

**Twin Rivers Unified School District
3708 Myrtle Avenue
North Highlands, CA 95660**

**Parent Committee Meeting
February 26, 2020
2:00 p.m. – Community Room
Agenda**

I. Welcome

- A. Call To Order/Roll Call

II. Action Items

- A. Election of Secretary Position
- B. Approval of meeting minutes from November 6, 2019 and December 19, 2019 and January 30, 2020

III. Information Items

- A. Education
- B. ERSEA
- C. Enrollment and Attendance Report
- D. Health
- E. Meal Count reports
- F. Mental Health
- G. Family and Community Partnerships/Parent Involvement
- H. Disabilities
- I. Special Education Report
- J. School Site Council
- K. Fiscal
- L. Update on Village, Morey and Rio Linda Preschool Programs
- M. Recruitment for Policy Committee 2019-2020
- N. ACF-PI-HS-20-01 Inclusion of Children with Disabilities
- O. Onsite Fiscal Monitoring Summary Report dated January 6, 2020

IV. Public Participation

V. Adjournment

**Twin Rivers Unified School District
3708 Myrtle Avenue
North Highlands, CA 95660**

**Parent Committee Meeting
February 26, 2020
2:00 p.m. – Community Room
Minutes**

I. Welcome

- A. Call To Order/Roll Call – Meeting called to order at 2:35pm. *Members present included John Reese. Also present was Head Start Director Tabitha E. Thompson.*

II. Action Items

- A. Election of Secretary Position- *item tabled until next meeting due to lack of interest from present parent*
- B. Approval of meeting minutes from November 6, 2019 and December 19, 2019 and January 30, 2020 – *item tabled until next meeting*

III. Information Items

- A. Education
B. ERSEA
C. Enrollment and Attendance Report
D. Health
E. Meal Count reports
F. Mental Health
G. Family and Community Partnerships/Parent Involvement
H. Disabilities
I. Special Education Report
J. School Site Council
K. Fiscal
L. Update on Village, Morey and Rio Linda Preschool Programs
M. Recruitment for Policy Committee 2019-2020
N. ACF-PI-HS-20-01 Inclusion of Children with Disabilities
O. Onsite Fiscal Monitoring Summary Report dated January 6, 2020 - *Written copies and verbal discussion provided by Head Start Director for Items A through O.*

IV. Public Participation

V. Adjournment – *Meeting adjourned at 3:55pm. Next meeting scheduled for March 25, 2020 at 2pm.*

Twin Rivers Unified School District

Oakdale Parent Committee Members Sign-In Sheet/Roll Call Sheet



2/26/2020

Date of Meeting

Please Specify

_____ # eligible voting representative

_____ # voting representatives present

PC Members Names	Complex	Signature	Payment
1. Tabitha E. Thompson	TRUSD		—
2. John Reese	Oakdale		—
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

**Twin Rivers Unified School District Head Start
2019- 2020
Oakdale Parent Committee Members Roster
Revised 2/24/2020**

Oakdale Preschool Center – Ms. Jones (Room CCR)-PK

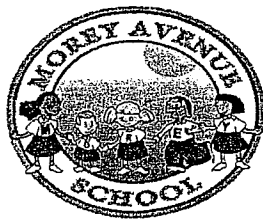
Chairperson – John Reese

Vice Chairperson- Sabrina Lockard

Alternate – Gabriela Vazquez

Alternate – Elvia Rivera

Alternate – Valerie Salas



Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Education (Houa)

MONTH: January 2020

SUCSESSES (details of tasks that are going well within your component area)

- attends TCM for Yia, Maria, Cheng, Lisa, Leslie
- joins the interview panel to select candidates for room 9 & 4
- attends the Cluster 9 meeting at SETA
- attends the Teaching Apprentice Coach T4C meeting at SCOE
- collaborates with Ed Content Leaders (Gina)
- attends PIP meetings Moreys and Villages
- completes classroom supports, file checks, safe

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)

none

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).

- Support room 4, 7,8, 9 and RL
- Support room 4
- Input data into Child Plus System
- Conduct observations for these teaching team: Cheng, Maria, Yia, RL

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, follow-ups, etc): (number should get larger each month as you add new screenings for the current month to the total from last month) 90 screenings & rescreens 24

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR 2019)

- Using ECERS & ITERS to monitor the environment
- Using Weekly Walk-through, Safe Environment, and File Checks to monitor screenings
- Use asqonline and Learning Genie to monitor assessment and screenings.



Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Ed. Coordin. Gina Martinez

MONTH: January 2020

SUCSESSES (details of tasks that are going well within your component area)

Feeling better about checking my calendar vs email so I can remind myself what my day will look like the night before.

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed).

Reminding myself to write questions or reminders I have or questions from the teacher's may have that I may not have the answers to. Reminding myself to do a f/u with staff when they get their file checklist completed to make sure they let me know that if they completed it.

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).

Having wkly mtgs with Houa helps a great deal. One topic was getting paperwork in order (Dummy book or checklist) that have to do with deadline or end of month, will help me be more sufficient and confident. Example: End of mon paper work; End Of Mo. Component: ed. tracking, CP Reprt 3035, file check, observation, safety environment checklist, copies of Ed. Classrm support, xtra if due that month-ECERS, CLASS.

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, follow-ups, etc): (number should get larger each month as you add new screenings for the current month to the total from last month) 98 screened 31 rescreened

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR 2019)



Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Karla De Leon

MONTH: January

SUCSESSES (details of tasks that are going well within your component area)

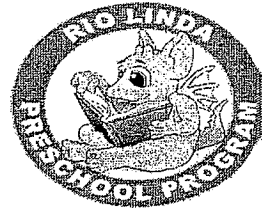
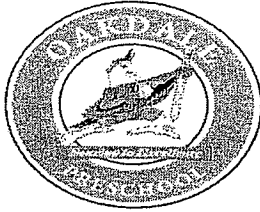
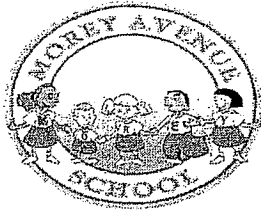
- Continuing to revise Licensing Tracking Form
- Completed volunteer certificates for the months of September, October, November and December.
- Completed letters of intent to return to Morey for the 2020/2021 school year for new TK/Kinder students.

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)

- Learn how to complete an enrollment packet for new students
- Child Plus is still having a few glitches with some of the classrooms

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).

- ERSEA file check
- Visiting class rooms
- Visiting off sites



Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Lisa Her

MONTH: January 2020

SUCSESSES (details of tasks that are going well within your component area)

- Meeting enrollment deadlines using dropped student spreadsheet to help keep track of drops, transition, or new students.
- Understanding the health component area during enrollment intake process.
- connecting with parents and assisting them in enrollment so that they experience a smooth process.
- slowly understanding how CDMIS works and how to register a new student/family onto CDMIS.

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)

- set up strategies for new school year enrollments.
- plan ahead for a successful reenrollment and open enrollment.
- gather or update paperwork for upcoming school year.

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).

- finish file checking and making sure each and every student's file is updated on Child Plus.
- Start planning for re/open enrollments.
- go through waitlist binders

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, follow-ups, etc): (number should get larger each month as you add new screenings for the current month to the total from last month) _____

FPA: /

FPP: /

FPP follow-up#1: /

FPP follow-up#2: /

Lead Risk Assessment: /

In-Kind hours: /75 hours

Blood Lead: /

Hemoglobin: /

Growth Assessments /

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR 2019)

- I've started on a EHS transition excel list to help me keep track of toddlers that turned 3 or are going to turn 3.
- Continue to use my dropped student lexcel ist becauause it has helped me effectviely by meeting enrollment deadlines.

Monthly Enrollment Report

Agency: TRUSD

Month/Year January 2020

Program	Funded Enrollment	Number of children enrolled on the last day of enrollment	+	Number of children dropped during month	=	Number of enrolled children reporting for the month	% Actual to Funded Enrollment
Head Start	140	135	+	5	=	140	100
Early Head Start	40	36	+	4	=	40	100
EHS-CCP			+		=		

Example:

EHS-CCP	100	97	+	5	=	102	102
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If Enrollment is below 100%, please indicate the reasons for under-enrollment for each classroom by completing the following page. What center(s)/class(es) are under-enrolled and why? (include capped classes due to majority 3-year olds, lost waivers, facilities delays, other/explain).

Reminders:

% Actual to Funded = Total # of children enrolled during month divided by Funded Enrollment

Reasons for under-enrollment:

Center Name/ Classroom	Majority of 3yr olds (capped at 17) (capped at 20 in- state classes)	Duration class not yet operating		Class-size waiver denial	Conversion class not yet operating (EHS only)		Other
		Funded	# Under		Funded	# Under	
Example: Bannon Creek	3						

* Due by the 5th of each month

Monthly Attendance Report

Agency: TRUSD

Month/Year: January 2020

- Reminders:
- Average Daily Attendance = Total Monthly Attendance divided by number of days served.
 - ADA divided by Actual Enrollment = ADA percentage
 - This is for the entire month (not just the last day of the month)

Program	Actual Enrollment	Average Daily Attendance % for Month
Head Start	140	85.25
Early Head Start	40	83.17
EHS-CCP	N/A	N/A

Example:

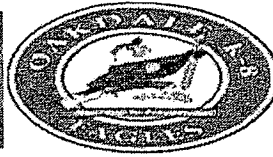
EHS-CCP	100	95
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If ADA falls below 85% program-wide – please explain. In doing so, review and analyze the program's attendance data. When responding to why, consider the following guiding questions:

- 1) What stands out for you?
- 2) What questions arise for you?
- 3) What is clear about the data?
- 4) What is confusing about the data?
- 5) Does the data identify program strengths?
- 6) Are there areas that need attention?

Reasons below 85%:

Center Name/ Classroom	Reasons for Absences
Example: Bannon Creek/A	3 children sick, 2 no transportation, 1 parent sick



Twin Rivers Head Start Programs COMPONENT MONTHLY REPORT

COMPONENT NAME: Health January 2020

SUCSESSES(details of tasks that are going well within your component a

- .1 District and Health meeting and Cluster meeting for Seta
2. Self Assessment complete
3. Child plus matching files
4. New Student information in cp

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)

30 month wellchecks for toddlers (Doctors are only doing annual Physicals)
Dental follow up (Parents taking child to get work done)

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month)

1. Sending out expiring medication notices
2. Matching cp and child's file
3. Inputting into Child Plus
4. Following up on dental – annual physicals and new students
5. New student Hearing and Vision and children that turned 3years of age

SELF MONITORING/PIR DATA (details of what you have done to self monitor your component area or starting the tracking process for

1. File checks
2. Child Plus Reports
3. File review
4. Meeting District - Seta

SCREENINGS (number of screenings completed during the month) _____
See attached

Attachments (component meeting agenda, sign in sheets, minutes, self assessment tracking sheets (i.e. file checklists, observations, student list, etc)

due to Mrs. Tabitha by 1st of each month

2/7/2020
 11:40 am
 Karla.DeLeor

Twin Rivers Unified School District

2371 - CACFP Reimbursement Summary

Program Term: 2019 - 2020 - HEAD START, Agency: Twin Rivers Unified School District

Attendance Date: 1/1/2020 - 1/31/2020

Twin Rivers Unified School District

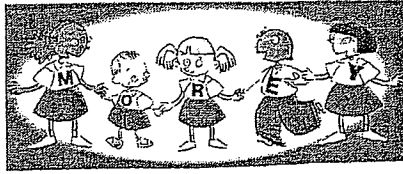
	Operating Days	CACFP Free	CACFP Reduced	CACFP Paid	Breakfast	AM Snack	Lunch	PM Snack	Supper
2019 - 2020 - HEAD START									
Morey Ave CDC									
1401R	16	20	0	0	0	0	0	0	0
1401S	16	16	0	0	0	0	0	0	0
1401T	16	21	0	0	0	0	0	0	0
1401V	16	15	0	0	0	0	0	0	0
Morey Ave CDC	64	72	0	0	0	0	0	0	0
Oakdale Preschool									
1402R	16	20	0	0	0	0	0	0	0
Oakdale Preschool	16	20	0	0	0	0	0	0	0
Rio Linda Preschool Center									
1403W	16	24	0	0	0	0	0	0	0
Rio Linda Preschool Center	16	24	0	0	0	0	0	0	0
Village									
1404W	16	24	0	0	0	0	0	0	0
Village	16	24	0	0	0	0	0	0	0
Twin Rivers Unified School Dist	112	140	0	0	0	0	0	0	0
Report Totals	112	140	0	0	0	0	0	0	0

Twin Rivers Unified School District

2371 - CACFP Reimbursement Summary
 Program Term: 2019 - 2020 - Early Head Start, Agency: Twin Rivers Unified School District
 Attendance Date: 1/1/2020 - 1/31/2020

Twin Rivers Unified School District

	Operating Days	CACFP Free	CACFP Reduced	CACFP Paid	Breakfast	AM Snack	Lunch	PM Snack	Supper
2019 - 2020 - Early Head Start									
Morey Ave CDC									
1401P	19	8	0	0	0	0	0	0	0
1401Q	19	8	0	0	0	0	0	0	0
Morey Ave CDC	38	16	0	0	0	0	0	0	0
Rio Linda Preschool Center									
1403P	19	8	0	0	0	0	0	0	0
1403Q	19	8	0	0	0	0	0	0	0
Rio Linda Preschool Center	38	16	0	0	0	0	0	0	0
Village									
1404P	19	8	0	0	0	0	0	0	0
Village	19	8	0	0	0	0	0	0	0
Twin Rivers Unified School Dist	95	40	0	0	0	0	0	0	0
Report Totals	95	40	0	0	0	0	0	0	0



Twin Rivers Unified School District Head Start Programs

COMPONENT MONTHLY REPORT
COMPONENT NAME: Mental Health
MONTH: January

SUCCESSSES (details of tasks that are going well within your component area)

- Completion of Parent Training
- Continuing supplement the existing classroom with guidance lessons
- Second PBIS meeting
- SWIS application completed

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)

- Finding time to monitor and manage students from three different schools effectively
- Provide individualized behavior modifications while servicing the needs of all students.

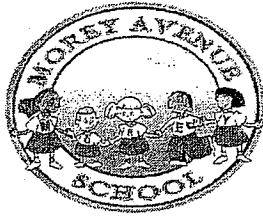
CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).

- Monitoring of ASQ screeners.
- Scheduling Spring PIP meetings
- Thrid Mental Health Parent Training
- Case Staffing's
- Male involvement celebration
- PBIS meeting
- Spring PIP meetings

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR)

- Blue Folders for individuals teachers and classrooms

SCREENINGS (number of screenings completed during the month) ASQ SE - 3



Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Antawn Bryant-Porter

MONTH: January 2019-2020

SUCCESES (details of tasks that are going well within your component area)

- Nutrition Activity
- Hemo/Lead Reminders
- Parent Meeting – “Feeling the Play Dough”
- Black History Month Flyer
- Performance/Logistic Parade
- Parent Appreciation Awards
- In Kind Hours Parents
- Self Assessment (Component Leader)

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)

Scheduling

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).

- FPA Follow-Up
- BMI
- Black History Month Schedule
- Dr. Seuss
- Multicultural

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, follow-ups, etc): (number should get larger each month as you add new screenings for the current month to the total from last month) _____

FPP: 44/44

FPA: 44/44

FPA follow-up#1 by February:

FPA follow-up#2 by March:

FPA follow-up#3 by May:

Lead Risk Assessment: 44/44

In-Kind hours: 105 / 75 hours

Blood Lead: 25 / 46

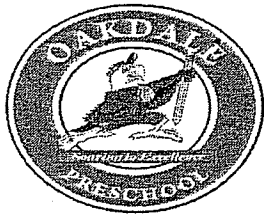
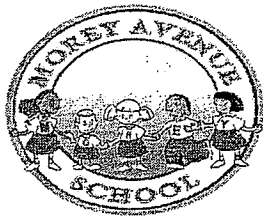
Hemoglobin: 31 / 46

Growth Assessments#1 44/44

Growth Assessment #2

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR 2019)

Tracking Sheet Updated Daily



Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Christina Southvilay

MONTH: January

SUCSESSES (details of tasks that are going well within your component area)

- Stone soup nutrition
- SEE's Candy Fundraiser
- Nutrition activity
- SETA Meeting
- FPA completed
- Special diet
- Monthly board
- In-kind hours for parent in class

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)

- Trying to get parent to attend our meeting
- Hemo and Blood lead results
- Waiting on special diet to get return

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).

- Black History (Schedule, Food, and Performance)
- Outside board
- Update class list
- Special diet list
- Parent meeting
- Nutrition shopping
- Component report
- Hemo and blood lead results

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, follow-ups, etc): (number should get larger each month as you add new screenings for the current month to the total from last month) _____

FPA: 46 /46

FPP: 46 /46

FPP follow-up#1: 45 /46

FPP follow-up#2: N/A /46

Lead Risk Assessment: 46/46

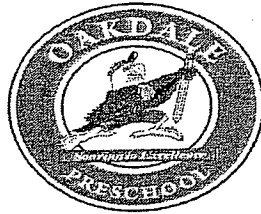
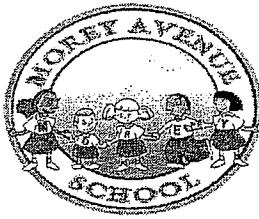
In-Kind hours: 227 hrs 0 mins /75 hours

Blood Lead: 41 / 46

Hemoglobin: 32 /46

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR 2019)

- Student tracking sheet
- Child plus
- Child plus remind print out



Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Family Community Liaison ROSA RIVERA

MONTH: January 31, 2020

SUCSESSES:

Black History Month, Fliers, event, performance, food logistics and parade

Parent Meeting Oakdale/ Morey "Feeling the Play -dough"

Parent Appreciation awards

Orientations for incoming students / families

BMI completed and signed by parents

In-kind hours / job information workshops for parents/ Grant Little League & baseball league

CHALLENGES:

CURRENT PROJECTS OR TASKS:

Food logistics for Black History Month

Black History Month performances times assigned w/what they will be presenting

HEMO/ LEAD 4th Reminders sent (continue every month until received by parents)

Late Kids @ Morey

Self-Assessment Component Partner Findings 2020-21

Hemo / Lead results trickling in by parents

Door Decoration on Black History

Dr. Seuss Birthday logistics for upcoming event

Multicultural logistics for upcoming event

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, follow-ups, etc): (number should get larger each month as you add new screenings for the current month to the total from last month)

FPP: **46 / 46 (completed)**

FPA: **46 / 46** begging to follow-up with parents on how they are doing or need.

FPA follow-up#1 by January: 46 / 46

FPA follow-up#2 by March: /

FPA follow-up#3 by May:

BMI: **Parent signature: 46/46**

Lead Risk Assessment: **46/46**

In-Kind hours: **Vam: 128.5 /75hours, Leica: 64.40 /75 Malia: 116.1 /75 = 309 total hours**

Hemo / Lead reminders letters: **10 Hemo letters sent/ 18 Lead 4th Reminds sent (Jan)**

Blood Lead: **26/46 (Due Nov 16) 90 days**

Hemoglobin: **40 /46 (Due Nov 16) 90 days**

Growth Assessments#1 **46 / 46**

Growth Assessment #2 **46/46**

CDE State survey#1 **20**

CDE State survey#2

Nutrition Survey #1 **17**

Nutrition survey#2

SETA Parent outcomes survey#1

SETA Parent outcomes survey#2

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR 2019) **Nina Sandhu: 5 checklist forms/ 2 Nutrition self-Monitoring 5/ Disability self-check**



Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Tashamarie Brewer

MONTH: January 2020

SUCCESSSES (details of tasks that are going well within your component area)

- Self-Care
- Relaxation

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)

- Blood Lead & Hemo

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).

- Black History Month
- Dr. Seuss
- MCDay

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, follow-ups, etc): (number should get larger each month as you add new screenings for the current month to the total from last month) _____

FPP: 48/48

FPA: 48/48

FPA follow-up#1 by January: 48/48

FPA follow-up#2 by March: 0/48

FPA follow-up#3 by May: 0/48

Lead Risk Assessment: 48/48

In-Kind hours: 94 hours

Blood Lead: 27/48

Hemoglobin: 31/48

Hemo/Lead Reminder Notice –102 total up to now

Growth Assessments#1 48/48

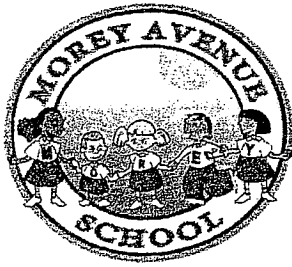
Growth Assessment #2 40/48

Report Monitoring CL – N/A

Report Monitoring Cross Component: Nina

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR 2019)

- Child Plus
- Self monitoring



Twin Rivers Unified School District Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Disabilities - Nina Sandhu

MONTH: January 2020

SUCCESSSES (details of tasks that are going well within your component area)

- Pushing in to the classroom.
- Demonstrating communication strategies to teachers to implement in to the classroom.
- Parents attending IEP meetings.

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)

- Working on providing speech and language services, as well as assessing students.
- Many initials in the month of January.
- Triennials and transition meetings coming up in March, April and May.

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).

- Servicing kiddos with current IEP's.
- Inputting data in to SEIS for upcoming IEP's.
- Keeping up with adding information on to ChildPlus.

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, etc): (number should get larger each month as you add new screenings for the current month to the total from last month): 14 speech and language screeners for Preschool and Kinder/TK).

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR 2018)

- Keeping up to date on my excel sheet of current students with active IEP's.
- Have daily logs with children I have been servicing for speech and language.
- Making sure section 6 is updated in the kiddos binders with current IEP goals and service minutes.

Monthly Special Education Report

Twin Rivers USD

February 2019

Agency Name

Reporting Month/Year

		IFSP	IEP
A	Cumulative number of children with an IFSP/IEP for the Program Year *	2	27
B	Total number of children enrolled with an active IFSP/IEP	2	24
C	Children with an IFSP/IEP who have dis-enrolled, transferred, or services have been terminated	0	3
D	Children currently pending	0	0
E	Future IFSP/IEP Meetings scheduled		2

* (Line B) + (Line C) = Line A

Comments:

Tabitha E. Thompson, Ed.D

Principal/Head Start Director

February
3, 2020

Completed by (Print Name)

Title

Date

Please complete and submit by the 1st of each month for the previous reporting month.

Email to Laura Moore (SETA Education Coordinator) @ laura.moore@seta.net

TWIN RIVERS UNIFIED SCHOOL DISTRICT

Head Start Programs

August 1, 2019 through July 31, 2020

Head Start Basic

This program is housed at the Morey Avenue Child Development Center (155 Morey Avenue), Oakdale (3708 Myrtle Avenue), Rio Linda (631 L Street) and Village Elementary (6845 Larchmont Drive) sites.

Morey Avenue Child Development Center--Funding affords this Center the opportunity to offer a high quality program for children from 2 years 9 months to 6 years old and to uphold the Head Start philosophy of serving both the child and the family. This program provides services to 73 children. These services include the staffing of both certificated (teachers, social worker, speech therapist) and classified personnel (assistants, custodial and clerical), the purchase of instructional materials and supplies, the experiences of student assemblies and field trips, the payment of policy council reimbursements for child care and mileage, the printing of test results and handbooks delivered to staff and the family and the health screenings of children.

Oakdale Early Learning Center (ELC)—This site serves 20 children. Funding is used to staff the site, to purchase instructional materials and supplies, to expose children to as many experiences as possible through student assemblies and/or field trips, to print a variety of forms needed to communicate to the child's family and staff and to conduct health screenings.

Rio Linda Early Learning Center (ELC)—This site serves 24 children. Funding is used to staff the site, to purchase instructional materials and supplies, to expose children to as many experiences as possible through student assemblies and/or field trips, to print a variety of forms needed to communicate to the child's family and staff and to conduct health screenings.

Village Early Learning Center (ELC)—This site serves 24 children. Funding is used to staff the site, to purchase instructional materials and supplies, to expose children to as many experiences as possible through student assemblies and/or field trips, to print a variety of forms needed to communicate to the child's family and staff and to conduct health screenings.

Early Head Start (EHS)

This program is housed at the Morey Avenue Child Development Center (155 Morey Avenue), Rio Linda (631 L Street) and Village Elementary (6845 Larchmont Drive) sites.

Morey Avenue Child Development Center--Funding affords this Center the opportunity to offer a high quality program for children from 24 to 36 months old and to uphold the Head Start philosophy of serving both the child and the family. This program provides services to 16 children. These services include all of the details noted above under the Head Start Basic section.

Rio Linda Early Learning Center (ELC)—This site serves 16 children. Funding is used to staff the site, to purchase instructional materials and supplies, to expose children to as many experiences as possible through student assemblies and/or field trips, to print a variety of forms needed to communicate to the child's family and staff and to conduct health screenings.

Village Early Learning Center (ELC)—This site serves 8 children. Funding is used to staff the site, to purchase instructional materials and supplies, to expose children to as many experiences as possible through student assemblies and/or field trips, to print a variety of forms needed to communicate to the child's family and staff and to conduct health screenings.

Head Start Training and Technical Assistance

Funding has been allocated by the Federal government for training provided by the NCECE Conference, California Head Start Conference, safety regulations (including CPR training) and Twin Rivers Pre-K staff development day.

**Head Start (HS),
Early Head Start (EHS),
Head Start Training and Technical Assistance (HS and EHS) and
Duration**

Fiscal Reports

January 2020

The following is a brief description of the dollar amounts reported on each fiscal report--

1. Actual Expenses—Current Period and Adjustments—Expenses incurred during January 2020.
2. Actual Expenses—Cumulative to Date—Summary of expenses from August 1, 2019 through January 31, 2020.
3. Current Budget—Amount budgeted for each cost item.
4. Unexpended Balance--Amount remaining to be spent during this grant period (Current Budget less Cumulative to Date Expenses).

SETA - HEADSTART MONTHLY FISCAL REPORT
 1217 Del Paso Blvd., Sacramento CA 95815


Month: January 2020--Head Start
Delegate: Twin Rivers Unified School District
Address: 3222 Winona Way
 North Highlands, CA 95660

Agreement No.:
Program: PA 22 BASIC
 PA20
 PA26
 Other:

	Cost Item	Actual Expenses		Current Budget	Unexpended Balance
		Current period & adjustments	Cumulative to date		
I	Personnel	2,638.65	17,452.21	19,593.00	2,140.79
	Fringe Benefits	1,077.89	7,121.70	4,310.00	(2,811.70)
	Occupancy	0.00	0.00	0.00	0.00
	Staff Travel	0.00	0.00	0.00	0.00
	Supplies	0.00	0.00	1,375.00	1,375.00
	Other ..	0.00	0.00	1,310.00	1,310.00
	Indirect Costs	5,500.16	34,083.35	57,207.00	23,123.65
	I. Total Administration	9,216.70	58,657.26	83,795.00	25,137.74
	Non-Federal Admin.	0.00	0.00	0.00	0.00
	Total Fed. and Non-Fed. Admin.	9,216.70	58,657.26	83,795.00	25,137.74
	II	a. Personnel	64,375.59	411,464.03	929,402.00
b. Fringe Benefits		27,463.46	167,246.50	310,613.00	143,366.50
c. Out of State Travel		0.00	0.00	5,000.00	5,000.00
d. Equipment		0.00	0.00	0.00	0.00
e. Supplies		0.00	0.00	0.00	0.00
Office Supplies		76.02	848.85	4,125.00	3,276.15
Child and Family Service Supplies		0.00	5,825.40	3,000.00	(2,825.40)
Food Service Supplies		0.00	291.74	2,400.00	2,108.26
Medical/Dental/Disabilities/Custodial		1,159.24	10,366.38	5,000.00	(5,366.38)
Instructional Materials		2,406.56	19,905.96	8,200.00	(11,705.96)
f. Contractual		0.00	0.00	0.00	0.00
g. Construction		0.00	0.00	0.00	0.00
h. Other :		0.00	0.00	0.00	0.00
Utilities		2,486.06	2,486.06	19,690.00	17,203.94
Building/Child Liability Insurance		0.00	541.04	1,200.00	658.96
Building Maint/Repair		0.00	0.00	400.00	400.00
Local Teachers Travel		786.85	5,452.13	1,600.00	(3,852.13)
Nutrition Services		0.00	0.00	8,000.00	8,000.00
Child Services Consultants		0.00	2,625.00	1,600.00	(1,025.00)
Substitutes, if not paid benefits		1,631.05	5,536.95	1,600.00	(3,936.95)
Parent Services		2,261.03	10,350.23	6,600.00	(3,750.23)
Publications/Advertising/Printing		0.00	23.83	800.00	776.17
Training or Staff Development		0.00	0.00	800.00	800.00
Copy Machine Lease		0.00	0.00	6,400.00	6,400.00
Membership/Licensing Fees		229.90	1,336.14	1,600.00	263.86
II. Total Program		102,875.76	644,300.24	1,318,030.00	673,729.76
Non-Federal Program		31,926.42	290,211.66	353,381.00	63,169.34
Total SETA Costs (I + II)		112,092.46	702,957.50	1,401,825.00	698,867.50
		112,092.46	702,957.50	1,401,825.00	698,867.50
	0.00	0.00	0.00	0.00	
<i>XZ Angelou</i>		2-7-20	Vasseliki Vervilos	566-2785, 25130	
Authorized Signature	Date	Prepared By	Phone		

DELEGATE Twin Rivers Unified School District
 HEAD START/EARLY HEAD START
 IN-KIND REPORT
 FOR THE MONTH ENDING January 2020

SOURCES OF IN-KIND	Current Month		Total Y-T-D	
	Admin	Prog	Admin	Prog
PARENT VOLUNTEERS (Hours x Rate)				-
PERSONNEL & BENEFITS (Describe outside funding)				
State Preschool		27,766.75	-	196,817.97
				-
				-
				-
				-
OCCUPANCY (Location and Method of Valuation)				-
				-
				-
				-
				-
				-
SUPPLIES AND SERVICES (List item(s), Donor & Va)				
State Preschool		2,478.06		12,597.45
				-
				-
				-
				-
				-
OTHER (Describe in detail)				
State Preschool Indirect	1,681.61		11,542.28	-
Modernization of Village Site--District Funds				33,540.96
School Social Worker Interns (Aug-Nov 2019)				35,713.00
				-
				-
TOTAL	1,681.61	30,244.81	11,542.28	278,669.38
		31,926.42		290,211.66

SIGNATURE 

DATE 2-7-20

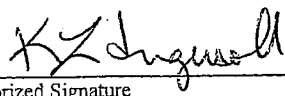
SETA - HEADSTART MONTHLY FISCAL REPORT
1217 Del Paso Blvd., Sacramento CA 95815

Month: January 2020—Early Head Start

Agreement No.:

Delegate: Twin Rivers Unified School District
Address: 3222 Winona Way
North Highlands, CA 95660

Program: PA 22 EHS
PA20
PA26
Other:

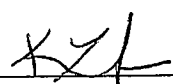
	Cost Item	Actual Expenses		Current Budget	Unexpended Balance	
		Current period & adjustments	Cumulative to date			
I	Personnel	2,432.89	9,193.20	31,255.00	22,061.80	
	Fringe Benefits	977.46	3,389.16	10,826.00	7,436.84	
	A Occupancy	0.00	0.00	0.00	0.00	
	D Staff Travel	0.00	0.00	0.00	0.00	
	M Supplies	0.00	0.00	750.00	750.00	
	I Other	0.00	0.00	763.00	763.00	
	N Indirect Costs	3,183.42	19,119.19	21,687.00	2,567.81	
	I. Total Administration	6,593.77	31,701.55	65,281.00	33,579.45	
	Non-Federal Admin.	0.00	0.00	0.00	0.00	
	Total Fed. and Non-Fed. Admin.	6,593.77	31,701.55	65,281.00	33,579.45	
II	a. Personnel	37,394.70	229,976.73	422,297.00	192,320.27	
	b. Fringe Benefits	18,798.29	112,872.40	146,270.00	33,397.60	
	P c. Out of State Travel	0.00	0.00	0.00	0.00	
	R d. Equipment	0.00	0.00	0.00	0.00	
	O e. Supplies	0.00	0.00	0.00	0.00	
		Office Supplies	0.00	557.88	2,250.00	1,692.12
		Child and Family Service Supplies	0.00	5,626.27	3,000.00	(2,626.27)
		Food Service Supplies	0.00	0.00	3,000.00	3,000.00
		Medical/Dental/Disabilities/Custodial	0.00	372.36	5,000.00	4,627.64
		Instructional Materials	608.42	3,407.90	2,500.00	(907.90)
	G f. Contractual	0.00	0.00	0.00	0.00	
	R g. Construction	0.00	0.00	0.00	0.00	
	A h. Other :	0.00	0.00	0.00	0.00	
	M	Utilities	0.00	0.00	6,737.00	6,737.00
		Building/Child Liability Insurance	0.00	154.56	750.00	595.44
		Building Maint/Repair	0.00	0.00	250.00	250.00
		Local Teachers Travel	41.65	298.18	500.00	201.82
		Nutrition Services	0.00	0.00	4,500.00	4,500.00
		Child Services Consultants	0.00	710.60	2,500.00	1,789.40
		Substitutes, if not paid benefits	512.79	1,117.52	1,750.00	632.48
		Parent Services	734.37	1,689.67	3,650.00	1,960.33
		Publications/Advertising/Printing	0.00	6.79	500.00	493.21
		Training or Staff Development	0.00	0.00	850.00	850.00
		Copy Machine Lease	0.00	569.30	1,250.00	680.70
		Membership/Licensing Fees	193.60	613.36	500.00	(113.36)
		II. Total Program	58,283.82	357,973.52	608,054.00	250,080.48
		Non-Federal Program	0.00	27,689.37	169,797.00	142,107.63
		Total SETA Costs (I + II)	64,877.59	389,675.07	673,335.00	283,659.93
			64,877.59	389,675.07	673,335.00	283,659.93
			0.00	0.00	0.00	0.00
		2-7-20		Vasseliki Vervilos	566-1600, 66859	
Authorized Signature		Date		Prepared By	Phone	

DELEGATE Twin Rivers Unified School District
 HEAD START/EARLY HEAD START
 IN-KIND REPORT
 FOR THE MONTH ENDING January 2020

Early Head Start

SOURCES OF IN-KIND	Current Month		Total Y-T-D	
	Admin	Prog	Admin	Prog
PARENT VOLUNTEERS (Hours x Rate)				-
PERSONNEL & BENEFITS (Describe outside funding)				-
OCCUPANCY (Location and Method of Valuation)				
SUPPLIES AND SERVICES (List item(s), Donor & Value)				-
OTHER (Describe in detail)				
Modernization of Village Site--District Funds		-	-	19,753.37
School Social Worker Interns (Aug-Nov 2019)		-	-	7,936.00
				-
				-
TOTAL	-	-	-	27,689.37

27,689.37

SIGNATURE 

DATE 2-7-20

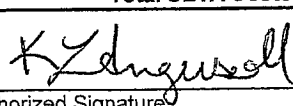
SETA - HEADSTART MONTHLY FISCAL REPORT
 1217 Del Paso Blvd., Sacramento CA 95815

Month: January 2020 TTA--Head Start

Agreement No: 17C21751S0

Delegate: Twin Rivers Unified School District
Address: 3222 Winona Way
 North Highlands, CA 95660

Program: PA 22
 PA20 T&TA
 PA26
 Other:

	Cost Item	Actual Expenses		Current Budget	Unexpended Balance
		Current period & adjustments	Cumulative to date		
I	Personnel				
	Fringe Benefits				
	Occupancy				
	Staff Travel				
	Supplies				
	Other				
	Indirect Costs				
	I. Total Administration				
	Non-Federal Admin.				
	Total Fed. And Non-Fed. Admin.				
II	a. Personnel				
	b. Fringe Benefits				
	c. Travel				
	d. Equipment				
	e. Supplies				
	f. Contractual				
	g. Construction				
	h. Other: Staff Development	0.00	1,894.61	11,700.00	9,805.39
	II. Total Program	0.00	1,894.61	11,700.00	9,805.39
	Non-Federal Program				
Total SETA Costs (I + II)		0.00	1,894.61	11,700.00	9,805.39
		2-7-20		Vasseliki Vervilos 566-1600,66859	
Authorized Signature		Date		Prepared By Phone	

SETA - HEADSTART MONTHLY FISCAL REPORT
 1217 Del Paso Blvd., Sacramento CA 95815

Month: January 2020 TTA--Early Head Start

Agreement No: 17C21751S0

Delegate: Twin Rivers Unified School District
 Address: 3222 Winona Way
 North Highlands, CA 95660

Program: PA 22
 PA20 T&TA
 PA26
 Other:

Cost Item	Actual Expenses		Current Budget	Unexpended Balance
	Current period & adjustments	Cumulative to date		
I. Personnel				
Fringe Benefits				
A. Occupancy				
D. Staff Travel				
M. Supplies				
I. Other				
N. Indirect Costs				
I. Total Administration				
Non-Federal Admin.				
Total Fed. And Non-Fed. Admin.				
II. a. Personnel				
b. Fringe Benefits				
P. c. Travel				
R. d. Equipment				
O. e. Supplies				
G. f. Contractual				
R. g. Construction				
A. h. Other: Staff Development	0.00	711.97	5,852.00	5,140.03
M.				
II. Total Program	0.00	711.97	5,852.00	5,140.03
Non-Federal Program				
Total SETA Costs (I + II)	0.00	711.97	5,852.00	5,140.03

<i>K. Zingwell</i>	2-7-20	Vasseliki Vervilos 566-1600,66859
Authorized Signature	Date	Prepared By Phone

SETA - HEADSTART MONTHLY FISCAL REPORT
1217 Del Paso Blvd., Sacramento CA 95815

Month: January 2020--Duration Startup

Agreement No.:

Delegate: Twin Rivers Unified School District
Address: 3222 Winona Way
North Highlands, CA 95660

Program: PA 22 BASIC
PA20
PA26
Other:

Cost Item	Actual Expenses		Current Budget	Unexpended Balance
	Current period & adjustments	Cumulative to date		
I Personnel	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00
A Occupancy	0.00	0.00	0.00	0.00
D Staff Travel	0.00	0.00	0.00	0.00
M Supplies	0.00	0.00	0.00	0.00
I Other	0.00	0.00	0.00	0.00
N Indirect Costs	0.00	0.00	0.00	0.00
I. Total Administration	0.00	0.00	0.00	0.00
Non-Federal Admin.	0.00	0.00	0.00	0.00
Total Fed. and Non-Fed. Admin.	0.00	0.00	0.00	0.00
II a. Personnel	0.00	0.00	0.00	0.00
b. Fringe Benefits	0.00	0.00	0.00	0.00
P c. Out of State Travel	0.00	0.00	0.00	0.00
R d. Equipment	0.00	0.00	175,000.00	175,000.00
O e. Supplies	0.00	0.00	0.00	0.00
Office Supplies	0.00	0.00	0.00	0.00
Child and Family Service Supplies	0.00	0.00	0.00	0.00
Food Service Supplies	0.00	0.00	0.00	0.00
Medical/Dental/Disabilities/Custodial	0.00	0.00	0.00	0.00
Instructional Materials	0.00	0.00	0.00	0.00
G f. Contractual	0.00	0.00	0.00	0.00
R g. Construction	45,390.00	154,974.02	845,000.00	690,025.98
A h. Other :	0.00	0.00	0.00	0.00
M Utilities	0.00	0.00	0.00	0.00
Building/Child Liability Insurance	0.00	0.00	0.00	0.00
Building Maint/Repair	0.00	0.00	0.00	0.00
Local Teachers Travel	0.00	0.00	0.00	0.00
Nutrition Services	0.00	0.00	0.00	0.00
Child Services Consultants	0.00	0.00	0.00	0.00
Substitutes, if not paid benefits	0.00	0.00	0.00	0.00
Parent Services	0.00	0.00	0.00	0.00
Publications/Advertising/Printing	0.00	0.00	0.00	0.00
Training or Staff Development	0.00	0.00	0.00	0.00
Copy Machine Lease	0.00	0.00	0.90	0.00
Membership/Licensing Fees	0.00	0.00	0.00	0.00
II. Total Program	45,390.00	154,974.02	1,020,000.00	865,025.98
Non-Federal Program	0.00	34,615.03	255,000.00	220,384.97
Total SETA Costs (I + II)	45,390.00	154,974.02	1,020,000.00	865,025.98
	45,390.00	154,974.02	1,020,000.00	865,025.98
	0.00	0.00	0.00	0.00

KZ Inguell
Authorized Signature

2-7-20
Date

Vasseliki Vervilos 566-2785, 25130
Prepared By

Phone

SETA - HEADSTART MONTHLY FISCAL REPORT
1217 Del Paso Blvd., Sacramento CA 95815

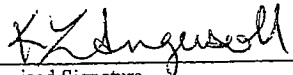
Month: January 2020—Duration Pro Rate

Agreement No.:

Delegate: Twin Rivers Unified School District
Address: 3222 Winona Way
North Highlands, CA 95660

Program: PA 22 BASIC
PA20
PA26
Other:

	Cost Item	Actual Expenses		Current Budget	Unexpended Balance	
		Current period & adjustments	Cumulative to date			
I	Personnel	0.00	0.00	0.00	0.00	
	Fringe Benefits	0.00	0.00	0.00	0.00	
	A	Occupancy	0.00	0.00	0.00	0.00
	D	Staff Travel	0.00	0.00	0.00	0.00
	M	Supplies	0.00	0.00	0.00	0.00
	J	Other	0.00	0.00	0.00	0.00
	N	Indirect Costs	724.65	4,159.87	19,295.00	15,135.13
		I. Total Administration	724.65	4,159.87	19,295.00	15,135.13
		Non-Federal Admin.	0.00	0.00	0.00	0.00
	Total Fed. and Non-Fed. Admin.	724.65	4,159.87	19,295.00	15,135.13	
II	a. Personnel	8,089.29	45,953.12	225,145.00	179,191.88	
	b. Fringe Benefits	4,087.17	23,365.25	92,555.00	69,189.75	
	P	c. Out of State Travel	0.00	0.00	0.00	0.00
	R	d. Equipment	0.00	0.00	0.00	0.00
	O	e. Supplies	0.00	0.00	0.00	0.00
		Office Supplies	0.00	0.00	0.00	0.00
		Child and Family Service Supplies	0.00	9,432.39	10,316.00	883.61
		Food Service Supplies	0.00	0.00	0.00	0.00
		Medical/Dental/Disabilities/Custodial	0.00	0.00	0.00	0.00
		Instructional Materials	0.00	0.00	0.00	0.00
		f. Contractual	0.00	0.00	0.00	0.00
		g. Construction	0.00	0.00	0.00	0.00
	G	h. Other :	0.00	0.00	2,948.00	2,948.00
		Utilities	0.00	0.00	0.00	0.00
		Building/Child Liability Insurance	0.00	0.00	0.00	0.00
		Building Maint/Repair	0.00	0.00	0.00	0.00
		Local Teachers Travel	0.00	0.00	0.00	0.00
		Nutrition Services	0.00	0.00	0.00	0.00
		Child Services Consultants	0.00	0.00	0.00	0.00
		Substitutes, if not paid benefits	1,867.16	1,867.16	0.00	(1,867.16)
		Parent Services	0.00	0.00	0.00	0.00
		Publications/Advertising/Printing	0.00	0.00	0.00	0.00
		Training or Staff Development	0.00	0.00	0.00	0.00
		Copy Machine Lease	0.00	0.00	0.00	0.00
	Membership/Licensing Fees	0.00	0.00	0.00	0.00	
		II. Total Program	14,043.62	80,617.92	330,964.00	250,346.08
		Non-Federal Program	0.00	0.00	87,565.00	87,565.00
		Total SETA Costs (I + II)	14,768.27	84,777.79	350,259.00	265,481.21
			14,768.27	84,777.79	350,259.00	265,481.21
			0.00	0.00	0.00	0.00


2-7-20
Vasseliki Vervilos 566-2785, 25130

Authorized Signature _____ Date _____ Prepared By _____ Phone _____


OFFICE OF HEAD START

ACF Administration for Children and Families	U.S. DEPARTMENT - OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-20-01	2. Issuance Date: 01/22/2020
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start and Early Head Start; Children with Disabilities; Inclusion	

TO: All Head Start and Early Head Start Agencies and Delegate Agencies

SUBJECT: Inclusion of Children with Disabilities

ABSTRACT:

This Information Memorandum (IM) highlights requirements in the Head Start Program Performance Standards (HSPPS) related to the inclusion of children with disabilities and delays. It includes a list of free resources for grantees' use in implementation efforts.

BACKGROUND:

Head Start and Early Head Start programs are required to ensure that at least 10% of enrollment slots are occupied by children with disabilities. In fact, Head Start's founders and early pioneers recognized that both children with and without disabilities would benefit from participating together in the same classrooms. Since 1972, over 3 million children with disabilities have fully participated in Head Start.

The 2016 HSPPS provide additional specificity regarding the inclusion of children with disabilities within Head Start and Early Head Start programs. Additionally, at **45 CFR §§1302.62 and 1302.60**, the HSPPS explicitly require that every effort be made to include and provide services to children identified with delays or suspected delays, even if they are not eligible for services under Individuals with Disabilities Education Act (IDEA).

Section 640(d)(1) of the Head Start Act defines the term "child with a disability" as:

- A child with a disability, as defined in section 602(3) of IDEA
- An infant or toddler with a disability, as defined in section 632(5) of such Act

INFORMATION

Grantees often have questions regarding the requirement that 10% of slots be occupied by children with disabilities. The following information reminds grantees of specific HSPPS requirements for services to children with disabilities.

Enrollment of Children with Disabilities

Each Head Start grant must include a minimum of 10% of all slots occupied by children with disabilities. This requirement helps ensure programs recruit children who are already identified as eligible for IDEA services prior to entering Head Start or Early Head Start, and accurately screen and refer for evaluation any children who may benefit from early intervention, special education, or related services. If a child is found eligible for services under IDEA, they are counted as a Head Start child with a disability even if they have not begun receiving the special education or related services for which they were determined eligible.

When a Head Start agency operates two different Head Start or Early Head grants in adjoining counties, or enrolls children from birth to 5, it should be vigilant in analyzing data. The grantee must ensure, across its programs and grants, that all children with potential disabilities are being identified and evaluated so that early intervention, special education, or related services are being provided as necessary.

For example, a birth to 5 program could report that 12% of enrolled children are children with disabilities, with none of the enrolled infants and toddlers receiving IDEA services. Such a program would need to consider the recruiting, screening, and referral process for infants and toddlers to identify the cause of this difference and ensure that at least 10% of its enrolled infants and toddlers are eligible for services under IDEA.

Many programs will find that significantly more than 10% of enrolled children are eligible for services under IDEA. If, however, after exhaustive efforts, programs cannot meet the requirement, they may request a waiver from their Regional Office.

Timing

Nearly half of the children with disabilities in Head Start and Early Head Start are diagnosed after they enroll in the program. This usually occurs through Head Start and Early Head Start screening or the ongoing assessment and referral process. It takes time to refer children to the agency responsible for conducting evaluations under IDEA, schedule Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) meetings, and identify providers. Therefore, the Office of Head Start expects that programs may be midway through the program year (January, for many programs) before reaching the 10% requirement.

If programs are monitored prior to the mid-point, data from the previous year is reviewed. If it is past the middle of the program year and determinations are still pending for children who were referred for evaluation, monitoring teams will look at the number of evaluations pending and when the referrals were made in determining compliance.

Engaging Parents

Head Start programs must work with parents to ensure they understand their right to obtain an evaluation, the benefit of receiving services as early as possible, and their ability to participate in decisions about their children including where services should be delivered. Engaging parents early on and empowering them to advocate for their child's services is imperative to obtaining services during Head Start or Early Head Start enrollment and as the child transitions to kindergarten and beyond.

Children may need to receive IDEA services at another site. When this occurs, careful planning of the child's transition to and from each program is established. The time away from Head Start or Early Head Start is minimized to ensure receipt of comprehensive services.

Distribution of Children with Disabilities Throughout the Program

There is no regulation stipulating the number of children with disabilities who should be in each classroom. The following elements can all influence how many children with disabilities are in a particular room:

- Children's needs
- Staff capacity
- Availability of early intervention, special education, and related service providers
- Number of children identified as having disabilities after enrollment

Programs must ensure staffing is sufficient to ensure safe, nurturing environments and individualized teaching and learning for all children.

Settings need to be inclusive. If the classroom is predominantly comprised of children with disabilities, it may be a de facto special education classroom rather than a classroom inclusive of children with and without disabilities.

Children with Delays Not Eligible Under IDEA

Children with a suspected delay who are referred for evaluation may not always qualify for services under IDEA even though they have a developmental delay in one or more areas. These children are not counted as part of the program's 10% as they do not meet the statutory requirement as children eligible for services under IDEA. However, Head Start and Early Head Start programs must ensure the individualized needs of all children are being met and all children have access to and are able to fully participate in the full range of activities and services. In some situations, program funds may be used to provide additional support, materials, or accommodations. Individualized services and support may also be available through the child's health insurance.

504 Plans

Section 504 of the Rehabilitation Act requires a "504 Plan" be established by the local education agency responsible for implementing IDEA for an eligible child. A 504 Plan defines, in writing, the protection from discrimination and necessary accommodations or services for children who have special needs but who do not qualify under IDEA. A child who scores within typical ranges but needs physical accommodations, such as a weighted spoon or a standing table to fully access the program, could be an example. Other frequent accommodations under a 504 Plan are the ability to stand while working, sit near the teacher, or take more breaks. It is different than an IEP or an IFSP, which always includes specific special education and related services, such as speech or occupational therapy or itinerant special education services in addition to accommodations.

Head Start programs must protect all children from discrimination and make accommodations as necessary to fully include them in the program. 504 Plans are not required to implement these requirements. If a child enters Head Start with an established 504 Plan, or one is obtained during the child's enrollment, the program must ensure the plan is fully implemented.

While Head Start programs are expected to provide such supports to all children in need, it can be helpful for eligible children to have 504 Plans established as they transition to kindergarten to ensure continued success.

For All Children

Programs are required to screen children, conduct ongoing assessment, partner with families to support them as advocates for their own children, consult with specialists as necessary, help children and families obtain additional services as appropriate, and take all possible steps to ensure each child's full participation in the program.

Resources for Including Children with Disabilities or Delays

- **Inclusion Webinars**
- **Supporting Interactions for Children with Disabilities or Suspected Delays**
- **SpecialQuest: Including Infants and Toddlers with Disabilities**
- **Children with Disabilities**
- **Infographic: Young Children with Special Needs**

If you have any questions regarding inclusion, please contact your Regional Office. Thank you for all you do to serve the most vulnerable children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development

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January 6, 2020

Tabitha Thompson
Twin Rivers Unified School District
3222 Winona Way
North Highlands, CA 95660

Dear Ms. Thompson:

This office wishes to thank you and your staff, and the Budget Services Department for the courtesy and helpfulness extended to us during our fiscal monitoring visit on October 21 - 23, 2019.

The results of that monitoring have been summarized on the attached memorandum, which covers findings and general observations.

We sincerely hope that this information will be helpful in the administration of your program. If you should have any questions, please do not hesitate to call me at (916) 263-3822.

Sincerely,

David Benjamin Clark
Accountant II

cc: Vasseliki Vervilos
Kate Ingersoll
Julie Montali
Attachments

Fiscal Monitoring Findings

"Preparing People for Success: in School, in Work, in Life"

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Program Operator: Twin Rivers Unified School District

Findings and General Observations:

The costs as reported to SETA have been traced to the delegate's fiscal records. The records were verified and appear to be in order.

There are no findings.

Recommendations for Corrective Action:

There are no corrective actions required.

cc: Kathy Kossick
Governing Board
Policy Council

