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	<p>development/parenting. The profile form highlights safety and immediate needs. Family Partnership agreement form is completed with parents within the first 90 days of enrollment. Community Liaisons meet with parents to set family and personal goals as well as strategies for completion and timelines.</p> <p>Due to covid pandemic the parent orientation and orientation paperwork will be completed virtually and online. Community Liaisons will work with parents via phone, text and emails to provide resources/services/ information as needed or requested.</p>		
(4) Provide parents with opportunities to participate in the program as employees or volunteers;	<p>Parents are encouraged to participate with event planning, fieldtrips and in the classroom as helpers. Parents also participate in home activities with their child to reinforce concepts being taught in the classroom including facilitating a class activity.</p> <p>Due to covid pandemic volunteering opportunities will be limited for parents/visitors due to safety protocols however parents will be encouraged to participate in any volunteering opportunities that can be completed within the safety protocols.</p>	Teaching Staff Community Liaisons	Ongoing
(5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,	Forms and fliers are provided in different languages as well as meetings translated as needed. Bilingual staff within the program speak various languages. Language line is used as needed to communicate with bilingual parents. Materials, such as books, are from diverse backgrounds. Classrooms display some labeling in different languages. Community partners who work with parents are also bilingual.	Teaching Staff Community Liaisons ERSEA Office Staff	Ongoing
(6) Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in part 1303 subpart C, of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.	<i>Family Contact Follow Up</i> forms are used in every child's file to communicate between staff. <i>Internal Request for Follow Up</i> referral forms are used between component leaders to identify the needs of any child that may be need further assistance, assessment or resources. Staff also communicate via email, texts, phone calls, and in person to communicate about each child. Staff also meet	Teaching Staff Community Liaisons ERSEA	Ongoing

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	biweekly to discuss any students that may need additional resources.		
§1302.51 Parent activities to promote child learning and development			
(a) A program must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:			
(1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;	<p>Teaching staff provide homework, family projects and school wide events for all families; children visit library weekly to have story time and check out reading materials to take home; monthly assemblies with local librarian to support attendance and develop social skills; Read Across America Day encourages parents/community members to participate in reading books in various languages to children; parents are provided reading materials at school events to provide reading opportunities at home; transition events are held in the Spring for parents to receive literacy materials as well as transition backpacks.</p> <p>Due to covid pandemic school wide events will be held virtually as well as all parent involvement events, assemblies and parent meetings/trainings.</p>	Community Liaisons Teaching Staff Librarian	Ongoing
(2) Providing parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance; and,	<p>Parents are provided information about attendance at parent orientations before entry; parents are invited to monthly awards assemblies to celebrate staff and children's attendance; daily phone calls are made to parents about absences; attendance letters are provided when students miss 5, 10, 15+ days of school; Director makes calls for excessive absences and meets with parents as needed; staff complete home visits for consecutive days absent.</p> <p>Due to covid pandemic teaching teams and Director will continue monitoring participation and attendance in distance learning and hybrid model.</p>	Community Liaisons Teaching Staff ERSEA Director	Ongoing

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	As needed parents will be provided information/services and additional support to ensure full participation as much as possible.		
(3) For dual language learners, information and resources for parents about the benefits of bilingualism and bi-literacy.	Parents are given information from the District Office's Parent Engagement Department about family literacy and parent education classes. District provides dual immersion program in neighboring schools.	EGUSD	As needed
(b) A program must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.	<p>Parents are provided monthly parent meetings which cover parent education, positive discipline, mental health awareness, safety, transition, budgeting, nutrition information, family engagement, and social services.</p> <p>Due to covid pandemic school wide events will be held virtually as well as all parent involvement events, assemblies and parent meetings/trainings. Program will continue to utilize Ready Rosie as the research based parenting curriculum by providing families with videos and parenting tips based on parental request for specific topics. All families will be onboarded and have access to the information and resources via the online platform with information being accessible via any electronic device.</p>	EGUSD Community Liaisons Mental Health	Ongoing
§1302.52 Family partnership services			
(a) Family partnership process. A program must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.	During parent orientation, parents complete the Family Partnership Profile to identify strengths, needs and immediate needs, and any needed referrals. Community Liaisons provide the information, resources, services or referrals as needed. Profile form includes information on transition, financial, adult education and child development/parenting. The profile form highlights safety and immediate needs. Family Partnership agreement form is completed with parents within the first 90 days of enrollment. Community Liaisons meet with parents to set family and personal goals as well as strategies for completion and timelines. Information is also provided about the process in the <i>Parent Handbook</i> . Parents are encouraged to utilize the resources in the Family Room.	Community Liaisons	As needed

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	Due to covid pandemic the family partnership profile process will be completed during the online parent orientation. The process will include the online completion of the Family Partnership profile form and Community Liaisons will arrange for specific appointments for parents to complete the family partnership agreement to identify goals and action steps. Followup for the family partnership process will be completed via phone, text or online as needed.		
(b) Identification of family strengths and needs. A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.	<p>During parent orientation, parents complete the Family Partnership Profile to identify strengths, needs and immediate needs, and any needed referrals. Community Liaison provide the information, resources, services or referrals as needed. Profile form includes information on transition, financial, adult education and child development/parenting. The profile form highlights safety and immediate needs. Family Partnership agreement form is completed with parents within the first 90 days of enrollment. Community Liaisons meet with parents to set family and personal goals as well as strategies for completion and timelines. Information is also provided about the process in the <i>Parent Handbook</i>. Parents are encouraged to utilize the resources in the Family Room.</p> <p>Due to covid pandemic the family partnership profile process will be completed during the online parent orientation. The process will include the online completion of the Family Partnership profile form and Community Liaisons will arrange for specific appointments for parents to complete the family partnership agreement to identify goals and action steps. Followup for the family partnership process will be completed via phone, text or online as needed.</p>	Community Liaisons	45 days
(c) Individualized family partnership services. A program must offer individualized family partnership services that:			

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(1) Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described in paragraph (b) of this section;	<p>During parent orientation, parents complete the <i>Family Partnership Profile</i> to identify strengths, needs and immediate needs, and any needed referrals. Community Liaisons provide the information, resources, services or referrals as needed. Profile form includes information on transition, financial, adult education and child development/parenting. The profile form highlights safety and immediate needs. The <i>Family Partnership Agreement</i> is completed with parents within the first 90 days of enrollment. Community Liaisons meet with parents to set family and personal goals as well as strategies for completion and timelines. Information is also provided about the process in the parent handbook. Parents are encouraged to utilize the resources in the Family Room. Parents are provided meeting topics based information from meeting topic forms and the <i>Family Partnership Profile</i>.</p> <p>Due to covid pandemic the family partnership profile process will be completed during the online parent orientation. The process will include the online completion of the Family Partnership profile form and Community Liaisons will arrange for specific appointments for parents to complete the family partnership agreement to identify goals and action steps. Followup for the family partnership process will be completed via phone, text or online as needed.</p>	Community Liaisons	45 days
(2) Help families achieve identified individualized family engagement outcomes;	<p>During parent orientation, parents complete the <i>Family Partnership Profile</i> to identify strengths, needs and immediate needs, and any needed referrals. Community Liaisons provide the information, resources, services or referrals as needed. Profile form includes information on transition, financial, adult education and child development/parenting. The profile form highlights safety and immediate needs. The <i>Family Partnership Agreement</i> is completed with parents within the first 90 days of enrollment. Community Liaisons meet</p>	Community Liaisons	Ongoing

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	<p>with parents to set family and personal goals as well as strategies for completion and timelines. Information is also provided about the process in the <i>Parent Handbook</i>. Parents are encouraged to utilize the resources in the Family Room. Parents are provided meeting topics based information from meeting topic forms and <i>Family Partnership Profile</i>.</p> <p>Parents are encouraged to participate in school wide events, the Policy Committee and parent meetings related to important topics such mental health, nutrition, sports activity, child safety, health and parenting education.</p> <p>Due to covid pandemic the family partnership profile process will be completed during the online parent orientation. The process will include the online completion of the Family Partnership profile form and Community Liaisons will arrange for specific appointments for parents to complete the family partnership agreement to identify goals and action steps. Followup for the family partnership process will be completed via phone, text or online as needed.</p>		
<p>(3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;</p>	<p>Parents complete the <i>Family Partnership Profile</i> during parent orientation with assistance from Community Liaisons. Afterwards Liaisons meet individually with parents to develop aspirations, strategies and timelines for personal and family aspirations within 90 days. Follow-up occurs quarterly and as needed with in-person meetings, telephone conferences, texts and emails to review progress and revise as needed. Community Liaisons utilize tracking forms to check progress, follow-up and completion of aspirations. Strategies are adjusted as needed. All information is documented in the child's file.</p> <p>Due to covid pandemic the family partnership profile process will be completed during the online parent</p>	Community Liaisons	90 days

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	orientation. The process will include the online completion of the Family Partnership profile form and Community Liaisons will arrange for specific appointments for parents to complete the family partnership agreement to identify goals and action steps. Followup for the family partnership process will be completed via phone, text or online as needed.		
(4) Assign staff and resources based on the urgency and intensity of identified family needs and goals.	Each Community Liaison is assigned to at least two classrooms to work exclusively with their assigned families. Each Community Liaison provides resources, information and services to their assigned families.	Community Liaisons	45 days
(d) Existing plans and community resources. In implementing this section, a program must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.	<i>Family Partnership Profile</i> indicates which families are already working with other outside community agencies. If so and with parents' permission, Community Liaison collaborates with the other agency to determine if any additional services, referrals or information is needed.	Community Liaisons	45 days
§1302.53 Community partnerships and coordination with other early childhood and education programs			
(a) Community partnerships.			
(1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources, as determined by the community assessment.	Community Liaisons collaborate with community based agencies to provide information during parent meeting/workshops as well as collaborate with the Parent Engagement Department of EGUSD. Resource binders are created and maintained to provide current information on available resources. Bulletin boards, parent information boards and information bin in Family Room are available to parents.	Community Liaisons	Ongoing
(2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include:			
(i) Health care providers, including child and adult mental	Health Staff and Community Liaisons collaborate with local dentist and optometrist, Birth and Beyond	Community Liaisons Health Component	Ongoing

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health professionals, Medicaid managed care networks, dentists, other health professionals, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers;	centers, hearing agency, and vision agency to provide parents with information related to important health topics. Fresh Fruit and Farmers Market are local agencies that provide parents with nutritional information.		
(ii) Individuals and agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of child care services;	Program collaborates with the EGUSD Special Education Department and Alta Regional Center to provide information to parents.	Community Liaisons EGUSD Special Education	As needed
(iii) Family preservation and support services and child protective services and any other agency to which child abuse must be reported under state or tribal law;	Staff consult with local Child Protective Services, Sacramento Children's Receiving Home and Licensing Agency to provide information and resources as needed for parents.	Community Liaisons Social Worker	Ongoing
(iv) Educational and cultural institutions, such as libraries and museums, for both children and families;	Program collaborates with local library, elementary schools, EGUSD's Parent Engagement Department, and local museums to provide educational experiences.	Librarian Community Liaisons Teaching Staff	Ongoing
(v) Temporary Assistance for Needy Families, nutrition assistance agencies, workforce development and training programs, adult or family literacy, adult education, and post-secondary education institutions, and agencies or financial institutions that provide asset-building education, products and services to enhance family financial stability and savings;	Program collaborates with EGUSD's Adult Education, Mutual Assistance and H&R Block for parent meeting information.	Community Liaisons	As needed
(vi) Housing assistance agencies and providers of support for children and families experiencing homelessness, including the local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-	Program collaborates with EGUSD Child and Welfare Department, local shelters and Salvation Army for housing resources.	Health Component Community Liaisons Teaching Staff Mental Health EGUSD Child Welfare & Attendance Dept.	As needed

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Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.);			
(vii) Domestic violence prevention and support providers; and,	Program collaborates with WEAVE and any other available domestic violence providers as needed.	Community Liaisons Mental health	As needed
(viii) Other organizations or businesses that may provide support and resources to families.	Program collaborates with Dignity Health, Deseret Industries, UC Davis and local restaurants to provide services, resources and information to parents.	Community Liaisons Mental health	Ongoing and as needed
(b) Coordination with other programs and systems. A program must take an active role in promoting coordinated systems of comprehensive early childhood services to low-income children and families in their community through communication, cooperation, and the sharing of information among agencies and their community partners, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.			
(1) Memorandum of understanding. To support coordination between Head Start and publicly funded preschool programs, a program must enter into a memorandum of understanding with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the program, as described in section 642(e)(5) of the Act.	Program is part of the local school district and partners with State preschool programs on site and within the rest of the school district.	Elementary Education Director EGUSD ECE Department Head Start Staff	Ongoing
(2) Quality Rating and Improvement Systems. A program, with the exception of American Indian and Alaska Native programs, must participate in its state or local Quality Rating and Improvement System (QRIS) if:	All sites and classrooms participate in QRIS evaluation system.	Director Head Start Staff	Ongoing
(i) Its state or local QRIS accepts Head Start monitoring data to document quality indicators included in the state's tiered system;	All sites and classrooms participate in QRIS evaluation system.	Director Head Start Staff	Ongoing
(ii) Participation would not impact a program's ability to comply with the Head Start Program Performance Standards; and,	All sites and classrooms participate in QRIS evaluation system.	Director Head Start Staff	Ongoing

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(iii) The program has not provided the Office of Head Start with a compelling reason not to comply with this requirement.	All sites and classrooms participate in QRIS evaluation system.	Director Head Start Staff	Ongoing
(3) Data systems. A program, with the exception of American Indian and Alaska Native programs unless they would like to and to the extent practicable, should integrate and share relevant data with state education data systems, to the extent practicable, if the program can receive similar support and benefits as other participating early childhood programs.	Program utilizes ChildPlus and AERIES data systems to track, evaluate and share data with necessary agencies.	ERSEA Grantee EGUSD	
SUBPART E – ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES			
§1302.60 Full participation in program services and activities			
A program must ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities.	Recruitment occurs through the EGUSD Special Education Department, Alta Regional Center, walk-in families, doctor referrals, parent requests, and teacher referral. Students with special needs follow the same daily schedule as typically-developing students. Modifications are provided by teaching and support staff as needed.	EGUSD Special Ed Dept. ERSEA Teaching Staff	Ongoing
§1302.61 Additional services for children			
(a) Additional services for children with disabilities. Programs must ensure the individualized needs of children with disabilities, including but not limited to those eligible for services under IDEA, are being met and all children have access to and can fully participate in the full range of activities and services. Programs must provide any necessary modifications to the environment, multiple and varied formats for instruction, and individualized accommodations and supports as necessary to support the full participation of children with disabilities. Programs must ensure all individuals with disabilities are protected from discrimination under and provided with all services and program modifications required by section 504 of the Rehabilitation Act (29 U.S.C. 794), the Americans	Students with special needs follow the same daily schedule as typically-developing students. Modifications are provided by teaching and support staff as needed. All services identified in the IEP are provided. Adaptive materials, modified homework, modified instructions, appropriate accommodations are provided for child.	Teaching Staff Disabilities Component	Ongoing

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with Disabilities Act (42 U.S.C. 12101 et seq.), and their implementing regulations.			
(b) Services during IDEA eligibility determination. While the local agency responsible for implementing IDEA determines a child's eligibility, a program must provide individualized services and supports, to the maximum extent possible, to meet the child's needs. Such additional supports may be available through a child's health insurance or it may be appropriate or required to provide the needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in section 705(9)(b) of the Rehabilitation Act. When such supports are not available through alternate means, pending the evaluation results and eligibility determination, a program must individualize program services based on available information such as parent input and child observation and assessment data and may use program funds for these purposes.	<p>SAP meetings are held with parents to determine if additional formal testing is needed. IEP meeting is held with parents to determine eligibility and appropriate strategies and setting.</p> <p>Due to covid pandemic all meetings including SST, IEP and any other parental meetings will be held online/virtually.</p>	<p>Teaching Staff SLP Social Worker School Psychologist</p>	Ongoing
(c) Additional services for children with an IFSP or IEP. To ensure the individual needs of children eligible for services under IDEA are met, a program must:			
(1) Work closely with the local agency responsible for implementing IDEA, the family, and other service partners, as appropriate, to ensure:	Head Start program works closely with EGUSD Special Education Department to serve children with disabilities. This includes biweekly case staffing meetings with SLP, Psychologist, Education Resource Teacher, Social Worker, Director and Special Education Program Specialist as needed.	<p>Teaching Staff SLP Social Worker School Psychologist</p>	Ongoing
(i) Services for a child with disabilities will be planned and delivered as required by their IFSP or IEP, as appropriate;	Students with an IEP are provided appropriate services according to IEP.	<p>Teaching Staff SLP Social Worker School Psychologist</p>	Ongoing
(ii) Children are working towards the goals in their IFSP or IEP;	Parents are provided progress reports on student goals. Teaching staff are implementing IEP goals in their daily lessons and activities.	<p>Teaching Staff SLP Social Worker School Psychologist</p>	Ongoing
(iii) Elements of the IFSP or IEP that the program cannot implement are implemented by other	Head Start program works with other agencies to provide additional services such as OT and PT.	<p>Disabilities Component Teaching Staff</p>	As needed

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appropriate agencies, related service providers and specialists;			
(iv) IFSPs and IEPs are being reviewed and revised, as required by IDEA; and,	Annual IEP meetings are held with parents to discuss goals and evaluate progress. Due to covid pandemic all meetings including SST, IEP and any other parental meetings will be held online/virtually.	Disabilities Component Teaching Staff	Ongoing
(v) Services are provided in a child's regular Early Head Start or Head Start classroom or family child care home to the greatest extent possible.	All students with an IEP attend a regular Head Start program class.	Disabilities Component Teaching Staff	Ongoing
(2) Plan and implement the transition services described in subpart G of this part, including at a minimum:			
(i) For children with an IFSP who are transitioning out of Early Head Start, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure appropriate steps are undertaken in a timely and appropriate manner to determine the child's eligibility for services under Part B of IDEA; and,	Transition meeting with the EGUSD Special Education Department and parents. Parents are provided with information regarding the uPolicy Committee coming school year.	Disabilities Component Teaching Staff EGUSD Special Ed Dept.	Ongoing
(ii) For children with an IEP who are transitioning out of Head Start to kindergarten, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure steps are undertaken in a timely and appropriate manner to support the child and family as they transition to a new setting.	Transition meeting with the EGUSD Special Education Department and parents. Parents are provided with information regarding the uPolicy Committee coming school year.	Disabilities Component Teaching Staff EGUSD Special Ed Dept. Elementary Education Director	Ongoing
§1302.62 Additional services for parents			
(a) Parents of all children with disabilities.			
(1) A program must collaborate with parents of children with disabilities, including but not limited to children eligible for	SAP meetings are held with parents to determine if additional formal testing is needed. IEP meeting is held with parents to determine eligibility and	Disabilities Component Teaching Staff School Psychologist	Ongoing

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services under IDEA, to ensure the needs of their children are being met, including support to help parents become advocates for services that meet their children's needs and information and skills to help parents understand their child's disability and how to best support the child's development;	appropriate strategies and setting. Support staff provide parents with resources, information and referrals as needed. Due to covid pandemic all meetings including SST, IEP and any other parental meetings will be held online/virtually.	Education Coordinator Elementary Education Director	
(2) A program must assist parents to access services and resources for their family, including securing adaptive equipment and devices and supports available through a child's health insurance or other entities, creating linkages to family support programs, and helping parents establish eligibility for additional support programs, as needed and practicable.	SAP meetings are held with parents to determine if additional formal testing is needed. IEP meeting is held with parents to determine eligibility and appropriate strategies and setting. Support staff provide parents with resources, information and referrals as needed. Support staff assist parents with using health insurance to obtain adaptive equipment and devices. Referrals for additional support services are available for parents as needed. Due to covid pandemic all meetings including SST, IEP and any other parental meetings will be held online/virtually.	Disabilities Component Teaching Staff School Psychologist Education Coordinator Elementary Education Director	Ongoing
(b) Parents of children eligible for services under IDEA. For parents of children eligible for services under IDEA, a program must also help parents:			
(1) Understand the referral, evaluation, and service timelines required under IDEA;	During SAP and IEP meetings parents are provided information on parent's rights and services, eligibility criteria and timelines. Due to covid pandemic all meetings including SST, IEP and any other parental meetings will be held online/virtually.	Disabilities Component Teaching Staff School Psychologist Education Coordinator Elementary Education Director	Ongoing
(2) Actively participate in the eligibility process and IFSP or IEP development process with the local agency responsible for implementing IDEA, including by informing parents of their right to invite the program to participate in all meetings;	During SAP and IEP meetings parents are provided information on parent's rights and services, eligibility criteria and timelines. Support staff seek input from parents for medical and developmental information.	Disabilities Component Teaching Staff School Psychologist Education Coordinator Elementary Education Director	Ongoing
(3) Understand the purposes and results of evaluations and services provided under an IFSP or IEP; and,	During SAP and IEP meetings parents are provided information on parent's rights and services, eligibility criteria and timelines. Parents participate in the decision-making process for appropriate	Disabilities Component Teaching Staff School Psychologist Education Coordinator	Ongoing

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	services and placement. Parents are given reports of evaluation results and legal documents.	Elementary Education Director	
(4) Ensure their children's needs are accurately identified in, and addressed through, the IFSP or IEP.	During SAP and IEP meetings parents are provided information on parent's rights and services, eligibility criteria and timelines. Parents participate in the decision-making process for appropriate services and placement. Parents are given reports of evaluation results and legal documents.	Disabilities Component Teaching Staff School Psychologist Education Coordinator Elementary Education Director	Ongoing
§1302.63 Coordination and collaboration with the local agency responsible for implementing IDEA			
(a) A program must coordinate with the local agency responsible for implementing IDEA to identify children enrolled or who intend to enroll in a program that may be eligible for services under IDEA, including through the process described in §1302.33(a)(3) and through participation in the local agency Child Find efforts.	Recruitment occurs through the Special Education Department, Alta Regional Center, walk-in families, doctor referrals, parent requests, and teacher referral. Students with special needs follow the same daily schedule as typically-developing students. Modifications are provided by teaching and support staff as needed. Head Start program is a part of the Elk Grove Unified School District (EGUSD)	EGUSD Special Ed Dept. ERSEA Teaching Staff	Ongoing
(b) A program must work to develop interagency agreements with the local agency responsible for implementing IDEA to improve service delivery to children eligible for services under IDEA, including the referral and evaluation process, service coordination, promotion of service provision in the least restrictive appropriate community-based setting and reduction in dual enrollment which causes reduced time in a less restrictive setting, and transition services as children move from services provided under Part C of IDEA to services provided under Part B of IDEA and from preschool to kindergarten.	Recruitment occurs through the Special Education Department, Alta Regional Center, walk-in families, doctor referrals, parent requests, and teacher referral. Students with special needs follow the same daily schedule as typically-developing students. Modifications are provided by teaching and support staff as needed. Head Start program is a part of the Elk Grove Unified School District (EGUSD).	EGUSD Special Ed Dept. ERSEA Teaching Staff	Ongoing
(c) A program must participate in the development of the IFSP or IEP if requested by the child's parents, and the implementation of the IFSP or IEP. At a minimum, the program must offer:		EGUSD Special Ed Dept. ERSEA Teaching Staff	Ongoing
(1) To provide relevant information from its screenings, assessments, and observations to the team developing a child's IFSP or IEP; and,	Head Start program is a part of the Elk Grove Unified School District (EGUSD). Observations, screenings and assessments are provided by the program to develop IEPs.	Teaching Staff Disabilities Component	Ongoing
(2) To participate in meetings with the local agency responsible for implementing	Program facilitates initial, annual and triannual IEP meetings for all enrolled children.	Teaching Staff Disabilities Component	Ongoing

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IDEA to develop or review an IEP or IFSP for a child being considered for Head Start enrollment, a currently enrolled child, or a child transitioning from a program.	Due to covid pandemic all meetings including SST, IEP and any other parental meetings will be held online/virtually.		
SUBPART 6 – TRANSITION SERVICES			
§1302.70 Transitions from Early Head Start			
(a) Implementing transition strategies and practices. An Early Head Start program must implement strategies and practices to support successful transitions for children and their families transitioning out of Early Head Start.	<p>Early Head Start staff will begin transition plans for each toddler at 30 months old to include visits to the preschool classroom and discussing the transition with parents. Toddlers will remain in Early Head Start until a slot becomes available in the Head Start program. Head Start teaching teams will share information about the student to ensure a successful transition.</p> <p>Due to covid pandemic transition plans will be completed with parents/HS teaching team via online and email. Transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>		
(b) Timing for transitions. To ensure the most appropriate placement and service following participation in Early Head Start, such programs must, at least six months prior to each child's third birthday, implement transition planning for each child and family that:	<p>Early Head Start staff will begin transition plans for each toddler at 30 months old to include visits to the preschool classroom and discussing the transition with parents. Toddlers will remain in Early Head Start until a slot becomes available in the Head Start program. Head Start teaching teams will share information about the student to ensure a successful transition.</p> <p>Due to covid pandemic transition plans will be completed with parents/HS teaching team via online and email. Transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>		
(1) Takes into account the child's developmental level and health and disability status, progress made by the child and family	Early Head Start staff will begin transition plans for each toddler at 30 months old to include visits to the preschool classroom and discussing the transition		

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while in Early Head Start, current and changing family circumstances and, the availability of Head Start, other public pre-kindergarten, and other early education and child development services in the community that will meet the needs of the child and family; and,	<p>with parents. Toddlers will remain in Early Head Start until a slot becomes available in the Head Start program. Head Start teaching teams will share information about the student to ensure a successful transition.</p> <p>Due to covid pandemic transition plans will be completed with parents/HS teaching team via online and email. Transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>		
(2) Transitions the child into Head Start or another program as soon as possible after the child's third birthday but permits the child to remain in Early Head Start for a limited number of additional months following the child's third birthday if necessary for an appropriate transition.	<p>Early Head Start staff will begin transition plans for each toddler at 30 months old to include visits to the preschool classroom and discussing the transition with parents. Toddlers will remain in Early Head Start until a slot becomes available in the Head Start program. Head Start teaching teams will share information about the student to ensure a successful transition.</p> <p>Due to covid pandemic transition plans will be completed with parents/HS teaching team via online and email. Transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>		
(c) Family collaborations. A program must collaborate with parents of Early Head Start children to implement strategies and activities that support successful transitions from , at a minimum, provide information about the child's progress during the program year and provide strategies for parents to continue their involvement in and advocacy for the education and development of their child.	<p>Early Head Start staff will begin transition plans for each toddler at 30 months old to include visits to the preschool classroom and discussing the transition with parents. Toddlers will remain in Early Head Start until a slot becomes available in the Head Start program. Head Start teaching teams will share information about the student to ensure a successful transition.</p> <p>Due to covid pandemic transition plans will be completed with parents/HS teaching team via online and email. Transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>	Education Coordinator Teaching Staff	
(d) Head Start collaboration. Head Start programs must work together to maximize	Early Head Start staff will begin transition plans for each toddler at 30 months old to include visits to the	Education Coordinator Teaching Staff	

Performance Standard	Strategies	Responsible Staff	Time Line
enrollment transitions from Early Head Start to Head Start, consistent with the eligibility provisions in subpart A, and promote successful transitions through collaboration and communication.	<p>preschool classroom and discussing the transition with parents. Toddlers will remain in Early Head Start until a slot becomes available in the Head Start program. Head Start teaching teams will share information about the student to ensure a successful transition.</p> <p>Due to covid pandemic transition plans will be completed with parents/HS teaching team via online and email. Transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>		
(e) Transition services for children with an IFSP. A program must provide additional transition services for children with an IFSP, at a minimum, as described in subpart F of this part.	<p>Early Head Start staff will begin transition plans for each toddler at 30 months old to include visits to the preschool classroom and discussing the transition with parents. Toddlers will remain in Early Head Start until a slot becomes available in the Head Start program. Head Start teaching teams will share information about the student to ensure a successful transition.</p> <p>Due to covid pandemic transition plans will be completed with parents/HS teaching team via online and email. Transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>	Education Coordinator Teaching Staff	
§1302.71 Transitions from Head Start to kindergarten			
(a) Implementing transition strategies and practices. A program that serves children who will enter kindergarten in the following year must implement transition strategies to support a successful transition to kindergarten.	<p>Students will participate in transition visits to Transitional Kindergarten (TK) and Kindergarten classrooms in the Spring. Parents are also invited to tour TK and Kindergarten classrooms and meet with TK/Kinder staff. Parents will be given educational information about TK and Kindergarten transition and registration information. Children are provided transition backpacks.</p> <p>Due to covid pandemic transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>	Teaching Staff Education Coordinator Head Start Parents	Spring of current program year

Performance Standard	Strategies	Responsible Staff	Time Line
(b) Family collaborations for transitions.			
(1) A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.	Students will participate in transition visits to Transitional Kindergarten and Kindergarten classrooms in the Spring. Parents are also invited to tour TK and Kindergarten classrooms and meet with TK/Kinder staff. Parents will be given educational information about TK and Kindergarten transition and registration information. Children are provided transition backpacks. Due to covid pandemic transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.	Teaching Staff Education Coordinator Head Start Parents	Spring of current program year
(2) At a minimum, such strategies and activities must:			
(i) Help parents understand their child's progress during Head Start;	Students will participate in transition visits to Transitional Kindergarten and Kindergarten classrooms in the Spring. Parents are also invited to tour TK and Kindergarten classrooms and meet with TK/Kinder staff. Parents will be given educational information about TK and Kindergarten transition and registration information. Children are provided transition backpacks. Due to covid pandemic transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.	Teaching Staff Education Coordinator Head Start Parents	Spring of current program year
(ii) Help parents understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child;	Students will participate in transition visits to Transitional Kindergarten and Kindergarten classrooms in the Spring. Parents are also invited to tour TK and Kindergarten classrooms and meet with TK/Kinder staff. Parents will be given educational information about TK and Kindergarten transition and registration information. Children are provided transition backpacks. Due to covid pandemic transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.	Teaching Staff Education Coordinator Head Start Parents	Spring of current program year

Performance Standard	Strategies	Responsible Staff	Time Line
(iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; and,	<p>Students will participate in transition visits to Transitional Kindergarten and Kindergarten classrooms in the Spring. Parents are also invited to tour TK and Kindergarten classrooms and meet with TK/Kinder staff. Parents will be given educational information about TK and Kindergarten transition and registration information. Children are provided transition backpacks.</p> <p>Due to covid pandemic transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>	Teaching Staff Education Coordinator Head Start Parents	Spring of current program year
(iv) Assist parents in the ongoing communication with teachers and other school personnel so that parents can participate in decisions related to their children's education.	<p>Students will participate in transition visits to Transitional Kindergarten and Kindergarten classrooms in the Spring. Parents are also invited to tour TK and Kindergarten classrooms and meet with TK/Kinder staff. Parents will be given educational information about TK and Kindergarten transition and registration information. Children are provided transition backpacks.</p> <p>Due to covid pandemic transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>	Teaching Staff Education Coordinator Head Start Parents	Spring of current program year
(c) Community collaborations for transitions. (1) A program must collaborate with local education agencies to support family engagement under section 642(b)(13) of the Act and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.	<p>Students will participate in transition visits to Transitional Kindergarten and Kindergarten classrooms in the Spring. Parents are also invited to tour TK and Kindergarten classrooms and meet with TK/Kinder staff. Parents will be given educational information about TK and Kindergarten transition and registration information. Children are provided transition backpacks.</p> <p>Due to covid pandemic transition visits will occur only if social distancing protocols and safety protocols can be implemented with risk of spreading the virus.</p>	Teaching Staff Education Coordinator Head Start Parents	Spring of current program year
(1) At a minimum, such strategies and activities must include:			

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(i) Coordination with schools or other appropriate agencies to ensure children's relevant records are transferred to the school or next placement in which a child will enroll, consistent with privacy requirements in subpart C of part 1303 of this chapter;	Teachers create a transition envelope with assessment, background/family information, health concerns, and relevant SAP information. Transition envelopes are sent to the school the child will be attending.	ERSEA Staff Teaching Staff	End of program year
(ii) Communication between appropriate staff and their counterparts in the schools to facilitate continuity of learning and development, consistent with privacy requirements in subpart C of part 1303 of this chapter; and,	Teachers create a transition envelope with assessment, background/family information, health concerns, and relevant SAP information. Transition envelopes are sent to the school the child will be attending.	ERSEA Staff Teaching Staff	End of program year
(iii) Participation, as possible, for joint training and professional development activities for Head Start and kindergarten teachers and staff.	Head Start, TK and Kinder staff participate in quarterly professional development workshops. Due to covid pandemic all professional development workshops/transition will be provided virtually/online.	EGUSD Elementary Education Director Education Coordinator	Ongoing
(2) A program that does not operate during the summer must collaborate with school districts to determine the availability of summer school programming for children who will be entering kindergarten and work with parents and school districts to enroll children in such programs, as appropriate.	Students participate in Kinder Kamp through the ECE Department to prepare for TK or Kindergarten. Applications are made available in January for parents to apply for Kinder Kamp. Due to covid pandemic all summer programs will be held only if safety protocols and social distancing protocols can be safely implemented.	EGUSD Education Coordinator Teaching Staff	Ongoing
(d) Learning environment activities. A program must implement strategies and activities in the learning environment that promote successful transitions to kindergarten for enrolled children, and at a minimum, include approaches that familiarize children with the transition to kindergarten and foster confidence about such transition.	Students will participate in transition visits to Transitional Kindergarten and Kindergarten classrooms in the Spring. Parents are also invited to tour TK and Kindergarten classrooms and meet with TK/Kinder staff. Parents will be given educational information about TK and Kindergarten transition and registration information. Children are provided transition backpacks. Due to covid pandemic transition visits will occur only if social distancing protocols and safety	Teaching Staff Head Start Parents	Spring of program year

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	protocols can be implemented with risk of spreading the virus.		
(e) Transition services for children with an IEP. A program must provide additional transition services for children with an IEP, at a minimum, as described in subpart F of this part.	District holds Special Education transition meetings to determine child's next placement. Due to covid pandemic all meetings will be held virtually/online.	EGUSD Special Ed Dept.	Annually
§1302.72 Transitions between programs			
(a) For families and children who move out of the community in which they are currently served, including homeless families and foster children, a program must undertake efforts to support effective transitions to other Early Head Start or Head Start programs. If Early Head Start or Head Start is not available, the program should assist the family to identify another early childhood program that meets their needs.	When notified of move, ERSEA staff will work with parents to transfer to another Head Start or State-funded preschool program within Sacramento County. Efforts include calling other programs, faxing information and transferring files electronically.	ERSEA	As needed
(b) A program that serves children whose families have decided to transition them to other early education programs, including public pre-kindergarten, in the year prior to kindergarten entry must undertake strategies and activities described in §1302.71(b) and (c)(1) and (2), as practicable and appropriate.	Staff will provide transition information and enrollment referrals to other programs that better meet the needs of the child and family.	ERSEA	As needed
(c) A migrant or seasonal Head Start program must undertake efforts to support effective transitions to other migrant or seasonal Head Start or, if appropriate, Early Head Start or Head Start programs for families and children moving out of the community in which they are currently served.	N/A		
SUBPART H — SERVICES TO ENROLLED PREGNANT WOMEN			
§1302.80 Enrolled pregnant women			
(a) Within 30 days of enrollment, a program must determine whether each enrolled pregnant woman has an ongoing source of continuous, accessible health care – provided by a health care professional that maintains her ongoing health record and is not primarily a source of emergency or urgent care – and, as appropriate, health insurance coverage.	N/A		

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(b) If an enrolled pregnant woman does not have a source of ongoing care as described in paragraph (a) of this section and, as appropriate, health insurance coverage, a program must, as quickly as possible, facilitate her access to such a source of care that will meet her needs.	N/A		
(c) A program must facilitate the ability of all enrolled pregnant women to access comprehensive services through referrals that, at a minimum, include nutritional counseling, food assistance, oral health care, mental health services, substance abuse prevention and treatment, and emergency shelter or transitional housing in cases of domestic violence.	N/A		
(d) A program must provide a newborn visit with each mother and baby to offer support and identify family needs. A program must schedule the newborn visit within two weeks after the infant's birth.	N/A		
§1302.81 Prenatal and postpartum information, education, and services			
(a) A program must provide enrolled pregnant women, fathers, and partners or other relevant family members the prenatal and postpartum information, education and services that address, as appropriate, fetal development, the importance of nutrition, the risks of alcohol, drugs, and smoking, labor and delivery, postpartum recovery, parental depression, infant care and safe sleep practices, and the benefits of breastfeeding.	N/A		
(b) A program must also address needs for appropriate supports for emotional well-being, nurturing and responsive caregiving, and father engagement during pregnancy and early childhood.	N/A		
§1302.82 Family partnership services for enrolled pregnant women			
(a) A program must engage enrolled pregnant women and other relevant family members, such as fathers, in the family partnership services as described in §1302.52 and include a specific focus on factors that influence prenatal and postpartum maternal and infant health.	N/A		

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(b) A program must engage enrolled pregnant women and other relevant family members, such as fathers, in discussions about program options, plan for the infant's transition to program enrollment, and support the family during the transition process, where appropriate.	N/A		
SUBPART I HUMAN RESOURCES MANAGEMENT			
§1302.90 Personnel policies			
(a) Establishing personnel policies and procedures. A program must establish written personnel policies and procedures that are approved by the governing body and policy council or Policy Committee and that are available to all staff.	Policy Committee and Governing Board have adopted personnel policies and procedures that are revised and reapproved as needed.	EGUSD H.R. Department Elementary Education Director	Ongoing
(b) Background checks and selection procedures.	EGUSD hiring process includes employment application, interview panel, reference checks, background and Livescan process as well as HR orientation prior to starting employment. All staff must complete appropriate licensing forms within 30 days of starting employment. Due to covid pandemic all interviews will be held virtually/online using the HR approved process.	EGUSD H.R. Department Elementary Education Director	Ongoing
(1) Before a person is hired, directly or through contract, including transportation staff and contractors, a program must conduct an interview, verify references, conduct a sex offender registry check and obtain one of the following:	EGUSD hiring process includes employment application, interview panel, reference checks, background and Livescan process as well as HR orientation prior to starting employment. All staff must complete appropriate licensing forms within 30 days of starting employment. Due to covid pandemic all interviews will be held virtually/online using the HR approved process.	EGUSD H.R. Department Elementary Education Director	Ongoing
(i) State or tribal criminal history records, including fingerprint checks; or,	EGUSD hiring process includes employment application, interview panel, reference checks, background and Livescan process as well as HR orientation prior to starting employment. All staff must complete appropriate licensing forms within 30 days of starting employment. Due to covid pandemic all interviews will be held virtually/online using the HR approved process.	EGUSD H.R. Department Elementary Education Director	Ongoing

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(ii) Federal Bureau of Investigation criminal history records, including fingerprint checks.	EGUSD hiring process includes employment application, interview panel, reference checks, background and Livescan process as well as HR orientation prior to starting employment. All staff must complete appropriate licensing forms within 30 days of starting employment. All staff must complete appropriate licensing forms within 30 days of starting employment. Due to covid pandemic all interviews will be held virtually/online using the HR approved process.	EGUSD H.R. Department Elementary Education Director	Ongoing
(2) A program has 90 days after an employee is hired to complete the background check process by obtaining:	EGUSD hiring process includes employment application, interview panel, reference checks, background and Livescan process as well as HR orientation prior to starting employment. All staff must complete appropriate licensing forms within 30 days of starting employment. Due to covid pandemic all interviews will be held virtually/online using the HR approved process.	EGUSD H.R. Department Elementary Education Director	Ongoing
(i) Whichever check listed in paragraph (b)(1) of this section was not obtained prior to the date of hire; and,	EGUSD hiring process includes employment application, interview panel, reference checks, background and Livescan process as well as HR orientation prior to starting employment. All staff must complete appropriate licensing forms within 30 days of starting employment. Due to covid pandemic all interviews will be held virtually/online using the HR approved process.	EGUSD H.R. Department Elementary Education Director	Ongoing
(ii) Child abuse and neglect state registry check, if available.	EGUSD hiring process includes employment application, interview panel, reference checks, background and Livescan process as well as HR orientation prior to starting employment. All staff must complete appropriate licensing forms within 30 days of starting employment. Due to covid pandemic all interviews will be held virtually/online using the HR approved process.	EGUSD H.R. Department Elementary Education Director	Ongoing
(3) A program must review the information found in each employment application and complete background check	All information provided on job application, from reference checks, interviews and employment paperwork are reviewed by HR staff prior to offer of	EGUSD H.R. Department Elementary Education Director	Ongoing

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to assess the relevancy of any issue uncovered by the complete background check including any arrest, pending criminal charge, or conviction and must use Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f(c) (1)(D) and 42 U.S.C. 9858f(h)(1) or tribal disqualifications factors to determine whether the prospective employee can be hired or the current employee must be terminated.	employment with EGUSD. Any criminal information received from potential applicants are reviewed by HR staff and any staff deemed inappropriate are not offered employment. Subsequent arrest are provided to HR for all employees and reviewed to determine if employment should be terminated if danger to children. Board approval required for all hiring and firing of employees.		
(4) A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process described in paragraphs (b)(1) through (3) of this section is complete.	Employees do not begin employment with EGUSD until fingerprinting and Livescan has been completed and information received from DOJ and local law enforcement agencies.	EGUSD H.R. Department Elementary Education Director	Ongoing
(5) A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years which must include each of the four checks listed in paragraphs (b)(1) and (2) of this section, and review and make employment decisions based on the information as described in paragraph (b)(3) of this section, unless the program can demonstrate to the responsible HHS official that it has a more stringent system in place that will ensure child safety.	Employees complete fingerprinting and Livescan process prior to starting employment. Subsequent arrest records are provided to HR if employees have contact with law enforcement. HR reviews subsequent arrest records to determine if crime violates Board policy and termination of employment is warranted.	EGUSD H.R. Department Elementary Education Director	Ongoing
(6) A program must consider current and former program parents for employment vacancies for which such parents apply and are qualified.	Job board in Family Room advertises available jobs within EGUSD and other local jobs. Parents are encouraged to apply and are hired for positions for which they qualify and are selected after participating in the hiring process. Due to covid pandemic all job related information will be sent to parents via email.	EGUSD H.R. Department Elementary Education Director	Ongoing
(c) Standards of conduct.			
(1) A program must ensure all staff, consultants, contractors, and volunteers			

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abide by the program's standards of conduct that:			
(i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;	<p>Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment of children, positive behavior strategies are implemented, no isolation of children, binding/tying of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing
(ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:	<p>Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment of children, positive behavior strategies are implemented, no isolation of children, binding/tying of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing
(A) Use corporal punishment;	<p>Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment of children, positive behavior strategies are implemented, no isolation of children, binding/tying of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing

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(B) Use isolation to discipline a child;	<p>Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment of children, positive behavior strategies are implemented, no isolation of children, binding/tying of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing
(C) Bind or tie a child to restrict movement or tape a child's mouth;	<p>Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment of children, positive behavior strategies are implemented, no isolation of children, binding/tying of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing
(D) Use or withhold food as a punishment or reward;	<p>Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment of children, positive behavior strategies are implemented, no isolation of children, binding/tying of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing
(E) Use toilet learning/training methods	Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment	EGUSD H.R. Department	Ongoing

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that punish, demean, or humiliate a child;	<p>of children, positive behavior strategies are implemented, no isolation of children, binding/tying of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD Professional Development Elementary Education Director Head Start Staff	
(F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;	<p>Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment of children, positive behavior strategies are implemented, no isolation of children, binding/tying of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing
(G) Physically abuse a child;	<p>Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment of children, positive behavior strategies are implemented, no isolation of children, binding/tying of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing
(H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory	<p>Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment of children, positive behavior strategies are implemented, no isolation of children, binding/tying</p>	EGUSD H.R. Department EGUSD Professional Development	Ongoing

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remarks about the child or child's family; or,	of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time. Due to covid pandemic all trainings will be held virtually/online.	Elementary Education Director Head Start Staff	
(I) Use physical activity or outdoor time as a punishment or reward;	Staff are trained during preservice training and staff meeting as needed to ensure no physical punishment of children, positive behavior strategies are implemented, no isolation of children, binding/tying of children, use of food as punishment/reward, physical abuse, and toilet training as punishment, emotional abuse, verbal abuse and physical activity as punishment or reward. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time. Due to covid pandemic all trainings will be held virtually/online.	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing
(iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;	Staff are trained during preservice training and staff meeting as needed to ensure children and/or families are treated with respect and dignity at all times. Ongoing classroom observations are conducted to ensure no inappropriate conduct by any staff occur at any time. Due to covid pandemic all trainings will be held virtually/online.	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing
(iv) Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and,	Staff are trained during preservice training and staff meeting as needed to ensure children and/or families' information is kept confidential including all information obtained during enrollment, home visits, parent conferences and ongoing conversations with families. Due to covid pandemic all trainings will be held virtually/online.	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director Head Start Staff	Ongoing

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(v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.	Staff are trained during preservice training and staff meetings as needed regarding supervision of children at all times. Roving staff are utilized during breaks and outdoor times to ensure appropriate ratio coverage. Volunteers are advised that are never permitted to supervise children by themselves. Due to covid pandemic all trainings will be held virtually/online.	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director	Ongoing
(2) Personnel policies and procedures must include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct.	<i>Staff Handbook</i> outlines appropriate consequences up to and including dismissal through the HR disciplinary process for violations of the code of conduct.	EGUSD H.R. Department Elementary Education Director	Ongoing
(d) Communication with dual language learners and their families.	Bilingual staff within the program speak various languages. Language line is used as needed to communicate with bilingual parents. Materials such as books are from diverse backgrounds within the classroom setting. Classrooms display some labeling in different languages. Auto-calls, fliers, emails, telephone calls, texting, parent bulletins, classroom newsletters are used also to communicate with parents.	Elementary Education Director Head Start Staff EGUSD Communications Department	Ongoing
(1) A program must ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency.	Bilingual staff within the program speak various languages. Language line is used as needed to communicate with bilingual parents. Materials such as books are from diverse backgrounds within the classroom setting. Classrooms display some labeling in different languages. Auto-calls, fliers, emails, telephone calls, texting, parent bulletins, classroom newsletters are used also to communicate with parents.	Elementary Education Director Head Start Staff EGUSD Communications Department	Ongoing
(2) If a majority of children in a class or home-based program speak the same language, at least one class staff member or home visitor must speak such language.	Bilingual staff are assigned to classrooms throughout the program based on the enrollment of bilingual students.	Elementary Education Director Head Start Staff EGUSD Communications Department	Ongoing
§1302.91 Staff qualifications and competency requirements			
(a) Purpose. A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge,	Staff are provided training prior to start of the school year, during district wide training days, staff meetings, SETA Content meetings, component team	EGUSD H.R. Department EGUSD Professional Development	Ongoing

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training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.	meetings and ongoing as needed. Staff are encouraged to attend workshops/trainings from training vendors. Training hours are documented and tracked with the Staff Development binder. Staff also complete individual Staff Development plans by October of every school year. Due to covid pandemic all trainings will be held virtually/online.	Elementary Education Director	
(b) Early Head Start or Elementary Education Director. A program must ensure an Early Head Start or Elementary Education Director hired after November 7, 2016, has, at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration.	HR provides job descriptions for every job that outlines the minimum qualifications including experience and education levels required. All staff are highly qualified and provided ongoing training.	EGUSD H.R. Department	Ongoing
(c) Fiscal officer. A program must assess staffing needs in consideration of the fiscal complexity of the organization and applicable financial management requirements and secure the regularly scheduled or ongoing services of a fiscal officer with sufficient education and experience to meet their needs. A program must ensure a fiscal officer hired after November 7, 2016, is a certified public accountant or has, at a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field.	HR provides job descriptions for every job that outlines the minimum qualifications including experience and education levels required. All staff are highly qualified and provided ongoing training.	EGUSD H.R. Department	Ongoing
(d) Child and family services management staff qualification requirements.	HR provides job descriptions for every job that outlines the minimum qualifications including experience and education levels required. All staff are highly qualified and provided ongoing training.	EGUSD H.R. Department	Ongoing
(1) Family, health, and disabilities management. A program must ensure staff responsible for management and oversight of family services, health services, and services to children with disabilities hired after November 7, 2016 have, at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee.	HR provides job descriptions for every job that outlines the minimum qualifications including experience and education levels required. All staff are highly qualified and provided ongoing training.	EGUSD H.R. Department	Ongoing
(2) Education management. As prescribed in section 648A(a)(2)(B)(i) of the Act, a program must ensure staff and	HR provides job descriptions for every job that outlines the minimum qualifications including	EGUSD H.R. Department Elementary Education Director	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
consultants that serve as education managers or coordinators, including those that serve as curriculum specialists, have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience.	experience and education levels required. All staff are highly qualified and provided ongoing training.		
(e) Child and family services staff.			
(1) Early Head Start center-based teacher qualification requirements. As prescribed in section 645A(h) of the Act, a program must ensure center-based teachers that provide direct services to infants and toddlers in Early Head Start centers have a minimum of a Child Development Associate (CDA) credential or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.	Early Head Start staff will be fully qualified as outlined by the Human Resources job descriptions, including experience and education levels required.		
(2) Head Start center-based teacher qualification requirements.	HR provides job descriptions for every job that outlines the minimum qualifications including experience and education levels required. All staff are highly qualified and provided ongoing training.	EGUSD H.R. Department Elementary Education Director	Ongoing
(i) The Secretary must ensure no less than fifty percent of all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework.	All Head Start Lead Teachers currently have Bachelor degrees. Job description indicates that Head Start teachers must have Bachelor degree to be hired by EGUSD.	EGUSD H.R. Department Elementary Education Director	Ongoing
(ii) As prescribed in section 648A(a)(3)(B) of the Act, a program must ensure all center-based teachers have at least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of section 648A(a)(3)(B) of the Act.	All Head Start Lead Teachers currently have Bachelor degrees. Job description indicates that Head Start teachers must have Bachelor degree to be hired by EGUSD.	EGUSD H.R. Department Elementary Education Director	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
(3) Head Start assistant teacher qualification requirements. As prescribed in section 648A(a) (2)(B)(ii) of the Act, a program must ensure Head Start assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.	All Head Start Teacher Assistants must have Bachelor degree, Associate of Arts degree or child development permit to be hired by EGUSD.	EGUSD H.R. Department Elementary Education Director	Ongoing
(4) Family child care provider qualification requirements.	N/A		
(i) A program must ensure family child care providers have previous early child care experience and, at a minimum, are enrolled in a Family Child Care CDA program or state equivalent, or an associate's or baccalaureate degree program in child development or early childhood education prior to beginning service provision, and for the credential acquire it within eighteen months of beginning to provide services.	N/A		
(ii) By August 1, 2018, a child development specialist, as required for family child care in §1302.23(e), must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field.	N/A		
(5) Center-based teachers, assistant teachers, and family child care provider competencies. A program must ensure center-based teachers, assistant teachers, and family child care providers demonstrate competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure	All teaching staff are trained and assessed on implementing appropriate classroom lessons/ activities and assessed by CLASS observations to ensure appropriate teaching strategies are provided to all children Due to covid pandemic all trainings will be held virtually/online..	EGUSD H.R. Department Elementary Education Director	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
effective curriculum implementation and use of assessment and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.			
(6) Home visitors. A program must ensure home visitors providing home-based education services:	N/A		
(i) Have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree; and,	N/A		
(ii) Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.	N/A		
(7) Family services staff qualification requirements. A program must ensure staff who work directly with families on the family partnership process hired after November 7, 2016, have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.	All Community Liaisons have appropriate education levels and experience to provide family support services as deemed appropriate by job description from HR.	EGUSD H.R. Department Elementary Education Director	Ongoing
(8) Health professional qualification requirements.	HR provides job descriptions for every job that outlines the minimum qualifications including	EGUSD H.R. Department	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
	experience and education levels required. All staff are highly qualified and provided ongoing training.	Elementary Education Director Health Component	
(i) A program must ensure health procedures are performed only by a licensed or certified health professional.	HR provides job descriptions for every job that outlines the minimum qualifications including experience and education levels required. All staff are highly qualified and provided ongoing training. Screenings are conducted by ECE District Nurse, Health Assistant or local health community agencies.	EGUSD H.R. Department Elementary Education Director Health Component	Ongoing
(ii) A program must ensure all mental health consultants are licensed or certified mental health professionals. A program must use mental health consultants with knowledge of and experience in serving young children and their families, if available in the community.	HR provides job descriptions for every job that outlines the minimum qualifications including experience and education levels required. All staff are highly qualified and provided ongoing training.	Mental Health Component Elementary Education Director	Ongoing
(iii) A program must use staff or consultants to support nutrition services who are registered dietitians or nutritionists with appropriate qualifications.	HR provides job descriptions for every job that outlines the minimum qualifications including experience and education levels required. All staff are highly qualified and provided ongoing training. Program uses Registered Dietician (RD) as consultant and District's RD for nutrition support as needed.	EGUSD Nutrition Dept. Elementary Education Director	Ongoing
(f) Coaches. A program must ensure coaches providing the services described in 1302.92(c) have a minimum of a baccalaureate degree in early childhood education or a related field.	HR provides job descriptions for every job that outlines the minimum qualifications including experience and education levels required. All staff are highly qualified and provided ongoing training. Education Lead Teacher has a Master's degree in Child Development.	EGUSD Nutrition Dept. Elementary Education Director	Ongoing
§1302.92 Training and professional development			
(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.	All new staff are provided orientation by Elementary Education Director within 30 days of employment with focus on program goals, program policies and procedures as well as outlining plan for ongoing communication and support. Due to covid pandemic all trainings will be held virtually/online.	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director	Ongoing

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(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:	<p>Staff are provided training prior to start of the school year, during district wide training days, staff meetings, SETA Content meetings, component team meetings and ongoing as needed. Staff are encouraged to attend workshops/trainings from training vendors. Training hours are documented and tracked with the Staff Development binder. Staff also complete individual Staff Development plans by October of every school year.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director	Ongoing
(1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act.	<p>Staff are provided training prior to start of the school year, during district wide training days, staff meetings, SETA Content meetings, component team meetings and ongoing as needed. Staff are encouraged to attend workshops/trainings from training vendors. Training hours are documented and tracked with the Staff Development binder. Staff also complete individual Staff Development plans by October of every school year. Training will include effective classroom management, CLASS assessment domains, positive parent communication, social skills development, behavior management and other relevant topics for teaching staff.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director	Ongoing
(2) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;	<p>Staff are provided training prior to start of the school year, during district wide training days, staff meetings, SETA Content meetings, component team meetings and ongoing as needed. Staff are encouraged to attend workshops/trainings from training vendors. Training hours are documented and tracked with the Staff Development binder. Staff also complete individual Staff Development plans by October of every school year. Training will include child abuse reporting and prevention.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
(3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;	<p>Staff are provided training prior to start of the school year, during district wide training days, staff meetings, SETA Content meetings, component team meetings and ongoing as needed. Staff are encouraged to attend workshops/trainings from training vendors. Training hours are documented and tracked with the Staff Development binder. Staff also complete individual Staff Development plans by October of every school year. Community Liaisons participate in trainings with SETA Content Leaders, through component meetings and staff meetings related to family engagement strategies.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director	Ongoing
(4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,	<p>Staff are provided training prior to start of the school year, during district wide training days, staff meetings, SETA Content meetings, component team meetings and ongoing as needed. Staff are encouraged to attend workshops/trainings from training vendors. Training hours are documented and tracked with the Staff Development binder. Staff also complete individual Staff Development plans by October of every school year. Training includes health and disabilities topics.</p> <p>Due to covid pandemic all trainings will be held virtually/online.</p>	EGUSD H.R. Department EGUSD Professional Development Elementary Education Director	Ongoing
(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in	<p>Staff are provided training prior to start of the school year, during district wide training days, staff meetings, SETA Content meetings, component team meetings and ongoing as needed. Staff are encouraged to attend workshops/trainings from training vendors. Training hours are documented and tracked with the Staff Development binder. Staff also complete individual Staff Development plans by October of every school year. Trainings include Creative Curriculum, 2nd step curriculum, Teaching Pyramid, DRDP, DRDP Tech and other relevant training as needed.</p>	EGUSD Professional Development Department Grantee Content Leaders Teaching Staff Elementary Education Director	Ongoing

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subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.	Due to covid pandemic all trainings will be held virtually/online.		
(c) A program must implement a research-based, coordinated coaching strategy for education staff that:			
(1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;	Teaching staff participate in Teaching Pyramid training through SETA training unit. Coaching and mentoring will be provided by the Lead Teacher on site, QRIS mentoring program and SETA Education staff to ensure all teaching staff identify strengths, areas of needed support and any additional staff that could benefit from intensive coaching. Program will pilot and implement coaching companion.	Head Start Teaching Staff Education Coordinator	Ongoing
(2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;	Program will pilot and implement coaching companion.	Head Start Teaching Staff Education Coordinator	Ongoing
(3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;	Teaching staff participate in Teaching Pyramid training through SETA training unit. Coaching and mentoring will be provided by the Lead Teacher on site, QRIS mentoring program and SETA Education staff to ensure all teaching staff identify strengths, areas of needed support and any additional staff that could benefit from intensive coaching. Education Coordinator/Elementary Education Director will conduct observations and provide feedback. Program Specialist will also model lesson delivery and effective teacher practices. Program will pilot and implement coaching companion.	Head Start Teaching Staff Education Coordinator	Ongoing
(4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:	Teaching staff participate in Teaching Pyramid training through SETA training unit. Coaching and mentoring will be provided by the Lead Teacher on site, QRIS mentoring program and SETA Education staff to ensure all teaching staff identify strengths, areas of needed support and any additional staff that could benefit from intensive coaching. Education Coordinator/Elementary Education Director will	Head Start Teaching Staff Education Coordinator	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
	conduct observations and provide feedback. Program Specialist will also model lesson delivery and effective teacher practices. Program will pilot and implement coaching companion.		
(i) Align with the program's school readiness goals, curricula, and other approaches to professional development;	Teaching staff participate in Teaching Pyramid training through SETA training unit. Coaching and mentoring will be provided by the Lead Teacher on site, QRIS mentoring program and SETA Education staff to ensure all teaching staff identify strengths, areas of needed support and any additional staff that could benefit from intensive coaching. Education Coordinator/Elementary Education Director will conduct observations and provide feedback. Program Specialist will also model lesson delivery and effective teacher practices. Coaching/mentoring staff will align coaching practices with program's goals, curriculum, PD trainings and policies/procedures. Program will pilot and implement coaching companion.	Head Start Teaching Staff Education Coordinator	Ongoing
(ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;	Coaching/mentoring staff will be highly qualified with appropriate training, education and experience. Communication between coaching/mentoring staff will be regular and ongoing between Administrative and Education Staff. Program goals, classroom goals and teacher goals will be communicated to Coaching/mentoring staff to ensure coaching practices and relevant strategies are implemented to assist with goal achievement. Program will pilot and implement coaching companion.	Program Specialist Elementary Education Director Head Start Teaching Staff	Ongoing
(iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,	Coaching/mentoring staff will be highly qualified with appropriate training, education and experience. Communication between coaching/mentoring staff will be regular and ongoing between Administrative and Education Staff. Program goals, classroom goals and teacher goals will be communicated to Coaching/mentoring staff to ensure coaching practices and relevant strategies are implemented to assist with goal achievement. Program will pilot and implement coaching companion.	Program Specialist Elementary Education Director Head Start Teaching Staff	Ongoing
(iv) Include clearly articulated goals informed by the program's	Coaching/mentoring staff will be highly qualified with appropriate training, education and experience.	Program Specialist	Ongoing

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goals, as described in §1302.102, and a process for achieving those goals; and,	Communication between coaching/mentoring staff will be regular and ongoing between Administrative and Education Staff. Program goals, classroom goals and teacher goals will be communicated to Coaching/mentoring staff to ensure coaching practices and relevant strategies are implemented to assist with goal achievement. Program will pilot and implement coaching companion.	Elementary Education Director Head Start Teaching Staff	
(5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.	Program does not utilize assessment results as method for teacher evaluation. Action plans are developed from assessment results to improve teaching strategies, classroom management and school readiness skills achievement by children. Staff are provided regular prep time and resources to ensure strategies for effective teaching can be implemented.	Program Specialist Elementary Education Director Head Start Teaching Staff	Ongoing
(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part.	N/A		
§1302.93 Staff health and wellness			
(a) A program must ensure each staff member has an initial health examination and a periodic re-examination as recommended by their health care provider in accordance with state, tribal, or local requirements that include screeners or tests for communicable diseases, as appropriate. The program must ensure staff do not, because of communicable diseases, pose a significant risk to the health or safety of others in the program that cannot be eliminated or reduced by reasonable accommodation, in accordance with the Americans with Disabilities Act and section 504 of the Rehabilitation Act.	<p>All teaching staff will complete an initial health exam on the appropriate licensing form within the first 60 days of employment. Staff will be re-examined as deemed appropriate. Staff will also receive the appropriate immunizations per licensing requirements.</p> <p>Due to covid pandemic all staff will utilize learning genie to complete the daily symptoms questionnaire for covid symptoms. Any staff displaying any symptoms will not be permitted to perform their job duties onsite.</p>	EGUSD H.R. Department Elementary Education Director	Ongoing

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(b) A program must make mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.	School Social Worker is on site and will provide staff with necessary resources/information for mental health, wellness and health education topics. Ice breakers and team building activities will be a regular part of the monthly staff meetings as well as training days.	Mental Health Component Elementary Education Director Head Start Staff	Ongoing
§1302.94 Volunteers			
(a) A program must ensure regular volunteers have been screened for appropriate communicable diseases in accordance with state, tribal or local laws. In the absence of state, tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings.	Volunteers as defined by Board Policy as 16 hours per week and immunized as appropriate. Due to covid pandemic volunteering opportunities will be eliminated to avoid risk of spreading the virus.	Health Component Community Liaisons Head Start Parents Elementary Education Director	Ongoing
(b) A program must ensure children are never left alone with volunteers.	Per EGUSD Board policy and program procedures, volunteers are never left alone with children.	Head Start Staff	Ongoing
SUBPART I PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT			
§1302.100 Purpose			
A program must provide management and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high-quality program services.			
§1302.101 Management system			
(a) Implementation. A program must implement a management system that:			
(1) Ensures a program, fiscal, and human resource management structure that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services described in subparts C, D, E, F, G, and H of this part;	Elementary Education Director, component leaders, HR Department and Budget Analyst provides ongoing oversight of all program areas. Oversight includes evaluation process, goal development, classroom action plans, professional development, self- assessment process, monthly monitoring observations and feedback sessions with teaching staff.	Budget Analyst Elementary Education Director	Ongoing
(2) Provides regular and ongoing supervision to support individual staff professional development and continuous program quality improvement;	Elementary Education Director, component leaders, HR Department and Budget Analyst provides ongoing oversight of all program areas. Oversight includes evaluation process, goal development, classroom action plans, professional development, self- assessment process, staffing arrangements, budget reviews, monthly monitoring observations and feedback sessions with teaching staff.	Budget Analyst Elementary Education Director	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
(3) Ensures budget and staffing patterns that promote continuity of care for all children enrolled, allow sufficient time for staff to participate in appropriate training and professional development, and allow for provision of the full range of services described in subparts C, D, E, F, G, and H of this part; and,	Elementary Education Director, component leaders, HR Department and Budget Analyst provides ongoing oversight of all program areas. Oversight includes evaluation process, goal development, classroom action plans, professional development, self- assessment process, staffing arrangements, budget reviews, monthly monitoring observations and feedback sessions with teaching staff.	Budget Analyst Elementary Education Director	Ongoing
(4) Maintains an automated accounting and record keeping system adequate for effective oversight.	Program utilizes SEIS, AERIES, ChildPlus and QSS systems to provide oversight on special education students, attendance, budget and program related areas.	Elementary Education Director Component Leaders Teaching Staff	
(b) Coordinated approaches. At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure:			
(1) The training and professional development system, as described in §1302.92, effectively supports the delivery and continuous improvement of high-quality services;	Program develops annual professional development calendar which indicates specific training topics and days for the school year. Program staff, SETA Content Leaders and community based agencies are utilized to facilitate the professional development opportunities.	Elementary Education Director SETA Content Leaders EGUSD Professional Development Department	Ongoing
(2) The full and effective participation of children who are dual language learners and their families, by:			
(i) Utilizing information from the program's community assessment about the languages spoken throughout the program service area to anticipate child and family needs;	Bilingual staff are assigned to classrooms based on the needs of dual language learners, community assessment findings and community information. Community Liaisons work with local community based agencies to identify resources and information for families. Community Liaisons provide resource list to staff and families for available community resources.	Head Start Staff Elementary Education Director Community Liaisons Teaching Staff	Ongoing
(ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in §1302.53(a); and,	Bilingual staff are assigned to classrooms based on the needs of dual language learners, community assessment findings and community information. Community Liaisons work with local community based agencies to identify resources and information for families. Community Liaisons provide resource	Head Start Staff Elementary Education Director Community Liaisons Teaching Staff	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
	list to staff and families for available community resources.		
(iii) Systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate.	Bilingual staff are assigned to classrooms based on the needs of dual language learners, community assessment findings and community information. Community Liaisons work with local community based agencies to identify resources and information for families. Community Liaisons provide resource list to staff and families for available community resources. Program enrollment and various forms are translated as needed for families.	Head Start Staff Elementary Education Director Community Liaisons Teaching Staff	Ongoing
(3) The full and effective participation of all children with disabilities, including but not limited to children eligible for services under IDEA, by providing services with appropriate facilities, program materials, curriculum, instruction, staffing, supervision, and partnerships, at a minimum, consistent with section 504 of the Rehabilitation Act and the Americans with Disabilities Act; and,	Program consistently recruits children with special needs through the EGUSD Special Education Department. Teaching staff collaborate with parents, social worker and local community-based agencies to ensure the needs of all special education children are met through curriculum, supervision, appropriate facilities and high quality instruction.	EGUSD Special Ed Dept. Component Leaders Teaching Staff	Ongoing
(4) The management of program data to effectively support the availability, usability, integrity, and security of data. A program must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.	Data reports are provided to Policy Committee and Governing Board through monthly meetings and board communication information bulletins. Procedures to maintain data are established and include protection of vital records. Due to covid pandemic all reports will be provided online and via email.	Elementary Education Director Policy Committee Parents EGUSD Board of Trustees Teaching Staff	Ongoing
§1302.102 Achieving program goals			
(a) Establishing program goals. A program, in collaboration with the governing body and policy council, must establish goals and measurable objectives that include:			
(1) Strategic long-term goals for ensuring programs are and remain responsive to community needs as identified	In collaboration with grantee and other delegate agencies, program establishes three primary goals and program-specific strategies. Annually program	Elementary Education Director Head Start Staff	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
in their community assessment as described in subpart A of this part;	reviews the three goals and provides updates on the progress through the grant application process. Goals relate to health, nutrition, education and family engagement. Program completes self-assessment process annually and outlines strategies for improvement in identified areas. Program outlines school readiness goals annually and completes action plans for the program and individual classrooms. Staff provide strategies for improving school readiness skills and implement action plans. Liaisons utilize parent survey data and results to implement goals and provide strategies for increasing family engagement.	Grantee Delegate Agencies	
(2) Goals for the provision of educational, health, nutritional, and family and community engagement program services as described in the program performance standards to further promote the school readiness of enrolled children;	In collaboration with grantee and other delegate agencies, program establishes three primary goals and program specific strategies. Annually program reviews the three goals and provides updates on the progress through the grant application process. Goals relate to health, nutrition, education and family engagement. Program completes self- assessment process annually and outlines strategies for improvement in identified areas. Program outlines school readiness goals annually and completes action plans for the program and individual classrooms. Staff provide strategies for improving school readiness skills and implement action plans. Community Liaisons utilize parent survey data and results to implement goals and provide strategies for increasing family engagement.	HS/EHS Director HS/EHS Staff Grantee Delegate Agencies	Ongoing
(3) School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304 of this part; and,	In collaboration with grantee and other delegate agencies, program establishes three primary goals and program specific strategies. Annually program reviews the three goals and provides updates on the progress through the grant application process. Goals relate to health, nutrition, education and family engagement. Program completes self- assessment process annually and outlines strategies for improvement in identified areas. Program outlines school readiness goals annually and completes action plans for the program and individual classrooms. Staff provide strategies for improving school	HS/EHS Director HS/EHS Staff Grantee Delegate Agencies	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
	readiness skills and implement action plans. Community Liaisons utilize parent survey data and results to implement goals and provide strategies for increasing family engagement.		
(4) Effective health and safety practices to ensure children are safe at all times, per the requirements in §§1302.47, 1302.90(b) and (c), 1302.92(c)(1), and 1302.94 and part 1303 subpart F, of this chapter.	In collaboration with grantee and other delegate agencies, program establishes three primary goals and program specific strategies. Annually program reviews the three goals and provides updates on the progress through the grant application process. Goals relate to health, nutrition, education and family engagement. Program completes self- assessment process annually and outlines strategies for improvement in identified areas. Program outlines school readiness goals annually and completes action plans for the program and individual classrooms. Staff provide strategies for improving school readiness skills and implement action plans. Community Liaisons utilize parent survey data and results to implement goals and provide strategies for increasing family engagement.	HS/EHS Director HS/EHS Staff Grantee Delegate Agencies	Ongoing
(b) Monitoring program performance			
(1) Ongoing compliance oversight and correction. In order to ensure effective ongoing oversight and correction, a program must establish and implement a system of ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child safety, and other applicable federal regulations as described in this part, and must:	All classrooms will have a classroom safety checklist completed monthly by the Program Specialist that assess the classroom for all safety topics. Any needed corrections will be addressed immediately. Teaching staff will do visual inspection of their classrooms daily, maintain sanitation logs and clean classrooms as needed. All component leaders will complete self- assessment of their respective component and identify any areas that require immediate corrections. Elementary Education Director will review monthly component reports for component challenges and safety concerns. Data from monthly self-assessments will be utilized to monitor program performance, address compliance issues as soon as possible work with Policy Committee and Governing Body for any outstanding issues.	HS/EHS Staff	Ongoing

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	Due to covid pandemic classroom safety checklist will be suspended until in person instruction resumes.		
(i) Collect and use data to inform this process;	<p>All classrooms will have a classroom safety checklist completed monthly by the Program Specialist that assess the classroom for all safety topics. Any needed corrections will be addressed immediately. Teaching staff will do visual inspection of their classrooms daily, maintain sanitation logs and clean classrooms as needed. All component leaders will complete self- assessment of their respective component and identify any areas that require immediate corrections. Elementary Education Director will review monthly component reports for component challenges and safety concerns. Data from monthly self-assessments will be utilized to monitor program performance, address compliance issues as soon as possible work with Policy Committee and Governing Body for any outstanding issues.</p> <p>Due to covid pandemic classroom safety checklist will be suspended until in person instruction resumes. All reports will be via email and virtually during meetings.</p>	HS/EHS Staff	Ongoing
(ii) Correct quality and compliance issues immediately, or as quickly as possible;	All classrooms will have a classroom safety checklist completed monthly by the Program Specialist that assess the classroom for all safety topics. Any needed corrections will be addressed immediately. Teaching staff will do visual inspection of their classrooms daily, maintain sanitation logs and clean classrooms as needed. All component leaders will complete self-assessment of their respective component and identify any areas that require immediate corrections. Elementary Education Director will review monthly component reports for component challenges and safety concerns. Data from monthly self-assessments will be utilized to monitor program performance, address compliance issues as soon as possible work with Policy	HS/EHS Staff	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
	<p>Committee and Governing Body for any outstanding issues.</p> <p>Due to covid pandemic classroom safety checklist will be suspended until in person instruction resumes. All reports will be via email and virtually during meetings.</p>		
(iii) Work with the governing body and the policy council to address issues during the ongoing oversight and correction process and during federal oversight; and,	<p>All classrooms will have a classroom safety checklist completed monthly by the Program Specialist that assess the classroom for all safety topics. Any needed corrections will be addressed immediately. Teaching staff will do visual inspection of their classrooms daily, maintain sanitation logs and clean classrooms as needed. All component leaders will complete self- assessment of their respective component and identify any areas that require immediate corrections. Elementary Education Director will review monthly component reports for component challenges and safety concerns. Data from monthly self-assessments will be utilized to monitor program performance, address compliance issues as soon as possible work with Policy Committee and Governing Body for any outstanding issues.</p> <p>Due to covid pandemic classroom safety checklist will be suspended until in person instruction resumes. All reports will be via email and virtually during meetings.</p>	<p>Elementary Education Director EGUSD Board of Trustees Policy Committee Parents</p>	Ongoing
(iv) Implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings.	<p>All classrooms will have a classroom safety checklist completed monthly by the Program Specialist that assess the classroom for all safety topics. Any needed corrections will be addressed immediately. Teaching staff will do visual inspection of their classrooms daily, maintain sanitation logs and clean classrooms as needed. All component leaders will complete self- assessment of their respective component and identify any areas that require immediate corrections. Elementary Education Director will review monthly component reports for component challenges and safety concerns. Data</p>	<p>Elementary Education Director EGUSD Facilities Dept. Head Start Staff</p>	Ongoing

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	<p>from monthly self-assessments will be utilized to monitor program performance, address compliance issues as soon as possible work with Policy Committee and Governing Body for any outstanding issues.</p> <p>Due to covid pandemic classroom safety checklist will be suspended until in person instruction resumes. All reports will be via email and virtually during meetings.</p>		
(2) Ongoing assessment of program goals. A program must effectively oversee progress towards program goals on an ongoing basis and annually must:			
(i) Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals established under paragraph (a) of this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness;	<p>Program conducts monthly assessment of every component area including identification of strengths, areas of needed growth and methods being used for self-monitoring of program goals. Assessment goals for each child are reviewed and classrooms develop action plans to improve school readiness skills for each child. Data from parent surveys are utilized to improve engagement strategies of parents. Annually component leaders assess a different component and provide feedback on strengths, areas of needed growth and strategies for improvement. Parents are utilized to assist with self-assessment through classroom safety checklists. Results of self-assessment are included in the annual grant application and provided to Policy Committee and Governing Board for approval.</p> <p>Due to covid pandemic classroom safety checklist will be suspended until in person instruction resumes. All reports will be via email and virtually during meetings.</p>	HS/EHS Director HS/EHS Staff Component Leaders	Ongoing
(ii) Communicate and collaborate with the governing body and policy council, program staff, and parents of enrolled children when conducting the annual self-assessment; and,	All classrooms will have a classroom safety checklist completed monthly by the Program Specialist that assess the classroom for all safety topics. Any needed corrections will be addressed immediately. Teaching staff will do visual inspection of their classrooms daily, maintain sanitation logs and clean	Elementary Education Director EGUSD Board of Trustees Policy Committee Parents	Ongoing

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	<p>classrooms as needed. All component leaders will complete self-assessment of their respective component and identify any areas that require immediate corrections. Elementary Education Director will review monthly component reports for component challenges and safety concerns. Data from monthly self-assessments will be utilized to monitor program performance, address compliance issues as soon as possible work with Policy Committee and Governing Body for any outstanding issues.</p> <p>Due to covid pandemic classroom safety checklist will be suspended until in person instruction resumes. All reports will be via email and virtually during meetings.</p>		
(iii) Submit findings of the self-assessment, including information listed in paragraph (b) (2)(i) of this section to the responsible HHS official.	<p>All classrooms will have a classroom safety checklist completed monthly by the Program Specialist that assess the classroom for all safety topics. Any needed corrections will be addressed immediately. Teaching staff will do visual inspection of their classrooms daily, maintain sanitation logs and clean classrooms as needed. All component leaders will complete self-assessment of their respective component and identify any areas that require immediate corrections. Elementary Education Director will review monthly component reports for component challenges and safety concerns. Data from monthly self-assessments will be utilized to monitor program performance, address compliance issues as soon as possible work with Policy Committee and Governing Body for any outstanding issues. Data will be used to identify program strengths, areas of needed improvement, strategies to address needed changes and progress toward program goals.</p> <p>Due to covid pandemic classroom safety checklist will be suspended until in person instruction resumes. All reports will be via email and virtually during meetings.</p>	Elementary Education Director Grantee	Ongoing or at least annually

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<p>(c) Using data for continuous improvement.</p> <p>(1) A program must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described in paragraph (a) of this section.</p>	<p>All classrooms will have a classroom safety checklist completed monthly by the Program Specialist that assess the classroom for all safety topics. Any needed corrections will be addressed immediately. Teaching staff will do visual inspection of their classrooms daily, maintain sanitation logs and clean classrooms as needed. All component leaders will complete self-assessment of their respective component and identify any areas that require immediate corrections. Elementary Education Director will review monthly component reports for component challenges and safety concerns. Data from monthly self-assessments will be utilized to monitor program performance, address compliance issues as soon as possible work with Policy Committee and Governing Body for any outstanding issues. Data will be used to identify program strengths, areas of needed improvement, strategies to address needed changes and progress toward program goals.</p> <p>Due to covid pandemic classroom safety checklist will be suspended until in person instruction resumes. All reports will be via email and virtually during meetings.</p>	<p>HS/EHS Director HS/EHS Staff Component Leaders</p>	<p>Ongoing</p>
<p>(2) This process must:</p> <p>(i) Ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;</p>	<p>All classrooms will have a classroom safety checklist completed monthly by the Program Specialist that assess the classroom for all safety topics. Any needed corrections will be addressed immediately. Teaching staff will do visual inspection of their classrooms daily, maintain sanitation logs and clean classrooms as needed. All component leaders will complete self-assessment of their respective component and identify any areas that require immediate corrections. Elementary Education Director will review monthly component reports for component challenges and safety concerns. Data from monthly self-assessments will be utilized to monitor program performance, address compliance</p>	<p>HS/EHS Director HS/EHS Staff Component Leaders</p>	<p>Ongoing</p>

Performance Standard	Strategies	Responsible Staff	Time Line
	<p>issues as soon as possible work with Policy Committee and Governing Body for any outstanding issues. Data will be used to identify program strengths, areas of needed improvement, strategies to address needed changes and progress toward program goals.</p> <p>Due to covid pandemic classroom safety checklist will be suspended until in person instruction resumes. All reports will be via email and virtually during meetings.</p>		
(ii) Ensure child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, except in programs operating fewer than 90 days, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services; and,	<p>Assessment data from DRDP-R assessments will be collected and utilized to develop individual goals for every child three times per year. Data information will include data for special needs children, dual language learners and kindergarten-bound children. Goals will be developed for all children.</p> <p>Due to covid pandemic all assessments will be administered based on CDE guidance.</p>	HS/EHS Teaching Staff Education Coordinator HS/EHS Director	3 times per year and as needed
(iii) For programs operating fewer than 90 days, ensures child assessment data is aggregated and analyzed at least twice during the program operating period, including for subgroups, such as dual language learners and children with disabilities, as appropriate, and used with other program data described in paragraph (c)(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices,	N/A		

Performance Standard	Strategies	Responsible Staff	Time Line
professional development, program design and other program decisions, including changing or targeting scope of services;			
(iv) Use information from ongoing monitoring and the annual self-assessment, and program data on teaching practice, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services, to identify program needs, and develop and implement plans for program improvement; and,	<p>Program conducts monthly assessment of every component area including identification of strengths, areas of needed growth and methods being used for self-monitoring of program goals. Assessment goals for each child are reviewed and classrooms develop action plans to improve school readiness skills for each child. Data from parent surveys are utilized to improve engagement strategies of parents. Annually component leaders assess a different component and provide feedback on strengths, areas of needed growth and strategies for improvement. Parents are utilized to assist with self-assessment through classroom safety checklists. Child assessment results are collected three times per year and data analyzed for individual goals. Results of self-assessment are included in the annual grant application and provided to Policy Committee and Governing Board for approval. Based on program self-assessment, program develops improvement plan for every component area identifying areas for growth and strategies that will be implemented along with the timeline.</p> <p>Due to covid pandemic parent surveys and monthly/annually assessments will be distributed and completed via email/online and virtually. Assessments will be administered based on guidance through CDE.</p>	HS/EHS Director Component Leaders HS/EHS Staff	Monthly
(v) Use program improvement plans as needed to strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, and adapt strategies to better address the needs of sub-groups.	Program conducts monthly assessment of every component area including identification of strengths, areas of needed growth and methods being used for self-monitoring of program goals. Assessment goals for each child are reviewed and classrooms develop action plans to improve school readiness skills for each child. Data from parent surveys are utilized to improve engagement strategies of parents. Annually component leaders assess a different component and	Elementary Education Director Component Leaders Head Start Staff	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
	<p>provide feedback on strengths, areas of needed growth and strategies for improvement. Parents are utilized to assist with self-assessment through classroom safety checklists. Child assessment results are collected three times per year and data analyzed for individual goals. Results of self-assessment are included in the annual grant application and provided to Policy Committee and Governing Board for approval. Based on program self-assessment, program develops improvement plan for every component area identifying areas for growth and strategies that will be implemented along with the timeline.</p> <p>Due to covid pandemic parent surveys and monthly/annually assessments will be distributed and completed via email/online and virtually. Assessments will be administered based on guidance through CDE.</p>		
(d) Reporting.			
(1) A program must submit:			
(i) Status reports, determined by ongoing oversight data, to the governing body and policy council, at least semi-annually;	<p>Program provides Policy Committee members and Governing Board with monthly program report, meal count reports, financial reports, special education reports and enrollment/attendance report. All monitoring report summaries and financial audit summaries are provided to governing board and Policy Committee members when received. Any other important documents/information from Office of Head Start, SETA or other licensing agencies is provided to Policy Committee members and Governing Board.</p> <p>Due to covid pandemic all written reports will be provided via email and online.</p>	Elementary Education Director Policy Committee Parents EGUSD Board of Trustees	Monthly
(ii) Reports, as appropriate, to the responsible HHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants,	Program provides Policy Committee members and Governing Board with monthly program report, meal count reports, financial reports, special education reports and enrollment/attendance report. All monitoring report summaries and financial audit summaries are provided to governing board and	Elementary Education Director Policy Committee Parents EGUSD Board of Trustees	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law, including at a minimum:	<p>Policy Committee members when received. Any other important documents/information from Office of Head Start, SETA or other licensing agencies is provided to Policy Committee members and Governing Board.</p> <p>Due to covid pandemic all written reports will be provided via email and online.</p>		
(A) Any reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders;	<p>Program provides Policy Committee members and Governing Board with monthly program report, meal count reports, financial reports, special education reports and enrollment/attendance report. All monitoring report summaries and financial audit summaries are provided to governing board and Policy Committee members when received. Any other important documents/information from Office of Head Start, SETA or other licensing agencies is provided to Policy Committee members and Governing Board.</p> <p>Due to covid pandemic all written reports will be provided via email and online.</p>	<p>Elementary Education Director Policy Committee Parents EGUSD Board of Trustees</p>	As needed
(B) Incidents that require classrooms or centers to be closed for any reason;	<p>Program provides Policy Committee members and Governing Board with monthly program report, meal count reports, financial reports, special education reports and enrollment/attendance report. All monitoring report summaries and financial audit summaries are provided to governing board and Policy Committee members when received. Any other important documents/information from Office of Head Start, SETA or other licensing agencies is provided to Policy Committee members and Governing Board.</p> <p>Due to covid pandemic all written reports will be provided via email and online.</p>	<p>Elementary Education Director Policy Committee Parents EGUSD Board of Trustees</p>	As needed
(C) Legal proceedings by any party that are directly related to program operations; and,	<p>Program provides Policy Committee members and Governing Board with monthly program report, meal count reports, financial reports, special education reports and enrollment/attendance report. All</p>	<p>Elementary Education Director Policy Committee Parents EGUSD Board of Trustees</p>	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
	<p>monitoring report summaries and financial audit summaries are provided to governing board and Policy Committee members when received. Any other important documents/information from Office of Head Start, SETA or other licensing agencies is provided to Policy Committee members and Governing Board.</p> <p>Due to covid pandemic all written reports will be provided via email and online.</p>		
(D) All conditions required to be reported under §1304.12, including disqualification from the Child and Adult Care Food Program (CACFP) and license revocation.	<p>Program provides Policy Committee members and Governing Board with monthly program report, meal count reports, financial reports, special education reports and enrollment/attendance report. All monitoring report summaries and financial audit summaries are provided to governing board and Policy Committee members when received. Any other important documents/information from Office of Head Start, SETA or other licensing agencies is provided to Policy Committee members and Governing Board.</p> <p>Due to covid pandemic all written reports will be provided via email and online.</p>	<p>Elementary Education Director Policy Committee Parents EGUSD Board of Trustees</p>	As needed
(2) Annually, a program must publish and disseminate a report that complies with section 644(a)(2) of the Act and includes a summary of a program's most recent community assessment, as described in §1302.11(b), consistent with privacy protections in subpart C of part 1303 of this chapter.	Annually the program collaborates with Grantee to publish the annual report that provides summary of program's yearly data including number of children served, various population served, services provided to families, screenings completed and other important data. Annual report is provided to Governing Board and Policy Committee members as well as made available to all parents.	<p>Grantee Delegate Agencies Head Start Staff</p>	Annually
(3) If a program has had a deficiency identified, it must submit, to the responsible HHS official, a quality improvement plan as required in section 641A(e)(2) of the Act.	Program provides Policy Committee members and Governing Board with monthly program report, meal count reports, financial reports, special education reports and enrollment/attendance report. All monitoring report summaries and financial audit summaries are provided to governing board and Policy Committee members when received. Any other important documents/information from Office of Head Start, SETA or other licensing agencies is	<p>Elementary Education Director Policy Committee Parents EGUSD Board of Trustees Head Start Staff</p>	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
	<p>provided to Policy Committee members and Governing Board.</p> <p>Due to covid pandemic all written reports will be provided via email and online.</p>		
§1302.103 Implementation of program performance standards			
(a) A current program at of November 7, 2016, must implement a program-wide approach for the effective and timely implementation of the changes to the program performance standards, including the purchase of materials and allocation of staff time, as appropriate.	Program will review and implement performance standards within the respective components. Review will include revising written area service plans, debriefing at component meetings and revising program policies as needed. No major changes need to be implemented based on performance standards.	Elementary Education Director Head Start Staff Policy Committee Parents EGUSD Board of Trustees	Ongoing
(b) A program's approach to implement the changes included in parts 1301 through 1304 of this chapter must ensure adequate preparation for effective and timely service delivery to children and their families including, at a minimum, review of community assessment data to determine the most appropriate strategy for implementing required program changes, including assessing any changes in the number of children who can be served, as necessary, the purchase of and training on any curriculum, assessment, or other materials, as needed, assessment of program-wide professional development needs, assessment of staffing patterns, the development of coordinated approaches described in §1302.101(b), and the development of appropriate protections for data sharing; and children enrolled in the program on November 7, 2016 are not displaced during a program year and that children leaving Early Head Start or Head Start at the end of the program year following November 7, 2016 as a result of any slot reductions received services described in §§1302.70 and 1302.72 to facilitate successful transitions to other programs.	Program will review and implement performance standards within the respective components. Review will include revising written area service plans, debriefing at component meetings and revising program policies as needed. No major changes need to be implemented based on performance standards.	Elementary Education Director Head Start Staff Policy Committee Parents EGUSD Board of Trustees	
PART 1303 -- FINANCIAL AND ADMINISTRATIVE REQUIREMENTS			
§1303.1 Overview			

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Section 641A of the Act requires that the Secretary modify as necessary program performance standards including administrative and financial management standards (section 641A(a)(1)(C)). This part specifies the financial and administrative requirements of agencies. Subpart A of this part outlines the financial requirements consistent with sections 640(b) and 644(b) and (c) of the Act. Subpart B of this part specifies the administrative requirements consistent with sections 644(a)(1), 644(e), 653, 654, 655, 656, and 657A of the Act. Subpart C of this part implements the statutory provision at section 641A(b)(4) of the Act that directs the Secretary to ensure the confidentiality of any personally identifiable data, information, and records collected or maintained. Subpart D of this part prescribes regulations for the operation of delegate agencies consistent with Section 641(A)(d). Subpart E of this part implements the statutory requirements in Section 644(c), (f) and (g) related to facilities. Subpart F prescribes regulations on transportation consistent with section 640(i) of the Act.			
SUBPART A FINANCIAL REQUIREMENTS			
§1303.2 Purpose			
This subpart establishes regulations applicable to program administration and grants management for all grants under the Act.			
§1303.3 Other requirements			
The following chart includes HHS regulations that apply to all grants made under the Act:			
Cite	Title		
45 CFR part 16	Department grant appeals process		
45 CFR part 30	HHS Standards and Procedures for Claims collection		
45 CFR part 46	Protection of human subjects		
45 CFR part 75	Uniform Administrative Requirements, Conditions, Principles, and Audit Requirements for Federal Awards		
45 CFR part 80	Nondiscrimination under programs receiving federal assistance through the Department of Health and Human Services- Effectuation of title VI and		

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	VII of the Civil Rights Act of 1964			
45 CFR part 81	Practice and procedure for hearings under part 80			
45 CFR part 84	Nondiscrimination on the basis of handicap in federally assisted programs			
45 CFR part 87	Equal treatment for faith based organizations			
2 CFR part 170	FFATA Sub-award and executive compensation			
2 CFR 25.110	CCR/DUNS requirement			
§1303.4 Federal financial assistance, non-federal match, and waiver requirements				
In accordance with section 640(b) of the Act, federal financial assistance to a grantee will not exceed 80 percent of the approved total program costs. A grantee must contribute 20 percent as non-federal match each budget period. The responsible HHS official may approve a waiver of all or a portion of the non-federal match requirement on the basis of the grantee's written application submitted for the budget period and any supporting evidence the responsible HHS official requires. In deciding whether to grant a waiver, the responsible HHS official will consider the circumstances specified at section 640(b) of the Act and whether the grantee has made a reasonable effort to comply with the non-federal match requirement.			Head Start Staff Head Start Parents Budget Analyst	Ongoing
§1303.5 Limitations on development and administrative costs				
(a)	Limitations.			
(1)	Costs to develop and administer a program cannot be excessive or exceed 15 percent of the total approved program costs. Allowable costs to develop and administer a		Elementary Education Director Budget Analyst	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
Head Start program cannot exceed 15 percent of the total approved program costs, which includes both federal costs and non-federal match, unless the responsible HHS official grants a waiver under paragraph (b) of this section that approves a higher percentage in order to carry out the purposes of the Act.			
(2) To assess total program costs and determine whether a grantee meets this requirement, the grantee must:			
(i) Determine the costs to develop and administer its program, including the local costs of necessary resources;		Elementary Education Director Budget Analyst	Ongoing
(ii) Categorize total costs as development and administrative or program costs;		Elementary Education Director Budget Analyst	Ongoing
(iii) Identify and allocate the portion of dual benefits costs that are for development and administration;		Elementary Education Director Budget Analyst	Ongoing
(iv) Identify and allocate the portion of indirect costs that are for development and administration versus program costs; and,		Elementary Education Director Budget Analyst	Ongoing
(v) Delineate all development and administrative costs in the grant application and calculate the percentage of total approved costs allocated to development and administration.		Elementary Education Director Budget Analyst	Ongoing
(b) Waivers.			
(1) The responsible HHS official may grant a waiver for each budget period if a delay or disruption to program services is caused by circumstances beyond the agency's control, or if an agency is unable to administer the program within the 15 percent limitation and if the agency can demonstrate efforts to reduce its development and administrative costs.		Elementary Education Director Budget Analyst	Ongoing

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(2) If at any time within the grant funding cycle, a grantee estimates development and administration costs will exceed 15 percent of total approved costs, it must submit a waiver request to the responsible HHS official that explains why costs exceed the limit, that indicates the time period the waiver will cover, and that describes what the grantee will do to reduce its development and administrative costs to comply with the 15 percent limit after the waiver period.		Elementary Education Director	Ongoing
SUBPART B — ADMINISTRATIVE REQUIREMENTS			
§1303.10 Purpose			
A grantee must observe standards of organization, management, and administration that will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of the Act and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.			
§1303.11 Limitations and prohibitions			
An agency must adhere to sections 644(e), 644(g)(3), 653, 654, 655, 656, and 657A of the Act. These sections pertain to union organizing, the Davis-Bacon Act, limitations on compensation, nondiscrimination, unlawful activities, political activities, and obtaining parental consent.	Program will adhere to all federal regulations, local licensing requirements, Board policies and program rules at all times.	Elementary Education Director Head Start Staff	Ongoing
§1303.12 Insurance and bonding			
An agency must have an ongoing process to identify risks and have cost-effective insurance for those identified risks; a grantee must require the same for its delegates. The agency must specifically consider the risk of accidental injury to children while participating in the program. The grantee must submit proof of appropriate coverage in its initial application for funding. The process of identifying risks must also consider the risk of losses resulting from fraudulent acts by individuals authorized to disburse Head Start funds. Consistent with 45 CFR part 75, if the agency lacks sufficient coverage to protect the federal government's interest, the agency must maintain adequate fidelity bond coverage.	Program will provide insurance coverage for all enrolled students, volunteers and staff to cover accidents and health/medical emergencies during program hours.	Elementary Education Director Budget Analyst	Ongoing

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SUBPART 2 – PROTECTIONS FOR THE PRIVACY OF CHILD RECORDS			
§1303.20 Establishing procedures			
A program must establish procedures to protect the confidentiality of any personally identifiable information (PII) in child records.	All classrooms will keep student records in a locked cabinet. Parents will be permitted to review student files upon request. Only authorized staff, licensing agency staff and grantee staff will be permitted to review the child's files. Parent and staff handbook indicate provisions for securing child files.	HS/EHS Staff	Ongoing
§1303.21 Program procedures – applicable confidentiality provisions			
(a) If a program is an educational agency or institution that receives funds under a program administered by the Department of Education and therefore is subject to the confidentiality provisions under the Family Educational Rights and Privacy Act (FERPA), then it must comply with those confidentiality provisions of FERPA instead of the provisions in this subpart.	Program is associated with school district and will comply with all necessary confidential provisions under the FERPA and HIPAA Act.	HS/EHS Staff	Ongoing
(b) If a program serves a child who is referred to, or found eligible for services under, IDEA, then a program must comply with the applicable confidentiality provisions in Part B or Part C of IDEA to protect the PII in records of those children, and, therefore, the provisions in this subpart do not apply to those children.	Program is associated with school district and will comply with all necessary confidential provisions under the Part C of IDEA. All information related to special education children in the program will be kept confidential except for authorized personnel from Special Education department, licensing and appropriate staff.	HS/EHS Staff	Ongoing
§1303.22 Disclosures with, and without, parental consent			
(a) Disclosure with parental consent.			
(1) Subject to the exceptions in paragraphs (b) and (c) of this section, the procedures to protect PII must require the program to obtain a parent's written consent before the program may disclose such PII from child records.	Per <i>Parent Handbook</i> , parental consent will be obtained before any information can be disclosed from the child's file. Consent form will be signed and dated by parent must include reasons for the disclosure, what parties will receive the information and to whom the records will be disclosed. Form must indicate that permission can be revoked at any time.	HS/EHS Staff	Ongoing
(2) The procedures to protect PII must require the program to ensure the parent's written consent specifies what child records may be disclosed, explains why the records	Per <i>Parent Handbook</i> , parental consent will be obtained before any information can be disclosed from the child's file. Consent form will be signed and dated by parent must include reasons for the	HS/EHS Staff	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
will be disclosed, and identifies the party or class of parties to whom the records may be disclosed. The written consent must be signed and dated.	disclosure, what parties will receive the information and to whom the records will be disclosed. Form must indicate that permission can be revoked at any time.		
(3) "Signed and dated written consent" under this part may include a record and signature in electronic form that:	N/A - electronic signature is not permitted.		
(i) Identifies and authenticates a particular person as the source of the electronic consent; and,	N/A - electronic signature is not permitted.		
(ii) Indicates such person's approval of the information.	N/A - electronic signature is not permitted.		
(4) The program must explain to the parent that the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive and therefore it does not apply to an action that occurred before the consent was revoked.	Per <i>Parent Handbook</i> and parent orientation, parental consent will be obtained before any information can be disclosed from the child's file. Consent form will be signed and dated by parent and must include reasons for the disclosure, what parties will receive the information and to whom the records will be disclosed. Form must indicate that permission can be revoked at any time.	HS/EHS Staff	Ongoing
(b) Disclosure without parental consent but with parental notice and opportunity to refuse. The procedures to protect PII must allow the program to disclose such PII from child records without parental consent if the program notifies the parent about the disclosure, provides the parent, upon the parent's request, a copy of the PII from child records to be disclosed in advance, and gives the parent an opportunity to challenge and refuse disclosure of the information in the records, before the program forwards the records to officials at a program, school, or school district in which the child seeks or intends to enroll or where the child is already enrolled so long as the disclosure is related to the child's enrollment or transfer.	N/A as parental consent for release of information will always be required.		
(c) Disclosure without parental consent. The procedures to protect PII must allow the program to disclose such PII from child records without parental consent to:			
(1) Officials within the program or acting for the program, such as contractors and	N/A as parental consent for release of information will always be required.		

Performance Standard	Strategies	Responsible Staff	Time Line
subrecipients, if the official provides services for which the program would otherwise use employees, the program determines it is necessary for Head Start services, and the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement;			
(2) Officials within the program, acting for the program, or from a federal or state entity, in connection with an audit or evaluation of education or child development programs, or for enforcement of or compliance with federal legal requirements of the program; provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure, except when the disclosure is specifically authorized by federal law or by the responsible HHS official;	N/A as parental consent for release of information will always be required.		
(3) Officials within the program, acting for the program, or from a federal or state entity, to conduct a study to improve child and family outcomes, including improving the quality of programs, for, or on behalf of, the program, provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure;	N/A as parental consent for release of information will always be required.		
(4) Appropriate parties in order to address a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk such as a serious food allergy, if the program determines that disclosing the PII from child	N/A as parental consent for release of information will always be required.		

Performance Standard	Strategies	Responsible Staff	Time Line
records is necessary to protect the health or safety of children or other persons;			
(5) Comply with a judicial order or lawfully issued subpoena, provided the program makes a reasonable effort to notify the parent about all such subpoenas and court orders in advance of the compliance therewith, unless:	N/A as parental consent for release of information will always be required.		
(i) A court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed;	N/A as parental consent for release of information will always be required.		
(ii) The disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.	N/A as parental consent for release of information will always be required.		
(iii) A parent is a party to a court proceeding directly involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101)) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the program is not required; or,	N/A as parental consent for release of information will always be required.		
(iv) A program initiates legal action against a parent or a parent initiates legal action against a program, then a program may disclose to the court, also without a court order or subpoena, the child records relevant for the program to act as plaintiff or defendant.	N/A as parental consent for release of information will always be required.		

Performance Standard	Strategies	Responsible Staff	Time Line
(6) The Secretary of Agriculture or an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, if the results will be reported in an aggregate form that does not identify any individual: provided, that any data collected must be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture and any PII must be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements;	If information needed for food program, data will be provided in aggregate form to ensure children's privacy is protected.	Head Start Staff	Ongoing
(7) A caseworker or other representative from a state, local, or tribal child welfare agency, who has the right to access a case plan for a child who is in foster care placement, when such agency is legally responsible for the child's care and protection, under state or tribal law, if the agency agrees in writing to protect PII, to use information from the child's case plan for specific purposes intended of addressing the child's needs, and to destroy information that is no longer needed for those purposes; and,	N/A as parental consent for release of information will always be required.		
(8) Appropriate parties in order to address suspected or known child maltreatment and is consistent with applicable federal, state, local, and tribal laws on reporting child abuse and neglect.	N/A as parental consent for release of information will always be required.		
(d) Written agreements. When a program establishes a written agreement with a third party, the procedures to protect such PII must require the program to annually review and, if necessary, update the agreement. If the third party violates the agreement, then the program may:	N/A program does not establish written agreements with third parties.		

Performance Standard	Strategies	Responsible Staff	Time Line
(1) Provide the third party an opportunity to self-correct; or,	N/A program does not establish written agreements with third parties.		
(2) Prohibit the third party from access to records for a set period of time as established by the programs governing body and policy council.	N/A program does not establish written agreements with third parties.		
(e) Annual notice. The procedures to protect PII must require the program to annually notify parents of their rights in writing described in this subpart and applicable definitions in part 1305 of this chapter, and include in that notice a description of the types of PII that may be disclosed, to whom the PII may be disclosed, and what may constitute a necessary reason for the disclosure without parental consent as described in paragraph (c) of this section.	Parents will be provided annual reminder in parent orientations and handbook of confidentially procedures.	Elementary Education Director	Annually
(f) Limit on disclosing PII. A program must only disclose the information that is deemed necessary for the purpose of the disclosure.	Program will only disclose relevant information with parental consent.	Elementary Education Director	Ongoing
§1303.23 Parental rights			
(a) Inspect record.			
(1) A parent has the right to inspect child records.	Parents will be advised at parent orientations and written information in parent handbook of their right to inspect their own child's file on site whenever needed. Child's files will only be destroyed after 5 years.	Community Liaisons EHS/HS Staff	Ongoing
(2) If the parent requests to inspect child records, the program must make the child records available within a reasonable time, but no more than 45 days after receipt of request.	Parents will be advised at parent orientations and written information in parent handbook of their right to inspect their own child's file on site whenever needed. Child's files will only be destroyed after 5 years.	Community Liaisons EHS/HS Staff	Ongoing
(3) If a program maintains child records that contain information on more than one child, the program must ensure the parent only inspects information that pertains to the parent's child.	Parents will be advised at parent orientations and written information in parent handbook of their right to inspect their own child's file on site whenever needed. Child's files will only be destroyed after 5 years.	Community Liaisons EHS/HS Staff	Ongoing
(4) The program shall not destroy a child record with an outstanding request to inspect and review the record under this section.	Parents will be advised at parent orientations and written information in parent handbook of their right to inspect their own child's file on site whenever needed. Child's files will only be destroyed after 5 years.	Community Liaisons EHS/HS Staff	Ongoing
(b) Amend record.			

Performance Standard	Strategies	Responsible Staff	Time Line
(1) A parent has the right to ask the program to amend information in the child record that the parent believes is inaccurate, misleading, or violates the child's privacy.	Parents may request amendment of records after review if information deemed incorrect. Parents will work with staff on appropriate revisions. Final revisions will be approved by Elementary Education Director.	ERSEA EHS/HS Staff EHS/HS Director	Ongoing
(2) The program must consider the parent's request and, if the request is denied, render a written decision to the parent within a reasonable time that informs the parent of the right to a hearing.	Parents may request amendment of records after review if information deemed incorrect. Parents will work with staff on appropriate revisions. Final revisions will be approved by Elementary Education Director. Parents may request a hearing if disapprove of Elementary Education Director's decision regarding amendments.	ERSEA Head Start Staff Elementary Education Director	Ongoing
(c) Hearing.			
(1) If the parent requests a hearing to challenge information in the child record, the program must schedule a hearing within a reasonable time, notify the parent, in advance, about the hearing, and ensure the person who conducts the hearing does not have a direct interest in its outcome.	If hearing requested by parent regarding amendment of information, hearing will be scheduled for within 10 business days with HR /District staff present. Parent will be provided ample time to present evidence at the hearing.	EGUSD H.R. Department	As needed
(2) The program must ensure the hearing affords the parent a full and fair opportunity to present evidence relevant to the issues.	If hearing requested by parent regarding amendment of information, hearing will be scheduled for within 10 business days with HR /District staff present. Parent will be provided ample time to present evidence at the hearing.	EGUSD H.R. Department	As needed
(3) If the program determines from evidence presented at the hearing that the information in the child records is inaccurate, misleading, or violates the child's privacy, the program must either amend or remove the information and notify the parent in writing.	Information will be amended in the child's file based on outcome of the hearing. Parents will be notified in writing of the amended information. Parents may choose to include statement in the child's file regarding the contested information or reasons for disagreement. Statement from parent will be placed in the file no later than 3 days after the hearing.	EGUSD H.R. Department	As needed
(4) If the program determines from evidence presented at the hearing that information in the child records is accurate, does not mislead, or otherwise does not violate the child's privacy, the program must inform the parent of the right to place a statement in the child records that either comments on the contested information or	Information will be amended in the child's file based on outcome of the hearing. Parents will be notified in writing of the amended information. Parents may choose to include statement in the child's file regarding the contested information or reasons for disagreement. Statement from parent will be placed in the file no later than 3 days after the hearing.	EGUSD H.R. Department	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
that states why the parent disagrees with the program's decision, or both.			
(d) Right to copy of record. The program must provide a parent, free of charge, an initial copy of child records disclosed to third parties with parental consent and, upon parent request, an initial copy of child records disclosed to third parties, unless the disclosure was for a court that ordered neither the subpoena, its contents, nor the information furnished in response be disclosed.	Parents may request copies of information from the child's file at any time. Program will provide information to parents no later than 3 business days from submission of the request.	ERSEA Head Start Staff	Ongoing
a(e) Right to inspect written agreements. A parent has the right to review any written agreements with third parties.	N/A as program does not have any written agreements with third parties.		
\$1303.24 Maintaining records			
(a) A program must maintain child records in a manner that ensures only parents, and officials within the program or acting on behalf of the program have access, and such records must be destroyed within a reasonable timeframe after such records are no longer needed or required to be maintained.	All classrooms will keep student records in a locked cabinet. All forms, parental statement and relevant information will be kept as part of the child's file. Parents will be permitted to review student files upon request. Only authorized staff, licensing agency staff and grantee staff will be permitted to review the student files. Parent and staff handbook indicate provisions for securing student files. Student files will be stored for 5 years after student exit the program.	Head Start Staff	Ongoing
(b) A program must maintain, with the child records, for as long as the records are maintained, information on all individuals, agencies, or organizations to whom a disclosure of PII from the child records was made (except for program officials and parents) and why the disclosure was made. If a program uses a web-based data system to maintain child records, the program must ensure such child records are adequately protected and maintained according to current industry security standards.	All classrooms will keep student records in a locked cabinet. All forms, parental statement and relevant information will be kept as part of the child's file. Parents will be permitted to review student files upon request. Only authorized staff, licensing agency staff and grantee staff will be permitted to review the student files. Parent and staff handbook indicate provisions for securing student files. Student files will be stored for 5 years after student exit the program.	Head Start Staff	Ongoing
(c) If a parent places a statement in the child record, the program must maintain the statement with the contested part of the child record for as long as the program maintains the record and, disclose the statement whenever it discloses the portion of the child record to which the statement relates.	All classrooms will keep student records in a locked cabinet. All forms, parental statement and relevant information will be kept as part of the child's file. Parents will be permitted to review student files upon request. Only authorized staff, licensing agency staff and grantee staff will be permitted to review the student files. Parent and staff handbook indicate	Head Start Staff	Ongoing

Performance Standard	Strategies	Responsible Staff	Time Line
	provisions for securing student files. Student files will be stored for 5 years after student exit the program.		
SUBPART E — FACILITIES			
§1303.40 Purpose			
This subpart prescribes what a grantee must establish to show it is eligible to purchase, construct and renovate facilities as outlined in section 644(c), (f) and (g) of the Act. It explains how a grantee may apply for funds, details what measures a grantee must take to protect federal interest in facilities purchased, constructed or renovated with grant funds, and concludes with other administrative provisions. This subpart applies to major renovations. It only applies to minor renovations and repairs, when they are included with a purchase application and are part of purchase costs.			
§1303.41 Approval of previously purchased facilities			
If a grantee purchased a facility after December 31, 1986, and seeks to use grant funds to continue to pay purchase costs for the facility or to refinance current indebtedness and use grant funds to service the resulting debt, the grantee may apply for funds to meet those costs. The grantee must submit an application that conforms to requirements in this part and in the Act to the responsible HHS official. If the responsible HHS official approves the grantee's application, Head Start funds may be used to pay ongoing purchase costs, which include principal and interest on approved loans.	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
§1303.42 Eligibility to purchase, construct, and renovate facilities			
(a) Preliminary eligibility.			
(1) Before a grantee can apply for funds to purchase, construct, or renovate a facility under §1303.44, it must establish that:	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(i) The facility will be available to Indian tribes, or rural or other low-income communities;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(ii) The proposed purchase, construction or major renovation is within the grantee's designated service area; and,	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Department	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
(iii) The proposed purchase, construction or major renovation is necessary because the lack of suitable facilities in the grantee's service area will inhibit the operation of the program.	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Department	As needed
(2) If a program applies to construct a facility, that the construction of such facility is more cost-effective than the purchase of available facilities or renovation.	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Department	As needed
(b) Proving a lack of suitable facilities. To satisfy paragraph (a)(1)(iii) of this section, the grantee must have a written statement from an independent real estate professional familiar with the commercial real estate market in the grantee's service area, that includes factors considered and supports how the real estate professional determined there are no other suitable facilities in the area.	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Department	As needed
§1303.43 Use of grant funds to pay fees			
A grantee may submit a written request to the responsible HHS official for reasonable fees and costs necessary to determine preliminary eligibility under §1303.42 before it submits an application under §1303.44. If the responsible HHS official approves the grantee's application, the grantee may use federal funds to pay fees and costs.	N/A		
§1303.44 Applications to purchase, construct, and renovate facilities			
(a) Application requirements. If a grantee is preliminarily eligible under §1303.42 to apply for funds to purchase, construct, or renovate a facility, it must submit to the responsible HHS official:	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(1) A statement that explains the anticipated effect the proposed purchase, construction or renovation has had or will have on program enrollment, activities and services, and how it determined what the anticipated effect would be;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
(2) A deed or other document showing legal ownership of the real property where facilities activity is proposed, legal description of the facility site, and an explanation why the location is appropriate for the grantee's service area;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(3) Plans and specifications for the facility, including square footage, structure type, the number of rooms the facility will have or has, how the rooms will be used, where the structure will be positioned or located on the building site, and whether there is space available for outdoor play and for parking;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(4) Certification by a licensed engineer or architect that the facility is, or will be upon completion, structurally sound and safe for use as a Head Start facility and that the facility complies, or will comply upon completion, with local building codes, applicable child care licensing requirements, the accessibility requirements of the Americans with Disabilities Act, section 504 of the Rehabilitation Act of 1973, the Flood Disaster Protection Act of 1973, and the National Historic Preservation Act of 1966;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(5) A description of proposed renovations or repairs to make the facility suitable for program activities, and plans and specification that describe the facility after renovation or repair;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(6) A proposed schedule that details when the grantee will acquire, renovate, repair and occupy the facility;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(7) An estimate by a licensed independent certified appraiser of the facility's fair market value after proposed purchase and associated repairs and renovations construction, or major	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
renovation is completed is required for all facilities activities except for major renovations to leased property;			
(8) The cost comparison described in §1303.45;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(9) A statement that shows what share of the purchase, construction, or major renovation will be paid with grant funds and what the grantee proposes to contribute as a nonfederal match to the purchase, construction or major renovation;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(10) A statement from a lender, if a grantee applies to use Head Start funds to continue purchase on a facility or refinance existing debt on a facility that indicates the lender is willing to comply with §1303.49;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(11) The terms of any proposed or existing loan(s) related to purchase, construction or major renovation of the facility, including copies of any funding commitment letters, mortgages, promissory notes, potential security agreements to be entered into, information on all other sources of funding, construction or major renovation, and any restrictions or conditions imposed by other funding sources;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(12) A Phase I environmental site assessment that describes the environmental condition of the proposed facility site and any structures on the site;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(13) A description of the efforts by the grantee to coordinate or collaborate with other providers in the community to seek assistance, including financial assistance, prior to the use of funds under this section; and,	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
(14) Any additional information the responsible HHS official may require.	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(b) Additional requirements for leased properties.			
(1) If a grantee applies to renovate leased property, it must submit to the responsible HHS official information described in paragraph (a) of this section, a copy of the existing or proposed lease agreement, and the landlord or lessor's consent.	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(2) If a grantee applies to purchase a modular unit it intends to site on leased property or on other property the grantee does not own, the grantee must submit to the responsible HHS official information described in paragraph (a) of this section and a copy of the proposed lease or other occupancy agreement that will allow the grantee access to the modular unit for at least 15 years.	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(c) Non-federal match. Any non-federal match associated with facilities activities becomes part of the federal share of the facility.			
§1303.45 Cost-comparison to purchase, construct, and renovate facilities			
(a) Cost comparison.			
(1) If a grantee proposes to purchase, construct, or renovate a facility, it must submit a detailed cost estimate of the proposed activity, compare the costs associated with the proposed activity to other available alternatives in the service area, and provide any additional information the responsible HHS official requests. The grantee must demonstrate that the proposed activity will result in savings when compared to the costs that would be incurred to acquire	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
the use of an alternative facility to carry out program			
(2) In addition to requirements in paragraph (1) of this section, the grantee must:			
(i) Identify who owns the property;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(ii) List all costs related to the purchase, construction, or renovation;	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(iii) Identify costs over the structure's useful life, which is at least 20 years for a facility that the grantee purchased or constructed and at least 15 years for a modular unit the grantee renovated, and deferred costs, including mortgage balloon payments, as costs with associated due dates; and,	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(iv) Demonstrate how the proposed purchase, construction, or major renovation is consistent with program management and fiscal goals, community needs, enrollment and program options and how the proposed facility will support the grantee as it provides quality services to children and families.	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
(b) Continue purchase or refinance. To use funds to continue purchase on a facility or to refinance an existing indebtedness, the grantee must compare the costs of continued purchase against the cost of purchasing a comparable facility in the service area over the remaining years of the facility's useful life. The grantee must demonstrate that the proposed activity will result in savings when compared to the	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
cost that would be incurred to acquire the use of an alternative facility to carry out the program.			
(c) Multi-purpose use. If the grantee intends to use a facility to operate a Head Start program and for another purpose, it must disclose what percentage of the facility will be used for non-Head Start activities, along with costs associated with those activities, in accordance with applicable cost principles.	EGUSD will submit all necessary paperwork, documents and forms to apply for new construction, repairs or renovations of any facilities.	EGUSD Facilities Dept. EHS/HS Director	As needed
§1303.46 Recording and posting notices of federal interest			
(a) Survival of federal interest. A grantee that receives funds under this subpart must file notices of federal interest as set forth in paragraph (b) of this section. Federal interest cannot be defeated by a grantee's failure to file a notice of federal interest.	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(b) Recording notices of federal interest.			
(1) If a grantee uses federal funds to purchase real property or a facility, excluding modular units, appurtenant to real property, it must record a notice of federal interest in the official real property records for the jurisdiction where the facility is or will be located. The grantee must file the notice of federal interest as soon as it uses Head Start funds to either fully or partially purchase a facility or real property where a facility will be constructed or as soon as it receives permission from the responsible HHS official to use Head Start funds to continue purchase on a facility.	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(2) If a grantee uses federal funds in whole or in part to construct a facility, it must record the notice of federal interest in the official real property records for the jurisdiction in which the facility is located as soon as it receives the notice of award to construct the facility.	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(3) If a grantee uses federal funds to renovate a facility that it, or a third party owns, the grantee must record the notice of federal interest in the official real property	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
records for the jurisdiction in which the facility is located as soon as it receives the notice of award to renovate the facility.			
(4) If a grantee uses federal funds in whole or in part to purchase a modular unit or to renovate a modular unit, the grantee must post the notice of federal interest, in clearly visible locations, on the exterior of the modular unit and inside the modular unit.	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
§1303.47 Contents of notices of federal interest			
(a) Facility and real property a grantee owns. A notice of federal interest for a facility, other than a modular unit, and real property the grantee owns or will own, must include:			
(1) The grantee's correct legal name and current mailing address;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(2) A legal description of the real property;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(3) Grant award number, amount and date of initial facilities funding award or initial use of base grant funds for ongoing purchase or mortgage payments;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(4) A statement that the notice of federal interest includes funds awarded in grant award(s) and any Head Start funds subsequently used to purchase, construct or to make major renovations to the real property;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(5) A statement that the facility and real property will only be used for purposes consistent with the Act and applicable Head Start regulations;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(6) A statement that the facility and real property will not be mortgaged or used as collateral, sold or otherwise transferred to another party, without the responsible HHS official's written permission;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(7) A statement that the federal interest cannot be subordinated, diminished, nullified or released through encumbrance of the property, transfer of the property to another	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
party or any other action the grantee takes without the responsible HHS official's written permission;			
(8) A statement that confirms that the agency's governing body received a copy of the notice of federal interest prior to filing and the date the governing body was provided with a copy; and,	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(9) The name, title, and signature of the person who drafted the notice.	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(b) Facility leased by a grantee.			
(1) A notice of federal interest for a leased facility, excluding a modular unit, on land the grantee does not own, must be recorded in the official real property records for the jurisdiction where the facility is located and must include:	N/A		
(i) The grantee's correct legal name and current mailing address;	N/A		
(ii) A legal description of affected real property;	N/A		
(iii) The grant award number, amount and date of initial funding award or initial use of base grant funds for major renovation;	N/A		
(iv) Acknowledgement that the notice of federal interest includes any Head Start funds subsequently used to make major renovations on the affected real property;	N/A		
(v) A statement the facility and real property will only be used for purposes consistent with the Act and applicable Head Start regulations; and,	N/A		
(vi) A lease or occupancy agreement that includes the required information from paragraphs (b)(1)(i) through (v) of this section may be recorded in the official real property records for the jurisdiction	N/A		

Performance Standard	Strategies	Responsible Staff	Time Line
where the facility is located to serve as a notice of federal interest.			
(2) If a grantee cannot file the lease or occupancy agreement described in paragraph (b)(1) (vi) of this section in the official real property records for the jurisdiction where the facility is located, it may file an abstract. The abstract must include the names and addresses of parties to the lease or occupancy agreement, terms of the lease or occupancy agreement, and information described in paragraphs (a)(1) through (9) of this section.	N/A		
(c) Modular units. A notice of federal interest on a modular unit the grantee purchased or renovated must be visible and clearly posted on the exterior of the modular and inside the modular and must include:	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(1) The grantee's correct legal name and current mailing address;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(2) The grant award number, amount and date of initial funding award or initial use of base grant funds to purchase or renovate;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(3) A statement that the notice of federal interest includes any Head Start funds subsequently used for major renovations to the modular unit;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(4) A statement that the facility and real property will only be used for purposes consistent with the Act and applicable Head Start regulations;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(5) A statement that the modular unit will not be mortgaged or used as collateral, sold or otherwise transferred to another party, without the responsible HHS official's written permission;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(6) A statement that the federal interest cannot be subordinated, diminished, nullified or released through encumbrance of the property, transfer to another party, or any other action the grantee takes without the responsible HHS official's written permission;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed

Performance Standard	Strategies	Responsible Staff	Time Line
(7) A statement that the modular unit cannot be moved to another location without the responsible HHS official's written permission;	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(8) A statement that confirms that the agency's governing body has received a copy of the filed notice of federal interest and the date the governing body was provided with a copy; and,	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
(9) The name, title, and signature of the person who completed the notice for the grantee agency.	All Federal notice information will be posted on all buildings as necessary with all relevant information.	EGUSD Facilities Dept.	As needed
§1303.48 Grantee limitations on federal interest			
(a) A grantee cannot mortgage, use as collateral for a credit line or for other loan obligations, or, sell or transfer to another party, a facility, real property, or a modular unit it has purchased, constructed or renovated with Head Start funds, without the responsible HHS official's written permission.	N/A		
(b) A grantee must have the responsible HHS official's written permission before it can use real property, a facility, or a modular unit subject to federal interest for a purpose other than that for which the grantee's application was approved.	N/A		
§1303.49 Protection of federal interest in mortgage agreements			
(a) Any mortgage agreement or other security instrument that is secured by real property or a modular unit constructed or purchased in whole or in part with federal funds or subject to renovation with federal funds must:	N/A		
(1) Specify that the responsible HHS official can intervene in case the grantee defaults on, terminates or withdraws from the agreement;	N/A		
(2) Designate the responsible HHS official to receive a copy of any notice of default given to the grantee under the terms of the agreement and include the regional grants management officer's current address;	N/A		

Performance Standard	Strategies	Responsible Staff	Time Line
(3) Include a clause that requires any action to foreclose the mortgage agreement or security agreement be suspended for 60 days after the responsible HHS official receives the default notice to allow the responsible HHS official reasonable time to respond;	N/A		
(4) Include a clause that preserves the notice of federal interest and the grantee's obligation for its federal share if the responsible HHS official fails to respond to any notice of default provided under this section;	N/A		
(5) Include a statement that requires the responsible HHS official to be paid the federal interest before foreclosure proceeds are paid to the lender, unless the official's rights under the notice of federal interest have been subordinated by a written agreement in conformance with §1303.51;	N/A		
(6) Include a clause that gives the responsible HHS official the right to cure any default under the agreement within the designated period to cure the default; and,			
(7) Include a clause that gives the responsible HHS official the right to assign or transfer the agreement to another interim or permanent grantee.			
(b) A grantee must immediately notify the responsible HHS official of any default under an agreement described in paragraph (a) of this section.			
§1303.50 Third party leases and occupancy arrangements			
(a) After November 7, 2016, if a grantee receives federal funds to purchase, construct or renovate a facility on real property the grantee does not own or to purchase or renovate a modular unit on real property the grantee does not own, the grantee must have a lease or other occupancy agreement of at least	N/A		

Performance Standard	Strategies	Responsible Staff	Time Line
30 years for purchase or construction of a facility and at least 15 years for a major renovation or placement of a modular unit.			
(b) The lease or occupancy agreement must:			
(1) Provide for the grantee's right of continued use and occupancy of the leased or occupied premises during the entire term of the lease;	N/A		
(2) Designate the regional grants management officer to receive a copy of any notice of default given to the grantee under the terms of the agreement and include the regional grants management officer's current address;	N/A		
(3) Specify that the responsible HHS official has the right to cure any default under the lease or occupancy agreement within the designated period to cure default; and,			
(4) Specify that the responsible HHS official has the right to transfer the lease to another interim or replacement grantee.			
§1303.51 Subordination of the federal interest			
Only the responsible HHS official can subordinate federal interest to the rights of a lender or other third party. Subordination agreements must be in writing and the mortgage agreement or security agreement for which subordination is requested must comply with §1303.49. When the amount of federal funds already contributed to the facility exceeds the amount to be provided by the lender seeking subordination, the federal interest may only be subordinated if the grantee can show that funding is not available without subordination of the federal interest	N/A		
§1303.52 Insurance, bonding, and maintenance			
(a) Purpose. If a grantee uses federal funds to purchase or continue purchase on a facility, excluding modular units, the grantee must obtain a title insurance policy for the purchase price that names the responsible HHS official as an additional loss payee.	N/A		
(b) Insurance coverage.			

Performance Standard	Strategies	Responsible Staff	Time Line
(1) If a grantee uses federal funds to purchase or continue purchase on a facility or modular unit the grantee must maintain physical damage or destruction insurance at the full replacement value of the facility, for as long as the grantee owns or occupies the facility.	Program will purchase and maintain insurance coverage as needed.	HS/EHS Director	As needed
(2) If a facility is located in an area the National Flood Insurance Program defines as high risk, the grantee must maintain flood insurance for as long as the grantee owns or occupies the facility.	Program will purchase and maintain insurance coverage as needed.	HS/EHS Director	As needed
(3) A grantee must submit to the responsible HHS official, within 10 days after coverage begins, proof of insurance coverage required under paragraphs (a) and (b) of this section.	Program will purchase and maintain insurance coverage as needed.	HS/EHS Director	As needed
(c) Maintenance. A grantee must keep all facilities purchased or constructed in whole or in part with Head Start funds in good repair in accordance with all applicable federal, state, and local laws, rules and regulations, including Head Start requirements, zoning requirements, building codes, health and safety regulations and child care licensing standards.	Program will purchase and maintain insurance coverage as needed.	HS/EHS Director	As needed
\$1303.53 Copies of documents			
A grantee must submit to the responsible HHS official, within 10 days after filing or execution, copies of deeds, leases, loan instruments, mortgage agreements, notices of federal interest, and other legal documents related to the use of Head Start funds for purchase, construction, major renovation, or the discharge of any debt secured by the facility.	All necessary documents will be submitted to the appropriate agencies by the deadline.	HS/EHS Director	As needed
\$1303.54 Record retention			
A grantee must retain records pertinent to the lease, purchase, construction or renovation of a facility funded in whole or in part with Head Start funds, for as long as the grantee owns or occupies the facility, plus three years.	All necessary documents will be submitted to the appropriate agencies by the deadline.	HS/EHS Director	As needed
\$1303.55 Procurement procedures			

Performance Standard	Strategies	Responsible Staff	Time Line
(a) A grantee must comply with all grants management regulations, including specific regulations applicable to transactions in excess of the current simplified acquisition threshold, cost principles, and its own procurement procedures, and must provide, to the maximum extent practical, open and full competition.	All necessary steps of the procurement process will be followed.	EGUSD Facilities Dept. HS/EHS Director	As needed
(b) A grantee must obtain the responsible HHS official's written approval before it uses Head Start funds, in whole or in part, to contract construction or renovation services. The grantee must ensure these contracts are paid on a lump sum fixed-price basis.	All necessary steps of the procurement process will be followed.	EGUSD Facilities Dept. HS/EHS Director	As needed
(c) A grantee must obtain prior written approval from the responsible HHS official for contract modifications that would change the scope or objective of a project or would materially alter the costs, by increasing the amount of grant funds needed to complete the project.	All necessary steps of the procurement process will be followed.	EGUSD Facilities Dept. HS/EHS Director	As needed
(d) A grantee must ensure all construction and renovation contracts paid, in whole or in part with Head Start funds contain a clause that gives the responsible HHS official or his or her designee access to the facility, at all reasonable times, during construction and inspection.	All necessary steps of the procurement process will be followed.	EGUSD Facilities Dept. HS/EHS Director	As needed
§1303.56 Inspection of work			
The grantee must submit to the responsible HHS official a final facility inspection report by a licensed engineer or architect within 30 calendar days after the project is completed. The inspection report must certify that the facility complies with local building codes, applicable child care licensing requirements, is structurally sound and safe for use as a Head Start facility, complies with the access requirements of the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and the Flood Disaster Protection Act of 1973, and complies with National Historic Preservation Act of 1966.	All necessary reports for inspection will be submitted by the appropriate deadlines.	EGUSD Facilities Dept. HS/EHS Director	As needed