

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE STAFF	TIMELINE	DOCUMENTS/ LOCATION
<p><b>1304.20 Child health and developmental services. (a)(1)</b> - Determining child health status. To determine child health status in collaboration with the parents no later than 90 calendar days from the child 's entry into the program.</p>	<ol style="list-style-type: none"> <li>1. Complete health and nutrition history.</li> <li>2. Determine immunization status.</li> <li>3. Work with parents to complete well child physical and dental exams within 90 days of enrollment.</li> </ol>	<p>Intake Staff.  Health Coordinator Family Advocates, Health Coordinator and Education Staff.</p>	<p>At Intake.  Within 90 days of enrollment.</p>	<p>1. Health and nutrition history, and immune record in child's file.</p>
<p><b>1304.20a1i</b> - To make a determination as to whether or not each child has an ongoing source of continuous, accessible health care. If a child does not have a source of ongoing health care, grantee and delegate agencies must assist the parents in accessing a source of care.</p>	<ol style="list-style-type: none"> <li>1. Review with family their source of health care.</li> <li>2. Refer to sources of health care.</li> <li>3. Follow up to ensure services were received.</li> </ol>	<p>Intake Staff Intake Staff, Health Coordinator Health Coordinator, Family Advocate. Education Staff</p>	<p>At Intake September - August</p>	<ol style="list-style-type: none"> <li>1. Intake documents in child's file.</li> <li>2. Documentation in child's file.</li> <li>3. Community Resource Directory</li> <li>4. Medical &amp; dental information in child's file.</li> </ol>
<p><b>1304.20a1ii</b> - To obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventative and primary health care which includes medical, dental, and mental health. Such a schedule must incorporate the requirements for a schedule of well child care utilized by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the state in which they operate, and the latest immunization recommendations issued by the Centers for Disease Control and Prevention, as well as any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems.</p>	<ol style="list-style-type: none"> <li>1. Obtain completed well child physical and dental exam forms from local providers.</li> <li>2. Follow up on any mental health concerns reflected on physical exam form.</li> <li>3. Ensure that all children have current immunizations or have a schedule of visits to become current.</li> </ol>	<p>Health Coordinator  Health Coordinator  Special Services Coordinator</p>	<p>Within 90 days of enrollment.  Within 90 days.  September - August</p>	<p>Documentation in child's file.</p>
<p><b>1304.20a1iiA</b> - For children who are not up to date on an age -appropriate schedule of well child care, grantee and delegate agencies must assist parents in making the necessary arrangements to bring the child up-to-date;</p>	<ol style="list-style-type: none"> <li>1. Refer family to local care provider to initiate an age-appropriate schedule of well child care.</li> </ol>	<p>Health Coordinator Family Advocate</p>	<p>As appropriate.</p>	<p>Documentation in child's file.</p>
<p><b>1304.20a1iib</b> - For children who are up to date on an age</p>	<ol style="list-style-type: none"> <li>1. Notify parents when well child care is</li> </ol>	<p>Health Coordinator.</p>	<p>As appropriate.</p>	<p>Documentation in</p>

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appropriate schedule of well care, grantee and delegate agencies must ensure that they continue to follow the recommended schedule of well child care; and	needed.	Family Advocate Education Staff		child's file.
<b>1304.20a1ii</b> - Grantee and delegate agencies must establish procedures to track the provision of health care services.	1. Utilize current Child Plus health care tracking system and follow established procedures.	Health Coordinator Family Advocate	September through August	Child Plus documentation in child's file.
<b>1304.20a1iii</b> - Obtain or arrange further diagnostic testing, examination, and treatment by an appropriate licensed or certified professional for each child with an observable, known or suspected health or developmental problem; and	1. Assist family to obtain or arrange further services for identified health and developmental problems.	Health Coordinator. Family Advocate Special Services Coordinator Nutrition Coordinator	As Appropriate.	Documentation in child's file.
<b>1304.20a1iv</b> - Develop and implement a follow-up plan for any condition identified in 45 CFR1304.20(a)(1)(ii) and (iii) so that they can insure any needed treatment has begun.	1. Work with family to develop and implement any needed follow up plan in the health area.	Health Coordinator Family Advocate Special Services Coordinator Nutrition Coordinator Other Staff as needed.	As appropriate.	Documentation in child's file.
<b>1304.20a2</b> - Grantee and delegate agencies operating programs of shorter durations (90 days or less) must complete the above processes and those in 45 CFR 1304.20(b)(1) within 30 calendar days from the child's entry into the program.				
<b>1304.20b - Developmental, sensory, and behavior screening.</b>				

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<p><b>1304.20b1</b> - In collaboration with each child’s parent, and within 45 calendar days of the child’s entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate developmental, sensory and behavioral screenings of motor, language, social, cognitive, perceptual, and emotional skills (see 45 CFR 1308.6b3 for additional information). To the greatest extent possible, these screenings must be sensitive to the child’s cultural background.</p>	<ol style="list-style-type: none"> <li>1. Complete a developmental screening on each child within 45 days of child’s enrollment.</li> <li>2. Classroom strategies, A-team process and referral will be initiated as needed. See Disabilities Services Plan for details.</li> </ol>	<p>Screening Team</p> <p>Education Staff Special Services Coordinator</p>	<p>Within 45 days of enrollment.</p> <p>September through August</p>	<p>Dial 3 in child’s file.</p> <p>Documentation in child’s file.</p>
<p><b>1304.20b2</b> - Grantee and delegate agencies must obtain direct guidance from a mental health or child development professional on how to use the findings to address identified needs.</p>	<ol style="list-style-type: none"> <li>1. Confer with HS Special Services Coordinator and other special service providers available to program.</li> </ol>	<p>Education Staff Special Services Coordinator Other Special Service Consultants</p>	<p>September - August</p>	<p>Education documentation in child’s file.</p>
<p><b>1304.20b3</b> – Grantee and delegate agencies must utilize multiple sources of information on all aspects of each child’s development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child’s typical behavior.</p>	<ol style="list-style-type: none"> <li>1. Review child’s file and reference information provided during the intake process.</li> <li>2. Utilize information garnered during initial contacts with family.</li> <li>3. Observe each child in the classroom and complete a Individual Child Profile</li> <li>4. Confer with other program staff regarding any needs for clarification of documents or with concerns about individual children and their families.</li> <li>5. Parent/Teacher conferences, home visits and phone calls take place throughout the year providing on-going opportunity for family input.</li> </ol>	<p>Intake Staff Education Staff Special Services Coordinator Health Services Coordinator Family Advocate Staff</p>	<p>Prior to child entering program.</p> <p>As appropriate. Defined on Teachers Report Schedule.</p>	<p>Education documentation in child’s file.</p> <p>Family Partnership Agreement Individual Child Profile Staffing forms Family Needs Assessment Individual Child Plans on Parent Teacher Conference form</p>

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<b>1304.20c - Extended follow-up and treatment.</b>				
<b>1304.20c1</b> - Grantee and delegate agencies must establish a system of ongoing communication with the parents of children with identified health needs to facilitate the implementation of the follow-up plan.	1. Maintain ongoing contact with parents to establish clear communication on all children having health concerns. Health histories will be completed at the time of intake and additional information gathered as needed.	Intake staff Health Coordinator Family Advocate Nutrition Coordinator Education staff	September - August	Child Plus comments in file Specialized Medical Plans Health history Nutrition history
<b>1304.20c2</b> - Grantee and delegate agencies must provide assistance to the parents, as needed, to enable them to learn how to obtain any prescribed medications, aids or equipment for medical and dental conditions.	1. Provide specific information and assistance to meet parents needs.	Intake staff Health Coordinator. Family Advocate Special Services Coord. Education staff	September - August	Child Plus Comments documentation in child's file.
<b>1304.20c3</b> - Dental follow up treatment must include:				
<b>1304.20c3i</b> - Fluoride supplements and topical fluoride treatments as recommended by dental professionals in communities where a lack of adequate fluoride levels has been determined or for every child with moderate to severe tooth decay; and	1. Information on fluoride levels is available to parents by request. State Health Dept. has data on fluoride levels in drinking water in Montana communities. 2. Dentist will provide fluoride treatment according to needs of each child. 3. Assist parent in obtaining prescriptions for fluoride if needed.	Health Coordinator	September - August	Child Plus Documentation in child's file. Dental form in child's file.
<b>1304.20c3ii</b> - Other necessary preventative measures and further dental treatment as recommended by the dental professional.	1. Obtain dental treatment plan from dental professional. 2. Work with parents to complete dental treatment plan.	Health Coordinator. Family Advocate Education Staff	September - August	Child Plus Documentation in child's file. Dental form in child's file.

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<p><b>1304.20c4</b> - Grantee and delegate agencies must assist with the provision of related services addressing health concerns in accordance with the Individualized Education Program and the Individualized Family Service Plan (IFSP).</p>	<p>1. Assist family in obtaining any additional health services needed that were identified in the IEP or IFSP process..</p>	<p>Health Coordinator Family Advocate Special Services Coordinator Nutrition Coordinator</p>	<p>September - August</p>	<p>Documentation in child's file &amp; Specialized Medical Plan..</p>
<p><b>1304.20c5</b> - Early Head Start and Head Start funds may be used for professional medical and dental services when no other source of funding is available. When Early Head Start or  Head Start funds are used for such services, grantee and delegate agencies must have written documentation of their efforts to access other available sources of funding.</p>	<p>1. Explore alternate sources of funding for medical and dental services and provide documentation as required.</p>	<p>Health Coordinator Family Advocates</p>	<p>As needed</p>	<p>Child Plus documentation  In-kind forms</p>
<p><b>1304.20d - Ongoing care.</b> In addition to assuring children ' s participation in a schedule of well child care as described in 1304.20(a) of this part, grantee and delegate agencies must implement ongoing procedures by which Early Head Start and Head Start staff can identify any new or recurring medical, dental, or developmental concerns so that they may quickly make appropriate referrals. These procedures must include: periodic observations and recordings, as appropriate, of individual children ' s developmental progress, changes in physical appearance, (e.g. signs of injury or illness) and emotional and behavioral patterns. In addition, these procedures must include observations from parents and staff.</p>	<p>1. Observe child as part of classroom routine on a regular basis for injury, illness, developmental or other concerns. 2. Contact parent as needed. 3. Make appropriate referrals.</p>	<p>Education Staff Family Advocate Health Coordinator Special Services Coordinator Nutrition Coordinator</p>	<p>September - August</p>	<p>Child Plus documentation in childs file Incident reports in child's file. Creative Curriculum Individual Child Profiles.</p>
<p><b>1304.20e - Involving parents.</b> In conducting the process, as described in 1304.20(a),(b) and (c), and in making all possible efforts to ensure that each child is enrolled in and receiving appropriate health care services, grantee and delegate agencies must:</p>				

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<b>1304.20e1</b> - Consult with parents immediately when child health or developmental problems are suspected or identified:	1. Contact parents if and when health or developmental problem arises.	Education Staff, Health Coordinator Special Services Coordinator Nutrition Coordinator Family Advocates Other special service consultants	September - August	Child Plus documentation
<b>1304.20e2</b> - Familiarize parents with the use of and rationale for all health and developmental procedures administered through the program or by contract or agreement, and obtain advance parent or guardian authorization for such procedures. Grantee and delegate agencies also must ensure that the results of diagnostic and treatment procedures and ongoing care are shared with and understood by the parents.	1. Make sure parents are informed about program procedures. 2. Ensure parent/guardian authorization for procedures is obtained. 3. Share results with parents. 4. Refer to Disabilities Services Plan.	Education Staff Health Coordinator Special Services Coordinator Nutrition Coordinator Family Advocates Other Staff	September - August	Parent Handbook Intake Form  Flyers  Documentation in child's file.
<b>1304.20e3</b> - Talk with parents about how to familiarize their children in a developmentally appropriate way and in advance about all of the procedures they will receive while enrolled in the program.	1. Communicate to parents techniques to use with their children so procedures are comfortable.	Education Staff Health Coordinator. Special Services Coordinator Family Advocates Other Staff	Prior to each procedure (ie, hearing screening, developmental screening).	Initial classroom visit form in child's file. Handouts/letters Parent Handbook
<b>1304.20e4</b> - Assist parents in accordance with 45 CFR 1304.40(f)(2)(i) and (ii) to enroll and participate in a system of ongoing family health care and encourage parents to be active partners in their children ' s health care process; and	1. See FCP Work Plan.			
<b>1304.20e5</b> - If a parent or other legally responsible adult refuses to give authorization for health services, grantee and delegate agencies must maintain written documentation of the refusal.	1. Document attempts to have parent obtain authorization for health services. 2. Obtain written documentation of responsible adults refusal.	Health Coordinator Family Advocate Special Services Coor. Nutrition Coordinator Classroom Supervisors	September - August	Documentation in child's file.

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<p><b>1304.20f - Individualization of the program.</b></p>				
<p><b>1304.20f1</b> - Grantee and delegate agencies must use the information from the developmental, sensory, and behavioral screenings, the ongoing observations, medical and dental evaluations and treatments, and insights from the child’s parents determine how the program can best respond to each child’s individual characteristics and needs.</p>	<p>1. Develop an individual child plan for each child in the program using information from initial intake, home visits, screening results, observations, staffings and parent/teacher conferences 2. Review and update Individual Child Plan(ICP’s) and assess progress toward goals.</p>	<p>Education Staff Special Services Coordinator Nutrition Coordinator Family Advocate Other Specialists Health Coordinator Classroom Supervisors</p>	<p>Ongoing and at staffings (Biannual) parent/teacher conferences &amp; last home visit.</p>	<p>Education documentation in child’s file Lesson plans Outcomes data Individual Child Profiles  Health documentation in child’s file.</p>
<p><b>1304.20f2</b> - To support individualization for children with disabilities in their programs, grantee and delegate agencies must assure that:</p>				
<p><b>1304.20f2i</b> -Services for infants and toddlers with disabilities and their families support the attainment of the expected outcome contained in the Individualized Family Service Plan (IFSP) for children identified under the infants and toddlers with disabilities program (Part H) of the Individuals with Disabilities Education Act, as implemented by their State or Tribal government;</p>	<p>1. Refer to Disabilities Services Plan</p>			
<p><b>1304.20f2ii</b>- Enrolled families with infants and toddlers suspected of having a disability are promptly referred to the local early intervention agency designated by the State Part H plan to coordinate any needed evaluations, determine eligibility for Part H services, and coordinate the development of an IFSP for children determined to be eligible under the guidelines of that State’s program. Grantee and delegate agencies must support parent participation in the evaluation and IFSP development process for infants and toddlers enrolled their program;</p>				

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<p><b>1304.20f2iii</b> - They participate in the development and implementation of the Individualized Education Program (IEP) for preschool age children with disabilities, consistent with the requirements of 45 CFR 1308.19.</p>	<p>1. Maintain positive working relationship with Part H provider (Family Outreach) to facilitate smooth transition of three year olds to HS. (See collaboration agreement with Family Outreach)</p>	<p>ECDH Manager Intake Staff Special Services Coord.</p>	<p>September - August</p>	<p>Agencies file of contracts/agreements File</p>
<p><b>1304.20f2iv</b> - They participate in the development and implementation of the Individualized Education Program (IEP) for preschool age children with disabilities, consistent with the requirements of 45 CFR 1308.19.</p>	<p>1. Attend CST/IEP meetings for children who have been recommended to attend HS.</p>	<p>Special Services Coordinator or designee.</p>	<p>As appropriate September - August</p>	<p>CST/IEP and meeting notes in childs file</p>
<p><b>1304.21a - Child development and education approach for all children.</b> (1) In order to help children gain skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies ' approach to child development and education must:</p>				
<p><b>1304.21a1i</b> - Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;</p>	<p>1. Plan a developmentally appropriate curriculum with lesson plans reflecting individual strengths and needs, to include different learning styles, temperaments and cultural backgrounds of children in the class.</p>	<p>Education Staff Classroom Supervisors</p>	<p>Daily, weekly, monthly.</p>	<p>Lesson plans. IEP ICP documentation on Parent/Teacher Conference form Outcomes data</p>
<p><b>1304.21a1ii</b> - Be inclusive of children with disabilities, consistent with their IFSP or IEP (see 45 CFR 1308.19);</p>	<p>1. Promote inclusion of children with special needs in the classroom by modifying the environment and activities according to IEP. See Disabilities Plan.</p>	<p>Education Staff Classroom Supervisors Special Services Coordinator</p>	<p>Daily, weekly, monthly.</p>	<p>Lesson plans. IEP.</p>

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<b>1304.21a1iii</b> - Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;	1. Model and reinforce behaviors in all procedures of the daily schedule which reinforces development of positive self image and respect for people of all social and ethnic groups.	All Staff	September - August	Classroom curricula Staff training
	2. Avoid stereotyping of gender roles, ethnicity, disabilities, language, and family composition.	All Staff	September - August	
<b>1304.21a1iv</b> – Provide a balanced daily program of child initiated and adult-directed activities, including individual and small group activities; and	1. Design lesson plans to incorporate a balance of all activities. 2. Plan and prepare classroom and classroom activities according to the needs of the children.	Education Staff. Site Supervisor	September - August	Lesson Plans in classrooms
<b>1304.21a1v</b> – Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.	1. Encourage children to toilet independently. 2. Develop individual plan with parents to encourage independent toileting if necessary.	Education Staff Site Supervisor Family Advocates	As needed	Documentation in child’s file. Teachers notes

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<p><b>1304.21a2</b> - Parents must be:</p> <p>(i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education;</p> <p>(ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and</p> <p>(iii) Encouraged to participate in staff-parent conferences and home visits to discuss their child’s development and education (see 45 CFR1304.40(e)(4) and 1304.40(i)(2).</p>	<ol style="list-style-type: none"> <li>1. Discuss curriculum with parents whenever opportunity arises.</li> <li>2. Provide opportunities for parents to ask questions about curriculum and give input.</li> <li>3. Encourage and welcome parents to the classroom as observers and/or volunteers.</li> <li>4. Provide parents opportunities to share information with staff that will help plan successful learning experiences. Have parents choose date to come to classroom on In Classroom Visit form.</li> <li>5. Encourage parents to be involved in conferences, meetings and home visits to discuss their child. See FCP area plan.</li> <li>6. Ensure that ICP’s include parent input.</li> <li>7. Use DIAL Parent Questionnaire</li> </ol>	<p>Intake Team Education Staff Coordinators Family Advocates Classroom Supervisors Classroom Staff</p>	September - August	<p>Intake documentation Education documentation in child’s file Policy Council agenda/notebook. Parent meetings/notebook Parent Handbook Parent newsletter Initial Classroom Visit form Teachers classroom calendar Program monthly folder</p>
<p><b>1304.21a3</b> - Grantee and delegate agencies must support social and emotional development by</p> <p>(I) Encouraging development which enhances each child’s strengths by:</p>				
<p><b>1304.21a3ia.</b> Building trust;</p>	<ol style="list-style-type: none"> <li>1. Provide consistency in daily routine in interaction with children to build trust.</li> </ol>	<p>Education Staff. Classroom Supervisors Transportation Staff</p>	September - August	<p>Classroom schedules Lesson plans Environment school rules.</p>
<p><b>1304.21a3ib</b> - Fostering independence;</p>	<ol style="list-style-type: none"> <li>1. Allow children to experience and experiment with their surroundings.</li> </ol>	<p>Education Staff Classroom Supervisors Transportation Staff</p>	September – August	<p>Lesson plans Environment school rules. Classroom schedules.</p>

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<p><b>1304.21a3ic</b> - Encouraging self-control by setting clear, consistent limits, and having realistic expectations.</p>	<p>1. Establish clear, consistent rules for children’s behavior. 2. Establish a proactive approach in setting clear consistent rules.</p>	<p>Education staff Classroom Supervisors Transportation Staff</p>	<p>September – August</p>	<p>Lesson plans Classroom schedules Environment school rules.</p>
<p><b>1304.21a3id</b> - Encouraging respect for the feelings and rights of others; and</p>	<p>1. Teach children skills for recognizing feelings in themselves and others. 2. Practice and model peer-relationship skills.</p>	<p>Education staff Classroom Supervisors Transportation staff</p>	<p>September – August</p>	<p>Lesson plans Classroom curricula Environmental school rules</p>
<p><b>1304.21a3ie</b> - Supporting and respecting the home language, culture and family composition of each child in ways that support the child’s health and well-being; and</p>	<p>1. Model and reinforce appropriate behaviors that encourage development of positive self-image and self-concept, respecting the child’s individuality, ethnicity, home language, and family composition.</p>	<p>Education staff. Classroom Supervisors Transportation staff</p>	<p>September – August</p>	<p>Lesson plans Environmental school rules. Classroom curricula</p>
<p><b>1304.21a3if</b> - Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child’s needs.</p>	<p>1. Establish daily predictable, routines and schedules..</p>	<p>Education staff Classroom Supervisors Transportation staff</p>	<p>September – August</p>	<p>Lesson plans Environmental school rules. Classroom schedule.</p>
<p><b>1304.21a4</b> - Grantee and delegate agencies must provide for the development of each child’s cognitive and language skills by:</p>				

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<p><b>1304.21a4i</b> - Supporting each child’s learning using various strategies including experimentation, inquiry, observation, play and exploration;</p>	<ol style="list-style-type: none"> <li>1. Create the environment to encourage experimentation, exploration and play.</li> <li>2. Plan lessons to encourage experimentation, exploration and play.</li> </ol>	<p>Education staff Classroom Supervisors</p>	<p>September - August</p>	<p>Lesson plans Environmental school rules Classroom schedule. Classroom curricula</p>
<p><b>1304.21a4ii</b> - Ensuring opportunities for creative self-expression through activities such as art, music, movement and dialogue.</p>	<ol style="list-style-type: none"> <li>1. Provide opportunities for children to express themselves creatively through a variety of materials to include music, movement, art and dialog.</li> <li>2. Assure the emphasis for creative activities is on process rather than product.</li> </ol>	<p>Education staff. Classroom Supervisors</p>	<p>September – August</p>	<p>Classroom curricula Lesson plans Education documentation in child’s file Environmental school rules Classroom schedule Outcomes data</p>
<p><b>1304.21a4iii</b> - Promoting interaction and language use among children and between children and adults.</p>	<ol style="list-style-type: none"> <li>1. Allow and encourage children ample time to talk and ask questions both with children and adults.</li> <li>2. Promote vocabulary building activities</li> </ol>	<p>Education staff. Classroom Supervisors Transportation staff</p>	<p>September – August</p>	<p>Lesson plans Education documentation in child’s file Environmental school rules Classroom schedule</p>

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<p><b>1304.21a4iv</b> - Supporting emerging literacy and numeracy development through materials and activities according to the development level of each child.</p>	<p>1. Encourage children ' s interest in and develop readiness skills in literacy activities as individually and developmentally appropriate, such as: books &amp; toys that reinforce literacy concepts and letter &amp; number recognition, experience charts, word walls, pocket charts, labels, etc.</p> <p>2. Intentionally planning lessons to support emerging literacy and numeracy development.</p>	<p>Education staff. Classroom Supervisors</p>	<p>September – August</p>	<p>Classroom curricula Lesson plans Documentation in child's file. Environmental school rules Classroom schedules. Outcomes data</p>
<p><b>1304.21a5</b> - In center-based settings, grantee and delegate agencies must promote each child ' s physical development by;</p>				
<p><b>1304.21a5i</b> - Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills.</p>	<p>1. Plan &amp; incorporate into the daily schedule time for indoor and outdoor physical activities.</p>	<p>Education staff. Classroom Supervisors</p>	<p>September - August</p>	<p>Lesson plans. Individual Child Profiles Outcomes data Classroom schedule</p>
<p><b>1304.21a5ii</b> - Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child ' s developmental level; and</p>	<p>1. Plan and incorporate into the daily schedule time for fine motor development activities.</p>	<p>Education staff. Classroom Supervisors</p>	<p>September - August</p>	<p>Classroom schedule Lesson plans. Daily schedule. Individual Child Profiles Classroom Individualization Charts, Outcomes data</p>

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<p><b>1304.21a5iii</b> - Providing an appropriate environment and adult guidance for the participation of children with special needs.</p>	<p>1. Modify classroom environment and activities to promote participation of children with special needs.</p>	<p>Education staff. Special Service Coordinator Special Services Consultants Site Supervisor</p>	<p>September - August</p>	<p>Lesson plans. IEP. Individual child profiles, Classroom Individualization Charts</p>
<p><b>1304.21a6</b> - In <u>home-based</u> settings, grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children ' s outdoor and indoor active play, and guide children in the safe use of equipment and materials.</p>				
<p><b>1304.21b through b3(i)(ii)</b> - Child development and education approach for <i>infants and toddlers</i>.</p>				
<p><b>1304.21c - Child development and education approach for preschoolers.</b> Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5) that:</p>				
<p><b>1304.21c1i</b> - Supports each child ' s individual pattern of development and learning:</p>	<p>1. Plan and provide activities and materials to support each individual child ' s pattern of development and learning.</p>	<p>Education staff. Classroom Supervisors Special Services Coordinator</p>	<p>September - August</p>	<p>Classroom curricula Lesson plans. Individual Child Plan Education documentation in child ' s file.</p>
<p><b>1304.21c1ii</b> - Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;</p>	<p>1. Plan and implement activities and routines that promote the development of cognitive skills in the area of concepts, literacy, numeracy, reasoning, problem solving and decision-making skills.</p>	<p>Education staff. Classroom Supervisors</p>	<p>September – August</p>	<p>Classroom curricula Lesson plans, Education documentation in child ' s file, Individual Child Profiles, Outcomes data</p>
<p><b>1304.21c1iii</b> - Integrates all educational aspects of the health,</p>	<p>1. Present activities to teach health,</p>	<p>Education staff.</p>	<p>September - August</p>	<p>Classroom curricula</p>

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE STAFF	TIMELINE	DOCUMENTS/ LOCATION
nutrition, and mental health services into program activities;	nutrition and mental health aspects on an on-going basis.	Nutrition Coordinator Special Services Coordinator Health Coordinator Classroom Supervisors		Lesson plans. Head Start calendar, Individual Child Profiles, Child Plus notes, Nutrition Education form
<b>1304.21cliv</b> - Ensures that the program environment helps children develop emotional security and facility in social relationships;	1. Encourage children to develop emotional security and social relationships by providing a safe environment which includes boundaries and limits and positive reinforcements.	Education staff. Classroom Supervisors Special Services Coordinator Family Advocates Transportation Staff All other staff	September – August	Lesson plans. Individual Child Profiles, Outcomes data, Classroom curricula, Environmental School Rules
<b>1304.21clv</b> - Enhances each child’s understanding of self as an individual and as a member of a group.	1. Provide daily opportunities in small and large groups to allow children to become more aware of self and others.	Education staff. Classroom Supervisors Transportation Staff All other staff	September – August	Lesson plans. ICP. Outcomes data. Environmental School Rules Classroom Curricula
<b>1304.21clvi</b> - Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and	1. Provide a positive learning environment where children hear praise for accomplishments and activities according to his or her own needs.	Education staff. Transportation staff and all other staff	September – August	Classroom Curricula Lesson plans. Documentation in child’s file. Individual Child Profiles, Outcomes data, Environmental School Rules
<b>1304.21clvii</b> - Provides individual and small group experiences both indoors and outdoors.	1. Plan for and make available opportunities for individual and group experiences both indoors and out.	Education staff. Classroom Supervisors	September	Classroom Curricula Lesson plans. Classroom schedule
<b>1304.21c2</b> - Staff must use a variety of strategies to promote and support children’s learning and developmental progress	1. A variety of strategies will be developed and implemented to support	Education staff.	September - August	Lesson plans

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based on the observations and ongoing assessment of each child (see 45 CFR 1304.20(b), 1304.20 (d), and 1304.20(e).	the learning and developmental progress of each child.	Classroom Supervisors. Special Service Coordinator		Classroom curricula Individual Child Profiles, Outcomes data, DIAL protocols
<p><u>GOAL: 1304.22 - CHILD HEALTH AND SAFETY.</u></p> <p><b>1304.22a - Health emergency procedures.</b> Grantee and delegate agencies operating center-based programs must establish and implement policies and procedures to respond to medical and dental health emergencies with which all staff are familiar and trained. At a minimum, these policies and procedures must include:</p>				
<p><b>1304.22a1</b> - Posted policies and plans of action for emergencies that require rapid response on the part of staff (e.g., a child choking) or immediate medical or dental attention;</p>	<ol style="list-style-type: none"> <li>1. Identify and review policies and action plans.</li> <li>2. Post necessary health procedures.</li> <li>3. Ensure that training/review takes place annually.</li> </ol>	ECDH Manager. Health Coordinator. Education Staff. Classroom Supervisors	September - August	Work Plan procedures Policies/ Procedures manual. Health/ Safety checklist, classroom monitoring checklist. Emergency Procedure Chart
<p><b>1304.22a2</b> - Posted locations and telephone numbers of emergency response systems. Up-to-date family contact information and authorization for emergency care for each child must be readily available;</p>	<ol style="list-style-type: none"> <li>1. Post locations and phone numbers of emergency response systems in each classroom.</li> <li>2. Obtain and update emergency contact information and authorization for emergency care for each child.</li> </ol>	Health Coordinator. Intake Team. Education Staff Administrative Support Staff Classroom Supervisors	Sept - Aug	Classroom emergency information, Emergency response system list.
<p><b>1304.22a3</b> - Posted emergency evacuation routes and other safety procedures for emergencies (e.g., fire or weather-related) which are practiced regularly (see 45 CFR 1304.653 for additional information);</p>	<ol style="list-style-type: none"> <li>1. Post emergency and safety procedures in classrooms.</li> </ol>	Health Coordinator. Education Staff. Classroom Supervisors	Prior to start of school year. September – August	Classroom monitoring checklist Health/Safety checklist. Policies & Procedures manual. Building Evacuation Plan
<p><b>1304.22a4</b> - Methods of notifying parents in the event of an emergency involving their child; and</p>	<ol style="list-style-type: none"> <li>1. Review with parents about HS emergency procedures. Follow</li> </ol>	Health Coordinator.	September – August	Parent Handbook. Child Plus Family

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	developed procedures	Education staff Administrative Support staff		information Classroom Emergency Information
<b>1304.22a5</b> - Established methods for handling cases suspected or known child abuse and neglect that are in compliance with applicable Federal, State, or Tribal laws.	1. Establish and update yearly policies and procedures regarding child abuse and neglect. 2. Ensure that training/review takes place annually.	FCP Manager	Annually	Policies/Procedures manual. Parent Handbook. Child Plus training record
<b>1304.22b - Conditions of short-term exclusion and admittance</b> (1) Grantee and delegate agencies must temporarily exclude a child with a short-term injury or an acute or short-term contagious illness, that cannot be readily accommodated, from program participation in center-based activities or group experiences, but only for that generally short-term period when keeping the child in care poses a significant risk to the health or safety of the child or anyone in contact with the child.	1. Establish and update yearly policies and procedures regarding temporary exclusion for short-term contagious illnesses and injury.	Health Coordinator. Classroom Supervisors HSAC	Annually	Policies/Procedures manual. State of Montana Licensure of Daycare Operators 37.95.139 American Academy of Pediatrics manual
<b>1304.22b2</b> - Grantee and delegate agencies must not deny program admission to any child, nor exclude any enrolled child from program participation for a long-term period, solely on the basis of his or her health care needs or medication requirements unless keeping the child in care poses a significant risk to the health or safety of the child or anyone in contact with the child and the risk cannot be eliminated or reduced to an acceptable level through reasonable modifications in the grantee or delegate agency's policies, practices or procedures or by providing appropriate auxiliary aids which would enable the child to participate without fundamentally altering the nature of the program.	1. Determining admission into HS or participation in the program will not be limited based on an individual child's health unless significant risk factors exist for the child or other children. Each individual case will be evaluated as to appropriateness for participation in HS.	ECDH Manager. Health Coordinator.	At time of intake Sept – Aug.	Documentation in child's file.

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<p><b>1304.22b3</b> - Grantee and delegate agencies must request that parents inform them of any health or safety needs of the child that the program may be required to address. Programs must share information, as necessary, with appropriate staff regarding accommodations needed in accordance with the program's confidentiality policy.</p>	<p>1. At intake screening and throughout the school year, parents are provided with opportunities to inform HS of the health and safety needs of their child. Appropriate information will be shared with staff to meet the needs of each child and to maintain confidentiality.</p>	<p>Intake team. ECDH manager. Health Coordinator, Education staff, Nutrition Coordinator.</p>	<p>At time of intake. September - August</p>	<p>Child's file, posting of child's allergy in classroom, classroom allergy log in Nutritionist's file, HIPPA documentation in child's file..</p>
<p><b>1304.22c - Medication administration</b> - Grantee and delegate agencies must establish and maintain written procedures regarding the administration, handling and storage of medication for every child. Grantee and delegate agencies may modify these procedures as necessary to satisfy State or Tribal laws, but only where such laws are consistent with Federal laws. The procedures must include:</p>				
<p><b>1304.22c1</b> - Labeling and storing, under lock and key; and refrigerating if necessary, all medications, including those required for staff and volunteers;</p>	<p>1. Provide secure storage and refrigeration, if needed for all child &amp; staff medication in a space for children and staff.</p>	<p>Health Coordinator.</p>	<p>September - August</p>	<p>Medication Administration form in child's file.</p>
<p><b>1304.22c2</b> - Designating a trained staff member(s) or school nurse to administer, handle and store child medications;</p>	<p>1. Establish policies and procedures for handling and storage of each child's medication.</p>	<p>ECDH Manager Health Coordinator Education staff</p>	<p>September - August</p>	<p>Documentation in child's file with Authorization for Medication form.</p>
<p><b>1304.22c3</b> - Obtaining physicians' instructions and written parent or guardian authorizations for all medications administered by staff.</p>	<p>1. Secure instructions and signatures from physicians and parents on all medication administered on site by HS staff.</p>	<p>Health Coordinator.</p>	<p>September - August</p>	<p>Documentation in child's file.</p>
<p><b>1304.22c4</b> - Maintaining an individual record of all medications dispensed, and reviewing the record regularly with the child's parents;</p>	<p>1. Establish a medication administration schedule on each child receiving medicine. An additional form - Authorization for Medication to be Given at H.S. - will be filled out by parents as needed.</p>	<p>Health Coordinator. Education staff</p>	<p>Annually</p>	<p>Medication Administration Schedule. Authorization for Medication form.</p>

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE STAFF	TIMELINE	DOCUMENTS/ LOCATION
<b>1304.22c5</b> - Recording changes in a child’s behavior that have implications for drug dosage or type, and assisting parents in communicating with their physician regarding the effect of the medication on the child; and	1. Observe children for changes in behavior. 2. Provide written record of behavior changes to family to give to physician.	Education Staff. Health Coordinator Nutrition Coordinator	September - August	Documentation in child’s file to include written record given to parents.
<b>1304.22c6</b> - Ensuring that appropriate staff members can demonstrate proper techniques for administering, handling, and storing medication, including the use of any necessary equipment to administer medication.	1. Provide training techniques for staff responsible for administering, handling and storing medication, including training about necessary equipment used to give medication. This is done on a case by case basis.	Health Coordinator Education staff	As appropriate.	Authorization for Medication form.
<b>1304.22d - Injury prevention.</b> Grantee and delegate agencies must:				
<b>1304.22d1</b> - Ensure that staff and volunteers can demonstrate safety practices; and	1. Provide training on all safety practices used in the program. 2. Keep a roster of all persons receiving training.	Grantee Agency ECDH Manager Classroom Supervisors Health Coordinator	September – August	Training log New employee orientation checklist
<b>1304.22d2</b> - Foster safety awareness among children and parents by incorporating it into child and parent activities.	1. Make children aware of safety in classroom and bus rules and limits which can be reinforced at home. 2. Reinforce safety awareness of children through printed materials going to the home.	All staff.	September - August	Flyers. Newsletters. Health alerts Lesson plans Classroom curricula Environmental School Rules
<b>1304.22e - Hygiene (1)</b> - Staff, volunteers, and children must wash their hands with soap and running water at least at the following times:				

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<b>1304.22e1i</b> - After diapering or toilet use;	1. Train staff, volunteers and children in appropriate hand washing techniques.	Health Coordinator Education Staff. Nutrition Coordinator	September - August	New employee orientation checklist Flyers. Training log. Volunteer packets. Hand-washing poster
<b>1304.22e1ii</b> - Before food preparation, handling, consumption, or any other food-related activity (e.g., setting the table);	1. Train staff, volunteers and children in appropriate hand washing techniques.	Health Coordinator Education Staff. Nutrition Coordinator	September - August	New employee orientation checklist Flyers. Training log. Volunteer packets. Hand-washing poster
<b>1304.22e1iii</b> - Whenever hands are contaminated with blood or other bodily fluids; and	1. Train staff, volunteers and children in appropriate hand washing techniques.	Health Coordinator Education Staff. Nutrition Coordinator	September - August	Flyers. Training log. Volunteer packets. New employee orientation checklist Hand-washing poster
<b>1304.22e1iv</b> - After handling pets or other animals.	1. Train staff, volunteers and children in appropriate hand washing techniques.	FCP Manager Health Coordinator Education Staff. Nutrition Coordinator	September - August	Flyers. Training log. Volunteer packets. New employee orientation checklist Hand-washing poster
<b>1304.22e2</b> - Staff and volunteers must also wash their hands with soap and running water:				
<b>1304.22e2i</b> - Before and after giving medications;	1. Train staff and volunteers in appropriate hand washing techniques.	FCP Manager Health Coordinator Education staff	September - August	Training log. New employee orientation checklist Hand-washing poster

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<b>1304.22e2ii</b> - Before and after treating or bandaging a wound (nonporous gloves should be worn if there is contact with blood or blood-containing body fluids);	1. Train staff and volunteers in the proper procedures for putting on and taking off nonporous gloves.	FCP Manager Health Coordinator Education staff	September - August	Training log. New employee orientation checklist Hand-washing poster
<b>1304.22e2iii</b> - After assisting a child with toilet use.	1. Train staff and volunteers in the proper procedures for hand washing and the appropriate time for hand washing.	FCP Manager Health Coordinator. Education staff	September - August	Training Log. New employee orientation checklist Hand-washing poster
<b>1304.22e3</b> - Nonporous (e.g., vinyl) gloves must be worn by staff when they are in contact with spills of blood or other visibly bloody bodily fluids.	1. Train staff on blood borne pathogens and universal precautions. (This training includes all body fluids.)	FCP Manager Health Coordinator. Education staff	September - August	Training Log. New employee orientation checklist Hand-washing poster
<b>1304.22e4</b> - Spills of bodily fluids (e.g. , urine, feces, blood, saliva., nasal discharge, eye discharge or any fluid discharge) must be cleaned and disinfected immediately in keeping with professionally established guidelines (e.g., standards of the Occupational Safety/Health Administration, US Department of Labor). Any tools and equipment used to clean spills of bodily fluids must be cleaned and disinfected immediately. Other blood-contaminated materials must be disposed of in a plastic bag with a secure tie.	1. Train staff on blood borne pathogens and universal precautions. (This training includes all body fluids.)	FCP Manager Health Coordinator. Education staff	September – August	Training Log. New Employee orientation checklist
<b>1304.22e5</b> - Grantee and delegate agencies must adopt sanitation and hygiene procedures for diapering that adequately protect the health and safety of children served by the program and staff. Grantee and delegate agencies must ensure that staff properly conduct these procedures.	1. Follow standard procedure for diapering that promotes the safety and health of all children and staff.	Health Coordinator. Education staff School District staff	September - August	Diapering procedure.

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<p><b>1304.22e6</b> - Potties that are utilized in a center-based program must be emptied into the toilet and cleaned and disinfected after each use in a utility sink used for this purpose.</p>	<p>1. Ensure that all potties utilized are emptied into toilets and cleaned in utility sink, or designated plastic bucket.</p>	<p>Health Coordinator. Education staff School District staff Classroom Supervisors</p>	<p>September - August.</p>	<p>Training Log. Potty cleaning procedure Health &amp; Safety Checklist Classroom Monitoring Checklist</p>
<p><b>1304.22e7</b> - Grantee and delegate agencies operating programs for infants and toddlers must space cribs and cots at least three feet apart to avoid spreading contagious illness and to allow for easy access to each child.</p>				
<p><b>1304.22f - First aid kits.</b> (1) Readily available, well-supplied first aid kits appropriate for the ages served and the program size must be maintained at each facility and available on outings away from the site. Each kit must be accessible to staff members at all times, but must be kept out of the reach of children.</p>	<p>1. Appropriately maintained first aid kits will be located in each classroom, and on each bus and HS vehicle. In addition, fanny packs serving as portable first aid kits will accompany children and adults on field trips and outdoor activities.</p>	<p>Health Coordinator. Education Staff. Transportation Staff. Classroom Supervisors</p>	<p>September - August</p>	<p>Classroom health and Safety Checklist. Driver pre-trip inspection Classroom Monitoring checklist</p>
<p><b>1304.22f2</b> - First aid kits must be restocked after use, and an inventory must be conducted at regular intervals.</p>	<p>1. Keep first aid supplies available. 2. Restock kit after use.</p>	<p>Health Coordinator Education Staff Classroom Supervisors</p>	<p>September - August</p>	<p>Classroom Health &amp; Safety Checklist.</p>
<p><b>1304.23 - Child nutrition.</b> <b>(a) Identification of nutritional needs.</b> Staff and families must work together to identify each child's nutritional needs, taking into account staff and family discussions concerning:</p>				

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE STAFF	TIMELINE	DOCUMENTS/ LOCATION
<p><b>1304.23a1</b> - Any relevant nutrition-related assessment data (height, weight, hemoglobin/hematocrit) obtained under 45CFR1304.20(a);</p>	<p>1. Ongoing assessment and identification of each child’s nutrition needs will take place within 90 days of enrollment.</p>	<p>Health Coordinator. Nutrition Coordinator</p>	<p>September - August</p>	<p>Health &amp; nutrition histories. Health screenings. Growth grid Physical Exam Form</p>
<p><b>1304.23a2</b> - Information about family eating patterns, including cultural preferences, special dietary requirements for each child with nutrition -related health problems, and the feeding requirements of infants and toddlers and each child with disabilities (see 45 CFR 1308.20);</p>	<p>1. Nutrition History on children with identified nutrition related problems. 2. Special dietary requirements will be shared with appropriate staff ensuring special dietary needs of each child are met.</p>	<p>Health Coordinator. Nutrition Coordinator Kitchen Staff Education Staff.</p>	<p>September - August</p>	<p>Childs files. Allergy log Posting of special dietary requirements per classroom</p>
<p><b>1304.23a4</b> - Information about major community nutritional issues, as identified through the Community Assessment or by the Health Services Advisory Committee or the local health department.</p>	<p>1. Information gathered on Community Assessment, etc. about community nutritional needs will be addressed as deemed necessary.</p>	<p>HS Director. ECDH Manager Health Coordinator Nutrition Coordinator HSAC</p>	<p>September - August</p>	<p>Community Assessment. Health Advisory Committee minutes.</p>
<p><b>1304.23b - Nutritional Services</b></p>				
<p><b>1304.23b1</b> - Grantee and delegate agencies must design and implement a nutrition program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and children with disabilities. Also, the nutrition program must serve a variety of foods which consider cultural and ethnic preferences and which broaden the child’s food experience.</p>	<p>1. Provide meals that meet the nutritional requirements of the USDA Child and Adult Care Food Program for each child. 2. Ensure that children with special dietary needs and disabilities receive foods and/or adaptive feeding equipment for their condition(s). 3. Determine cultural and ethnic preferences and incorporate into menu planning. 4. Offer a wide variety of foods</p>	<p>Nutrition Coordinator Education Staff Kitchen Staff</p>	<p>September - August</p>	<p>Menus, delivery slips, CACFP files  Allergy log Child’s file  Monitoring intake data FA referrals Menus, Nutrition education documentation form</p>

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE STAFF	TIMELINE	DOCUMENTS/ LOCATION
<p><b>1304.23b1i</b> - All EHS and HS grantee and delegate agencies must use funds from USDA Food and Consumer Services Child Nutrition Programs as the primary source of payment for meal services. Early Head Start and Head Start funds may be used to cover those allowable costs not covered by the USDA.</p>	<p>1. Continue use of USDA Child and Adult Care Food Program as primary funding source for meals provided.</p>	<p>Nutrition Coordinator. Kitchen Staff. Administrative Support staff</p>	<p>September - August</p>	<p>CACFP records.</p>
<p><b>1304.23b1ii</b> - Each child in a part-day center-based setting must receive meals and snacks that provide at least 1/3 of the child's daily nutritional needs. Each child in a center-based full-day program must receive meals and snacks that provide 2 to 2/3 of the child's daily nutritional needs, depending upon the length of the program day.</p>	<p>1. Provide breakfast and lunch or lunch and snack for each part-day center-based child meeting 1/3 of child's daily nutritional needs. Breakfast, lunch, plus a snack for each full-day child, meeting the required 1/2 to 2/3 of a child's daily nutritional needs.</p>	<p>Nutrition Coordinator Kitchen Staff</p>	<p>September - August</p>	<p>Menus. CACFP records  Menu evaluation</p>
<p><b>1304.23b1iii</b> - All children in morning center-based settings who have not received breakfast at the time they arrive at the EHS or HS program must be served a nourishing breakfast.</p>	<p>1. Ensure a nourishing breakfast is provided daily for all children attending morning center based settings.</p>	<p>Nutrition Coordinator Kitchen staff. Education staff.</p>	<p>September - August</p>	<p>Menus. CACFP records</p>
<p><b>1304.23b1iv</b> - Each infant and toddler in center-based settings must receive food appropriate to his or her nutritional needs, developmental readiness, and feeding skills as recommended in the USDA meal pattern or nutrient standard menu planning requirements outlined in 7CFR parts 210, 220 and 226.</p>	<p>NA</p>			
<p><b>1304.blv</b> - For 3 to 5 year olds in center-based settings, the quantities and kinds of food served must conform to recommended serving sizes and minimum standards for meal patterns recommended in the USDA meal pattern or nutrient standard menu planning requirements outlined in 7 CFR parts 210, 220 and 226.</p>	<p>1. Recommended USDA meal patterns will be used in planning menus and food preparation.</p>	<p>Nutrition Coordinator Kitchen staff.</p>	<p>September - August</p>	<p>Menus CACFP records</p>
<p><b>1304.23blvi</b> - For 3 to 5 year olds in center-based settings or other HS group experiences, foods served must be high in nutrients and low in fat, sugar and salt.</p>	<p>1. Provide meals and snacks that are nutritionally sound, low in fat, sugar and salt.</p>	<p>Nutrition Coordinator Kitchen staff.</p>	<p>September - August</p>	<p>Menus. Menu evaluation</p>

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<p><b>1304.23b1vii</b> - Meal and snack periods in center-based settings must be appropriately scheduled and adjusted, where necessary, to ensure that individual needs are met. Infants and young toddlers who need it must be fed on demand to the extent possible or at appropriate intervals.</p>	<p>1. Serve appropriately spaced and scheduled meals and snacks</p>	<p>Kitchen staff. Education staff. Nutrition Coordinator</p>	<p>September - August</p>	<p>Menus. Daily schedules in classrooms.</p>
<p><b>1304.23b2</b> - Grantee and delegate agencies operating home-based program options must provide appropriate snacks and meals to each child during group socialization activities (see 45 CFR 1306.33 for information regarding home-based group socialization).</p>	<p>NA</p>			
<p><b>1304.23b3</b> - Staff must promote effective dental hygiene among children in conjunction with meals.</p>	<p>1. Supply toothbrushes and schedule brushing of teeth on a daily basis 2. Educate staff to promote proper dental hygiene in classroom</p>	<p>Health Coordinator. Education staff.</p>	<p>September - August</p>	<p>New employee orientation training log. Daily schedules in classrooms. Parent handbook</p>
<p><b>1304.23b4</b> - Parents and appropriate community agencies must be involved in planning, implementing, and evaluating the agencies' nutritional services.</p>	<p>1. Ask parents and other interested community agencies to participate in HSAC. 2. Invite parents to participate in meal planning. 3. Invite parents to take part in classroom and group activities.</p>	<p>ECDH manager. Health Coordinator. Nutrition Coordinator. Education staff</p>	<p>September - August</p>	<p>Daily classroom schedule HSAC minutes. Lesson plans. Menus, newsletters, Policy Council minutes, Nutrition Education Documentation Form Nutrition services</p>
<p><b>1304.23c - Meal service.</b> - Grantee and delegate agencies must ensure that nutritional services in center-based settings contribute to the development and socialization of enrolled children by providing that:</p>				

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<b>1304.23c1</b> - A variety of food is served which broadens each child 's food experiences.	1. Ensure varied menus to broaden each child 's food experience.	Nutrition Coordinator Kitchen staff.	September - August	Menus.
<b>1304.23c2</b> - Food is not used as punishment or reward, and that each child is encouraged, but not forced, to eat or taste his or her food;	1. Food served family style and each child is encouraged to taste the food presented, and ensure the meal time is a positive experience.	FCP staff Education staff. Nutrition Coordinator Classroom Supervisors	September - August	CACFP training materials Parent Handbook.
<b>1304.23c3</b> - Sufficient time is allowed for each child to eat;	1. Ensure that classroom schedules allow sufficient time for children to eat.	Classroom Supervisors Education staff.	September - August	CACFP training materials Daily schedules in classrooms.
<b>1304.23c4</b> - All toddlers and preschool children and assigned classroom staff, including volunteers, eat together family style and share the same menu to the extent possible;	1. Provide family style eating for children and staff.	FCP staff Education staff. Nutrition Coordinator	September - August	CACFP training materials Parent Handbook. CACFP Monitoring Report
<b>1304.23c5</b> - Infants are held while being fed and are not laid down to sleep with a bottle.	NA			
<b>1304.23c6</b> - Medically-based diets or other dietary requirements are accommodated; and	1. Provide special medically-based diets for children upon parents request and health provider documentation listing appropriate substitute foods. 2. Special diets for medical or religious reasons are provided to children whenever feasible.	Health Coordinator. Nutrition Coordinator. Kitchen staff Education staff	September - August	Special Diet Statement for children form in child's file, Allergy log Posting of special dietary requirements per classroom

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<p><b>1304.23c7</b> - As developmentally appropriate, opportunity is provided for the involvement of children in food-related activities.</p>	<p>1. Cooking classes and nutrition activities are provided in the classroom throughout the year. 2. Parents are invited to participate in classroom activities.</p>	<p>Nutrition Coordinator. Education staff.</p>	<p>September - August</p>	<p>Lesson plans. Nutrition Services Plan and Nutrition Education Documentation form Newsletter</p>
<p><b>1304.23d - Family assistance with nutrition.</b> - Parent education activities must include opportunities to assist individual families with food preparation and nutritional skills.</p>	<p>Food preparation and nutrition skill building activities will be encouraged by: 1. Identification/referral to community nutrition programs (Women, Infant &amp; Children. 2. Printed materials including nutrition tips and recipes.</p>	<p>Nutrition Coordinator. Family Advocates.</p>	<p>Intake September – August</p>	<p>Child ' s file. Nutrition Services Plan Intake forms Newsletter</p>
<p><b>1304.23e - Food safety and sanitation</b> - (1) Grantee and delegate agencies must post evidence of compliance with all applicable Federal, State, Tribal, and local food safety and sanitation laws, including those related to the storage, preparation and service of food and the health of food handlers. In addition, the agencies must contract only with food service vendors that are licensed in accordance with State, Tribal or local laws.</p>	<p>1. All staff is provided with CACFP training materials which include food sanitation and safety. 2. Classrooms are monitored using CACFP monitoring report. 3. Annual sanitation review by County Health Departments.</p>	<p>ECDH Manager. Health Coordinator. Kitchen Manager. Nutrition Coordinator</p>	<p>September – August</p>	<p>CACFP training materials. CACFP monitoring report Sanitarian's report in Consolidated Kitchen office and school district offices. Training log</p>
<p><b>1304.23e2</b> - For programs serving infants and toddlers, facilities must be available for the proper storage and handling of breast milk and formula.</p>	<p>NA</p>			
<p><b>1304.24 - Child mental health. (A) Mental health services. (1)</b> - Grantee and delegate agencies must work collaboratively with parents (see 45 CFR 1304.40f for issues related to parent education) by:</p>				
<p><b>1304.24a1i</b> - Soliciting parental information, observations,</p>				

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE STAFF	TIMELINE	DOCUMENTS/ LOCATION
and concerns about their child ' s mental health;	1. Gather information on each child ' s mental health status from parents during intake and throughout the school year as appropriate.	Intake team. Education staff. Special Services Coordinator	Intake, September - August	Home Visit Doc. Intake Documentation Parent Questionnaire Documentation in child ' s file.
<b>1304.24a1ii</b> - Sharing staff observations of their child and discussing and anticipating with parents their child ' s behavior and development, including separation and attachment issues;	1. Provide opportunities for sharing information between parents and staff regarding child ' s behavior and development throughout the year.	Education staff. Family advocates. Mental health consultant. Special Services Coordinator	September - August	Home visits. Parent/teacher conferences. Documentation in child ' s file.
<b>1304.24a1iii</b> - Discussing and identifying with parents appropriate responses to their child ' s behaviors;	1. Provide information to parents about developmental stages and reasonable expectations of children. 2. Optimize contacts with parents in classroom, at social events, p/t conferences, home visits to discuss with parents appropriate responses to their child ' s behaviors.	Education staff. Family Advocate.  Special Services Coordinator Mental health consultant Transportation staff	Intake, September - August	Parent/Teacher conferences Handouts. Documentation in child ' s file. Inkind records Newsletters Parenting classes
<b>1304.24a1iv</b> - Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program.	1. Model and reinforce a nurturing supportive environment and relationships in the classroom and throughout the program. 2. Provide training (formally and informally) to families in this regard. 3. Strengthen parents role as primary educator of their children. 4. Respond to individual requests for education/information on parenting.	All staff.  ECDH manager and FCP manager. All staff  All staff.	September - August  Intake, September - August August through May  Intake, August through May as needed	Documentation in child ' s file. Training log. Handouts. Newsletters. Documentation in child ' s file.  Lesson plans, Parent Committee minutes, documentation in child ' s file.

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE STAFF	TIMELINE	DOCUMENTS/ LOCATION
<p><b>1304.24a1v</b> - Helping parents to better understand mental health issues; and</p>	<ol style="list-style-type: none"> <li>1. Provide information to families to increase their understanding and responsiveness to their family/child mental health issues;</li> <li>2. Increase staff capacity to maximize opportunities to teach parents ways to care for their child's mental health and emotional well-being.</li> </ol>	<p>Administrative staff. Family Advocates Special Services Coordinator</p> <p>Administrative staff. Special Services Coordinator</p>	<p>Intake, September - August</p> <p>September through August</p>	<p>Handouts in monthly folder.</p> <p>Staff calendar Training log Newsletters</p>
<p><b>1304.24a1vi</b> - Supporting parents' participation in any needed mental health interventions.</p>	<ol style="list-style-type: none"> <li>1. Provide training and information to parents to increase awareness of mental health intervention provided by the program and the community.</li> <li>2. Increase staff understanding of the central role of the family in any needed mental health interventions.</li> <li>3. Assure opportunities for parent involvement in any mental health intervention.</li> </ol>	<p>Special Services Coordinator, Family Advocates &amp; Education staff. Special Services Coordinator &amp; Family Advocate staff Special Services Coordinator, Teachers &amp; Classroom Supervisors</p>	<p>September - August</p>	<p>Documentation in child's file. Child Plus Training log</p>
<p><b>1304.24a2</b> - Grantee and delegate agencies must secure the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective identification of and intervention in family and staff concerns about a child's mental health; and</p>	<ol style="list-style-type: none"> <li>1. Assure observation and consultation from appropriate mental health professionals are available to staff and parents upon request as needed throughout the program year.</li> <li>2. Ensure referrals are made to mental health professionals in a timely manner.</li> </ol>	<p>Education staff Special Services Coordinator Family Advocates</p> <p>Special Services Coordinator</p>	<p>September - August</p> <p>September - August</p>	<p>Documentation in child's file. Resource list</p> <p>Documentation in child's file</p>
<p><b>1304.24a3</b> - Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff and parents on how to:</p>				

PERFORMANCE STANDARD	ACTIVITY	RESPONSIBLE STAFF	TIMELINE	DOCUMENTS/ LOCATION
<p><b>1304.24a3i</b> - Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children;</p>	<ol style="list-style-type: none"> <li>1. Consultation between staff, parents and mental health professionals on how to ensure consistent program practices which are responsive to the unique mental health needs of our population.</li> <li>2. Ensure that mental health training and policies/procedures are included in the planning and review cycles.</li> <li>3. Provide opportunities for parents to meet individually with mental health professionals and classroom staff to modify the child ' s classroom program to accommodate his/her mental health needs.</li> </ol>	<p>Special Services Coordinator. ECDH Manager.</p> <p>Administrative staff. Classroom Supervisors Policy Council Special Services Coordinator. Mental Health consultants Education staff Family Advocates</p>	<p>As needed.</p> <p>September - August</p> <p>September - August</p>	<p>Training log. Staff calendar. Newsletter. Handouts</p> <p>Staff calendar. PC minutes.</p> <p>Documentation in child's file.</p>
<p><b>1304.24a3ii</b> - Promote children ' s mental wellness by providing group and individual staff and parent education on mental health issues;</p>	<ol style="list-style-type: none"> <li>1. Provide opportunities for parents and staff to meet together for educational/ support opportunities around mental health issues.</li> <li>2. Capitalize on parent involvement opportunities to demonstrate sound mental health practices and education in all aspects of parent participation in Head Start.</li> </ol>	<p>Special Services Coordinator</p> <p>All staff</p>	<p>September - August</p> <p>September - August</p>	<p>Child's file, training log, minutes, in-kind records, newsletter.</p> <p>Newsletter, in-kind records, training log.</p>

**PERFORMANCE STANDARD**

**ACTIVITY**

**RESPONSIBLE  
STAFF**

**TIMELINE**

**DOCUMENTS/  
LOCATION**

<p><b>1304.24a3iii</b> - Assist in providing special help for children with atypical behavior or development; and</p>	<p>1. Collaborate with mental health professionals, school district staff, parents, and education staff to ensure that the program is responsive and accommodates atypical behavioral and developmental needs.</p>	<p>Special Services Coordinator.</p>	<p>September - August</p>	<p>Collaborative agreements, training log, documentation in child’s file</p>
	<p>2. Provide training opportunities for parents and staff to respond appropriately to mental health needs.</p>	<p>ECDH Manager. Special Services Coordinator. Mental Health consultant</p>	<p>September - August</p>	<p>Staff calendar and training logs.</p>
	<p>3. Assure timely intervention and referral practices for mental health needs.</p>	<p>Special Services Coordinator &amp; Classroom Supervisors</p>	<p>September - August.</p>	<p>Documentation in child’s file.</p>
	<p>4. Increase staff and parent understanding of the relationship between emotional well-being and overall developmental well-being.</p>	<p>Family Advocates Administrative staff Special Services Coordinator</p>	<p>September - August</p>	<p>Documentation in child’s file. Staff calendar and training logs; Comments in Child Plus.</p>
<p><b>1304.24a3iv</b> - Utilize other community mental health resources , as needed.</p>	<p>1. Maintain current information on provider resources. 2. Assure that referral practices meet the full range of child/family needs and find appropriate resources. 3. Link families to community resources and follow up on referral.</p>	<p>Special Services Coordinator. FCP Staff.</p>	<p>September – August  Pre-referral.  September - August</p>	<p>Community Resource Directory. Meeting notes Documentation in child’s file.  Documentation in child’s file.</p>