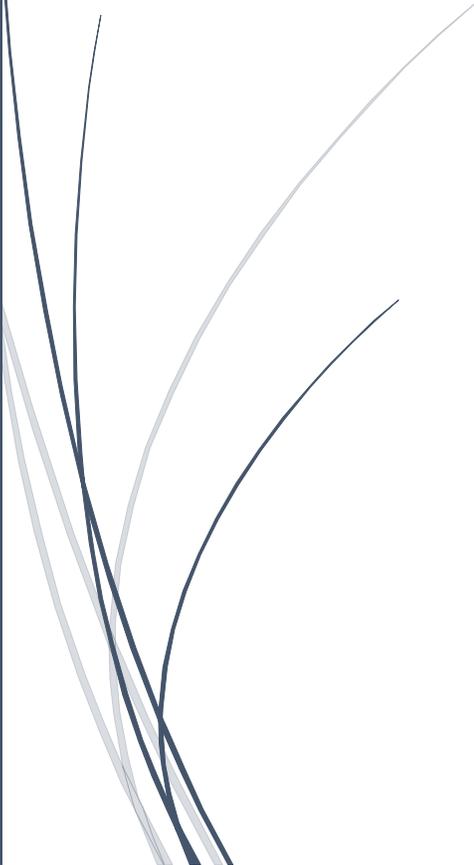


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Lowndes County BOE Head Start

Policies and Procedures Manual

~EDUCATION AND CHILD DEVELOPMENT~





Lowndes County Board of Education Head Start
Policies and Procedures



Table of Contents: (Education)	
Purpose	
Teaching and the learning environment	
Teaching and the learning environment	
Curricula	
Child screening and assessments	
Selection and Placement of Children with Disabilities	
Pre-Diagnosed Children	
Application, Interview and Enrollment of Children with Disabilities	
Multi-Disciplinary Team	
Referral Procedure	
Individualized Education Program Parental Notice	
Staff Training for Providing Appropriate Services to Children with Disabilities	
Inclusion	
The LEA Develops the IEP	
Child assessments	
Transition Services	
Field Trip	
COVID-19	



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart C Education and Child Development Program Services
Section: 1302.30
Subject: Purpose.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

Performance Objective: The program ensures Teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities.

Procedure:

1. Implementing a curriculum which is developmentally and linguistically appropriate, recognizing Head Start children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.
2. Developing an individual plan to include approaches to meet the identified needs of each child.
3. Children with special needs/disabilities will have an Individual Education Plan with specific interventions to meet their needs.
4. Providing an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.
5. Developing and implementing a daily schedule to allow opportunities for child initiated and adult directed activities and include individual and small group activities
6. Allowing and enabling children to independently use toilet facilities when it is developmentally appropriate and when effects to encourage toilet training are supported by the parents.



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart C Education and Child Development Program Services
Section: 1302.31
Subject: Teaching and the learning environment.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

School Readiness goals are the expectation for the children's progress across the domains in the Framework. Our program will utilize the five domains, represented by the inner wheel of the Head Start Early Learning Outcomes Framework as required for the agency preschool readiness goals.

Procedure:

1. Teaching and the Learning Environment
 - a) The center-based and family child care program ensures Teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities.
 - b) The program also supports implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate (see 1302.31 b-e).
2. Effective Teaching Practices
 - a) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security;
 - b) are communication and language rich;
 - c) promote critical thinking and problem-solving;
 - d) promote social, emotional, behavioral, and language development;
 - e) provide supportive feedback for learning;
 - f) motivate continued effort; and
 - g) support all children's engagement in learning experiences and activities; and



Lowndes County Board of Education Head Start
Policies and Procedures



- h) focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by aligning with and using the Framework and the curricula as described in §1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning;
- i) Integrate child assessment data in individual and group planning; and,
- j) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

For dual language learners, the program recognizes bilingualism and bi-literacy as strengths and implements research-based teaching practices that support their development.

These practices:

- a) 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;
- b) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,
- c) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies.
- d) The program works 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.

3. The Learning Environment

The program ensures Teachers implement well-organized learning environments with developmentally appropriate schedules (EDU 102), lesson plans (EDU 107), and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

- a) 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,
- b) For preschool age children, include Teacher-directed and child-initiated activities, active



- c) and quiet learning activities, and opportunities for individual, small group, and large group learning activities.

4. Materials and Space for Learning

To support implementation of the curriculum and the requirements (1302.31 a, b, c and e) the program provides age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space.

- a) The equipment, materials and supplies include any necessary accommodations and the space is accessible to children with disabilities.
- b) The program changes materials intentionally and periodically to support children's interests, development, and learning.

5. Promoting Learning through Approaches to Rest, Meals, Routines, and Physical Activity

The program implements 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) The program provides alternative quiet learning activities for children who do not need or want to rest or nap.

The program implements snack and meal times in ways that support development and learning.

Snack and meal times are structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization.

The program provides sufficient time for children to eat.

The program does not allow the use of food as reward or punishment.

The program encourages children to try foods but does not force to finish.

The program does not allow the use of food as reward or punishment.

The program encourages children to try foods but does not forces children to finish their food.

The program approaches routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.



Lowndes County Board of Education Head Start
Policies and Procedures



The program recognizes physical activity as important to learning and integrates intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning.

- a) The program does not use physical activity as reward or punishment.



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart C Education and Child Development Program Services
Section: 1302.31
Subject: Teaching and the learning environment.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

Each teaching staff (teacher, teacher assistant, and Parent volunteer) will develop daily lesson plans two weeks in advance. Parents will assist in the development of these plans and have the opportunity to review and make recommendations for the lesson plans. During the planning, the team will ensure activities are provided to individualize student's needs.

Procedure:

1. Each teaching staff will develop a "Weekly Lesson Plan," Form <EDU-103>, for each week. Plans are typed on lesson plan forms, and submitted to the Education Manager by email for review with the original kept by the teacher. Lesson plans for the first two weeks will be submitted by Friday before the first week of school.
2. At least one parent of an enrolled child will assist in the development of lesson plans, review them, and make suggestions before signing the form.
3. The copy of the weekly lesson plan will be submitted via email to the Education Manager by Friday, two weeks preceding the lesson plan week.
4. The Education Manager will review the weekly lesson plan and suggest revisions, if necessary
5. The Education Manager return revisions of weekly lesson plans to teachers no later than one week before the lesson plan will be used.
6. The teacher will make revisions to the original plan, if any. The teacher will:
 - a) Post the current lesson plan on the parent bulletin board each week.
 - b) Maintain previous lesson plans in a classroom file.
7. Any departure from the lesson plan, such as an extension of a specific theme beyond the scheduled week, must have the approval of the Education Manager.
8. Do not use the child's name; always refer to the child's code, developed by the teacher, to documents when working with the child on the lesson plan.



Part 1302: Program Operations
Subpart C Education and Child Development Program Services
Section: 1302.32
Subject: Curricula.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

Performance Objective: The program implements developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate.

Procedure:

1. Curricula

The center-based and family child care programs implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:

- a) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;
- a) Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards;
 - i.) and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,
 - ii.) have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.
- b) The program supports staff to effectively implement curricula and at a minimum monitors curriculum implementation and fidelity, and provides support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

The program may choose to make significant adaptations to a curriculum or a curriculum enhancement described in 1302.32 a 1 to better meet the needs of one or more specific populations.

- a) The program must use an external early childhood education curriculum or content area expert to develop such significant adaptations.
- b) The program must assess whether the adaptation adequately facilitates progress toward



Lowndes County Board of Education Head Start
Policies and Procedures



meeting school readiness goals, consistent with the process described in §1302.102 (b) and (c).

c) Program partnering with outside evaluators in assessing such adaptations is encouraged.



Part 1302: Program Operations
Subpart C Education and Child Development Program Services
Section: 1302.33, 1302.60, 1302.61
Subject: Child screening and assessments.
Date Approved PC: **January 12, 2022**
Date Approved BD: **January 13, 2022**

Policy:

The program completes or obtains current developmental screenings to identify concerns.

Procedure:

1. Child Screenings and Assessments

In collaboration with each child’s parent and with parental consent, the program completes or obtains a current developmental screening to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit.

- a) If the program operates for 90 days or less, it completes or obtains a current developmental screening within 30 calendar days of when the child first attends the program.

The program uses one or more research-based developmental standardized screening tools to complete the screening.

- a) The program uses as part of the screening additional information from family members, teachers, and relevant staff familiar with the child’s typical behavior.

If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional, the program, with the parent’s consent, promptly and appropriately addresses any needs identified through:

- a) 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,
- b) Partnership with the child’s parents and the relevant local agency to support families through the formal evaluation process.

If a child is determined to be eligible for services under IDEA, the program partners with parents and the local agency responsible for implementing IDEA, as appropriate, and delivers the services in 1302.60-1302.63.



Lowndes County Board of Education Head Start
Policies and Procedures



If, after the formal evaluation (of 1302.33 a 3i), 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:

- a) Seeks guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and,
- b) If the child has a significant delay, partners with parents to help the family access services and supports to help address the child's identified needs.
- c) 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 (29 U.S.C. section 705(9)(b) of the Rehabilitation Act) to ensure that the child who satisfies the above definition of disability is not excluded from the program on the basis of disability.

Educational Disabilities Manager is responsible for ensuring that the teachers or speech pathologists conduct a re-screening for children that were too young or uncooperative at the initial screening sessions. The children requiring this re-screening and the deadline for the administration of the Denver II is noted by the teacher on their Program Calendar. This re-screening shall be conducted within the first three weeks of the child's enrollment. All completed screening scores must reflect an administration date prior to the end of each child's first 45 days of program enrollment.

When the scoring of the screening is complete, the Educational Disabilities Manager reports to the Health/Mental Health Coordinator the names of those children that must be referred to the LEA for further assessment.

The Educational Disabilities Manager will coordinate with the LEA to schedule meetings to determine if children are eligible for services of those children failing their initial Developmental Screening of the Denver II.

- a) Children enrolling after the first month school is in session receives their Denver II and DECA Assessment within the first two (2) weeks of attendance.
- b) To ensure a timely administration of the Denver II, the Educational Disabilities Manager and ERSEA Coordinator monitors the enrollment of new children by receiving and reviewing the weekly ChildPlus.net Report 2110 (master list of participants). The new child's teacher is sent a reminder about conducting the Developmental Screening and the deadline for its administration.



Lowndes County Board of Education Head Start
Policies and Procedures



- c) Parents of children receiving a deficient score on their Denver II are sent a “Screening Summary Letter”. After recording the Developmental Screening results, the Education/Disabilities Manager forwards the letter to the Health/Mental Health Coordinator. Two (2) copies of this letter are made, one of the copies is placed in the child’s file, and the other copy and the original are sent to the child’s teachers. **Teachers will be sent letters only for those children receiving a deficient score on Developmental Screenings.** Letters for those children failing a screening are sent to the appropriate Managers. Parents will be spoken to individually if a referral is required. During this meeting the Manager requesting the meeting will review and explain the results of all of the child’s screenings. The parent will be given the original letter and the copy will be sent to the teacher for filing in the Classroom file.



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart F Education and Child Development Program Services
Section: 1302.60
Subject: Selection and Placement of Children with Disabilities.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

According to the Head Start Act of 2007, all Head Start programs must ensure ten (10) percent of its enrollment as children with disabilities or severe disabilities. Lowndes County Head Start has established selection criteria that ensure opportunities are made available to these children.

Procedure:

1. Every effort will be made to identify, locate, recruit, and enroll children with severe to mild disabilities.
2. Lowndes County Head Start must not and will not deny placement on the basis of a child's disability or its severity. When the program has met its requirement to provide ten percent of its enrollment opportunities to children with diagnosed disabilities and it continues to have space available to enroll additional children, the points given for a disability are removed and all children have an equal opportunity for enrollment.
3. In an effort to provide appropriate support and personnel, during the month of June, the Multi-Disciplinary Team will conduct a staffing meeting for all children with special needs.
4. The Head Start Director meets with the Education/Disabilities Coordinator to determine personnel and budgetary needs to support disabilities services.
5. Upon the approval of the Head Start Director accompanied by documentation, the FPCE Manager and family staff will adhere to the same procedures for classroom placement of Head Start children. These children will also be given additional points as stated in the selection process procedures.

Selection and Placement of Children with Disabilities

Any recommendations for an alternative program option must be discussed at a staffing and approved by the Multi-Disciplinary Team prior to discussing it with the parent.



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart F Education and Child Development Program Services
Section: 1302.60
Subject: Pre-Diagnosed Children.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

Some children, prior to enrolling in Head Start, already have a diagnosed disability. Program staff must make every attempt to obtain this information prior to or during the application interview. Some of these children are already receiving special services from other agencies or the LEA. If the LEA has a current IEP for the child, it should state whether a mainstream program like the Head Start Program is an appropriate placement. If it is the appropriate, the IEP must state the child's need for an aid in the child care program, the need for special equipment, and the services required to help the child reach his/her potential. The LEA is required to supply the funding for any special program requirement that is stated in the IEP. Head Start funds are the monies of last resort. Information regarding the degree of assistance a pre-diagnosed child requires must be obtained prior to program acceptance. This information assists in ensuring that the child is being placed in the most appropriate environment.

Procedure:

1. When a parent informs staff that their child has been evaluated or diagnosed prior to or during application for enrollment process, the FPCE Manager must receive a letter from to the physician requesting information relevant to the diagnosis. A copy of this letter is placed in the child's initial disability file. If necessary, the FPCE or Education/Disabilities Manager will write a letter indicating items to be included:
 - Diagnostic Report for Disabilities Form.
 - Head Start Disability Eligibility Criteria.
 - Copy of the signed Release of Information Form.
 - Self-addressed stamped envelope.

If the LEA diagnosed the child, then a copy of the IEP suffices as documentation of the Diagnosis.

2. The physician completes the Diagnostic Report for Disabilities. This documentation must be sent to the attention of the Education/Disabilities Manager.
3. If the requested documentation is not received within two weeks, the Education/Disabilities Manager contacts the physician and pursues this contact until he/she receives the information. All telephone calls are documented and the documentation is placed in the child's file. A follow-up letter is sent if necessary.



Lowndes County Board of Education Head Start
Policies and Procedures



4. Upon receipt, the original Diagnostic Report for Disabilities Form or IEP photocopy is filed in the child's disability section of their Central Office file.
5. As needed, A Change of Status Form is completed and sent to the Computer Systems Manger for in-put.
6. Prior to program acceptance, a staffing is scheduled for every pre-diagnosed child. (Application and Enrollment for Children with Disabilities Procedure)



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart F Education and Child Development Program Services
Section: 1302.60
Subject: Application, Interview and Enrollment of Children with Disabilities.
Date Approved PC: **January 12, 2022**
Date Approved BD: **January 13, 2022**

Policy:

Lowndes County Head Start has a non-discriminatory practice of accepting the applications and enrolling children with disabilities based on age and income eligibility and the appropriateness of Head Start as a placement option.

Procedure:

1. During the application, interview, and enrollment process, the parent along with the Family, Parent and Community Engagement (FPCE) staff conducting the interviewing process complete an Authorization to Release Records form for each child with a suspected or diagnosed disability. This form ensures that all information is obtained regarding the child's past and current medical and social services. This information augments and supports the data provided on the Health Booklet completed by the parent.
2. The Health Coordinator in collaboration with the Education/Disabilities Manager will submit the Authorization form to the appropriate agency in order to obtain any documentation that may confirm a diagnosis.
3. In the event the child has an active Individualized Education Plan (IEP), every effort will be made to obtain that document prior to the interviewing process.
4. Prior to the beginning of school, the Multi-Disciplinary Team, will conduct a staffing for all children with special needs in an effort to provide the most appropriate placement in the least restrictive environment. During this team approach, appropriate support services and personnel are identified.
5. The Head Start Director meets with the Education/Disabilities Coordinator to determine personnel and budgetary needs to support disabilities services.
6. Upon the approval of the Head Start Director accompanied by proper documentation, the FPCE Manager will adhere to the same procedures for classroom placement of Head Start children. These children will also be given additional points as stated in the selection process procedure.
7. Any alternative program option for a child with disabilities must be discussed at a staffing meeting and approved by the Head Start Director prior to discussing it with



Lowndes County Board of Education Head Start
Policies and Procedures



the parent. (See 1308.4(j)).



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart F Education and Child Development Program Services
Section: 1302.61(b)(c), 1302.63
Subject: Multi-Disciplinary Team.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

The Multi-Disciplinary Team will consist of the Head Start Director, Education/Disabilities Manager, FPCE Manager and staff, Health Service Coordinator and representatives from the LEA. The team will meet with parents and children to address concerns on children suspected of having special needs.

Procedure:

1. The Education/Disabilities Manager along with the Health/Mental Health coordinator will arrange a Multi-Disciplinary Team Meeting, necessary to discuss children who have a suspected disability.
2. The Health/Mental Health along with Education/Disabilities Manager will coordinate the meeting, provide information, and guide discussion while all parties are encouraged to provide input.
3. The meeting will include at least one parent/guardian of the identified child and the Multi-Disciplinary Team.
4. The meeting will be documented on a staffing form and the original form will be kept in the child's family file, and a copy in the Disabilities file in the Head Start Central Office
5. The Education/Disabilities Manager will assist the educational staff in implementing the short-term objective and the long-term goals.
6. The Education/Disabilities Manager will be responsible for making referrals and monitoring the child's progress.



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart F Education and Child Development Program Services
Section: 1302.61(b)(c), 1302.63
Subject: Referral Procedure.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

After the Multidisciplinary Eligibility determination, the Disabilities Manager or designee will send a Student Referral Form to the appropriate LEA.

Procedure:

1. The Education/Disabilities Manager and/or designee gather the following information for referral to the LEA:
 - a) Application
 - b) Diagnostic information
 - c) Child health records
 - d) Screening information (speech, dental, vision, hearing)
 - e) Developmental assessment
 - f) Developmental evaluation
 - g) Release of Information form
1. The Education/Disabilities Manager and/or designee completes the LEA's Student Form.
2. The Student Referral Form is delivered to the appropriate LEA. The date sent by Lowndes County Head Start Education/Disabilities Service Area is noted at the bottom of the form.
3. The Education/Disabilities Manager will record information on the disabilities profile report in ChildPlus.net. This information will be maintained in the child's file.



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart F Education and Child Development Program Services
Section: 1302.63
Subject: Individualized Education Program Parental Notice.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

Lowndes County Head Start will involve parents in every phase of the Individualized Education Program (IEP) process. The purpose of the IEP meeting will be to bring professionals together with parents to review information about the child's level of functioning and identify goals for the treatment.

Procedure:

When the LEA does the IEP:

1. The IEP meeting occurs within 30. days after eligibility has been determined. The local education agency (LEA) sends a written notice entitled "Proposed Meeting Notice.
2. The "Proposed Meeting Notice" form is mailed to the parents by the LEA and a copy forwarded to the Lowndes County Head Start Education/Disabilities office
3. The parent acknowledges receipt of the letter by completing the lower section and returning it to the LEA representative.
4. The original letter is filed with the LEA and a copy is placed in the child's official file and in the Education/Disabilities Managers office.
5. Parents are strongly encouraged to participate in this meeting for their input and signature. The IEP meeting may be held without the parents only if the parents cannot attend after written notification, phone calls, and home visits to establish a date or facilitate their participation. If parents do not attend, the IEP is reviewed with parent and the parent will give permission to implement.



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart F Education and Child Development Program Services
Section: 1302.60
Subject: Staff Training for Providing Appropriate Services to Children with Disabilities.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

The Education/Disabilities Manager obtains or provides on-going training for all Head Start staff serving children with disabilities. The Education/Disabilities Manager must work closely with the Health and the T/TA Program Specialist in developing and conducting this needs assessment and planning the subsequent training.

Procedure:

1. During Pre-service training, the Disabilities Services Manager provides staff training on developmentally appropriate experiences. Topics include information related to the identification of newly enrolled children with special needs. Training is also provided on methods for identifying children at risk. The screening, assessment, and evaluation process is reviewed. The partnership between the teaching staff, therapist and parent is presented as the optimum method of caring for children with special needs.
2. During the program year, Head Start staff attend local training sessions specific to the needs of children with disabilities currently enrolled in their classrooms

NOTE: If a child requires special medical attention/ equipment, medication, or other physical needs, which may require specialized attention in the classroom, then the Education/Disabilities Manager assures that appropriate training is provided prior to the child's first day.

3. All Head Start Managers, teachers and support staff are included in any training related to children with special needs. All staff is provided knowledge about the care for all children enrolled in the Program.
4. The Disabilities Services Manager documents all training and reports the training in their on-going program monitoring reports



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart C Education and Child Development Program Services
Section: 1302.31(a)(b)(c)
Subject: Inclusion.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

To the greatest extent possible, children with disabilities will be included in the full range of activities and services normally provided to all Head Start children by making the necessary modifications to meet the child's special need

Procedure:

1. When a child with disability enters the Head Start program, or an enrolled child that is suspected of having a disability, the Education/Disabilities Manager will review documentation.
2. The Education /Disabilities Manager may consult the service provider who is currently working with the child to determine needs and strength.
3. The Education/Disabilities Manager will assist the school district in making any modification necessary to facilitate ongoing inclusion. Modification may include purchasing adaptive equipment and materials.
4. The Education/Disabilities Manager will make classroom staff aware of training And information resources related to specific disabilities.
5. Parental involvement and awareness will be facilitated through individual consultation, individualized FPCE meeting, or Head Start IEP meeting. The parents will be given information regarding community resources.



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart F Education and Child Development Program Services
Section: 1302.60
Subject: The LEA Develops the IEP.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

Every child receiving services in Head Start who has been evaluated and found to have a disability will have an IEP before special education and related services are provided to ensure that comprehensive information is used to develop the child's program.

Procedure:

The following information will be included in the IEP:

1. Child information: (Name, date of birth, school year)
2. Projected date for service to begin, modifications, and anticipated frequency, location and duration.
3. Student's profile: statement of the child's present level of educational performance, including how the child's disabilities affect his/her involvement, progress, and participation in appropriate activities.
4. Statement of family's goals and objective important to the child's program.
5. Statement of how child's progress toward annual goals will be measured and how child's parents will be regularly informed.
6. Summary of Head Start program and services each service area offers to children and families.
7. List of special education and related services offered by Disabilities Services Area.
8. Identification of person or agency responsible for providing the services.
9. Child's IEP (see sample form) is individualized by what services will be provided to enable him/her to participate in classroom activities (i.e. special education and related services, supplemental aids, classroom modifications, and support staff.)
10. Explanation, if any, as to why the child will not participate with children without disabilities.
11. Statement of transition services needed for the child (as appropriate).



Lowndes County Board of Education Head Start
Policies and Procedures



12. Additional Head Start requirement documentation will be attached to the back of the IEP, if necessary.



Part 1302: Program Operations
Subpart C Education and Child Development Program Services
Section: 1302.33
Subject: Child assessments.
Date Approved PC: **January 12, 2022**
Date Approved BD: **January 13, 2022**

Policy:

The Head Start Program staff, with the approval of the Child Health and Developmental Services Advisory Committee and Education Subcommittee, has chosen the Teaching Strategies Gold Assessment as this Program's educational assessment and observation tool. Three times a year in October, January and May, this tool is used to assess every child in the following developmental areas: socio-emotional, cognitive, literacy, language, physical, science and technology, art, physical, and social studies.

Procedure:

1. Annually during Pre-service training, the Educational Disabilities Manager ensures that all teachers receive a review of the instructions for administering and rating the Teaching Strategies Gold Assessment and Evaluation. New teachers receive a more in-depth training on its administering and scoring.
2. Three (3) times a year, October, January, and early May the Head Start Classroom Teachers assess their individual classroom children using the Teaching Strategies Gold Assessment. This assessment instrument acts as the learning/observation tool required by the Head Start Performance Standards. Prior to assessment the Education/Disability Services Manager inquires about the need to accommodate any children with Limited English Proficiency (LEP). If so, the Manager arranges for an interpreter or the appropriate tools in the language of the child. The Educational Disability Services Manager also meets with the teacher and Health/Mental Health Coordinator to inquire about the need for accommodating any children with disabilities.
3. Copies of the completed Denver II and DECA (Devereaux Childhood Assessment) is kept in the child's classroom file and the score sheets are sent to the Educational Disability Services Manager for review.
4. The Education/Disabilities Manager or ERSEA/Technology Coordinator is able to produce Teaching Strategies GOLD reports that reflect the results of these assessments. Each teacher receives the original and a copy to put into the child's file. This report is an individual progress report for each child. The report is reviewed and explained to parents during their individual Home Visits or On-Site Conferences. It serves as a summary to inform parents of their child's progress in all areas of development.



Lowndes County Board of Education Head Start
Policies and Procedures



5. The Educational Disability Services Manager sends out the reports from Teaching Strategies GOLD for review and filing in the Child's classroom file.
6. The Educational Disabilities Manager utilizes the Program Calendar to ensure the timely administration and documentation of the assessment's results. The Head Start Director with the assistance of all Program Managers compiles a calendar of specific program activity dates. These calendars are posted in each classroom and taken to all staff meetings for additions and corrections. The Education/Disability Services Manager monitors each child's classroom file and sends out monthly reminders to ensure the timely completion of the Assessment. This Manager also assists the teacher in the interpretation of these results and methods of applying the results in the development of each child's individual plan.
7. The Head Start teacher uses the assessment results to accomplish the following:
 - a) To guide planning and/or modifying individual child activities (Documentation of this effort can be seen in the weekly lesson plan section "Individualized Activities"). This section is completed weekly to ensure that each child's activities are designed for their individual needs.
 - b) To assess a child's progress.
 - c) To be a guide for discussion during parent/teacher conferences and home visits.
 - d) To be included as one of the instruments required for determining a child's need for diagnostic testing.



Part 1302: Program Operations
Subpart G Education and Child Development Program Services
Section: 1303.73 (a)(b)
Subject: Transition Services.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

The teacher will provide many opportunities to help children learn transition skills, both in the classroom and out. These opportunities encompass the classroom environment, schedules with flexibility, lesson plans, mealtime, moving from activity to activity, change of children in the classroom, and even change of staff. The teacher will assist children in the early learning of how to deal with transitions effectively.

Procedures:

1. The teacher will change planned or routine activities according to the needs or interests of children, and/or to cope with changes in weather or other situations that affect routines without unduly alarming children.
2. The teacher will conduct smooth and unregimented transitions between activities. Children should not always be required to move from one activity to another as a group. Use transitions as a vehicle for learning.
3. Teachers will inform parents of their child's(ren) academic progress 2-3 months prior to their child(ren) transitioning into Kindergarten.
4. In April, teachers will encourage parents to register their children for kindergarten. Teachers will provide parents/guardians with information on school registrations.
5. Teachers will encourage parents to participate in kindergarten orientation sessions and "open house" programs provided by the school system. Parents of children with disabilities will be made aware of and encourage to attend orientation sessions designed specifically for parents with disabilities.
6. The public school counselor will arrange for children to tour the kindergarten classroom before the end of the school year.
7. Head Start teachers will forward a list of children going to kindergarten and the name of the elementary school the child will be attending the next school year to the Education/Disability Services Manager and the Principal or designee.



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart G Education and Child Development Program Services
Section: 1302.71 (a)(b)
Subject: Field Trip.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

Parental permission must be obtained before a child can participate in a field trip. Signed parent authorization is required before each field trip. In addition, parents will be notified at least five school days prior to the field trip.

Procedure:

1. Classroom teachers will send the "Field Trip Permission" Form, <EDU 121> to each child's home at least five school days before the field trip.
2. Responses from parents must be in the teacher's possession at least two days before the scheduled trip.
3. The Education Manager will provide each site the "Field Trip Itinerary Form" <ADMIN023> to be completed by each classroom teacher. The Head Teacher will fax the completed form to the Education Manager will
4. The Education/Disabilities Manager will take the "Emergency Health Booklet" form on the field trip. It gives permission for any emergency medical treatment if necessary. The Emergency Contact Printout must also be taken on the field trip.
5. Signed "Field Trip Notification" forms are filed in the child's classroom file after the field trip is completed.
- 6. Important!!! Due to insurance regulations, only children enrolled in Head Start and their parent/guardians are allowed to participate in Lowndes County Head Start sponsored field trips.**
7. Due to the "smoke-free environment" regulation, tobacco use is prohibited during field trips.
8. Parents will follow the Lowndes County Dress Code (see "Dress Code," Administration section).
9. Parents will refrain from buying food or souvenirs for their children while on field trips.



Lowndes County Board of Education Head Start
Policies and Procedures



Part 1302: Program Operations
Subpart G Education and Child Development Program Services
Section: 1302.93
Subject: COVID-19.
Date Approved PC: January 12, 2022
Date Approved BD: January 13, 2022

Policy:

The Lowndes County Head Start Program will actively monitor best practices based on current guidance on the recommendations of the Center for Disease Control and Prevention, state, and local health authorities. As guidance and circumstances change, the Lowndes County Head Start management team will regularly evaluate this policy.

Procedure:

1. All teachers must complete a self-assessment questionnaire weekly to be submitted by 6:00 p.m. Sunday. Based on responses, employees will be able to return to work. However, in the event the teacher displays any of the following symptoms: (fever, coughing, chills, muscles aches, headache, sore throat, or loss of taste or smell); he/she will not be permitted to return to work without documentation from a physician indicating he/she is cleared to return to work.
2. Teachers' and children's temperatures will check upon arrival. Children's will be enter into Childplus.net as soon as the children arrive for the daily health check and again at lunchtime. Any adult with a temperature of 100.4 F or higher or a child with 100.4 F or higher, will have to leave the campus immediately.
3. If a teacher or child tests positive for COVID-19, the teacher will inform the Health/Mental Health coordinator, the Education/Disabilities Manager and the Director. A management staff person will notify ADPH and provide them with the necessary information if/when requested. The teacher or child must obtain clearance from their physician to return to work/school.
4. To minimize the spread of the COVID-19 virus, teacher will be responsible for the ongoing necessary sanitation duties in their classroom on a daily basis:
 - Teacher will allow one child in restroom at a time. After each use, teacher will clean the toilet handle, toilet seat and sink.
 - Floors are to be swept and mopped and carpets are to be vacuumed daily.
 - Garbage cans will be emptied daily.

On a weekly basis:



Lowndes County Board of Education Head Start
Policies and Procedures



- Cots and manipulatives must be sterilized in the Zono Machine or with approved cleaning supplies
 - Cot sheets and blankets are to be laundered weekly.
 - Children will hang coats and book bags on hooks outside their classroom daily
5. If during the school day, a teacher or child exhibits symptoms, the child will place in a holding room while waiting for a parent or guardian to pick the child up. The child must be pick up within 1 hour of when symptoms were noticed. The teacher will be asked to leave immediately and may not return until documentation for treatment has been received.
 6. Teachers may continue to contact parents through FaceTime, phone calls, virtual communication platform, Zoom calls, and Facebook.
 7. In order practice social distancing, Educational phone conferences will still be conducted twice per year. Parent conferences will be conducted outdoors.