoing monitoring results, data on school readiness goals, and other information described in 1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.

Please see Program Information Summary & attachments to this monthly report for monitoring reports.

November marks the end of our first quarter of service delivery in the program year. The education team reviewed school readiness data, ECERS, and CLASS data to make plans for the remaining part of the school year. School Readiness information is attached to this report. Throughout the month, administration was responding to child health and safety incidents with parents, staff, licensing, attorney, and the Office of Head Start. Multiple trainings were provided to staff to address the incidents, responses, and root cause issues.

The program completed the required annual lockdown drill.

The program did reach full staffing in November; however, 1 employee resigned and another employee transferred.

Director met with Congressman Jordan's Aide, Cam Warner advocating on behalf of Head Start. Director established and negotiated 3 year COPA contract for program, Met with Key to Recovery Home Visitor with MH Manager to discuss expectations for the intensive home based service mechanism. Licensing meeting with YWCA CCRR to prepare for upcoming changes in licensing was conducted with Early Childhood Services Director and Health & Safety Manager. Director and

district leadership met with Garman Miller and toured Middle School to discuss remodeling needs. Director provided follow up rationale requested by OHS for grant application.

District affiliated events Director participated in include: Board meetings, Custodial Meetings, Meetings w/ Superintendent, Meetings with Treasurer's office,

Community affiliated events Director participated in include: No Wrong Door, Administered COLT ECE presentation

External committees / meetings affiliated with Head Start – Weekly Directors meetings, OHSAI Executive Board, OHSAI Futures Group, OHSAI quarterly meeting, , DCY monthly meeting, Synergy session with Head Start state Collab Director

Internal committees / meetings – Policy Council meetings, Administrative meetings, staff concerns,

Trainings provided – Onboarding / Orientation – Aide, Onboarding for FA, New Temporary Suspension and Prohibition on Expulsion policy training with 5 or 7 teaching teams, Policy Council meeting etiquette training for parents

Coaching provided –

Training received – Pyramid Model with Dr. Kuhn, STG TTA w. Jenny Buehler – incidents

A. Monthly Financial Statements including credit card expenditures: \$56.86

11/18/24 \$56.86 Pizza Hut Policy Council

*Not Head Start Funds

B. Program Information Summary

Education –Conducted first Data Dialogue day with education staff. Reviewed school readiness goals with education staff through first data checkpoint.

Mental Health – 22 children have been seen by the Mental Health Consultant, 6 families were referred to IHBS

Health – see attached report

Disabilities – 9 current IEPS

Family Engagement – Conscious Parenting, DOGS – Firehouse visit

C. Enrollment / Attendance

November cumulative enrollment was reported at 120.

Enrollment by Program Option:

Half Day PY Head Start	24
Full Day School Year Ed Complex	77
Full Day School Year Rockford	16

Attendance by Program Option: Overall = 88.09

Half Day PY Head Start	85.41
Full Day School Year Ed Complex	88.51
Full Day School Year Rockford	93.78

D. CACFP report – CACFP claimed meals

Month Served	November 2024
Total Days Attendance	All sites – 13 days
Total Breakfast	1173
Total Lunches	1307
Total Snacks	1048
Total Meals	3528

E. Financial Audit –

F. Annual Self-Assessment

- Completed May 2024

G. Community Assessment

H. Communication and guidance from the Secretary – see attached

**Attachments to report: RAN Authorization letter, HSPPS Service Plans Subpart C
School Readiness
Health Report**

Respectfully submitted,

Amy Esser
Executive Director

HEAD START - 2024 GRANT

525-9924

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	2,158,505.00	-	2,158,505.00	1,772,305.10	386,199.90
CACFP Revenue	-	100,000.00	100,000.00	75,615.82	24,384.18
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
Total	2,158,505.00	100,000.00	2,258,505.00	1,847,920.92	410,584.08

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	976,269.00	-	976,269.00	981,796.36	(5,527.36)	-	(5,527.36)
Fringe Benefits	661,023.00	-	661,023.00	536,493.16	124,529.84	5,402.23	119,127.61
Programming	213,486.00	-	213,486.00	108,410.32	105,075.68	35,813.32	69,262.36
Supplies	234,912.00	58,687.00	293,599.00	181,648.18	111,950.82	54,148.12	57,802.70
Capital Outlay	-	-	-	-	-	-	-
Other Expenditures	5,270.00	-	5,270.00	6,025.80	(755.80)	-	(755.80)
PA22 subtotal	2,090,960.00	58,687.00	2,149,647.00	1,814,373.82	335,273.18	95,363.67	239,909.51

Training & Technical Services

Training & technical serv (job code 400)	419	32,835.00	-	32,835.00	18,966.20	13,868.80	5,374.00	8,494.80
Staff out of town travel	439	22,068.00	-	22,068.00	16,640.79	5,427.21	1,243.60	4,183.61
Subtotal Purch Service		54,903.00	-	54,903.00	35,606.99	19,296.01	6,617.60	12,678.41

Training & Tech Supplies

Subtotal Supplies		2,642.00	-	2,642.00	(1,733.28)	4,375.28	778.65	3,596.63
		2,642.00	-	2,642.00	(1,733.28)	4,375.28	778.65	3,596.63

T&TA -PA20

		57,545.00	-	57,545.00	33,873.71	23,671.29	7,396.25	16,275.04
--	--	-----------	---	-----------	-----------	-----------	----------	-----------

Return of Board Advance

		-	-	-	-	-	-	-
--	--	---	---	---	---	---	---	---

TOTALS

		2,148,505.00	58,687.00	2,207,192.00	1,848,247.53	358,944.47	102,759.92	256,184.55
--	--	--------------	-----------	--------------	--------------	------------	------------	------------

Federal Grant
Expenditures
1,772,631.71

326.61

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES								
(326.61)								



Chase credit card

message

Kara Ransbottom <kara.ransbottom@celinaschools.org>
o: Amy Esser <amy.esser@mercerheadstart.org>

Fri, Dec 6, 2024 at 1:08 P

Hi Amy. Only one transaction this month.

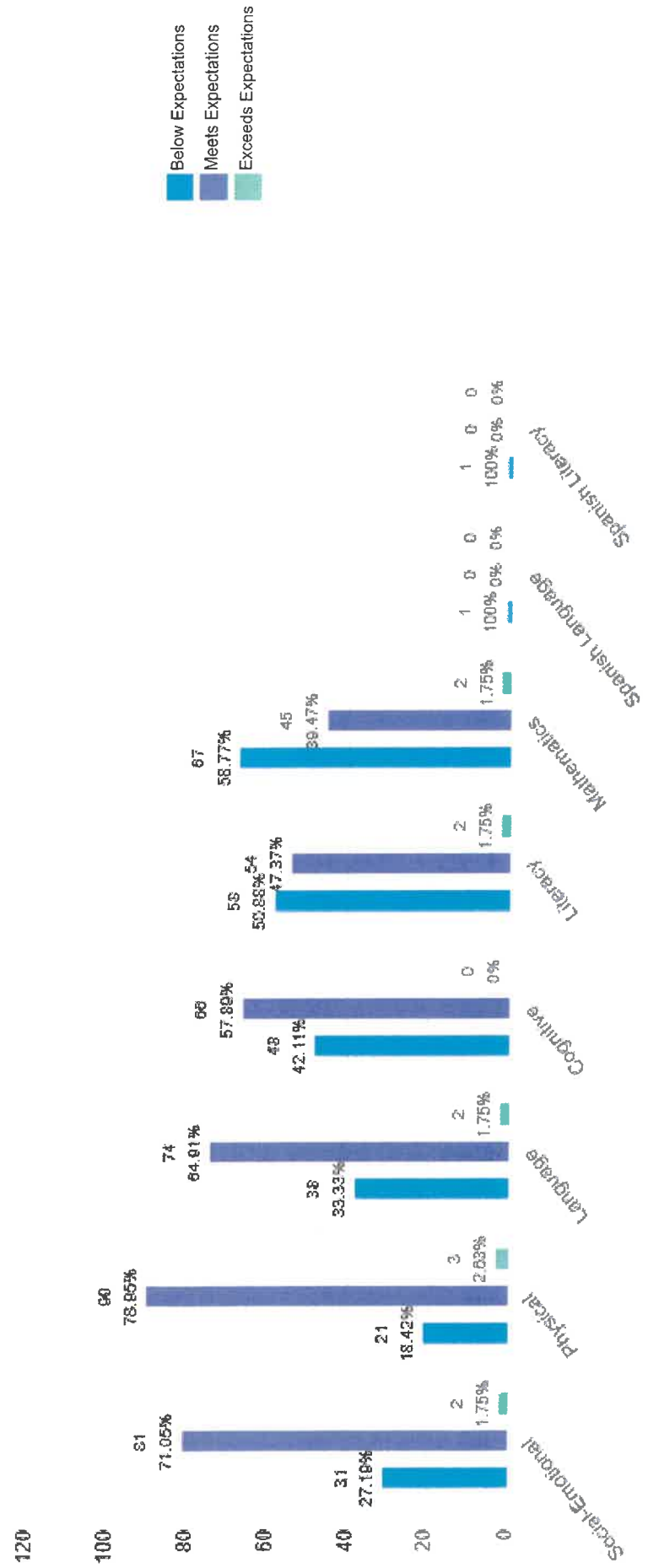
Total Miscellaneous Activity				\$80.00
AMY ESSER 5563-7580-0004-9768	CREDITS \$0.00	PURCHASES \$56.86	CASH ADV \$0.00	TOTAL ACTIVITY \$56.86
ACCOUNTING CODE:				
Travel Activity				
Post Date 11-16	Tran Date 11-14	Reference Number 52704874320083371661782	Transaction Description PIZZA HUT 12757 CELINA OH	Amount \$6.86
Total Travel Activity				\$56.86

Kara Ransbottom
AP/AR Specialist
Celina City Schools
419-586-8300 ext 1005

CATEGORY	RATE	HOURS	TOTAL	COMMENTS
PC BOARD	48.83	5	244.15	
AT-HOME ACTIVITIES				
AA	21	81.5	1711.5	
CC LAKE CW	21	2.25	47.25	
RF SSC TT	21	4.25	89.25	
TOTAL			1848	
PARENT VOLS COMM VOLS TOTAL				
DONATED GOODS			497.63	CALL FOOD PANTRY DONATION
UTILITIES			2142	
ECE			8154	
MHC			800	
TOTAL			11,593.63	
CCS SUPPORT				
SLP			5259.39	
IT			1163.73	
ASST TREASURER I			506.34	
ASST TREASURER II			373.09	
SUPT SEC			444.17	
CUSTODIAL			4949.54	
MAINTENANCE			1368.04	
TREASURER			657.37	
FRINGE			433.71	
BENEFITS			7769.67	
TOTAL			22904.66	
PG TOTAL			36,346.29	
YTD TOTAL			360,341.67	

- Mercer County Head Start

Fall 2024/2025 - Widely Held Expectations



Additional Filtering

Currently Enrolled ▼

Filter

View All

Mercer County Head Start ▼

All Sites ▼

All Classes ▼

Agency: All

Currently Enrolled= 118

406 - EPSDT status Report

	Up-To-Date	Not Up-To-Date
Anemia (HCT/HGB) (Mandated)	<u>71</u>	<u>47</u>
Blood Pressure (Mandated)	<u>92</u>	<u>26</u>
Dental	<u>82</u>	<u>36</u>
Growth (Mandated)	<u>104</u>	<u>14</u>
Hearing (Mandated)	<u>105</u>	<u>13</u>
Lead Screening (Mandated)	<u>85</u>	<u>33</u>
Physical (Mandated)	<u>114</u>	<u>4</u>
Vision (Mandated)	<u>103</u>	<u>15</u>

Up-to-Date / Not Up-to-Date on ALL Mandated Exams

Up-To-Date

[58](#)

Not Up-To-Date

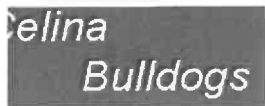
[60](#)

Notes:

1- Numbers do not include unborn children

2- For Currently Terminated children, Up To Date status is calculated based on Termination Date (instead of Today's date). These children are marked with a RED asterisk in sub-reports.

3- If Class End Date is prior to Today's date, Up To Date status is calculated based on Class End Date (instead of Today's date). These children are marked with two RED asterisks in sub-reports.



5CH011273 Celina City Schools: RAN Review Meeting

message

Garza, Margaret (ACF) (CTR) <Margaret.Garza@acf.hhs.gov>
to: Amy Esser <amy.esser@mercerheadstart.org>

Fri, Dec 6, 2024 at 12:05 PM

Hi Amy,

A RAN review has been authorized for your program to discuss the incident that occurred on 11/14/24 at the Captain's Crew classroom location .

Please be prepared to screenshare data, documents, and/or systems used regularly around the topics listed below. You may also want to bookmark the documents so you will have quick access during the data tour.

Staff management information, including:

- Staffing plans and policies
- Staff supervision policies and records
- Training and Technical Assistance plan and training records
- Standards of Conduct
- Systems for training, overseeing, monitoring, and improving child health and safety policies and practices

Additionally, if any of the following documents are available and have not been submitted previously, please provide them via HSES correspondence prior to the data tour.

- Witness statements
- Local or state licensing, CPS and/or law enforcement reports
- Disciplinary actions taken against staff involved
- Investigations

Please let me know some available times and days that you have available for me to have this interview/data tour.

Please also reach out to me with any questions. I look forward to speaking with you.

Thank you,

Margaret (Denise) Garza, Program Support Specialist

Guardians of Honor

Office of Head Start-Region V Administration for Children and Families

U.S. Department of Health and Human Services

77 West Jackson Boulevard Suite 2100

Chicago, IL. 60604

312-702-3545

Margaret.Garza@acf.hhs.gov

Mercer County Head Start Policies and Procedures

P/P Topic:	Developmental & Behavioral Screenings	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C. Education and Child Development program Services</i>	Last Reviewed Date:	10/12/2017
Section Title(s):	<i>Child Screening and Assessment</i>	Implementation Responsibility:	Education staff, Family Advocates
Related Performance Standard(s):	1302.33 (a)(1)(2)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>In collaboration with each child’s parent and with parental consent, a program must complete or obtain developmental screening to identify concerns regarding a child’s development, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program, or for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.</p> <p>A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child’s typical behavior.</p>
(B) Responsibility	Family Advocates, Teachers
(C) Procedure	<p>MCHS utilizes the ASQ – 3 and ASQ-SE. Both tools are research-based. Both tools utilize information garnered from the parent (parent-report) and secondly information from the teaching staff. During enrollment, Family Advocates provide parents with the ASQ-3 and ASQ-SE to complete. Both tools cover screenings for child development, behavioral, motor, language, social, cognitive, and emotional skills. These screening tools are designed to be age-appropriate and garner input from the parent. The ASQ and ASQ-SE MUST be completed at the enrollment appointment.</p> <p>Once a child is enrolled the primary teacher is responsible to complete the Brigance screening and DECA screening once the child has been in for 30 days and before the 45 day deadline. Information is reported in the COPA database and shared with parent / guardian at PTC / HV.</p>

	<p>All academic / developmental scores are monitored by the Data & Quality secretary with oversight provided by the Early Childhood Services Director. Scoring information as well as annotations by the child's primary teacher and parent are used to make determinations regarding the need for additional referrals for further assessments and or evaluations.</p> <p>All social emotional / developmental scores are monitored by the Data & Quality Secretary with oversight provided by the Mental Health Manager. Scoring information as well as annotations by the child's primary teacher and parent are used to make determinations regarding the need for additional referrals for further assessments and or evaluations.</p> <p>.</p>
--	--

Mercer County Head Start Policies and Procedures

P/P Topic:	Transitions	P/P #:	
Part:	Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C – Education and Child Development Program Services</i>	Last Reviewed Date:	11/11/21
Section Title(s):	<i>Teaching & Learning Environment</i>	Implementation Responsibility:	Education Staff
Related Performance Standard(s):	1302.31 (b)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	Teaching practices must emphasize nurturing and responsive practices, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities
(B) Responsibility	Education Staff
(C) Procedure	<p>Throughout the preschool service day children are expected to participate in and positively navigate through several transitions. Examples of transitions include: entering the center from self-transport or bussing, walking to the hall to classrooms, leaving classroom to utilize the lavatories, outdoor space, or indoor gross motor space. While this list provides a clear picture of transitions in the preschool day it is not encompassing.</p> <p>Transitions periods must be planned for in the same manner as other instructional parts of the day such as small group time, large group time, or meal times. Transitions are not down time. Children should not be waiting with no engagement by the education staff.</p> <p>Education staff approach transitions as an opportunity to teach self-regulation and problem-solving.</p> <p>When scheduling transitions into the daily routine, education staff should always have activities in mind to engage children in the event that children must wait.</p> <p>Transitions should be adequately staffed. Any potential opportunities for children who struggle with transitions should be thought out. Education staff are to plan for children who need additional assistance to be successful through transitions. These plans are to be communicated to all team members of the</p>

	<p>classroom (teachers, itinerants, family advocates, cafeteria staff, transportation staff, substitutes, and administration). These plans are to be clearly documented on the lesson plan for individualization.</p> <p>Children who require additional supports through transitions should have a goal established. For example, “Susie Sunshine will walk with her class to the bathroom with no assistance 3 out of 5 times this week”. Successes are to be celebrated and built upon to encourage children to continue to develop self-regulation skills.</p> <p>The Early Childhood Services Director periodically observes and monitors transitions in each classroom to ensure children are always supervised and education staff are providing engaging transitional activities that enrich children’s learning and skill development.</p>
--	---

Mercer County Head Start Policies and Procedures

P/P Topic:	Child Guidance and Discipline	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	12/12/24
Subpart:	I – Human Resources Management	Last Reviewed Date:	1/4/24
Section Title(s):	Personnel Policies	Implementation Responsibility:	Early Childhood Services Director
Related Performance Standard(s):	1302.90(c)	Monitoring Responsibility:	Executive Director

(A) Policy	<p>(c) Standards of Conduct.</p> <p>(1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program’s standards of conduct that:</p> <p>(i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children’s well-being and prevent and address challenging behavior;</p> <p>(ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children</p>
(B) Responsibility	All staff, volunteers, consultants, contractors
(C) Procedure	<p>Positive Social / Emotional Environment</p> <ul style="list-style-type: none"> • The environment is set up to maintain a developmentally appropriate space • Classroom traffic pattern minimizes wide open spaces to run, but provides ample space and boundaries for learning centers • Staff will ensure each child is within their sight and hearing at all times • A picture schedule is displayed at child’s eye level and is implemented consistently the majority of the time, providing a predictable, well-balanced schedule of large / small group and quiet / active activities • Children assist in creating classroom / bus / school rules <p>General Early Childhood Practices</p> <ul style="list-style-type: none"> • Staff and volunteers will build, nurture, and maintain positive relationships with children through communication, conversation at meals, showing interest in their work, etc. • Staff and volunteers will communicate with children at eye level as possible • Staff and volunteers will verbally interact with children

during routines and activities (staff are not to be on computers or telephones when children are present)

- Staff and volunteers will participate in children's play during center play
- Staff will provide a variety of materials in all learning centers to support child interests, preferences, and needs
- Staff will prepare all children for changes in the day or schedule
- Staff will provide warnings and expectations to encourage smooth transitions, ensuring wait time is held to a minimum
- Staff and volunteers will demonstrate active listening with all children, demonstrating empathy, acceptance, and sensitivity to children's feelings and needs
- Staff and volunteers will encourage independence and self-help skills in all children
- Staff will create a planned method of problem solving in the classroom

Positive Guidance Techniques

- Staff will speak to children with respect, using sentences and modeling positive behaviors at all times
- Staff will adapt the environment, routine, and activities to the needs of individual children
- Staff will maintain consistent reasonable expectations, including the classroom rules
- Staff and volunteers will use environmental and verbal cues what will happen next and allow time for transition, assisting individual children to transition as needed
- Staff and volunteers will model and teach social skills such as turn-taking, cooperation, waiting, treating others respectfully, and conflict resolution
- Staff and volunteers will model and teach emotional skills, such as identifying and recognizing feelings
- Staff will utilize the skills, supports, and strategies of the program-approved social emotional Curriculum (Conscious Discipline)
- Staff will recognize and respect each child's energy level, learning style, temperament, developmental ability, including stage of play and capacity
- Staff and volunteers will redirect children to appropriate activities that match the child's needs and preferences
- Staff will assist children in solving peer difficulties through problem solving
- Staff will be mindful of and seek out causes and patterns in behavior

Intervention

- Staff will assist children in finding replacement skills for inappropriate behaviors
- Staff will refer children to the agency-contracted Mental

Health Consultant for an individual observation.

- Staff will consult with the Early Childhood Services Director concerning the implementation of any individualized interventions

Unacceptable Guidance Practices

- There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to punching, pinching, shaking, spanking, or biting.
- No discipline shall be delegated to any other child.
- No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as a protective hug, so the child may regain control.
- No child shall be placed in a locked room or confined in any enclosed areas such as a closet, a box, or similar cubicle.
- No child shall be subjected to profane language, threats, and derogatory remarks about the child or the child's family or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- Techniques of discipline shall not humiliate, shame, or frighten a child.
- Discipline shall not include withholding food, rest, or toilet use.
- Separation when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.
- The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the program.

During each employee's orientation and updated annually, an employee will receive a review of the policy, sign a Child Guidance and Discipline acknowledgement form, receive a copy, and the original placed in the employee's file.

Any staff member who witnesses or participates in a violation of the Child Discipline and Guidance policy MUST report the incident to a member of the administrative team immediately (defined as within 1 hour of the incident or knowledge of the incident).

Employee Signature

date

Mercer County Head Start Policies and Procedures

P/P Topic:	Lesson Plan	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C. Education and Child Development program Services</i>	Last Reviewed Date:	10/15/2017
Section Title(s):	<i>Teaching and Learning Environment, Curricula</i>	Implementation Responsibility:	Education staff
Related Performance Standard(s):	1302.31(a)(b)(c)(d)€ 1302.32 (a)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>All programs must provide high-quality early education and child development services, including for children with disabilities that promote children’s cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interaction. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the <u>Head Start Early Learning Outcomes Framework: Birth to Five</u> and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum the elements contained in 1302.31 through 1302.34, and a home-based program must implement, at a minimum, the elements in 1302.33 and 1302.35</p> <p>(a). Teaching and learning environment</p> <p>(b). Effective Teaching Practices</p> <p>(c). Learning environment</p> <p>(d). Materials and space for learning</p> <p>(e). Promoting learning through approaches to rest, meals, routines, and physical activity.</p>
(B) Responsibility	Education staff

<p>© Procedure</p>	<ul style="list-style-type: none"> • Lesson plans are written based on observation of children and being responsive to children's individual needs. The plan will include experiences provided in the indoor and outdoor environments, child – initiated and adult – facilitated activities, and daily schedule. • Lesson plans will be written weekly based on a selected topic of project / study and include individualized activities for children based on observations, child interests, and individual needs. • Lesson plans are to be written in support of the overall project that may last at a minimum 4 weeks and up to 8 weeks or as long as the child(ren) maintain interest. Education staff may utilize the study starters provided by Teaching Strategies, Creative Curriculum to support project work. • The environment is as important as the content of the lesson plan. The environment should reflect the lesson plan goals and objectives as well as display the child's work. Please see Classroom Environment policy for more detail. • Lesson plans will be turned into the Early Childhood Services Director no later than 8 a.m. Monday morning prior to the week of implementation. • Lesson plan activities will include objectives / standards that promote school readiness goals. • Individualized activities, schedules, and experiences for children on Individualized Education Plan (IEP) will be incorporated into weekly lesson plans to support specific goals and objectives. • Individualization will occur weekly for every child. • Individualization activities are based upon but not limited to: IEP goals, data collection from TSGOLD individual child reports, classroom observations, and parental concerns. • Lesson plans will reflect skills and supports of Conscious Discipline throughout the daily schedule and physical supports throughout the entire classroom. • Teaching staff are to utilize the Conscious Discipline CD set, Shubert puppets and books as well all other Conscious Discipline Supports every day. • Teaching staff are to utilize I am Moving I am Learning activities, music, and literacy supports daily. • Teaching staff are to have at a minimum 2 cooking activities per month. • On a quarterly basis, a random sampling of lesson plans will be reviewed by the Early Childhood Services Director. • Early Childhood Services Manager will provide feedback to staff about content, intentionality, appropriateness, and
--------------------	--

	<p>completeness of lesson plans during on-site visits, after home visits, TSG, and COPA at a minimum on a quarterly basis.</p> <ul style="list-style-type: none"> • Children with disabilities will be encouraged to participate in all activities with modifications being made necessary. • Staff will receive training as needed to help them recognize developmental delays and develop plans for working with children with special needs. • If the IEP / physician / diagnostician report indicates a need for special equipment and / or supplies, the Early Childhood Services Director will notify the Executive Director and every effort will be made to accommodate the child. Training for staff and parent / guardian in specific techniques for use of equipment will be made available if needed / is available. • Classroom activities demonstrate a genuine respect for each child's family, culture, and lifestyle. • Activities will foster children's primary language while supporting continued development of the English language. • Parent / guardian of children and community volunteers who communicate in a language other than English will be encouraged to volunteer on a regular basis to assist staff in developing language skills to better serve English language learners. • With parental guidance, activities will be incorporated into lesson plans to build children's individual ethnic pride, i.e. stories about ethnic groups, family traditions, and cooking experiences with ethnic foods. • Activities will be incorporated into lesson plans to help a child focus on his /her own family composition. These activities also assist all children in learning about and respecting similarities and differences in families (Photos, drawings, stories, experience charts, graphs, tape recordings, etc) • Together with the parent / guardian, staff will identify learning opportunities in the home including how to adapt activities and household routines in response to children's interest, strengths, and needs. • Group times for children will be planned to include literacy activities, music and movement activities, recording ideas, writing experience stories, project work, and children sharing about their day. • Small group times for children will include a variety of intentionally planned activities that provide hands on learning opportunities that build on children's skill and interest. • Parent / guardian will be given the opportunity to have input into the center lesson plans through parent committee meetings, home visits, and parent teacher conference.
--	---

- Children will be involved in establishing classroom and playground rules which staff will routinely review and consistently enforce.
- Opportunities will be provided for children to express feelings, be listened to and given a response to their cues and other cues.
- Staff will encourage and foster children's responsibilities to the classroom environment (job helpers)
- Efforts will be made to communicate with children in their home language.
- Activities will be planned to correspond with the developmental levels of children.
- Staff will verbally support and guide children to do as much for themselves as possible recognizing cultural preferences. Staff will encourage children to try new tasks to enhance their self-help skills while promoting positive self-esteem and learning.
- Materials will be provided in an environment that encourages children to express feelings through role-play, puppets, drawing, writing, water play, and play-doh. Staff will use books, stories, puppets, and other experiences to reinforce positive social behaviors and expression of feelings.
- Learning environment, classroom atmosphere, and daily schedule will contribute to child's sense of independence, self-worth, self-control, sense of comfort, and expression of feelings.
- Emphasis will be placed on enriching and understanding the cultural heritage of children, families, and community through everyday learning experiences. Activities and use of materials such as books, pictures, music, clothing, currency, writing samples, use of home language and translation, and by encouraging parent / guardian to share information from their diverse backgrounds will support children in recognizing and appreciating similarities and differences in all people, particularly those around them.
- Transitions will happen with purpose and waiting time will be minimal.
- Teachers will be trained in the philosophy that active learning is the accepted and expected approach. Intentional planning and teaching will provide children with opportunities for learning through hands on experiences that promote experimentation, observation, exploration, and a natural sense of wonder.
 1. Within interest areas, materials for preschoolers will be provided to promote experimentation, inquiry, observation, play, and exploration.
 2. Science experiences will occur through activities within the study project with emphasis on exploring "what will happen next" approach. Making predictions, graphs,

	<p>and charts will be encouraged.</p> <ol style="list-style-type: none"> 3. Staff will plan experiences for children of all ages to learn the functions and properties of objects and to classify materials into groups. 4. Staff will have conversations with children to expand their language and learning. <ul style="list-style-type: none"> • Time and opportunities will be provided daily for children to be introduced to and use new and interesting vocabulary. • Engaging and appropriate activities will be provided through lesson planning, in areas of the classrooms, and through the daily schedule. Appropriate activities documented on lesson plans include charts, graphs, and photos. • Self-expression and creativity will be encouraged through a wide variety of materials such as art, drawing, and writing materials, music, props for gross motor skills as well as the use of one's own body. Positive and supportive conversation will be used. • Children will be encouraged to participate in activities that support and expand their vocabulary by means of role-playing, songs, games, stories, and poems. • Staff will reflect ideas back to children to give them broad exposure to words. • Developmentally appropriate literacy / writing materials are available through the classroom. Examples: books and printed materials such as menus, phone books, recipe books, word wall, letter lines, clipboards, pencils, markers, paper, poster board, tape, tablets, ruler, stencils, etc. • Being sensitive to each child's developmental level and interest, children will be encouraged to explore varied writing materials (pencils, paper, markers, chalk, stencils, inkpads, stamps, notebooks, rulers, hole punch, etc.) in order to promote pre-writing / pre-reading skills. • Language activities will be provided daily, such as reading to children, singing, conversing with children, children dictating to adults their comments and stories, writing and spelling children's names, graphs, charts, etc. • Computer programs will provide specific language and math activities and will be available throughout work time. • Classroom environment will include alphabet letters and environmental print, use of the child's name on art work, functional print, labeling of materials through the classroom using different modes of representation (pictures, words, tracings, and actual items). • Opportunities will be provided through the classroom that encourages numeracy awareness. Naturally occurring activities through the daily routines including but not limited to calendar, transitions, mealtimes, attendance will reinforce mathematic and other concepts. • Materials to stimulate the understanding of cause and
--	--

effect, numeracy, learning schemes, and spatial relationships will be provided in the center and home environment.

- All classrooms have adequate space for indoor / outdoor large muscle development including equipment, materials, and activities that promote, creeping, crawling, rolling sitting, walking, and trying new activities to develop gross motor skills.
- Lesson plans will reflect gross / motor activities for both indoor and outdoor times.
- Children will be encouraged to use their body through activities such as balancing, obstacle course, dance, and moving to music.
- All centers will provide developmentally appropriate equipment and materials for developing fine motor skills including but not limited to blocks, scissors, play-doh, puzzles, Legos, beads, lacing, writing utensils and other toys and table top games. These materials will increase in complexity for use by children at different developmental levels.
- Staff will provide support in helping children select materials that will enhance their fine motor skills and provide guidance through conversation, modeling and redirection.
- Building and classroom accommodations will be made as necessary where possible to meet the needs of individual children with disabilities / developmental delays.
- Materials and equipment will be provided to enable children with disabilities / developmental delays to participate in classroom activities.
- Staff will provide daily opportunities through materials and activities that encourage sensory and motor experiences both indoors and outdoors.
- Staff will physically interact and engage children through the offering and changing of materials to stimulate all senses and enhance natural curiosity and wonder.
- Physical environment will include sensory and motor materials that encourage opportunities for choices, observations, exploration, curiosity and success.
- Staff will support children in their use of appropriate materials that serve to challenge the learning process.
- Children's successes will be recognized verbally and with positive physical contact.
- Staff will plan and implement individual activities, which promote success taking into account different rates of development.
- Emerging skills in the areas of literacy, numeracy, reasoning, problem solving, choice, and decision making will be supported throughout the day by providing

	<p>materials, activities, stimulating environment and adult interaction based on the developmental level of each child.</p> <ul style="list-style-type: none"> • All parts of the daily schedule will be considered learning opportunities for children in preparation for learning and school readiness. • Staff will provide open-ended activities and materials that promote through-provoking questions and enhance children's problem solving skills. • Staff will model and guide children in proper hand washing, face washing, and tooth brushing techniques, using the agency selected physical approach to promote physical well-being. • Staff will support the experiences of children as they relate to family style dining, good food choices, cooking activities, and nutrition by the use of books, charts, graphs, puzzles, puppets, field trips, cooking activities, and other age appropriate resources. • Curriculum supports large and small group activities that focus on cooperative play, expression of feelings and working in groups. • Through individual and group activities, adults encourage children's self-awareness by using photos, drawings, and recordings of children and families. • Through pictures, activities, field trips, and program functions, children will be provided with opportunities to learn about themselves as a member of the group and the community. • Screen time is limited to HATCH tablets for literacy, pre-approved math activities on tablet devices, and pre-approved apps on the BENQ (i.e. calendar activities, timers, music selections appropriate for preschool children and developmental capabilities). • Movies, character-based features, or other forms of media are not permitted without prior approval. Prior approval MUST demonstrate a need for media aligned with the curriculum.
--	--

Head Start Program Performance Standard Reference 1302 Program Operations	Head Start Act	Performance Standard	Action Plan	Policy / Procedure	Responsibility	Form
<p>1302.1 – Overview</p>	<p>641A - 1) CONTENT OF STANDARDS- The Secretary shall modify, as necessary, program performance standards by regulation applicable to Head Start agencies and programs under this subchapter, 645 - The Secretary shall by regulation prescribe eligibility for the participation of persons in Head Start programs assisted under this subchapter 648 - Staff Qualifications and Development</p>	<p>This part implements these statutory requirements in Sections 641A, 645, 645A, and 648A of the Act by describing all of the program performance standards that are required to operate Head Start, Early Head Start, American Indian and Alaska Native and Migrant or Seasonal Head Start programs. The part covers the full range of operations from enrolling eligible children and providing program services to those children and their families, to managing programs to ensure staff are qualified and supported to effectively provide services. This part also focuses on using data through ongoing program improvement to ensure high-quality service. As required in the Act, these provisions do not narrow the scope or quality of services covered in</p>				

		previous regulations. Instead, these regulations raise the quality standard to reflect science and best practices, and streamline and simplify requirements so programs can better understand what is required for quality services.				
Subpart C – Education and Child Development Program Services			.			
1302.30 Purpose		All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later such in school. A center-based or family child care program must embed responsive and effective teacher-child interactions. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment	MCHS provides high quality early childhood education services. MCHS provides these services to children with disabilities, ensuring that at a minimum 10% of the total enrollment is identified as having a disability. MCHS ensures that responsive and effective child-teacher interactions by completing 2 CLASS observations throughout the program year. MCHS implements the <i>Creative Curriculum</i> , ASQ-3 & ASQ-SE2, Brigance, and DECA for screening, and Teaching	Enrollment Education Monitoring Tool	Executive Director Early Childhood Services Director	 CLASS Observation score sheet
				Curriculum Implementation Developmental Screenings & Behavioral Screenings Child Assessment	Early Childhood Services Director	ASQ – 3 ASQ-SE2 Brigance DECA

		procedures that support individualization and growth in the areas of development described in the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> and support family engagement in children's learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social, and emotional functioning, approaches to learning science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum the elements contain in 1302.31 through 1302.34, and a home-based program must implement at a minimum, the elements in 1302.33 and 1302.35	Strategies GOLD as the assessment tool. <i>Creative Curriculum</i> and TS GOLD are aligned with the HSELOF. Individualization for children occurs at a minimum one time per week. Lesson plan format includes opportunities for daily experiences in language, literacy, mathematics, social, and emotional, approaches to learning, sciences, physical skills, & creative arts.	Curriculum Alignment Lesson Plan	Early Childhood Services Director Education Staff	TSGOLD reports Alignment Tool Lesson plan
1302.31 Teaching and Learning Environment						

		<p>(a). Teaching and the learning environment. A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u>, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through € of this section.</p>	<p>MCHS utilizes the <i>Creative Curriculum</i>.</p> <p><i>Creative Curriculum</i> is aligned with HSELOF.</p> <p>MCHS implements a system of monitoring that evaluates all components of responsive caregiving, effective teaching, and organized learning environments that is linked to individual professional development.</p>	Curriculum alignment	Early Childhood Services Director	HSELOF Alignment with <i>Creative Curriculum</i>
		<p>b) Effective teaching practices. (1) Teaching practices must:</p> <p>(i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security, are communication and language rich, promote critical thinking</p>	<p>Teaching staff will : demonstrate and / or produce a nurturing and responsive environment continuous and positive interactions with each individual in the classroom, an environment that expands and enriches children's</p>	Lesson plan	Teaching Staff	Lesson plans Observations CLASS
				Education Monitoring Tool		

		and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities.	language development, this includes but is not limited to language reflective of the children enrolled in the classroom, children's written language, alphabet and numbers, every interest area is to be labeled with the word and photo of the item, print language supporting the objectives of the lesson plan, and children's names, teacher's voices should model a calm tone and support problem-solving through verbal communication, teaching staff will consistently support concept development, quality of feedback by scaffolding and creative enrichment of problem solving situations and activities.			
	(ii)Focus on promoting growth in the developmental progressions described in the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> by aligning with and using the Framework and the curricula as described in 1302.32 to direct planning of organized activities, schedules, lesson plans, and	MCHS has aligned the <i>Creative Curriculum</i> with the HSELOF. Teaching staff utilize the <i>Creative Curriculum</i> and HSELOF to develop and implement lesson plans. Teaching staff are guided to utilize the NCQTL suites as supportive training on how to create high-quality early	Curriculum Alignment Lesson Plan	Early Childhood Services Director Teaching Staff	Alignment tool Lesson Plan	

		the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning;	childhood education environments.		
	(iii) Integrate child assessment data in individual and group planning; and,	MCHS utilizes TSGOLD reports to support intentional lesson planning for individuals and groups within the classroom. Teaching staff run reports on children assigned to the classroom on a regular and routine basis. Periodically throughout the year, teaching staff will be provided TSGold reports along with other data reports to support short – term and long-term lesson planning to reach established goals.	Lesson Plan Data Dialogue	Teaching Staff Early Childhood Services Director	Lesson Plan TSGOLD reports Data Dialogue
	(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the <u>Head</u>	Educational lesson plans will include daily experiences for: language, literacy, social & emotional development, math, science, social studies, creative arts, and physical development. A minimum of 20 minutes of structured	Lesson Plan	Teaching staff	Lesson Plan

		<u>Start Early Learning Outcomes Framework: Ages Birth to Five.</u>	physical gross motor activity will be implemented daily.			
		(2)For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:	During enrollment, family advocates ask parent / guardian what is the child's home language and what language they speak predominantly in the home.	Services to DLL	Family Advocate	COPA Application / enrollment
		(i)For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;				
		(ii)For Preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,	Teaching staff will work with the child's parent / guardian on supplying the classroom with written language in the child's predominant language. If an interpreter is available, teaching staff will work with the interpreter to spend time in the classroom. Teaching staff will participate in professional development opportunities to enrich their	Interpreter Services		

			understanding of DLLs in the classroom and family dynamics.		
	(iii) If staff does not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language /s who could be trained to work in the classroom to support children's continued development of the home language.	Teaching staff will ensure that the child's home language is available through postings, labels, and other reading materials. In addition, culturally significant materials will be available throughout all the interest areas. Staff will work diligently to identify possible volunteers in the community to help interpret in the classroom.	Daily Routine Interpretive Services Volunteer	Teaching Staff	CLASS ECERS
	(c) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play exploration, and experimentation among a	MCIS ensures that classroom space both indoor and outdoor is in compliance with ODE licensing guidance. Education staff ensures that all classrooms have required interest areas identified and labeled, as well as stocked with educational and interesting items that encourage children's natural curiosity and	Lesson Plan Daily Routine	Teaching Staff	CLASS ECERS

		variety of learning, sensory, and motor experiences and:	exploration. Lesson plans are written to balance both teacher driven and child focused activities. Activities are to incorporate times of individual, small group, and large group times as well as times for quiet activities and more active activities. Lesson plans are written to incorporate standards and objectives supportive of school readiness skills for all children.			
		(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,				
		(2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.	Teaching staff follow the guidance provided by Creative Curriculum when developing the classroom daily routine that clearly articulates the balance of child-directed & teacher-directed expectations in classrooms. The classroom environment is designed to provide activities that	Daily Routine Lesson Plan	Teaching Staff	ECERS CLASS

			children can do alone, with small groups, and with large groups. The classroom environment is to have spaces where children may work quietly and other spaces where children can work noisily. Teaching staff can utilize pages 48-61 of Creative Curriculum for guidance.			
(d)Materials and space for learning. To support implementation of the curriculum and the requirements described in paragraphs (a), (b), (c), and (e) of this section a program must provide age-appropriate equipment, materials, supplies, and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials, and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning.		MCHS ensures that all learning spaces will be accommodating for children with disabilities. Teaching staff are to change materials on a regular routine basis to reflect the interests of the children and lesson plan objectives. Classroom learning environments shall reflect the study identified on the lesson plan. This includes all areas of the classroom. Teaching staff are to ensure that reading materials reflect the study topic throughout the learning environment. Teaching staff must ensure that the environment has tools and materials that reflect children and families of all abilities.	Lesson Plan	Teaching Staff	ECERS CLASS Walk Through Observations Mental Health Observations	

		(e) Promoting learning through approaches to rest, meals, routines, and physical activity.				
		(1). A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and that for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.	Classrooms that provide instruction for a minimum of 6 hours will have cots available for each child enrolled to nap. Nap time / rest time will be designated as a part of the daily routine. Children who do not want or need to nap will be provided instructional materials / time with teaching staff. Teaching staff will utilize this time to work on individual goals with children. ODE licensing regulations will be maintained at all times.	Daily Routine Lesson Plan Active Supervision Individualization Rest / Nap time	Teaching Staff	ODE Licensing Lesson Plan Daily Routine
		(2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-	MCHS provides breakfast and lunch for the am session, lunch and a snack for the pm session, and breakfast, lunch, and snack for programs over 6 hours. MCHS does not implement an infant toddler program. MCHS utilizes family style dining with meal times. Children are encouraged to participate in	Daily Routine Family-style Dining Child Guidance & Discipline Policy CACFP guidance	Teaching Staff Cafeteria Staff HCSM	Daily Routine CACFP observation

		<p>child interactions and foster communications and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not to use food as a reward or punishment, and not force children to finish their food.</p>	<p>all aspects of meal service including cleaning tables, setting tables, serving themselves food. Teaching staff are to support this process by modeling appropriate table manners and conversations. Children are encouraged to serve themselves all components of the meal provided but are not forced to eat all components.</p> <p>MCHS follows are required guidelines of the CACFP grant which includes mandatory timelines for when food may be served.</p> <p>MCHS discipline policy specifically indicates that food is not to be used as a reward or punishment.</p>			
		<p>(3) A program must approach routines, such as handwashing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.</p>	<p>Teaching staff are to ensure that handwashing and transitions are identified on daily routines and lesson plans.</p> <p>Appropriate handwashing techniques are to be taught to each individual child upon entry into the classroom. Educational staff will assist children with handwashing as needed.</p>	Handwashing Transition Lesson Plan	Teaching Staff	Lesson Plan

			Transitions will be intentional and purposeful throughout the day. Teaching staff will ensure transitional strategies are listed on lesson plans. Teaching staff will utilize an arsenal of resources including <i>Mighty Minutes</i> through <i>Teaching Strategies</i> to support transitions in and out of the classroom. Handwashing posters shall be posted in all environments where students and adults may wash hands. Teaching staff shall keep transitional activities posted in areas where transitions happen or on their person in their teacher "aprons".			
		(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as a reward or punishment.	Teaching staff will ensure that at a minimum 20 minutes of each daily schedule is dedicated to physical activity. Teaching staff are to utilize <i>I am Moving I am Learning</i> techniques. Teaching staff are to ensure that physical activity is implemented regardless of indoor or outdoor environment. MCHS Staff is not to utilize physical activity as a reward or a punishment.	Lesson Plan Daily Routine	Teaching Staff	Lesson Plan Daily Routine

1302.32 Curricula						
		(a) Curricula (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:	MCHS implements <i>Creative Curriculum</i> , which is research-based.		Teaching Staff	Creative Curriculum
		(i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;				
		(ii) Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,	MCHS has created an alignment tool between <i>Creative Curriculum</i> and HSELOF and ODE Standards.	Curriculum Alignment	Early Childhood Services Director	Alignment Tool
		(iii). Have an organized developmental scope and sequence that include plans	<i>Creative Curriculum</i> along with its assessment tool,	Child Assessment	Education Staff	TS Gold

		and materials for learning experiences based on developmental progressions and how children learn.	TSGOLD is based on developmental progressions.			
		(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.	MCCHS has an educational monitoring tool that ensures that teachers receive regular monitoring through observations, feedback, and professional development. Throughout the program year, education staff will receive 2 CLASS observations, 2 classroom mental health observations, 2 classroom observations completed by the Early Childhood Services Director. To support the fidelity of the use of <i>Creative Curriculum</i> & <i>TSGOLD</i> , each teacher must complete and pass the inter-rater reliability annually.	Education Monitoring Tool	Early Childhood Services Director	Education Monitoring Tool
		(b) Adaptation. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) of this section to better meet the needs of one or more specific populations must use an external early childhood education curriculum or	MCCHS has no adaptations to the curriculum.			

		content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in 1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations.				
1302.33 Child Screenings and assessments		(a) Screening				
	(1) In collaboration with each child's parent and with parental consent, a program must complete or obtain developmental screening to identify concerns regarding a child's development, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program, or for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or	During enrollment, Family Advocates provide parents with the ASQ-3 and ASQ-SE to complete. Both tools cover screenings for child development, behavioral, motor, language, social, cognitive, and emotional skills. These screening tools are designed to be age-appropriate and garner input from the parent. If a parent fails to provide a completed ASQ – 3 and ASQ-SE within the first 30 days of the child's enrollment, the child's primary teacher will be	Developmental Screening & Behavioral Screening	Family Advocates Teaching Staff D & Q Secretary	ASQ-3 ASQ-SE Brigrance DECA	

		obtain a current developmental screening within 30 calendar days of when the child first attends the program.	<p>responsible to complete both the ASQ-3 and ASQ-SE by the 45 day deadline.</p> <p>Teaching staff also complete the Brigance and DECA screenings once the child is enrolled in the program for 30 days. These screening tools MUST be completed before the 45- day deadline.</p> <p>Utilizing multiple screening tools with both parent and teacher input provides a complete developmental picture of the child's abilities and affords more meaningful referrals and assessment data.</p> <p>The D & Q Secretary enters data into the COPA database.</p>			
		(2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.	<p>MCHS utilizes the ASQ – 3 and ASQ-SE. Both tools are research-based. Both tools utilize information garnered from the parent (parent-report) and secondly information from the teaching staff.</p> <p>MCHS utilizes Brigance & DECA as screening tools.</p>	Developmental Screening & Behavioral Screening	Family Advocates Teaching Staff	ASQ-3 ASQ-SE Brigance DECA

			Both are research and or evidence-based.			
		<p>(3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with parent's consent, promptly and appropriately address any needs identified through:</p> <p>i.(i). Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,</p> <p>(ii). Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.</p>	<p>Once screening information is completed and received, if there are any children who score in the suspected or concern area on either tool, the Early Childhood Services Director will have further discussions with the child's primary teacher to discuss observations. In the event that a mental health consultant had observed the child during the 45 day screening period and found that the child may need further evaluation, the mental health consultant is to communicate that information immediately to the Early Childhood Services Director. The Early Childhood Services Director will communicate findings with the parent.</p> <p>Parental consent will be obtained to refer the child to the local ESC / LEA for further evaluation.</p> <p>MCHS staff will support the families as they navigate the IDEA system.</p>	<p>Developmental Screening Behavioral Screening Referral for ETR</p>	<p>Teaching Staff Early Childhood Services Director Mental Health Consultant</p>	<p>ASQ-3 ASQ-SE Brigance DECA MH Observation</p>

		<p>(4) If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part.</p>	<p>MCHS will participate in meetings, per parental request throughout the ETR process. If it is in the best interest of the child, MCHS will advocate that the child remain in the Head Start program with supportive services provided by the local LEA.</p> <p>MCHS will incorporate all aspects of the IEP into the child's services provided by the program.</p> <p>MCHS teaching staff will partner with LEA staff to ensure that the child is receiving required services of IEP.</p>	<p>Collaborative Services with ESC</p>	<p>Early Childhood Services Director Teaching Staff Family Advocate Itinerant</p>	<p>Lesson Plan Individualized Education Plan County IAG</p>
		<p>(5). If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:</p> <p>(i). Seek guidance from a mental health or child developmental professional to</p>	<p>In the event that a child referred for an ETR, is deemed by the local ESC / LEA to not qualify for services, but the teacher or parent feels that there is a significant concern about the child's development, MCHS will request a copy of the child's ETR assessment, with parental permission, to review with the parent and the mental health consultant.</p>			

		<p>determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and,</p> <p>(ii) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.</p>	<p>MCHS will provide families with additional resources within and outside the community to possibly obtain additional assessment and resources to meet the needs of the child.</p> <p>MCHS will provide services to any child who is deemed eligible for services within the means of the program.</p> <p>MCHS staff will assist families in navigating the financial and insurance systems needed to support possible additional resources and services to families.</p>			
	<p>(a) Promulgation of rules and regulations</p> <p>No otherwise qualified individual with a disability in the United States, as defined in <u>section 705 (20)</u> of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the</p>	<p>A. Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not</p>		<p>Suspected Developmental Delay</p>	<p>Teaching Staff Family Advocate Early Childhood Services Director Mental Health Consultant Mental Health Manager</p>	<p>Referral Release of Information Case Conference</p>

	benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Development Disabilities Act of 1978. Copies of any proposed regulations shall be submitted to appropriate	excluded from the program on the basis of disability.				
--	--	---	--	--	--	--

	<p>authorizing committees of the Congress, and such regulation may take effect no earlier than the thirtieth day after the date of which such regulation is so submitted to such committees.</p> <p>(b) "Program or activity" defined For the purposes of this section, the term "program or activity" means all of the operations of --</p> <p>(1)(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or</p> <p>(B) the entity of such State or local government that distributes such assistance</p>					
--	---	--	--	--	--	--

	and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;				
	(2)(A) a college, university, or other postsecondary institution, or a public system of higher education; or				
	(B) a local educational agency (as defined in section 8801 of Title 20), system of vocational education, or other school system;				
	(3)(A) an entire corporation, partnership, or other private organization, or				

	<p>an entire sole proprietorship --</p> <p>(i) if assistance is extended to such corporation, partnership, private organization, or sole proprietorship as a whole; or</p> <p>(ii) which is principally engaged in the business of providing education, health care, housing, social services, or parks and recreation; or</p> <p>(B) the entire plant or other comparable, geographically separate facility to which Federal financial assistance is extended, in the case of any other corporation, partnership, private</p>					
--	--	--	--	--	--	--

	organization, or sole proprietorship; or (4) any other entity which is established by two or more of the entities described in paragraph (1), (2) or (3); any part of which is extended Federal financial assistance.					
	(c) Significant structural alterations by small providers Small providers are not required by subsection (a) to make significant structural alterations to their existing facilities for the purpose of assuring program accessibility, if alternative means of providing the services is available. The terms used in this					

	<p>subsection shall be construed with reference to the regulations existing on March 22, 1988.</p> <p>(d) Standards used in determining violation of section</p> <p>The standards used to determine whether this section has been violated in a complaint alleging employment discrimination under this section shall be the standards applied under title I of the Americans with Disabilities Act of 1990 (42 U.S.C. 12111 et seq.) and the provisions of sections 501 through 504, and 510, of the Americans with</p>					
--	---	--	--	--	--	--

	Disabilities Act of 1990 (42 U.S.C. 12201-12204 and 12210), as such sections related to employment.					
	B. A program may use program funds for such services and supports when no other sources of funding are available.	In the event that families have no personal access to financial and insurance resources needed to receive services for children, MCHS will support the family obtaining community resources. As a last resort, MCHS may be the payor of last resort if funding is available.	Payor of Last Resort	Early Childhood Services Director MH Manager Executive Director	Payor of Last Resort	
	(b). Assessment for individualization					
	(1). A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the <u>Head Start Early Learning Outcomes Framework: Ages</u>	MCHS utilizes Teaching Strategies GOLD as the assessment mechanism. TSGOLD is aligned with Creative Curriculum and the Head Start Early Learning Outcomes Framework. Teaching staff utilize observations, portfolios (examples of children's work), observations conducted by	Child Assessment	Teaching Staff	GOLD Lesson Plan Assessment Documentation System	

		<u>Birth to Five.</u> Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.	other professionals and parents to assess children. Information is entered into the TSGOLD software system on a regular and routine basis. Education staff is to enter at a minimum of 4 observations per child per week.			
		(2). A program must regularly use information from paragraph (b) (1) of this section along with informal teacher observations and additional information from family and staff, as relevant to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teacher practices in center-based and family child care settings, and improve home visit strategies in home-based models.	GOLD reports are utilized on a weekly basis to support teaching staff in developing classroom and individual lesson plan and activities to ensure the trajectory of growth for each child is maintained following a scope & sequence as outlined in the HS ELOF and chosen curricula. Management staff runs program-wide and classroom reports to support program improvements periodically throughout the year.	Child Assessment Data Dialogue	Teaching Staff Early Childhood Services Director	GOAL Reports Assessment Portfolios Assessment Documentation System Classroom Implementation Plans
		(3). If warranted from the information gathered from paragraphs (b)(1)(2) of this section and with direct guidance from a mental health	MCHS utilizes information from TSGOLD system along with other information (observations and reports) from other professionals and	Referral for ETR	Teaching Staff Early Childhood Services Director	Referral for ETR

		or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.	parents to support the decision to or not to make referral to LEA for formal evaluation.		MH Manager	
		(c). Characteristics of screenings and assessments.				
		(1). Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.	ASQ – 3, ASQ-SE, Brigance, & DECA as well as TSGOLD are research-based tools. Staff members who utilize tool and conduct scoring assessments are trained for that purpose. All tools lack cultural bias.		Teaching Staff Early Childhood Services Director	ASQ-3 ASQ-SE Brigance DECA
		(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to: (i) Assess skills in language skills in English and in the child's home language. To assess both the child's progress in the home	MCHS puts forth due diligence to hire staff or contract staff who are fluent in the primary languages of children enrolled in the program. According to MCHS most recent Community Needs Assessment, the second	Services to DLL	Early Childhood Services Director FESM	Contracts Job Descriptions

		language and in the English language acquisition: (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and, (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's response, interactions, and communications.	most prevalent language in the area is Marshallese. MCHS collaborates with Celina City Schools to locate qualified bilingual staff, contractors and consultants. MCHS contracts with Propio for interpreter and translation services.		
	(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with qualified staff person to conduct screenings and assessments as described in paragraphs ©(2)(i) through (iii) of this section.	In the event Children are identified as DLL or ESOL through enrollment, the Family Advocate will work to locate an interpreter who is able to support the screening and assessing of children in their home language. If applicable, identified children will receive screening and assessment in BOTH their home language and English.	Services to DLL	Family Advocate	Contracts

			ASQ-3, ASQ-SE, Brigance, DECA, & TSGOLD promotes anti-bias screening & assessment. When contracting with an interpreter, it is preference that the interpreter is of the child's culture and racial and ethnic identity.		Teaching Staff Early Childhood Services Director	ASQ-3 ASQ-SE Brigance DECA
		(4). If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.	In the event that no interpreter is available to complete screening and assessment in a child's home language, teaching staff can conduct the screening and assessment in English. Teachers do not rely solely on verbal feedback provided by the child. Teachers are to utilize observations conducted in the classroom as well as any information provided by the parents or other individuals who are trained in child observations.	Services to DLL		
		(d) Prohibitions on use of screening and assessment data. The use of screening and assessment items and	Screening and assessment data are used to determine what individual and group activities are warranted to		Teaching Staff Early Childhood	

		data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purpose of ranking, comparing, or otherwise evaluating individual children for purpose other than research, training, or technical assistance, and is prohibited for the purpose of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.	ensure that each child remain on a developmental progression unique to each individual child. Additionally, screening & assessment data are utilized to determine if a child may need further evaluation. MCHS does not rank children. MCHS does not use screening or assessment data to determine eligibility or enrollment.		Services Director	
1302.34 Parent and Family engagement in education and child development services						
		(a) Purpose. Center-based and family childcare programs must structure education and child development services to recognize parent's role as children's lifelong educators, and to encourage parents to	MCHS supports the idea that parents are a child's first and primary teacher. This idea is supported through our mission statement as well as our Family Engagement plan.			

		engage in their child's education.				
		(b)Engaging parents and family members. A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure: (1). The program's settings are open to parents during all program hours; (2). Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior; (3). Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff parents of the child's education and developmental progress and activities in the program; (4). Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program; (5). Parents and family members have opportunities	MCHS encourages parent involvement in every aspect of the program. MCHS maintains an open door policy for parents and encourages them to be a regular volunteer. In the event of a natural disaster or state of emergency it is the grantee's discretion on to suspend open door policies. Teaching staff regularly communicate with parents through newsletter, email, phone calls, and conferences. Teaching staff have scheduled parent teacher conference 2 times a year. These typically occur between October and January 1, and April thru May each year annually. During PT conferences & HVs staff are addressing the child's developmental progression and seeking input from	Volunteer Parent Teacher conference / Home Visits Family Engagement Services Plan	Teaching Staff Family Advocates	Volunteer Packet PTC / HV report COPA Case notes COPA Parent Handbook

		<p>to volunteer in the class and during group activities;</p> <p>(6). Teachers inform parents, about the purposes of and the results from screening and assessments and discuss their child's progress;</p> <p>(7). Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family including one before the program year begins, if feasible, to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff; and,</p> <p>(8). Teachers that serve migrant or seasonal families make every effort to conduct home visits to engage the family in the child's learning and development.</p> <p>(9) The program utilizes accessible communication methods and modalities that meet the needs of the community when engaging</p>	<p>parents about their child's development in the home. All parents are members of the parent committee and are encouraged to share ideas about the curricula and educational activities that are suitable for the program.</p> <p>MCHS has ample opportunity for parents and family members to volunteer in the program (i.e. Classroom aide, kitchen aide, bus aide, office aide, community advocate, Policy Council, and parent committee). MCHS supports volunteers via the volunteer packet (mission statement, child discipline, child abuse & neglect awareness, background check, and physical if required).</p> <p>Teaching staff meet with the parent within 30 days of screening completion to discuss screening and assessment findings with the parent. All information is documented on the PT conference / Home visit form and then entered into the COPA system.</p>			
--	--	--	--	--	--	--

		with prospective and enrolled families	Home visits are conducted in a mutually agreed upon location by parent and staff member. The preference is to meet the family in their home, but when safety is an issue or the parent prefers another location, the teaching staff is to inform their supervisor and ensure that information is documented in case notes. Home visits are conducted two times a year. The first home visit is completed prior to the child entering the program when feasible. The second home visit is conducted between January 1 and March 30, annually. All conferences are documented on the PTC / HV form and also in the COPA system. When communicating with all families, MCHS utilized whatever modality meets the need. For families who require interpreter services, MCHS will make those arrangements for the meeting and / or documents.			
--	--	--	---	--	--	--

1302.35 Education in home-based programs.					
		(a). Purpose. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning. A program must implement a research-based curriculum that delivers developmentally, linguistically, and culturally appropriate home visits, and group socialization activities that support's children's cognitive, social, and emotional growth for later success in school.			
		(b). Home-based design. A home-based program must ensure all home visits are:			
		(1). Planned jointly by the home visitor and parents, and	MCCHS Home Visitor will partner with parents to	Home-based Lesson Plan	Home Visitor Lesson Plan

		reflect the critical role of parents in the early learning and development of their children, including that the home visitor is able to effectively communicate with the parent, directly or through an interpreter,	develop a lesson plan that individualizes activities for the child to ensure the child continues to develop on a positive trajectory		
		(2). Planned using information from ongoing assessments that individualize learning experiences;	Home Visitors partner with parents in collecting on-going assessment information and then apply findings to lesson plan development.	Home-based Lesson Plan Assessment	Home Visitor Lesson Plan GOLD
		(3). Scheduled with sufficient time to serve all enrolled children in the home and conducted with parents are not conducted when only babysitters or other temporary caregivers are present;	When (1) child is enrolled in the program the home visit must be 1.5 hours, when (2) or more children are enrolled the home visit must be 2 hours long. Home visits are to be conducted with the parent / guardian or child's primary caregiver (individual responsible for primary care 51% or more of the child's waking hours). When conducting HVs with Primary Caregiver who is not parent / guardian, the Home Visitor must meet with the parent / guardian once a month.	Home-based Lesson Plan	Home Visitor Lesson Plan

		<p>(4). Scheduled with sufficient time and appropriate staff to ensure effective delivery of services described in subparts D, E, F, and G of this part through home visiting, to the extent possible.</p>	<p>30 minutes of each home visit will focus on the family's social service needs including health, mental health, and nutrition.</p>	Home-based lesson Plan	Home Visitor	Home-based Lesson Plan
		<p>(c). Home visit experiences. A program that operates the home-based option must ensure all home visits focus on promoting high-quality early learning experiences in the home and growth towards the goals described in the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> and must use such goals and the curriculum to plan home visit activities that implement:</p> <ol style="list-style-type: none"> 1. Age and developmentally appropriate, structures child-focused learning experiences; 2. Strategies and activities that promote parent's ability to support the child's cognitive, social, emotional, language, literacy, and physical development. 	<p>MCHS utilizes a Home-based curriculum that is complementary to the center-based curricula and ensures alignment with HS ELOF as well as child assessment tools.</p>	Alignment	Home Visitor	Home-based lesson plan

		<p>3. Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language, and communication rich;</p> <p>4. Research-based strategies and activities for children who are dual language learners that recognize bilingualism and biliteracy as strengths, and;</p> <p>i. For infants and toddlers, focus on the development of the home language, while providing experiences that expose both parents and children to English; and,</p> <p>ii. For preschoolers, focus on both English language acquisition and the continued development of the home language; and,</p> <p>5. Follow-up with the families to discuss learning experiences provided in the home between each visit, address concerns, and inform strategies to promote</p>				
--	--	--	--	--	--	--

		progress toward school readiness goals.			
		<p>(d). Home-based curriculum. A program that operates the home-based option must:</p> <p>(1). Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that:</p> <p>(i). Promotes the parent’s role as the child’s teacher through experiences focused on the parent-child relationship and, as appropriate, the family’s traditions, culture , values, and beliefs;</p> <p>(ii). Aligns with the <u>Head Start early Learning Outcomes Framework, Birth to Five</u> and as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress towards goals outlined in the Framework ; and,</p> <p>(iii). Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on</p>	<p>MCHS utilized a research-based curriculum that aligns with HS ELOF. The curriculum will support the role of the parent as the child’s primary educator and supports the family’s unique culture. The curricula must have an organized scope & sequence and align with given assessment tool. The curricula developers shall provide training & on-going guidance for staff to ensure the fidelity of the implementation of curricula. MCHS does not make adaptations to curricula.</p> <p>Parents are encouraged to give feedback on curricula during home visits, parent teachers conference, and or other meetings.</p>	Curriculum Alignment	Teaching Staff Early Childhood Services Director

		<p>developmental progressions and how children learn.</p> <p>(2). Support staff in the effective implementation of the curriculum and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through a system of training and professional development.</p> <p>(3). If a program chooses to make significant adaptations to a curriculum or curriculum enhancement to better meet the needs of one or more specific populations, a program must:</p> <p>(i). Partner with early childhood education curriculum content experts; and,</p> <p>(ii) Assess whether the adaptation adequately facilitates progress towards meeting school readiness goals consistent with the process described in 1302.102(b) (c).</p> <p>4. Provide parents with an opportunity to review selected curricula and</p>				
--	--	--	--	--	--	--

		instructional materials used in the program.				
		<p>(e). Group socialization. (1). A program that operates the home-based option must ensure group socializations are planned jointly with families, conducted with both child and parent participation, occur in a classroom, community facility, home or field trip setting , as appropriate. (2). Group socializations must be structured to :</p> <p>(i). Provide age appropriate activities for participating children that are intentionally aligned to school readiness goals, the <u>Head Start Early Learning Framework: Birth to Five</u> and the home-based curriculum; and,</p> <p>(ii). Encourage parents to share experiences related to their children’s development with other parents in order to strengthen parent-child relationships and to help promote parents understanding of child development.</p>	<p>MCCHS ensures that socialization experiences are made available to children enrolled in the home-based program.</p> <p>Socialization experiences shall be conducted in the center classrooms unless field trips that are representative and meaningful to DAP and child interests are approved through the Early Childhood Services Director.</p> <p>Group socializations will be 3.5 hours long and include all aspects of the part-day preschool program.</p>	Home-based Group Socializations	Home Visitors	Lesson Plan

		(f). Screening and assessments. A program that operates the home-based option must implement provisions in 1302.33 and inform parents about the purpose of and the results from screenings and assessments and discuss their child's progress.	Home visitors are required to meet all the deadlines and requirements as set forth in 1302.33 the same as center-based teachers and family advocates	Developmental Screening & Behavioral Screening	Home Visitors	ASQ – 3 ASQ – SE Brigance DECA TS GOLD
1302.36 Tribal language preservation and revitalization.		A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal languages for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations. If children's home language us English, exposure to English as described in 1302.31(b) (2) (i) and (ii) is not required.	MCHS does not serve AIAN.			

