



CALL AND NOTICE OF SPECIAL MEETING
San Bernardino County Head Start Shared Governance Board Meeting
Agenda for July 19, 2023
[The Shared Governance Board – PSD \(sbcounty.gov\)](https://www.sbcounty.gov/psd)

JOE BACA, JR., CHAIR
SBC 5th District Supervisor

TED ALEJANDRE, VICE-CHAIR
SBC Superintendent of Schools

MICHAEL SEQUEIRA, MD, PUBLIC HEALTH OFFICER
SBC Public Health

DR. GEORGINA YOSHIOKA, DIRECTOR
SBC Behavioral Health

WENDY ALVAREZ, INTERIM CHILDREN'S NETWORK OFFICER
SBC Children's Network

SHELLY THOMAS
Head Start Policy Council Chair
Community Representative
SGB Representative

CHRISTINE DAVIDSON
Head Start Policy Council Member
Community Representative
SGB Representative

ORETHA PAKPAHAN
Head Start Policy Council Member
South Redlands Head Start
SGB Representative

TIME: 11:00 A.M. to 11:30 A.M.

Interpreters for hearing impaired and Spanish speaking individuals will be made available with forty-eight hours' notice. Please call PSD staff at (909) 383-2078 to request the service. PSD will accept public comments in advance of the meeting by email to Sharmaine.Robinson@psd.sbcounty.gov, comments will be distributed to the SGB and read into the record at the Public Comment portion of the meeting. If you wish to address a specific agenda item, please identify the item number in your email. To ensure timely submission, please submit your comments by 12:00 p.m. on Tuesday, July 18, 2023.

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| 1. CALL TO ORDER | Supervisor Joe Baca Jr., Chair |
| 2. WELCOME/INTRODUCTIONS | Supervisor Joe Baca Jr., Chair |
| 3. PUBLIC COMMENT | Supervisor Joe Baca Jr., Chair |
| 4. PRESENTATION OF THE AGENDA
Notice of minor revisions to agenda items, items removed or continued. | Shar Robinson, Secretary |
| 5. EXECUTIVE REPORTS/PROGRAM UPDATES
5.1 Quality Improvement Plan | Jacquie Greene, Director |
| 6. DISCUSSION ITEMS
6.1 PSD Policy Updates | Jacquie Greene, Director |
| 6.1.1 Active Supervision | |
| 6.1.2 Classroom & Playground Safety | |
| 6.1.3 Enrollment | |
| 6.1.4 Individualizing for All Children in an Inclusive Learning Environment | |
| 6.1.5 On-Going Monitoring | |
| 6.1.6 Policy Development, Review & Revision | |

- 6.2 Fiscal Year 2022-23 Head Start and Early Head Start Grant Budget Transfer Request Madeline Tsang, Administrative Manager
- 6.3 Fiscal Year 2022-23 Non-Federal Share Match Waiver Request for Head Start, Early Head Start, and Early Head Start – Child Care Partnership Madeline Tsang, Administrative Manager
- 7. EXECUTIVE COMMENT** Supervisor Joe Baca, Jr., Chair
- 8. ADJOURNMENT** Supervisor Joe Baca, Jr., Chair

PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

Grantee Name	San Bernardino County Preschool Services Department	Plan Start Date	03/23/23
Grant Award Number	09CH011719-01	Plan End Date	10/15/23

Individual Incident(s)

Description of Incident	Date	Underlying Causes <i>Why do we think this happened?</i>	Actions taken to address this specific incident <i>What were some immediate actions taken? What did we do that specifically addressed this incident?</i>	Documentation
<p>On 3/23/23 at the Yucca Valley site, at approximately 1:00 PM, Part Day Class #50 was outside on the playground for outdoor time.</p> <p>Child #1 pushed a child sized wicker egg chair towards a 6 foot brick wall and was able to climb on top of the wicker egg shaped chair and climb over the wall leaving the playground area.</p> <p>The incident was not observed by the Teacher or Aide that were supervising children on the playground.</p>	03/23/2023	<ul style="list-style-type: none"> • Teaching staff failed to follow the Active Supervision Policies • Supervisory and Management staff failed to effectively monitor consistent compliance of policy • Training following the pandemic and return to in person services did not have a primary focus on supervision expectations. 	<p>Immediate Actions Taken:</p> <ul style="list-style-type: none"> • The parent was notified. • PSD Management Team was notified and began an investigation by telephone to gather the facts of the incident the same day. • Community Care Licensing, OHS Program Specialist and the San Bernardino County Leadership team was notified. • Director, Deputy Director, Program Manager and STG Support Team visited the site. 	<ul style="list-style-type: none"> • ACF/OHS Monitoring Report • PSD Incident Report • CCL Unusual Incident Report • CCL Facility Evaluation Report

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<p>After a time lapse (per the video) of approximately 10 minutes, the Teacher realized the child was missing and began a search. Several staff assisted in the search and the child was found in the adjacent neighborhood at a house approximately .3 miles away from the facility. The child was returned without injury and in good spirits.</p>		<ul style="list-style-type: none"> • Staffing challenges following the pandemic was not sufficient for additional support in the classroom. • Strategies and effective teaching practices for children with special needs and challenging behaviors were not implemented. 	<p>Specifically to address the incident:</p> <p>Immediate Staff Training On 3/25, Program Manager reported to the site and conducted the following trainings to all staff relating to the care and supervision of children:</p> <ol style="list-style-type: none"> 1. Effective Teaching Practices 2. Care & Supervision of Children 3. Title 22 Community Care Licensing Regulations and Requirements surrounding Care and Supervision 4. Engaging and Reframing challenging behaviors <p>Site Safety Check</p> <ol style="list-style-type: none"> 1. Site Safety Practices (closing doors, supervision in restroom, closing off access to hallway, child safety gates for the restrooms, pony wall installation for hallway access. <p>Site/Playground changes:</p> <ol style="list-style-type: none"> 1. Playground equipment was arranged away from the wall towards the center of the play space. 2. Removed items that presented a potential obstruction to visual observation. 	<ul style="list-style-type: none"> • OHS Health and Safety Incident Report • Video footage • PSD Investigation Timeline • Sign In Sheets
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			<p>Identified potential obstructions to visual observations and blind spots inside the site:</p> <ol style="list-style-type: none"> 1. Jack/Jill restroom 2. Hallway to exterior 3. Doorways without chimes 4. Doors that need to be closed during business hours and when children are present. <p>Structural Recommendations:</p> <ol style="list-style-type: none"> 1. Will add more height to the wall with a rod iron fencing to keep others out and children in. <p>Staff and Family Communication</p> <ol style="list-style-type: none"> 1. Notified parents of the incident 2. Engaging parents in support of supervision at sites (volunteers) 3. Notified Policy Council on 5.15.23 and Shared Governance Board on 5.17.23 of the incident and ways to prevent further occurrences. 4. Notified all staff during the All Staff Planning and Communication meeting on 5.16.23. 5. Safety Alert distributed to all staff on 5.19.23 to inform of incident and ways to prevent reoccurrence. <p>Enhanced Monitoring Implementation:</p> <ol style="list-style-type: none"> 1. Increased monitoring and supervision of Teaching staff by Acting Supervisor and Site Supervisor who covers the Yucca and 29 Palms location. 	
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			<ol style="list-style-type: none"> 2. Increased site visits to 2x month for Program Manager. 3. Increased site visits by Executive Team to include Director, Assistant Director and Deputy Director to 1x monthly. 4. Provided reflective supervision to staff on incident and determined root cause of the incident. 5. Met with the Office of Head Start STG Training and Technical Assistance Team to determine root cause of incident. 6. Outlined an agency wide corrective action plan to included increased monitoring, mentor coaching job shadowing and reflective supervision. 7. Program Manager conducted an on site visit the following day and staff were interviewed in person and statements were gathered. 8. The Program Manager obtained and reviewed the video footage of the playground and parking lot area. 9. The Program Manager conducted a re-enactment of the incident to determine where and how the child left the playground, walked to 	
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			<p>the location of where the child was found and determined time lapse and distance.</p> <p>10. Preliminary cause analysis by the Program Manager determined that there were policy violations and monitoring gaps.</p>	
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PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

Actions Taken to Improve Program Design and Management

Key Element:	Health and Safety Systems: Program Design and Management				
Intended Outcome:	The program will have effective management and oversight processes that support staff and enhance strategies to stabilize the workforce through recruitment and retention efforts.				
Implementation Activities	Due Date	Staff responsible	Resources/TTA	Documentation	Status of Activities
1. Notification of incident and appropriate safety and supervision practices to all staff. a. Safety Alert	5/15/23	<ul style="list-style-type: none"> • Executive Team 		<ul style="list-style-type: none"> • Safety Alert • Email Notification 	Completed 5/15/23
2. Management reorganization and restructuring for FY 2023-2024 to enhance and support monitoring and ongoing supervision of children: a. Restructuring the (6) Education/Curriculum Program Managers to Unit specific areas and adding (6) new Area Coordinator Positions to enhance monitoring and support of Site Staff. The (6) Unit Areas include: o Continuous Quality Improvement (CQI),	FY 2023-2024 Ongoing Contingent on the time it takes to recruit and hire (6) Area Coordinator positions.	<ul style="list-style-type: none"> • Executive Team • Management Team 	<ul style="list-style-type: none"> • OHS/STG Support 	<ul style="list-style-type: none"> • See Reorganization and Restructuring Plan 	<p>In Progress</p> <p>PSD currently has (6) HS Education and Curriculum Program Managers.</p> <p>Phase 1 - Additional (6) Area Coordinator positions.</p> <p>Phase 2 – Designation of Unit Specific Areas for the (6) Program Managers</p>

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<ul style="list-style-type: none"> Quality Assurance and T&TA ○ Contract Compliance <ul style="list-style-type: none"> ▪ Grants, Contracts and MOU's) ○ Regulatory Compliance <ul style="list-style-type: none"> ▪ HSPPS, CDE, CCL) ○ Education & Curriculum 0-3 years (EHS/CCTR) ○ Education & Curriculum 3-5 years (HS/CSPP) ○ Education:Home Based and Family Child Care 					
<p>3. Staff Retention and Compensation increases</p> <ul style="list-style-type: none"> a. FY 2021-2022 provided \$1300 one time bonus b. FY 2022-2023 provided \$1500 one time bonus c. FY 2023-2024 will provide \$2 more hourly across the board salary increase d. FY 2023-2024 will provide Longevity Pay 15 years = 3% and 10 year = 1% total compensation. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Executive Team • Fiscal Unit 	<ul style="list-style-type: none"> • OHS Support 	<ul style="list-style-type: none"> • Fiscal Budget • See PSD Staff and Fiscal Proposals for FY 2023-2025 (Year 4 and 5 of 5 Grant period) 	<p style="color: green;">Currently implementing and Ongoing</p>

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<p>4. Quarterly hiring recruitment events:</p> <ul style="list-style-type: none"> a. 6/28/22 b. 10/5/22 c. 11/17/22 d. 3/8/23 e. 6/28/23 	Quarterly	<ul style="list-style-type: none"> • Personnel Unit 	<ul style="list-style-type: none"> • SBC/HR Support 	<ul style="list-style-type: none"> • Hiring Event Tracking and Documentation 	Currently implementing and Ongoing
<p>5. Expedited hiring practices to include on the spot personnel application processing, interviewing and job offering.</p>	Ongoing	<ul style="list-style-type: none"> • Personnel Unit 	<ul style="list-style-type: none"> • SBC/HR Support 	<ul style="list-style-type: none"> • Hiring Event Tracking and Documentation 	Currently implementing and Ongoing
<p>6. Submission of a Teacher Waiver request to OHS to assist with staffing challenges.</p>	6/15/23	<ul style="list-style-type: none"> • Executive Team 	<ul style="list-style-type: none"> • OHS Support 	<ul style="list-style-type: none"> • Staff Surveys and Interest Forms • Waiver Request submissions 	<p>In Progress</p> <p>Staff surveys to determine current levels of staff who qualify and are interested.</p> <p>Waivers will be submitted as applicable</p>
<p>7. Expanding the initial onboarding process to enhance Information on child safety and supervision, inclusion, differing abilities and challenging behaviors.</p>	6/30/23	<ul style="list-style-type: none"> • Management Team • Personnel Unit 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Onboarding Process • Training Presentation • Sign In Sheets 	<p>In Progress</p> <p>Presentation and content is being revised.</p>

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<p>8. Limit the use of Temporary Employees in HS classrooms to support teachers as the 3rd person for supervision and observation.</p>	<p>Immediate Implementation</p>	<ul style="list-style-type: none"> • Executive Team • Fiscal Unit 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • See Reorganization and Restructuring Plan • PSD Staff and Fiscal Proposals for FY 2023-2025 (Year 4 and 5 of 5 Grant period) • Temporary Employee Tracking & Request Process • Classroom Matrix • Open/Closed Proposal • Fiscal Budget 	<p>Currently implementing and Ongoing</p>
<p>9. Evaluate classroom staffing availability for FY 2023/2024 with a focus on child health and safety. Returning children and families will not be impacted. PSD will refrain from opening classrooms without qualified PSD staff to ensure child safety and supervision.</p>	<p>Immediate Implementation</p>	<ul style="list-style-type: none"> • Management Team • ERSEA Unit 		<ul style="list-style-type: none"> • See Reorganization and Restructuring Plan • PSD Staff and Fiscal Proposals for FY 2023-2025 (Year 4 and 5 of 5 Grant period) • Staff Tracking Document • Classroom Matrix 	<p>Currently implementing and Ongoing</p>

PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

Actions Taken to Strengthen Active Supervision Systems Program-wide

Key Element:	Health and Safety Systems: Policies and Procedures				
Intended Outcome:	The program will have effective health and safety processes that support active supervision. (i.e., procedures for: classroom management tools, head counting, plans for transitions from classroom to playground and back, zoning of the classroom and outside play areas, response plans in case of an unsupervised child incident, and policies and procedures that describe action steps for staff when a supervision issue occurs.)				
Implementation Activities	Due Date	Staff responsible	Resources/ TTA	Documentation	Status of Activities
1. Revise the Active Supervision policy to clarify program wide expectations of Active Supervision strategies to include use of Dry Erase Boards, Zoning, Adult/Child Interaction, Transition Head Counts and Ongoing Communication.	<p>Policy Revision 6/23/23</p> <p>Initial Training 6/26 to 6/30</p> <p>SGB/PC Approval 7/17/23</p> <p>All Staff Pre Service Training Event 8/15/23</p>	<ul style="list-style-type: none"> • Program Managers • Program Specialists • Site Supervisors 	<ul style="list-style-type: none"> • OHS/STG Support 	<ul style="list-style-type: none"> • Revised Policy • Staff acknowledgement of receipts 	<p>Policy revision are in Progress</p> <p>Will be submitted to the Shared Governance Board for approval</p> <p>Initial training with current full day staff scheduled for 6/26 to 6/30/23</p> <p>All staff training scheduled for Pre Service Training Event on 8/15/23.</p>
2. Revise Transition Head Count Policy to clarify timeframe of documentation, transitions and to include required verbal	<p>Policy Revision 6/23/23</p>	<ul style="list-style-type: none"> • Program Managers • Program Specialists 	<ul style="list-style-type: none"> • OHS/STG Support 	<ul style="list-style-type: none"> • Revised Policy • Staff acknowledgement of receipts 	<p>Policy revision are in Progress</p> <p>Will be submitted to the Shared</p>

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<p>communication of counts amongst staff during transitions such as:</p> <ul style="list-style-type: none"> • Arrival & Departure • Scanning and Counting • Name to Face Recognition • Restroom and Diapering • Indoor to Outdoor and Outdoor to Indoor • Meals & Snack Times • Napping 	<p>Initial Training 6/26 to 6/30</p> <p>SGB/PC Approval 7/17/23</p> <p>All Staff Pre Service Training Event 8/15/23</p>	<ul style="list-style-type: none"> • Site Supervisors 			<p>Governance Board for approval</p> <p>Initial training with current full day staff scheduled for 6/26 to 6/30/23</p> <p>All staff training scheduled for Pre Service Training Event on 8/15/23.</p>
<p>3. Revise the Standards of Conduct Addendum statement to include and define “visual observation” and to ensure presentation to staff annually during the work performance evaluation check point.</p>	<p>Policy Revision 6/23/23</p> <p>Initial Training 6/26 to 6/30</p> <p>SGB/PC Approval 7/17/23</p> <p>All Staff Pre Service Training Event 8/15/23</p>	<ul style="list-style-type: none"> • Personnel Unit • Executive Team 	<ul style="list-style-type: none"> • OHS/STG Support 	<ul style="list-style-type: none"> • Revised Addendum • Annual signature pages 	<p>Policy revision are in Progress</p> <p>Will be submitted to the Shared Governance Board for approval</p> <p>Initial training with current full day staff scheduled for 6/26 to 6/30/23</p> <p>All staff training scheduled for Pre Service Training Event on 8/15/23.</p>

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<p>4. Revise the Classroom and Playground Safety Policy to include use of communication devices (phones, walkie talkies) for use in case of an emergency and to ensure classroom coverage.</p>	<p>Policy Revision 6/23/23</p> <p>Initial Training 6/26 to 6/30</p> <p>SGB/PC Approval 7/17/23</p> <p>All Staff Pre Service Training Event 8/15/23</p>	<ul style="list-style-type: none"> • Program Manager • Program Specialists • Site Supervisors 	<ul style="list-style-type: none"> • OHS/STG Support 	<ul style="list-style-type: none"> • Revised Policy • Staff Acknowledgement of receipts 	<p>In Progress Policy revision are in Progress</p> <p>Will be submitted to the Shared Governance Board for approval</p> <p>Initial training with current full day staff scheduled for 6/26 to 6/30/23</p> <p>All staff training scheduled for Pre Service Training Event on 8/15/23.</p>
<p>5. Revise Child Individualization Policy to reflect differentiation, IEP/IFSP goals, interaction strategies for children with special needs and inclusion to ensure a child's needs are being met.</p>	<p>Policy Revision 6/23/23</p> <p>Initial Training 6/26 to 6/30</p> <p>SGB/PC Approval 7/17/23</p> <p>All Staff Pre Service</p>	<ul style="list-style-type: none"> • Program Manager • Program Specialists • Site Supervisors 	<ul style="list-style-type: none"> • OHS/STG Support 	<ul style="list-style-type: none"> • Revised Policy • Staff Acknowledgement of receipts 	<p>Policy revision are in Progress</p> <p>Will be submitted to the Shared Governance Board for approval</p> <p>Initial training with current full day staff scheduled for 6/26 to 6/30/23</p> <p>All staff training scheduled for Pre</p>

PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

	Training Event 8/15/23				Service Training Event on 8/15/23.
6. Revise the Daily Health & Safety Checklist to differentiate between checking the physical environment and monitoring for ongoing implementation of safety, supervision and teaching practices. Train on the tool to ensure understanding and compliance	<p>Policy Revision 6/23/23</p> <p>Initial Training 6/26 to 6/30</p> <p>SGB/PC Approval 7/17/23</p> <p>All Staff Pre Service Training Event 8/15/23</p>	<ul style="list-style-type: none"> • Program Manager • Program Specialists • Site Supervisors 	<ul style="list-style-type: none"> • OHS/STG Support 	<ul style="list-style-type: none"> • Revised Policy • Staff Acknowledgement of receipts 	<p>Policy revision are in Progress</p> <p>Will be submitted to the Shared Governance Board for approval</p> <p>Initial training with current full day staff scheduled for 6/26 to 6/30/23</p> <p>All staff training scheduled for Pre Service Training Event on 8/15/23.</p>

PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

<p>7. Revise the Monitoring Policy and quality assurance process to include outdoor monitoring and to increase the frequency of announced and unannounced site visits.</p> <ul style="list-style-type: none"> • Program Manager 2x a month • Executive Team 1x a month • Quality Assurance 1x a month 	<p>Policy Revision 6/23/23</p> <p>Initial Training 6/26 to 6/30</p> <p>SGB/PC Approval 7/17/23</p> <p>All Staff Pre Service Training Event 8/15/23</p>	<ul style="list-style-type: none"> • Quality Assurance Unit • Program Specialists • Program Managers • Executive Team 		<ul style="list-style-type: none"> • Revised Monitoring Policy • Monitoring Documentation and Records • Updated Management Field Visit checklist • Child Plus entries data record keeping system 	<p>Policy revision are in Progress</p> <p>Will be submitted to the Shared Governance Board for approval</p> <p>Initial training with current full day staff scheduled for 6/26 to 6/30/23</p> <p>All staff training scheduled for Pre Service Training Event on 8/15/23.</p>
<p>8. Revise the interview process to include questions pertaining to supervision, inclusion and challenging behaviors.</p>	<p>6/30/23</p>	<ul style="list-style-type: none"> • Personnel Unit • Executive Team 		<ul style="list-style-type: none"> • Interview/Panel Questionnaire and acknowledgement 	<p>Completed 6/2/23</p>

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<p>9. Enhance the Plan for Policy Review, Revision and Communication to include the following:</p> <ul style="list-style-type: none"> • Policy Review and Revision every 2 years or ongoing as necessary. • How to communicate policy revisions. • Training on new policies. • Checking for understanding. • Monitoring for compliance of new policies. 	<p>6/30/23</p>	<ul style="list-style-type: none"> • Executive Team • Management Team • Quality Assurance 		<ul style="list-style-type: none"> • New Policy and Planning Road Map 	<p style="color: green;">Currently implementing and Ongoing</p>
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PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

Key Element:	Health and Safety Systems: Ongoing Monitoring				
Intended Outcome:	The program will have effective ongoing monitoring systems that support active supervision. Systems will be in place to assess and address potential facilities and environment issues. (i.e., monitoring procedures and tools, observations tools, monitoring plans, etc.)				
Implementation Activities	Due Date	Staff responsible	Resources/ TTA	Documentation	Status of Activities
1. Revise Daily, Weekly, Monthly Health & Safety Monitoring Checklist for indoor and outdoor activities.	6/30/23	<ul style="list-style-type: none"> • Program Managers • Site Supervisors 		<ul style="list-style-type: none"> • Updated Forms 	The revisions are in Progress for implementation
2. Add an additional rotation of the Facility Site Environmental Safety Assessments that are completed bi - annually.	Begin 7/1/23 and complete by 6/30-2024	<ul style="list-style-type: none"> • Facilities • SB County Facilities Management Team 	<ul style="list-style-type: none"> • SB County Resources 	<ul style="list-style-type: none"> • Environmental Safety Assessment sheets and findings 	Currently implementing and Ongoing
3. Implement increased monitoring frequency of sites to include announced and unannounced visits. <ul style="list-style-type: none"> • Program Manager 2x a month • Executive Team 1x a month 	7/15/23	<ul style="list-style-type: none"> • Quality Assurance Unit • Program Specialists • Program Managers • Executive Team 	<ul style="list-style-type: none"> • OHS/STG Support 	<ul style="list-style-type: none"> • Revised Monitoring Policy • Monitoring Documentation and Records • Updated Management Field Visit checklist • Child Plus entries data record keeping system 	Currently implementing and Ongoing

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<ul style="list-style-type: none"> Quality Assurance 1x a month 					
<p>4. Develop a new module in Child Plus to ensure corrective action and follow up process on Child Supervision Incidents to ensure concerns are addressed timely and tracked in PSD's record keeping system</p>	<p>7/15/23</p>	<ul style="list-style-type: none"> Program Managers Child Plus Administrator Quality Assurance Unit 		<ul style="list-style-type: none"> Child Plus Module New Form New Procedure 	<p>A tracking module in Child Plus is currently being constructed.</p>
<p>5. Revise the Management Field Visit Monitoring Checklist and update module in Child Plus to include child health, safety and supervision expectations.</p>	<p>7/15/23</p>	<ul style="list-style-type: none"> Program Managers Child Plus Administrator Quality Assurance Unit 		<ul style="list-style-type: none"> Child Plus Module New Form New Procedure 	<p>The checklist is being revised and an electronic version is being created in Child Plus monitoring module</p>

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<p>6. Complete Agency Monitoring for compliance and adherence to Child Health, Safety and Supervision policies.</p>	<p>10/15/23</p>	<ul style="list-style-type: none"> • Executive Team • Management Team • Quality Assurance • Program Specialists • Program Supervisors • Site Supervisors 	<ul style="list-style-type: none"> • OHS/STG Support 	<ul style="list-style-type: none"> • Monitoring Records in Child Plus 	<p>In Progress – Overall agency monitoring to include Direct service sites, Partners, Delegate Agency and FCC Providers.</p>
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PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

Key Element:	Training and Supervision Plans				
Intended Outcome:	Staff, parent, and volunteer training plans will include orientation and ongoing training on active supervision strategies. Staff will receive additional training and coaching as needed.				
Implementation Activities	Due Date	Staff responsible	Resources/ TTA Needed	Documentation	Status of Activities
1. Provide training for all staff, including Contract Partners/Delegate Agency and FCC Providers on all revised policies, procedures, and forms related to child health, safety and supervision.	<p>Policy Revision 6/23/23</p> <p>Initial Training 6/26 to 6/30</p> <p>All Staff Pre Service Training Event 8/15/23</p> <p>Make Up and missed training by 9/30/23</p>	<ul style="list-style-type: none"> • Program Managers • T&TA Unit 	<ul style="list-style-type: none"> • County PERC Department 	<ul style="list-style-type: none"> • Revised Agency Training Plan • New written Policy, Procedures and forms • Training Sign In • Training documentation 	Training In Progress

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<p>2. Provide training for all temporary employees on all new and revised policies, procedures and forms related to child health, safety and supervision.</p>	<p>Policy Revision 6/23/23</p> <p>Initial Training 6/26 to 6/30</p> <p>All Staff Pre Service Training Event 8/15/23</p> <p>Make Up and missed training by 9/30/23</p>	<ul style="list-style-type: none"> • Personel Unit • T&TA Unit • Temporary Staffing Agency 	<ul style="list-style-type: none"> • County PERC Department • Temporary Staffing Agencies 	<ul style="list-style-type: none"> • New Orientation and Onboarding Presentation 	<p>Training in Progress</p>
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<p>3. Revise staff and temporary employee Orientation and Onboarding process to include monitoring for child health, safety and supervision and a children with special needs and challenging behaviors.</p>	<p>Policy Revision 6/23/23</p> <p>Initial Training 6/26 to 6/30</p> <p>All Staff Pre Service Training Event 8/15/23</p> <p>Make Up and missed training by 9/30/23</p>	<ul style="list-style-type: none"> • Program Manager • Personnel Unit • T&TA Unit • Temporary Staffing Agency 	<ul style="list-style-type: none"> • County PERC Department • Temporary Staffing Agencies 	<ul style="list-style-type: none"> • Orientation/Onboarding Training Presentation • Sign In Sheet 	<p>Training in Progress</p>
<p>4. Train Site Supervisor and Lead Teacher III staff on conducting effective monitoring of active supervision and providing coaching towards improving Active Supervision.</p>	<p>Policy Revision 6/23/23</p> <p>Initial Training 6/26 to 6/30</p>	<ul style="list-style-type: none"> • Program Manager • Personnel Unit • T&TA Unit 		<ul style="list-style-type: none"> • Training Presentation • Sign In Sheet • Updated Coaching Plan 	<p>Training in Progress</p>

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	All Staff Pre Service Training Event 8/15/23				
	Make Up and missed training by 9/30/23				
5. Update the Education Timelines to ensure that child health, safety and supervision is a standing agenda item on the monthly site staff meeting agenda.	5/15/23	<ul style="list-style-type: none"> • Program Managers • Program Specialists 		<ul style="list-style-type: none"> • Revised Education Timelines • Site Monthly Meeting Agenda • Site Monthly Meeting Sign In Sheet 	Completed 5/20/23
6. Provide training of All staff, direct service, partners, delegate, FCC providers on Individualized Instruction for children with Disabilities and Challenging behaviors to include: Lesson planning, Individualizing, Goal Setting, Screening and	Policy Revision 6/23/23 Initial Training 6/26 to 6/30 All Staff Pre	<ul style="list-style-type: none"> • Program Managers • Program Specialists • Content Area Specialists (Behavior Specialists, Health Specialists, Mental Health, etc.) 		<ul style="list-style-type: none"> • Training Presentation • Sign In Sheet • Documentation • Child Plus Module 	Training in Progress

Rev. 6.12.23

PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

Assessments, IEP/IFSP's, Referral Process, Supports with the 3 Tier System and documentation in Child Plus.	Service Training Event 8/15/23 Make Up and missed training by 9/30/23				
---	--	--	--	--	--

PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

Key Element:	Parent Training				
Intended Outcome:	Parents will be included as partners in child safety, and receive training and ongoing information on how to keep children safe. Parent training plans will include initial and ongoing training opportunities for parents.				
Implementation Activities	Due Date	Staff responsible	Resources/ TTA	Documentation	Status of Activities
1. Revise Parent Orientation Training Plan to include a child health, safety and supervision presentation and to outline parent engagement and support.	6/30/23	<ul style="list-style-type: none"> • Program Managers • Program Specialists • T&TA Unit 	<ul style="list-style-type: none"> • National Centers • ECLKC Website • STG T&TA Support 	<ul style="list-style-type: none"> • Written Parent Orientation and Training Plan • Video Presentation 	Training presentation creation is currently in Progress
2. Present child health, safety and supervision at the Policy Council Meetings Quarterly to inform and include expectation at the site and how to support.	6/30/23	<ul style="list-style-type: none"> • Site Supervisors • PFCE unit • Education unit • Health & Nutrition unit • Disabilities/Mental Health unit • T &TA unit 	<ul style="list-style-type: none"> • Community resources • External vendors • Internal PSD staff 	<ul style="list-style-type: none"> • Policy Council Meeting Agenda and minutes 	Completed 5/16/23 Ongoing
3. Incorporate families in Health, Safety and Supervision practices at the site (Volunteers, Visual Observations, Drop off/Pick Up	6/30/23	<ul style="list-style-type: none"> • Site Supervisors • PFCE unit • Education unit • Health & Nutrition unit 	<ul style="list-style-type: none"> • National Centers • ECLKC Website • STG T&TA Support 	<ul style="list-style-type: none"> • Volunteer Sheet • Observation Records 	Currently implementing and Ongoing

Rev. 6.12.23

PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

Support, "See something, Say something."		<ul style="list-style-type: none"> • Disabilities/Mental Health unit • T &TA unit 			
4. Revise the Intake process to ensure information gathered from parents on Child History Profiles include any identified challenging behaviors and/or disabilities	6/30/23	<ul style="list-style-type: none"> • Site Supervisors • ERSEA unit • PFCE unit • Education unit • Health & Nutrition unit • Disabilities/Mental Health unit • T &TA unit 	<ul style="list-style-type: none"> • National Centers • ECLKC Website • STG T&TA Support 	<ul style="list-style-type: none"> • Updated Child History Profile • Updated Child enrollment module in Child Plus 	In Progress

Rev. 6.12.23

PRESCHOOL SERVICES DEPARTMENT QUALITY IMPROVEMENT PLAN

Key Element:	Child Curriculum				
Intended Outcome:	Children will be included as partners in child safety by including in the curriculum opportunities for program staff to discuss safety with children. This will include formal and informal strategies to introduce safety topics, and encourage understanding and discussions on safety.				
Implementation Activities	Due Date	Staff responsible	Resources/ TTA	Documentation	Status of Activities
1. Incorporate activities within the lesson plan to include strategies related to child health, safety and supervision for children.	Initial Training 6/26 to 6/30 All Staff Pre Service Training Event 8/15/23 – Make Up by 9/30/23	<ul style="list-style-type: none"> • Teaching Staff • Site Supervisors • Quality Assurance 	<ul style="list-style-type: none"> • Tools:DRDP, ERS, CLASS and Curriculums • National Centers • ECLKC Website • STG T&TA Support 	<ul style="list-style-type: none"> • Weekly Lesson plan documentation • Individualizing, Goal Setting in Child Plus 	Currently implementing and Ongoing
2. Incorporate children as partners in safety and supervision by including in transition activities, roles and responsibility and “See something, Say something” and the “Buddy System”.	6/30/23	<ul style="list-style-type: none"> • Teaching Staff • Site Supervisors • Quality Assurance 	<ul style="list-style-type: none"> • Tools:DRDP, ERS, CLASS and Curriculums • National Centers • ECLKC Website • STG T&TA Support 	<ul style="list-style-type: none"> • Weekly Lesson plans 	Currently implementing and Ongoing

Active Supervision

Overview

Purpose To provide staff with clear expectations regarding all elements of active supervision of children.

Reference The policies and regulations referenced are:

- Community Care Licensing (CCL), Title 22 101229(a)(1)
- Head Start Program Performance Standards (HSPPS) 1302.47(b)(5)

Policy overview The expectation of all staff is to **actively supervise** children at all times. It is the policy of Preschool Services Department that children are **never** to be left alone or unsupervised at any time

Contents The following is a table of contents.

Topic	See Page
Definitions & Strategies	2
Safety Policy	4
Safety & the Environment	7
Active Supervision & Counting Children	9
Revision History	14

Definitions & Strategies

Definitions

Listed below are definitions found in this policy:

Active Supervision – is a child safety strategy in which staff constantly monitor children’s whereabouts and activities. Staff will use the active supervision strategies below to make sure children of all ages can explore their environments safely.

Communication Device – Any device used to communicate with other staff members at the site. Examples are walkie talkies, phones, intercom system.

Name-to-face recognition – Is a visual identification strategy by which staff account for children under their observation by using the child’s name and face as a part of counting during times of transition.

Physical Environment – The physical surroundings in which a classroom operates, such as physical structures of the school environment, space, equipment, and tools used in sites that a child may have access to both indoors and outdoors.

Staff –All PSD, Consulting, Partners and Contracted staff including Temporary employees and Interns.

Substitute Staff – Any staff member acting in the place of another teacher in the classroom, for any period of time.

Zoning – A tool used to organize the classroom and staff to aid in the active supervision of children.

Continued on next page

Definitions & Strategies & Strategies, Continued

Active Supervision Strategies

Active Supervision promotes a safe environment and prevents injuries in small children, staff will use the active supervision strategies below to make sure children of all ages explore their environments safely:

- **Set Up the Environment** – Set up the environment so you can supervise children and are always able to reach them if necessary. Keep spaces clutter-free and place furniture so you can observe the whole room.
 - **Position Staff** – Plan where you and other staff position yourselves to see and hear all children. Make sure there are clear paths to where children are playing, sleeping, and eating. This allows you to react quickly when necessary and stay close to children who may need additional support.
 - **Scan and Count** – Always be aware of where every child is and what they are doing. Scan the entire environment and count children frequently, especially during transitions when moving from one location to another.
 - **Listen** – Listen closely to children to identify signs of potential danger. Specific sounds or the absence of them may be reason for concern. Listen for signs that a child is getting upset or for sounds in the environment, such as bells on the door that alert you when a child leaves or enters the room.
 - **Anticipate Children's Behavior** – Use what you know about each child's temperament, developmental abilities, interests, and skills to predict what the child may do next. Pay attention to changes in a child's mood or health and anticipate when they may wander off, get upset, or take a dangerous risk.
 - **Engage and Redirect** – Offer support by using what you know about each child's individual needs and development. Encourage children to solve problems on their own and help them develop solutions if needed. Offer different levels of assistance or redirection depending on each child's needs.
-

Safety Policy



Who is responsible?

All staff members are responsible for child safety.

This system ensures all staff, including temps, follow appropriate practices to keep children safe during all activities, including, appropriate indoor and outdoor active supervision of children at all times.



Warning! No child left alone

No child is left without the **active supervision** of a staff member at any time. Active supervision includes visual and **auditory observation**.

The licensee provides care and supervision to meet the children's needs of children and to ensure children are never left alone.

Other safety measures

Preschool Services Department (PSD) developed and implemented a standardized system to ensure child safety that includes:

- all facilities, equipment, and materials
 - background checks
 - safety training, safety, and hygiene practices
 - administrative safety procedures
-

Adult/Child ratio

Teaching staff must ensure that the following teacher/child ratio is maintained at all times:

- Early Head Start Program
 - Birth to 3 years old (1 Adult:4 Children)
- Head Start Program
 - 3- to 4-year-olds (1 Adult: 8 Children)

See Child Ratio Policy for policy on mixed-age groups in double session class.

Continued on next page

Safety Policy, Continued

Safety during activities

All staff must follow appropriate practices to keep children safe during all activities:

- Actively supervise children at all times using indoor and outdoor guidelines.
 - Use safe sleep practices. Ensure all sleeping arrangements for children.
 - under 18 months use firm mattresses or cots,
 - under 12 months, soft bedding materials or toys must not be used.
 - Release children only to an authorized adult on the Emergency Card.
 - Comply with all Standards of Conduct.
 - Report suspected or known child abuse and neglect, including compliance with applicable federal, state, local, and tribal laws
-

Safety supplies and devices

Each site is equipped with safety supplies that are readily accessible to staff, including, at a minimum;

- fully equipped and up to date first aid kits
 - appropriate fire safety supplies
 - communication devices, such as walkie-talkies
 - locking gates
 - chimes on doors
 - properly weighted self-closing doors where appropriate
-

Bathrooms

Staff (Teacher or Aide) who take children to the restroom in groups must ensure that the group of children that remain with the other staff member is within ratio and:

- Do not close bathroom doors.
 - Make parents aware of our required obligation to maintain visual observation with children at all times.
-

Teacher/Child Interaction

Teaching staff are required to engage and interact with all children. To do this, teachers will:

- Talk with children to learn about each child's individual interests and skills. This will help to predict what activities they will want to participate in and how they will respond.
- Use information from the daily health check (illness, allergies, lack of sleep, lack of food, etc.) to help anticipate children's behavior.
- Use active supervision skills to know when to offer children additional support.
- Use information from IEPs/IFSPs to support or enhance interactions/engagement with the respective children.

Safety & the Environment

Who is responsible?

All staff members are responsible for ensuring the environment is safe.



Guidelines

Environments must meet the following guidelines as per licensing.

Environments must be:

- Clean
 - Free from:
 - pollutants, hazards and toxins that are accessible to children
 - pests
 - firearms or other weapons
 - choking, strangulation, electrical, and drowning hazards
 - hazards posed by appliances
 - all other safety hazards
 - Designed to
 - prevent child injury
 - separate toileting and diapering areas from areas for preparing food, cooking, eating, or children’s activities
 - Well lit, including emergency lighting. **Even during nap time, rooms should not be so dark that staff cannot see all areas of the classrooms.**
 - Kept safe through an ongoing system of preventative maintenance
-

Teaching staff

Teaching staff are expected to:

- **Scan and count children using name/face recognition a minimum of every 30 minutes throughout the day and for every transition.**
 - **Communicate out loud with co-teacher the count or what is happening with transitions each time. (Example: “I’m taking Michael, Susie and Vanessa to the bathroom”).**
 - **Set up the environment using zoning strategies to maximize the active supervision of children**
 - Position themselves **to see and hear children at all times.**
 - Keep the environment clutter free and open so that children have a clear space to play and staff can observe them.
 - Carefully plan their position in the environment to prevent children from harm.
 - Ensure there are always clear paths to where children are playing, sleeping, and eating so they may react quickly when necessary.
 - Position themselves at the front of the line and another staff member at the end of the line with the children lined-up in between them.
-

Active Supervision & Counting Children



Important! Purpose

The purpose of this section is to ensure children are **actively supervised** at all times and are never left alone.

Name/Face recognition

It is not sufficient only to count the number of children; a name to face recognition count is required during every **transition** and change of supervision.

Teaching staff are required to:

- **Take attendance by name and face recognition.**
 - Know the individual children under their supervision and how many children they supervise
-

Child identification

All children must wear a **visible identification badge at all times** during school hours, which includes the:

- name of their assigned classroom
- teacher's name
- child's name

The nametag should be placed on the back of the child. During naptime, it can be relocated for comfort and reattached after naptime.

When to Check and Count

Actively scan the entire environment to know where everyone is and what they are doing.

Count the children using name/face recognition at least every 30 minutes throughout the day and:

- During meal periods,
 - **Continuously during outside time,**
 - Prior to and after each indoor/outdoor transition,
 - **Transitioning to and from restroom time,**
 - **Transitioning from one area of the classroom to another,** and
 - Whenever a child arrives or departs
-

Continued on next page

Active Supervision & Counting Children, Continued

How to Check and Count

Complete the following to perform a Check and Count.

Step	Action						
1	<ul style="list-style-type: none"> • Determine and communicate the number of children in attendance to the other teacher/staff person present. • Reference the Sign-In Sheet and the Check & Count Board to ensure count is accurate. 						
2	Conduct a 'sweep' of the indoor or outdoor space for all children before transitioning outdoors or indoors						
3	Call all the children by name Note: When possible, ensure to also engage the children into assisting in the Check and Count.						
4	Document child counts on the: <ul style="list-style-type: none"> • Check & Count Board • Name-to-Face Recognition Count Form • Meal Count Sheets. 						
5	Determine and communicate if all the children are accounted for (the counts match) <table border="1" data-bbox="578 978 1398 1215"> <thead> <tr> <th data-bbox="578 978 789 1014">If ...</th> <th data-bbox="789 978 1398 1014">Then ...</th> </tr> </thead> <tbody> <tr> <td data-bbox="578 1014 789 1050">Yes</td> <td data-bbox="789 1014 1398 1050">The check and count is complete.</td> </tr> <tr> <td data-bbox="578 1050 789 1215">No</td> <td data-bbox="789 1050 1398 1215">Search for the identified child immediately and notify all staff to assist in locating the child. Do not leave other children unsupervised while searching for the missing child.</td> </tr> </tbody> </table>	If ...	Then ...	Yes	The check and count is complete.	No	Search for the identified child immediately and notify all staff to assist in locating the child. Do not leave other children unsupervised while searching for the missing child.
If ...	Then ...						
Yes	The check and count is complete.						
No	Search for the identified child immediately and notify all staff to assist in locating the child. Do not leave other children unsupervised while searching for the missing child.						

Continued on next page

Active Supervision & Counting Children, Continued

Relieving staff: counting and communication At all staffing changes, count the number of children and Communicate with all staff and all children to ensure children are kept safe and free from harm. The child counts must be accurate at every transition. Staff must ensure that their counts are accurate and match at each transition.

Who	When	Then						
Substitute Staff	Providing relief	<ul style="list-style-type: none"> Relieves a regular classroom Teacher or Assistant Teacher Counts the children 						
Teacher	Leaving the classroom	<ul style="list-style-type: none"> Counts the number of children before leaving Ensures that the count is in agreement with the substitute When there are differences in counts, resolve them by completing another recount to determine if the original count was accurate: <table border="1"> <thead> <tr> <th>If</th> <th>Then</th> </tr> </thead> <tbody> <tr> <td>After recounting all children are present</td> <td>No further action is needed as all children are accounted for.</td> </tr> <tr> <td>After recounting it is determined a child is missing</td> <td>Report immediately to the Site Supervisor for further instructions..</td> </tr> </tbody> </table>	If	Then	After recounting all children are present	No further action is needed as all children are accounted for.	After recounting it is determined a child is missing	Report immediately to the Site Supervisor for further instructions..
If	Then							
After recounting all children are present	No further action is needed as all children are accounted for.							
After recounting it is determined a child is missing	Report immediately to the Site Supervisor for further instructions..							
Teacher	Returning to the classroom	<ul style="list-style-type: none"> Returns to the classroom Counts the children before the substitute leaves 						
Substitute Staff	Leaving the classroom	<ul style="list-style-type: none"> Counts the children before leaving Ensures that the count is in agreement with the Teacher When there are differences in counts, resolve them by completing another recount to determine if the original count was accurate: <table border="1"> <thead> <tr> <th>If</th> <th>Then</th> </tr> </thead> <tbody> <tr> <td>After recounting all children are present</td> <td>No further action is needed as all children are accounted for.</td> </tr> <tr> <td>After recounting it is determined a child is missing</td> <td>Report immediately to the Site Supervisor for further instructions..</td> </tr> </tbody> </table>	If	Then	After recounting all children are present	No further action is needed as all children are accounted for.	After recounting it is determined a child is missing	Report immediately to the Site Supervisor for further instructions..
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After recounting all children are present	No further action is needed as all children are accounted for.							
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Knowledge Check & Revision History

**Knowledge
Check**

What are the six strategies of Active Supervision?

**Revision
History**

06/24/2023 – Active Supervision, Version 2
03/05/2018 – Active Supervision, Version 1

Classroom & Playground Safety

Overview

Purpose The purpose of this policy is to ensure all staff understand how to maintain child safety in the classroom, playground, and at all times.

Reference The policies and regulations referenced are:

- Head Start Performance Standards: § 1302.47(a)(b)(2)(iii)(v)(5)(iii), 1302.47(a)(1)(iii)(iv)(vii)
- Community Care Licensing Title 22 §101229, 101216.2(e)(1)

Policy overview The well-being of children should be the highest priority for all PSD staff. Every safety precaution is taken as children are invited to participate in classroom and outdoor activities.

Contents The following is a table of contents.

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Definitions

Terms and Definitions

Listed below are terms and definitions found in this policy:

Active Supervision – Is a child safety strategy in which staff constantly monitor children’s whereabouts and activities.

Communication Device – Any device used to communicate with other staff members at the site. Examples are walkie-talkies, phones, intercom system.

Name-to-face recognition – Is a visual identification strategy by which staff account for children under their observation by using the child’s name and face as a part of counting during times of transition.

Staff – All PSD staff including temps and interns.

Zoning – A tool used to organize the classroom and staff to aid in the active supervision of children.

Classroom Safety

Policy

The well-being of children should be the highest priority for all PSD staff. Take every safety precaution as children are invited to participate in classroom activities.

Communication devices

Constant communication between teaching staff is required. Use communication devices, such as walkie-talkies, to communicate with other staff members at the site in case of emergencies, for site notifications and to ensure classroom coverage.

Classroom environment

Prior to the children's arrival, staff completes the Safe Environments Checklist – Indoor Daily Checklist and eliminates hazards like sharp objects and broken or defective items from the classroom.

Remove clutter and items/supplies not being currently used from all areas of the classroom and site.

Place brooms and dustpans in a cupboard out of the reach of children.



Prohibited items in the classroom

Do not bring the following items into the classroom:

- Weapons of any kind, including knives, box cutters, or pepper spray
 - Purses or wallets
 - Cell phones, smartwatches, or hands-free devices (blue tooth)
 - Staff medications/prescriptions or any over the counter medications
 - Drinks, including bottled water, or the use of mugs/cups
 - Food/snacks not provided by Head Start
 - Soaps, lotions, or other cleaning supplies not provided by San Bernardino County
 - Shaving cream indoors or outdoors is prohibited
 - Push pins
 - Staples on boards or walls
 - Adult scissors or any scissor not specifically designed for child use
-

Playground Safety

Policy Children may not be on the playground unless they are actively supervised, and the teacher/child ratio is maintained.

Teachers are expected to talk to, interact with, observe and actively supervise children closely while on the playground.

Communication devices Constant communication between teaching staff is required. Use communication devices, such as walkie-talkies, to communicate with other staff members at the site in case of emergencies, for site notifications and to ensure classroom coverage.

Environment Prior to children arriving, staff completes the Safe Environments Checklist - Outdoor Daily Checklist and ensures that any broken, damaged, or unsafe material or equipment is removed from the area. Some areas may need cleaning more frequently than others.

Hazards All staff make periodic checks and keep administrative staff informed as to pieces of playground equipment needing to be repaired or replaced.

If a work order is needed for repairs of equipment, notify appropriate contact person. Under no circumstances should children be allowed to play on broken or damaged equipment. It may be necessary to rope off an area with caution tape if unsafe equipment cannot be removed or replaced immediately.

Continued on next page

Playground Safety, Continued

Zoning

Supervisors are required to make sure that Zoning Maps are posted in all classrooms and on playgrounds. Supervisors need to ensure that all teachers (EHS/HS) are complying with the following tasks:

Teachers should station themselves so that they:

- Can see all children using proper zoning
 - Are not socializing and standing with another teacher
 - Are where the majority of the children are playing, especially where the equipment is enclosed, i.e., outdoor playhouse, tunnels, and top of the slide
 - Do not have their backs toward the children
 - Are standing, unless engaged in an activity with 8 or more children
 - Can actively supervise gross motor activities to prevent accidents and ensure safe, active play
 - Can interact with and observe children closely
 - Can monitor and redirect children in the use of any equipment
 - Anticipate potential safety problems
-

What to bring

Staff must bring the following items out of the classroom to the playground:

- Sign in/out sheet
 - Name to Face Count form
 - Medication backpack (must be out of reach of children)
 - First aid kit
 - Walkie-talkie
-

What not to bring

Do not bring cell phones or personal items out to the playground.

Leaving the playground

Do not leave your area without a qualified staff person as a replacement; they must meet the qualifications for the position.

Before leaving, checkout on the Name to Face Count form and communicate with relieving staff.

Continued on next page

Playground Safety, Continued

Teaching on the playground

Use planned activities as learning opportunities to promote positive social interactions, to encourage development, and to promote safety. Teach children safe practices.

Help children learn the safe way to:

- Play on paved areas
 - Handle wheel toys
 - Follow the safety rules for bikes, such as
 - No bumping
 - No racing
 - All bikes must be going in the same direction at all times
 - Follow traffic signs
 - Report unsafe or inappropriate behavior
-

Knowledge check

What are the five items that staff must bring with them when going to the playground?

Revision history

6/26/2023 – Classroom & Playground Safety, Version 2
07/10/2019 – Classroom & Playground Safety, Version 1



Enrollment

Overview

Purpose

The purpose of this policy is to maintain full enrollment in compliance with Head Start Performance Standards and California State Preschool Programs.

Full enrollment is supported by seamless transitions for transfers, timely reenrollment, and inclusion accommodations for children with disabilities.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: §1302.15
- Head Start Act: §645A(1) B(v)
- Head Start Standard of Employee Conduct §71 and Policy Clarification: PC-1-049
- CDE Title 5: §18094-18096, 1831, 1832
- CDE Management Bulletin §17-09, 17-14
- Child Care Licensing Title 22: §10216.3

Policy overview

The following is an overview of the policy:

- HS/EHS/EHS-CCP must maintain funded enrollment
- Placement must support balanced classrooms
- Make accommodations for children with special needs without discrimination
- The ERSEA Program Manager approves all:
 - Enrollments that exceed the income threshold
 - Applications from children related to employees
- When transferring files, follow the transporting records policy

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Overview, Continued

Contents

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Definitions

New A **New** application is a pending application that is one of the following:

- Received
- Waiting on an interview or verification
- Uploaded into the CEU Module
- Processed but not yet approved

Waitlisted A **Waitlisted** application is an application for an eligible and approved child who is placed on a Waitlist based on their priority/rank when an enrollment slot is unavailable.

Accepted An **Accepted** application is an application that was on the Waitlist and the parent has accepted the available slot.

Enrolled An **Enrolled** child is a child who is in:

- HS or EHS Center Base and has attended at least one class
- HS and is a re-enrollee
- EHS Home Base and has received at least one visit or attended at least one socialization
- CSPP and has an approved application with a NOA that has a start date

Abandoned An **Abandoned** application is an application that cannot be processed because the parent:

- Has stopped all contact **or**
- Asked to withdraw the application

Completed A **Completed** child is a child who has completed the EHS or HS program.

Continued on next page

Definitions, Continued

**Definition:
Re-enrollee**

A **Re-enrollee** (formerly 'repeater') is a Head Start child enrolled in the last program year and expected to return the following year.

Re-enrollees are an enrollment priority. HS programs are most effective as continuous care education programs until the child is school ready. In order to keep re-enrollees in the program, they are not on the Waitlist and are rolled over for the next program year.

NOA

A **Notice of Action** (NOA) is a notice template for a letter to the parent describing actions taken in the child's enrollment.

CSPP has the following notices:

- NOA – Approval
 - NOA – Due to a change in family circumstances
 - NOA – Denial
 - NOA - Termination
-

Enrollment Policy

Head Start and Early Head Start Policy

A HS/EHS/EHS-CCP grantee must maintain its funded enrollment level. When a program determines that a vacancy exists, no more than 30 calendar days may elapse before the vacancy is filled.

Vacancies may be filled throughout the year, even if there is less than 30 days left in the program year.

CSPP Policy

Children co-enrolled in the HS program with CSPP must be made eligible in accordance with both CSPP and HS requirements.

Before you can create a vacancy in CSPP, the parent/guardian is first sent a NOA and given 14 - 19 days to appeal. 14 days if the NOA is handed to the parent/guardian and 19 days if it is mailed. When a vacancy exists, fill the vacancy within 24 hours.

Enrollment: HS vs CSPP

HS/EHS/EHS – CCP program

In these programs, enrollment begins the first day the child attends the class or the first home visit for homebased services.

CSPP program

In the CSPP program, enrollment begins as of the date stated on the Notice of Action (NOA) to start services.

Choosing not to enroll a child

HS/EHS/EHS-CCP may choose not to enroll a child when there are compelling reasons, such as a change in family income, or when there is another child that has a greater need for Head Start.

Remaining in Head Start

A child currently enrolled in HS remains eligible for two years and reestablishes eligibility before the 3rd year

When the agency has HS and EHS programs, the child is transitioned from EHS to HS whenever possible.

Continued on next page



Enrollment Policy, Continued

Toileting skills and Head Start

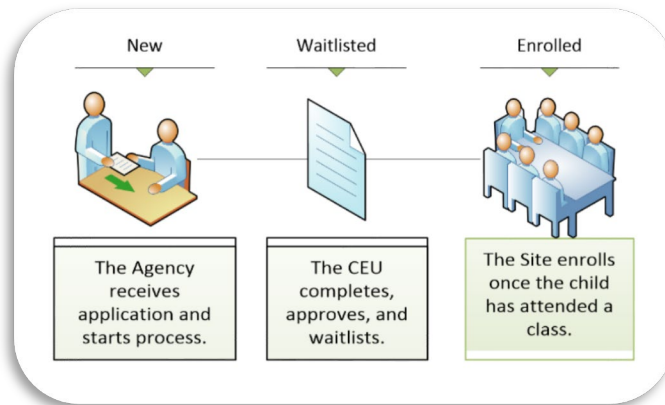
- Enroll children with limited or inconsistent toileting skills.
- The Generalist notifies the Site Supervisor prior to enrollment.
 - The Site Supervisor requests the toileting supplies and/or equipment necessary to support that child's need or condition.
-

The CEU

The CEU is the Centralized Eligibility Unit. This unit processes and approves all new applications.

Enrollment process

The following is the enrollment process.



After CSPP Initial Certification

After initial certification, but prior to the child starting school, complete the following; upload into ChildPlus and place in the child's file:

- The NOA Approval used to start services
 - The NOA Termination used for scheduled termination of services
 - ChildPlus Waitlist Report # 2025 Enrollment Priority Listing (Waitlist)
 - Emergency Card
 - 801A to add the child - send a copy of the 801A to the Finance Dept. at Administration
-

The Waitlist & Enrollment

When to use Always use the Waitlist before you enroll a child. The Waitlist indicates which child is eligible to the next funded slot in a site and classroom.

The 2025 report The 2025 report in ChildPlus is the Waitlist.

While there are several items to select to run the report, ensure the following choices are selected for Head Start:

Click **Ineligible applicants** to see approved over income children

The Waitlist & Enrollment, Continued

State CSPP and the waitlist

For CSPP applications, once all children receiving Child Protective Services, homeless, public assistance, and returning students have been accepted or enrolled, then change the selection so that it is based on State Income Ranking. Use the following selections.

Individual

Prioritize by

then by

then by

Use this selection

Guidelines

The ChildPlus Waitlist report # 2025 allows you to choose which columns to show; this is a user preference.

For Head Start and CSPP, be sure to prioritize eligibility points. Head Start uses the highest ranking, CSPP uses the lowest ranking.

Placement

Class lists

Guidelines

- Change class assignments only after enrollment; do not make changes before enrollment.
- Enroll a child after their first day of attendance; they must attend to be enrolled in HS/EHS/EHS-CCP.

Maintenance

Highlight the class list in:

- Yellow for all drops
 - Green for all transfers
-

Balanced classrooms

In order to maintain balanced classrooms, consider the following:

- Social make up
 - Girls/boys
 - Diversity
 - Age: consult your supervisor before enrolling more 3 year olds than 4 year olds
 - Children who need extra support
 - Inconsistent toileting skills
 - Siblings whose best interest may be in the same, or different classrooms
-

Changes in class list

The following is the change process for class lists.

Stage	Who	Does What
1	Generalist	<ul style="list-style-type: none"> • Establishes the class list. • Gives the class list to the Site Supervisor.
2	Parent/Guardian	<ul style="list-style-type: none"> • Requests the change in writing. • Gives the written request to the Generalist or Site Supervisor.
3	Generalist	Ensures the change maintains a balance of children in the classroom.
4	Site Supervisor and Parent/Guardian	Initiates the change of classroom assignment.



Enrolling Children with Special Needs or Special Circumstances

Policy Children with special needs are accommodated and treated without discrimination in the enrollment process.

Enrollment rate There is a Head Start mandated rate of 10% enrollment of children with special needs.

If a State CSPP slot is the only available vacancy to enroll a child with an IEP, temporarily enroll the child until a HS vacancy is available. Consult with the Program Supervisor to coordinate the enrollment.

Special circumstances A child may have special needs to be addressed before they attend class. Needs such as, but not limited to:

- Medication
- Mental Health
- Social and Emotional needs
- Special Health Care Plans

Referral Process The following is the referral process.

Stage	Who	Does What
1	Generalist	Emails the referral to the Special Services Unit
2	Special Services Unit	<ul style="list-style-type: none"> • Coordinates with other content area experts to review the file when needed • Determines eligibility status • Follows the IEP recommendation and Parent/Guardian request if applicable • Attends the Multidisciplinary meeting to discuss children and identify referrals or follow-up

Continued on next page



Enrolling Children with Special Needs or Special Circumstances, Continued

Identifying Children's needs at intake

The forms listed in the table below are required at intake for generalist to consider the potential special needs of a child. Upon receiving the completed application in the CEU, the generalist of the CEU will check the following documents for concerns, note their findings in ChildPlus, and send their alerts to the appropriate individuals based on information in the table below:

Form	Reason	Referral Sent to
MHP	To determine any medical needs for the child including medication	Health Specialist
Nutrition Survey	Determine any food allergies or restrictions for the child	Nutrition Specialist
MHP and application	To identify any behavioral disability concerns	Disability Specialist



How to send a referral

A referral email is due within 48 hours once the child has been accepted and identified for enrollment. Do not enroll the child until they are cleared through the Special Services unit.

Include the following information:

- The date of enrollment
- Teacher's name
- Time slot
- The status, which is one of the following:
 - Immediate enrollment
 - Enrollment after a plan is in place to meet the child's needs
 - Child not certifiable and enrolls as a regular child if income eligible

Referral documents

Scan a copy of the following forms for referrals and upload into the disability or health attachments in ChildPlus.

- C1 authorization
- Medical History
- Any IEP/IFSP
- Asthma Questionnaire
- The Parent Interview for suspected disabilities

Enrolling Families Exceeding Income Levels

Purpose The purpose of this policy is to establish criteria for enrolling children from families that exceed the HS income guidelines.

Policy Children may be enrolled whose family exceeds the income guidelines if they:

- Meet the additional criteria for the program
- Would benefit from Head Start services
- Are eligible to be enrolled based on the percentage of over income families already enrolled
- All other low income families who applied in the area have been enrolled



Important: The ERSEA Program Manager approves all over-income applications.

HS/EHS Limits The following are the limits of enrolled, over income families.

- 10% of the children enrolled in the Head Start program may be over the poverty income levels
- 35% of the children enrolled in the Head Start program may be within the 100-130% of the poverty income levels
 - All income eligible children must be served first

Working families For full day classes, the ERSEA Manager takes into consideration working families that have no parent available to stay home with the child.

CSPP Policy Children may be enrolled for California State Preschool Program (CSPP) whose family exceeds the income guidelines if all other low-income families that have applied in the area have been enrolled.

CSPP Limits The following are the CSPP limits:

- To be income eligible, a family must be at or under 85% of the State Median Income (SMI).

Enrolling Employee Related Children

Policy

Determine eligibility based on strict adherence to program guidelines.

Impartially evaluate eligibility in an effort to avoid a conflict of interest, or any perception of a conflict of interest.

Human Services Policy

The following is from Section II of the Human Services Standard of Employee Conduct.

No employee shall engage in any business or transaction or shall have a financial or other personal interest or association, which is in conflict with the proper discharge of assigned duties or would tend to impair independence of judgment or action in the performance of these duties.

Personal, as distinguished from financial, interest includes an interest arising from blood or marriage relationships or close business, personal, or political association.

What is a Relative?

A relative is defined according to the terms of the PSD contract employee terms for immediate and extended family including a Foster Parent, stepchild and a legal ward.

Criteria

The ERSEA Manager considers the following to approve the enrollment of a child related to an employee.

- Whether or not a conflict of interest is present if the child enrolls at a site where the relative is employed. Either the child or the employee is relocated to a different site to eliminate a conflict of interest if one is found.
 - Follow the selection criteria and give consideration for enrollment of all children on the waiting list.
-

Continued on next page

Enrolling Employee Related Children, Continued



Important! Approval

ERSEA Program Manager

All applications of children related to employees must be brought to the ERSEA Program Manager.

The ERSEA Program Manager must ensure there is a justification for:

- Each family in order to determine that they have the greatest need
- Adherence to performance standards, reflecting the family's current need and income level.

The ERSEA Program Manager is responsible to:

- Determine the final approval to enroll a child who is related to a PSD employee
 - Track employee related children after they are enrolled
 - Keep the tracking in the shared drive at PSD Admin and limit access to Management only
-

Re-Enrollment

Re-enrollees A re-enrollee in the Head Start or Early Head Start programs remains eligible the next program year unless there is a child on the Waitlist with a greater need.

Re-enrollment: HS/EHS/EHS-CCP
HS vs CSPP In the HS program, enrollment begins the first day the child attends the class. For a re-enrollee, enrollment lasts for 2 years and is reestablished in the 3rd year.

CSPP
In the CSPP program, enrollment begins as of the date stated on the NOA to start services. The NOA is sent within 30 calendar days from the date of application.

Remaining in CSPP Update the CSPP family's application every 12 months to document continued need and eligibility and to determine any change to fee assessment.

Re-certification must be completed within 12 months of the initial certification. (Management Bulletin 17-14)

Remaining in Head Start A program must make efforts to maintain enrollment of eligible children for the following year.

If a program serves homeless children or children in foster care, it must make efforts to maintain the child's enrollment regardless of whether the family or child moves to a different service area, or transition the child to a program in a different service area according to the family's needs.



When is a re-enrollee a 'new child'? A HS/EHS/EHS-CCP child who is dropped and is not enrolled for more than one day must be treated as a new child with a new application and income determination.

Continued on next page

Re-Enrollment, Continued

Generalist responsibilities

The following are the responsibilities of the Generalist in reenrollment.

The Generalist:

- Completes and mails the:
 - Welcome and Enrollment Letter to the parents
 - Enrollment Status Letter to waitlisted children
 - Instructs the parent to attend orientation at their assigned site
 - Maintains the class list
 - Sends all documents to the Site Supervisor
 - Documents the Document Intake Form (DIF)
-

Documents due prior to first day

The following documents are placed in the child's file and due from the Generalist to the Site Supervisor prior to the first day of school.

Required	Send if parent provides	If applicable
The enrollment document packet. See EHS/HS Application Process & Documentation	<ul style="list-style-type: none"> • Dental form • Completed physical 	<ul style="list-style-type: none"> • Allergy statement • Disability documents • Court orders

After CSPP Certification

After CSPP certification, but prior to the child starting school, complete the following and place in the child's file:

- The NOA Approval used to start services
- The NOA Termination used for scheduled termination of services
- ChildPlus Waitlist Report # 2025 Enrollment Priority Listing
- Emergency Card
- 801A to add the child

Send a copy of the 801A to the Finance Dept. at Administration

Transfer of Enrollment

Policy

A child's transfer from one site to the other by parent/guardian request requires that the file be transferred to the new site within one week.

A transfer may only occur if there is a vacancy available at the desired site.

All confidentiality measures are required. Designated PSD staff must follow the **Transporting Records** information in the next section.



Transfer procedure

The Generalist completes the following to transfer enrollment from one site to another.

Step	Action
1	Transfer the child at the current site in ChildPlus by clicking the Transfer button.
2	State on the Document Intake Form (DIF): <ul style="list-style-type: none">• Date of transfer• New site location
3	Copy the following forms to stay in the 'dropped' file at the previous site: <ul style="list-style-type: none">• Enrollment application• DIF• Family income source• Proof of Birth
4	Hand deliver the file according to the Transporting Records information in the next section.

Transporting Records



Who can transport files?

Important: Only Generalists, Supervisors, or Management staff are authorized to transport files. **Generalists** must notify the Site Supervisor **before** transporting a file.



Confidentiality during transport

Important: Protect confidentiality and Personally Identifiable Information (PII) when transporting files.

HS Policy and Standard Practice Manual Section 15-1 directs you to:

- Place the files in the assigned, locked, travel container.
- Place the locked, travel container in the trunk of the car during transport.



Who can receive files?

The term **Receiving Employee** refers to a Clerk, Site Supervisor, Generalist, or member of Management who is authorized to receive a file. Only those in these job titles are authorized to receive files.



Process: how files are transported

To transport a child's file use the following:

Who	Does What
Transporter	<ul style="list-style-type: none"> • Clicks the Enrollment tab in the child's ChildPlus file. • Enters a new note with the following information: <ul style="list-style-type: none"> – Transporter's name – Site the file is leaving from and going to – Reason for transporting – Time stamp the note • Places the files in the assigned, locked, travel container. • Places the locked, travel container in the trunk of the car during transport. • Transports the file and gives it to the Receiving Employee.
Receiving Employee	<ul style="list-style-type: none"> • Clicks the Enrollment tab in the child's ChildPlus file . • Enters a new note with the following information: <ul style="list-style-type: none"> – Transporter's and Receiver's name – 'Folder received' – Receiving site – Time stamp the note
Transporter	<ul style="list-style-type: none"> • Enters 'verified transport'. • Types initials in the receipt note in ChildPlus.

Revision History

**Revision
History**

06/29/23 – ERSEA Enrollment, Version 2

10/21/2019 – ERSEA Enrollment, Version 1

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Individualizing for All Children in an Inclusive Learning Environment

Overview

Purpose The purpose of this policy is to ensure that all Preschool Services Department (PSD) children receive high quality early education and developmentally appropriate services including children with identified disabilities or suspected developmental delays that promote an inclusive and individualized approach to learning.

References The policies and regulations referenced are:

- Head Start Performance Standards: §1302.31 (b)(1)(ii), 1302.31 (b)(1)(iv), 1302.31(2)(i)(ii)(iii), 1302.61(c)(ii) and (iv), 1302.30, 1302.60 1302.92
- Community Care Licensing: §101216(a)
- Section 504 of the Rehabilitation Act
- Individuals with Disabilities Act (IDEA)
- Division for Early Childhood (DEC) Recommended Practices
- National Association for the Education of Young Children (NAEYC) Early Childhood Inclusion
- Early Childhood Learning & Knowledge Center (ECLKC)

Policy Overview To use information collected on each child to individualize for all children in an inclusive environment. Information for each child, with and without disabilities, must be collected from multiple sources and documentation including but not limited to: Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), Medical Evaluations, community based mental health/behavioral services, and passports for foster care children. Staff in collaboration with parents and mental health/ disability specialists can plan how best to respond to each child's unique characteristics, strengths, interests, and needs.

Contents

Topic	See Page
Definitions	2
Rationale & Staff Expectations	3
Dual Language Learners	4
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Definitions

Terms and Definitions **504 Plan-** The written plan developed to provide services and changes to the learning environment to meet the needs of a child as adequately as other students.

Ages and Stages Questionnaires (ASQ)- Research based Social Emotional and developmental screener.

Behavior Observation Reports (BORS)- A Teaching Pyramid observation tool that supports staff in identify and understanding the function of a child's behavior (positive or challenging).

Child Developmental Progress (CDP) form: Progress form completed twice a year for Early Head Start and Head Start center based children that tracks the children's school readiness and goals.

Community Based Mental Health/Behavior Services- Services provided within the community that are direct mental health or behavior services.

Desired Results Developmental Profile (DRDP)- Assessment that measures young children's learning and development.

Home Visiting Program (HVP)- Early Head Start home-based program that supports children and families through home visits and group socialization experiences that will strengthen the relationship of infants, toddlers and their parents.

Home Visit Form – Form completed twice a year for Early Head Start and Head Start center Based children that tracks children's school readiness and goals

Home Visiting Plan – To inform the parents of what to work on during the current week and what will be the plan for the following week.

Individualized Education Program (IEP)- The written plan developed to make sure a child who is older than 3 and has a disability identified under the law receives specialized instruction and related services in learning settings.

Individual Child Plan- A plan that is developed with individual strategies, materials, and other supports to meet a child's needs during a referral and evaluation process. An Internal EHS/HS plan that specifies supports, goals, strategies, and materials that meets a child's needs while family is in the referral process to determine whether the child is eligible to IDEA services.

Individualized Family Service Plan (IFSP)- The written plan that guides services for a child, who is younger than 3, and their family's stated outcomes. An IFSP is written after the child is evaluated and found eligible for early intervention services.

Medical Evaluations- Medical documentation that identifies a child's need for therapy services and includes individual goals, progress, and recommendations. Can include Speech, Occupational, Physical Therapies, and Applied Behavior Analysis (ABA).

Passport- A compilation or summary of the health and education records of a child placed into foster care.

Continued on next page

Rational and Staff Expectations

Rationale

To support all children's individual learning and developmental needs through high-quality and engaging interactions, activities, teaching, curriculum modifications, and environmental supports.

A developmentally and linguistically appropriate approach recognizes that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.

This approach helps children gain the social competence, skills, and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life.

Staff Expectations – Center-Based

- Plan and implement learning experiences that advance the intellectual and physical development of children.
 - Ensure responsive teacher-child interactions.
 - Utilizing interactional practices that promote the development of a child's language, cognitive, and emotional competence. (Guided support's scaffolding, expanding interests, etc.).
 - Plan intentional ways to interact and engage with children across environments, routines and activities.
 - Promote positive child outcomes and development by observing, interpreting, and responding intentionally to all children's emotional expressions, verbal/non-verbal communication, exploration and play.
 - Implement curriculum modifications that enhance all children's participation in learning experiences, such as adjustments to activities and materials.
 - Ensure the physical environment, social environment, and child/children routine support all children's learning and safety.
 - Improve readiness for school by developing the child's:
 - Literacy and phonemic awareness
 - Print (written) and numeracy (math) awareness.
 - Use of language and grammar
 - Increasingly complex and varied vocabulary.
 - Appreciation of books.
 - Problem-solving abilities
 - Opportunities for Science, Technology, Engineering and Math (STEM) engagement
-

Staff Expectations – Home-Based

- Plan activities that foster secure parent-child experiences.
 - Provide high-quality learning experiences.
 - Encourage parents as child's "first teacher".
 - Encourage home as safe, stimulating learning environment.
-

Continued on next page

Dual Language Learners

Definition

A Dual Language Learner (DLL) is a child who is:

- Acquiring two or more languages at the same time, or
 - Learning a second language while continuing to develop their first language.
-

Dual Language Learners Policy

Head Start views Dual Language Learners (DLL) as children who are developing bilingualism and biliteracy as strengths.

Assessment, curriculum, environments, and activities should support and develop bilingualism and biliteracy.

See Dual Language Learner policy.

Steps to Individualization

Steps to Individualization

1. Information Gathering
 2. Ongoing Observation & Child Assessment
 3. Goal Writing
 4. Curriculum Modification, Instruction & Implementation and Learning Environment
-

Step 1: Information Gathering

Gather information about the child's:

- Strengths and concerns
- Interests
- Skills and development
- Adjustment to daily routines in classroom and home environments

Use the following tools to gather information:

- Child history profile
 - Medical history profile
 - ASQ3 & ASQ2:SE
 - IEP or IFSP
 - Section 504 Plans
 - Individual Child Plan
 - Community Based MH Services (notes/documents)
 - Passport (Foster Care)
 - Therapist (OT, PT, ABA, Speech, etc. notes/documents)
 - Center-based conference discussions
 - Center-based/Home-based visit discussions
 - Telephone and on-site conversations with parent/guardian
-

Continued on next page

Steps to Individualization, Continued

Step 2: Ongoing Observation & Child Assessment

Continue to use data, developmental screenings, and observations to monitor a child's growth, development and progress towards individualized goals and learning outcomes.

Observation Tools:

- Document ongoing observations in Child Plus/Learning Genie and child's portfolio
- Must show ongoing progress
- Must indicate if child has an IEP/IFSP on DRDP Information Page
- Must correlate with children's skill levels indicated in the child's goals

Additional observation tool that may be utilized:

- Behavior Observation Reports – BORs (applicable to children with behavior concerns)
-

Step 3: Goal Writing & Planning

- Write a minimum of two active goals for each child.
 - For children with identified disability, at least one goal should come from their IEP or IFSP
 - Children's goals are updated a minimum of three times a year and as the child meets their goals
 - New goals are developed with teacher and parent/guardian input and appropriate activities are planned
 - Discuss the goals and review the child's progress together with the parent/guardian, developing additional goals based on the child's individual needs and interests
 - Children with IEPs, IFSPs or therapy services who have completed annual progress reviews will receive updated goals from related service providers. Teaching staff will check to ensure these new goals are reflected.
 - Utilize Home Visit Plan, Home Visit Form and Child Development Progress (CDP) Form to note action goals.
-

Continued on next page

Steps to Individualization, Continued

Step 4: Curriculum Modification, Instruction & Implementation and Learning Environment

Individualized teaching and learning are built upon the foundation of engaging interactions and environments. Teaching staff must plan classroom/home visit activities to assist the child in meeting their individual goals. Class activities and individualized activities are written on the weekly lesson plan. Materials are ordered based on individual and group interests. Classroom activities are discussed with parents at home visits and parent conferences. Program is to ensure an inclusive and appropriate learning environment.

Curriculum Modification:

- Curriculum modifications are needed to ensure all children can fully participate in learning opportunities.
- Curriculum is to be linguistically and culturally responsive to children and families.
- Targeted social emotional activities must be embedded into lesson planning.

Instruction and Implementation:

- *Embedded learning opportunities* embed instruction within and across routines, activities and environments to provide contextually relevant learning opportunities.
- Identify activities, routines or transitions throughout the day during which a new skill can be taught.
- Plan ahead of time how you will interact with the child to teach the new skill.
- Plan for the environment or adult-directed cue that will initiate the new skill.
- Give the child the right amount of help, if needed.
- *Differentiated instruction* is a teaching approach that tailors modality instruction to meet individual learning styles. A process to approach teaching and learning for children of differing abilities in the same classroom.
- Teachers respond to children's different learning styles, interests, knowledge, etc.
- Teachers are flexible in grouping children based on shared interest, topic, or ability.
- Teachers focus on main ideas and skills of content areas.
- Continue to provide a variety of materials (open-ended, variety of levels, interest-based).

Continued on next page

Steps to Individualization, Continued

**Step 4:
Curriculum
Modification,
Instruction &
Implementation
and
Learning
Environment,
continued**

- Use assessment data (formal and informal) to know where to start instruction and where support is needed.

Differentiation	Individualization
<ul style="list-style-type: none"> • adjusts needs for groups of children • uses the same learning objective for different groups as for whole class • creates instruction based on needs of groups (small and large group, and sometimes for individual) • uses multiple avenues of learning plans for varied approaches to content, 	<ul style="list-style-type: none"> • plans to accommodate learning for individuals • plans specific objectives for individual children • adapts learning based on needs of individual children makes modifications to instruction based on individual needs of children

Example:



If you have children that seldom visit the art area, try introducing a dry erase board and placing a book about trucks nearby to encourage children to draw.

Learning Environment:

Teachers must ensure implementation of well-organized learning environments that include developmentally appropriate schedules, materials and functional space for learning.

- Teachers and other relevant staff provide nurturing and responsive care.
- All children are to have access to equipment, materials and supplies and must include any feasible accommodations.

Continued on next page

Steps to Individualization, Continued

Step 4: Curriculum Modification, Instruction & Implementation and Learning Environment, continued

- Learning environment includes all aspects of an early childhood classroom – physical space, materials, teaching practices, daily routines, adult-child relationships and peer relationships.
- Teachers and families can intentionally alter physical environments (e.g., space, equipment and materials), social environment (e.g., interactions with peers, siblings, family members) and the temporal environment (e.g., sequence and length of routines and activities).

School to Home Activities:

The family assists the child in meeting their goal with School to Home Activities.

- Activities are discussed and written on the home visit and parent conference forms.
- Activity ideas may be presented at parent meetings and workshops.

Disabilities: If a child is identified through IEP or IFSP with a need for individualized materials, equipment, or environmental accommodations that support the child's full participation, contact:
PSDDisabilities@psd.sbcounty.gov

Staff Support and Resources

Best Practices to Support Staff

Ongoing Professional Development (PD) prepares and supports staff with the knowledge and best practices to improve children and family's outcomes. A coordinated approach to PD ensures staff receives individualized training and supervision through coaching, mentoring, and ECE learning opportunities.

- Training and PD that includes introductory and advanced training on curriculum, DLL, challenging behavior, children with disabilities, and developmentally appropriate practices.
- Ongoing feedback and collaboration with education, disabilities and mental health specialists.
- Identifying staff needs through staff self-assessments, ongoing monitoring and staff supervision.
- Community Trainings with Local Education Agencies (LEAs), Early Start Family Resource Network (ESFRN) and Inland Regional Center (IRC).

Resources

Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

Early Childhood Learning & Knowledge Cen (ECLKC)

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning>

Division for Early Childhood (DEC)

<https://www.dec-spced.org/dec-recommended-practices>

National Association for the Education of Young Children (NAEYC)

<https://www.naeyc.org/resources/position-statements/dap/principles>

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_ECSummary_A.pdf

Head Start Center for Inclusion

<https://headstartinclusion.org/>

<https://headstartinclusion.org/tools-and-supports/>

<https://headstartinclusion.org/tip-sheets/>

Continued on next page

Staff Support and Resources, Continued

Resources, continued

Embedded Learning Opportunities for Infant and Toddlers

<https://headstartinclusion.org/training-materials/professional-development-packages/embedded-learning-opportunities-for-infants-and-toddlers/>

Curriculum Modifications and Adaptions

<https://headstartinclusion.org/training-materials/extended-professional-development-packages/curriculum-modifications-and-adaptations/>

Individualizing

<https://headstartinclusion.org/training-materials/professional-development-packages/individualizing>

IEP Basics

<https://headstartinclusion.org/training-materials/professional-development-packages/iep-basics/>

Planned Instructional Sequences

<https://headstartinclusion.org/training-materials/extended-professional-development-packages/planned-instructional-sequences/>

Early Childhood Technical Assistance Center

IFSP Basics

<https://ectacenter.org/topics/ifsp/ifspprocess.asp>

Revision History

06/26/2023 — Individualizing for Children, Version 2

11/26/2019- Individualizing for Children, Version 1

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On-Going Monitoring

Overview

Purpose On-going monitoring enables Preschool Services Department (PSD) to assess compliance and quality of directly operated sites as well as their Contract Agencies and Delegate Agencies. Ensuring that these operations effectively implement State, Federal, and County regulations.

Reference The policies and regulations referenced are:

- Head Start Performance Standards: § 1302.102(b)(1)
- Head Start Act §641A
- Community Care Licensing: §101194

Policy overview Regularly monitor all programmatic management and fiscal areas of the program and provide timely follow-up to ensure correction of non-compliance findings.

Contents The following is a table of contents.

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Site Visits

Policy

Monitor site operations through announced and unannounced site visits at variable hours.

Monitoring calendar

The visits are documented on the annual monitoring calendar to identify non-compliance findings as well as highlight best practices.

Deadline for non-compliance

All non-urgent findings that pose no immediate health or safety risk need to be addressed within nineteen calendar days.

Urgent findings must be corrected and documented in ChildPlus' Internal Monitoring module within three business days.

Announced site visits

Announced site visits may be made in response to previous findings identified and documented in site visit reports. Any site scheduled for an announced site visit receives three business day notice.

Unannounced site visits

Unannounced site visits are made at the discretion of the program and may be prompted by the need for routine health and safety checks, incident reports, follow up to a licensing concern, or issues raised by staff or parents.

At the end of a visit

The Quality Assurance staff meets with the Site Supervisor/Lead Teacher or Child Care Supervisor/Child Care Provider/Mentor Coach to debrief at the conclusion of each visit.

Continued on next page

Site Visits, Continued

What is reviewed

Announced and unannounced site visits review the following:

- Licensing Requirements
 - Transition
 - Environmental Health and Safety
 - Parent Bulletin Board
 - Transportation and Child Supervision
-

Tools

Quality Assurance staff use the Environmental Health and Safety and the Parent Bulletin Board checklists that to conduct site visits.

ChildPlus reports are generated by Quality Assurance staff and analyzed for patterns of non-compliance.

These reports are used in conjunction with site visit reports to foster consistency and reliability and used to identify trends and ensure best practices are followed.

Determination of Non-Compliance

Basis	Non-compliance is based on the requirements of the Head Start Performance Standards, the California Child Care Licensing (CCL), PSD Policy and procedures and established Departmental best practices.
Monitoring	Monitoring is conducted both in the field reviewing the physical child files and remotely, via 'desk audits' verifying that the information in ChildPlus is correct, and that the necessary documentation is uploaded.
Findings	<p>Non-urgent children's files related findings must be addressed within nineteen calendar days.</p> <p>Urgent findings must be corrected and documented in ChildPlus Internal Monitoring module within three business days.</p>
Monitoring report	Monitoring reports are presented at the Level 1 Management, compliance, Policy Council Quality Assurance sub-committee and other departmental meetings.
File checklists	PSD uses file review checklists located in ChildPlus to record findings.
Location	Monitoring checklists, and reports are available in ChildPlus.

Eligibility Monitoring

Overview

Each Program Supervisor, Content Area Specialist, and Site Supervisor is responsible for monitoring their assigned service area.

During the start of each program year, initial monitoring will focus on Eligibility.

Eligibility

Eligibility is the initial focus of monitoring with the start of each program year, preferably within **30 to 45 days of enrollment** of the current program year.



Who monitors?

Eligibility is monitored by:

- Program Supervisors
 - Quality Assurance Technicians
 - ERSEA Manager
-



What is monitored?

The following is monitored but not limited to:

- Complete applications in children's files.
 - Verification of eligibility.
 - Signatures and dates of parents and staff.
 - Verification of classroom counts.
-

Reports

The following reports are used:

- ChildPlus reports are documented to ensure record keeping is consistent and complete.
 - Copies of component checklists are left with the responsible staff member.
 - Periodic summaries of monitoring reports are discussed at management and compliance meetings.
-

Tools

The following tools are used:

- ChildPlus reports
 - ChildPlus checklists
-

Health, Nutrition, Disabilities Monitoring

Phases of monitoring

Phases of monitoring in Health, Nutrition, and Disabilities are implemented with the start of each program year.

Quality Assurance staff conducts file reviews twice a program year.

First round: children files monitoring occurs at least forty-five days within site opening day to ensure the 30- and 45-day requirements are in compliance.

Second round: children files monitoring occurs in the winter/spring to ensure the 30- and 45-day requirements are met and the 90 and 180 day requirements are met.

Other PSD staff monitor file in accordance to the monitoring components set forth in the **PSD Monitoring Framework**.

Findings or Concerns

All Health, Nutrition, and Disabilities findings/concerns identified must be reported and followed up appropriately



Who Monitors?

Health, Nutrition, and Disabilities are monitored by:

- Content Area Specialists in
 - Health
 - Nutrition
 - Disabilities
 - Quality Assurance Technicians
 - **Health and Nutrition Manager**
 - **Disabilities Manager**
-



What is monitored?

The following is monitored:

- Children's files
-

Continued on next page

Health, Nutrition, Disabilities Monitoring, Continued

Reports

The following reports are used:

- ChildPlus reports are documented to ensure record keeping is consistent and complete.
 - Copies of component checklists are left with responsible staff.
 - Periodic summaries of monitoring reports are discussed at management and compliance meetings.
-

Tools

The following tools are used:

- ChildPlus health reports
 - ChildPlus referral reports
 - Child's file checklist
 - ASQ3/ASQ-SE
 - Minutes from Interdisciplinary Team Meetings
-

Education/Child Development Monitoring

Education / Child Development

Education Program Managers schedule individual site visits at a minimum of once a month, or more often as needed.

Findings or concerns

All Education findings/concerns identified during a site visit must be reported and followed up appropriately.



Who monitors?

Education/Child Development is monitored by:

- Site Supervisors
 - Teacher IIIs
 - Education Managers
 - Quality Assurance Technicians
-



What is monitored?

The following is monitored:

<ul style="list-style-type: none"> • Items on the Education monitoring tool • On-Going Observation of Children • CLASS Observations • DRDP Assessment • Parent Meetings – Sign-in and Agenda • Classroom environment (ECERS) 	<ul style="list-style-type: none"> • Lesson Plans • Children’s Files • ChildPlus • Socializations • ASQ3 and ASQ/SE
--	--

Education team

The Education unit participates in the overall agency monitoring through the Self-Assessment, Parent Surveys, and Screening Checklists.

The Managers collaborate with the Quality Assurance Unit to follow-up with any non-compliance items identified during their site visit and during management meetings.

Tools

The following tools are used:

- ChildPlus reports
 - File Review/Education Checklist
-

Parent, Family and Community Engagement (PFCE) Monitoring

Findings or concerns

All PFCE findings/concerns are identified during desk audit or site visits are documented and followed up appropriately.



Who monitors?

PFCE is monitored by:

- Program Supervisors
- Program Generalists
- PFCE Manager
- Quality Assurance Technicians



What is monitored?

The focus of monitoring is to ensure that each family enrolled:

- Has the opportunity for engagement to identify family strengths.
- Resources provided to families are documented in the child's file and in the ChildPlus system.
- Has at one Family Strengths and Needs Assessment
- Has a Family Services Agreement/Family Partnership Agreement.

Reports

The following reports are used:

- ChildPlus reports are documented to ensure record keeping is consistent and complete.
- Copies of the component checklists are provided to the responsible staff.
- Periodic summaries of monitoring reports are discussed at management, compliance, and other meetings.

Tools

The following tools are used:

- ChildPlus Reports
- Parent Family Community Engagement (PFCE) checklist

Safe Environments – Health & Safety Monitoring



Who monitors?

Monitoring is completed by the following:

- Executive Team will conduct site visits once per month for each site.
- Program Managers will conduct site visits two times per month for each site.
- The Site Supervisor performs a daily health and safety checklist.
 - The checklist is submitted to the Program Manager and Facilities Manager weekly, and a comprehensive report is submitted monthly.
- Program Staff visit each site every other month and each contract and delegate agency at least twice in a program year to complete the Health and Safety checklist.
- QA staff conduct site monitoring twice a program year.
 - Additional site visits once per month for each site using the Indoor/Outdoor Safe Environments Checklist.
- Reports are reviewed by Program managers.



What is monitored?

Monitoring focuses on four performance areas:

- Indoor/Outdoor safe and clean environments
- Safe and sanitary practices and procedures
- Staffing
- Supervision

Continued on next page

Safe Environments – Health & Safety Monitoring, Continued

Findings or concerns

All findings are discussed with responsible staff. Findings are input into ChildPlus and followed up on a weekly basis until all findings are addressed and verified.

Outstanding findings/concerns are discussed at Level 1 Management, Compliance, and other meetings.

Action on finding/concern

Within one week of the monitoring, update the ChildPlus system and submit work orders to PSD Logistics and Maintenance (L&M) where maintenance/facilities are located.

Site Supervisors are responsible for initiating a work order and forwarding it to the Hallmark Building for every repair needed at the site.

Tools

The following tools are used:

- Outdoor/Indoor Daily Site Checklist
 - Outdoor/Indoor Monthly Site Checklist
 - Work order Log
 - ChildPlus Environmental Health and Safety Checklist
-

Human Resources Monitoring



Who monitors?

Human Resources are monitored by all managers sharing in the responsibility.



What is monitored?

Employee files are randomly reviewed monthly to ensure compliance with:

- Hiring practices,
 - Current qualifications,
 - Fingerprinting,
 - Criminal clearance,
 - Work performance evaluations, and
 - Individualized professional development plans.
-

Tools

The tools used are:

- ChildPlus
 - File Access Sheets
 - Human Resource Checklist
 - Staff Personnel files at site level
-

Fiscal Monitoring



Who monitors?

- Fiscal is monitored by:
- PSD Finance staff
 - Administrative Manager
-



What is monitored?

- The following is monitored:
- Attendance records
 - Meal count records
 - Non-federal share contributions
 - Monthly expenditures
-

Tools

- The following tools are used:
- ChildPlus
 - Fiscal Checklist (finance calendars)
 - Fiscal Reports submitted to Level 1 Management
-

Transportation Monitoring



Who monitors?

Transportation is monitored by Quality Assurance staff twice a program year. Logistics and Maintenance Administrative Supervisor II monitors staff records.



What is monitored?

The following is monitored:

- Grantee transportation contractor is adhering to the Head Start Performance Standards
 - Contract agreement
 - Preventive Maintenance of Vehicle
 - Pre-Trip Inspection and Inside Safety Checks
 - Child Safety and Transition Observation (Active Supervision and Trip Routing)
 - Vehicle State Requirements
 - Personnel Qualifications
 - Personnel On-Going Training
-

Tools

- The following tools are used:
 - ChildPlus
 - Transportation Checklist
-

Action on Findings/Concerns

Findings/Concerns related to Transportation are entered in Child Plus and follow ups are conducted appropriately. Monitoring reports are shared at the Level 1 Management, Compliance, and other meetings.

Annual System Monitoring Road Map

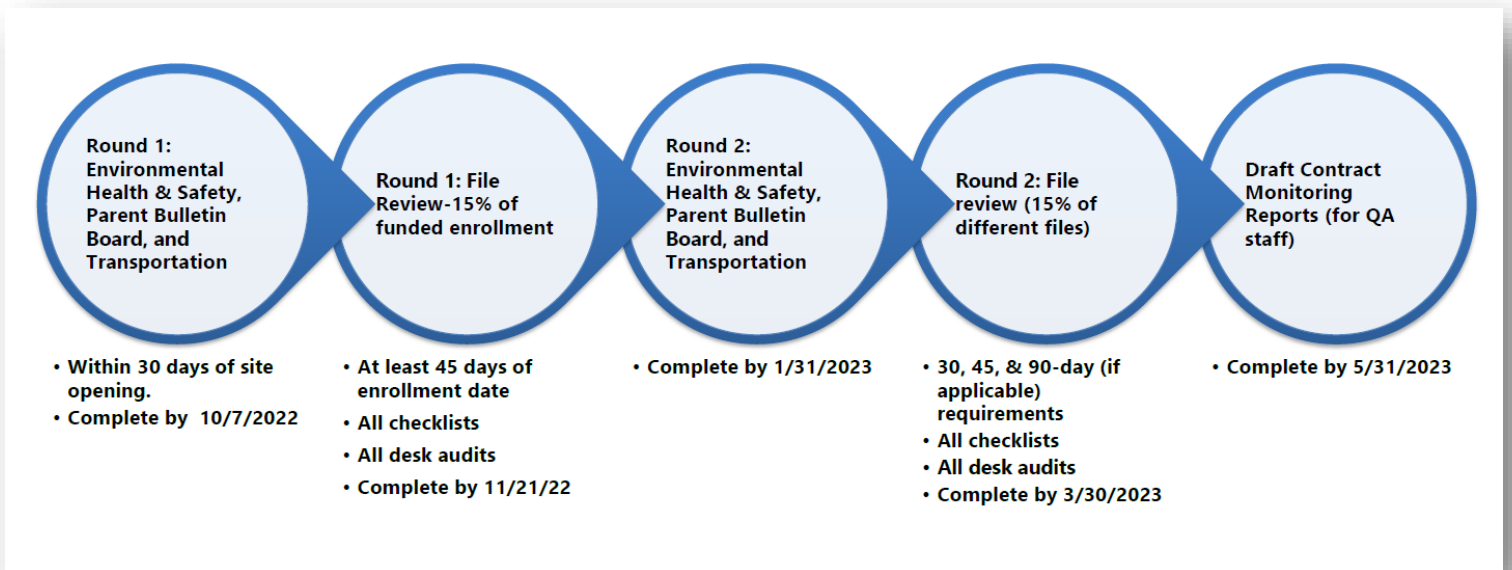
Person's responsible

The persons responsible for the Annual System Monitoring Road Map are:

- Program Supervisors
- Content Area specialists
- Site Supervisors
- Quality Assurance

Monitoring Road Map

The following is an example of the Quality Assurance Team Annual System Monitoring Road Map



Knowledge Check & Revision History

**Knowledge
check**

How often will Program Managers conduct Health and Safety Monitoring site visits?

**Revision
history**

06/23/23 – On-Going Monitoring, Version 2

09/01/22 – On Going Monitoring, Version 1

Policy Development, Review & Revision

Overview

Purpose The purpose of this Policy is to provide Preschool Services Department (PSD) with guidelines for initiating new and/or revising existing PSD Policies to ensure a consistent and comprehensive approach.

Policy overview Policies and procedures provide rules and actions adopted by PSD to:

- Provide staff with instructions and expectations for performing program operations
- Support the program mission, goals and objectives
- Apply program processes and procedures
- Increase program consistency
- Improve transparency
- Enhance accountability

Contents The following is a table of contents.

Topic	See Page
Policy Development	2
Roles and Responsibilities	3
Organizational Structure of Policies	5
Review & Revision of Policies	7
Training on New Polices	8

Policy Development

Policy development

Program policies and procedures are key components of PSDs' operations and success. Development of policies and procedures should be managed by designated staff, who are responsible for:

- Developing and revising policies and procedures
 - Developing standardized processes for communicating policy rollouts
 - Serving as Subject Matter Experts (SME's)
 - Serve as liaisons between the department and state/federal agencies
-

Prioritization

Development of policies will be prioritized as follows:

Priority	Purpose
1	Required to comply with applicable laws and regulations.
2	Identified by the Director, Assistant Director, Deputy Director, or Program Manager as a priority.
3	Other operational needs.

Roles and Responsibilities

Introduction This table below outlines and delineates the roles and responsibilities of each department manager, supervisor, staff member, and/or designee regarding program policies and procedures

Stage	Who	Responsibilities	
1	Level I Management Staff submitted through the chain of command	A need is identified for a policy development or revision.	
		If ...	Then ...
		Level I Management identifies a need for document development	Proceed to Stage 2
		Staff identifies a need and submits a recommendation through their chain of command.	Level I Management will evaluate the recommendation from staff. If approved, will proceed to stage 2
2	Program Specialist/ Staff Analyst II	<ul style="list-style-type: none"> • Meets with Manager/SME to create/update policy. • Writes an initial draft policy: <ul style="list-style-type: none"> – Maintaining standards of format and content, and – Considering feedback from SME's. • Schedules a zoom meeting with Level I Management and SME's (if applicable) to review and provide feedback. 	
3	Level I Management	<ul style="list-style-type: none"> • Acts as SMEs during Policy development. • Provides feedback to the Program Specialist/ Staff Analyst II on the new or revised policy as needed. 	

Continued on next page
















Roles and Responsibilities, Continued

Introduction, Table continued from previous page.
continued

Stage	Who	Responsibilities
4	Program Specialist/ Staff Analyst II	<ul style="list-style-type: none"> • Incorporates Level I Management feedback, as needed. • Schedules a policy review meeting with the Director.
5	Program Specialist/ Staff Analyst II	Meets with Director to review the policy and <ul style="list-style-type: none"> – Incorporates Director’s feedback as needed. – Highlights all changes in yellow. – Gives the director the cover page to sign.
6	Director	Signs the cover page to approve the policy.
7	Program Specialist/Staff Analyst II	<ul style="list-style-type: none"> • Scans the signature page. • Merges the signature pdf with the policy pdf. • Merges the complete policy with the program handbook. • Completed a Fresh Service request to IT to update the website with the updated policy. • Uploads the policy in ChildPlus. • Distributes the policy to all PSD-All-Users with the policy attached and an explanation of what has been updated. • Stores master copies of the Director-approved Policy.

Organization and Structure of Policies

Organizational Structure of Policies Policies will be developed using a template that incorporates the sections indicated in the table below:

Section	Description	Included										
Purpose	A clear statement outlining the procedural guidance that will be provided.	X										
Reference	If applicable, will identify the law, regulation or requirements that inform the standard practice, and may also include links to other sources that are referenced in the document.	X										
Policy Overview	A concise statement to provide operational or regulatory context.	X										
Definitions	Terminology that must be defined or clarified for the reader's understanding.	As needed										
Revision history	This section will include the date of the first issue of the document and all revision dates.	As needed										
Icons	<table border="1"> <thead> <tr> <th>Important</th> <th>Warning</th> <th>Step/Action</th> <th>Who/does what</th> <th>Question</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Important	Warning	Step/Action	Who/does what	Question						As needed
Important	Warning	Step/Action	Who/does what	Question								
												
Knowledge Check	Question(s) developed my Management to about the policy to test for understanding.	X										

Categorization of documents PSD policies will be categorized according to the program sections below.

- Education (EDU).
- ERSEA
- FIRE
- Fiscal
- Health
- Home Visiting Program (HVP)
- Mental Health Services (MHS)
- Nutritional Services
- Program Design Management (PDM)
- Personnel
- Parent Family & Community Engagement (PFCE)
- Safe Environments

Continued on next page

Organization and Structure of Policies, Continued

Policy Name The policy name will be added to the right side of the footer followed by the page number.

Example: Vehicle Management - 6

Numbering of policies The numbering convention of policies will consist of the following parts in the left side of the footer in the document:

Part One	Part Two	Part Three	Part Four
Program abbreviation	Policy number from 001 to 999	Date policy was approved	First and last initial of PS or SA who wrote the policy.

Example: The fifth policy written for HVP would be:
HVP-005 (06.21.23) MC

Note: The SA/PS will select an available policy number from the PSD Document Numbering Log in the Policies folder in the share drive.

Review & Revision of Policies

Review and revision of policies

Policies will be reviewed as needed and at a minimum of every two years. Staff will complete the steps below in the table when reviewing existing PSD Policies for revision.

Step	Action								
1	Review the document.								
2	Determine if the document requires revision or if it should be archived. <table border="1" data-bbox="548 579 1421 1312"> <thead> <tr> <th>If the document...</th> <th>Then...</th> </tr> </thead> <tbody> <tr> <td>Requires revision,</td> <td> <ul style="list-style-type: none"> • Make revisions as described above. • Update the Revision History. • Obtain Approval from Level I Management and the Executive Team. • Upload the revised version to ChildPlus and send via email to all PSD staff. • Add updated policy on the PSD website. • Archive the previous version. </td> </tr> <tr> <td>Does not require revision,</td> <td> <ul style="list-style-type: none"> • Update the revision history with the review date and the Program Specialist/Staff Analyst's Initials. • Obtain approval and cover page signature from the Director. • Upload the reviewed version to ChildPlus. • Add the policy to the PSD website. • Archive the previous version. </td> </tr> <tr> <td>Is no longer applicable</td> <td>Archive the document.</td> </tr> </tbody> </table>	If the document...	Then...	Requires revision,	<ul style="list-style-type: none"> • Make revisions as described above. • Update the Revision History. • Obtain Approval from Level I Management and the Executive Team. • Upload the revised version to ChildPlus and send via email to all PSD staff. • Add updated policy on the PSD website. • Archive the previous version. 	Does not require revision,	<ul style="list-style-type: none"> • Update the revision history with the review date and the Program Specialist/Staff Analyst's Initials. • Obtain approval and cover page signature from the Director. • Upload the reviewed version to ChildPlus. • Add the policy to the PSD website. • Archive the previous version. 	Is no longer applicable	Archive the document.
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Is no longer applicable	Archive the document.								

Training on New Policies

Policy Training

PSD Management will coordinate and schedule staff trainings on all new policies:

- Holding regular staff meetings to discuss policy updates
 - Special meetings in times of rapid change.
 - Use additional staff training resources such as:
 - Performance and Education Resource Center (PERC)
 - Did you Knows to address important policy changes
-

Checking for understanding

Program Managers and Supervisors who directly supervise staff are responsible to ensure that staff have an understanding of new/revised policies. Checking for understanding can occur by:

- Asking questions to check for understanding during staffing meetings,
 - Regular observations of staff to ensure understanding,
 - Passing scores on knowledge checks,
 - Signatures on the policy tracking binder.
-

Monitoring for compliance of new policies

Staff will be regularly monitored and evaluated for compliance with all policies by:

- Reviewed at site level during monthly site staff meetings.
 - Maintaining training records, (Agenda, sign-in sheets)
 - Completing Work Performance Evaluations (WPE),
 - Policy Tracking Binder,
 - Regular observations of staff from Supervisors to ensure compliance.
-

Knowledge Check & Revision History

**Knowledge
check**

How often should policies be reviewed for updates?

**Revision
History**

07/06/2023 – Policy Development, Review & Revision, Version 1

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Preschool Services Department Administration

Jacquelyn Greene
Director

FY 2022-23 Head Start and Early Head Start Grant 09CH011719-03 Budget Transfer Request Approval by Policy Council and Shared Governance Board

San Bernardino County Preschool Services Department (PSD) is requesting approval of the following budget transfers within the Head Start (HS) & Early Head Start (EHS) programs for fiscal year 2022-23.

The purpose of this transfer is to utilize the funds in the highest areas of need for the HS/EHS programs that will be beneficial for program operations and eligible Head Start children and families. The transfers will allow the department to utilize the funds efficiently and effectively while carrying out the mission and the essential preschool services within San Bernardino County.

The estimated expenditures by Program, CAN number, and Budget Category are as follows:

GABI Code	Budget Categories	Current Budget	Head Start		Early Head Start		Revised Budget	TL Transfer In	TL Transfer Out
			CAN# 1-G094122		CAN# 1-G094122				
			Transfer In	Transfer Out	Transfer In	Transfer Out			
A	Salaries	23,050,743		(7,541,465)		(598,036)	14,911,242	-	(8,139,501)
B	Fringe Benefits	13,033,825		(4,860,353)		(496,890)	7,676,582	-	(5,357,243)
C	Travel	191,213				(19,524)	171,689	-	(19,524)
D	Equipment	1,776,025		(95,700)		(583,500)	1,096,825	-	(679,200)
E	Supplies	2,864,479		(76,549)		(1,263,852)	1,524,078	-	(1,340,401)
F	Contractual	10,043,887		(639,741)		(574,740)	8,829,406	-	(1,214,481)
G	Construction	7,131,933	10,689,549		3,055,498		20,876,980	13,745,047	
H	Other	15,059,395	2,524,259		481,044		18,064,698	3,005,303	
	Total	\$73,151,500	\$13,213,808	(\$13,213,808)	3,536,542	(3,536,542)	\$73,151,500	\$16,750,350	(16,750,350)

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July 19, 2023
Jerard Y. Hernandez
Chief Executive Officer

Budget Transfer Justifications:

Salaries

PSD is requesting a net transfer out of \$8,139,501 from the Salaries budget category, which will be used to cover expenditures in the Construction and Other budget categories. This transfer out is based on the salary savings from unfilled positions due to hiring difficulties arising from the nationwide labor market shortages.

Fringe Benefits

The net transfer out of \$5,357,243 from the Fringe Benefits budget category will be used to cover projected expenditures in the Construction and Other budget category. This transfer out is based on the unused benefit savings from unfilled positions due to hiring difficulties arising from the nationwide labor market shortages.

Travel

The net transfer out of \$19,524 from the Travel budget category will be used to cover projected expenditures in the Other budget category. This transfer out is based on projected savings in travel expenses such as lodging, meals and mileage claims.

Equipment

The net transfer out of \$679,200 from the Equipment budget category will be used to cover projected expenditures in the Other budget category. This transfer out is due to savings from vehicle and classroom equipment purchases.

Supplies

The net transfer out of \$1,340,401 from the Supplies budget category to the Construction budget category. PSD has utilized non-federal share funding sources to cover part of the supply purchases. The savings of \$1.3M will cover the cost increases on various construction projects.

Contractual

The net transfer out of \$1,214,481 from the Contractual budget category will fund projected expenditures in the Construction and Other budget category. The savings are primarily from transportation, food, and other contract expenses.

Construction

The transfer in of \$13,745,047 in the Construction budget category will fund the purchases along with needed building improvements as follows:

Site	Description	HS/EHS
Barstow	3 Modulares installation and land preparation costs	\$3,000,000
Victorville Amethyst (new Child Development Center)	Major Renovation (classroom, children bathroom, staff room, etc.)	\$648,000
Two New Child Development Center Including Amethyst	Additional costs of building purchases	\$10,097,047
	Grand Total	\$13,745,047

PSD will meet federal and county procurement requirements for above purchases. The San Bernardino Real Estate Services Department will take lead on the property search for lease and acquisition. The Project Management Division will take lead on the facility planning and construction process. PSD will complete the required 1303 application to obtain the Office of Head Start approval for equipment purchases and major renovation projects (cost equal or greater than \$250,000).

Other

The net transfer in of \$3,005,303 into the Other budget category will fund the following purchases:

Site	Description	HS /EHS
Mill Site	Site Improvements (lighting, Security Cameras, restroom project, project design, PMD charges, etc.)	\$331,440
Apple Valley	Minor Renovation - ADA Ramp	\$200,000
New Child Development Center/Admin/Amethyst	Minor Renovations and improvements (lighting, fence, security cameras, turf, painting, ADA ramp, project design, etc.)	\$1,973,863

New Child Development Center/Admin	Moving Expenses (network, labor costs, furniture installation, and other moving costs)	\$500,000
	Grand Total	\$3,005,303

The above transfers reflect actual expenditures to date as well as projected expenditures to year-end. Approval of this budget transfers are necessary for an efficient use of available funds to support the needs of enrolled children and their families.

This request will be presented for approval to the Parent Policy Council and the Shared Governance Board at their respective meetings on June 20, 2023, and July 19, 2023.



Preschool Services Department Administration

Jacquelyn Greene
Director

Non - Federal Share Match Waiver Request

FY 22-23 Head Start, Early Head Start & Early Head Start – CCP (09CH011719-03)

Approval by Policy Council and Shared Governance Board

San Bernardino County Preschool Services Department (PSD) is requesting a waiver for our Non-Federal Share (NFS) match requirement in the amount of \$400,000 for FY 2022-23 primarily due to the following reason:

Our agency is experiencing difficulty of obtaining community resources and volunteer services due to nationwide inflation, labor market shortages and other economic challenges. Cost of doing business has been increased dramatically, thus, the anticipated community donations and vendor discounts are lower than expectations.

The budgeted NFS for FY 2022-23 is \$14,616,770. NFS match recognized as of April 30, 2023 is \$14,175,305. The estimated annual NFS match by June 30, 2023 will be approximately \$14,216,770. Therefore, we anticipate being \$400,000 under NFS budget for FY 2022-23.

PSD is expected to receive additional funding from state in FY 2023-24. These funds will be utilized as additional NFS match. In addition, PSD will continue to seek additional NFS resources to enhance the quality of the Head Start programs and to ensure meeting required NFS match in PY 2023-24.

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July 19, 2023