



					Completion of grant, budget, and goals
<p>1. Community Assessment (CA) will be conducted once every three years, and updated annually.</p> <ol style="list-style-type: none"> <li>a. Assessment format will be reviewed to determine if questions elicit usable information.</li> <li>b. Data from other community program assessments will be incorporated into CA as appropriate.</li> <li>c. Head Start will collaborate with Health and Wellness, Child Care, Education Program, Family Services/Domestic Violence Program, and other agencies to develop CA and analyze results.</li> <li>d. CA collection and analysis will include: <ol style="list-style-type: none"> <li>1) demographic make-up of eligible children and families including estimated number, geographic location, racial and ethnic composition</li> <li>2) other child development and child care programs and number of Head Start eligible children served by each</li> <li>3) estimated number of children with disabilities four years old or younger, and types of disabilities and relevant</li> </ol> </li> </ol>	<p>Director Management Team HS Staff</p> <p>Policy Council Parent Committee Families</p>	<p>January-February: Conduct Assessment</p> <p>March: Analyze results</p>	<p>The current Community Assessment document was developed through the cooperative efforts of the Head Start staff, PC, GB and OMB. This group will continue to review and update as needed. The Web design department posted the assessment so information could be collected on-line and the Chickasaw Times printed the assessment so hard copies could be collected. The Area offices and Head Start centers also collected hard copies. OMB analyzed the results and developed the data for use in the full grant. Head Start will collaborate with other tribal programs to acquire additional data that is relevant to programmatic planning.</p>	<p>Division of Education Strategic plan</p> <p>Up-to-date MOUs with other tribal programs</p> <p>Inclusion of Community Assessment and review of goals and objectives placed on Policy Council agenda.</p>	<p>Community Assessment data is used to complete full and continuation grants.</p> <p>Community Assessment data meets all required areas of collection and analysis</p> <p>Long-range goals and short-term program and financial objectives receive concurrence of all parties: staff, parents, tribal leadership</p>

<p>services and resources provided</p> <p>4) Education, health, nutrition and social service needs</p> <p>5) Community resources used to address needs of Head Start eligible children and families, availability and accessibility</p> <p>e. CA results will be used to:</p> <ol style="list-style-type: none"> <li>1) determine type of component services needed</li> <li>2) determine recruitment area</li> <li>3) appropriate locations for centers</li> <li>4) types of children and families given priority for recruitment and selection</li> </ol> <p>f. CA review will include significant changes in information regarding recruitment/service area</p> <p>g. CA results will be used to establish long-range goals and short-term objectives for the program; prior program goals will be reviewed/revise based on data analysis</p> <p>h. Component area written plans, curriculum development, and overarching improvement plans will be developed and implemented based on CA analysis and results,</p>	<p>Component Area Managers are responsible for scheduling</p>	<p>On-going</p> <p>On-going revisiting and revision</p>	<p>List of three-to-five goals and SMART objectives pertaining to each Head Start service area</p>	<p>Each component area placed on Policy Council agenda to review work plans</p>	<p>Work plans updated annually to match program</p>
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<p>and HS performance standards and other applicable regulations</p> <ol style="list-style-type: none"> <li>1) Written plan committees will meet at least every other month.</li> <li>2) Component Area Coordinators will schedule meeting time, develop agendas, conduct meetings, and oversee work of the committee.</li> <li>3) Component Area Coordinators, with input from the written plan committees, will develop the written plan.</li> </ol> <p>i. Any changes in grantee procedures or documents will be a reflection of the CA data analysis</p> <p>j. Parents, staff, and policy council members will be included:</p> <ol style="list-style-type: none"> <li>1) Written plans are developed in a culturally sensitive and appropriate manner.</li> </ol>	<p>committee meetings, and development of written plan.</p> <p>Component Area Managers</p> <p>Parents, GB, PC and staff</p>	<p>based on achievement of program goals and objectives</p>	<p>Updated component area work plans with Policy Council approval</p> <p>Policy Council approval is noted in meeting minutes</p>		<p>goals and objectives</p>
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1304.51(a)(2)

(2) All written plans for implementing services, and the progress in meeting them, must be reviewed by the grantee...and reviewed and approved by the Policy Council...at least annually, and must be revised and updated as needed.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<ol style="list-style-type: none"> <li>1. After plans have been developed by the content managers the plans will be presented to the PC for input, comments, and changes.</li> <li>2. When input, comment and changes have been addressed, the written plans will be presented again to the PC for their review and comments.</li> <li>3. Written plans will be reviewed and approved by the Policy Council</li> <li>4. Written plans will then be reviewed by the GB</li> <li>5. Component Area Managers will meet with the Policy Council on a bi-monthly basis during the regularly scheduled Policy Council meeting to present program plans.</li> <li>6. Component Area Managers will meet with the staff during the regularly scheduled staff meeting.</li> <li>7. Changes in program plans or updated information will be provided to parents, families and community members in the monthly newsletters.</li> </ol>	<p>Mgmt staff, PC, GB, HS staff</p> <p>Component Area Managers are responsible for development of component area written plans, and presenting them to the Policy Council</p> <p>Director is responsible for all PDM plans, including presentation to the Policy Council</p>	<p>Annually, on-going review and revision of written plans for implementing services</p>	<p>Component area work plans for Education, Family Services, Social Services, Health, Nutrition, Transition, Disabilities, Mental Health., PDM, Transportation</p> <p>Meeting agendas and sign-ins;</p>	<p>Scheduling on Policy Council agenda</p> <p>Scheduling on Tribal Council agenda</p>	<p>Completion of written plans.</p> <p>Approval of written plans by Policy Council.</p> <p>Policy Council meeting agendas and sign-ins.</p> <p>Programmatic change indicated in curriculum, parent training, or other areas</p>

**MANAGEMENT SYSTEMS AND PROCEDURES: COMMUNICATION**

1304.51(b)

(b) Communications-general. Grantee...must establish and implement systems to ensure that timely and accurate information is provided to parents, policy groups, staff, and the general community.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Purpose:</p> <ul style="list-style-type: none"> <li>(a) Ensure exchange of information to and from all members of Head Start Community (parents/families, staff, governing body, community).</li> <li>(b) Allow individuals to become fully involved in program activities.</li> <li>(c) Make group decisions that promote a quality program.</li> </ul> <p>Consideration:</p> <ul style="list-style-type: none"> <li>(a) Information that is important to share.</li> <li>(b) Timeliness of information flow.</li> <li>(c) Communication occurs in many ways.</li> <li>(d) Communication occurs in many directions.</li> </ul>	<p>A. HS staff</p>	<p>Ongoing</p>	<p>Emails, flyers, notes, phone calls</p>	<p>Computer, telephone, copy paper</p>	<p>A system is in place to ensure that timely and accurate information is provided to parents, PC, GB, staff and the community</p>

1304.51(c)(1)&(2)

(c) Communication with families.

(1) Grantee...must ensure that effective two-way comprehensive communications between staff and parents are carried out on a regular basis throughout the program year.

(2) Communication with parents must be carried out in the parents' primary or preferred language or through an interpreter, to the extent feasible.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Primary or Preferred Language</p> <ol style="list-style-type: none"> <li>1. All staff speak English. Five are fluent in the Chickasaw language and four can communicate in Hispanic</li> <li>2. Face-to-face and telephone contact are conducted in the parents' primary language.</li> <li>3. Meetings are conducted in both the primary language and English.</li> <li>4. Parents are free to discuss topics in their primary language at any time, and interpretation is then given, when appropriate.</li> </ol>	<p>Center Supervisor Teacher Teacher Assistants Head Cook Cook's Aide</p> <p>Director Education Manager Family Partnership/Social Services Manager Family Service Workers</p>	<p>Throughout the program year</p>	<p>Monthly newsletters.  Center notes to parents.  Teacher notes to parents.</p>	<p>Contracted Hispanic Translators</p>	<p>Parents communicate with the program in their primary or preferred language, and through an interpreter if necessary.</p> <p>Parents have greater awareness of program; Parent provider greater input into program; Parent attendance at meetings increases.</p>
<p>Family Partnership Agreement Process:</p> <ol style="list-style-type: none"> <li>1. Intake interviews with parents of all incoming children.</li> <li>2. Most of the parents speak and understand English as well as their primary language.</li> <li>3. The interviews are conducted in a trust-building one-on-one environment, where parents feel free to discuss issues and</li> </ol>	<p>The Family Service Workers, Teachers, Teacher Assistants and Center Supervisors</p>	<p>Year-round, ongoing registration for the current school year</p>	<p>Notices are sent home regarding HS registration.  Returning and incoming children are registered for the coming school year in</p>	<p>Children's Files are reviewed to assure completeness of children's folders.</p>	<p>Children's enrollment is established by the first day of school.</p>

<p>concerns.</p> <p>4. Confidentiality of information is paramount. Head Start has an established confidentiality of information policy in its Parent Handbook. All employees are required to adhere to this policy.</p>			<p>the spring.</p> <p>The enrollment process includes parent provision of all required documents (enrollment application, pre-registration application, birth certificate, social security card, certificate of Indian blood, income verification, updated immunization, signed parent consents, child check out/release form, etc.)</p>		<p>Parent interviews and Family partnership agreements are completed and filed prior to the start of school.</p>
<p>Home Visits:</p> <ol style="list-style-type: none"> <li>Home visits are conducted at least twice a year, at the beginning of school, and in at the end of school, and more frequently as desired by the parent.</li> <li>A checklist of shared information is developed to provide guidance for discussion between parent and teaching staff.</li> <li>The checklist includes parent comments and concerns.</li> <li>An Individual Child Plan (ICP), based on the HighReach assessment observation scale, is developed to gather parent input in the eight Head Start domains, and to acquire parent input into child strengths and improvement areas. This plan is filled out jointly between parent and teaching staff, and updated during Parent-Teacher Conferences, or as needed throughout the year.</li> </ol>	<p>Teachers, Teacher Assistants, Family Service Workers</p>	<p>November April</p> <p>August, April/May</p>	<p>Completed documentation checklists of items discussed during home visits, including parent signature.</p> <p>Parent comments are noted in home visit forms.</p>	<p>Annual review and update of checklist items to assure conference discussions meet needs of teachers and parents</p>	<p>Home Visit Documentation checklists are filled in each child's permanent folder</p> <p>Parent input is provided into the curriculum</p>

<p>Parent-Teacher Conferences:</p> <ol style="list-style-type: none"> <li>1. Parent-Teacher Conferences are scheduled twice a year, . ICPs are updated, and other relevant child information is shared between parent and program.</li> </ol>	<p>Teachers, Teacher Assistants Family Service Workers</p>	<p>September February</p>	<p>On-going teacher-parent communication is documented through home visit forms indicating date, person contacted, purpose of visit, outcome of visit, and appropriate signatures.</p>	<p>Annual review and update of checklist items to assure conference discussions meet needs of teachers and parents</p>	<p>Children’s educational goals are individualized</p> <p>Teacher lesson plans document individualization based on child outcomes</p>
<p>Individual Education Plans:</p> <ol style="list-style-type: none"> <li>1. Individual Education Plans are developed according to IDEA regulations and HS program standards, with parent input into their child’s individualized plan.</li> </ol>	<p>Disabilities/Mental Health/Health Manager; Service Providers (OT, PT, S/LP) Child’s teacher Parent (Management Team members, Director, or others requested by the parent or service providers with a “need to know.”)</p>	<p>October, March</p>	<p>Updated ICPs. Health/Nutrition information shared with parents. Discussion of Fall, Winter and Spring Assessments. Notation of parent comments and concerns.</p>	<p>Current MOUs and contracts with private service provider contracts, Public School systems, Indian Health system and other service providers.</p>	<p>Parent-Teacher Conference documentation checklists are filled in each child’s permanent folder</p> <p>Parent input is provided into the curriculum; children’s</p>

<p>Health Needs Follow-Up:</p> <ol style="list-style-type: none"> <li>1. Follow-ups with the parent regarding identified health needs. IMS and the Child/Family File Checklist are used monthly to review the status of each child.</li> </ol>	<p>Teaching and Mgmt staff</p>	<p>On-going as necessary</p> <p>July, September, October</p>	<p>All appropriate documentation is maintained in children's folders in the center's file system.</p> <p>Check for 45 day folder completion; Document folders have complete information.</p> <p>Update for additional information, assure folder completion of any new children to the center.</p> <p>Teachers document identified health needs with parents during Parent-Teacher Conferences, and as needed through the year.</p> <p>All parent contacts regarding appointments and follow-ups are documented.</p>	<p>Regularly scheduled HSHAC meetings, inclusive of agendas and minutes</p>	<p>educational goals are individualized</p> <p>Teacher lesson plans document individualization based on child outcomes</p> <p>Special needs children receive therapy services in an appropriate and timely manner.</p> <p>Information regarding vision, hearing, dental, physicals, immunizations, nutrition, and other health-related information is contained in child's file.</p> <p>Information regarding health needs is shared with parents, teachers (vision and hearing), and others with</p>
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<p>Education:</p> <ol style="list-style-type: none"> <li>1. The curriculum has been rewritten to include parent/family activities on at least a weekly basis that involve the parent/family in the child's educational program. Parents/families evaluate the activities, and the Education Coordinator and teaching staff review/revise activities to better meet parental needs.</li> <li>2. Teaching staff individual portfolios of children's work and progress to share with parents. Children are assessed three times per year (fall, winter and spring) and their progress is noted on the HighReach Observation Checklist. Child reports are shared with parents during Home Visits and Parent-Teacher Conferences.</li> </ol> <p>Parent Committee and Policy Council:</p>	<p>Education Manager, Teachers, Teacher Assistants, Parents, Management Team</p> <p>Teachers, Teacher Assistants</p> <p>Family Service Workers,</p>	<p>July,</p> <p>August-May</p> <p>Monthly</p>	<p>Curriculum is reviewed/revise annually.</p> <p>Fall, Winter, and Spring HighReach Assessment results.</p> <p>Agendas, meeting sign-</p>	<p>Consultant assistance to review/revise curriculum.</p> <p>Funding for HighReach Assessments</p> <p>Data entry for assessments</p>	<p>a "need to know."</p> <p>Children's folders have up-to-date health records.</p> <p>Children have medical and dental homes.</p> <p>Monthly newsletter details curricular activities of each classroom.</p> <p>HighReach Observation Checklist is used to gather parent input into curriculum</p> <p>Assessment results are analyzed during Teacher Meetings and used for overall programmatic improvement.</p> <p>Lesson plans note individualization</p>
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<p>1. Parent committee meetings are held monthly. All parents are members of the Parent Committee. Center Supervisors with input from parents schedule presenters to address topics of interest and concern to parents.</p> <p>2. Policy Council meetings are held bi-monthly. Members are elected by the Parent Committee and also include community representation.</p> <p>Telephone, Written, and Face-to-Face Communication:</p> <p>1. Parents who serve on committees will receive written memos regarding meeting time and date</p>	<p>Center Supervisor, Parent Involvement/Social Services Manager</p> <p>Director, Center Supervisors, Parent Involvement/Social Services Manager, Family Service Workers</p> <p>Family Service Workers ; Management Team; Director</p>	<p>Bimonthly meetings are regularly scheduled at the discretion of the Policy Council. These meetings are scheduled to avoid the parent meetings</p> <p>Monthly through-out the school year, and on-going</p>	<p>ins, meeting evaluations by parents</p> <p>Agendas, meeting sign-ins, approval of policies and procedures, MOUs, written component area work plans.</p> <p>Memos provided to parents regarding Parent Committee meetings, and general program information.</p>	<p>Funding to provide for training sources</p> <p>Scheduling of T/TA to provide parent training</p> <p>Scheduling of training for Policy Council to include training for Tribal Leadership (this changes on an annual basis in January).</p> <p>Continued inclusion of tribal liaison and community representative on the Policy Council</p> <p>Copies of memos sent</p>	<p>of activities to address each child's needs.</p> <p>Parents receive training in areas of parent concern</p> <p>Parents are familiar with Head Start issues, policies, procedures, long-range goals, and short-term objectives</p> <p>Stronger working relationship and understanding between the program, Policy Council, and Tribal Leadership</p>
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<p>one week ahead of time. Parents will be called the day before the committee to verify the meeting time and place.</p> <ol style="list-style-type: none"> <li>2. Newsletters are sent home monthly to inform parents/families about the program.</li> <li>3. Memos are sent home to parents on an “as needed” basis regarding program information; face-to-face information is shared through teaching staff/bus monitors as children are picked-up and dropped off for the day.</li> </ol>	<p>Teachers and Teacher Assistants</p>		<p>Director provides reminder memos, tentative agendas, and follow-up memos to Policy Council</p> <p>Teachers and Teacher Assistants provide monthly classroom information for inclusion in the Newsletter</p>	<p>to parents.</p> <p>Record of telephone contacts.</p> <p>Copies of monthly newsletters.</p>	<p>Improved communication between parents and program</p> <p>Increased parent participation in program.</p> <p>Decreased misunderstandings and parent calls to program regarding policies and procedures</p> <p>More parent input into program policies and procedures</p>
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1304.51(d)

(d) Communication with governing bodies and policy groups.

Grantee...must ensure that the following information is provided regularly to their grantee and delegate governing bodies and to members of their policy groups:

- (1) Procedures and timetables for program planning
- (2) Policies, guidelines, and other communications from HHS
- (3) Program and financial reports; and
- (4) Program plans, policies, procedures, and...Head Start grant applications.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Procedures and Timetables for Program Planning:</p> <ol style="list-style-type: none"> <li>1. Program planning timetable is available in the Event and Program Monitoring Schedule. This is a calendar of regularly scheduled Head Start events, and their month of occurrence. This is computerized on Microsoft Outlook and considered as a three-year administrative calendar.</li> <li>2. This schedule is disseminated and explained at the Policy Council orientation training .</li> <li>3. The schedule will be reviewed monthly with the Policy Council. A Liaison is represented on the Policy Council, and will share relevant information with Governing Body.</li> </ol>	<p>Director Component Area Coordinators</p> <p>Director, Mgmt staff</p> <p>Director, Mgmt staff</p>	<p>Annually, August through July</p> <p>August through July, throughout the year at monthly Policy Council meetings</p>	<p>Calendar of Events included in monthly newsletter.</p> <p>Agenda for Policy Council orientation and training meeting</p> <p>Bi-monthly agendas of Policy Council meetings</p> <p>Agendas of monthly Policy Council meetings.</p>	<p>Training/Technical Assistance in use of Microsoft Office to calendar programmatic events, Performance Standards implementation, and monitoring schedules.</p>	<p>The program will have a fully operational three-year administrative calendar.</p> <p>Grantee, Policy Council, parents, and staff will be able to access the calendar for reference.</p> <p>Program will be able to use the calendar to document activities and events as they occur, and provide a running commentary on program achievements</p>
<p>Policies, Guidelines, and Other Communications from HHS:</p> <ol style="list-style-type: none"> <li>1. Communications, including</li> </ol>	<p>Budget Manager Director</p>	<p>Bi-monthly throughout</p>	<p>Completed reports.</p>	<p>Continuation of emails and other</p>	<p>Written communications enable parents to</p>

<p>policies and guidelines from HHS is a standing agenda item for the Policy Council. The Director will disseminate relevant information from HHS to the Policy Council in written form. Explanation will be provided, and the Policy Council will have time for discussion during the meeting.</p>		the year	<p>Policy Council agendas and meeting minutes.</p> <p>Fiscal reports created by Budget Manager through the finance software.</p> <p>Fiscal reports presented to Policy Council. Evidenced in Policy Council agendas.</p>	<p>written communications from HHS, NHSA, and NIHSDA</p>	<p>become active participants in the program, and advocates for services for their children.</p>
<p>Program and Financial Reports:</p> <ol style="list-style-type: none"> <li>1. Content area Managers submit monthly program reports to the Director. Upon receipt, the Director acts on any issues, and brings issues to the attention of the Policy Council.</li> <li>2. Financial reports are to be submitted bi-monthly to the Policy Council so appropriate programmatic decisions can be made.</li> </ol>	Director, Budget Manager	<p>Monthly throughout the year</p> <p>Bi-monthly throughout the year</p>	<p>Policy Council agendas.</p>	<p>Timeliness of management team in submitting reports to director</p>	<p>Policy Council will be able to respond directly to program and management issues and concerns.</p> <p>Policy Council will be able to approve funding applications based on financial information given to them.</p>
<p>Program Plans, Policies, Procedures, and...Head Start Grant Applications:</p> <ol style="list-style-type: none"> <li>1. All program plans, policies and procedures are available to Policy Council. During on-going training throughout the year, plans, policies and procedures will be reviewed, revised as necessary, and approved by the Policy Council.</li> <li>2. Policy Council receives orientation in October. Included in this orientation is a binder that includes</li> </ol>	<p>Management Team Parents, Community Members, Teaching Staff, Director</p>	<p>Bi-monthly throughout the year</p>	<p>Complete binders for dissemination to Policy Council.</p>	<p>Updated/revised policies and procedures</p> <p>Materials for inclusion in Policy Council Handbook</p>	<p>Policy Council will have all necessary information to make programmatic decisions.</p> <p>Policy Council will have all necessary information to make decisions regarding the grant</p>

<p>program standards, staff roster, agendas, budgets, correspondence, governance and management responsibilities, confidentiality form, by-laws, internal dispute resolution/impasse agreement, roles and responsibilities of governing board, a parent’s guide to decision making, and Robert’s Rules of Order.</p> <p>3. Grant applications are submitted to Policy Council and the Governing Body as they are completed.</p> <p>(a) The narrative is developed by the Tribal grant writer and Director, and based on the Community Assessment, with input from parents, community members, and other tribal programs, and self-assessment input from management team, PC, GB and HS staff.</p> <p>(b) When the narrative is written, it is submitted to the PC and GB for review and revision, and includes budget narrative.</p> <p>(c) Grant application is finalized following PC and GB input, then approved by the Policy Council and Governing Body.</p> <p>(d) Grant application, with PC and GB approval, is</p>	<p>Director Management Team Teaching Staff Parents Policy Council Tribal Council</p>	<p>June or July</p>	<p>Policy Council agendas and minutes</p> <p>Completed grant</p>	<p>binders</p> <p>Completed grant</p>	<p>application.</p> <p>Policy Council will know their roles and responsibilities.</p> <p>Grant application receives approval by Policy Council and Governing Body.</p> <p>Grant application includes Lieutenant Governor’s signature.</p> <p>Grant application is submitted to AIAN-PB before the September 1<sup>st</sup> deadline.</p>
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submitted to the Lieutenant Governor for signature.					
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<p>to receive staff questions and comments regarding program issues.</p> <ol style="list-style-type: none"> <li>2. Issues brought up at management team meetings are relayed to the staff via staff meetings, or teacher meetings. In some instances, the content area manager is asked by the Director to relay information to those individuals that they supervise.</li> <li>3. The Education Manager is available to address concerns of the teaching staff.</li> <li>4. The Nutrition and Transportation Managers are available to address concerns of kitchen staff and bus drivers.</li> <li>5. Center staff meetings are scheduled as determined by the center supervisor. Time is made available during these meetings for staff to voice ideas and concerns, and provide constructive feedback to colleagues and supervisors.</li> <li>6. Management staff meetings are held once a month at the HS Admin office.</li> </ol>	<p>Education Coordinator*</p>	<p>the school year, ongoing</p>	<p>in sheets;</p> <p>Written minutes;</p> <p>Completed calendars;</p> <p>Updating of monthly planning calendar</p> <p>Completion of assignments, tasks and duties to meet performance standards.</p> <p>Implementation of action plan and progress toward next steps.</p>	<p>at least one month in advance</p> <p>Training/Technical Assistance in use of Microsoft Office to calendar programmatic events, Performance Standards implementation, and monitoring schedules.</p>	<p>Director is able to act in a timely manner on issues brought to the table by staff members and/or parents.</p> <p>Activities and events are known in advance.</p> <p>Staff use of personal and sick leave does not interfere with program operations.</p> <p>The program is able to operate within the guidelines of the Performance Standards</p>
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**MANAGEMENT SYSTEMS AND PROCEDURES: RECORD-KEEPING**

1304.51(g)

(g) Grantee... must establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Standard Forms:</p> <ol style="list-style-type: none"> <li>1. Head Start currently uses paper forms and computerized forms for information regarding children, families, and staff. IMS provides the record keeping and tracking information necessary for Head Start, and provides a standardized format for use.</li> <li>2. Policy Council approves any additional forms before they are used within the program. The Director will review the forms with the management team before approval.</li> <li>3. Current forms will be reviewed and updated/revised for accuracy and content on an annual basis, or as determined by the content area manager.</li> </ol>	<p>Management Team</p> <p>Director Management Team</p> <p>Management Team</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Completion of forms.</p> <p>Forms submitted in timely manner.</p> <p>Policy Council agendas/minutes.</p> <p>Management Team Monthly Narratives</p>	<p>Additional training to use the IMS system for record-keeping.</p> <p>Management team was trained in IMS. IMS provides the record keeping and tracking information necessary for Head Start, and provides a standardized format for use. The program uses paper forms and computerized forms.</p> <p>File folders</p> <p>Lockable file</p>	<p>All records and documents will be stored in secure computer system, including children's files and records.</p> <p>Policy Council approves all Head Start forms before use with program.</p> <p>Program files are kept up-to-date as reports are submitted.</p>
<p>Recording and Storage of Useful Information:</p> <ol style="list-style-type: none"> <li>1. Information Memoranda and Program Information Reports will be filed in chronological order in three-ring binders by the Office Manager. Filing will be done on an on-going basis to keep records up-to-</li> </ol>	<p>Director Management Team</p>	<p>On-going</p>			<p>Confidentiality of information is maintained at each center</p>



<p>program will be the prerogative of the Tribal Human Resources Director.</p> <p>10. Policies and procedures, including Policy Council approval, are kept in a binder in the HS Admin. office.</p> <p>11. Tribal Policies and procedures that are more general in nature are available on the Chickasaw Nation Intranet.</p> <p>12. Program policies and procedures are available in the Parent, Education and Transportation Handbooks.</p> <p>13. A copy of the curriculum is given to each classroom for use by teacher and teacher assistant. Copies of the curriculum are kept in the Education Manager's office.</p>	<p>Director, Administrative Assistant</p> <p>All Head Start Staff</p> <p>Director, Education Manager, Transportation Manager</p> <p>Education Manager, Teaching Staff</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Once approved by Policy Council, policies/procedures are maintained with Policy Council meeting minutes, and in a separate binder for each component area.</p> <p>Curriculum is accessible to teaching staff, Education Coordinator, parents, and other interested parties.</p>		<p>and timely information, and ensure appropriate confidentiality of information. Children's folders will contain all essential elements required by Head Start Performance Standards</p>
<p>Confidentiality of Information:</p> <p>1. Policies and procedures regarding confidentiality and access to files for children and family records and for program staff records are available in the handbooks.</p> <p>2. These policies and procedures delineate personnel who can access files for placing and retrieving file material, monitoring establishment and</p>	<p>Director Office Manager</p>	<p>Annually and on-going</p>	<p>All Head Start staff sign confidentiality agreements each year confirming their agreement to abide by the program's confidentiality policy and procedures.</p>		<p>Policies/procedures are accessible to all Head Start employees, parents, Tribal Governing Body, and other interested parties.</p>

<p>maintenance of files, and using file material on a need-to-know basis.</p> <ol style="list-style-type: none"> <li>3. A sign-in/sign-out form is to be used by persons utilizing the files for any purpose.</li> <li>4. During Parent Orientation, parents are informed of the reasons for and policies pertaining to use of files.</li> <li>5. Only parents have access to their child's file folder upon request.</li> <li>6. Parents must consent to release or withhold accumulated information from receiving school or other agency.</li> <li>7. The Transportation Manager places staff health records in employee health folders. These folders are maintained in a locked file cabinet.</li> <li>8. Employees have direct access to their personal health folder, and can access it upon request.</li> <li>9. Tribal personnel policies and procedures permit disclosure of confidential personnel file information only in compliance with lawful investigation or subpoena. Access to personnel records is limited to authorized personnel only.</li> <li>10. Personnel files maintained in the tribal HR office may be examined by the employee, upon request, and in the</li> </ol>	<p>All Head Start Staff Anyone accessing the files (i.e. auditors, federal team reviewers, school health personnel, etc.)</p> <p>Parents</p> <p>Parents, Center Supervisors</p> <p>Transportation Manager</p> <p>Director All Head Start Staff</p> <p>All Head Start Staff</p> <p>All Head Start staff</p>	<p>On-going</p> <p>Upon child's transition to receiving school or agency</p> <p>On-going</p>	<p>Sign-in/sign-out file folder documentation indicates appropriate compliance with confidentiality procedures.</p> <p>Signed parent consent forms.</p> <p>Signed receipt of records from receiving elementary school.</p>	<p>HS policies and procedures are revisited annually, and updated as needed. HS policies and procedures review is part of the annual pre-service training for Head Start staff.</p> <p>All teaching staff are familiar with the curriculum, and teach toward Child Outcomes based on curriculum activities and assessments.</p> <p>Confidentiality policy and procedures, including access to files, are reviewed during staff pre-service (July) and throughout the year at staff meetings.</p> <p>Confidentiality policy and procedures are discussed with parents during intake, Parent</p>
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<p>presence of an authorized representative within the Human Resources office.</p>					<p>Orientation (August); in the newsletter quarterly, and during parent committee meetings.</p>
<p>Use of Computer Technology:</p> <ol style="list-style-type: none"> <li>1. Head Start electronically maintains financial and program data through GABI and CN Computer system.</li> <li>2. The program has its own computer server on which computer generated reports are retained</li> <li>3. Management team uses computer technology to generate and produce standard forms used regularly by the program, the tribe, and the Office of Head Start.</li> <li>4. Children’s health records will be maintained according to HIPAA regulations.</li> </ol>	<p>IT, All Head Start staff</p>	<p>On-going</p>	<p>Computer Access Use Agreement signed by all Head Start staff.</p>	<p>Password accessibility limited to “need to know”.</p> <p>Training and technical assistance is necessary to help staff understand and fully utilize the computer networking system</p>	<p>Document exchange between Head Start and receiving school is complete by end-of-school (May) for following school year (August) transition.</p> <p>Head Start employees are up-to-date with annual physicals; new employees physicals and TB tests are on file within first month of employment.</p>
<p>Transfer of Records:</p> <ol style="list-style-type: none"> <li>1. Parents must consent to release or withhold accumulated information from receiving school or other agency.</li> <li>2. For children transitioning to elementary school, the Transition Manager is responsible for delivery of all children’s records to the receiving school. The receiving school signs for all documents received, and the Transition/Literacy Coordinator maintains a file of</li> </ol>	<p>Parents, Center Supervisors</p> <p>Transition Manager</p>	<p>Annually</p> <p>Annually</p>	<p>Parent signatures on consent to release/withhold forms.</p>		<p>Management Team maintains protected computer files to deal with electronic storage of confidential information. Only the individual Coordinator, and</p>

<p>signature sheets for one year after children transition.</p> <p>3. For special needs children, the Disabilities/Mental Health/Health Manager is responsible for scheduling transition IEP meetings, and delivery of children's records to receiving school.</p> <p>4. Children's records are delivered to the receiving school within two weeks of the end of the academic year.</p> <p>5. Head Start maintains children's folders, with original information, for a period of five years from date of transition.</p> <p>6. Only copies of children's records are delivered to the receiving school. Originals are kept at Head Start.</p> <p>7. For three years following transition, transition children's files are maintained under the teacher's name for that year, in the Records Management building.</p> <p>8. All transitioning children's folders have complete and accurate information.</p> <p>9. All transitioning children's folders for a given year are contained in file cabinet in the Center's file room.</p> <p>10. The Transition Coordinator is responsible for providing up-</p>	Transition Manager Disabilities/Mental Health/Health Manager	Annually			the Director, have access to those files through protected passwords.
	Transition Manager	Annually			Staff understandings confidentiality of HIPAA regulations and adheres to proper procedures regarding release of information.
	Transition Manager	Annually	Locked files are maintained in the center's file room containing the previous three year's of children's folders, filed alphabetically by children's names, for each classroom.		
	Transition Manager	Annually	Files for years four and five from date of transition are maintained in the Records Management building.		Children's folders
		Updated as	Files for years four and five from date of transition are maintained in the Records Management building.		
		Updated as	All files older than five years are purged and shredded.		
		Updated as	An "essential documents" checklist developed from the Child Audit to determine completeness of folders is used. That checklist remains with each classroom's folders for the transitioning year.		
		Updated as			
		Updated as			
		Updated as			

<p>to-date class lists of all transitioning children for a given year.</p> <p>11. After a three-year period, transitioning children's files are placed in a locked file cabinet.</p>		<p>necessary</p> <p>Annually reviewed in the summer</p>	<p>Transition Manager places folders, checklists, and class lists in file cabinet in the center's file room</p> <p>At the end of three years, documents are moved to the Records Management site until they are ready to be purged and shredded.</p>		
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**MANAGEMENT SYSTEMS AND PROCEDURES: REPORTING SYSTEMS**

1304.51(h)(1)

(h) Reporting systems.

Grantee...must establish and maintain efficient and effective reporting systems that:

- (1) Generate periodic reports of financial status and program operations in order to control program quality, maintain program accountability, and advise governing bodies, policy groups, and staff of program progress; and
- (2) Generate official reports for Federal, State, and local authorities, as required by applicable law.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
Identification of Critical Reports: 1. Required Reports: (a) PIRs (b) Health and Safety Checklist (c) Child and Family File Audit (d) Bus Ride Audit (e) Bus Evacuation Drill Observation (f) Fire/Disaster Drills and Observation (g) Classroom Observations (h) Classroom Outcomes Checklist (i) Nutrition Record Review (j) Food Program Audit (k) Environmental Health and Safety Code (l) Non-Federal Share Record Submission (m) Average Daily Attendance (n) Monthly Enrollment Report (o) Center Meal Count (p) Meal Count	Director Management Team Teaching Staff Cook and Cook's Aides	As indicated in the Overall Systems Description, Event and Program Monitoring Schedule: Record Keeping and Reporting.  Also as indicated in the Head Start yearly calendar.  As indicated on Microsoft Outlook calendars	Due dates for reports are scheduled on the Head Start yearly calendar.  Reports are completed and filed in a timely manner.  (Blank copies of all Head Start forms are included at the end of this work plan.)  Reports are monitored through Microsoft Outlook	Training/Technical Assistance in use of Microsoft Outlook to calendar programmatic events, Performance Standards implementation, and monitoring schedules.	All reports are filed on time or ahead of time.  All critical reports are filed in appropriate folders in the main office.  Reports are coordinated between management team; management team works cooperatively to assure all report information is up-to-date

<p>2. Discretionary Reports:</p> <ul style="list-style-type: none"> <li>(a) Management Team Monthly Narrative Reports</li> <li>(b) Classroom Observations</li> <li>(c) Classroom Outcomes Checklist</li> <li>(d) Home Visit Documentations</li> <li>(e) Parent-Teacher Conference Documentations</li> <li>(f) Director's Monthly Narrative (submitted to the Tribal Administrator)</li> </ul> <p>Report Content and Structure:</p> <ul style="list-style-type: none"> <li>1. Variable: see Overall Systems Description, Event and Program Monitoring Schedule: Record Keeping and Reporting.</li> </ul> <p>Frequency of Reports:</p> <ul style="list-style-type: none"> <li>1. Variable: see Overall Systems Description, Event and Program Monitoring Schedule: Record Keeping and Reporting.</li> </ul> <p>Official Reports:</p> <ul style="list-style-type: none"> <li>1. Head Start Bureau, HHS <ul style="list-style-type: none"> <li>(a) Program Information Reports (PIRs)</li> </ul> </li> </ul>	<p>Director, Administrative Assistant</p>	<p>Annually in August</p> <p>Semi-monthly</p> <p>Varies according to due date of report</p> <p>Annually (Aug)</p>	<p>Completed reports</p> <p>Completed reports</p> <p>Completed reports</p>		<p>Program is in compliance with all reporting requirements of the Performance Standards and Head Start Bureau</p>
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<p>(b) Financial audit reports (c) Financial status and expenditures (SF-269s)</p>	<p>Tribal Fiscal Office, Budget Manager</p>	<p>Annually Annually</p>	<p>Completed reports Completed reports</p>		
<p>2. Annual returns filed with the Federal Internal Revenue Service (IRS)</p>	<p>Tribal Fiscal Office</p>	<p>Annually</p>	<p>Completed reports</p>		
<p>3. Social Security payroll taxes (FICA)</p>	<p>Tribal Fiscal Officer</p>	<p>Annually</p>	<p>Completed reports</p>		
<p>4. Income tax withholding</p>	<p>Tribal Fiscal Officer</p>	<p>Annually</p>	<p>Completed reports</p>		
<p>5. Meals served, menus, training provided for USDA meal programs</p>	<p>Tribal Fiscal Officer, Budget Manager, nutrition Manager</p>	<p>Twice yearly</p>	<p>Completed reports Completed reports</p>		
<p>6. Program enrollment reports</p>	<p>Director</p>	<p>3 X /year</p>	<p>Completed reports</p>		
<p>7. Attendance reports</p>	<p>Education Manager</p>	<p>Monthly</p>	<p>Completed reports</p>		
<p>8. Other reports required by Federal, State, Tribal, or local law.</p>	<p>Management staff</p>	<p>Variable</p>	<p>Completed reports</p>		

Program is in compliance with all reporting requirements of the Performance Standards and Head Start Bureau

**MANAGEMENT SYSTEMS AND PROCEDURES: PROGRAM SELF-ASSESSMENT AND MONITORING**

1304.51(i)(1)

(i) Program self-assessment and monitoring.

- (1) At least once each program year, with the consultation and participation of the policy groups, and as appropriate, other community members, grantee...must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Instrument(s) Used:</p> <ol style="list-style-type: none"> <li>1. The Office of Head Start Monitoring Protocol and/or the Self-Assessment Tool Kit will be the instruments used to assess program effectiveness and progress.</li> </ol> <p>Time Schedule:</p> <ol style="list-style-type: none"> <li>1. Self-assessment will be conducted during a three-month period, January, February, March.</li> <li>2. The self-assessment team will be selected and oriented in January.</li> <li>3. Self-assessment will be conducted in February.</li> <li>4. Analysis of results will be done in March.</li> </ol> <p>Selection of Self-Assessment Team:</p> <ol style="list-style-type: none"> <li>1. The self-assessment team will be selected and oriented in January.</li> <li>2. The team will be comprised of staff, policy council members, parents, community representatives, Tribal Leadership, and Tribal programs.</li> </ol>	<p>Director Management Team Teaching Staff Parents Tribal Leadership Tribal Programs Community Members</p> <p>Director Management Team</p> <p>Director Management Team Teaching Staff</p>	<p>January</p> <p>February</p> <p>March</p> <p>January</p>	<p>Formulation of teams. Agendas and sign-ins for orientation meetings.</p> <p>Memos requesting participation by all parties involved</p>	<p>Protocol review checklist or self-assessment checklist.</p> <p>Full attendance by staff to participate in the self-assessment process</p>	<p>Staff will have thorough knowledge of the Monitoring Protocol review instrument, the self-assessment process, and Head Start Performance Standards.</p> <p>Staff will be able to lead others through the self-assessment process</p>

<p>Provide Training about the Self-Assessment Process:</p> <ol style="list-style-type: none"> <li>1. Training will occur in January during a regularly scheduled staff meeting time. Separate training will be provided for parents/community members if they are unable to attend the staff meeting training, and this will occur either during the day, in the evening, or both to accommodate parent/community member schedules.</li> </ol>	<p>Director Management Team Self-Assessment Teams</p>	<p>January</p>	<p>Agendas and minutes of training meeting(s). Sign-in sheets.</p> <p>Completed assessment including observations, records review, parent and family interviews and staff interviews.</p>		
<p>Assess the Program:</p> <ol style="list-style-type: none"> <li>1. Information will be collected in each Protocol area during February.</li> <li>2. Committees will begin assessment the first week of February, and assessment will be completed the last week of February.</li> <li>3. Assessment will include observed program practices as well as records review, parent/family interviews and staff interviews.</li> </ol>	<p>Director Management Team</p>	<p>February</p>			
<p>Analyze and Share Findings:</p> <ol style="list-style-type: none"> <li>1. Data analysis will include documentation of strengths, and identification of improvement opportunities.</li> <li>2. Findings will be shared during regularly scheduled staff</li> </ol>	<p>Director Management Team Teaching Staff Parents/Families Community Members Tribal Leadership Tribal Programs</p>	<p>March</p>	<p>Data analysis will include program strengths and next steps.</p>		



<p>progress toward the activities.</p> <p>3. Areas of needed improvement will have ongoing focus; barriers to success will be addressed.</p> <p>4. Areas of progress will be celebrated.</p>			<p>Development of policies and procedures to address improvement areas.</p>		<p>areas that are not).</p> <p>Program will be in compliance with all Performance Standards.</p> <p>Program will have a positive Federal Team review.</p>
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1304.51(i)(2)

(2) Grantees must establish and implement procedures for ongoing monitoring of their own...Head Start operations...to ensure that these operations effectively implement Federal regulations.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>On-going Planning:</p> <ol style="list-style-type: none"> <li>1. Annual self-assessment</li> <li>2. Community Assessment</li> <li>3. Develop or Review Program Goals</li> <li>4. Develop or review/update service work plans</li> <li>5. Grant application preparation and submission</li> </ol>	<p>Director All Head Start Staff Parents/Families Community Members Tribal Leadership Tribal Programs</p> <p>Director Teaching Staff Parents/Families Community Members Tribal Leadership Tribal Programs</p> <p>Director</p> <p>Management Team Director</p> <p>Director Tribal Fiscal Officer Management Team</p>	<p>January February March</p> <p>Every three years and updated annually</p> <p>April</p> <p>May</p> <p>June</p> <p>May</p> <p>June</p> <p>July</p>	<p>Completion of self-assessment</p> <p>Completion of CA, or updating of CA.</p> <p>Review/revise program goals for inclusion in full program grant or continuation grant. Policy Council and Tribal Council approval.</p> <p>Review/revise written plan for implementing services Review by Grantee; review and approval by Policy Council</p> <p>Draft budget submitted to Policy Council Approval of application by Policy Council and Tribal Council</p>	<p>Training and technical assistance in use of Microsoft Outlook calendar system.</p> <p>Establishment of regular meetings for Management Team and Teaching Staff, and regular staff meetings</p>	<p>Monthly narratives from Management Team will be inclusive of ongoing monitoring within their component area.</p> <p>Microsoft Outlook calendars will indicate daily, weekly, and monthly monitoring activities.</p>

<p>6. Conduct Annual Self-Assessment</p>	<p>Director All Head Start Staff</p>	<p>January February March</p>	<p>Application submitted to AI-AN/ HHS</p> <p>Select and orient the assessment. Conduct the assessment.</p> <p>Analyze, identify strengths, improvement opportunities, findings and recommendations. Develop and share Action Plan. Implement Action Plan.</p>	<p>Scheduling on Governing Board agenda in July</p>	<p>Grant application submitted before deadline of September 1<sup>st</sup>.</p>
<p>7. Review and update Systems Event Schedule</p>	<p>Director Management Team</p>	<p>September December March June</p>	<p>Review/revise/update as indicated in self-assessment and Action Plan recommendations and next steps.</p>		
<p>1. The Protocol checklists will be used in each component area to determine compliance with performance standards, and to ensure appropriate interventions are taken in a timely manner.</p> <p>2. Each Management Team member is responsible for assuring monitoring occurs on a regular basis according to the timeline.</p> <p>3. Management Team monthly narratives will be given at the end of each month during the regularly scheduled Management Team meeting. Meetings occur weekly.</p>	<p>Director Management Team Maintenance Supervisor Custodian Teaching Staff</p>	<p>Throughout the year and on-going</p>	<p>Completion of Protocol checklists.</p> <p>Calendaring system using Microsoft Outlook.</p> <p>Monthly narratives submitted to Director.</p> <p>Documented meeting notes with Tribal Administrator.</p> <p>Minutes of weekly Management Team meetings.</p> <p>Action plan documentation</p>	<p>Training and technical assistance on use of Microsoft Outlook calendaring system.</p> <p>Training and technical assistance for each Management Team member to develop on-going monitoring systems.</p>	<p>Head Start program maintains compliance in all component areas. Problems are addressed and corrected as they are observed.</p> <p>Indoor and outdoor facilities are in compliance with performance standards; health and safety issues are addressed in an appropriate and timely manner.</p>

<p>4. Director will meet with Tribal Administrator on an as needed basis throughout the grant year. Additionally, the Director submits monthly narratives to the Tribal Administrator, Policy Council, and Program Specialist (Washington, DC) indicating highlights, statistics, problems experienced, and future goals.</p> <p>5. Management Team will give input into improvement areas.</p> <p>6. If out-of-compliance issues cannot be addressed immediately, an action plan will be developed to address activities, responsibility, timeline, and outcome.</p> <p>7. The Director will follow-through with Management Team to assure compliance issues are addressed.</p> <p style="padding-left: 40px;">a. The Health and Safety Checklist is conducted monthly.</p> <p style="padding-left: 40px;">b. The Classroom Observation Instrument is conducted monthly for each classroom.</p> <p>Week 1: Teacher Interactions and Strategies are observed in each pair of classrooms.</p>	<p>Health Manager Facilities Manager Maintenance Man</p> <p>Center Supervisors, Education Manager</p> <p>Center Supervisors Education Manager</p>	<p>Monthly</p> <p>Weekly</p> <p>Daily using calendaring system</p> <p>Monthly</p> <p>Monthly</p> <p>As listed</p>	<p>of improvement activities.</p> <p>5-minute morning meetings with each Management Team member to discuss day's and week's activities.</p> <p>Monthly bus ride checklist completed and filed.</p> <p>Monthly fire drill reports completed and filed.</p> <p>Twice-annual bus evacuation drills completed and filed.</p> <p>Monthly non-federal share updates.</p> <p>Fall and spring child file (essential elements) audits.</p> <p>Annual fiscal checklist report.</p> <p>Monthly updates regarding family partnership agreements and family goal setting (i.e. number of families participating, number of families contacted and updated).</p>	<p>Curriculum implementation; integration of health, nutrition, and mental health into the curriculum; use of IEP in individual classrooms; assessment of children; parent involvement in Individual Child Plan; parent involvement in planning for child's IEP; implementation of Head Start Outcomes Framework.</p> <p>All component areas are addressed through transportation performance standard.</p> <p>Adequacy of preparation for fire emergency; bus emergency</p> <p>Folders contain all pertinent information and are complete;</p>
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Week 2: Facilitating Children’s Language and Literacy Development are observed in each pair of classrooms.		As listed			tracking of children and families is documented.
Week 2: Facilitating Children’s Math and Science Development are observed in each pair of classrooms.		As listed			Monthly budgets are submitted to the Head Start program for review by Policy Council.
Week 3: Facilitating Children’s Social and Emotional Development are observed in each pair of classrooms.	Disabilities/Mental Health Manager Education Manager	As listed			
Week 3: Facilitating Children’s Physical Development	Education Manager	As listed			Adequacy of recruitment/enrollment, applications review, family partnership/goal planning, parent training, parent meetings, parent conference, policy council meetings, family literacy, fatherhood initiative, and child abuse and neglect awareness.
Week 4: Prevention and Early Intervention—Integrating Health, Nutrition, Mental Health, Safety and Wellness	Disabilities/Mental Health/Health Manager Nutrition Manager	As listed			
Week 4: Individualizing and Disabilities Services	Disabilities/Mental Health/Health Manager	As listed			
c. Bus Ride Checklist is conducted monthly.	Bus Drivers Transportation Manager	Monthly, and daily spot-checks			
d. Fire and Disaster Drills and Observation Checklist; Bus Evacuation Drill Observation Checklist	Center Supervisor, Teaching staff, Facilities Manager	Monthly, and twice yearly			
e. Non-Federal Share (In-Kind) Report, including volunteer	Budget Manager Center Supervisors Teaching Staff	Kept up monthly, reported			

<p>sign-in forms, parent meeting records, training, and donations from outside sources.</p>		<p>annually</p>			
<p>f. Child and Family File Audit</p>	<p>Education Manager</p>	<p>Twice yearly, fall and spring, finalized after children transition</p>			
<p>g. Fiscal Checklist</p>	<p>Budget Manager Tribal Fiscal Officer Director</p>	<p>Annually during self-assessment</p>			
<p>h. Family Services Objectives</p>	<p>Family Service Workers</p>	<p>During intake, and ongoing monthly updates</p>			



<p>Start parent preference status for the position to be filled.</p> <ol style="list-style-type: none"> <li>7. PC Personnel committee, Director and those identified by the Director determine those applicants to interview.</li> <li>8. One PC personnel committee member and the Director interview applicants based on a set of interview questions and score sheet. A Human Resources staff and Management Team members will be asked to participate in the interview process.</li> <li>9. Each interviewer rates each interviewee on the score sheet.</li> <li>10. The name of the highest scoring applicant is sent to the Governor for his approval.</li> <li>11. Reference checks are completed.</li> <li>12. Once the Governor approves the applicant, that individual is hired to the position.</li> <li>13. During the 90-day probationary period for new employees, background checks are conducted to determine if there is reason to remove the individual from the position.</li> <li>14. A 90-day performance evaluation is given to the employee by his/her immediate supervisor.</li> <li>15. If the performance evaluation is favorable, the employee remains in the position with the program.</li> </ol> <p>Head Start Director</p>				<p>developing position descriptions that directly apply to performance appraisals.</p> <p>Training and technical assistance to review and revise tribe's generic performance appraisal process to match each employee's work in carrying out duties delineated on their position descriptions.</p>	<p>organizational chart depicts line authority to and from all Head Start staff, and supervision among positions. Policy Council and Parent Committee are included in the organizational chart to indicate their position above the Director.</p> <p>Position descriptions of each staff member include knowledge, skills, and experience required for the position, and explanation of lines of authority and supervision.</p> <p>Policy Council functions, including relationships among policy group, governing body and key management staff are included in the Policy Council By-</p>
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			Performance appraisals		
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1304.52(a)(2)(i)

(2) At a minimum, grantee...must ensure that the following program management functions are formally assigned to and adopted by staff within the program:

(i) Program management (the...Head Start director)

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>1. Head Start Director responsibilities include communication with Tribal Government, Tribal Directors, other agency programs, the Policy Council, and parents; program planning; day-to-day program management and operations including personnel administration and supervision; staff development and training, coaching, mentoring; administration and maintenance of facilities, materials and equipment; financial administration; assessment of staff and program operations, and community relations and advocacy.</p>	<p>Tribal Administrator Policy Council Director</p>	<p>On-going</p>	<p>Vision, Mission and Philosophy Statement.  Head Start Director Position Description.  Management Systems and Procedures Work Plan.  Director's monthly program narratives to Tribal Administrator, Policy Council, and Program Specialist.  Policy Council meeting agendas and minutes.  Parent Committee meeting agendas and minutes.  Audit reports, environmental health survey reports, food service reports.  Management Team work plans.  PIR  Federal Review Team</p>	<p>Continued training and technical assistance to elicit staff buy-in to Performance Standards requirements, and in-house policies and procedures.  Training and technical assistance for team-building, and collaborative, collegial partnerships among Head Start staff.</p>	<p>Head Start develops in-house policies through communication with parents and staff that delineate roles and responsibilities in carrying out the mission of the program.  Head Start staff adhere to the vision, mission, and philosophy statements for the program.  Head Start Director's position description is inclusive of responsibilities including communication with all parties, program planning, day-to-day management and operations, staff supervision, staff development and training,</p>

		<p>reports.</p> <p>Quality Improvement Plan implementation.</p> <p>Written program policies and procedures</p> <p>Staff meeting agendas and sign-in sheets</p> <p>Management Team meeting agendas and sign-in sheets</p> <p>Teaching staff meeting agendas and sign-in sheets</p>	<p>administration and maintenance of the facility, financial administration, and assessment of staff and program operations.</p>
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1304.52(a)(2)(ii)&(iii)

- (ii) Management of early childhood development and health services, including child development and education; child medical, dental, and mental health; child nutrition; and, services for children with disabilities; and
- (iii) Management of family and community partnerships, including parent activities.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>1. Management Team includes Education, Family Services, Transition, Disabilities/Mental Health/Health, Nutrition, Transportation, Maintenance Budget</p> <p>2. Management Team responsibilities include planning, development and implementation of operational procedures for their area of service; keeping abreast of research and development within the component area; maintaining data on children and families; locating resources and providing access to resources for families; communication with families and other staff; personnel administration and supervision of staff; team leadership and team building; staff training and development within their specific area(s).</p>	<p>Education Manager Family Partnership/Social Services Manager Transition Manager Disabilities/Mental Health/Health Manager Nutrition Manager Budget Manager Transportation Manager Facilities Manager</p>	<p>On-going</p>	<p>Vision, Mission and Philosophy Statement.</p> <p>Management Team Position Descriptions.</p> <p>Management Team service plans.</p> <p>Activities under #2 are delineated in each Management Team member's service plan. Service plans indicate how activities for each area are carried out in terms of the Performance Standards.</p> <p>PIR</p> <p>Federal Review Team report.</p> <p>QIP implementation.</p> <p>Audit reports, environmental health reports, food service reports.</p>		<p>Management Team service plans address every area included in the Performance Standards.</p> <p>Annual update of service plans provides overview of which areas are fully implemented, and those which may not be fully implemented.</p> <p>Annual self-assessment addresses service plans strengths and areas for improvement.</p>

			Development of policies and procedures to carry out program activities.		
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1304.52(b)(1)&(2)

(b) Staff qualifications – general.

(1) Grantee...must ensure that staff and consultants have the knowledge, skills, and experience they need to perform their assigned functions responsibly.

(2) In addition, grantee...must ensure that only candidates with the qualifications specified in this part and in 45 CFR 1306.21 are hired.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Teachers</p> <ol style="list-style-type: none"> <li>1. Three have Master’s degrees.</li> <li>2. Eight have Bachelor’s degrees</li> <li>3. Two of thirteen teachers hold an AA degree.</li> <li>4. One of thirteen teachers holds valid CDA.</li> <li>5. Three of 13 teachers are working toward a BA degree.</li> </ol> <p>Teacher Assistants:</p> <ol style="list-style-type: none"> <li>1. One teacher assistant has a BS</li> <li>2. Four have an AA</li> <li>3. Six teacher assistants are working toward AA degrees.</li> <li>4. Five teacher assistants are pursuing CDA certification.</li> </ol> <p>Process:</p> <ol style="list-style-type: none"> <li>1. For staff working toward AA degrees, on-site distance learning courses are offered every trimester through ECU and Murray State College. Tuition reimbursement is provided through the Tribe.</li> <li>2. Teaching staff are given up to six hours of educational leave per week to attend class.</li> <li>3. Head Start purchases the CDA</li> </ol>	<p>Director Education Manager Teachers Teacher Assistants Other Head Start Staff</p> <p>Education Manager Teacher Assistants</p> <p>All Head Start Staff</p> <p>Director Education Coordinator</p>	<p>On-going</p>	<p>AA Target Degree Completion Dates</p> <p>BA Target Degree Completion Dates</p> <p>CDA completion</p> <p>Copies of CDA and AA degrees are on file in the Director’s office and in the main office file.</p> <p>Employment requirement is that all Head Start staff have a minimum of GED or high school diploma.</p> <p>Director holds an earned Doctorate.</p> <p>Education Coordinator holds an MA in Education Administration.</p> <p>One Management Team member earned an AA degree and is working toward a BA degree</p>	<p>Funding commensurate with public schools to hire qualified staff.</p> <p>Funding commensurate with public schools to retain staff once they achieve their degrees.</p> <p>Staff requests for program funds for registration and books received in timely manner.</p> <p>Staff requests for educational leave received in timely manner.</p> <p>Copies of most recent transcript received in timely manner.</p> <p>Continued source of</p>	<p>The program goal is to have all teaching staff (teachers and teacher assistants) with CDAs or AA degrees, in accordance with the Head Start Act of 1998.</p> <p>Improved learning by children when taught by highly qualified teachers.</p> <p>Increased readiness in all Child Outcomes domains when the children transition from Head Start to Kindergarten.</p> <p>Improved scores on NRS for transitioning children.</p>

<p>renewal packet and their individual membership in an Early Childhood organization.</p> <p>4. Head Start provides the CDA \$50.00 renewal fee, and any certification letters as necessary.</p> <p>Additional training:</p> <ol style="list-style-type: none"> <li>1. When fiscally possible and administratively feasible, training is provided to all staff members, either locally or out-of-state, in areas requested on their Career Development Plans.</li> <li>2. Head Start provides staff training in various component areas as determined through the self-assessment analysis.</li> <li>3. Annual updating of CPR and First Aid is held during summer Pre-Service.</li> <li>4. The program has an extensive Training and Technical Assistance Plan that is inclusive of all areas of training required by the Performance Standards, as well as other trainings needed by individual employees.</li> </ol>			<p>Training and Technical Assistance Work Plan.</p> <p>Head Start full grant and continuation grants.</p> <p>HighReach assessment results (fall, winter, spring)</p>	<p>quality improvement funding so program can support employees' education.</p>	
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1304.52(b)(3)

(3) Current and former...Head Start parents must receive preference for employment vacancies for which they are qualified.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
Interview Process:					

<ol style="list-style-type: none"> <li>1. Head Start submits a position vacancy requisition and a copy of the position description to the tribe's Human Resources Department.</li> <li>2. Human Resources Director writes a job announcement based on the vacancy and position description information supplied by the program.</li> <li>3. Job announcements are posted through the tribe's Human Resources Department, at the Community Center, and in locations throughout the community.</li> <li>4. Potential applicants submit Pueblo of San Felipe job applications to the Human Resources Department.</li> <li>5. Applicants are screened through tribe's Human Resources Department to determine education and other qualifications.</li> <li>6. Screened applications are sent to the Head Start Director.</li> <li>7. The Head Start Management Team determines current and former Head Start parent preference status for the position to be filled.</li> <li>8. A Policy Council meeting is scheduled to review applications, and determine those applicants the Policy</li> </ol>	<p>Human Resources Director Policy Council Tribal Governor</p>	<p>On-going</p>	<p>Staff function chart</p> <p>Job applications</p> <p>Policy Council minutes regarding hiring decisions</p> <p>Interview questionnaires</p>	<p>Qualified parents who meet tribe's education requirements.</p>	<p>Current and former Head Start parents receive employment preference for Head Start vacancies for which they are qualified.</p>
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<p>Council wishes to interview.</p> <p>9. Policy Council and Director interview applicants based on a set of interview questions and rubric. Human Resources Director and Management Team members may be asked to participate in the interview process.</p> <p>10. Each interviewer rates each interviewee on the rubric.</p> <p>11. The name of the highest scoring applicant is sent to the Governor for his approval.</p> <p>12. Once the Governor approves the applicant, that individual is hired to the position.</p> <p>13. During the 90-day probationary period for new employees, background checks are conducted to determine if there is reason to remove the individual from the position.</p> <p>14. A 90-day performance evaluation is given to the employee by his/her immediate supervisor.</p> <p>15. If the performance evaluation is favorable, the employee remains in the position with the program.</p>					
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1304.52(b)(4)

5. Staff and program consultants must be familiar with the ethnic background and heritage of families in the program and must be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
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<p>Head Start employees:</p> <ol style="list-style-type: none"> <li>1. Twenty of 62 Head Start employees are Chickasaw citizens.</li> <li>2. Forty-one Head Start employees are Native American, and live within their respective communities.</li> <li>3. Twenty-one Head Start employee are non-Indian, but have worked within the community for several years.</li> </ol> <p>Consultants:</p> <ol style="list-style-type: none"> <li>1. Four disabilities service providers (funded by Part B) are non-Indian, but have worked with the Head Start population for three or more years.</li> <li>2. Training and technical assistance has been provided to the Head Start by consultants from the American Indian/Alaska Native Head Start Quality Improvement Center.</li> </ol>	<p>Director Head Start Staff</p>	<p>On-going</p>	<p>Hiring and background of Head Start employees</p> <p>Staff works with non-Indian employees and consultants to help them understand cultural differences.</p> <p>AI/TAN consultants meet the criteria of the American Indian-Alaskan Native Program Branch.</p> <p>The program's consultancy service is Three Feathers which provides training for Native American programs such as the Southwest Consortium of Indian Head Start Directors, as well as the annual National Indian Head Start Directors Association conference. San Felipe Pueblo Head Start participates in these organizations, and regularly calls on Three Feathers for advice and council.</p>	<p>Continued funding for consultancy service.</p> <p>Training and technical assistance in language preservation.</p> <p>Training and technical assistance in teaching young children their native language.</p>	<p>The majority of the staff effectively communicates with children and families in their native language.</p> <p>Training consultants are hired based on their ability to understand and communicate to Native American populations.</p> <p>The consultancy service for the program is Three Feathers, which deals exclusively with Native American Head Starts.</p> <p>Staff and consultants are familiar with the history, traditions, beliefs, and institutions of the culture of San Felipe Pueblo. Staff and consultants are familiar with the background and heritage of families in the program.</p>
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					Head Start employees are accessible to communicate with families and children in their own language, to the extent possible.
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1304.52(c)

(c) ...Head Start director qualifications.

The...Head Start director must have demonstrated skills and abilities in a management capacity relevant to human services program management.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Head Start Director:</p> <ol style="list-style-type: none"> <li>1. The position is advertised within the local community, and in Albuquerque newspapers.</li> <li>2. Applicants for the position are interviewed by the Policy Council, members of the Head Start Management Team, parents, and Tribal Officials.</li> <li>3. Interview questions center on leadership ability, interpersonal and communication skills, budget management, program planning, operations and evaluation, Head Start philosophy, shared authority and decision-making.</li> <li>4. Position is hired based on education, knowledge and experience in multicultural teacher and childhood education, and programmatic improvement activities.</li> </ol>	<p>Tribal Human Resources Policy Council Tribal Administration</p>	<p>As Needed</p>	<p>Director's resume</p> <p>Copies of Director's diplomas, certifications, etc.</p> <p>Management systems and procedures</p> <p>Policy and procedure documents</p> <p>Policy Council agendas and minutes</p> <p>Curriculum development</p> <p>Management Team service plans.</p>		<p>The Director will be able to lead the program forward, meeting all required Performance Standards, remaining in compliance.</p> <p>The Director assures that if areas of non-compliance or deficiency are found, they are addressed immediately through policies and procedures.</p>

1304.52(d)

(d) Qualifications of content area experts. Grantee...must hire staff or consultants who meet the qualifications listed below to provide content area expertise and oversight on an ongoing or regularly scheduled basis. Agencies must determine the appropriate staffing pattern necessary to provide these functions.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>Considerations for hiring:</p> <ol style="list-style-type: none"> <li>1. Plan and administer required program of services for children and families.</li> <li>2. Coordinate content area activities with other staff, and with other community programs.</li> <li>3. Provide on-going monitoring of program and services.</li> <li>4. Effective communication regarding services.</li> <li>5. Collaborative team member.</li> <li>6. Provide staff training and development, including on-site consultation, coaching, and mentoring to other staff.</li> <li>7. Supervision of other staff members.</li> <li>8. Provide ongoing program development.</li> </ol>	<p>Director Policy Council</p> <p>Management Team</p>	<p>On-going</p>	<p>Management Team Service Plans</p> <p>Staff function chart</p> <p>Organizational chart</p> <p>Federal Review Team reports</p> <p>QIP implementation</p> <p>Staff pre-service and in-service training agendas</p> <p>Performance appraisals</p>		<p>Management Team on-going monitoring keeps program in compliance with Performance Standards.</p>

1304.52(d)(1)

- (1) Education and child development services must be supported by staff or consultants with training and experience in areas that include: the theories and principles of child growth and development, early childhood education, and family support. In addition, staff or consultants must meet the qualifications for classroom teachers,, as specified in section 648A of the Head Start Act and any subsequent amendments regarding the qualifications of teachers.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Education Coordinator must meet the qualifications for classroom teachers specified in section 648A of the Head Start Act.</p> <p>Related duties include:</p> <ol style="list-style-type: none"> <li>1. Guides the planning and implementation of Head Start curriculum.</li> <li>1. Ensures the practice of child and adult education theories and principles.</li> <li>2. Promotes role of parents as primary educators of their children.</li> </ol>	<p>Education Coordinator</p>	<p>On-going</p>	<p>Education Coordinator holds an MA in Education Administration, and has had many years of prior teaching experience.</p> <p>Education Coordinator’s resume</p> <p>Copies of transcripts, diplomas, certifications, etc.</p> <p>Position description.</p> <p>Education service plan</p> <p>Education policies and procedures documents</p> <p>Curriculum development</p>		<p>Children improve in all curricular areas as indicated on HighReach fall, winter, and spring assessments.</p> <p>Increased readiness in all Child Outcomes domains when the children transition from Head Start to Kindergarten.</p> <p>Improved scores on NRS for transitioning children.</p> <p>Curricular alignment occurs between what is taught and what is assessed.</p> <p>Teaching staff individualizes instruction for children.</p>

1304.52(d)(2)

(2) Health services must be supported by staff or consultants with training and experience in public health, nursing, health education, maternal and child health, or health administration. In addition, when a health procedure must be performed only by a licensed/certified health professional, the agency must assure that the requirement is followed.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>Related duties include:</p> <ol style="list-style-type: none"> <li>1. Linking families with an ongoing system of health care.</li> <li>2. Assisting parents in the selection of health providers.</li> <li>3. Counseling parents about child/family health problems.</li> <li>4. Promoting parent involvement in all aspects of the health program.</li> <li>5. Works with the Health Services Advisory Committee to ensure services for families are available and accessible.</li> <li>6. Reviews, evaluates, and interprets health records and other vital health service data.</li> <li>7. Promotes health and safety practices in the program.</li> <li>8. Coordinates safety and sanitation procedures, first aid, and emergency medical procedures.</li> <li>9. Contacts the Tribal Health and Wellness Department to acquire credentialed individuals to perform screenings, immunizations, or other health procedures.</li> </ol>	<p>Disabilities/Health/Mental Manager Health and Wellness Services</p>	<p>On-going</p>	<p>Position description. Copies of transcripts. Health/Nutrition service plan Health/Nutrition policies and procedures development HSAC agendas and minutes MOUs with Health and Wellness Department, WIC program, Child Care, San Felipe Pueblo Elementary School</p>	<p>Continued collaboration with Health and Wellness Department. Regularly scheduled HSAC meetings. Training and technical assistance in conducting HSAC meetings. Training and technical assistance in electronic (computer) data input and follow-through. Training and technical assistance in on-going program monitoring.</p>	<p>Children’s health records are up-to-date and verify medical homes. Screening results are shared with parents and others with a “need to know” such as teaching staff and disabilities staff. HSAC meetings are carried out four times per year and documentation is available.</p>

1304.52(d)(3)

(3) Nutrition services must be supported by staff or consultants who are registered dietitians or nutritionists.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>Related duties include:</p> <ol style="list-style-type: none"> <li>1. Coordinating with Tribal Nutritionist to:               <ol style="list-style-type: none"> <li>a) Assess Head Start menu for appropriate dietary content.</li> <li>b) Interpret nutrition assessment data.</li> <li>c) Provide nutrition counseling for families.</li> <li>d) Promote good nutrition habits among children and families.</li> <li>e) Assist staff in dealing with children with feeding problems or special nutritional needs.</li> </ol> </li> </ol>	<p>Nutrition Manager Tribal Nutritionist WIC program</p>	<p>On-going</p>	<p>Currently working toward AA degree. Position description. Copies of transcripts. Health/Nutrition service plan Health/Nutrition policies and procedures development Nutrition agendas and minutes MOUs with WIC program. CACFP audits/monitoring reports</p>	<p>Training and technical assistance regarding supervision of employees. Teaching staff provides monthly nutrition lesson plans.</p>	<p>Childhood obesity issues are addressed at Head Start. Improved parent knowledge of proper nutrition for their children. Increased parent participation in nutrition activities.</p>

1304.52(d)(4)

(4) Mental health services must be supported by staff or consultants who are licensed or certified mental health professionals with experience and expertise in serving young children and their families.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Related duties include:</p> <ol style="list-style-type: none"> <li>1. Collaboration with and Tribal Family Social Services Department to coordinate and co-sponsor staff and parent trainings.               <ol style="list-style-type: none"> <li>a) Provide family crisis intervention.</li> <li>b) Work with families in diagnostic and referral processes.</li> <li>c) Provide counseling and treatment for children and families.</li> </ol> </li> <li>2. Acquire services of Art Therapist to provide treatment strategies for children with atypical behaviors.               <ol style="list-style-type: none"> <li>a) Provide behavior management strategies.</li> <li>b) Provide screening and assessment of children.</li> <li>c) Provide teacher strategies for children with atypical behaviors.</li> </ol> </li> </ol>	<p>Disabilities/Mental Health/Health Manager</p> <p>Child psychologist at Indian Children’s Hospital</p> <p>Family Services/Domestic Violence Program</p> <p>Health and Wellness Department</p>	<p>On-going</p>	<p>Currently working toward CDA.</p> <p>Position description.</p> <p>Copies of transcripts.</p> <p>Mental Health service plan</p> <p>Mental Health policies and procedures development</p> <p>Parent mental health training agendas and minutes</p> <p>Staff mental health training agendas and minutes</p> <p>IEPs regarding children with atypical behaviors.</p>	<p>Training and technical assistance to develop MOU with other programs inclusive of mental health component.</p> <p>Training and technical assistance to develop parent mental health training, and present these throughout the school year.</p> <p>Training and technical assistance to provide Child Find that encompasses the entire population of 0—5-year-olds</p>	<p>Children and families increase mental health coping skills.</p> <p>Children and families increase knowledge of management strategies to deal with stress and other mental health issues.</p>

1304.52(d)(5)&(6)

- (5) Family and community partnership services must be supported by staff or consultants with training and experience in field(s) related to social, human, or family services.
- (6) Parent involvement services must be supported by staff or consultants with training, experience, and skills in assisting the parents of young children in advocating and decision-making for their families.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>Related duties include:</p> <ol style="list-style-type: none"> <li>1. Participation on Child Protection Team, which includes referral systems and procedures to coordinate social service referrals and follow-up.</li> <li>2. Assists with training of parent volunteers.</li> <li>3. Assists parents in Parent Committee activities, and other training and development.</li> <li>4. Collaborates with other Management Team to prove comprehensive, well-integrated parent involvement.</li> </ol>	<p>FP/SSM Child Advocacy  Family Services/Domestic Violence Program  Health and Wellness Department  Federal Bureau of Investigation</p>	<p>On-going</p>	<p>Position description. Copies of transcripts.  Family Services service plan  Family Services policies and procedures development including ERSEA.  Parent Committee agendas and minutes  Family Partnership agreements/Family goal-setting  Non-federal share documentation  Intake and enrollment documentation  Class lists  Emergency contact lists</p>	<p>Training and technical assistance on developing a fatherhood initiative.  Training and technical assistance to provide electronic intake and enrollment information (HSFIS or PROMIS).  Training and technical assistance in organizing and assigning responsibilities to program staff for parent involvement activities.</p>	<p>Improved parent involvement as demonstrated by increased parent attendance at all meetings and events sponsored by Head Start.</p>

1304.52(d)(7)

(7) Disability services must be supported by staff or consultants with training and experience in securing and individualizing needed services for children with disabilities.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>Related duties include:</p> <ol style="list-style-type: none"> <li>1. Development of Disabilities Service Plan.</li> <li>2. Coordinate assessment of children.</li> <li>3. Collaborate with Health/Nutrition Coordinator, Education Coordinator, and teaching staff during assessment process and follow-up activities</li> <li>4. Collaborate with Art Therapist to identify children with atypical behaviors.</li> <li>5. Participate on all IEP teams involving Head Start children/families.</li> <li>6. Collaborate with Tribal Nutritionist to monitor nutrition plan for children with disabilities.</li> </ol>	<p>Disabilities/Mental Health/Health Manager</p> <p>Education Assessment Systems, Inc. (EASi):</p> <ol style="list-style-type: none"> <li>1. Speech/Language Pathologist</li> <li>2. Occupational Therapist</li> </ol> <p>(contractor)</p> <p>Indian Health Service Clinic (includes dental, vision, hearing, pediatric, etc.)</p>	<p>On-going</p>	<p>Master’s degree.</p> <p>Position description.</p> <p>Copies of transcripts.</p> <p>Disabilities service plan</p> <p>Disabilities policies and procedures development</p> <p>Parent training agendas and minutes regarding IDEA</p> <p>Staff agendas and minutes regarding Disabilities component area training.</p> <p>IEPs regarding special needs children.</p> <p>MOUs with NAPPR, BPSS</p> <p>Contracts with EASi, and private contractors</p>	<p>Continued training as available through NMPED, Disabilities Services, AI-ANPB Disabilities, NAPPR, and all other local resources.</p> <p>Training and technical assistance to provide Child Find that encompasses the entire population of 0—5-year-olds</p>	<p>Children are screened, assessed, and identified within the IDEA guidelines.</p> <p>Children receive services as soon as IEPs can be scheduled and parent consent is given.</p> <p>Child Find identifies incoming children who present the need for further assessment.</p>

1304.52(d)(8)

(8) Grantee...must secure the regularly scheduled or ongoing services of a qualified fiscal officer.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>Related duties include:</p> <ol style="list-style-type: none"> <li>1. Develop, monitor, evaluate, and report on financial control programs and procedures, including compensation and benefits, to policy groups and staff;</li> <li>2. Develop and maintain accurate charts of accounts, including the allocation of program income and outlays and in-kind contributions;</li> <li>3. Initiate and direct, in coordination with other staff and parents, cost studies and comparative analyses of alternative operating strategies;</li> <li>4. Assist in the resolution of audit exceptions and the implementation of auditors' recommendations and report all findings to management staff and governing bodies.</li> </ol>	<p>Tribal Comptroller</p>	<p>On-going</p>	<p>Comptroller position is hired by the Tribe.</p> <p>Comptroller works as part of the indirect cost pool.</p> <p>Accounting and Procurement Policies and Procedures</p> <p>Monthly budgets presented to program</p>	<p>Timely awarding of grant to the program.</p>	<p>Staff salaries are paid on time.</p> <p>Requisitions are processed in a timely manner.</p> <p>Financial audits and Federal Review Team reports indicate a close working relationship with the program.</p> <p>Budgets are submitted monthly to the program so Policy Council has input into expenditures.</p>

1304.52(g)(1)

(g) Classroom staffing and home visitors.

(1) Grantee...must meet the requirements of 45 CFR 1306.20 regarding classroom staffing.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>1. Each of thirteen classrooms is covered by one teacher, and one teacher assistant; or two paid staff members.</li> <li>2. Child to staff ratio is 10:1.</li> <li>3. Parent volunteers are encouraged to assist in the classrooms. This increases the ratio of adults to children in each classroom.</li> </ol>	Education Manager  Teachers  Teacher Assistants	On-going	Attendance reports.  Time and attendance reports for staff.	Funding to provide for paid substitutes when one member of the teaching team is out of the room.	Classrooms are covered by two paid staff members. At least one individual has a minimum of a CDA.  There are no more than 20 children per room.

1304.52(g)(2)

(2) When a majority of children speak the same language, at least one classroom staff member...interacting regularly with the children must speak their language.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
All classroom teachers and teacher assistants are English many are Indian.	Education Coordinator  Teachers  Teacher Assistants	On-going	Classrooms are taught by teachers and teacher assistants.	Continued pool of applicants from the community who are Chickasaw.	Teachers and teacher assistants serve all classrooms.  Children are comfortable using their primary language and the Chickasaw language to learn and communicate.

1304.52(g)(3)

(3) For center-based programs, the class size requirements specified in 45 CFR 1306.32 must be maintained through the provision of substitutes when regular classroom staff are absent.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>The Center Supervisors and Family Service Workers substitute for teachers and teacher assistants when they are out of the classroom.</p> <p>Teaching staff recruit parent assistance for the classroom when either teacher or teacher assistant is out of the classroom.</p>	<p>Teachers</p> <p>Teacher Assistants</p> <p>Center Supervisors</p> <p>Family Service Workers</p>	<p>On-going</p>	<p>Teaching staff time and attendance reports.</p>	<p>Available funding to provide for a pool of CDA certified substitutes for the program.</p>	<p>Classroom coverage is provided by two paid Head Start staff members.</p>

1304.52(g)(5)

(5) Staff must supervise the outdoor and indoor play areas in such a way that children’s safety can be easily monitored and ensured.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<ol style="list-style-type: none"> <li>1. Child: staff ratios are consistent within the program.</li> <li>2. Staff planning, record keeping and training are planned during afternoons when children have been dismissed for the day.</li> <li>3. Staff meetings and teacher meetings are held as needed.</li> <li>4. Teachers and Teacher Assistants monitor outdoor and indoor play areas to assure children’s safety, and to ensure that no child is left alone.</li> <li>5. Facilities Manager and Maintenance Man are responsible for raking wood chips in the playground area to assure adequate “cushion” to protect children if they fall.</li> <li>6. Center Supervisors, Facilities Manager and Maintenance Worker regularly inspects safety and cleanliness of indoor and outdoor play areas, and makes necessary modifications/corrections.</li> <li>7. Staff reports any indoor or outdoor problems to the Facilities Manager and the Maintenance Worker for immediate correction.</li> <li>8. Teaching staff have a written schedule for playground supervision to ensure appropriate child to staff ratios are maintained.</li> </ol>	<p>Education Manager</p> <p>Center Supervisors</p> <p>Teachers</p> <p>Teacher Assistants</p>	<p>On-going</p>	<p>Classroom daily attendance</p> <p>Staff time and attendance</p> <p>Meeting agendas and minutes, including time started and time ended.</p> <p>Center Supervisor monitoring of outdoor and indoor areas, especially water and bathroom when children are outside.</p> <p>Playground supervision schedule</p>	<p>On-going monitoring of staff to assure program policies are carried out.</p> <p>On-going staff training to assure staff does not become lax in implementing policies</p>	<p>Children are supervised at all times, both indoors and outdoors.</p> <p>Injuries are prevented due to continued supervision of children.</p> <p>No child is left alone at any time, including in the classroom or on the bus.</p>



1304.52(h)(1)

(h) Standards of conduct.

(1) Grantee... must ensure that all staff, consultants, and volunteers abide by the program’s standards of conduct. These standards must specify that:

(i) They will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability;

(ii) They will follow program confidentiality policies concerning information about children, families, and other staff members;

(iii) No child will be left alone or unsupervised while under their care; and

(iv) They will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>1. Staff Code of Conduct is in the In-House Policies and Procedures, and is reviewed annually with staff during pre-service.</li> <li>2. Child Behavior and Guidance Policy and Procedures are in the In-House Policies and Procedures and are reviewed annually with staff during pre-service.</li> <li>3. All Head Start employees sign confidentiality statements each year regarding protected information about children and families.</li> <li>4. All Head Start employees received training from Tribal Health and Wellness Department regarding HIPAA regulations/confidentiality of medical information.</li> </ol>	<p>Director</p> <p>Education Manager</p> <p>All Head Start employees</p>	<p>On-going</p>	<p>Agenda noting review of Code of Conduct, Child Behavior and Guidance Policy and Procedures; HIPAA regulations/ confidentiality of medical information; and appropriate in-service sign-in by employees.</p> <p>Appropriately signed confidentiality statements, verified by Director’s signature.</p>	<p>On-going monitoring and supervision.</p>	<p>All Head Start employees use positive methods of child guidance.</p> <p>Children retain positive self-image since appropriate guidelines are placed on behavior.</p>

1304.52(h)(2)&(3)

(2) Grantee...must ensure that all employees engaged in the award and administration of contracts or other financial awards sign statements that they will not solicit or accept personal gratuities, favors, or anything of significant monetary value from contractors or potential contractors.

(3) Personnel policies and procedures must include provision of appropriate penalties for violating the standards of conduct.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>Award and administration of contracts and other financial awards are under Tribal jurisdiction. Tribal Personnel Policies address solicitation and acceptance of personal gratuities, favors, or anything of significant monetary value from contractors or potential contractors, the appropriate penalties for violating the standards of conduct.</p> <p>Additionally, Head Start has made Tribal Human Resources aware of this regulation, and the working of the Head Start Performance Standard, and requested that the Tribe review its current policy for possible revision.</p>	<p>Tribal Grantee</p> <p>Tribal Human Resources Director</p>	<p>On-going</p>	<p>Tribal Personnel Policies and Procedures related to contracts and financial awards.</p> <p>Tribal Personnel Policies and Procedures related to appropriate penalties for violating standards of conduct.</p> <p>Appropriate signatures from Tribal representative who engage in award and administration of contracts or other financial awards.</p>	<p>Continued adherence to Tribal Personnel Policies and Procedures</p>	<p>Award and administration of contracts or other financial awards are handled appropriately through Tribal Personnel Policies and Procedures.</p> <p>The Table of Penalties in the Tribal Personnel Policies and Procedures are appropriate for violating standards of conduct.</p>

1304.52(i)

(i) Staff performance appraisals.

Grantee...must, at a minimum, perform annual performance reviews of each...Head Start staff member and use the results of these reviews to identify staff training and professional development needs, modify staff performance agreements, as necessary, and assist each staff member in improving his or her skills and professional competencies.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<ol style="list-style-type: none"> <li>1. Teacher and teacher assistant performance appraisals are conducted in March annually.</li> <li>2. Management Team performance appraisals are conducted during March annually.</li> <li>3. Blank copies of Performance Appraisal form and Career Development Plan are included in the In-House Policies.</li> <li>4. Standards for ratings are included on the appraisal forms.</li> <li>5. Career Development Plans are used to determine staff training and professional development needs, and improve professional competency.</li> </ol>	<p>Director Education Manager Center Supervisors</p>	<p>On-going, annually</p>	<p>Completed performance appraisals. Career development plans. Position descriptions</p>	<p>Review and revision of position descriptions to address required and essential duties of each position.  Training and technical assistance to assist program with creating performance appraisals based on the employee meeting the requirements delineated in the position description.</p>	<p>Performance appraisals are completed annually by the appropriate supervisor.  Performance appraisals are completed for teaching staff in time for teaching staff to adjust instructional strategies to improve learning of children.</p>

1304.52(j)(1)

(j) Staff and volunteer health.

(1) Grantee...must assure that each staff member has an initial health examination (that includes screening for tuberculosis) and a periodic re-examination (as recommended by their health care provider or as mandated by State, Tribal, or local laws) so as to assure that they do not, because of communicable diseases, pose a significant risk to the health or safety of others in the...Head Start program that cannot be eliminated or reduced by reasonable accommodation. This requirement must be implemented consistent with the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

(2) Regular volunteers must be screened for tuberculosis in accordance with State, Tribal or local laws. In the absence of State, Tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings (see 45 CFR 1304.3(20) for the definition of a volunteer).

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>Staff and volunteer health policy and procedures are included in the In-House Policies. Staff is required to have an up-to-date physical test by July 31<sup>st</sup> of each year.</p> <p>TB tests are required annually in July.</p>	<p>Director</p> <p>Transportation Manager</p>	<p>On-going</p>	<p>Forms for completed physicals are on file in each employee's personnel file with the program.</p>	<p>Pre-service reminders of need to update health documents.</p> <p>Follow-through on suspension without pay, and termination if employee fails to get their physical.</p>	<p>Each new employee receives an initial health exam, including TB screening, within the first month of hire.</p> <p>Annual physicals are up-to-date and on file for all Head Start employees by September 1<sup>st</sup> of each year.</p>

1304.52(j)(3)

(3) Grantee...must make mental health and wellness information available to staff with concerns that may affect their job performance.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Mental health and wellness training is provided through the Family Services/Domestic Violence Department. Mental wellness is discussed in the In-House policies. Staff is provided with “teambuilding” activities through the Education Department. Staff is encouraged to use the resources above when employee assistance is needed in this area.</p> <p>The Director is available to consult with any employee regarding issues that may be affecting job performance.</p> <p>Resource directory of available services is provided through the program.</p>	<p>Director</p> <p>Family Services/Domestic Violence Department</p> <p>Education Department</p> <p>Head Start Employees</p>	<p>On-going</p>	<p>Training agendas, sign-in sheets.</p> <p>Statistical data on percentage of Head Start employees who access Tribal mental health and wellness services.</p>	<p>Training and technical assistance to find mental health resources accessible to the staff.</p> <p>Time to provide training during in-service workshops</p>	<p>Staff maintains a positive outlook on their positions that carries over to the children.</p> <p>Staff is able to cope with stress-related issues, and other mental health issues through positive interventions.</p>

1304.52(k)(1)-(3)

(k) Training and development

(1) Grantee...must provide an orientation to all new staff, consultants, and volunteers that includes, at a minimum, the goals and underlying philosophy of...Head Start and the ways in which they are implemented by the program.

(2) Grantee...must establish and implement a structured approach to staff training and development, attaching academic credit whenever possible. This system should be designed to help build relationships among staff and to assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities, in accordance with the requirements of 45 CFR 1306.23.

(3) At a minimum, this system must include ongoing opportunities for staff to acquire the knowledge and skills necessary to implement the content of the Head Start Program Performance Standards. This program must also include:

1304.52(k)(3)(i)&(ii)

(i) Methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers; and

(ii) Methods for planning for successful child and family transitions to and from the ...Head Start program.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
1. New staff receives In-House policies that describe policies and procedures, and underlying philosophy of Head Start.	Director Management Team	On-going	New employee orientation.	Copies of Performance Standards for each employee.	Staff is familiar with all policies and procedures, including Performance Standards, Tribal Personnel Policies and Procedures, and In-House policies and procedures.
2. The Director or Education Coordinator reviews all policies and procedures with the new employee.		On-going	Agendas and sign-in sheets of all child abuse/neglect training.	Copies of In-House Policies for each employee.	Staff is able to carry out policies and procedures and relay to parents the need for having these in place.
3. The employee handbook is reviewed, and revised annually by the Management Team. All staff receives copies of all new and revised policies and procedures during pre-service training and orientation.	All Head Start Staff Employee's Supervisor	On-going	Agendas and sign-in sheets for transitioning activities, for incoming and out-going children.	Scheduling of presentations for pre-service orientation each July	Staff increase in CDA, AA and BA degrees achieved.
4. In-House policies are reviewed annually at staff pre-service in July with all Head Start staff.		On-going	Completed Career Development Plans	Scheduling of transitioning activities annually	Staff increase in CDA, AA and BA degrees achieved.
5. Staff is requested to fill out a Career Development Plan to be included with their Performance Appraisal. The Career			Target degree-completion dates for teaching staff and management team	Continued funding for quality improvement.	

<p>Development Plan, along with the employees Graduation plan will be used to structure training.</p> <p>6. The Tribe provides reimbursement for tuition up to 6 hours per semester.</p> <p>7. Employees are encouraged to attend both in-state and out-of-state training to assist them in acquiring knowledge and skills needed to fulfill their job responsibilities.</p>	<p>Teaching Staff Management Team</p>		<p>Training and Technical Assistance Work Plan</p> <p>Copies of CDA, AA, and other degrees on file in employee's folders.</p> <p>Requests for educational leave and registration and books payments</p>		
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**MANAGEMENT SYSTEMS AND PROCEDURES: FACILITIES, MATERIALS AND EQUIPMENT**

1304.53(a)(1)

(a) Head Start physical environment and facilities.

(1) Grantee...must provide a physical environment and facilities conducive to learning and reflective of the different stages of development of each child.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<p>Developmentally appropriate indoor and outdoor environments are safe, clean, attractive, and spacious.</p> <ol style="list-style-type: none"> <li>1. Indoor environments include: floor coverings, rugs and cushions; identifiable areas for different activities and materials (blocks, art, books, dramatic play, etc.); low, open shelves to allow children to see and select their own materials.</li> <li>2. Outdoor areas include: sand for digging, hills, and hard area for trikes; sunlight and shaded areas; equipment for climbing, balancing, digging, riding; areas for individual and small group play.</li> </ol>	<p>Education Manager Facilities Manager Maintenance Worker Teachers Teacher Assistants Director</p>	<p>On-going</p>	<p>Environmental Health Survey Reports  Playground inspection reports (Maintenance Worker and Center Supervisors)  Classroom observation reports (Education Coordinator)  Requisitions for classroom supplies and materials</p>	<p>The hill behind the classroom building needs to be stabilized. During summer 2006, rains eroded the hillside and washed away playground surfacing under climbing apparatus. Surfacing materials is too costly to replace until it can be assured that it will not wash away in a flooding situation.</p>	<p>The facility has sufficient indoor and outdoor space that is conducive to learning and developmentally appropriate.  The facility meets the Performance Standards requirements and is conducive to learning.</p>

1304.53(a)(2)

(2) Grantee...must provide appropriate space for the conduct of all program activities (see 45 CFR 1308.4 for specific access requirements for children with disabilities).

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<ol style="list-style-type: none"> <li>1. Food preparation area is located in the center. Kitchen area is located in the same building as the classrooms. Meals are eaten in the classrooms.</li> <li>2. There is adequate room in each classroom for placement of mats for resting.</li> <li>3. Children who become ill during the day and cannot be sent home are placed in the Center Supervisors or Family Service Workers office with direct supervision.</li> <li>4. The facility is ADA compliant and does accommodate children or adults in wheelchairs.</li> </ol>	<p>Nutrition Manager</p> <p>Cook</p> <p>Cook Aide</p> <p>Maintenance Worker</p> <p>Teachers</p> <p>Teacher Assistants</p> <p>Center Supervisor</p>	<p>On-going</p>	<p>Environmental Health survey reports</p> <p>Food service reports</p> <p>Classroom observation reports (Education Coordinator)</p> <p>Incident reports for illnesses/injuries.</p> <p>Fire drill reports.</p>	<p>A larger stove is necessary to prepare food for children.</p> <p>A nurse's office or sick room needs to be built for the program.</p> <p>Sidewalks need to be extended from the back doors of classrooms to the fence so children can exit the building during fire drills.</p>	<p>Access requirements for children with disabilities are met.</p> <p>There is sufficient room for all children to eat in the dining room at the same time.</p> <p>Children are able to exit the building through a second exit from the classroom; this includes disabilities children.</p>

1304.53(a)(3)

(3) The center space provided by grantee...must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
1. Each teacher and teacher assistant organizes their classroom into functional areas.  2. Age-appropriate equipment and furnishings are purchased.	Center Supervisors  Teachers  Teacher Assistants	On-going	Classroom observation checklists.  On-going monitoring	Funds to replace items such as classroom rugs.  Access to grants to supply classroom materials and supplies.	Appropriate organization is evident in each classroom

1304.53(a)(5)

(5) Centers must have at least 35 square feet of usable indoor space per child available for the care and use of children (i.e., exclusive of bathrooms, halls, kitchen, staff rooms, and storage places) and at least 75 square feet of usable outdoor play space per child.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
1. The Head Start centers were built from five to twelve years ago and were built to accommodate the space requirements.	Tribal Grantee  Director	On-going	Environmental Health survey reports  Renovation plans: square footage per classroom, and outdoor space per child.	Another therapy room to support two therapists working within the program at the same time.	Adequate space is provided for indoor and outdoor use by children.

1304.53(a)(6)

(6) Facilities owned or operated by...Head Start grantee...must meet the licensing requirements of 45 CFR 1306.30.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>1. Head Start is required to meet state licensing requirements.</li> <li>2. Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance with health and safety regulations, physical environment and facilities.</li> <li>3. Head Start performance standards are more stringent than local or state requirements concerning licensing.</li> </ol>	IHS Environmental Health Department  Director  Facilities Manager  Maintenance Worker	On-going	Action plan based on Environmental Health survey report.  Documentation of completion of activities on the action plan.	Building/construction supplies and materials to address any compliance issues within the survey report.	Compliance is documented within Environmental Health survey report.

1304.53(a)(7)

(7) Grantee...must provide for the maintenance, repair, safety, and security of all...Head Start facilities, materials and equipment.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>1. Facilities Manager and Maintenance Worker are responsible for building maintenance, repair, safety and security of facilities, materials and equipment.</li> <li>2. Checklist are developed and used by Maintenance Man and Custodian to assure frequency of inspection.</li> </ol>	Facilities Manager  Maintenance Worker  Director	On-going	Checklists for cleaning  Requisitions for repair materials	Sufficient funding to provide for repairs and maintenance issues as they arise.	Checklists are up-to-date, and repairs are made as needed.  The facility is maintained in good repair. Safety and security issues are addressed.

1304.53(a)(8)

(8) Grantee...must provide a center-based environment free of toxins, such as cigarette smoke, lead, pesticides, herbicides, and other air pollutants as well as soil and water contaminants. Agencies must ensure that no child is present during the spraying of pesticides or herbicides. Children must not return to the affected area until it is safe to do so.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>1. Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance with health and safety regulations, physical environment and facilities.</li> <li>2. Pesticides are sprayed on a monthly basis, during the time when children are not present in the center i.e. after 2:30 p.m.</li> <li>3. The program has a drug-free policy.</li> <li>4. Water is tested regularly by the tribe's Public Improvement Authority.</li> </ol>	<p>IHS Environmental Health Department</p> <p>Facilities Manager</p> <p>Maintenance Worker</p> <p>Director</p>	<p>On-going</p>	<p>Review report of IHS Environmental Health is available.</p> <p>Action plan is available.</p> <p>Receipts for pesticide spraying document services and times rendered.</p>	<p>Continued access to resources provided through other tribal programs.</p>	<p>Center environment is healthful for children; children are not exposed to toxins or pollutants as a result of attending the program.</p>

1304.53(a)(9)

(9) Outdoor play areas at center-based programs must be arranged so as to prevent any child from leaving the premises and getting into unsafe and unsupervised areas. Enroute to play areas, children must not be exposed to vehicular traffic without supervision.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>1. The playground is developmentally appropriate.</li> <li>2. New fencing and gates have been installed to prevent children from leaving the premises and getting into unsafe and unsupervised areas. Gates and fences prevent children from exposure to vehicular traffic.</li> <li>3. Renovations have helped the program tighten up safety procedures, such as having one main entrance through which parents and children may enter the facility.</li> <li>4. Parents are requested, during Parent Orientation, to bring their child into his/her classroom, or pick him/her up from the classroom.</li> <li>5. Signs are installed requesting visitors to the center need to report to the office.</li> </ol>	<p>Tribal Grantee</p> <p>Director</p> <p>Facilities Manager</p> <p>Maintenance Worker</p>	<p>On-going</p>	<p>Playground is maintained according to a maintenance and raking schedule.</p> <p>Teachers and teacher assistants supervise children at all times on the playground.</p> <p>In-House policies include “no child is to be left alone or unsupervised.”</p>		<p>Children remain within the fenced area at the center unless the parent has given written permission that the child may be taken off the premises for walking field trips, nature walks, etc.</p> <p>Children remain under adult supervision at all times.</p> <p>Fencing prevents children from leaving the premises and getting into unsafe and unsupervised areas.</p>

1304.53(a)(10)

(10) Grantee...must conduct a safety inspection, at least annually, to ensure that each facility’s space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children. At a minimum, agencies must ensure that:

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
1. Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance with health and safety regulations, physical environment and facilities.	IHS Environmental Health Department  Director  Facilities Manager  Maintenance Worker	On-going	Action plan is written and addressed in terms of immediate and long-term needs.	Continued communication and support of IHS Environmental Health Department	The facility is consistent with health, safety, and developmental needs of children.

1304.53(a)(10)(i)

(i) In climates where such systems are necessary, there is a safe and effective heating and cooling system that is insulated to protect children and staff from potential burns.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
1. Maintenance supervisor assures safe operation of heating and cooling systems. 2. HVAC units are housed away from reach of the children. 3. Furnaces are contained in locked closets.	Facilities Manager  Maintenance Worker  Director	On-going	Monthly checklist.	Continued upkeep to maintain the facility.	Heating and cooling systems provide for the health, safety, and developmental needs of children

1304.53(a)(10)(ii)

(ii) No highly flammable furnishings, decorations, or materials that emit highly toxic fumes when burned are used;

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>Teachers are informed during staff meetings and pre-service of fire safety hazards and dangers of flammable decorations and furnishings.</li> <li>Maintenance Worker documents fire safety hazards, and informs the Director.</li> <li>Smoke detectors in classrooms, kitchen/dining room, and administration building are checked monthly.</li> </ol>	Facilities Manager  Maintenance Worker  Director	On-going	Daily walk-through of building and grounds.  Monthly checklists.  Agenda and sign-in for pre-service on fire safety.	Training and technical assistance for awareness training for staff on fire hazards of decorations placed in hallways.	Hallways are accessible as escape routes during fire drills.

1304.53(a)(10)(iii)

(iii) Flammable and other dangerous materials and potential poisons are stored in locked cabinets or storage facilities separate from stored medications and food and are accessible only to authorized persons. All medications, including those required for staff and volunteers, are labeled, stored under lock and key, refrigerated if necessary, and kept out of the reach of children;

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>Flammable or other hazardous materials are stored in locked janitor's closet. Center Supervisors and Facilities Manager have the only key to this facility. When it is not in use, it is locked.</li> <li>Food is kept in the food storage area, and in the refrigerator in the kitchen in approved storage areas, according to IHS Code.</li> <li>Medications are stored in an appropriate place, under lock and</li> </ol>	Facilities Manager  Maintenance Worker  Director  Health Manager  Nutrition Manager	On-going	Environment Health survey reports  Visual inspections of cleaning supplies and medications.  On-going monitoring of medications .	Training and technical assistance for awareness training for staff on poisons, medications, and dangerous materials.	No hazardous materials are stored where children can reach them

key. A separate refrigerator for storing refrigerated medication is also available.					
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1304.53(a)(10)(iv)

(iv) Rooms are well lit and provide emergency lighting in the case of power failure;

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
1. Maintenance man checks lighting to replace bulbs.	Maintenance Man	On-going	Monthly checklist	Light bulbs, flashlights for classrooms	Rooms are well lit. Staff have access to emergency lighting.

1304.53(a)(10)(v)

(v) Approved, working fire extinguishers are readily available.

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
1. Fire extinguishers are checked yearly, during March.	Facilities Manager Maintenance Worker	On-going	All fire extinguishers have tags to indicate inspection date.	Head Start is looking into a fire extinguisher monitoring program that places the program on a yearly schedule, and comes on site to do inspections	The program is in compliance with fire extinguisher inspections.

1304.53(a)(10)(vi)

(vi) An appropriate number of smoke detectors are installed and tested regularly;

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
1. Facilities Manager and Maintenance Worker checks smoke detectors monthly to determine if they are working and if they need new batteries.	Facilities Manager Maintenance Worker	On-going	Monthly checklist.	Access to batteries	Smoke alarms work properly in case of fire.

1304.53(a)(10)(vii)

(vii) Exits are clearly visible and evacuation routes are clearly marked and posted so that the path to safety outside is unmistakable (see 45 CFR 1304.22 for additional emergency procedures);

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<ol style="list-style-type: none"> <li>1. Emergency policies and procedures are written and available in each staff member's handbook.</li> <li>2. The program has just completed an Emergency Operations Plan to deal with many different emergency scenarios.</li> <li>3. Evacuation routes are marked and posted.</li> <li>4. The building has outside lighting which makes walkways visible after dark.</li> </ol>	<p>Director</p> <p>Facilities Manager</p> <p>Maintenance Worker</p>	On-going	<p>Emergency policies and procedures.</p> <p>Emergency Operations Plan</p> <p>Evacuation routes posted.</p>	Training and technical assistance for staff to learn different evacuation scenarios.	<p>In the event of an emergency, the staff would know whether to evacuate children, or short-term shelter in place.</p> <p>Staff would know shelter facilities to use to transport children.</p>

1304.53(a)(10)(viii)

(viii) Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions;

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<ol style="list-style-type: none"> <li>1. Facilities Manager and Maintenance Worker inspect and clean indoor and outdoor premises daily.</li> <li>2. Facilities Manager and Maintenance Worker have a schedule to rake the yard and dispose of weeds.</li> </ol>	<p>Facilities Manager</p> <p>Maintenance Worker</p> <p>Teachers</p> <p>Teacher Assistants</p>	On-going	<p>Cleanliness of facility is readily visible.</p> <p>Daily cleaning checklists</p>	Cleaning supplies	Facility is clean and in good repair.

1304.53(a)(10)(ix)

(ix) Paint coatings on both interior and exterior premises used for the care of children do not contain hazardous quantities of lead;

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<p>1. Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance with health and safety regulations, physical environment and facilities.</p>	<p>Facilities Manager Maintenance Worker Director</p>	<p>On-going</p>	<p>Renovation plans Environmental Health survey reports</p>		<p>Children are not exposed to hazardous quantities of lead.</p>

1304.53(a)(10)(x)

(x) The selection, layout, and maintenance of playground equipment and surfaces minimize the possibility of injury to children;

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<ol style="list-style-type: none"> <li>1. Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance with health and safety regulations, physical environment and facilities.</li> <li>2. New playground resulted from tribal donation. Playground layout was determined by the tribe, with input from playground installers.</li> <li>3. Facilities Manager and Maintenance Worker maintains playground equipment and surfaces.</li> <li>4. Facilities Manager and Maintenance Worker will receive training to do playground inspections.</li> <li>5. Facilities Manager and Maintenance Worker have raking schedule to assure woodchips cover the areas where children are likely to sustain injuries due to falls.</li> </ol>	<p>IHS Environmental Health Department</p> <p>Facilities Manager</p> <p>Maintenance Worker</p>	<p>On-going</p>	<p>Injury prevention reports of playground injuries to children.</p> <p>Documentation of when hillside stabilization takes place, and when playground surfacing is purchased and installed.</p>	<p>Training and technical assistance for Maintenance Man on Handbook for Public Playground Safety.</p>	<p>Head Start is in compliance with all playground regulations, including depth of playground surfacing material to prevent injury.</p> <p>All playground equipment is inspected monthly to assure safety for children.</p>

1304.53(a)(10)(xi)

(xi) Electrical outlets accessible to children prevent shock through the use of child-resistant covers, the installation of child-protection outlets, or the use of safety plugs;

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance with health and safety regulations, physical environment and facilities.</li> <li>Facilities Manager and Maintenance Worker checks outlets monthly for safety plugs.</li> </ol>	IHS Environmental Health Department  Facilities Manager  Maintenance Worker	On-going	Monthly checklist.	On-hand supply of outlet plugs	Children are protected from electrical shock.

1304.53(a)(10)(xii)

(xii) Windows and glass doors are constructed, adapted, or adjusted to prevent injury to children;

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance with health and safety regulations, physical environment and facilities.</li> <li>Safety glass is used for windows.</li> </ol>	IHS Environmental Health Department  Facilities Manager  Maintenance Worker	On-going	Monthly checklist	Maintenance Worker will note any hazards posed by windows or doors.	Children are protected from injury with glass.

1304.53(a)(10)(xiii)

(xiii) Only sources of water approved by the local or State health authority are used;

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
<ol style="list-style-type: none"> <li>Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance</li> </ol>	IHS Environmental Health Department  Facilities Manager	On-going	Random water sample approvals (available in tribal office).	Continued inspections by the Public Improvement Authority.	Children are provided with safe water to drink

with health and safety regulations, physical environment and facilities.	Maintenance Worker				
2. Random water sample checks are done by Tribal Public Improvement Department.	Public Improvement Authority				

1304.53(a)(10)(xiv)

(xiv) Toilets and hand-washing facilities are adequate, clean, in good repair, and easily reached by children. Toileting and diapering areas must be separated from areas used for cooking, eating, or children’s activities;

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
1. Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance with health and safety regulations, physical environment and facilities.	IHS Environmental Health Department Facilities Manager Maintenance Worker	On-going	Environmental Health Report Action Plan		Children have adequate toileting and hand-washing facilities.  Children’s toileting and diapering is separated from other activities.

1304.53(a)(10)(xv)

(xv) Toilet training equipment is provided for children being toilet trained;

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcome
1. Teachers have all necessary toilet training equipment necessary for children being toilet trained. Toilets are of child height, and accessible to each classroom.	Teachers Teacher Assistants	On-going	Adequacy of toilet training equipment.		Children have adequate equipment to accomplish the goal of toilet training.

1304.53(a)(10)(xvi)

(xvi) All sewage and liquid waste is disposed of through a locally approved sewer system, and garbage and trash are stored in a safe and sanitary manner; and

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<ol style="list-style-type: none"> <li>1. Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance with health and safety regulations, physical environment and facilities.</li> <li>2. Head Start contacts a pumping service to dispose of sewage and liquid waste from the septic system.</li> <li>3. Garbage and trash are collected daily and put in dumpsters behind the facility. Tribal Transfer Station is called when dumpsters are nearly full so they can collect garbage and trash.</li> <li>4. Trash and garbage are monitored through checklist.</li> <li>5. Maintenance Man is responsible to keep grounds clean, and to contact other tribal programs to assist with maintaining the facility.</li> </ol>	<p>IHS Environmental Health Department</p> <p>Facilities Manager</p> <p>Maintenance Worker</p>	<p>On-going</p>	<p>Records of septic system pumping service.</p> <p>Records of trash collection.</p> <p>Visible cleanliness of facility.</p> <p>Monthly checklist.</p>		<p>Grounds and facility are kept neat and clean.</p> <p>Garbage and trash are emptied on a weekly basis.</p> <p>Sewage and liquid waste are disposed of through a sewer system; the tanks are regularly (twice a year) pumped.</p>

1304.53(a)(10)(xvii)

(xvii) Adequate provisions are made for children with disabilities to ensure their safety, comfort, and participation.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
<ol style="list-style-type: none"> <li>1. Head Start is reviewed three times per year by the Indian Health Service Environmental Health Department to assure compliance with health and safety regulations, physical environment and facilities.</li> <li>2. The playground is designed to meet ADA specifications and guidelines.</li> <li>3. The Head Start facility does have adequate ADA ramps to the main office and out of the back doors of classrooms.</li> </ol>	<p>IHS Environmental Health Department</p> <p>Facilities Manager</p> <p>Maintenance Worker</p>	<p>On-going</p>			

1304.53(b)(1)

(b) Head Start equipment, toys, materials, and furniture.

(1) Grantee...must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults. Equipment, toys, materials, and furniture owned or operated by the grantee...must be:

(i) Supportive of the specific educational objectives of the local programs;

(ii) Supportive of the cultural and ethnic backgrounds of the children;

(iii) Age-appropriate, safe, and supportive of the abilities and developmental level of each child served, with adaptations, if necessary, for children with disabilities;

(iv) Accessible, attractive, and inviting to children;

(v) Designed to provide a variety of learning experiences and to encourage each child to experiment and explore;

(vi) Safe, durable, and kept in good condition; and

(vii) Stored in a safe and orderly fashion when not in use.

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
1. Head Start requisitions for equipment, toys, materials, and furniture are approved through the Education Coordinator, and determined to meet the guidelines provided in this performance standard.  2. Teachers and Teacher Assistants are responsible for keeping toys in good condition, and storing them in a safe and orderly fashion.	Center Supervisors  Teachers  Teacher Assistants	On-going	Physical evidence of equipment, toys, materials and furniture.		Access requirements for children with disabilities are met. Children are able to exit the building through a second exit from the classroom; this includes disabilities children.



<p>(b) The grantee’s service area must be approved, in writing, by the responsible HHS official in order to assure that the service area is of reasonable size and, except in situations where a near-reservation designation or other expanded service area has been approved for a Tribe, does not overlap with that of other Head Start grantees.</p> <p>(c) Each...Head Start grantee agency must conduct a Community Assessment within its service area once every three years. The Community Assessment must include the collection and analysis of the following information about the grantee’s...Head Start area:</p> <ul style="list-style-type: none"> <li>(1) The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition;</li> <li>(2) Other child development and child care programs that are serving Head Start eligible children, including publicly funded</li> </ul>	<p>Director*</p> <p>All Head Start Staff*</p> <p>Community Members</p>	<p>Assessment is completed every three years</p>	<p>Community Assessment are written into the Full Grant Application, and, if determined necessary through yearly review of the Community Assessment, are written as documentation of programmatic change in the Continuation Grant Application.</p> <p>The Pueblo of San Felipe completed a comprehensive Community Assessment (NARCH) that is inclusive of all its Tribal programs.</p>		
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<p>State and local preschool programs, and the approximate number of Head Start eligible children served by each.</p> <p>(3) The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies;</p> <p>(4) Data regarding the education, health, nutrition and social service needs of Head Start eligible children and their families;</p> <p>(5) The education, health, nutrition and social service needs of Head Start eligible children and their families as defined by families of Head Start eligible children and by institutions in the community that</p>					
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<p>serve young children;</p> <p>(6) Resources in the community that could be used to address the needs of Head Start eligible children and their families, including assessments of their availability and accessibility.</p> <p>(d) The Head Start grantee...must use information from the Community Assessment to:</p> <p>(1) Help determine the grantee's philosophy, and its long-range and short-range program objectives;</p> <p>(2) Determine the type of component services that are most needed and the program option or options that will be implemented;</p> <p>(3) Determine the recruitment area that will be served by the grantee, if limitations in the amount of resources make it impossible to serve the entire service area.</p>					
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<p>(4) If there are delegate...</p> <p>(5) Determine appropriate locations for centers and the areas to be served by home-based programs; and</p> <p>(6) Set criteria that define the types of children and families who will be given priority for recruitment and selection.</p> <p>(e) In each of the two years following completion of the Community Assessment the grantee agency must conduct a review to determine whether there have been significant changes in the information described in paragraph (b) of this section. If so, the Community Assessment must be updated and the decisions described in paragraph (c) of this section must be reconsidered.</p> <p>(f) The recruitment area must include the entire service area, unless the resources available to the Head Start grantee are inadequate to serve the entire service area.</p> <p>(g) In determining the recruitment area when it does not include</p>					
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<p>the entire service area, the grantee must:</p> <ul style="list-style-type: none"> <li>(1) Select an area or areas that are among those having the greatest need for Head Start services as determined by the Community Assessment, and</li> <li>(2) Include as many Head Start eligible children as possible within the recruitment area, so that: <ul style="list-style-type: none"> <li>i. The greatest number of Head Start eligible children can be recruited and have an opportunity to be considered for selection and enrollment in the Head Start program, and</li> <li>ii. The Head Start program can enroll the children and families with the greatest need for its services.</li> </ul> </li> </ul>					
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1305.4 Age of children and family income eligibility

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcome</b>
(a) To be eligible for Head Start services, a child must be at least three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located...	Policy Council Education Manager Director	Prior to September 1 <sup>st</sup> of each year	Intake information on child  Children's folders		All enrolled children meet the age criteria.
(b) (1) At least 51 percent of the children who are enrolled in each Head Start program must be from low-income families.	Policy Council Education Manager Director	Yearly, before the first day of school	Intake information on child.  Children's folders  Income verification records		Policy Council reviews federal low-income guidelines  Policy Council approves the priority ranking used to select students
(2) Except as provided in paragraph (b) (3) of this section, up to ten percent of the children who are enrolled may be children from families that exceed the low-income guidelines but who meet the criteria that the program has established for selecting such children and who would benefit from Head Start services.	Policy Council Education Manager Director	Yearly, before the first day of school	If there are less than 100% low-income children, the ERSEA coordinator determines the 49% of above-income children who meet the program acceptance criteria.  Head Start Policies for Enrollment state that over-income families are eligible if: They have a diagnosed special needs child; All children otherwise eligible are enrolled in		Low-income children receive priority over over-income.  Special needs children receive enrollment priority.

			the program; There are spaces available and the majority of children who are being served are income-eligible.		
<p>(3) A Head Start program operated by an Indian Tribe may enroll more than ten percent of its children from families whose incomes exceed the low-income guidelines when the following conditions are met:</p> <p>(i) All children from Indian and non-Indian families living on the reservation that meet the low-income guidelines who wish to be enrolled in Head Start are served by the program;</p> <p>(ii) All children from income-eligible Indian families native to the reservation living in non-reservation areas, approved as part of the Tribe’s service area, who wish to be enrolled in Head Start are served by the program. In those instances in which the non-reservation area is not served by another Head Start program, the Tribe must serve all of the income-eligible Indian and non-Indian children whose families wish to enroll them in Head Start prior to serving over-income children.</p> <p>(iii) The Tribe has the resources within its Head Start grant or from other non-Federal sources to enroll children from families whose incomes exceed the low-income guidelines without using additional funds from HHS intended to expand Head Start services; and</p> <p>(iv) At least 51 percent of the children to be served by the program are from families that meet the income-eligibility guidelines.</p>	<p>Policy Council</p> <p>Education Manager</p> <p>Director</p>	<p>Yearly, before the first day of school</p>	<p>If it is determined, through future Community Assessments that there is a need to serve above-income children, the program will adhere to the guidelines related to Indian Tribes specified in this section.</p>		<p>Enrolled children in Head Start meet income-eligibility guidelines.</p>

<p>(4) Programs which meet the conditions of paragraph (b)(3) of this section must annually set criteria that are approved by the Policy Council and the Tribal Council for selecting over-income children who would benefit from such a program.</p>	<p>Education Manager Policy Council Director</p>		<p>Enrollment Policies and Procedures</p>		<p>The Chickasaw Nation Head Start has specified Policies for Enrollment that address this Performance Standard.</p>
<p>(c) The family income must be verified by the Head Start program before determining that a child is eligible to participate in the program. (d) Verification must include examination of any of the following: Individual Income Tax Form 1040, W-2 forms, pay stubs, pay envelopes, written statements from employers, or documentation showing current status as recipients of public assistance. (e) A signed statement by an employee of the Head Start program, identifying which of these documents was examined and stating that the child is eligible to participate in the program, must be maintained to indicate that income verification has been made.</p>	<p>Education Manager Policy Council Director</p>	<p>Summer, after intake of applications, and before school starts</p>	<p>Income verification form.</p>		<p>Policies for Enrollment include income verification based on the forms described, and are signed by the Director.</p>

1305.5 Recruitment of children

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcomes
<p>(a) In order to reach those most in need of Head Start services, each Head Start grantee must develop and implement a recruitment process that is designed to actively inform all families with Head Start eligible children within the recruitment area of the availability of services and encourage them to apply for admission to the program. This process may include canvassing the local community, use of news releases and advertising, and use of family referrals and referrals from other public and private agencies.</p> <p>(b) During the recruitment process that occurs prior to the beginning of the enrollment year, a Head Start program must solicit applications from as many Head Start eligible families within the recruitment area as possible. If necessary, the program must assist families in filling out the application form in order to assure that all information needed for selection is complete.</p> <p>(c) Each program must obtain a number of applications during the recruitment process that occurs prior to the beginning of the enrollment year that is greater than the enrollment opportunities that are anticipated to be available over the course of the next enrollment year in order to select those with the greatest need for Head Start services.</p>	<p>Education Manager Center Supervisors Disabilities/Mental Health Manager Nutrition Manager</p>	<p>Year-round</p>	<p>ERSEA policies</p> <p>Recruitment posters, flyers.</p> <p>Pre-registration of children.</p> <p>Intake documents</p> <p>Waiting list</p>		<p>Policies for Enrollment state that the program will advertise year-round, especially in the spring for new enrollees. Recruitment is done through posters, word-of-mouth, flyers, and door-to-door canvassing. During Child Find, children may be pre-registered to determine eligibility for enrollment.</p> <p>During intake, the Family Services Coordinator collects all information necessary to complete each child's folder, including interview and assisting families with completion of application.</p> <p>Head Start generally has a waiting list of eligible applicants.</p>

1305.6 Selection process

Action Steps	Person/Team Responsible	Time Frame	Documentation And Resource Indicators	Resources Needed	Outcomes
<p>(a) Each Head Start program must have a formal process for establishing selection criteria and for selecting children and families that considers all eligible applicants for Head Start services. This selection criteria must be based on those contained in paragraphs (b) and (c) of this section.</p> <p>(b) In selecting the children and families to be served, the Head Start program must consider the income of eligible families, the age of the child, the availability of kindergarten or first grade to the child, and the extent to which a child or family meets the criteria that each program is required to establish in Sec. 1305.3(c)(6).</p> <p>(c) At least 10 percent of the total number of enrollment opportunities in each grantee and each delegate agency during an enrollment year must be made available to children with disabilities who meet the definition for children with disabilities in Sec. 1305.2(a). An exception to this requirement will be granted only if the responsible HHS official determines, based on such supporting evidence as he or she may require, that the grantee made a reasonable effort to comply with this requirement but was unable to do so because there was an insufficient number of children with disabilities in the recruitment area who wished to attend the program and for whom the program was an appropriate placement based on their IEP or IFSP, with</p>	<p>Policy Council</p> <p>Education Manager</p> <p>Director</p>	<p>Reviewed yearly during Policy Council meeting</p>	<p>Priority list</p> <p>Waiting list</p>		<p>Head Start has established a priority list for acceptance of children. These include, in ranked order:</p> <ol style="list-style-type: none"> <li>1. Special needs children.</li> <li>2. Income eligible children who will attend kindergarten next year.</li> <li>3. Income eligible children four years of age</li> <li>4. Income eligible children who will attend Head Start another year.</li> <li>5. Over-income children</li> </ol>

<p>services provided directly by Head Start or in conjunction with other providers.</p> <p>(e) Each Head Start program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program's selection criteria to assure that eligible children enter the program as vacancies occur.</p>					<p>who will attend kindergarten in the next year.</p> <p>6. Over-income children who will attend Head Start another year.</p> <p>This policy also applies to waiting list priority.</p>
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1305.7 Enrollment and re-enrollment

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>(a) Each child enrolled in a Head Start program must be allowed to remain in Head Start until kindergarten or first grade is available for the child in the child's community, except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with a greater need for Head Start services.</p> <p>(b) A Head Start grantee must maintain its funded enrollment level. When a program determines that a vacancy exists, no more</p>	<p>Policy Council</p> <p>Education Manager</p> <p>Director</p>	<p>Yearly review of income eligibility</p>	<p>Income eligibility forms</p> <p>Intake forms</p> <p>Funded enrollment data</p> <p>Average daily attendance data.</p> <p>Program vacancy policies.</p>		<p>No child is dismissed from Head Start after attending one year as a three-year-old.</p> <p>Traditionally, the Chickasaw Nation Head Start maintains a waiting list.</p>

<p>than 30 calendar days may elapse before the vacancy is filled. A program may elect not to fill a vacancy when 60 calendar days or less remain in the program's enrollment year.</p> <p>(c) If a child has been found income eligible and is participating in a Head Start program, he or she remains income eligible through that enrollment year and the immediately succeeding enrollment year.</p>					<p>Policies for enrollment include the statement that "returning children are eligible based on the current year family income," and "a child who has been determined to meet the low-income criteria and who is participating in a Head Start program in a program year shall be considered to continue to meet the low-income criteria through the end of the succeeding program year."</p>
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1305.8 Attendance

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>(a) When the monthly average daily attendance rate in a center-based program falls below 85 percent, a Head Start program must analyze the causes of absenteeism. The analysis must include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days.</p> <p>(b) If the absences are a result of illness or if they are well documented absences for other reasons, no special action is required. If, however, the absences result from other factors, including temporary family</p>	<p>Education Manager</p> <p>Teaching Staff</p>	<p>Daily attendance records;</p> <p>monthly ADA reports;</p> <p>contact as needed with parents and families</p>	<p>Attendance policy</p> <p>Attendance Records</p> <p>Enrollment records</p> <p>Injury/illness records</p> <p>Waiting list</p>		<p>The Attendance Policy states that teachers will keep daily attendance records for each enrolled child, and will inform the Education Coordinator and Family Services Coordinator of any child who has been absent for three consecutive days, regardless of reason. This policy includes definitions of excused</p>

<p>problems that affect a child's regular attendance, the program must initiate appropriate family support procedures for all children with four or more consecutive unexcused absences. These procedures must include home visits or other direct contact with the child's parents. Contacts with the family must emphasize the benefits of regular attendance, while at the same time remaining sensitive to any special family circumstances influencing attendance patterns. All contacts with the child's family as well as special family support service activities provided by program staff must be documented.</p> <p>(c) In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot must be considered an enrollment vacancy.</p>					<p>and unexcused absences. The policy also includes support services to be initiated for all children with three or more consecutive days of unexcused absences.</p> <p>A child with ten unexcused absences will be dropped from enrollment, and the vacancy will be filled with an eligible child from the waiting list.</p>
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1305.9 Policy on fees

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Time Frame</b>	<b>Documentation And Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>A Head Start program must not prescribe any fee schedule or otherwise provide for the charging of any fees for participation in the program. If the family of a child determined to be eligible for participation by a Head Start program volunteers to pay part or all of the costs of the child's participation, the Head Start program may accept the voluntary payments and record the payments as program income. Under no circumstances shall a Head Start</p>	<p>Director Education Manager</p>	<p>On-going</p>	<p>Volunteer records</p>		<p>The Chickasaw Nation Head Start does not charge any program fees to parents. This policy is stated in the Parent Handbook, and is also stated in the Family Service Coordinator's work plan.</p>

program solicit, encourage, or in any other way condition a child's enrollment or participation in the program upon the payment of a fee.					
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1305.10 Compliance

A grantees failure to comply with the requirements of this Part may result in the denial or refunding or termination in accordance with 45 CFR part 1303.