

PROGRAM OPERATIONS

PERFORMANCE STANDARD 1302

SUBPART A – ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE

SUBPART B – PROGRAM STRUCTURE

SUBPART C - EDUCATION & CHILD DEVELOPMENT PROGRAM SERVICES

SUBPART D – HEALTH PROGRAM SERVICES

SUBPART E – FAMILY AND COMMUNITY ENGAGEMENT PROGRAM SERVICES

SUBPART F – ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

SUBPART G – TRANSITION SERVICES

SUBPART H – SERVICES TO ENROLLED PREGNANT WOMEN

SUBPART I – HUMAN RESOURCES MANAGEMENT

SUBPART J – PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT

Performance Standard	Program Operations Program Management & Quality Improvement	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i>  Serving the educational needs of the entire community
Subpart	§ 1302.102	
Effective Date	07/2021	
Revised Date	07/2026	
Reviewed Date	07/2026	
Responsibility	Teaching Staff, CD Managers, CD Specialist, Director	

Subject: Program Monitoring

Policy: EPIC Head Start staff will develop and implement process of ongoing monitoring and continuous improvement of the service delivery and program operations. The Head Start Program will provide high-quality program services, share strategies and communicate plans to ensure child and adult safety.

Procedure:

- 1. CLASS** – Classroom Assessment Scoring System – Teacher child interactions will be assessed 2 times a year in the areas of classroom quality including emotional support, classroom organization and instructional support.
- 2. TPOT** - The Teaching Pyramid Observation Tool will be used as a monitoring tool 2 times per year and will measure the fidelity of the implementation of practices associated with the Pyramid Model including key practices, red flags, and responses to challenging behaviors. The classroom schedule will facilitate daily activities and will be created by the teaching staff and submitted for approval. The schedule will be posted in the classroom and all changes must be approved by the CD Manager or CD/D Specialist.
- 3. Creative Curriculum Fidelity Checklist** – A progress monitoring tool, will be completed one time a year to use as a guide for planning, implementing and sustaining best practices. Data will be utilized for problem-solving and decision making. Teaching staff will implement the following Creative Curriculum. Completed as directed by counties.
- 4. Manager Monitoring Logs** – Managers are responsible for conducting classroom monitoring on a monthly basis to ensure compliance with program standards and support continuous quality improvement. Monthly monitoring will include: Nutrition and health and safety practices, Behavioral guidance and classroom management, Curriculum implementation and instructional best practices. .In addition, managers will review **four (4) child files** each month to verify that documentation is complete, accurate, and compliant with program requirement. Completed monitoring forms must be submitted to **Director** and the **CD/D Specialist** by the end of the day upon completion. Any findings requiring corrective action or follow-up must be addressed and documented within **5 work days** of the monitoring visit. * **Classroom staff must also receive a copy.**
- 5. Status Reports/Program Data Base** – Teaching staff will complete the CD program staff report by the deadline on the program calendar and send to the CD Manager. The CD Manager will review, compile, and update the CD program status and send to CD/D Specialist. CD/D Specialist will send to the Program Director.
- 6. Individual Child Files** – Teaching staff will maintain child files according to the individual file information forms (gray sheets) and review twice a month. CD Manager and CD/D Specialist each will review 4 files per class monthly for accuracy. CD Managers will record information on the Manager Monitoring Log. The teaching staff will update and make corrections as needed within 2 weeks.
- 7. Lesson Plans and Newsletters** – Teaching staff will submit weekly lesson plans prior to the upcoming week, designated day set by the county manager. Lesson plans will be posted in the classrooms. Changes will be notated directly on the posted lesson plan. The CD Manager will review the lesson plans through CC Cloud and notate corrections as needed.
- 8. Screenings and Disability Tracking** – CD Managers will track screening and disabilities in order to ensure data validation between child files and the program data base.

Monitoring & Reporting:

- 1. Dissemination of Policies & Procedures** will be made available to all employees through EPIC's website www.epicresa8.org . EPIC Head Start will educate and train applicable Staff regarding the policy and any conduct that could constitute a violation of the policy.
- 2. Training** will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observations conducted by Managers and Specialists; retraining is provided on an as needed basis.

Performance Standard	Program Operations Education and Child Development	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i> EPIC Serving the educational needs of the entire community
Subpart	§1302.30 Purpose	
Effective Date	07/2025	
Revised Date	06/2025	
Reviewed Date	05/2026	
Responsibility	Teaching staff, CD Managers, CD Specialists, Director	

Subject: Education and Child Development Area Purpose

Policy: EPIC Head Start will provide high quality early education and child development services, including for children with disabilities, that promote cognitive, social, and emotional growth in preparation for school readiness.

Procedure: The Education and Child Development Program Service area will develop, implement, and monitor policies and procedures in developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functions, approaches to learning, science, physical skills, and creative arts that support individualization and growth for children and families in the following areas:

1. Research-based curriculum
2. Screenings and assessments
3. Responsive and effective teacher –child interactions
4. Secure parent-child relationships and high-quality early learning experiences
5. Health education services, including physical, dental, social-emotional, nutrition and safety
6. Family engagement opportunities, including home visits, events, parent conferences, activities, and materials.
7. Parent education services including child development and parenting skills training, as well as positive behavior and communication techniques
8. Individualized school readiness goals
9. Transition services

Early Head Start home-based/socialization and Headstart/Pre-Kindergarten collaboration center-based services are provided in Berkeley, Morgan, and Jefferson counties. The population served includes expectant families and children, birth to five years of age, from all racial and ethnic backgrounds. 10% of total funded enrollment is filled by children eligible for services under IDEA. Families served vary in size and composition, including single and two-parent households.

Monitoring & Reporting:

1. **Dissemination of Policies & Procedures** will be made available to all employees through the agency's website. EPIC Head start will educate and train applicable staff regarding the policy and any conduct that could constitute a violation of the policy.
2. **Training** will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observations conducted by Managers and specialists; retraining is provided on an as needed basis.
3. **Education Cornerstone** comprised of Early Head Start and Head Start Managers and Specialists convenes four times a year to review policies and procedures, analyze data, and suggest process improvements and/or adjustments.
4. **Education Advisory Council** comprised of parents, staff, and community members convene twice a year to review and discuss current practices.
5. **Monthly Staff Meetings** will be conducted to review Head Start Performance, Policy and Procedures and Licensing Regulations.

Performance Standard	Program Operations Education and Child Development	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i> EPIC Serving the educational needs of the entire community
Subpart	1302.31 Teaching and the learning environment	
Effective Date	07/2022	
Revised Date	06/2025	
Reviewed Date	06/2025	
Responsibility	Teaching Staff, CD Managers, CD Specialists, Director	

Subject: Effective Teaching Practices

Policy: EPIC Head Start staff will provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and opportunities for all children's skill growth, aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities.

Procedure:

1. Through intentional planned daily schedules, lesson plans and activities, teaching staff will provide and implement high-quality experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development. Teaching staff will focus on promoting individualized growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework (HSELOF): Ages Birth to Five by aligning with The Creative Curriculum for Preschool.
2. Teaching staff will provide nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; support children's engagement in learning experiences and activities.
3. Teaching staff will review and analyze each child's data and use it to support the planning of small and large group lessons, as well as individualized school readiness goals. Resources include but are not limited to the following: Early Learning Reporting System (ELRS), School Readiness Individualized learning plan, Brigance development and Social Emotional Screenings, and on-line data system.
4. Dual Language Learners: EPIC Head Start recognizes bilingualism and biliteracy as strengths and implements research-based teaching practices that support their development.
 - a. Teaching practices will focus on both English language acquisition and the continued development of the home languages.
 - b. If staff do not speak the home language of the children in the learning environment, teaching staff will:
 - Learn key vocabulary of child's home language
 - Provide materials in home language such as books, labels, pictures and posters, instruments, clothing etc
 - Provide an interpreter when available.

Monitoring & Reporting:

1. **Dissemination of Policies & Procedures** will be made available to all employees through the agency's website www.epicehs-hs.org. EPIC Head Start will educate and train applicable Staff regarding the policy and any conduct that could constitute a violation of the policy.

2. **Training** will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observations conducted by Managers and Specialists; retraining is provided on an as needed basis.

Managers and/or CD Specialist will conduct the **Classroom Monitor Log** to monitor the implementation of curriculum plans.

3. CD Managers and/or CD Specialists will conduct Classroom Assessment Scoring System (CLASS) to monitor teacher-child interactions and record the results in the online data system.

4. CD Managers and/or CD Specialist will conduct the Teaching Pyramid Observation TOOL (TPOT) for Preschool Classrooms to assess teacher

Performance Standard	<i>Program Operations Education and Child Development</i>
Subpart	<i>1302.31 Teaching and the learning environment</i>
Effective Date	<i>07/2022</i>
Revised Date	<i>06/2026</i>
Reviewed Date	<i>06/2026</i>
Responsibility	<i>Teaching Staff, CD Managers, CD Specialist, Director</i>

Head Start & Early Head Start Policies and Procedures

*Eastern Panhandle
Instructional Cooperative*

EPIC

*Serving the educational needs
of the entire community*

Subject: *Learning Environment*

Policy: *EPIC Head Start staff will implement a well-organized learning environment with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning sensory, motor experiences.*

Procedure:

1. *Teaching staff will include teacher-directed, child-initiated, active, and quiet learning experiences and the following opportunities:*
 - a. *Individual Work and Individualizations will occur daily for each child.*
 - b. *Small Group: Intentionality planned lessons to focus on the class study and/or on skills in any of the various developmental learning areas. Staff will introduce new concepts, teach skills, and document-focused observation. The size is determined by the children's age and individualized needs and the length of time is between 10-15 minutes. Small groups should NOT consist of worksheets (anything on a copier), or coloring pages. Small group activities should incorporate social-emotional development, math, science, and literacy on all four days each week. Each activity should clearly be documented on the lesson plan in the small group section.*
 - c. *Large Group: Lesson and discussions will be based on the children and their interests including but not limited to Question of the days or Classroom jobs. Staff will promote child-directed discussions, and the length of time will be between 10-15 minutes.*
 - d. *Choice Time: There are 10 interest areas arranged in classroom with materials readily available for children to socialize, explore and experiment. All interest areas must be available for a minimum of 120 minutes per day. This can take place in one 120-minute block two 60-minute blocks of time and can not include clean up or any transition time. Any schedules deviating from this, must be approved by the CD Specialist.*
 - e. *Read-Aloud: minimum of two*
 - f. *Outdoor: Must be provided for a minimum of 60 minutes per day unless it is raining, lighting, or storming (high winds). This can take place in one 60-minute block or two 30-minute blocks of time and cannot include clean up or transition time. If allotted outdoor time cannot be met, staff will provide indoor activities that help develop large and small motor skills.*
 - g. *Transitions: Must be planned to minimize the number of transitions during the day, when possible. Must be 5 minutes or less and educational and may include Mighty Minutes or intentional transition activities.*
 - h. *Transportation: in order to extend learning time across all environments, transportation staff will review the Speech and Language calendar with the children daily during transport.*

Monitoring & Reporting:

1. *Dissemination of Policies & Procedures will be made available to all employees through the agency's website. EPIC Head Start will education and train applicable staff regarding the policy and any conduct that could constitute a violation of the policy.*
2. *Training will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observation conducted by Managers and Specialists; retraining is provided on as needed basis.*
3. *CD Manager and/or CD Specialist will conduct the Manager Monitor Log to monitor the implementation of policies and procedures, including reviewing the following (completed by the teaching staff): Weekly lesson plan, newsletter, and anecdotal documentation (submitted on Teaching Strategies and posted in the classroom), classroom schedule (approved by CD Specialist and posted in the classroom, including picture schedule for children), and program data tracking system.*
4. *CD Manager and/or CD Specialist and Coach will conduct Classroom Assessment Scoring System (CLASS) to monitor teacher child interactions and record the results in data tracking system.*
5. *CD Managers and/or CD specialist and Coach will conduct the Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms to assess teacher-child interactions ensuring classroom practices are aligned to Pyramid Model practices*

Performance Standard	Program Operations Education and Child Development	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i> EPIC Serving the educational needs of the entire community
Subpart	1302.31 Teaching and the learning environment	
Effective Date	07/2022	
Revised Date	06/2025	
Reviewed Date	05/2025	
Responsibility	Teaching Staff, CD Managers, CD Specialist, Director	

Subject: Materials and Space for Learning

Policy: EPIC Head Start staff will provide age-appropriate equipment, materials, supplies, and physical space indoor and outdoor. The equipment, materials, and supplies must include any necessary accommodations and space accessible to children with disabilities.

Procedure:

1. Space for Learning

- a. Teaching Staff will ensure the setup of indoor and outdoor environments are safe, clean, attractive, comfortable, and well designed to help children engage in the activities and provide a sense of community.
 - Keep indoor and outdoor spaces free of unnecessary clutter and extraneous stimulation.
 - Arrange indoor space to provide clear pathways and no wide-open areas that encourage running.
 - Observe flow of traffic in the classroom carefully, making adaptations in arrangement as needed.
 - Ensure the environment reflects non-stereotyping and cultural diversity, including backgrounds and interests of families/children represented in the classroom through pictures, photographs and materials displayed and used.
 - Display family portraits for each child/family.
 - Display a child friendly picture schedule and job chart with enough jobs for each child.
 - Provide developmentally appropriate equipment, materials, supplies, and space for children with disabilities.
- b. Teaching staff will organize the classroom in 10 interest areas to provide opportunities for children to explore, discover, and grow including Blocks, Dramatic Play and Cooking, Toys & Games, Art, Library, Discovery, Sand/Water, Music and Movement, Technology (refer to Creative Curriculum Volume 2: Interest Areas).
 - Maximize use of the space to arrange work and play areas and creatively consider any fixed features or unique room limitations.
 - Clearly define interest areas while allowing children to work individually or together in small or large groups.
 - Provide individual space for each child's belongings.
 - Establish spaces for privacy for 1 or 2 children to play alone without expected interruptions.
 - Separate quiet and active areas (i.e., Library is separated from Blocks).
 - Interest areas will be ideally set up near needed resources (i.e., Water source accessible for art and water activities).
 - Implement recommendations from CD Managers, CD & Mental Health Specialists regarding layout.
- c. Teaching staff will create a Safe Place area providing a space for children to go to calm down when they are feeling mad, sad, nervous, or experiencing any big emotion.
 - This area should be used as a tool to support the social emotional need of children and will not be used as a time out/isolation space.
 - Place the Safe Place area away from the loudest area of the room, but not in a secluded/obscure corner.
 - Design the area with safety and comfort in mind and include durable and easily cleaned items based on the interest of children (i.e., Emotions/Feelings books, age-appropriate fidgets, calming sensory bottles, pinwheels, stress balls, stuffed animals, motion timers, Emotions/Feelings dolls, pillows/bean bag chair or other soft seating, feelings mirror, visual supports (posters, cards, social stories).
 - Introduce the space at the beginning of the year along with other interest areas to provide a sense of safety, security and routine. Over the course of several days, model how to use the tools located in the area. Invite the children to touch and feel them. Conduct a lesson on how to use the space, when they may want to go there, how to use the materials and how to clean up.
 - Continuously, routinely, and intentionally teach children self-regulating strategies at a time when big emotions are not being displayed.

2. Materials

- a. Teaching staff will provide developmentally appropriate materials that support the implementation of the curriculum and that are relevant to children's experiences, cultures, and abilities.
 - Change materials intentionally and periodically to support children's interest. If materials are still of interest, then an extension to the activity must be implemented to promote higher level thinking.

- Provide an adequate, but not overwhelming number of materials and duplicate materials as needed.
 - Include materials meeting the individualized interest of the children in each interest area.
 - Place materials supporting print awareness, language, and literacy (books, puppets, etc.) throughout each interest area, including related books, pencils, paper, and rulers.
 - Display children's work at their eye level throughout the room with name, date, and the dictation. Artwork displayed must have been completed within the past 30 days.
- b. Teaching staff will organize materials to promote accessibility and independent use by children.
- Label all shelving and materials with words and pictures to promote literacy independence.
 - Place materials and equipment on low open shelves.
 - Store materials not intended for free access out of children's reach in closets or cabinets.
 - Check materials regularly to be sure they are in good condition.
 - Encourage children to choose freely from all materials in each area equally, regardless of gender, language, disability, race, or culture.

Monitoring & Reporting:

1. Dissemination of Policies & Procedures will be made available to all employees through EPIC's website www.epicresa8.org. EPIC Head Start will educate and train applicable Staff regarding the policy and any conduct that could constitute a violation of the policy.
2. Training will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observations conducted by Managers and Specialists; retraining is provided on an as needed basis.
3. CD Managers and CD Specialist will conduct the **Manager Monitoring Log** to monitor the implementation of policies and procedures, including reviewing the following (completed by the teaching staff): Daily Roster, Health/Safety postings, Allergy Chart, Sanitizing & Disinfecting Checklist, Outdoor Environment Checklist, First Aid Checklist, Fire Drill Safety Log, Emergency Response Drills, Emergency Plan, Emergency Binder, Medication Binder, and data base tracking.
4. CD Managers and/or CD Specialist will conduct the **WV Universal Health & Safety Review** by mid September to ensure compliance with State health & safety procedures and submit to Director.
5. Family Advocates will complete the **Health & Safety Checklist** monthly beginning in October of each year.
6. CD Managers and/or other trained staff will conduct **Classroom Assessment Scoring System (CLASS)** to monitor teacher child interactions and record the results in the program data base.
7. CD Managers and/or other trained staff will conduct the **Teaching Pyramid Observation Tool (TPOT)** for Preschool Classrooms to assess teacher-child interactions ensuring classroom practices are aligned to Pyramid Model practices.

Performance Standard	Program Operations Education and Child Development	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i> 
Subpart	1302.31 Teaching and the learning environment	
Effective Date	07/2022	
Revised Date	06/2025	
Reviewed Date	06/2025	
Responsibility	Teaching Staff, CD Managers, CD Specialist, Director	

Subject: Promoting Learning through Approaches to Rest, Meals, Routine, and Physical Activity

Policy: EPIC Head Start staff will provide an intentional and age-appropriate approach to providing responsive care regarding healthy development that are aligned with Head Start Early Learning Outcomes Framework: Ages Birth to Five, including children with disabilities.

Procedure:

1. Rest: Teaching Staff will ensure a regularly scheduled time consisting of 60 minutes of resting time is provided daily for the child who sleeps, and alternative quiet learning activities for the child who is unable to sleep during this time.
 - a. Turn off the lights and play relaxation music for a peaceful rest time.
 - b. Provide cots and sheet, if required, and children may bring a small blanket
2. Meals: Teaching staff will ensure a regularly scheduled time consisting up to 30 minutes for breakfast and lunch is provided. This time is structured and includes learning opportunities to support teaching staff-child interactions and foster communications and conversations that contribute to a child's learning, development, and socialization.
 - a. Family-style meals will be implemented.
 - b. Children will be involved in preparation and clean up when possible.
 - c. Children will not be forced to finish their food and food will not be used as a reward or punishment.
 - d. All staff will sit with the children while modeling good table manners.
 - e. Teaching staff will encourage a pleasant, relaxed atmosphere for mealtimes.
 - f. Transition activity prior to meals must be short to ensure that meals are at the appropriate temperature when served.
 - g. When possible, teachers must allow children to leave the table when they have finished eating and help them to begin the next activity. Eliminate waiting until everyone is finished.
3. Routines: Teaching staff will approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening and reinforcing development, learning and skill growth.
 - a. Develop specific plans for routines and transitions (ie, drop-off and pick-up times, active supervision coverage, etc.)
 - b. Give specific instructions that are clear and concise to meet the children's individual needs.
 - c. Review expectations and all sufficient time.
 - d. Provide a five-minute warning before changing activities.
 - e. Use transition activities as a opportunity to teach (i.e. Mighty Minutes, transition activities) by practicing cognitive skills such as counting, color/shapes recognition, letter/numeral exercise as well as fun chants or rhymes
 - f. Keep transition activities simple and timed appropriately.
 - g. Eliminate waiting time as much as possible. Transitions should be quick and efficient.
 - h. When possible, move two to three children at a time from one activity to another. Have one staff person at the next area to engage children in new activity. Do or have something to grab their attention. Motivate them to come.
4. Physical Experience: Teaching staff will recognize physical activity as important to learning and integrate intentional movement into curricular activities and daily routines in ways that support health and learning.
 - a. Allow children to move freely whenever possible and never restrict movement for extended periods of time.
 - b. Incorporate movement into each activity.
 - c. Provide a regularly scheduled time consisting of one 60-minute block or tow-30-minute blocks of outdoor time each day unless it is raining, lightning, or storming (high winds). Children will not be allowed to stay outdoors for long periods of time during extreme heat or cold conditions as

indicated by the Child Care Weather Watch posting. If unable to be outdoors for the allotted time, staff will provide indoor activities that help develop large and small motor skills.

- d. Staff will provide a teacher directed vigorous physical outdoor gross motor activity daily.

Monitoring & Reporting

1. Dissemination of Policies & Procedures will be made available to all employees through the agency's website. EPIC Head Start will educate and train application staff regarding the policy and any conduct that could constitute a violation of the policy.
2. Training will be provided to staff annually during pre-serve; new staff receive training during orientation. Implementation of training is monitored during classroom observation conducted by Managers and Specialists; retraining is provided on an as needed basis.
3. CD Managers and/or CD Specialist will conduct the Manager monitor log to monitor the implementation of policies and procedures, including reviewing the following (completed by teaching staff/Food service): Weekly lesson plan, newsletter, and anecdotal documentation (submitted on Teaching Strategies and posted in the classroom) Child Care Watch, and meal count.
4. CD Managers and/or CD Specialist/Education Coach will conduct Classroom Assessment Scoring System (CLASS) to monitor teacher child interactions and record the results in data tracking system.
5. CD Managers and/or CD Specialist and ED Coach will conduct the Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms to assess teacher-child interactions ensuring classrooms are aligned to Pyramid Model practices.

Performance Standard	Program Operations Education and Child Development	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i> EPIC Serving the educational needs of the entire community
Subpart	§ 1302.32 Curricula	
Effective Date	07/2021	
Revised Date	06/2025	
Reviewed Date	07/2025	
Responsibility	Teaching Staff, CD Managers, CD Specialist, Director	

Subject: Curricula

Policy: All Head Start classroom curricula' are developmentally appropriate and in alignment with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF)* and *West Virginia Early Learning Standards (WVELS)*.

Procedure:

1. The teaching staff will use *The Creative Curriculum® for Preschool, Sixth Edition* to fidelity in the classroom which provides a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical-thinking skills. It is designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.
2. Curriculum planning: The teaching staff will use individual child and family information when creating their weekly curriculum plan. This information may be obtained from parent, family, and child information, including parent input or suggestions, school readiness goals, home visits, and parent teacher conferences, as well as from assessment information.
 - a. Document weekly curriculum plans in "My Teaching Strategies". The weekly plan will provide a balance of child initiated and adult directed activities through individual, small, and large group activities, routines, transitions, music/movement, read aloud and outdoor experiences.
 - b. Incorporate individualization in weekly curriculum plans based on each child's School Readiness Individualized Learning Plan. This plan may also be used to document supports or modifications needed to meet specific needs.
 - c. Provide a weekly newsletter linking classroom learning and home to incorporate family engagement.
 - d. Update emergent changes or additions to the weekly plan based on children's interests and ideas. Emergent changes may be handwritten on the curriculum plan posted in the classroom. These may be carried over into following weeks or incorporated into a class study based on children's continued level of interest.
 - e. Submitted weekly curriculum plans and newsletter to the CD Manager one week prior to the curriculum planning date.
 - f. At the end of the week, place the curriculum plan and newsletter in a binder/folder with all other past plans. The curriculum and individualization plans will be kept for the entire program year.

Monitoring & Reporting:

1. **Dissemination of Policies & Procedures** will be made available to all employees through the agency's website www.epicehs-hs.org. EPIC Head Start will educate and train applicable Staff regarding the policy and any conduct that could constitute a violation of the policy.
2. **Training** will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observations conducted by Managers and Specialists; retraining is provided on an as needed basis.
3. Managers and/or CD Specialist will conduct the **Classroom Monitor Log** to monitor the implementation of curriculum plans.
4. Managers and/or CD Specialists will conduct **The Fidelity Tool for Administrators** to monitor high quality supportive environments curriculum fidelity.

Performance Standard	Program Operations Education and Child Development	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i> EPIC Serving the educational needs of the entire community
Subpart	1302.33 Child Screenings and Assessments	
Effective Date	07/2021	
Revised Date	06/2025	
Reviewed Date	06/2025	
Responsibility	Teaching Staff, CD Managers, CD Specialist, Director	

Subject: Developmental Screening

Policy: Within 45 calendar days after the child first attends the program, EPIC Head Start will conduct a research-based standardized developmental screening in the areas of behavioral, motor, language, social-emotional, and cognitive development in collaboration with each child's parent/guardian.

Procedure:

1. Teaching Staff will use the Brigance Head Start Screen III (3-5 years old) which includes Core Assessments that cover age-appropriate skills across key early learning domains including physical, language, cognitive, and academic development.
 - a. Thoroughly read STEP 1, STEP 2, STEP 3, STEP 4 in Brigance Head Start Screen III Manual
 - b. Conduct the screening in home language.
 - c. **At the first home visit**, administer appropriate screening and materials according to the child's birthdate (Three, four, or Five year) and record the responses on the screening data sheet. (Refer to example of completed data sheets as needed)
 - Complete Section A prior to starting the screening and review all Core Assessment items.
 - Complete Section B by asking the child each question exactly as directed, stopping after the discontinue point as described in the discontinue column. Circle the item number if correct. Slash through the item number if incorrect.
 - Complete Section C by calculating the score after the screening is complete:
 - Record the number correct in the number correct column (Do not count any correct responses above the discontinue point)
 - Multiply the number correct by the assigned point value and record in the child's score column
 - Calculate the total score by adding all the numbers in the child's score column
 - Complete Section D Note any significant observation, parent feedback, and the child's primary language if other than English.
 - Complete Section E Compare the Total score with the cutoff score using Table 2 Cutoff for Detecting Children who are likely to have Developmental or Academic Delays and note the following:
 - WNL (within normal limits) or BNL (below normal limits)
 - Cutoff score (<42)
 - Outcome: Pass-The child has score either above or within normal limits. No further evaluation is needed at this time.
 - Rescreen-The child has a score below normal limits that is ≥ 20 and will be rescreened within 30 days
 - Observation-The child will be observed by CD Manager/CD Specialist after second rescreen and 20 points below cut off score.
 - Referral-The child has scored <20 will be automatic referral
2. Teaching staff will document the developmental screening by completing the following.
 - a. Document result on the Developmental Screen Tracking form. Send a copy to your manager when all the children have been screened.
 - b. Place the original in the child's file and update the Screening summary.
 - c. Discuss the screening results with the parent/guardian at each Parent Conference or sooner if a referral is needed.
3. Teaching staff will complete rescreen within 30 calendar days of the original screening date. CD Managers will follow their individual county Local Education Agency (LEA) process for developmental referrals, if the rescreen was below normal limits
4. If teachers and parents continue to have concerns about the child's development, he/she may be referred for further testing to LEA or appropriate agency for a formal evaluation to access the child's eligibility under IDEA as soon as possible.

Monitoring & Reporting

1. Dissemination of Policies & Procedures will be available to all employees through the agency's website. EPIC Head Start will educate and train applicable staff regarding the policy and any conduct that could constitute a violation of policy
2. Training will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observation conducted by Managers and Specialist; retraining is provided on an as needed basis.
3. CD Managers and/or CD Specialist will conduct the Manager Monitor Log to monitor the implementation of policies and procedures
4. CD Managers will document and review screening results in the screening and Disabilities Tracking and online data system to ensure compliance.
5. CD Managers will follow up and document the developmental referral process within 30 days and as needed.

BRIGANCE® Screen III Three-Year-Old Child Data Sheet



A. Child's Name Crystal Moore Date of Screening 2016 9 12 School/Program Hammond School
 Parent(s)/Caregiver(s) Heather Moore Birth Date 2013 7 7 Teacher Jake Yarmus
 Address 322 Flagstaff Rd., Apt. C Age 3 2 5 Examiner Sarah Donohue

B. Core Assessments			C. Scoring		
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For a skill not demonstrated (an incorrect response), slash through the item number. /.	Discontinue	Number Correct × Point Value for Each	Child's Score
3	Academic/ Cognitive	1A Knows Personal Information Knows: ① First name ② Last name /3. Age	Administer all items.	<u>2</u> × 1	<u>2</u> / 3
4	Language Development	2A Identifies Colors Points to: ① red ② blue ③ green ④ yellow ⑤ orange	Stop after 3 incorrect responses in a row.	<u>5</u> × 2	<u>10</u> / 10
5	Language Development	3A Identifies Pictures by Naming Names: ① boat ② scissors /3. kite ④ wagon /5. ladder /6. fish	Stop after 3 incorrect responses in a row.	<u>3</u> × 2	<u>6</u> / 12
6	Language Development	4A Knows Uses of Objects Knows use of: ① book ② scissors /3. stove /4. pencil	Administer all items.	<u>2</u> × 3	<u>6</u> / 12
7	Physical Development	5A Visual Motor Skills Draws: ① a vertical line ② a horizontal line /3. a circle /4. plus sign	Stop after 3 skills not demonstrated in a row.	<u>2</u> × 3	<u>6</u> / 12
9	Academic/ Cognitive	6A Understands Number Concepts Understands: ① two ② three /4. five	Administer all items.	<u>2</u> × 3	<u>6</u> / 9
10	Physical Development	7A Builds Tower with Blocks Builds a tower with: ① six blocks ② seven blocks ③ eight blocks 4. nine blocks 5. ten blocks	Stop after 2 attempts.	<u>3</u> × 2	<u>6</u> / 10
11	Physical Development	8A Gross Motor Skills ① Stands on one foot for five seconds ② Stands on other foot for five seconds /3. Walks forward heel-to-toe four steps	Administer all items.	<u>2</u> × 3	<u>6</u> / 9
13	Language Development	9A Identifies Parts of the Body Points to: ① stomach /2. neck ③ back ④ knees ⑤ thumbs /6. fingernails	Stop after 3 incorrect responses in a row.	<u>4</u> × 1	<u>4</u> / 6
14	Academic/ Cognitive	10A Repeats Sentences Repeats sentence of: ① four syllables ② six syllables /3. eight syllables	Stop after incorrect responses for both a and b for a single item.	<u>2</u> × 3	<u>6</u> / 9
15	Language Development	11A Uses Prepositions and Irregular Plural Nouns Uses: ① prepositions /2. irregular plural nouns	Administer both items.	<u>1</u> × 4	<u>4</u> / 8

Total Score = 62 / 100

D. Notes/Observations: <u>Cooperated and enjoyed talking.</u>	✓ One	Score	Cutoff	Total Score	Outcome
	✓	ANL/WNL	<42	-----	Pass – No further evaluation needed
		BNL	-----	>= 20	Rescreen – within 30 calendar days
		BNL	-----	< 20	Observation – Needed to determine Observation date ____/____/____ Observation outcome: Rescreen w/in 30 cal. days Refer for evaluation
		BNL	-----	-----	Refer – for evaluation, rescreen BNL

BRIGANCE® Screen III Four-Year-Old Child Data Sheet

4
year-old

A. Child's Name Corey Martin Date of Screening 2016 8 15 School/Program Ballard School
 Parent(s)/Caregiver(s) Alex and Anne Martin Birth Date 2012 2 10 Teacher Emily Chappell
 Address 982 Haines Street Age 4 6 5 Examiner Bernard Karcher

B. Core Assessments			C. Scoring		
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For a skill not demonstrated (an incorrect response), slash through the item number. /.	Discontinue	Number Correct × Point Value for Each	Child's Score
19	Academic/ Cognitive	1B Knows Personal Information Knows: ① First name ② Last name ③ Age / Street address	Stop after 3 incorrect responses in a row.	<u>3</u> × 2.5	<u>7.5</u> /10
20	Language Development	2B Names Colors Names: ① blue ② green / yellow ④ red / orange / pink / black 8. purple 9. white 10. brown	Stop after 3 incorrect responses in a row.	<u>3</u> × 1	<u>3</u> /10
22	Language Development	3B Identifies Pictures by Naming Names: / scissors / duck ⑤ snake ④ wagon / ladder ⑥ leaf / owl	Stop after 3 incorrect responses in a row.	<u>3</u> × 1	<u>3</u> / 8
23	Academic/ Cognitive: Literacy	4B Visual Discrimination—Forms and Uppercase Letters / ○ ② □ ③ ○ ④ ○ / > ⑥ ○ ⑦ I / P	Stop after 5 incorrect responses in a row.	<u>5</u> × 1	<u>5</u> /10
24	Physical Development	5B Visual Motor Skills Draws: ① a circle ② a plus sign ③ an X ④ a square / a rectangle	Stop after 3 skills not demonstrated in a row.	<u>3</u> × 2	<u>6</u> /10
26	Physical Development	6B Gross Motor Skills ① Walks forward heel-to-toe five steps ② Hops five hops on preferred foot ③ Hops five hops on other foot ④ Stands on one foot for ten seconds ⑤ Stands on other foot for ten seconds	Administer all items.	<u>5</u> × 1	<u>5</u> / 5
28	Language Development	7B Names Parts of the Body Names: ① stomach / neck ③ back / knees ⑤ thumbs / fingernails	Stop after 3 incorrect responses in a row.	<u>3</u> × 2	<u>6</u> /12
29	Language Development	8B Follows Verbal Directions Follows: ① two-step directions / three-step directions	Stop after 2 incorrect responses for 1 item.	<u>1</u> × 4	<u>4</u> / 8
31	Academic/ Cognitive: Mathematics	9B Counts by Rote Counts to: ① ② ③ ④ ⑤ / 7 8 9 10	Stop after the first error.	<u>5</u> × 0.5	<u>2.5</u> / 5
32	Academic/ Cognitive: Mathematics	10B Recognizes Quantities Recognizes and names quantities of: / three / five 3. eight	Stop after 2 incorrect responses.	<u>0</u> × 4	<u>0</u> /12
33	Language Development	11B Verbal Fluency and Articulation ① Uses sentences of at least three words ② At least 90% of speech is intelligible	Administer both items.	<u>2</u> × 5	<u>10</u> /10
Total Score =				<u>52</u>	<u>100</u>
D. Notes/Observations: <u>Vision and hearing appear normal.</u>			✓ One Score Cutoff Total Score Outcome ANL/WNL ----- ✓ BNL <u><69</u> >= 20 Pass – No further evaluation needed BNL ----- < 20 Rescreen – within 30 calendar days Observation – Needed to determine Observation date _____ Observation outcome: Rescreen w/in 30 cal. days Refer for evaluation		

BNL -----

Refer – for evaluation, rescreen BNL

Brigance® Screen III Three Year Old Child Data Sheet

3
year-old

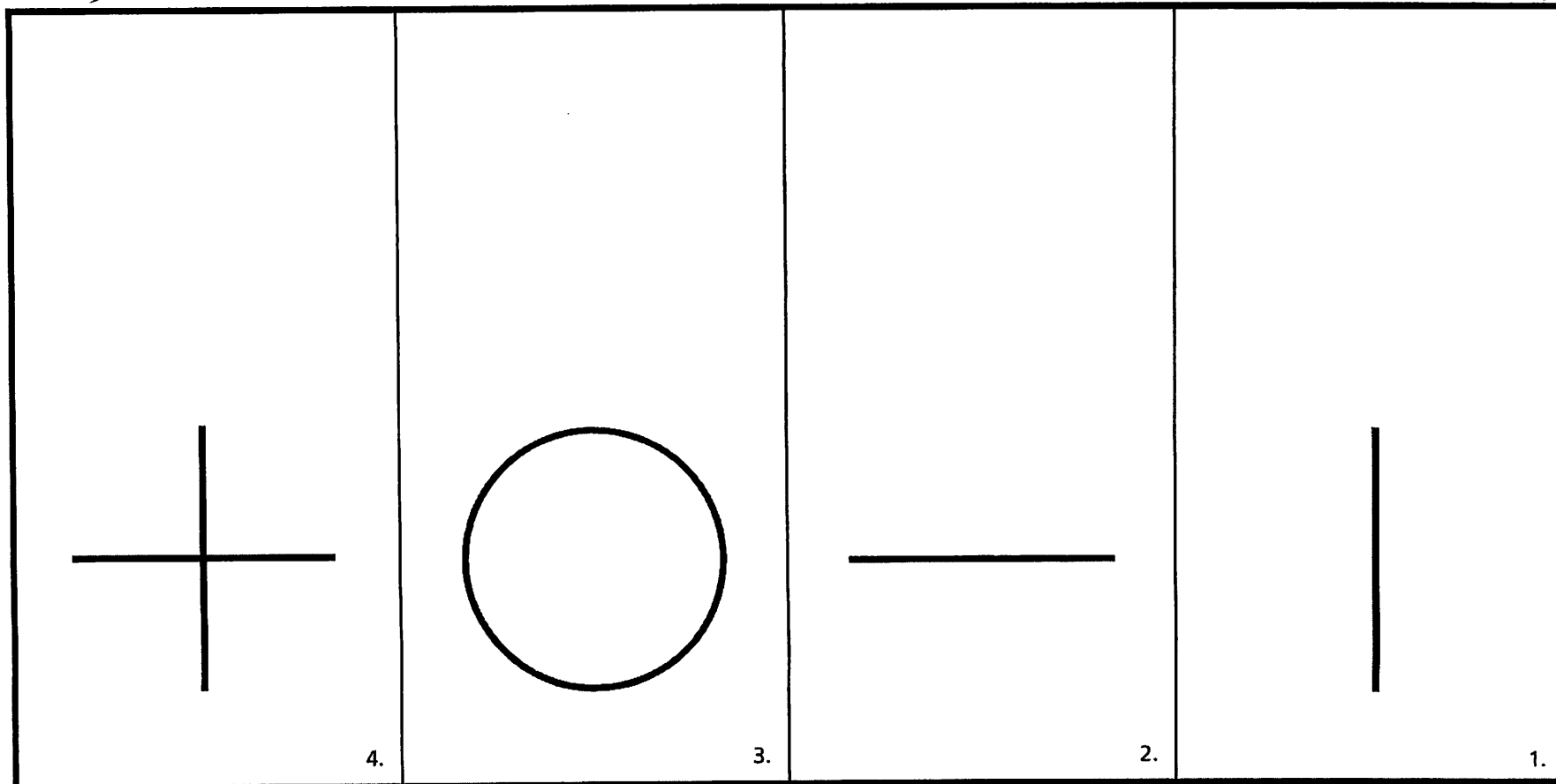
A. Child's Name _____ Screening Date _____ Year _____ Month _____ Day _____ School/Program _____
 Parents/Guardian _____ Birth Date _____ Teacher _____
 Address _____ Age _____ Examiner _____

B. Core Assessments			C. Scoring		
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ①. For a skill not demonstrated (an incorrect response), slash through the item number. /.	Discontinue	# Correct x Point Value for Each	Child's Score
3	Academic/Cognitive	1A Knows Personal Information Knows: 1. First name 2. Last name 3. Age	Administer all items.	___ x 1	___ / 3
4	Language Development	2A Identifies Colors Points to: 1. red 2. blue 3. green 4. yellow 5. orange	Stop after 3 incorrect responses in a row.	___ x 2	___ / 10
5	Language Development	3A Identifies Pictures by Naming Names: 1. boat 2. scissors 3. kite 4. wagon 5. ladder 6. fish	Stop after 3 incorrect responses in a row.	___ x 1	___ / 12
6	Language Development	4A Knows Uses of Objects Knows use of: 1. book 2. scissors 3. stove 4. pencil	Administer all items.	___ x 3	___ / 12
7	Physical Development	5A Visual Motor Skills Draws: 1. a vertical line 2. a horizontal line 3. a circle 4. a plus sign	Stop after 3 skills not demonstrated in a row.	___ x 3	___ / 12
9	Academic/Cognitive	6A Understands Number Concepts Understands: 1. two 2. three 3. five	Administer all items.	___ x 3	___ / 9
10	Physical Development	7A Builds Tower with Blocks Builds a tower with: 1. six blocks 2. seven blocks 3. eight blocks 4. nine blocks 5. ten blocks	Stop after 2 attempts.	___ x 2	___ / 10
11	Physical Development	8A Gross Motor Skills 1. stands on one foot for five seconds 2. Stands on other foot for five seconds 3. Walks forward heel-to-toe four steps	Administer all items.	___ x 3	___ / 9
13	Language Development	9A Identifies Parts of the Body Points to: 1. stomach 2. neck 3. back 4. knees 5. thumbs 6. fingernails	Stop after 3 incorrect responses in a row	___ x 1	___ / 6
14	Academic/Cognitive	10A Repeats Sentences Repeats sentences of: 1. four syllables 2. six syllables 3. eight syllables	Stop after incorrect responses for both a and b for a single item.	___ x 3	___ / 9
15	Language Development	11A Uses Prepositions and Irregular Plural Nouns Uses: 1. prepositions 2. Irregular plural nouns	Administer both items.	___ x 4	___ / 8
			Total Score = ___ / 100		

D. Notes/Observations: _____

E. Next Steps

✓ One	Score	Cutoff	Total Score	Outcome
☐ ANL/WNL	_____	_____	_____	Pass – No further evaluation needed
☐ BNL	_____	_____	>= 20	Rescreen – within 30 calendar days
☐ BNL	_____	_____	< 20	Observation – Needed to determine Observation date ____/____/____ Observation outcome: ☐ Rescreen w/in 30 cal. days ☐ Refer for evaluation
☐ BNL	_____	_____	_____	Refer – for evaluation, rescreen BNL



Brigance® Screen III Four Year Old Child Data Sheet

4
year-old

A. Child's Name _____
Parents/Guardian _____
Address _____

Year _____ Month _____ Day _____
Screening Date _____
Birth Date _____
Age _____

School/Program _____
Teacher _____
Examiner _____

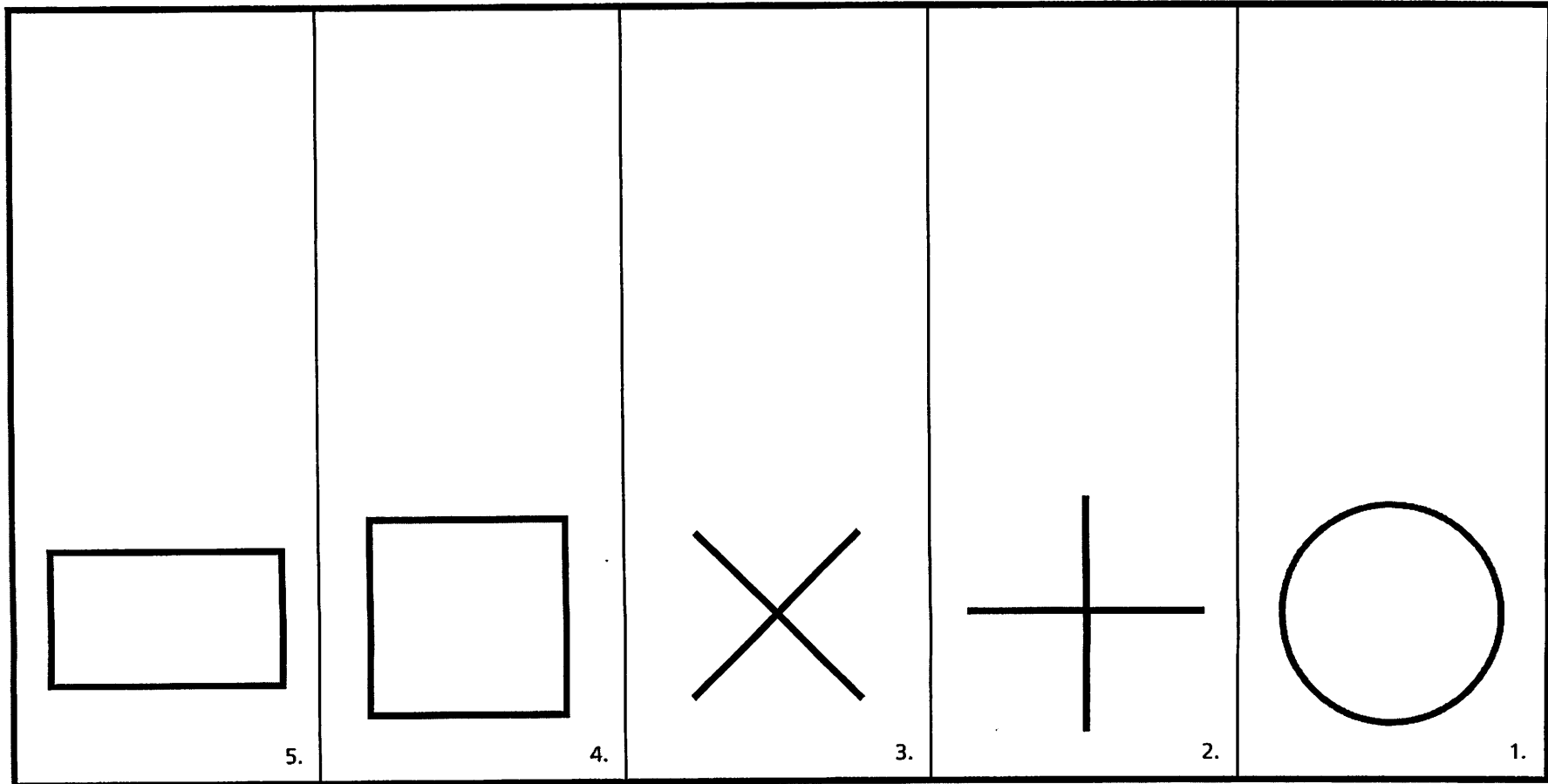
B. Core Assessments			C. Scoring		
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For a skill not demonstrated (an incorrect response), slash through the item number. /	Discontinue	# Correct x Point Value for Each	Child's Score
19	Academic/Cognitive	1B Knows Personal Information Knows: 1. First name 2. Last name 3. Age 4. Street address	Stop after 3 incorrect responses in a row.	___ x 2.5	___ /10
20	Language Development	2B Names Colors Names: 1. blue 2. green 3. yellow 4. red 5. orange 6. pink 7. black 8. purple 9. white 10. brown	Stop after 3 incorrect responses in a row.	___ x 1	___ /10
22	Language Development	3B Identifies Pictures by Naming Names: 1. scissors 2. duck 3. snake 4. wagon 5. ladder 6. leaf 7. owl 8. nail	Stop after 3 incorrect responses in a row.	___ x 1	___ / 8
23	Academic/Cognitive	4B Visual Discrimination—Forms and Uppercase Letters 1. ○ 2. □ 3. ○ 4. ○ 5. > 6. ○ 7. I 8. P 9. V 10. X	Stop after 5 incorrect responses in a row	___ x 1	___ /10
24	Physical Development	5B Visual Motor Skills Draws: 1. a circle 2. a plus sign 3. an X 4. a square 5. a rectangle	Stop after 3 skills not demonstrated in a row.	___ x 2	___ /10
26	Physical Development	6B Gross Motor Skills 1. Walks forward heel-to-toe five steps 2. Hops five hops on preferred foot 3. Hops five hops on other foot 4. Stands on one foot for ten seconds 5. Stands on other foot for ten seconds	Administer all items.	___ x 1	___ / 5
28	Language Development	7B Names Parts of the Body Names: 1. stomach 2. neck 3. back 4. knees 5. thumbs 6. fingernails	Stop after 3 incorrect responses in a row	___ x 2	___ /12
29	Language Development	8B Follows Verbal Direction Follows: 1. two-step directions 2. three-step directions	Stop after 2 incorrect responses for 1 item.	___ x 4	___ / 8
31	Academic/Cognitive	9B Counts by Rote Counts to: 1 2 3 4 5 6 7 8 9 10	Stop after first error.	___ x .5	___ / 5
32	Academic/Cognitive	10B Recognizes Quantities Recognizes and names quantities of: 1. three 2. five 3. eight	Stop after 2 incorrect responses.	___ x 4	___ /12
33	Language Development	11B Verbal Fluency and Articulation 1. Uses sentences of at least three words 2. At least 90% of speech is intelligible	Administer both items.	___ x 5	___ /10

Total Score = ___ /100

D. Notes/Observations: _____

E. Next Steps

✓ One	Score	Cutoff	Total Score	Outcome
☐	ANL/WNL	_____	_____	Pass – No further evaluation needed
☐	BNL	_____	>= 20	Rescreen – within 30 calendar days
☐	BNL	_____	< 20	Observation – Needed to determine Observation date ____/____/____ Observation outcome: ☐ Rescreen w/in 30 cal. days ☐ Refer for evaluation
☐	BNL	_____	_____	Refer – for evaluation, rescreen BNL



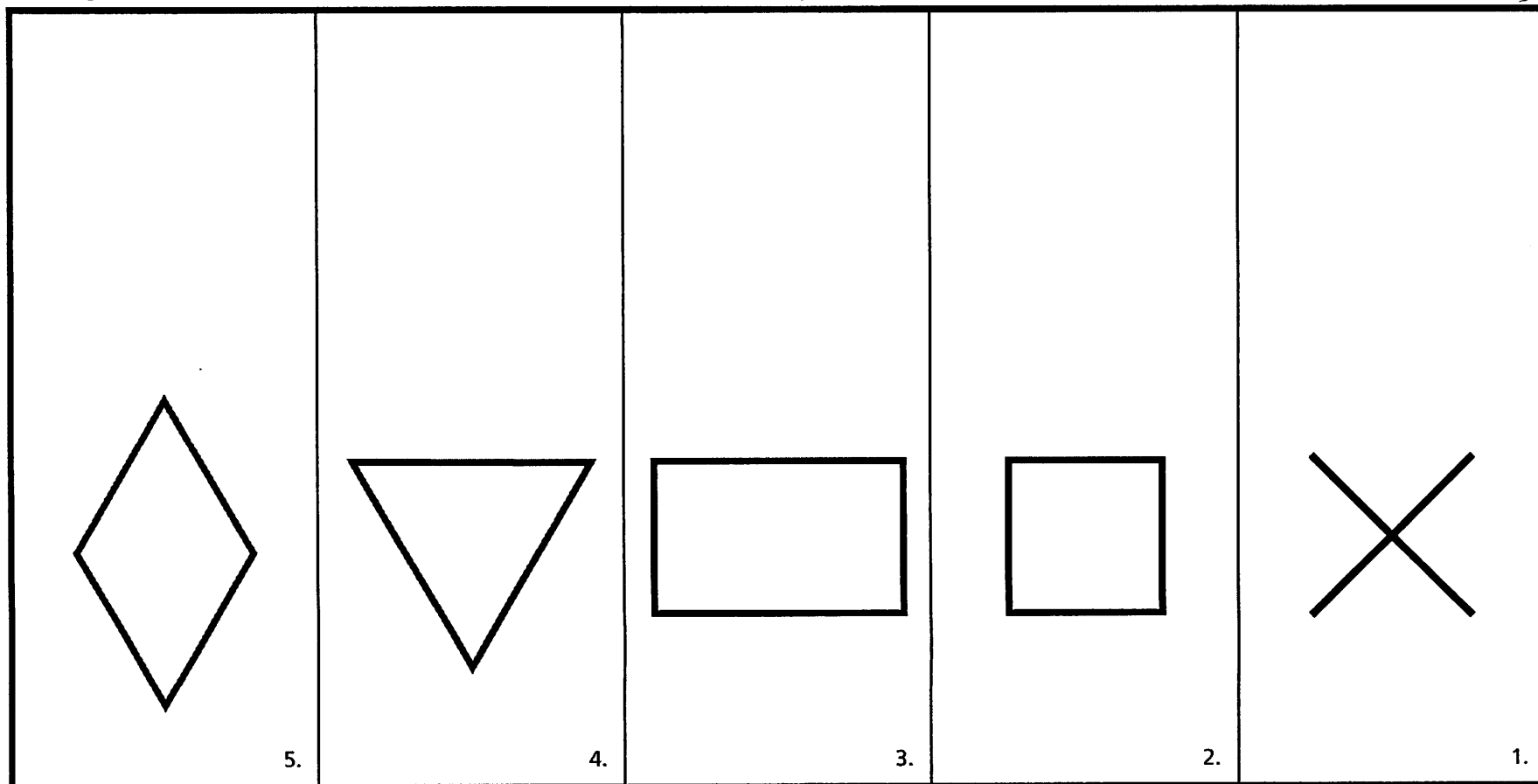
Brigance® Screen III Five Year Old Child Data Sheet

5
year-old

A. Child's Name _____ Screening Date _____ Year _____ Month _____ Day _____ School/Program _____
 Parents/Guardian _____ Birth Date _____ Teacher _____
 Address _____ Age _____ Examiner _____

B. Core Assessments				C. Scoring		
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ①. For a skill not demonstrated (an incorrect response), slash through the item number. ✗.		Discontinue	# Correct x Point Value for Each	Child's Score
38	Academic/Cognitive	1C Knows Personal Information Knows: 1. first name 2. last name 3. age 4. birthday (month and day) 5. telephone number 6. street address		Stop after 3 incorrect responses in a row.	___ x 1.5	___ / 9
40	Language Development	2C Names Parts of the Body Names: 1. thumbs 2. fingernails 3. chin 4. chest 5. elbows 6. shoulders		Stop after 3 incorrect responses in a row.	___ x 1	___ / 6
41	Physical Development	3C Gross Motor Skills 1. Stands on 1 foot for 10 seconds 2. Stands on other foot for 10 seconds 3. Stands on 1 foot for 1 second with eyes closed 4. Stands on other foot for 1 second with eyes closed 5. Walks backwards toe-to-heel 4 steps		Stop after 3 skills not demonstrated in a row.	___ x 1	___ / 5
43	Physical Development	4C Visual Motor Skills Draws: 1. an X 2. a square 3. a rectangle 4. a triangle 5. a diamond		Stop after 3 skills not demonstrated in a row.	___ x 1.5	___ / 7.5
45	Physical Development	5C Prints Personal Information Prints: 1. first name 2. last name		Administer both items.	___ x 3	___ / 6
47	Academic/Cognitive: Literacy	6C Recites Alphabet (Count each group of letters recited correctly as one correct.) a b c d e f g h i j k l m n o p q r s t u v w x y z		Stop after the first error.	___ x 1	___ / 5
48	Academic/Cognitive: Mathematics	7C Sorts Objects (by Size, Color, Shape) Sorts by: 1. size and color 2. size and shape		Administer both items.	___ x 3	___ / 6
49	Academic/Cognitive: Mathematics	8C Counts by Rote (Count each group of ten numbers recited correctly as one correct.) Counts to: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		Stop after the first error.	___ x 3	___ / 9
50	Academic/Cognitive: Mathematics	9C Matches Quantities with Numerals Matches quantity with numeral for: 1. 2 2. 4 3. 3 4. 8 5. 6		Stop after 2 incorrect responses in a row.	___ x 2	___ / 10
51	Academic/Cognitive: Mathematics	10C Determines Total of Two Sets Counts two groups of objects for a sum up to ten: 1. 1 dot + 2 dots = 3 dots 2. 4 dots + 2 dots = 6 dots 3. 5 stars + 5 stars = 10 stars		Administer all items.	___ x 3	___ / 9
52	Academic/Cognitive: Literacy	11C Reads Uppercase Letters O A X E B S C Z D L R T M P W K F N H I Y G U V J Q	Give credit for only one assessment – Reads Uppercase Letters OR Reads Lowercase Letters.	Stop after 3 incorrect responses in a row.	___ x 0.5	___ / 13
53		11C Alternate - Reads Lowercase Letters o s x c z m p w e a i k y r t v n f u j g l b d q		Stop after 3 incorrect responses in a row.	___ x 0.5	
54	Academic/Cognitive: Literacy	12C Experience with Books and Text 1. Knows front and back of a book 2. Understands that text progresses from top to bottom 3. Understands that text progresses from left to right		Administer all items.	___ x 1.5	___ / 4.5
56	Language Development	13C Verbal Fluency and Articulation 1. Uses sentences of at least five words 2. At least 90% of speech intelligible		Administer both items.	___ x 5	___ / 10
				Total Score = ___ / 100		

D. Notes/Observations: _____ _____ _____ _____	E. Next Steps	✓ One	Score	Cutoff	Total Score	Outcome
		☐	ANL/WNL	_____	_____	Pass – No further evaluation needed
		☐	BNL	_____	>= 20	Rescreen – within 30 calendar days
		☐	BNL	_____	< 20	Observation – Needed to determine Observation date ____/____/____
						Observation outcome: ☐ Rescreen w/in 30 cal. days ☐ Refer for evaluation
		☐	BNL	_____	_____	Refer – for evaluation, rescreen BNL



Developmental Screen Tracking

Site/classroom _____

Staff _____

(Put an * in front of PreK names and place at the bottom of the list)

Child Name	Scale Age	Screen Date	Score	Cut off	Level	Rescreen needed	Observation needed
1.					☐ ANL ☐ WNL ☐ BNL	☐	☐
2.					☐ ANL ☐ WNL ☐ BNL	☐	☐
3.					☐ ANL ☐ WNL ☐ BNL	☐	☐
4.					☐ ANL ☐ WNL ☐ BNL	☐	☐
5.					☐ ANL ☐ WNL ☐ BNL	☐	☐
6.					☐ ANL ☐ WNL ☐ BNL	☐	☐
7.					☐ ANL ☐ WNL ☐ BNL	☐	☐
8.					☐ ANL ☐ WNL ☐ BNL	☐	☐
9.					☐ ANL ☐ WNL ☐ BNL	☐	☐
10.					☐ ANL ☐ WNL ☐ BNL	☐	☐
11.					☐ ANL ☐ WNL ☐ BNL	☐	☐
12.					☐ ANL ☐ WNL ☐ BNL	☐	☐
13.					☐ ANL ☐ WNL ☐ BNL	☐	☐
14.					☐ ANL ☐ WNL ☐ BNL	☐	☐
15.					☐ ANL ☐ WNL ☐ BNL	☐	☐
16.					☐ ANL ☐ WNL ☐ BNL	☐	☐
17.					☐ ANL ☐ WNL ☐ BNL	☐	☐
18.					☐ ANL ☐ WNL ☐ BNL	☐	☐
19.					☐ ANL ☐ WNL ☐ BNL	☐	☐
20.					☐ ANL ☐ WNL ☐ BNL	☐	☐

Notes/observations: _____

Epic Head Start/PreK Developmental
Observation

Teachers	
Student	
Observation completed by/date	
Brigance score	
Brigance cut off	

Observation

--

Teacher Comments

--

Recommendations

--

Result:

☐ Continue to monitor

☐ Refer to county

7/2024

Performance Standard	Program Operations Education and Child Development	Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i> EPIC Serving the educational needs of the entire community
Subpart	§ 1302.33, § 1302.45 Child Screenings and Assessments	
Effective Date	07/2021	
Revised Date	07/2021	
Reviewed Date	07/2021	
Responsibility	Teaching Staff, CD Managers, CD Specialist, Director	

Subject: Self-Help/Social Emotional Screening

Policy: Within 45 calendar days after the child first attends the program, EPIC Head Start will conduct research-based standardized developmental screening in the areas of behavioral, motor, language, social-emotional, and cognitive development in collaboration with each child's parent/guardian.

Procedure:

1. Teaching Staff will use the BRIGANCE Head Start Screen III (3-5 years) which includes Self-help and Social Emotional Scales that cover age appropriate skills across key early learning domains including behavior, self-help, and social emotional.
 - a. Thoroughly read the Teacher Report and Scoring Form instructions under the Self-help/Social Emotional Scales tab in the Brigance Head Start Screen III Manual (pages 107-116).
 - b. Conduct the screening in English and the home language, when possible, if the child speaks a language other than English.
 - c. **After you have observed the child for at least 15 to 30 days**, complete the Teacher Report and Scoring Form – Self-help and Social Emotional Scales. (Refer to example of completed report and scoring form as needed.)
 - Complete Top Section prior to starting the screening.
 - Complete the Self-Help (A.-C.) and Social Emotional (D.-G.) Scales. Read each item and circle the response that best reflects your opinion of the child's skill level or behavior and enter the response value in the space provided to the right of the item. **If a skill or behavior has not been observed in the classroom, discuss with, and record the parents' response.**
 - Calculate the score after the screening is complete:
 - i. Total points for each skill (A.-G.) and enter in the corresponding Total area.
 - ii. Total points for all Self-Help skills (A.-C.) and enter in the Self-Help Total area. Repeat for all Social Emotional skills (D.-G.).
 - Compare each Total Score using the "Self-Help Scale" and the "Social Emotional Scale" (page 108) and notate the following: i. "AA" (Above Average) or "A" (Average) or "BA" (Below Average)
 - ii. Outcome: "Pass" – The child has a score either above average or average. No further evaluation is needed at this time.
 - or "Rescreen" – The child has a score below average will be rescreened within in 30 calendar days.
 - or "Refer" – The child has been rescreened and the rescreen was below average.
2. Teaching staff will document the self-help and social/emotional screening by completing the following.
 - a. Document results on the **Self-Help/Social Emotional Screen Tracking** form. Send a copy to your manager when all children have been screened.
 - b. Scan copy to your manager, place the original in the child's file, and update the Screening Summary.
 - c. Discuss the screening results with the parent/guardian at each Parent Conference or sooner if a referral is needed.
3. Teaching staff will complete rescreen **within 30 calendar days of the original screening date** and submit a Self-Help/Social Emotional Referral to the CD Manager, if the rescreen was below average. Manager will complete observation and document on the referral form. Manager will check continue interventions/accommodations, child family support plan recommended, or refer to Mental Health Specialist

4. If teachers and parents continue to have concerns about the child's behavioral or social emotional needs, he/she may be referred for further testing to Local Education Agency (LEA) or appropriate agency for a formal evaluation to access the child's eligibility under IDEA as soon as possible.

Monitoring & Reporting:

1. **Dissemination of Policies & Procedures** will be made available to all employees through the agency's website. EPIC Head Start will educate and train applicable Staff regarding the policy and any conduct that could constitute a violation of the policy.
2. **Training** will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observations conducted by Managers and Specialists; retraining is provided on an as needed basis.
3. CD Managers and/or CD Specialist will conduct the **Manager Monitor Log** to monitor the implementation of policies and procedures.
4. CD Managers will document and review screening results in the Screening and Disabilities Tracking and online data system to ensure compliance.
5. CD Manager will follow up and document the social emotional referral process within 30 days and as needed.

Example of a Completed Teacher Report and Scoring Form— Self-help and Social-Emotional Scales

Child's Name Hanna Sorenson
Parents/Caregivers Alice Sorenson

Date of Screening 2013 9 12
Birth Date 2009 7 7
Age 4 2 5

School/Program Hammond School
Teacher Jennifer Woods
Examiner Sarah Goodale

Directions: Read each item and circle the response or description that best reflects the child's behavior or skill level.

SELF-HELP SKILLS			
A. Eating Skills			
1.	Does _____ use a spoon? If yes, does _____ place the spoon in his/her mouth without turning the spoon upside down, with little or no spilling of food?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
2.	Does _____ use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
3.	Does _____ hold a fork in his/her fingers, not in his/her fist?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
Total for A. Eating Skills <u>3</u> / 3			
B. Dressing Skills			
4.	Does _____ put on his/her shoes? Criteria: Buckling, tying, or Velcro® fastening is not required for credit.		
	No = 0	Yes (sometimes on wrong feet) = 1	Yes (each shoe on correct foot 90% of the time) = 2 <u>1</u> / 2
5.	Does _____ dress himself/herself unsupervised?		
	Rarely/No = 0	Sometimes = 0	Most of the time, except for help with difficult fasteners = 1
	Yes (completely dresses himself/herself, putting all clothes on correctly and fastening all fasteners) = 2		Yes (completely dresses himself/herself, including tying shoelaces and fastening all fasteners) = 3 <u>1</u> / 3
6.	Does _____ put on his/her socks?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
Total for B. Dressing Skills <u>3</u> / 6			

C. Toileting Skills			
7.	Does _____ get on the toilet or potty by himself/herself (even if he/she needs help with clothing)?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
8.	Does _____ have bowel movements ("poop") in the toilet or potty (no more than one accident a week)?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
9.	Does _____ urinate ("pee") in the toilet or potty (no more than one accident a week)?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
10.	Does _____ attempt to wipe himself/herself after toileting?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1
	OR (Answer only the more appropriate of these two questions.)		
	Does _____ wipe himself/herself independently after toileting?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 2 <u>2</u> / 2
11.	Does _____ take care of his/her toileting needs?		
	Rarely/No = 0	Sometimes = 0	Yes (flushing the toilet most of the time after using it) = 1
			Yes (flushing the toilet and washing and drying his/her hands most of the time) = 2 <u>1</u> / 2
12.	Does _____ go to the bathroom on his/her own without being asked or reminded?		
	Rarely/No = 0	Sometimes = 0	Most of the time = 1 <u>1</u> / 1
Total for C. Toileting Skills <u>7</u> / 8			
TOTAL FOR SELF-HELP (A. Eating Skills, B. Dressing Skills, C. Toileting Skills) <u>13</u> / 17			

Example of a Completed Teacher Report and Scoring Form— Self-help and Social-Emotional Scales (continued)

SOCIAL AND EMOTIONAL SKILLS					
D. Relationships with Adults					
13.	Does _____ respond with feelings of pride and enthusiasm when he/she earns positive feedback?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
14.	Does _____ look forward to sharing his/her feelings with you when he/she is happy?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
15.	Does _____ enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
16.	Does _____ share his/her thoughts and ideas with you?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
Total for D. Relationships with Adults				2 / 4	
E. Play and Relationships with Peers					
17.	Does _____ have several friends but one who is a special or best friend?	No = 0	Yes = 1		1 / 1
18.	Does _____ have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?	No = 0	Yes = 1		1 / 1
19.	Does _____ play cooperatively in a large-group game, such as duck-duck-goose, tag, or kickball?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
20.	Does _____ give verbal directions or incorporate verbal directions into play activities?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
Total for E. Play and Relationships with Peers				2 / 4	

F. Motivation and Self-Confidence					
21.	Does _____ maintain interest when engaged in a small-group activity or project?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
22.	Does _____ show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
23.	Does _____ approach new tasks with confidence and a "can-do" attitude?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
24.	Does _____ remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
Total for F. Motivation and Self-Confidence				3 / 4	
G. Prosocial Skills and Behaviors					
25.	If supervised by an adult, does _____ take turns without undue objection?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
26.	Does _____ understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
27.	Does _____ ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
28.	Does _____ react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
Total for G. Prosocial Skills and Behaviors				3 / 4	
TOTAL FOR SOCIAL-EMOTIONAL					
(D. Relationships with Adults, E. Play and Relationships with Peers, F. Motivation and Self-Confidence, and G. Prosocial Skills and Behaviors)					10 / 16

Teacher Report and Scoring Form—Self-help and Social-Emotional Scales

	Year	Month	Day	
Child's Name _____	Date of Screening _____	_____	_____	School/Program _____
Parent(s)/Caregiver(s) _____	Birth Date _____	_____	_____	Teacher _____
	Age _____	_____	_____	Examiner _____

Directions: Read each item and circle the response or description that best reflects the child's skill level.

SELF-HELP SKILLS				
A. Eating Skills				
1.	Does _____ use a spoon? If yes, does _____ place the spoon in his/her mouth without turning the spoon upside down, with little or no spilling of food?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
2.	Does _____ use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
3.	Does _____ hold a fork in his/her fingers, not in his/her fist?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
Total for A. Eating Skills ____ / 3				
B. Dressing Skills				
4.	Does _____ put on his/her shoes? Criteria: Buckling, tying, or Velcro® fastening is not required for credit.	No = 0	Yes (sometimes on wrong feet) = 1	Yes (each shoe on correct foot 90% of the time) = 2 ____ / 2
5.	Does _____ dress himself/herself unsupervised?	Rarely/No = 0	Sometimes = 0	Most of the time, except for help with difficult fasteners = 1 ____ / 3
6.	Does _____ put on his/her socks?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
Total for B. Dressing Skills ____ / 6				

C. Toileting Skills				
7.	Does _____ get on the toilet or potty by himself/herself (even if he/she needs help with clothing)?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
8.	Does _____ have bowel movements ("poop") in the toilet or potty (no more than one accident a week)?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
9.	Does _____ urinate ("pee") in the toilet or potty (no more than one accident a week)?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
10.	Does _____ attempt to wipe himself/herself after toileting?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 2
OR (Answer only the more appropriate of these two questions.)				
	Does _____ wipe himself/herself independently after toileting?	Rarely/No = 0	Sometimes = 0	Most of the time = 2 ____ / 2
11.	Does _____ take care of his/her toileting needs?	Rarely/No = 0	Sometimes = 0	Yes (flushing the toilet most of the time after using it) = 1 Yes (flushing the toilet and washing and drying his/her hands most of the time) = 2 ____ / 2
12.	Does _____ go to the bathroom on his/her own without being asked or reminded?	Rarely/No = 0	Sometimes = 0	Most of the time = 1 ____ / 1
Total for C. Toileting Skills ____ / 8				
TOTAL FOR SELF-HELP (A. Eating Skills, B. Dressing Skills, C. Toileting Skills) ____ / 17				

☐ AA ☐ A ☐ BA

Self-help and Social-Emotional Scales (continued)

SOCIAL AND EMOTIONAL SKILLS					
D. Relationships with Adults					
13.	Does _____ respond with feelings of pride and enthusiasm when he/she earns positive feedback?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
14.	Does _____ look forward to sharing his/her feelings with you when he/she is happy?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
15.	Does _____ enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
16.	Does _____ share his/her thoughts and ideas with you?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
Total for D. Relationships with Adults				____ / 4	
E. Play and Relationships with Peers					
17.	Does _____ have several friends but one who is a special or best friend?	No = 0	Yes = 1		____ / 1
18.	Does _____ have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?	No = 0	Yes = 1		____ / 1
19.	Does _____ play cooperatively in a large-group game, such as duck-duck-goose, tag, or kickball?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
20.	Does _____ give verbal directions or incorporate verbal directions into play activities?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
Total for E. Play and Relationships with Peers				____ / 4	
Next Steps:					
✓ One	SH Score	SE Score	Outcome		
☐	AA or A	AA or A	Pass – No further evaluation needed		
☐	BA or	BA	Rescreen – both scales within 30 calendar days		
☐	BA or	BA	Refer – for observation, rescreen was BA		

F. Motivation and Self-Confidence					
21.	Does _____ maintain interest when engaged in a small-group activity or project?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
22.	Does _____ show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
23.	Does _____ approach new tasks with confidence and a "can-do" attitude?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
24.	Does _____ remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
Total for F. Motivation and Self-Confidence				____ / 4	
G. Prosocial Skills and Behaviors					
25.	If supervised by an adult, does _____ take turns without undue objection?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
26.	Does _____ understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
27.	Does _____ ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
28.	Does _____ react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	____ / 1
Total for G. Prosocial Skills and Behaviors				____ / 4	
TOTAL FOR SOCIAL-EMOTIONAL					
(D. Relationships with Adults, E. Play and Relationships with Peers, F. Motivation and Self-Confidence, and G. Prosocial Skills and Behaviors)					
____ / 16					

☐ AA
 ☐ A
 ☐ BA

Self-Help/Social Emotional Screen Tracking

Site/Classroom _____ Staff _____

Child Name	D.O.B. mm.dd.yy	Scale Age	Screen Date mm.dd.yy	Self-Help Score/Cut off	SH Level	Social Emotional score/ Cut off	SE Level	Rescreen Needed
1.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
2.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
3.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
4.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
5.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
6.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
7.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
8.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
9.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
10.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
11.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
12.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
13.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
14.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
15.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
16.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
17.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
18.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
19.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐
20.				/	☐ AA ☐ A ☐ BA	/	☐ AA ☐ A ☐ BA	☐

Notes/Observations: _____

Self-Help/Social Emotional Referral

Child's Name _____ Date _____

Site/Classroom _____ Staff _____

Screening History

Screening Attempt	Screen Date mm.dd.yy	Age at Screening	Self-Help Score	SH Level	Social / Emotional Score	SE Level
Initial				☐ AA ☐ A ☐ BA		☐ AA ☐ A ☐ BA
Rescreen				☐ AA ☐ A ☐ BA		☐ AA ☐ A ☐ BA

☐ No further documentation necessary. Self-help rescreen score IS NOT below average. Social/Emotional rescreen score IS below average, and MH

☐ Services are being provided. Skip question 1-5, sign, date, and submit to CD Manager.

1. What are you experiencing in the classroom? _____

2. Does the child have any of the following? ☐ MH Referral Date ____/____/____
☐ IEP/IEP Referral Date ____/____/____ Disability _____
☐ None

3. What interventions or accommodations have you implemented and are they working? _____

4. What additional supports or resources are needed? _____

Observation

☐ Continue interventions/accommodations

☐ Child Family Support plan recommended

☐ Referral to Mental Health Specialist

Program: ☐EHS ☐HS ☐PK

Date Implemented: _____

☐ Sharing ☐ Potty training ☐ Self-regulation ☐ Separation anxiety ☐ Other _____

Intervention(s)

This image shows a completely blank white rectangular area. It is surrounded by a thin black border, which appears to be the edge of a scanned document or a frame. There are no markings, text, or illustrations on the white surface.

Team members signatures

Performance Standard	Program Operations Education and Child Development	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i> EPIC <i>Serving the educational needs of the entire community</i>
Subpart	1302.33 Child Screenings and Assessments	
Effective Date	07/2021	
Revised Date	06/2025	
Reviewed Date	06/2025	
Responsibility	Teaching Staff, CD Managers, CD Specialist, Director	

Subject: Assessment for Individualization

Policy: Within 90 calendar days after the child first attends the program, EPIC Head Start will conduct an assessment in the areas of behavior, motor, language, social-emotional, and cognitive development for all enrolled in collaboration with each child's parent/guardian.

Procedure:

1. Anecdotal Notes: The teaching staff documents and records children's daily behavior and ongoing progress to plan and implement lessons.
 - a. Each staff person will collect a minimum of 10 intentional and focused observations weekly, including the following:
 - Type of the activity (small group, large group, choice time etc)
 - Description, including location and material (dramatic play/baby dolls, art/scissors, discover/microscope etc)
 - Dictation (the child's words)
 - Head Start Early Learning Outcomes Framework (HSELOF) Domain, Sub-Domain, Goal
 - Evidence (work samples, language samples, and photos of child's projects and interactions)
 - b. The teaching staff use this information to gather and document information on the children's developmental progress.
2. Developmental Assessment: The WVDE Early Learning Reporting System (ELRS) is the program assessment tool. The teaching staff will review child's anecdotal notes and school readiness goals and input individual developmental progress for each child that has been in the program for at least 2 weeks of the closing of the current reporting window. In addition, the Child Outcomes summary (COS) will be entered for each child with an active IEP.
 - a. Reporting windows occur three times a year (Fall, Winter, Spring) following the established WVDE Formative Assessment Calendar.

Steps for Completing Student Data and Accomplishment Report

- **Enter Student Levels**
Begin by completing the data entry for each student. Make sure to assign a level for **each area** then click save.
 - **Navigate to the Accomplishment Tab**
Once all levels are entered, click on the **Accomplishment** tab.
 - In the Accomplishment tab, input both the **current level** and the **next steps** for each section.
 - **COS (Active IEP)**
 - If student has an IEP COS tab must be complete
3. **Print the Report**
After all entries are complete, print the **Accomplishment Report** for each student. Parent will sign at parent conference and teacher will sign then place in file. Copy will be given to the parents. Send final reports home prior to the end of the school year.

Monitoring & Reporting:

1. Dissemination of Policies & Procedures will be made available to all employees through the agency's website. EPIC Head Start will educate and train applicable staff regarding the policy and any conduct that could constitute a violation of the policy.
2. Training will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observations conducted by Manager and Specialist; retraining is provided on an as needed basis.
3. CD Managers and/or CD Specialist will conduct the Manager Monitor Log to monitor the implementation of policies and procedures, including reviewing the following (completed by the teaching staff): Weekly lesson plan, newsletter, and anecdotal documentation (submitted on Teaching strategies and posted in the classroom), Early Learning Reporting System (ELRS), School Readiness Individualized Learning plan, and online data system.

4. Manager and/or CD Specialist will monitor completion of observations, reporting period data entry, developmental assessments in ELRS and online data system.

Performance Standard	Program Operations Education and Child Development	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i> EPIC Serving the educational needs of the entire community
Subpart	§ 1302.33 Child Screenings & Assessment	
Effective Date	07/2021	
Revised Date	07/2026	
Reviewed Date	07/2026	
Responsibility	Teaching Staff, CD Managers, CD Specialist, Director	

Subject: School Readiness Individualized Learning Plan

Policy: Within 30 days of enrollment, EPIC Head Start will establish a School Readiness Individualized Learning Plan for each child enrolled in the program. The goals will be directly related to the program's established School Readiness Goals and the Head Start Early Learning Outcomes Framework (HSELOF). They are intended to measure each child's progress toward these specific goals throughout their enrollment in the program.

Procedure:

1. The teaching Staff will collaborate with parents in conjunction with each ELRS checkpoint, which will occur three times per Year. The teaching staff and parent will sign each time goals are established or updated, at each point of review. The only exception will be for the final review, for which a copy of the plan will be sent home to the parent at the close of the school year.
 - a. **Initial School Readiness Plan** must be completed within 30 days of enrollment with the enrollment with the parent at the first home visit, if possible.
 - * Using the program's School Readiness Goals and the HSELOF, discuss with the parent where they feel their child is currently.
 - * "Goals/Developmental Progression" column – For each domain/sub-domain listed circle one goal the parent selects.
 - * Individualization – list present levels and next steps for child to individualize goal.
 - * "Progress" column – You will not mark anything in the "Progress" column at this point.
 - * "Date Goals Established/Updated" column – Enter the date established. Parent and staff signatures.
 - * Additional individualizations – Complete if student requires additional support in the following areas; ESL, IEP S/E Well-being
 - ☐ ESL – English is 2nd language for student and requires additional support
 - ☐ IEP – Student has current IEP and requires additional support/materials
 - ☐ S/E-Well being-additional support with expressing feeling, self regulation, turn taking etc
 - ☐ Other – fears, sleep patterns, family dynamics and separation anxiety
 - b. **1st/2nd Parent conference**
 - * "Progress" column – Review the current School Readiness Plan with the parent, and mark whether the child is emerging, developing or has achieved the goal. This will determine how you choose goals for the updated School Readiness Plan.
 - * "Date Goals Reviewed" – Enter the date reviewed. Parent and staff signatures.
 - * **New School Readiness Plan** – Develop a new plan (starting with a blank form) with the parent. The date on the updated plan should match the date on the plan that was reviewed. If the child's progress is emerging or developing for any goal, that goal should remain on the updated plan. If the child has achieved the goal, you should choose a new goal for that Domain/Sub-domain.
 - c. **End of Year**
 - * "Progress" column – Review the current School Readiness Plan with the parent, mark whether the child is emerging, developing or has achieved the goal.
 - * "Date Goals Reviewed" – Enter the date and sign. Write "copy sent home" in parent signature line. Make a copy to send home to the parents with the ELRS Family Report and file the original.
2. Include individualizations on your lesson plan for each child and document progression in your anecdotal notes. Parent and Classroom planned activities corresponding with selected goal can be found in Teaching Strategies, Share Activities w/Family, Development and Learning Activities.

Monitoring & Reporting:

1. **Dissemination of Policies & Procedures** will be made available to all employees through EPIC's website www.epicresa8.org . EPIC Head Start will educate and train applicable Staff regarding the policy and any conduct that could constitute a violation of the policy.
2. **Training** will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observations conducted by Managers and Specialists; retraining is provided on an as needed basis.
3. **Cd Managers and or CD Specialist** will conduct the Manager Monitor Log to monitor the implementation of policies and procedures, including reviewing the following (completed by teaching staff): Weekly lesson plan, newsletter and anecdotal documentation (submitted in Teaching Strategies and posted in the classroom), Early Learning Reporting System (ELRS), School Readiness Individualized Learning Plan and the program's data tracking system.
4. **Managers and/or CD Specialist** will monitor completion of observations, reporting period data entry, developmental assessments in ELRS and the data tracking system.

School Readiness Individual Learning Plan

Child's Name _____	Site/Classroom _____	Staff _____	
Domain & Sub Domain	Goals/Developmental Progression	Individualizations(s)	Progress
Approaches to Learning / Social Emotional	P-ATL1 Child manages emotions with increasing independence. ☐ Manages less intense emotions ☐ Has strategies for managing emotions P-ATL4 Child manages actions, words, and behavior with increasing independence. ☐ Manages words and behavior with support ☐ Manages words and behavior occasional support P-SE5 Child uses basic problem-solving skills to resolve conflicts with other children ☐ Recognizes and describe social problems adult guidance ☐ Suggests solutions to conflicts	Present level- Next steps-	☐ Emerging ☐ Developing ☐ Achieved
Communication Language & Literacy	P-LC4 Child understands, follows, and uses appropriate social and conversational rules. ☐ Engages in Conversations with adults/children ☐ Maintains multi-turn conversations with adults/children P-LC5 Child expresses self in increasingly long, detailed, and sophisticated ways. ☐ Communicates clearly with familiar adults ☐ Communicates clearly with unfamiliar adults P-LIT3 Child identifies letters of the alphabet ☐ Recognize letters in name ☐ Recognize half of letters	Present level- Next steps-	☐ Emerging ☐ Developing ☐ Achieved
Cognition/Math	P-MATH1 Child knows number names and counts ☐ Counts up to 10 in sequence ☐ Says more number words in sequence P-Math 2 Child recognizes the number of objects in a small set. ☐ begins to recognize number of small objects without counting ☐ Quickly recognize the number in small set P-MATH3 Child understands numbers and quantities ☐ Begins to count objects ☐ Understands the last number counted refer to quantity (1:1 counting)	Present level- Next steps-	☐ Emerging ☐ Developing ☐ Achieved
Scientific Reasoning	P-SCI1 Child observes and describes observable phenomena ☐ Provides simple descriptions with adult support ☐ Provides greater detail descriptions P-SCI4 Child asks a question, gathers information, and makes predictions. ☐ Asks simple questions ☐ Asks more complex questions P-SCI6 Child analyzes results, draws conclusions, and communicates results ☐ Adult assistance to analyze and interprets data ☐ Increasing independence analyze and interprets data	Present level- Next steps-	☐ Emerging ☐ Developing ☐ Achieved
Perceptual, Motor and Physical Development	P-PMP1 Child demonstrates control, strength, and coordination of large muscles (gross motor) ☐ Balances for short periods ☐ Balances for longer periods P-PMP3 Child demonstrates use of muscles for movement (fine motor) ☐ Drawing simple shapes and cutting paper ☐ cutting shapes and writing letters P PMP4 Child takes responsibility for personal hygiene and self-care skills ☒ Adult prompting hygiene and self-care skills ☐ Takes responsibility for personal hygiene	Present level- Next steps	☐ Emerging ☐ Developing ☐ Achieved

Additional individualizations ☐ ESL ☐ IEP ☐ S/E Well-being ☐ Other _____ Date Goals Established/Updated _____ / _____ / _____ Parent/Guardian Signature _____ Staff Signature _____	Date Goals Reviewed _____ / _____ / _____ Parent/Guardian Signature _____ Staff Signature _____
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Performance Standard	Program Operations Education and Child Development	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i>  Serving the educational needs of the entire community
Subpart	1302.34 Parent and Family engagement in education & child development services	
Effective Date	07/2022	
Revised Date	06/2025	
Reviewed Date	06/2025	
Responsibility	Teaching Staff, CD Managers, CD Specialist, Director	

Subject: Engaging Parents and Family Members

Policy: EPIC Head Start recognizes parents/guardians' roles as children's lifelong educator's parents to engage in their child's education.

Procedure:

1. Written Communication
 - a. Weekly Classroom/Monthly Tri County Newsletter: Including curricula/study, important dates, and information.
 - b. Monthly Speech & Language Calendar: Providing activities and vocabulary words for at home engagement.
 - c. Home Visit/Parent Conferences: Collaboration with parent/guardian to generate form at home visits and parent conferences.
 - d. Parent Board: Each classroom will have a parent board with important information (i.e. Lesson plans, newsletters, etc.)
 - e. Communication Folder: Will be sent back and forth from class to home daily to promote home/school communication.
 - f. Virtual Communication platform: Remind or Teaching strategies- Resource sharing and messaging with parent/guardians
 - g. Read to me Program: Family Literacy Pledge to read daily to their child for a certain number of minutes. Books are sent back and forth to/from school weekly, along with a journal.
2. Verbal Communication
 - a. Orientation: At the beginning of the year to engage parents in classroom environment and information.
 - b. Face to Face, or Phone Conferences: Regularly address routines, activities, behaviors, attendance, and progress.
 - c. All pertinent information must be documented.
3. Educational Home Visits
 - a. Establish rapport with both the parents and the children, and to foster good home-school communication.
 - b. A minimum of up to two home visits (1.5 hours) per year for families enrolled is required for Head Start families.
4. Parent Conferences
 - a. Twice a year provides opportunities to enhance knowledge and understanding of the developmental progress of children.
 - b. Provides time for parents to share their observations of their children, ask questions, discuss their expectations, or to express concerns.
 - c. Offers opportunities to identify ways to exceed the child's learning, both in the home and the school environment.
5. Parent and/or Advisory Committee
 - a. Family Advocates organize monthly meetings that provide families the opportunity to assist in the development of activities that address their interest and needs, nurture their child's development, and keep them linked to resources in their community.
6. Policy Council
 - a. Families can participate in a formal structure of shared program governance and decision-making process
7. Volunteering
 - a. Family members are encouraged to participate in the program by volunteering in the classroom, on field trips and for special events
 - b. Parents who are unable to volunteer in the classroom are encouraged to do activities at home for the staff or school readiness activities
8. Parent Events
 - a. Family Members are encouraged to participate in monthly program events as well as Back to School, Winter Fest, and End of Year Picnic

Monitoring & Reporting:

1. Dissemination of Policies & Procedures will be made available to all employees through the agency's website. EPIC Head Start will educate and train applicable Staff regarding the policy and any conduct that could constitute a violation of the policy.
2. Training will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observations conducted by Managers and Specialists; retraining is provided on an as needed basis.
3. CD Managers and/or CD Specialist will conduct the Manager Monitor Log to monitor the implementation of policies and procedures.
4. CD Manager and /or CD Specialist will monitor end of the month reporting and data input into online data system

Performance Standard	Program Operations Education and Child Development	Head Start & Early Head Start Policies and Procedures <i>Eastern Panhandle Instructional Cooperative</i> EPIC Serving the educational needs of the entire community
Subpart	1302.34 Parent and family engagement in education & child development services	
Effective Date	07/2022	
Revised Date	06/2025	
Reviewed Date	06/2025	
Responsibility	Teaching Staff, CD Managers, CD Specialist, Director	

Subject: Home Visits/Parent Conferences

Policy: EPIC Head Start teaching staff will offer opportunities for parents and family members to engage in the program's education services and collaborate in the child's learning and development by conducting at two home visits and two parent conferences per program year.

Procedure:

1. Schedule a minimum of two home visits (1.5 hours HS) and two Parent Conferences (min. 15 minutes) for each child enrolled based on the Tri-county Program calendar timeframes. Schedule additional home visits and/or conferences as needed. Staff may coordinate home visits with Family Advocates and/or other program staff. **Child must be present for the home visit.**
 - a. A home visit should be completed at the child's home. If unable to complete, please contact your manager.
 - b. Complete the first home visit prior to enrollment, if feasible. Mid-year enrollment should be completed within 30 days.
 - c. A minimum of three attempts will be made to meet with the parent regarding home visits/parent conferences. Notify manager when scheduling the third attempt and document parent contact tracking on home visit/parent conference form.
 - d. Allow enough time for duration and travel between visits and be on time.
 - e. Provide your Family Advocate (FA) and manager with a copy of your home visit or parent conference schedule.

****If slot becomes vacant, after county is fully enrolled, the home visit for the new student, filling that spot, is not required. Paperwork for new students will still need to be completed.**

2. Plan visits and conferences to address educational issues relevant to the child. Discuss progress thoroughly and obtain parent input.
 - a. Read the child's file prior, review any pertinent information, and ask follow-up questions. Current physical/dental? medical/allergy Needs?
 - b. Build a partnership and reinforce the family as the child's first and primary teacher. The partnership focuses on school readiness.
 - c. Convey a professional, positive, and accepting attitude and attire.
 - d. Leave immediately, if at any time during a home visit you feel uncomfortable or unsafe.
 - e. Gather and review all forms prior to and with the family. Discuss with the family how this information is used to support development of curriculum and individualization for their child and the assessment process.
3. Document each scheduling attempt, parent confirmation received, home visit and parent conference thoroughly. Leave nothing blank.
 - a. Once scheduled with the parent, send the Home Visit/Parent Conference Confirmation form to the parent to review, sign, and return (**except for the 1st HV, if the program year has not started**)
 - b. Notate the attempt at the bottom of the home visit and Parent Conference form for tracking purposes.

Monitoring & Reporting

1. Dissemination of Policies & Procedures will be available to all employees through the agency's website. EPIC Head Start will educate and train applicable staff regarding the policy and any conduct that could constitute a violation of the policy.
2. Training will be provided to staff annually during pre-service; new staff receive training during orientation. Implementation of training is monitored during classroom observation conducted by Managers and Specialist; retraining is provided on an as needed basis.
3. CD Managers and/or CD Specialist will conduct the Manager monitor log to monitor the implementation of policies and procedures, including reviewing the following: Home visit/parent conference and confirmation.

Home Visit

Child's Name: _____ Parent's Name: _____

Date: _____ Start time _____ End time _____

Item's Discussed (Check all that apply)

☐ Other _____

HV1 ☐ Emergency Release ☐ Parent Handbook/Contract ☐ Internet Safety Permission ☐ Emergency Relocation ☐ Pesticide Notification ☐ Policy Council Info & Nomination ☐ Parent Interest Survey ☐ Confidentiality/social media/photos ☐ Asthma, Allergy, Medication ☐ Lead Screening ☐ Brigance/Social Emotional ☐ Birth History ☐ Screening Permission ☐ Nutrition screening	HV1 ☐ Schedule/Class Time ☐ Meals/Nutrition/Rest Time ☐ Curriculum ☐ ECPBIS ☐ Dress code ☐ Communication (TS/Remind/Newsletters) ☐ Family Literacy/Read to Me Program ☐ Speech & Language Calendar ☐ Disabilities/IEP ☐ Field Trips ☐ Attendance ☐ Family Advocate Role ☐ Parent Meeting/Volunteering ☐ Inclement Weather	<table style="width: 100%;"> <tr> <td style="width: 50%;">HV1</td> <td style="width: 50%;">HV2</td> </tr> <tr> <td>☐</td> <td>☐ School Readiness Learning Plan</td> </tr> <tr> <td>☐</td> <td>☐ ELS</td> </tr> <tr> <td>☐</td> <td>☐ In-Kind (current month only)</td> </tr> <tr> <td>☐</td> <td>☐ Physical, Dental, Immunizations</td> </tr> </table>	HV1	HV2	☐	☐ School Readiness Learning Plan	☐	☐ ELS	☐	☐ In-Kind (current month only)	☐	☐ Physical, Dental, Immunizations
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☐	☐ School Readiness Learning Plan											
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☐	☐ In-Kind (current month only)											
☐	☐ Physical, Dental, Immunizations											

Child Activities

Description of activity (social/emotional)		
HSELOF ☐ Approaches to Learning ☐ Social & Emotional ☐ Language & Literacy ☐ Cognition ☐ Perceptual/motor/physical	Child's response ☐ Participated ☐ Not Interested Child's Ability ☐ Independent ☐ Completed with Guidance	Parent Comment/Anecdotal notes
Description of activity (math/science)		
HSELOF ☐ Approaches to Learning ☐ Social & Emotional ☐ Language & Literacy ☐ Cognition ☐ Perceptual/motor/physical	Child's response ☐ Participated ☐ Not Interested Child's Ability ☐ Independent ☐ Completed with Guidance	Parent Comment/Anecdotal notes

Parent/Guardian Signature _____ Teacher's Signature _____

Parent Contact Tracking	Scheduled Date	Confirmed by	Complete	Not Complete	Staff Initials
1 st attempt	___/___/___	☐ Phone ☐ App	☐	☐	
2 nd attempt	___/___/___	☐ Phone ☐ App	☐	☐	
3 rd attempt	___/___/___	☐ Phone ☐ App	☐	☐	

Parent Conference

Child's name: _____ Date: _____

Teacher's name: _____ Start time _____ End Time _____

Parent/guardian attending: ☐ Mother ☐ Father ☐ Other _____

☐ ELRS reviewed ☐ Screening Summary Reviewed ☐ School Readiness Individualized Learning Plan

☐ Heights/Weights ☐ update emergency form ☐ other _____

Child's present level

Next Steps

Health follow up/Parent Comments/Upcoming events

Parent/Guardian Signature

Teacher Signature

Parent contact tracking	Scheduled date	Confirmed by	Complete	Not complete	Staff Initials
1 st attempt	___/___/___	☐ Phone ☐ App	☐	☐	
2 nd attempt	___/___/___	☐ Phone ☐ App	☐	☐	
3 rd attempt	___/___/___	☐ Phone ☐ App	☐	☐	