

| <b>Section # 10<br/>INDIVIDUALIZATION</b>      |                         |                  |  |             |
|--|-------------------------|------------------|--|-------------|
| <b>Program Area:</b>                           | <b>CFR #</b>            | <b>Policy ID</b> | <b>Policy Subject</b>  | <b>Page</b> |
| <i>Child Health and Developmental Services</i> | <i>1304.20 d</i>        | <i>HD01</i>      | <i>Ongoing Care</i>  |             |
|  | <i>1304.20 f 1-2 iv</i> | <i>HD06</i>      | <i>Individualization of the Program</i>                          |             |
| Education and Early Childhood Development      | 1304.21 a 1-6           | EC01             | Child Development and Education Approach for All Children        | 10-1        |
|  | <i>1304.21 c 1 i</i>    | <i>EC03</i>      | <i>Child Development and Education Approach for Preschoolers</i> |             |
| <i>Child Nutrition</i>                         | <i>1304.23 b 1-4</i>    | <i>NU02</i>      | <i>Nutritional Services</i>                                      |             |
| <i>Family Partnerships</i>                     | <i>1304.40 a 2</i>      | <i>FP01</i>      | <i>Assessment and Goal Setting</i>                               |             |
| Education                                      | 1308.19 a-k             | ED01             | Developing Individualized Education Programs (IEP's)             | 10-3        |

*Note: italicized references are located in other sections of this document.*

**Procedures are located in the Education Manual.**

## **EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

**Policy ID: EC01**

**Subject: Child Development and Education Approach for All Children**

**Policy:** North Florida Child Development, Inc.'s approach to child development and education helps children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life.

1. As required by the Performance Standards, this approach:
  - a) Is developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.
  - b) Includes children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) (see 1308.19).
  - c) Provides an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.
  - d) Provides a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.
  - e) Allows and enables children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.
  
2. Parents are:
  - a) Invited to become integrally involved in the development of North Florida Child Development, Inc.'s curriculum and approach to child development and education.
  - b) Provided opportunities to increase their child observation skills and to share observations with staff that will help plan the learning experiences.
  - c) Encouraged to participate in staff-parent conferences and home visits to discuss their child's developmental progress and education services. (see 1304.40 e 4 and 1304.40 i 2).
  
3. NFCD supports social and emotional development by:
  - a) Providing rich learning experiences that facilities :
    - i) Building trust;
    - ii) Fostering independence;
    - iii) Encouraging self-control by setting clear, consistent limits, and having realistic expectations;
    - iv) Encouraging respect for the feelings and rights of others; and

- v) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being
- b) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.

4. NCFD provides for the development of each child's cognitive and communication skills by:

- a) Supporting each child's learning experience using various strategies including experimentation, inquiry, observation, play and exploration.
- b) Ensuring opportunities for creative self-expression through experiences such as art, music, movement, and dialogue.
- c) Promoting communication through adult child interaction as well as peer interaction.
- d) Supporting emerging literacy and numeracy development through rich materials and experiences according to the developmental level of each child.

5. NCFD promotes each child's physical development by:

- a) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that supports the development of gross motor skills.
- b) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level.
- c) Providing an appropriate environment and adult guidance for the participation of children with special needs.

**Regulations:** 1304.21 a; 1304.21 a 1; 1304.21 a 1 i; 1304.21 a 1 ii; 1304.21 a 1 iii; 1304.21 a 1 iv; 1304.21 a 1 v; 1304.21 a 2; 1304.21 a 2 i; 1304.21 a 2 ii; 1304.21 a 2 iii; 1304.21 a 3; 1304.21 a 3 i; 1304.21 a 3 ii; 1304.21 a 4; 1304.21 a 4 i; 1304.21 a 4 ii; 1304.21 a 4 iii; 1304.21 a 4 iv; 1304.21 a 5; 1304.21 a 5 i; 1304.21 a 5 ii; 1304.21 a 5 iii; 1304.21 a 6

**History:** Approved by Policy Council on 01/24/2002 Board of Directors on 01/29/2002

## **EDUCATION**

### **Policy ID: ED01**

#### **Subject: Developing Individualized Education Programs (IEP's) and Individual Family Service Plans (IFSP)**

**Policy:** Individualized Education Programs (IEP's) or Individual Family Service Plans (IFSP) that are developed in accordance with the Performance Standards.

#### **Operational Procedures:**

1. The Disability Specialist must assure that the evaluation findings and recommendations, as well as information from developmental assessment, observations and parent reports, are considered in making the determination whether the child meets the eligibility criteria.
2. Every child receiving services in NFCD who has been evaluated and found to have a disability and in need of special education must have an IEP/IFSP before special education and related services are provided to ensure that comprehensive information is used to develop the child's program.
3. When the LEA develops the IEP (or Part C provider develops an IFSP), a representative from NFCD will participate in the IEP/IFSP meeting and placement decision for any child meeting eligibility requirements.
4. The IEP/IFSP must include:
  - a) A statement of the child's present level of functioning in the social-emotional, motor, communication, self-help, and cognitive areas of development, and the identification of needs in those areas requiring specific programming.
  - b) A statement of annual goals, including short term objectives for meeting these goals.
  - c) A statement of the specific special education services to be provided to the child and those related services necessary for the child to participate in NFCD. This includes services provided by NFCD and services provided by other agencies.
  - d) The identification of the personnel responsibilities for the planning and supervision of services and for the delivery of services.
  - e) The projected dates for initiation of services and the anticipated duration of services.
  - f) A statement of objective criteria and evaluation procedures for determining at least annually whether the short-term objectives are being achieved or need to be revised.
  - g) Family goals and objectives related to the child's disabilities when they are essential to the child's progress.

5. If NFCD is initiating the request for a meeting, LEA representative(s) are invited in writing.
6. NFCD may also invite other individuals at the request of the parents and other individuals at the discretion of NFCD, including those component staff particularly involved due to the nature of the child's disability.
7. A meeting must be held at a time convenient for the parents and staff to develop the IEP/IFSP within 30 calendar days of a determination that the child needs special education and related services. Services begin as soon as possible after the development of the IEP/IFSP.
8. NFCD makes vigorous efforts to involve parents in the IEP/IFSP process by:
  - a) Notifying parents in writing and, if necessary, also verbally or by other appropriate means of the purpose, attendees, time and location of the IEP/IFSP meeting far enough in advance so that there is opportunity for them to participate.
  - b) Making every effort to assure that the parents understand the purpose and proceedings and that they are encouraged to provide information about their child and their desires for the child's program.
  - c) Providing interpreters, if needed, and offering the parents a copy of the IEP/IFSP in the parents' language of understanding after it has been signed.
  - d) Holding the meeting without the parents only if neither parent can attend, after repeated attempts to establish a date or facilitate their participation. In that case, NFCD documents its efforts to secure the parents' participation, through records of phone calls, letters in the parents' native language or visits to parents' homes or places of work, along with any responses or results; and arranges an opportunity to meet with the parents to review the results of the meeting and secure their input and signature.
9. NFCD initiates the implementation of the IEP/IFSP as soon as possible after the IEP/IFSP meeting by modifying the child's program in accordance with the IEP/IFSP and arranging for the provision of related services. If a child enters NFCD with an IEP/IFSP completed within two months prior to entry, services begin within the first two weeks of program attendance.

**Regulations:** 1308.19; 1308.19 a; 1308.19 b; 1308.19 c; 1308.19 d; 1308.19 e; 1308.19 e 1; 1308.19 e 2; 1308.19 e 3; 1308.19 e 4; 1308.19 e 5; 1308.19 e 6; 1308.19 e 7; 1308.19 e 8; 1308.19 f; 1308.19 f 1; 1308.19 f 2; 1308.19 f 3; 1308.19 f 4; 1308.19 g; 1308.19 h; 1308.19 i; 1308.19 j; 1308.19 j 1; 1308.19 j 2; 1308.19 j 3; 1308.19 j 4; 1308.19 k

**History:** Approved by Policy Council on 01/24/2002 Board of Directors on 01/29/2002  
 Amended by Policy Council on 09/28/2010 Board of Directors on 10/04/2010

| <b>Section # 11<br/>DISABILITIES SERVICES</b>    |                              |                        |  |             |
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| <b>Program Area:</b>                             | <b>CFR #</b>                 | <b>Policy ID</b>       | <b>Policy Subject</b>  | <b>Page</b> |
| <i>Child Health and Developmental Services</i>   | <i>1304.20 c 4</i>           | <i>HD04</i>            | <i>Provision of Extended Follow-up and Treatment</i>             |             |
|  | <i>1304.20 f 1-2 iv</i>      | <i>HD06</i>            | <i>Individualization of the Program</i>                          |             |
| <i>Education and Early Childhood Development</i> | <i>1304.21 a 1 ii</i>        | <i>EC01</i>            | <i>Child Development and Education Approach for All Children</i> |             |
| <i>Child Nutrition</i>                           | <i>1304.23 a 2</i>           | <i>NU01</i>            | <i>Identification of Nutritional Needs</i>                       |             |
| <i>Child Mental Health</i>                       | <i>1304.24 a 3 iii</i>       | <i>MH03</i>            | <i>On-Site Consultation</i>                                      |             |
| <i>Community Partnerships</i>                    | <i>1304.41 a 4</i>           | <i>CP01</i>            | <i>Community Partnerships</i>                                    |             |
| <i>Facilities, Materials and Equipment</i>       | <i>1304.53 a 10 xvii</i>     | <i>FC01</i>            | <i>Head Start Physical Environment and Facilities</i>            |             |
|  | <i>1304.53 b 1 iii</i>       | <i>FC02</i>            | <i>Head Start Equipment, Toys, Materials, and Furniture</i>      |             |
| <i>Disabilities</i>                              | <i>1308.4 a-g</i>            | <i>DR01</i>            | <i>Disability Referrals</i>                                      | <i>11-1</i> |
| <i>Disabilities</i>                              | <i>1308.4 a-g</i>            | <i>DR02</i>            | <i>Notification of Referrals</i>                                 | <i>11-2</i> |
| <i>Health</i>                                    | <i>1308.10 - 1308.18 d 4</i> | <i>See Health Plan</i> |  |             |
| <i>Education</i>                                 | <i>1308.19 a-k</i>           | <i>ED01</i>            | <i>Developing Individualized Education Programs (IEP's)</i>      |             |

*Note: italicized references are located in other sections of this document.*

## **DISABILITIES**

### **Policy ID: DR01**

#### **Subject: Disabilities Referrals**

**Policy:** To ensure that children with suspected disabilities receive further evaluations and disability services (if diagnosed) within ninety (90) days of the date on which the referral was made.

1. Referrals are to be given to the Center Managers by the teaching staff within the first forty-five (45) days of the child's enrollment and/or within thirty (30) days of identification. The Teachers and Family Case Manager will correctively acquire the necessary referral documents within five (5) working days.
2. The family case manager is responsible for submitting the Disability Referral Form to the Local Education Agency (LEA) and to the Disabilities Specialist within five (5) days of receiving the referrals from the teaching staff. Services and evaluations will start within ninety (90) days. The time frame begins on the day the referral form is completed by the teaching staff.
3. The Local Education Agency (LEA or CHS) will complete an evaluation on the referred child within thirty (30) days of receipt of the referral. If the LEA does not adhere to the thirty day time frame the family case manager will notify the center manager. The center manager will notify the Disability Specialist and then will refer the child to the local FDLRS agency.
4. If a referral is made to FDLRS or any other agency for further evaluation, the information is to be documented on the Disability Referral form in the child's file and in ChildPlus and the information is forwarded to the Disabilities Specialist.
5. If a child is diagnosed, through the LEA, a staffing (IEP meeting) will be scheduled by the school district's ESE department. The following staff members are involved and are expected to attend the staff meeting: parents, teaching staff, ESE staff, therapist, family service worker, and any other appropriate staff.
6. At the staffing, an individual educational plan (IEP) will be developed through the input of all present.
7. The teacher/caregiver will receive a copy of the **entire** IEP packet, which will also include a copy of the screening instrument.
8. The teacher/caregiver will file all documents regarding the disability referral in the Mental Health / Disabilities section of the child's file.
9. The therapist providing the services will provide documentation of services that the child receives to the teaching staff. It is the teaching staff's responsibility to forward this documentation to the center manager or family case manager and to file this information in the child's file.
10. Family case managers are responsible for entering the Disability referrals and services into the ChildPlus program.

11. The Disabilities Specialist will monitor the status of the services being delivered to the children who are diagnosed with a disability by the use of ChildPlus reports.

**Regulations:** 1308.4 f; 1308.4 f 1; 1308.4 f 2; 1308.4 h; 1308.4 h1; 1308.4 o2

**History:**           Approved by the Policy Council on 01/24/2002     Board of Directors on 01/29/2002  
                          Amended by the Policy Council on 09/28/2010     Board of Directors on 10/04/2010

## **DISABILITIES**

**Policy ID: DR02**

**Subject: Notification of Referrals**

**Policy:** To monitor the progress of referrals for services delivered to children and their families.

1. The teaching staff must complete the Referral form. Enter the child's name, center, date, and information. The staff member completing this form must also sign the form.
2. Identify the type of referral on the form.
3. Provide a brief description of the concerns that generated the referral.
4. Teachers completing the Referral form will submit and discuss referral with the center manager.
5. The center manager will forward the information to the Disability Specialist for follow-up or outside agency referral.
6. The family case manger will enter the above information into ChildPlus.
7. The Referral form will be filed in the section of the child's file under Mental Health/Disabilities.

**Regulations:** 1308.4a; 1308.4a1; 1308.4 a2; 1308.4c; 1308.4d; 1308.4e; 1308.4 f; 1308.4 f 1; 1308.4 f 2; 1308.4 f3; 1308.4 f4; 1308.4 g

**History:** Approved by the Policy Council on 01/24/2002 Board of Directors on 01/29/2002

| Section # 12<br>CURRICULUM                |                          |             |   |      |
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| Program Area:                             | CFR #                    | Policy ID   | Policy Subject  | Page |
| Education and Early Childhood Development | <i>1304.21 a 1-6</i>     | <i>EC01</i> | <i>Child Development and Education Approach for All Children</i>            |      |
|   | <i>1304.21 b 1-3 ii</i>  | <i>EC02</i> | <i>Child Development and Education Approach for Infants and Toddlers</i>    | 12-1 |
|   | <i>1304.21 c 1-2</i>     | <i>EC03</i> | <i>Child Development and Education Approach for Preschoolers</i>            | 12-2 |
| <i>Child Nutrition</i>                    | <i>1304.23 b</i>         | <i>NU02</i> | <i>Nutritional Services</i>   |      |
|   | <i>1304.23 c 1-7</i>     | <i>NU03</i> | <i>Meal Service</i>   |      |
| <i>Family Partnerships</i>                | <i>1304.40 e 1-5</i>     | <i>FP06</i> | <i>Parent Involvement in Child Development and Education</i>                |      |
|   | <i>1304.40 f 1-4 iii</i> | <i>FP07</i> | <i>Parent Involvement in Health, Nutrition, and Mental Health Education</i> |      |
| <i>Administration</i>                     | <i>1306.30 b</i>         | <i>AD02</i> | <i>Socialization Activities and Home Visits</i>                             |      |
| <i>Disabilities</i>                       | <i>1308.4 c</i>          | <i>DS01</i> | <i>Disabilities Service Plan</i>  |      |

*Note: italicized references are located in other sections of this document.*

Procedures are located in the Education Manual.

## **EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

**Policy ID: EC02**

**Subject: Child Development and Education Approach for Infants and Toddlers**

**Policy:** NFCD implements a child development and education approach for infants and toddlers consistent with the Performance Standards.

1. The program of services for infants and toddlers encourages:
  - a) The development of secure relationships in a center base care setting for infants and toddlers by providing a 1 to 4 adult child ratio, minimize school year transitions to ensure continuity of care. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language;
  - b) Trust and emotional security so that each child can explore the environment according to his or her developmental level; and
  - c) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.
2. NFCD supports the social and emotional development of infants and toddlers by promoting an environment that:
  - a) Encourages the development of self-awareness, autonomy, and self-expression; and
  - b) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express him or herself freely.
3. NFCD promotes the physical development of infants and toddlers by:
  - a) Provides an environment and experiences that supports the development of gross motor skills of infants and toddlers , such as grasping, pulling, pushing, crawling, walking, and climbing; and
  - b) Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.

**Regulations:** 1304.21 b; 1304.21 b 1; 1304.21 b 1 i; 1304.21 b 1 ii; 1304.21 b 1 iii; 1304.21 b 2; 1304.21 b 2 i; 1304.21 b 2 ii; 1304.21 b 3; 1304.21 b 3 i; 1304.21 b 3 ii. See 1304.3 a 5 for a definition of curriculum and see 1304.52 g 2.

**History:** Approved by the Policy Council on 01/24/2002 Board of Directors on 01/29/2002

## **EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

**Policy ID: EC03**

**Subject: Child Development and Education Approach for Preschoolers**

**Policy:** NCFD in collaboration with the parents, implements a curriculum in accordance with the Performance Standards. (see 1304.3 a 5)

1. The curriculum supports each child's individual pattern of development and learning.
2. The curriculum provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success.
3. The curriculum integrates all educational aspects of the health, nutrition, and mental health services through a holistic approach.
4. The curriculum ensures that the learning environment and experiences foster emotional security and social relationships.
5. The curriculum enhances each child's understanding of self as an individual and as a member of a group.
6. The curriculum provides each child with opportunities to develop feelings of competence, self-esteem, and positive attitudes toward learning.
7. The curriculum provides individual and small group experiences both indoors and outdoors.
8. Staff uses a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.

**Regulations:** 1304.20 b,d,e; 1304.21 c; 1304.21 c 1; 1304.21 c 1 i; 1304.21 c 1 ii; 1304.21 c 1 iii; 1304.21 c 1 iv; 1304.21 c 1 v; 1304.21 c 1 vi; 1304.21 c 1 vii; 1304.21 c 2

**History:** Approved by the Policy Council on 01/24/2002 Board of Directors on 01/29/2002

| <b>Section # 13</b>                              |                          |                  |   |             |
|--|--------------------------|------------------|---|-------------|
| <b>FAMILY PARTNERSHIP BUILDING</b>               |                          |                  |   |             |
| <b>Program Area:</b>                             | <b>CFR #</b>             | <b>Policy ID</b> | <b>Policy Subject</b>   | <b>Page</b> |
| <i>Child Health and Developmental Services</i>   | <i>1304.20 e 1-5</i>     | <i>HD05</i>      | <i>Involving Parents</i>  |             |
| <i>Education and Early Childhood Development</i> | <i>1304.21 a 2 i-iii</i> | <i>EC01</i>      | <i>Child Development and Education Approach for All Children</i>        |             |
| <i>Child Nutrition</i>                           | <i>1304.23 b 4</i>       | <i>NU02</i>      | <i>Nutritional Services</i>   |             |
| Family Partnerships                              | 1304.40 a 1-5            | FP01             | Assessment and Goal Setting   | 13-1        |
|  | 1304.40 b 1-2            | FP02             | Accessing Community Services and Resources                              | 13-2        |
|  | 1304.40 c 1-3            | FP03             | Services to Pregnant Women  | 13-3        |
|  | 1304.40 d 1-3            | FP04             | Parent Involvement - General  | 13-4        |
|  | 1304.40 e 1-5            | FP05             | Parent Involvement in Child Development and Education                   | 13-5        |
|  | 1304.40 f 1-4iii         | FP06             | Parent Involvement in Health, Nutrition, and Mental Health Education    | 13-6        |
|  | 1304.40 g 1-2            | FP07             | Parent Involvement in Community Advocacy                                | 13-7        |
|  | 1304.40 h 1-4            | FP08             | Parent Involvement in Transition Activities                             | 13-8        |
|  | 1304.40 i 1-6            | FP09             | Parent Involvement in Home Visits                                       | 13-9        |
| <i>Program Governance</i>                        | <i>1304.50 a 1 i-iii</i> | <i>PG01</i>      | <i>Policy Council, Policy Committee, and Parent Committee Structure</i> |             |
| <i>Administration</i>                            | <i>1306.30 b</i>         | <i>AD02</i>      | <i>Socialization Activities and Home Visits</i>                         |             |
| <i>Education</i>                                 | <i>1308.19 j 1-4</i>     | <i>ED01</i>      | <i>Developing Individualized Education Programs (IEP's)</i>             |             |
| <i>Parent Involvement</i>                        | <i>1308.21 a - c</i>     | <i>PI01</i>      | <i>Parent Participation and Transition</i>                              |             |

*Note: italicized references are located in other sections of this document.*

## **FAMILY PARTNERSHIPS**

### **Policy ID: FP01**

### **Subject: Assessment and Goal Setting**

**Policy:** NFCD engages in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports.

1. This process is initiated as early after enrollment as possible and it takes into consideration each family's readiness and willingness to participate in the process.
2. As part of this ongoing partnership, NFCD offers parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. This agreement *should be offered within thirty (30) days of enrollment* and must be completed by the Family Case Manager and the family. This information is entered into ChildPlus using step 6, described below. The family partnership agreement is used to access any needs of NFCD families. Based on the needs, concerns, or goals of the families, referrals will be made by the Family Case Manager. The family partnership agreement must be updated as needed, throughout the school year.
3. To avoid duplication of effort, or conflict with, any preexisting family plans developed between other programs and the NFCD family, the family partnership agreement takes into account, and builds upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. NFCD coordinates, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.
4. A variety of opportunities are created by NFCD for interaction with parents throughout the year. To maintain documentation of any family contact, the staff may have with the families we serve; the staff must notify the Family Case Manager of the substance of the contact on the day of the actual contact. Family Case Managers will document the contact in Child Plus and will file contact notes monthly in the child's file. By documenting contact, the staff will be able to refer to the Contact Notes should any questions be asked about when, where, or what was discussed during the contact.
5. Meetings and interactions with families are respectful of each family's diversity and cultural and ethnic background.
6. Family Service Tracking in ChildPlus provides expanded monitoring capabilities and an extensive list of service categories. You can view, edit, and delete family services/actions that have occurred for all individuals in your family records.

**Regulation:** 1304.40 a; 1304.40 a 1; 1304.40 a 2; 1304.40 a 3; 1304.40 a 4; 1304.40 a 5; 1306.33 b

**History:** Approved by PC and BD: on 07/17/2001

Updated: 07/2002

## **FAMILY PARTNERSHIPS**

### **Policy ID: FP02**

#### **Subject: Accessing Community Services and Resources**

**Policy:** NFCD works collaboratively with all participating parents to identify and continually access, directly or through referrals, services and resources that are responsive to each family's interests and goals.

1. The services and resources include:
  - a) Emergency or crisis assistance, in areas such as food, housing, clothing, and transportation.
  - b) Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence.
  - c) Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community.
2. In addition, the service and resources include:
  - a) Assistance or referral for parents who are or who want to become self-employed.
  - b) Assistance or referral in enhancing financial literacy or budgeting, including home-buyer assistance.
3. NFCD follows up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations and circumstances. This information is recorded in the participant notes in Child Plus, for evaluation and planning purposes.
4. Reasons for referral may include health, nutrition, mental health, family needs, early childhood development, or special services.

**Regulations:** 1304.40 b; 1304.40 b 1; 1304.40 b 1 i; 1304.40 b 1 ii; 1304.40 b 1 iii; 1304.40 b 2

**History:** Approved by PC and BD on 07/17/2001

## **FAMILY PARTNERSHIPS**

**Policy ID: FP03**

**Subject: Services to Pregnant Women**

**Policy:** NFCD assists pregnant women to access comprehensive prenatal and postpartum care, through referrals, immediately after enrollment in NFCD.

1. This care includes:
  - a) Early and continuing risk assessments, which include an assessment of nutritional status as well as nutrition counseling and food assistance, if necessary.
  - b) Health promotion and treatment, including medical and dental examinations on a schedule deemed appropriate by the attending health care providers as early in the pregnancy as possible.
  - c) Mental health interventions and follow-up, including substance abuse prevention and treatment services, as needed.
2. NFCD provides pregnant women and other family members, as appropriate, with prenatal education on fetal development including risks from smoking and alcohol, labor and delivery, and postpartum recovery. The staff must document the referral in Child Plus.
3. NFCD provides information on the benefits of breast feeding to all pregnant and nursing mothers. For those who choose to breast feed in center-based programs, arrangements are provided as necessary.
4. NFCD provides a Family Case Manager to provide services to participants. The Family Case Manager is responsible for acquiring and executing education, health, mental health, and nutrition services.
5. Pregnancies for any female who is at least 11 years old must be tracked in ChildPlus. The individual must have a record in the family file before you can enter pregnancy data.
6. Birth history information for adults or children must be entered into ChildPlus.

**Regulations:** 1304.40 c; 1304.40 c 1; 1304.40 c 1 i; 1304.40 c 1 ii; 1304.40 c 1 iii; 1304.40 c 2; 1304.40 c 3

**History:** Approved by PC and BD on 07/17/2001

## **FAMILY PARTNERSHIPS**

**Policy ID: FP04**

**Subject: Parent Involvement (General)**

**Policy:** In addition to involving parents in program policy-making and operations (see 1304.50), NFCD provides parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents both as individuals and as members of a group.

1. Other community agencies are encouraged to assist in the planning and implementation of such programs and training.
2. NFCD settings are open to parents during all program hours. Parents are welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. The participation of parents in any program activity must be voluntary, and is not required as a condition of the child's enrollment.
3. NFCD provides parents with opportunities to participate in the program as employees or volunteers (see 1304.52 b 3 for additional requirements about hiring parents).

**Regulations:** 1304.40 d; 1304.40 d 1; 1304.40 d 2; 1304.40 d 3; 1304.50; 1304.52 b 3

**History:** Approved by PC and BD on 07/17/2001

## **FAMILY PARTNERSHIPS**

### **Policy ID: FP05**

#### **Subject: Parent Involvement in Child Development and Education**

**Policy:** NFCD provides opportunities to include parents in the development of NFCD's curriculum and approach to child development and education.

1. NFCD provides opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff.
2. NFCD provides, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:
  - a) *List agencies of referral* to increase family access to materials, services, and activities essential to family literacy development; and
  - b) Assisting parents as adult learners to recognize and address their own literacy goals.
3. In addition to the home visits, teachers conduct staff-parent conferences, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in NFCD
4. The staff/parent conferences are to be scheduled at the convenience of the parent. The conference is scheduled to provide an opportunity for the parents and teacher to discuss the developmental status of the child and their participation in the program. All conferences should be friendly, positive, and shaped by the stated purpose. Parents are encouraged to ask questions, express their feelings, and discuss any concerns they may have.
5. At the end of the meeting, the teaching team will complete the staff/parent conference report and have the parent's write their comments and signature on the form.
6. If any needs are indicated during the conference, the Teacher/Care-giver or Family case manager, as appropriate, is responsible for completing an Inter-Agency Referral form and submitting to the appropriate supervisor.
7. Information related to any conferences must be entered and tracked in ChildPlus.

**Regulations:** 1304.21; 1304.21 a 2 iii; 1304.40 i; 1304.40 e; 1304.40 e 1; 1304.40 e 2; 1304.40 e 3; 1304.40 e 4; 1304.40 e 4 i; 1304.40 e 4 ii; 1304.40 e 5

**History:** Approved by PC and BD on 07/17/2001

## **FAMILY PARTNERSHIPS**

**Policy ID: FP06**

**Subject: Parent Involvement in Health, Nutrition, and Mental Health Education**

**Policy:** NCFCD provides medical, dental, nutrition, and mental health education programs and training for staff, parents, and families.

1. NCFCD ensures that, at a minimum, the medical and dental health education program and training:
  - a) Assists parents in understanding how to enroll and participate in a system of ongoing family health care.
  - b) Encourages parents to become active partners in their children's medical and dental health care process and to accompany their child to medical and dental examinations and appointments.
  - c) Provides parents with the opportunity to learn the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home.
  - d) In addition to information on general topics (e.g. maternal and child health and the prevention of Sudden Infant Death Syndrome (SIDS)), information specific to the health needs of individual children is also made available to the extent possible.
2. NCFCD ensures that the nutrition education program and training includes, at a minimum:
  - a) Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets.
  - b) Parent discussions with program staff about the nutritional status of their child.
3. NCFCD ensures that the mental health education program and training provides, at a minimum:
  - a) A variety of group opportunities for parents and staff to identify and discuss issues related to child mental health.
  - b) Individual opportunities for parents to discuss mental health issues related to their child and family with staff.
  - c) The active involvement of parents in planning and implementing any mental health interventions for their children.

**Regulations:** 1304.24; 1304.40 f; 1304.40 f 1; 1304.40 f 2; 1304.40 f 2 i; 1304.40 f 2 ii; 1304.40 f 2 iii; 1304.40 f 3; 1304.40 f 3 i; 1304.40 f 3 ii; 1304.40 f 4; 1304.40 f 4 i; 1304.40 f 4 ii; 1304.40 f 4 iii

**History:** Approved by PC and BD on 07/17/2001

## **FAMILY PARTNERSHIPS**

**Policy ID: FP07**

**Subject: Parent Involvement in Community Advocacy**

**Policy:** NFCD supports and encourages parent involvement in community advocacy.

1. NFCD supports and encourages parents to influence the character and goals of community services in order to make them more responsive to their interests and needs.
2. NFCD implements procedures to provide families with comprehensive information about community resources, such as:
  - \* Health care providers, such as clinics, physicians, dentists, and other health professionals;
  - \* Mental health providers;
  - \* Nutritional service providers;
  - \* Individuals and agencies that provide services to children with disabilities and their families;
  - \* Family preservation and support services;
  - \* Child protective services and any other agency to which child abuse must be reported under State;
  - \* Local elementary schools and other educational and cultural institutions, such as libraries and museums, for both children and families;
  - \* Providers of child care services; and
  - \* Any other organizations or businesses that may provide support and resources to families.
  - \* Please refer to Parent Handbook.
3. Parents are provided regular opportunities to work together, and with other community members, on activities that they have helped develop and in which they have expressed an interest.
4. In addition, NFCD's services and resources include assistance or referral for community leadership opportunities, or for developing their leadership capacities.

**Regulations:** 1304.40 g; 1304.40 g 1; 1304.40 g 1 i; 1304.40 g 1 ii; 1304.40 g 2; 1304.41 a 2

**History:** Approved by PC and BD on 07/17/2001

## **FAMILY PARTNERSHIPS**

**Policy ID: FP08**

**Subject: Parent Involvement in Transition Activities**

**Policy:** NFCD assists parents in becoming their children's advocate as they transition both into NFCD from the home or other child care setting, and from NFCD to elementary school, a Title I of the Elementary or a child care setting.

1. Staff works to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held during March of the child's participation in NFCD to enable parents to understand the child's progress while enrolled in NFCD.
2. To promote the continued involvement of NFCD parents in the education and development of their children upon transition to school, NFCD:
  - a) Provides education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting.
  - b) Assists parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.
  - c) In March of each year, teachers will begin to encourage parents to register their children for the next appropriate level of education (learning).
  - d) Teachers will encourage parents to participate in kindergarten orientation sessions and open house programs provided by the school district. Parents of children with disabilities will be made aware of and encouraged to attend orientation sessions designed specifically for parents with disability children.

**Regulations:** 1304.40 h; 1304.40 h 1; 1304.40 h 2; 1304.40 h 3; 1304.40 h 3 i; 1304.40 h 3 ii; 1304.40 h 4; 1304.41 c

**History:** Approved by PC and BD on 07/17/2001

## **FAMILY PARTNERSHIPS**

### **Policy ID: FP09**

#### **Subject: Parent Involvement in Home Visits**

**Policy:** Parents are encouraged to be actively involved in home visits.

1. NFCD does not require that parents permit home visits as a condition of the child's participation in NFCD Start. Every effort is made to explain the advantages of home visits to the parents.
2. NFCD schedules home visits at times that are mutually convenient for the parents or primary care-givers and staff.
3. In cases where parents whose children are enrolled ask that the home visits be conducted outside the home, or in cases where a visit to the home presents significant safety hazards for staff, the home visit may take place at an NFCD site or at another safe location that affords privacy.
4. NFCD encourages the well being of both the mother and the newborn child through community health services, within two weeks after the infant's birth.
5. During home visits, parents are encouraged to ask questions and discuss expectations they may have. The teaching staff will give an overview of the program and explain the operations of the program. Teachers will also inform the parents of what they can expect from NFCD throughout the year. At the end of the year home visit, the teachers and parents should discuss the progress of the child.
6. Home Visit Reports are to be completed and signed by the teaching staff and parents at the time of the visit.
7. If any needs are identified during the home visit the teacher/care-giver or family case manager, as appropriate, is responsible for completing an Inter-Agency Referral form and submitting it to the appropriate supervisor.

**Regulations:** 1304.40 i; 1304.40 i 1; 1304.40 i 2; 1304.40 i 3; 1304.40 i 4; 1304.40 i 5; 1304.40 i 6; 1306.32 b 8; 1306.33; 1306.33 a 1

**History:** Approved by PC and BD on 07/17/2001

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*Note: italicized references are located in other sections of this document.*

## **PARENT INVOLVEMENT**

**Policy ID: PI01**

**Subject: Parent Participation and Transition**

**Policy:** NFCD encourages parent participation.

1. In addition to the many references to working with parents throughout the standards, the staff must carry out the following tasks:

- a) Support parents of children with disabilities entering from infant/toddler programs.
- b) Provide information to parents on how to foster the development of their child with disabilities.
- c) Provide opportunities for parents to observe large group, small group and individual activities describe in their child's IEP.
- d) Provide follow-up assistance and activities to reinforce program activities at home.
- e) Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.
- f) Inform parents of their rights under IDEA.
- g) Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program and other sources and assist them with initial efforts to access such resources.
- h) Identify needs (caused by the disability) of siblings and other family members.
- i) Provide information in order to prevent disabilities among younger siblings.
- j) Build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.

2. NFCD plans to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.

3. In cooperation with the child's parents, NFCD notifies the school of the child's planned enrollment prior to the date of enrollment.

**Regulations:** 1308.21; 1308.21 a; 1308.21 a 1; 1308.21 a 2; 1308.21 a 3; 1308.21 a 4; 1308.21 a 5; 1308.21 a 6; 1308.21 a 7; 1308.21 a 8; 1308.21 a 9; 1308.21 a 10; 1308.21 b; 1308.21 c.

**History:** Approved by PC and BD on 07/17/2001

**Section # 15**  
**COMMUNITY PARTNERSHIPS**

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*Note: italicized references are located in other sections of this document.*

## COMMUNITY PARTNERSHIPS

### Policy ID: CP01

### Subject: Community Partnerships

**Policy:** NFCD takes an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and community partners and to improve the delivery of community services to children and families in accordance with confidentiality policies.

1. Documentation is maintained to reflect the level of effort undertaken to establish community partnerships (see 1304.51 for additional planning requirements). The documentation is evidenced by completed, signed, and dated current partnerships.
2. NFCD takes affirmative steps to establish ongoing collaborative relationships with community organizations, to promote the access of children and families to community services that are responsive to their needs, and to ensure that NFCD responds to community needs, including:
  - a) Health care providers, such as clinics, doctors, dentists, and other health professionals;
  - b) Mental health providers;
  - c) Nutritional service providers;
  - d) Individuals and agencies that provide services to children with disabilities and their families (see 1308.4 for specific service requirements);
  - e) Family preservation and support services;
  - f) Child protective services and any other agency to which child abuse must be reported under State or Tribal law;
  - g) Local elementary schools and other educational and cultural institutions, such as libraries and museums, for both children and families;
  - h) Providers of child care services; and
  - i) Any other organizations or businesses that may provide support and resources to families.
3. NFCD performs outreach to encourage volunteers from the community to participate in the program.
4. To enable the effective participation of children with disabilities and their families, NFCD makes specific efforts to develop interagency agreements with local education agencies (LEAs) and other agencies within NFCD's service area (see 1308.4 h for specific requirements concerning interagency agreements).
5. Copies of partnership agreements are kept in the Fiscal Department.
6. Community partnership agreements are reviewed and updated at least annually.

**Regulations:** 1304.41 a; 1304.41 a 1; 1304.41 a 2; 1304.41 a 2 i; 1304.41 a 2 ii; 1304.41 a 2 iii; 1304.41 a 2 iv; 1304.41 a 2 v; 1304.41 a 2 vi; 1304.41 a 2 vii; 1304.41 a 2 viii; 1304.41 a 2 ix; 1304.41 a 3; 1304.41 a 4; 1304.51; 1308.4 h; 1308.4 l

**History:** Approved by PC and BD on 07/17/2001

## **COMMUNITY PARTNERSHIPS**

**Policy ID: CP02**

**Subject: Health Services Advisory Committee**

**Policy:** NFCD establishes and maintains a Health Services Advisory Committee.

1. The Health Services Advisory Committee (HSAC) includes Head Start parents, professionals, and other volunteers from the community.
2. NFCD also establishes and maintains such other service Advisory Committees as deemed appropriate to address program service issues such as community partnerships and to help agencies respond to community needs.

**Regulations:** 1304.41 b

**History:** Approved by PC and BD on 07/17/2001

## **COMMUNITY PARTNERSHIPS**

**Policy ID: CP03**

**Subject: Transition**

**Policy:** NFCD establishes and maintains these procedures to support successful transitions for enrolled children and families from child care programs into Early Head Start or Head Start and from Head Start to school.

1. NFCD coordinates with schools and other agencies to ensure that child's relevant records are transferred to the school or next placement.
2. NFCD performs outreach to encourage communication between staff and their school counterparts.
3. NFCD initiates meetings involving Head Start teachers and parents and kindergarten or school teachers.
4. NFCD initiates joint transition-related training for staff and school or other child development staff.
5. To ensure the most appropriate placement and services following participation in NFCD infant and toddler program, transition planning is undertaken for each child and family at least six months prior to the child's third birthday. The process takes into account: The child's health status and developmental level, progress made by the child and family while in NFCD, current and changing family circumstances, and the availability of NFCD and other child development or child care services in the community. As appropriate, a child may remain in NFCD, following his or her third birthday, for additional months until he or she can transition into NFCD or another program.

**Regulations:** 1304.40 h; 1304.41 c 1; 1304.41 c 1 i; 1304.41 c 1 ii; 1304.41 c 1 iii; 1304.41 c 1 iv; 1304.41 c 2; 1304.41 c 3 see also 1304.40 h

**History:** Approved by PC and BD on 07/17/2001

**Section # 16**  
**ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE**

| <b>Program Area:</b>  | <b>CFR #</b>    | <b>Policy ID</b> | <b>Policy Subject</b>                                    | <b>Page</b> |
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| Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) | 1305.3 a-g 2 ii | EL01             | Selection Policy & Procedure                             | 16-1        |
|   | 1305.4 a-e      | EL02             | Eligibility  | 16-2        |
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## **ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE**

**Policy ID: EL01**

**Subject: Selection Policy & Procedures**

**Policy:** It is the policy of NFCD to select eligible applicants based on greatest need using the criteria and the rating scale approved by the Policy Council. To ensure that at least 10% of available slots are filled with children that have been diagnosed with a Disability.

1. When the applicant pool has reached 125% of the slots available, the Family & Community Partnership Specialist will run the ChildPlus program that prioritizes the applicants in the pool based on the approved rating scale. If the applicant pool does not reach the 125% threshold, the Family & Community Partnership Specialist may enroll the neediest income eligible children, to ensure full enrollment upon first day of services.
2. Prior to the selection, the Family & Community Partnership Specialist will evaluate the waitlist and ensure that the participant's documentation appears accurate and complete.
3. Applicant selection by the Family & Community Partnership Specialist will begin with the first name on the priority list, that is age appropriate for the vacant slot and proceed until the center's slots are 90% filled.
4. When 90% of the slots have been filled, the Family & Community Partnership Specialist will review the selected applicants and determine the % of children with disabilities selected to participate.
5. If the process at the 90% selection stage has not yielded the 10% of the slots being filled by applicants with a disability, the Family & Community Partnership Specialist will continue selection from the list, selecting only those applicant's who have a disability until the % of applicants with a disability reaches 10% of the center's slots.
6. If slots remain after applicants selected reaches 10% of the center's slots, the Family & Community Partnership Specialist will return to the next applicant on the list at the completion of step 3, and precede selection until applicants are selected to fill the slots remaining after completion of item 5.
7. If there are applicants remaining after all slots are filled, the remaining applicants will make up the center's waiting list.
8. If a vacancy occurs, the Family & Community Partnership Specialist will select the first age appropriate applicant on the waiting list to fill the vacancy.

**Regulations:** 1305.4, 1305.6, 1305.7

**History:** Adopted by: Policy Council and Board of Directors on 09/25/2003  
Revision Date(s): Policy Council – 09/28/2010 Board of Directors 10/05/2010

## **ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE**

**Policy ID: EL02**

**Subject: Eligibility**

**Policy:** NFCD establishes these eligibility criteria, in accordance with the Performance Standards.

1. To be eligible for NFCD Pre-K services, a child must be at least three years old by September 1<sup>st</sup> (the date used to determine eligibility for public school in the community in which the Head Start programs are located). To be eligible for NFCD infant and toddler services, an applicant must be pregnant or the child must be less than 3 years of age.
2. At least 90 percent of the children who are enrolled in each NFCD program must be from low-income families. The definition of “family” to be used in determining eligibility is found in 45 CFR 1305.2(e), which defines family as all persons living in the same household who are: (1) supported by the income of the parent(s) or guardian(s) of the child enrolling or participating in the program, and (2) related to the parents(s) or guardian(s) by blood, marriage, or adoption.
3. Up to ten percent of the children in NFCD and ten percent of the children in NFCD who are enrolled may be children from families that exceed the low-income guidelines but who meet the criteria that NFCD has established for selecting such children and who would benefit from NFCD services. The criteria include:
  - a) Parental Status
  - b) Disability Status
  - c) Income Status
  - d) Other
  - e) Head Start Age
  - f) Early Head Start Age
  - g) Family Size Income Guidelines
4. To be eligible for acceptance an application must be completed and required verifications and documentation attached. Staff will assist families in completing the application and Child Plus documentation. Child Plus documentation must be complete and accurate, with all areas filled in; if items do not apply, leave them blank. A parent/guardian must complete one application per child.
5. Parents/Guardians must submit copies of income verification; birth certificate, social security card, Medicaid or insurance card, and food stamp card (if applicable). If the child has a disability, documents supporting such disability must be submitted. The application is not official until signed and dated by the parent/guardian and Family Case Manager.

6. The family income must be verified before determining a child is eligible to participate in the program. If there is no income, please have the parent/guardian complete the “No Income Verification Form”. Income verification must include examination of any of the following: Individual Income Tax Form 1040, W-2 forms, pay stubs, pay envelopes, written statements from employers, or documentation showing current status as recipients of public assistance.
7. An employee of the NFCD programs must sign as indicated on the enrollment application, verifying and identifying which of these documents was examined, and stating that the child is eligible to participate in the program. The eligibility verification worksheet will be completed, during the eligibility determination.

**Regulations:** 1305.4; 1305.4 a; 1305.4 b 1; 1305.4 b 2; 1305.4 b 3; 1305.4 b 3 i; 1305.4 b 3 ii; 1305.4 b 3 iii; 1305.4 b 3 iv; 1305.4 b 4; 1305.4 c; 1305.4 d; 1305.4 e

History:            Adopted by            Policy Council and Board of Directors on 09/25/2003  
                         Revision Date(s):        Policy Council 09/28/2010    Board of Directors 10/05/2010

## **ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE**

**Policy ID:** EL03

**Subject:** Recruitment of Children

**Policy:** NFCD reaches out to those most in need of Head Start and Early Head Start services.

1. In order to reach those most in need of Head Start and Early Head Start services, NFCD develops and implements a recruitment process that is designed to actively inform all families with Head Start and Early Head Start eligible children within the recruitment area of the availability of services and encourage them to apply for admission to the program. This process includes:
  - a) Canvassing the local community;
  - b) use of news releases and advertising;
  - c) use of family referrals and referrals from other public, private agencies and community partners.
2. During the recruitment process that occurs prior to the beginning of the enrollment year, NFCD solicits applications from as many Head Start and Early Head Start eligible families within the recruitment area as possible. Family Case Managers assist families in the completion of the application process, by entering the information directly into Child Plus in the presents of the Parent or Guardian to ensure accuracy, rapport and all information needed for selection is completed.
3. NFCD obtains a number of applications during the recruitment process, prior to the beginning of the enrollment year that is greater than the enrollment opportunities that are anticipated to be available over the course of the next enrollment year in order to select those with the greatest need for Head Start and Early Head Start services.

**Regulations:** 1305.5; 1305.5 a; 1305.5 b; 1305.5 c

**History:** Adopted by Policy Council and Board of Directors on 09/25/2003

## **ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE**

**Policy ID: EL04**

**Subject: Selection Process**

**Policy:** NFCD implements this formal process for selection of children.

1. All eligible applicants are considered for child development services.
2. The selection criteria is based on the greatest need using the criteria and rating scale (Priority Grid) approved by the Policy Council.
3. NFCD maintains an active waiting list at all times with ongoing outreach to the community and activities to identify underserved populations.

**Regulations:** 1305.2 a; 1305.3 c 6; 1305.6; 1305.6 a; 1305.6 b; 1305.6 c; 1305.6 d  
Section 642(g) of the Head Start Act, 42 U.S.C. 9837(g) ACF-PI-HS-08-05

**History:** Adopted: Policy Council and Board of Directors on 09/25/2003  
Revision Date(s): PC approved 09/18/2008 BD approved 09/26/2008

## **ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE**

**Policy ID: EL05**

**Subject: Re-enrollment**

**Policy:** NFCD re-enrolls eligible children, as vacancies become available.

1. Each child who turns 3 years of age prior to the school cutoff date, must reapply to participate in the program for 3-4 years olds.

**Regulations:** 1305.7; 1305.7 a; 1305.7 b; 1305.7 c;  
Section 642(g) of the Head Start Act, 42U.S.C. 9837(g) ACF-PI-HS-08-05

**History:** Adopted: Policy Council and Board of Directors on 09/25/2003  
Revision Date(s): PC approved 09/18/2008 BD approved 09/26/2008  
PC approved 09/28/2010 BD approved 10/05/2010

## **ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE**

**Policy ID: EL06**

**Subject: Attendance**

**Policy:** NFCD keeps track of attendance and absenteeism.

1. When the monthly average daily attendance rate in a center falls below 85 percent, NFCD analyzes the causes of absenteeism. The analysis includes a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days.
2. If the absences are a result of illness or if they are well documented absences for other reasons, no special action is required. If, however, the absences result from other factors, including temporary family problems that affect a child's regular attendance, NFCD initiates appropriate family support procedures for all children with two or more consecutive unexcused absences. These procedures include home visits or other direct contact with the child's parents. Contacts with the family emphasizes the benefits of regular attendance, while at the same time remaining sensitive to any special family circumstances influencing attendance patterns. All contacts with the child's family as well as special family support service activities provided by program staff are documented in Child Plus.
3. In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot is considered an enrollment vacancy.
4. A "Daily Sign-In/Out Form" for children will be maintained at the designated location at each center. Children being transported by parents, guardians, or other designated persons must be accompanied in to and out of the center and the person must sign the "Daily Sign-In/Out Form". The Lead Teacher / Care-Giver will file the present day's completed "Daily Sign-In/Out Form" in their attendance book at the end of each school day. The family case manager will document in Child Plus at the end of that week.
5. A child will not be released under any circumstances to anyone who is not listed on the application as approved to pick up and Child Plus emergency contacts list. The program staff must receive prior written authorization from the parent/guardian, to change or make additions to the contact and pick up lists. If the teacher does not know the person picking up the child, program staff must ask for identification. Classroom volunteers may not release children to anyone.
6. If the person is with a government agency, they will need to provide proper identification and verification of the order for the removal of the child from the center. Program staff must verify this information prior to the child's removal.
7. Daily Attendance is record daily on the appropriate form and entered by the family case manager into Child Plus, by the end of that week.

8. The first day a child is absent, the teacher will contact the child's parent to determine the cause for the child's absence. The teacher will remind the parent to send a written explanation when the child returns to class. If information gathered during the initial conversation reveals the child has a communicable disease or prolonged illness, daily contacts are not necessary until the expected date for the child to return to school.
9. If the child does not return to school on the 2<sup>nd</sup> day, or the day of expected return, the teacher will complete and submit to the Family Case Manager for follow up.
10. The Family Case Manager will follow-up daily and will document contact attempts in Child Plus until the child returns. The Family Case Manager will also provide the necessary assistance and referrals for community resources, in order for the child to return to school, if needed.
11. When the child returns to school, the teacher will require a written note from the parent explaining the absence. This note will be submitted to the Family Case Manager, filed in the child's file and documented in Child Plus. Upon receipt of the note the absence will be considered excused, if it meets the criteria.
12. Children who have six unexcused absences in one month may be terminated from the program.
13. It is the responsibility of the Family Case Manager to file Attendance Referrals and documentation in the child's file and enter all obtained information into ChildPlus.
14. See also the USDA section
15. The absence of children receiving services, who are under court ordered supervision, will be reported to the Department of Children and Families, by the end of the business day, per Rilya Wilson Act.

**Regulations:** 1305.8, 1305.8 a, 1305.8 b, 1305.8 c, Rilya Wilson Act

**History:** Adopted by Policy Council and Board on 07/25/2003  
Revision Date(s): Updated by Board on 07/28/2005

## **ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE**

**Policy ID:** EL07

**Subject:** Policy on Fees for Head Start and Early Head Start programs

**Policy:** NFCD *does not* charge any fees for participation in the *Early Head Start and Head Start programs*.

1. NFCD *does not* prescribe any fee schedule or otherwise provide for the charging of any fees for participation in the Early Head Start and Head Start programs.
2. If the family of a child determined to be eligible for participation by a Head Start or Early Head Start program volunteers to pay part or all of the costs of the child's participation, NFCD may accept the voluntary payments and records the payments as program income.
3. Under no circumstances does NFCD solicit, encourage, or in any other way condition a child's enrollment or participation in the Early Head Start or Head Start programs upon the payment of a fee.

**Regulations:** 1305.9

**History:** Adopted by Policy Council and Board on 09/25/2003  
Revision Date(s):

## ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE

**Policy ID: EL08**

**Subject: Enrollment**

**Policy:** Enrollment is done in accordance with these procedures.

1. The same policies governing the Head Start and Early Head Start program's eligibility for other children apply to children with disabilities.
2. NFCD's enrollment procedures take into account:
  - a) The number of children with disabilities in the service area, including types of disabilities and their severity.
  - b) The services and resources provided by other agencies.
  - c) State laws regarding immunization of preschool children. The program observes applicable State laws (which usually require that children entering State preschool programs complete immunizations prior to or within 30 days after entering to reduce the spread of communicable diseases).
3. The enrollment process.
  - a) All applications for enrollment will be entered into the ChildPlus system by the Family Case Manager. (All sections must be completed in ChildPlus.)
  - b) The Family & Community Partnership Specialist will review monthly (by the 10<sup>th</sup> of month) with the management team. The management team will evaluate levels of enrollment based on the enrollment priority listing provided by ChildPlus.
  - c) ChildPlus reports showing the accepted children will be available to the Family Case Managers and Center Managers for their service area, through their ChildPlus Access. The Family & Community Partnership Specialist will send acceptance letters to the families.
  - d) The acceptance letters will inform the parents of the Parent Orientation date, time, and place. The acceptance letters will also serve as a reminder to the parents that all accepted children must have a current physical and up-to-date shot record, within forty-five (45) days of the first day of attendance at school. During the first thirty (30) days of enrollment, the Family Case Manager must contact the parents to find out the status of the needed documents and provide assistance if needed.

4. **Enrollment Priorities.** The program enrolls children based on the following priorities.

- a) First, the child must be determined eligible for services.
- b) Second, children with disabilities are given priority over non-disabled children.
- c) Third, children from the lowest-income families are given priority.

**Regulations:** 1304.50 d 1 vii; 1308.5 e

**History:** Adopted by Policy Council and Board of Directors on 09/25/2003  
Revision Date(s):

## **SOCIAL SERVICES**

### **Policy ID: SS01**

#### **Subject: Recruitment and Enrollment of Children with Disabilities**

**Policy:** NFCD's outreach and recruitment activities incorporate specific actions to actively locate and recruit children with disabilities.

1. NFCD insures that staff engaged in recruitment and enrollment of children are knowledgeable about the provisions of 45 CFR Part 84, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Assistance, and of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101).
2. The grantee does not deny placement on the basis of a disability or its severity to any child when:
  - a) The parents wish to enroll the child;
  - b) The child meets the Early Head Start or Head Start age and income eligibility criteria;
  - c) NFCD is an appropriate placement according to the child's IEP.
3. NFCD accesses resources and plans for placement options, such as dual placement, use of resource staff and training so that a child with a disability for whom Early Head Start or Head Start is an appropriate placement according to the IEP is not denied enrollment because of:
  - a) Staff attitudes and/or apprehensions;
  - b) Inaccessibility of facilities;
  - c) Need to access additional resources to serve a specific child;
  - d) Unfamiliarity with a disabling condition or special equipment, such as a prosthesis;
  - e) Need for personalized special services such as feeding, suctioning, and assistance with toileting, including catheterization, diapering, and toilet training.
4. The same policies governing NFCD programs eligibility for other children, such as priority for those most in need of the services, apply to children with disabilities.

5. NFCD takes the following factors into account when planning enrollment procedures:
  - a) The number of children with disabilities in the Early Head Start or Head Start service area including types of disabilities and their severity;
  - b) The services and resources provided by other agencies; and
  - c) State laws regarding immunization of preschool children. The Grantee observes applicable State laws which usually require that children entering State preschool programs complete immunizations prior to or within thirty days after entering to reduce the spread of communicable diseases.
6. The recruitment effort includes recruiting children who have severe disabilities, including children who have been previously identified as having disabilities.

**Regulations:** 1308.5; 1308.5 a; 1308.5 b; 1308.5 c; 1308.5 c 1; 1308.5 c 2; 1308.5 c 3; 1308.5 c 4; 1308.5 d; 1308.5 d 1; 1308.5 d 2; 1308.5 d 3; 1308.5 d 4; 1308.5 d 5; 1308.5 e; 1308.5 e 1; 1308.5 e 2; 1308.5 e 3; 1308.5 f.

**History:** Adopted by Policy Council and Board of Directors on 09/25/2003  
Revision Date(s):

**Section # 17**  
**FACILITIES, MATERIALS, AND EQUIPMENT**

| <b>Program Area:</b>                             | <b>CFR #</b>              | <b>Policy ID</b>             | <b>Policy Subject</b>  | <b>Page</b> |
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| <i>Education and Early Childhood Development</i> | <i>1304.21 a 4 iv-a 6</i> | <i>EC01</i>                  | <i>Child Development and Education Approach for All Children</i>       |             |
| <i>Child Health and Safety</i>                   | <i>1304.22 e 7</i>        | <i>HS05</i>                  | <i>Hygiene</i>   |             |
| <i>Child Nutrition</i>                           | <i>1304.23 e 1-2</i>      | <i>NU05</i>                  | <i>Food Safety and Sanitation</i>                                      |             |
| Facilities, Materials and Equipment              | 1304.53 a 1-10            | FC01                         | Classroom Physical Environment and Facilities                          | 17-1        |
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| <i>Administration</i>                            | <i>1306.30 c</i>          | <i>AD03</i>                  | <i>Facilities Must Comply with Licensing Requirements</i>              |             |
| <i>Disabilities</i>                              | <i>1308.4 o 4-6</i>       | <i>See Disabilities Plan</i> |  |             |
| Nondiscrimination                                | 84.5 a-c 3                | ND01                         | Nondiscrimination on the Basis of Handicap                             | 17-5        |
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*Note: italicized references are located in other sections of this document.*

## **FACILITIES, MATERIALS, AND EQUIPMENT**

**Policy ID: FC01**

**Subject: Classroom Physical Environment and Facilities**

**Policy:** North Florida Child Development, Inc. provides a physical environment and facilities conducive to learning and reflective of the different stages of development of each child.

1. NFCD provides appropriate center space for the conduct of all program activities (see 1308.4 for specific access requirements for children with disabilities).
2. The center space provided by NFCD is organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.
3. The indoor and outdoor space in NFCD's centers used by mobile infants and toddlers is separated from general walkways and from areas in use by preschoolers.
4. Centers have at least 35 square feet of usable indoor space per child available for the care and use of children (i.e., exclusive of bathrooms, halls, kitchen, staff rooms, and storage places) and at least 75 square feet of usable outdoor play space per child.
5. NFCD facilities (owned or operated) must meet the applicable licensing requirements (1306.30).
6. The program provides for the maintenance, repair, safety, and security of all NFCD's facilities, materials and equipment.
7. NFCD provides a center-based environment free of toxins, such as cigarette smoke, lead, pesticides, herbicides, and other air pollutants as well as soil and water contaminants. NFCD ensures that no child is present during the spraying of pesticides or herbicides. Children do not return to the affected area until it is safe to do so.
8. Outdoor play areas are arranged so as to prevent any child from leaving the premises and getting into unsafe and unsupervised areas. En route to play areas, children are not exposed to vehicular traffic without supervision.
9. NFCD conducts a safety inspection at least annually to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children. At a minimum, NFCD ensures that:
  - a) There is a safe and effective heating and cooling system that is insulated to protect children and staff from potential burns.
  - b) No highly flammable furnishings, decorations, or materials that emit highly toxic fumes when burned are used.
  - c) Flammable and other dangerous materials and potential poisons are stored in locked cabinets or storage facilities separate from stored medications and food and are accessible only to authorized persons. All medications, including those required for staff and volunteers, are labeled, stored under lock and key, refrigerated if necessary, and kept out of the reach of children.
  - d) Rooms are well lit and provide emergency lighting in the case of power failure. All rooms must have lighting the equivalent of 20' candles to allow for supervision and for safe methods of entering and exiting the room.
  - e) Approved, working fire extinguishers are readily available.

- f) An appropriate number of smoke detectors are installed and tested regularly.
- g) Exits are clearly visible and evacuation routes are clearly marked and posted so that the path to safety outside is unmistakable. (See 1304.22 for additional emergency procedures).
- h) Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions. All potential harmful materials must be labeled. These items as well as knives and sharp tools shall be stored in locations inaccessible to children.
- i) Paint coatings on both interior and exterior premises used for the care of children do not contain hazardous quantities of lead.
- j) The selection, layout, and maintenance of playground equipment and surfaces minimize the possibility of injury to children.
- k) Electrical outlets accessible to children prevent shock through the use of child-resistant covers, the installation of child-protection outlets, or the use of safety plugs.
- l) Windows and glass doors are constructed, adapted, or adjusted to prevent injury to children.
- m) Only sources of water approved by the local or State health authority are used.
- n) Toilets and hand-washing facilities are adequate, clean, in good repair, and easily reached by children. Each childcare facility shall provide toilet and bath facilities, which are easily accessible and at a height usable by the children. Toileting and diapering areas are separated from areas used for cooking, eating, or children's activities.
- o) Toilet training equipment is provided for children being toilet trained.
- p) All sewage and liquid waste is disposed of through a locally approved sewer system, and garbage and trash are stored in a safe and sanitary manner.
- q) Adequate provisions are made for children with disabilities to ensure their safety, comfort, and participation.
- r) The inside temperature of each classroom must be maintained at 65 to 82 degree Fahrenheit, at all times.

**Regulations:** 1304.22; 1304.53 a; 1304.53 a 1; 1304.53 a 2; 1304.53 a 3; 1304.53 a 4; 1304.53 a 5; 1304.53 a 6; 1304.53 a 7; 1304.53 a 8; 1304.53 a 9; 1304.53 a 10; 1304.53 a 10 i; 1304.53 a 10 ii; 1304.53 a 10 iii; 1304.53 a 10 iv; 1304.53 a 10 v; 1304.53 a 10 vi; 1304.53 a 10 vii; 1304.53 a 10 viii; 1304.53 a 10 ix; 1304.53 a 10 x; 1304.53 a 10 xi; 1304.53 a 10 xii; 1304.53 a 10 xiii; 1304.53 a 10 xiv; 1304.53 a 10 xv; 1304.53 a 10 xvi; 1304.53 a 10 xvii; 1306.30; 1308.4 Florida Child Care Standard 65C-22.002

**History:** Adopted by Policy Council on 01/24/2002 Board of Directors on 01/29/2002

## **FACILITIES, MATERIALS, AND EQUIPMENT**

**Policy ID: FC02**

**Subject: Classroom Equipment, Toys, Materials, and Furniture**

**Policy:** North Florida Child Development, Inc. provides and arranges sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults.

1. The equipment, toys, materials, and furniture owned or operated by NFCD is:
  - a) Supportive of the specific educational objectives of the local program.
  - b) Supportive of the cultural and ethnic backgrounds of the children.
  - c) Age-appropriate, safe, and supportive of the abilities and developmental level of each child served, with adaptations, if necessary, for children with disabilities.
  - d) Accessible, attractive, and inviting to children.
  - e) Designed to provide a variety of learning experiences and to encourage each child to experiment and explore.
  - f) Safe, durable, and kept in good condition.
  - g) Stored in a safe and orderly fashion when not in use.
2. Infant and toddler toys are made of non-toxic materials and are sanitized regularly.
3. To reduce the risk of Sudden Infant Death Syndrome (SIDS), all sleeping arrangements for infants use firm mattresses and avoid soft bedding materials such as comforters, pillows, fluffy blankets or stuffed toys.

**Regulations:** 1304.53 b; 1304.53 b 1; 1304.53 b 1 i; 1304.53 b 1 ii; 1304.53 b 1 iii; 1304.53 b 1 iv; 1304.53 b 1 v; 1304.53 b 1 vi; 1304.53 b 1 vii; 1304.53 b 2; 1304.53 b 3

**History:** Adopted by Policy Council on 01/24/2002 Board of Directors on 01/29/2002

## **FACILITIES, MATERIALS, AND EQUIPMENT**

**Policy ID: FC03**

**Subject: Emergency Closures**

**Policy:** North Florida Child Development, Inc. reserves the right to close any or all program facilities when severe weather conditions, disaster, or other emergency situations arise.

1. Emergency closures are made ONLY at the Chief Executive Officer's discretion.
2. When program facilities are closed due to inclement weather, severe weather conditions, disaster, or other emergency, employees will be notified by the Central office by telephone or fax.
3. When program facilities are closed due to inclement weather, severe weather conditions, disaster, or other emergency, the families of enrolled children will be notified by teaching staff, family case managers, and/or center managers by telephone or in person.
4. In the event of an emergency closure, NFCD's employees and parents are encouraged to listen to local television stations and/or radio broadcasts reporting the situation.

**History:** Adopted by Policy Council on 01/24/2002 Board of Directors on 01/29/2002

## **NONDISCRIMINATION ON THE BASIS OF HANDICAP**

**Policy ID: ND01**

**Subject: Nondiscrimination on the Basis of Handicap**

**Policy:** North Florida Child Development, Inc. complies with the requirements of 45 CFR 84.5 regarding nondiscrimination on the basis of handicap.

1. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under NFCD's programs. "Qualified handicapped person" means a handicapped person who meets the essential eligibility requirements for NFCD.
2. In providing services, North Florida Child Development, Inc. may not, directly or through contractual or other arrangements, on the basis of handicap:
  - a. Deny a qualified handicapped person the opportunity to participate in or benefit from NFCD;
  - b. Afford a qualified handicapped person an opportunity to participate in or benefit from NFCD that is not equal to that afforded others;
  - c. Provide a qualified handicapped person with an aid, benefit, or service that is not as effective as that provided to others;
  - d. Provide different or separate aid, benefits, or services to handicapped persons or to any class of handicapped persons unless such action is necessary to provide qualified handicapped persons with aid, benefits, or services that are as effective as those provided to others;

e. Aid or perpetuate discrimination against a qualified handicapped person by providing significant assistance to any agency, organization or person that discriminates on the basis of handicap;

f. Deny a person the opportunity to participate as a member of a planning, advisory body, Policy Council, or other parent group;

g. In determining the site or location of facilities, make selections with the effect of excluding individuals from, denying them the benefits of, or subjecting them to discrimination.

3. In order to be equally effective, as required by 1(c), above, the services provided are not required to produce the identical result or level of achievement for handicapped and non-handicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

4. No qualified handicapped person shall, because of our Agency's facilities are inaccessible to or unable by handicapped persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination.

5. Although, NFCD needs not ensure that each facility is readily accessible to handicapped persons, it shall ensure that, as a whole, NFCD is readily accessible to handicapped persons.

6. NFCD shall develop a disabilities service plan, actively recruit children with disabilities, assess children, and develop Individualized Education Programs, as required by the Head Start Program Performance Standards on Services for Children with Disabilities, 45 C.F.R. Part 1308.

7. Assurances required. An applicant for Federal financial assistance for a program or activity to which this part applies shall submit an assurance, on a form specified by the Director, that NFCD will be operated in compliance with this part. An applicant may incorporate these assurances by reference in subsequent applications to the Department.

8. Duration of obligation.

- a) In the case of Federal financial assistance extended in the form of real property or to provide real property or structures on the property, the assurance will obligate the recipient or, in the case of a subsequent transfer, the transferee, for the period during which the real property or structures are used for the purpose for which Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits.
- b) In the case of Federal financial assistance extended to provide personal property, the assurance will obligate the recipient for the period during which it retains ownership or possession of the property.
- c) In all other cases the assurance will obligate the recipient for the period during which Federal financial assistance is extended.

9. Covenants.

- a) Where Federal financial assistance is provided in the form of real property or interest in the property from the Department, the instrument effecting or recording this transfer shall contain a covenant running with the land to assure nondiscrimination for the period during which the real property is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits.
- b) Where no transfer of property is involved but property is purchased or improved with Federal financial assistance, the recipient shall agree to include the covenant described in paragraph (b)(2) of this section in the instrument effecting or recording any subsequent transfer of the property.
- c) Where Federal financial assistance is provided in the form of real property or interest in the property from the Department, the covenant shall also include a condition coupled with a right to be reserved by the Department to revert title to the property in the event of a breach of the covenant. If a transferee of real property proposes to mortgage or otherwise encumber the real property as security for financing construction of new, or improvement of existing, facilities on the property for the purposes for which the property was transferred, the Director may, upon request of the transferee and if necessary to accomplish such financing and upon such conditions as he or she deems appropriate, agree to forbear the exercise of such right to revert title for so long as the lien of such mortgage or other encumbrance remains effective.

**Regulations:** 45 CFR 84.5; 84.5 a; 84.5 b; 84.5 b 1; 84.5 b 2; 84.5 b 3; 84.5 c; 84.5 c 1; 84.5 c 2; 84.5 c 3; CFR 84, 1308

**History:** Adopted by Policy Council on 01/24/2002 Board of Directors on 01/29/2002

**NONDISCRIMINATION ON THE BASIS OF RACE, SEX, OR NATIONAL ORIGIN****Policy ID: ND02****Subject: Nondiscrimination on the Basis of Race, Color, Sex, or National Origin in Provision of Services**

**Policy:** North Florida Child Development, Inc. complies with the requirements of 45CFR Part 80 and 42USC 9849 regarding nondiscrimination in the provision of services on the basis of race, creed, color, sex, national origin, political affiliation, or beliefs.

1. On the basis of an individual's race, creed, color, sex, national origin, political affiliation or beliefs, NFCD shall not:

- a. Provide any service, which is different, or provided in a different manner, or not as effective, from that provided to others;
- b. Subject an individual to segregated or separate treatment;
- c. Restrict an individual in any way in the enjoyment of any advantage or privilege enjoyed by others receiving any service;
- d. Treat an individual differently from others in determining whether he satisfied any admission, enrollment, quota, eligibility, membership or other benefit under NFCD;
- e. Deny an individual an opportunity to participate in NFCD through the provision of services;
- f. Deny a person the opportunity to participate as a member of a planning or advisory body, which is an integral part of NFCD;
- g. In determining the types of services which will be provided, or the class of individuals to whom such services will be provided, directly or through contractual or other arrangements, utilize criteria or methods of administration which have the effect of subjecting individuals to discrimination because of their race, creed, color, sex, national origin, or political affiliation or beliefs; or
- h. In determining the site or location of facilities, make selections with the effect of excluding individuals from, denying them the benefits of ,or subjecting them to discrimination.

**Regulations:** 42 U.S.C. 9849; 42 U.S.C. 2000d (Civil Rights Act of 1964); 45 CFR Part 80.

**History:** Adopted by Policy Council on 01/24/2002 Board of Directors on 01/29/2002

| <b>Section #18</b>                |                  |  |  |             |
|-----------------------------------|------------------|--|--|-------------|
| <b>TRANSPORTATION REGULATIONS</b> |                  |  |  |             |
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|                                   | TR11             | Transportation Services and Children with Disabilities       | 1308; 1310.22 a-c 5                                | 18-13       |
|                                   | TR12             | Coordinated Transportation                                   | 1310.23 a-b 3                                      | 18-14       |

Sec. 1310.2 Applicability.

a) This rule applies to all Head Start and Early Head Start agencies, and their delegate agencies (hereafter, agency or agencies), including those that provide transportation services, with the exceptions provided in this section, regardless of whether such transportation is provided directly on agency owned or leased vehicles or through arrangement with a private or public transportation provider. Transportation services to children served under the home-based Option for Head Start and Early Head Start services are excluded from the requirements of 45 CFR 1310.12, 1310.15 c, and 1310.16. Except when there is an applicable State or local requirement that sets a higher standard on a matter covered by this part, agencies must comply with requirements of this part.

b) Sections 1310.12 a and 1310.22 a of this part are effective January 18, 2006. Sections 1310.11 and 1310.15 c of this part are effective January 20, 2004. Paragraph c of this section and Sec. 1310.12 b of this part are effective February 20, 2001. All other provisions of this part are effective January 18, 2002.

## **TRANSPORTATION**

### **Policy ID: TR01**

#### **Subject: Provision of Transportation for Children**

**Policy:** North Florida Child Development, Inc. must assist as many families as possible who need transportation in order for their children to attend the program.

1. NFCD provides child transportation in partnership with the local school districts in each of its service areas, in order for their children to attend the program in obtaining that transportation.
  - a) Transportation needs are identified when families enroll their children in NFCD.
2. If NFCD does not directly provide transportation services, either for all or a portion of the children, it must provide reasonable assistance to the families of such children to arrange transportation to and from its activities.
  - a) Reasonable assistance may include but is not limited to: helping to arrange car pools, arrangements through other organizations, distributing information on public transportation systems, fund-raising efforts, etc.
  - b) The specific types of transportation assistance offered are made clear to all prospective families in NFCD's recruitment announcements.
3. NFCD is responsible for compliance with the applicable requirements when providing transportation services.
4. When transportation is provided through the School District, another organization, or an individual, NFCD must ensure the compliance of the transportation provider with the applicable requirements.
  - a) Transportation will be arranged by the Center Manager.
5. Vehicles used in providing transportation services are equipped with:
  - a) a communication system to call for assistance in case of an emergency;
  - b) safety equipment for use in an emergency, including a charged fire extinguisher that is properly mounted near the driver's seat and a sign indicating its location;
  - c) a first aid kit and a sign indicating the location of such equipment; and
  - d) a seat belt cutter for use in an emergency evacuation and a sign indicating its location.
  - e) reverse beepers

6. Any auxiliary seating, such as temporary or folding jump seats, used in vehicles of any type providing transportation services are:

- a) built into the vehicle by the manufacturer as part of its standard design,
- b) are maintained in proper working order, and
- c) are inspected as part of the annual inspection required under Sec.1310.13 a.
- d) Installed by manufacturer

7. All accidents involving vehicles that transport children receiving transportation services are reported in accordance with applicable State requirements.

8. NFCD ensures that children are only released to a parent or legal guardian, or other individual identified in writing by the parent or legal guardian. This applies when children are not transported and are picked up from the classroom, as well as when they are dropped off by a vehicle.

- a) NFCD maintains at all times lists of the persons, including alternates in case of emergency, and up-to-date child rosters to ensure that no child is left behind, either at the classroom or on the vehicle at the end of the route.

9. NFCD will provide safety education training to all children and their parents (whether transported or not). Topics include transportation and pedestrian safety. The first training must be provided within the first thirty days of the school year and two additional evacuation drills must be conducted over the course of the year.

10. Children with disabilities who require special adaptations such as wheelchair lifts must be transported in appropriately equipped school bus or vehicle.

**Regulations:** 1310.10; 1310.10 a; 1310.10 b; 1310.10 c; 1310.10 d; 1310.10 d 1; 1310.10 d 2; 1310.10 d 3; 1310.10 d 4; 1310.10 e; 1310.10 f; 1310.10 g; 1310.21;1310.20; 1310.17 f2; 1310.17 a-d; 1304.52 k; 1310.15 a-c; 1310.16; 1310.11; 1310.14; 1310.13; 1310.22; 1310.23.

**History:** Adopted by Policy Council on 01/24/2002 Board of Directors on 01/29/2002

## **TRANSPORTATION**

**Policy ID: TR02**

**Subject: Child Restraint Systems**

**Policy:** Each vehicle used to transport children receiving transportation services is equipped within the appropriate child safety restraint systems.

1. Each vehicle used to transport children is equipped with the appropriate child restraint systems. This is ensured by:
  - a) Acquiring new vehicles that meet Federal and State Regulations.
2. Children weighing 50 pounds or less must be seated in appropriate child restraint systems.
3. All vehicle occupants must be seated and wearing appropriate safety restraints (i.e. ,seat belts for adults and for children weighing more than 50 pounds, vehicle is in motion, except for bus monitors who are assisting children.

**Regulations:** 1310.11; 1310.15 *Effective 1-20-2004*

## **TRANSPORTATION**

**Policy ID: TR03**

**Subject: Required Use of School Buses or Allowable Alternate Vehicles**

**Policy:** Vehicles transporting enrolled children are properly equipped.

1. Enrolled children are transported in school buses that are equipped for use of height- and weight-appropriate child restraint systems and have reverse beepers. This is ensured by:

- a) Coordinated transportation agreements with each School District that details responsibility of maintenance and use of NFCD's equipment.
- b) Monthly Bus Safety Checklist by the Bus Maintenance Department.
- c) Acquiring and inspecting new vehicles

**Regulations:** 1310.2 a; 1310.12 a *Effective 1-18-2006* 1310.12 b *Effective 2-20-2001* 1310.10 b 1; 1310.10 b 2; 1310.10 c.

## **TRANSPORTATION**

**Policy ID: TR04**

**Subject: Maintenance of Vehicles**

**Policy:** Vehicles are maintained in safe operating condition at all times.

1. Vehicles used to provide transportation services are maintained in safe operating condition at all times.
  - a) A thorough safety inspection of each vehicle is conducted on at least an annual basis through collaboration with the school districts in which we serve.
  - b) Systematic preventive maintenance on such vehicles is performed every 20 days.
  - c) Each driver makes daily pre-trip inspection of the vehicle.
  - d) All pre-trips should be will documented and maintained on record for at three years. In the event that the safety of your vehicle is challenged, having good documentation of your pre-trip demonstrates that you have been taking the proper precautions to maintain a safe vehicle. Your pre-trip should be the opportune time to report any deficiency or malfunction of equipment-ensure that you can document appropriate follow up of issues/repairs bought up during pre-trip inspections.
  - e) Both driver and monitors must conduct a thorough post-trip inspection after each route. The most important purpose of a post-trip inspection is checking for children left on the vehicle. Post-trip procedures should also include:
    - \*Shutting off all switches and controls
    - \*Setting parking brake
    - \*Reporting any unusual mechanical symptoms or problems to the mechanic at once
    - \*Straightening seat belts
    - \*Picking up trash/sweeping the vehicle
    - \*Shutting windows and doors
    - \*Locking the vehicle, if applicable.

**Regulations:** 1310.13; 1310.13 a; 1310.13 b; 1310.13 c.

## TRANSPORTATION

### Policy ID: TR05

#### Subject: Inspection of New Vehicles at the Time of Delivery

**Policy:** Vehicles are maintained in safe operating condition at all times.

#### A. New Vehicle:

1. Vehicles used in providing transportation services are equipped with:
  - a) a communication system to call for assistance in case of an emergency.
  - b) safety equipment for use in an emergency, including a charged fire extinguisher that is Properly mounted near the driver's seat and a sign indicating its location.
  - c) a first aid kit and a sign indicating the location of such equipment.
  - d) a seat belt cutter for use in an emergency evacuation and a sign indicating its location.
  - e) reverse beepers
  
2. Any auxiliary seating, such as temporary or folding jump seats, used in vehicles of any type providing transportation services, are:
  - a) built into the vehicle by the manufacturer as part of its standard design,
  - b) are maintained in proper working order, and
  - c) are inspected as part of the annual inspection required under Sec.1310.13 a.
  - d) Installed by manufacturer
  
3. The following lists includes items to consider when purchasing a School Bus or Allowable alternative Vehicle for a NFCD:
  - Air conditioning - (front & rear - number of BTUs)
  - Heavy duty suspension and axle system
  - Automatic transmission
  - Fuel type
  - Child Find Alarm
  - Electric entry door
  - Maximum allowable seat space (24")
  - Power steering
  - User-friendly Seat Belts with short stalks
  - Second handrail
  - Storage for emergency equipment and material and supplies
  - Tinted windows (reduces interior temperature)

- Vandal locks
- White Roof (reduces interior temperature)
- Luggage compartments
- Padded side walls
- Fire block upholstery
- Additional seat belt cutters
- Fire blankets
- Lift equipment
- Integrated safety vests
- Step height
- Window height
- Roof hatch design (user friendly)
- Roof ID
- Phone number on vehicle
- Power adjustable mirrors
- Reflective tape
- Video system
- Data recorders

#### 4. Types of Buses and AAVs:

- Type “A” bus or AAV is a van conversion or bus utilizing a cutaway front section vehicle with a separate left side driver’s door. Both entrance doors are behind the front wheels.
- Type “A-1” is smaller than “A” and seats 11 or more people but has a GVWR of 10,000 pounds or less.
- A Type “B” buses are constructed from a stripped chassis. The smaller type B1 bus seats 11 or more people with a GVWR of 10,000 pounds or less; The entrance door is behind the front wheels. The larger B2 has a GVWR greater than 10,000 pounds.
- Type “C” bus, often called “conventional” is constructed utilizing a chassis with a hood and front fender assembly. It is a vehicle with a gross weight rating of more than 10,000 pounds. Seats 11 or more people and the entrance door is behind the front wheels.
- A Type “D” school bus is constructed utilizing a stripped chassis. It seats 11 or more people. The engine can be rear or front mounted. Distinct safety advantage is increased driver visibility. The entrance door is ahead of the front wheels.

B. Bid announcements for school buses and allowable alternate vehicles for use in transporting children in the program include the correct specifications and a clear statement of the vehicle's intended use.

C. NFCD ensures that there is a procedure for examining new vehicles at the time of delivery to ensure that they are equipped in accordance with the bid specifications and that the manufacturer's certification of compliance with the applicable FMVSS is included.

**Regulations:** 1310.14, 1310.10, 1310.12 b1-2, 1310.3

## **TRANSPORTATION**

**Policy ID: TR06**

**Subject: Operation of Vehicles**

**Policy:** NCFD ensures that vehicles are safely operated.

1. All vehicles must be equipped for use of height and weight appropriate child safety restraint for children under 50 pounds.
2. Baggage and other items transported in the passenger compartment are properly stored and secured and the aisles remain clear and the doors and emergency exits remain unobstructed at all times.
3. *Effective January 20, 2006* There will be at least one bus monitor on board at all times, with additional bus monitors provided as necessary, such as when needed to accommodate the needs of children with disabilities.
4. Except for bus monitors who are assisting children, all occupants must be seated and wearing safety restraints while the vehicle is in motion.

**Regulations:** 1310.2 a; 1310.15; 1310.15 a; 1310.15 b; 1310.15 c; 1310.15 d.

## **TRANSPORTATION**

**Policy ID: TR07**

**Subject: Driver Qualifications**

**Policy:** North Florida Child Development Inc. ensures that persons driving vehicles used to provide transportation services are qualified to do so.

1. Drivers must have a valid Commercial Driver's License (CDL) with passenger endorsement for vehicles in the same class as the vehicle the driver will operating.
2. Drivers must pass an annual physical examination.
3. Employment history will be performed to ensure that the applicant has not been terminated from previous driving job due to safety infraction or a drug/alcohol violation.
4. Drivers must be at least 18 years old.
5. Drivers must be trained in first aid.
6. Drivers must be able to communicate professionally in both routine and unusual situations.
7. There is an applicant review process for use in hiring drivers.
8. Applicants for driver positions are advised of the specific background checks required at the time application is made and the criteria for the rejection of unacceptable applicants.

**Regulations:** 1310.2 a; 1304.52 b; 1304.52 b 1; 1304.52 b 2; 1304.52 b 3; 1304.52 b 4; 1306.21; 1310.16; 1310.16 a; 1310.16 a 1; 1310.16 a 2; 1310.16 b; 1310.16 b 1; 1310.16 b 2; 1310.16 b 3; 1310.16 c.

## **TRANSPORTATION**

**Policy ID: TR08**

**Subject: Driver Training**

**Objective:** Drivers are trained in accordance with the regulations.

1. Drivers must have classroom and behind the wheel training on all topics required in. 1310.17a
2. All newly hired drivers must be trained in all required topics prior to transporting children.
3. NFCD ensures that at least annually all drivers will receive refresher courses in all required topics.
4. Drivers receive a combination of classroom instruction and behind-the-wheel instruction sufficient to enable each driver to:
  - a) Vehicle Safety
  - b) Route Safety
  - c) Basic First Aid
  - d) Emergency and Evacuations
  - e) Operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints;
  - f) Conduct routine maintenance and safety checks of the vehicle; and
  - g) Pre-trip Inspection
  - h) Post-trip Inspection
  - i) Loading and unloading children
  - j) Railroad Crossings
  - k) Record Keeping
  - l) Children with Disabilities
  - m) Goals and Philosophy of Head Start
  - n) Child Abuse and Neglect
  - o) Universal Precautions
  - p) Drug and Alcohol
5. Drivers must meet any additional state requirements.

**Regulations:** 1310.17; 1310.17 a; 1310.17 b; 1310.17 b 1; 1310.17 b 2; 1310.17 b 3; 1310.17 b 4; 1310.17 b 5; 1310.17 b 6; 1310.17 b 7; 1310.17 c; 1310.17 d; 1310.17 e; 1310.17 f; 1310.17 f 1; 1310.17 f 2.

## **TRANSPORTATION**

### **Policy ID: TR09**

#### **Subject: Trip Routing**

**Policy:** The safety of children is the primary consideration in planning fixed routes.

1. NFCD ensures the safety of children being transported in planning fixed routes as follows:
  - a) Collaboration with the County School District to identify NFCD, and Pre-K children and their pick-up and drop-off location.
  - b) Ensure safe pick-up and delivery of children boarding and departing is at curb side.
2. NFCD ensures that the following basic principles of trip routing are adhered to:
  - a) One hour maximum time limit for routes each way, unless there is no shorter route available or any alternative route is either unsafe or impractical.
  - b) Vehicles are not be loaded beyond the maximum passenger capacity at any time.
  - c) Vehicles are not required to back up or make “U” turns, except when necessary for reasons of safety or because of physical barriers.
  - d) Stops are located to minimize traffic disruptions and to afford the driver a good field of view in front of and behind the vehicle.
  - e) Minimizing crossovers
  - f) If crossing the street is unavoidable, child must be escorted across the street by the bus monitor or another adult.
  - g) Specific procedures are established for use of alternate routes in the case of hazardous conditions that could affect the safety of the children who are being transported, such as ice or water build up, natural gas line breaks, or emergency road closing. In selecting among alternatives, transportation providers are to choose routes that comply as much as possible with the requirements of 1310.20.

**Regulations:** 1310.20; 1310.20 a; 1310.20 b; 1310.20 b 1; 1310.20 b 2; 1310.20 b 3; 1310.20 b 4; 1310.20 b 5; 1310.20 b 6; 1310.20 b 7

## **TRANSPORTATION**

### **Policy ID: TR10**

#### **Subject: Safety Education**

**Policy:** Safety training is provided for parents and children.

1. NFCD provides training for parents and children in pedestrian safety.
2. The training provided to children is developmentally appropriate and an integral part of program experiences.
3. The need for an adult to accompany a preschool child while crossing the street is emphasized in the training provided to parents and children.
4. The required transportation and pedestrian safety education of children and parents, except for the bus evacuation drills, is provided within the first thirty days of the program year.
5. Children receiving safety education training are taught, within the first 30 days of the program year:
  - a) safe riding practices;
  - b) safety procedures for boarding and leaving the vehicle;
  - c) safety procedures in crossing the street to and from the vehicle at stops;
  - d) recognition of the danger zones around the vehicle; and
  - e) emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.
6. Safety education training for parents:
  - a) emphasizes the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and
  - b) complements the training provided to their children so that safety practices can be reinforced both at the center and at home by the parent.
7. NFCD ensures that at least two bus evacuation drills in addition to the one required under 1310.21 b 5 (see # 5 e above) are conducted during the program year.
8. NFCD develops activities to remind children of the safety procedures. These activities are developmentally appropriate, individualized, and are an integral part of the program activities.

**Regulations:** 1310.21; 1310.21 a; 1310.21 b; 1310.21 b 1; 1310.21 b 2; 1310.21 b 3; 1310.21 b 4; 1310.21 b 5; 1310.21 c; 1310.21 c 1; 1310.21 c 2; 1310.21 d; 1310.21 e.

## **TRANSPORTATION**

### **Policy ID: TR11**

#### **Subject: Transportation Services and Children with Special Needs**

**Policy:** North Florida Child Development Inc. provides transportation services for children with special needs.

1. NFCD ensures that there are school buses or allowable alternate vehicles adapted or designed for transportation of children with special needs available as necessary to transport such children enrolled in the program. Whenever possible, children with special needs are transported in the same vehicles used to transport other children enrolled in NFCD.
2. NFCD ensures compliance with the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the HHS regulations at 45 CFR part 84, implementing Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), and the Head Start Program Performance Standards on Services for Children with Disabilities (45 CFR part 1308) as they apply to transportation services.
3. NFCD specifies any special transportation requirements for a child with a disability when preparing the child's Individual Education Plan (IEP) or Individual Family Service Plan (IFSP), and ensures that in all cases special transportation requirements in a child's IEP or IFSP are followed, including:
  - a) special pick-up and drop-off requirements;
  - b) special seating requirements;
  - c) special equipment needs;
  - d) any special assistance that may be required; and
  - e) any special training for bus drivers and monitors.

**Regulations:** 1308; 1310.22; 1310.22 a *Effective 1-18-2006*; 1310.22 b; 1310.22 c; 1310.22 c 1; 1310.22 c 2; 1310.22 c 3; 1310.22 c 4; 1310.22 c 5

## **TRANSPORTATION**

**Policy ID: TR12**

**Subject: Coordinated Transportation**

**Policy:** Efforts are made to coordinate transportation resources.

1. NFCD makes reasonable efforts to coordinate transportation resources with other human services agencies in the community in order to control costs and to improve the quality and the availability of transportation services.

2. At a minimum, NFCD:

- a) identifies the true costs of providing transportation in order to knowledgeably compare the costs of providing transportation directly versus contracting for the service;
- b) explores the option of participating in any coordinated public or private transportation systems existing in the community;
- c) where no coordinated public or private non-profit transportation system exists in the community, makes every effort to identify other human services agencies also providing transportation services and, where reasonable, participates in the establishment of a local transportation coordinating council.

**Regulations:** 1310.23; 1310.23 a; 1310.23 b; 1310.23 b 1; 1310.23 b 2; 1310.23 b 3.