

ACADIA PARISH SCHOOL BOARD HEAD START PROGRAM

PARENT HANDBOOK

2024-2025



Head Start Makes the World a Better Place

TABLE OF CONTENTS

MESSAGE FROM THE HEAD START DIRECTOR.....	4
---	---

01. GENERAL INFORMATION

LICENSING AUTHORITY	6
SITE INFORMATION	6
AUTHORIZATION TO CLOSE SCHOOLS	7
APSB HEAD START SITES AND RESTRICTIONS.....	7
THE HISTORY OF HEAD START	7
PHILOSOPHY	7
MISSION STATEMENT	7
POLICIES AND PROCEDURES.....	8
GOALS	8
OBJECTIVES	8
OPEN DOOR POLICY	9
VISITORS AND CONTRACTORS	9
PARENTS OR LEGAL CUSTODIAN, GRANDPARENTS, SIBLINGS.....	9
VISITING AND LEAVING CENTERS OR SCHOOL CAMPUSES & THIRD-PARTY RELEASE.....	9
PARENT CONCERNS/ COMPLAINTS PROCEDURES	10
PROCEDURES FOR REPORTING CONCERNS/ COMPLAINTS.....	10
COMPLAINTS ABOUT STAFF.....	11
COMMUNITY COMPLAINTS PROCEDURES	11
ZERO TOLERANCE POLICY.....	11
APSB NON-DISCRIMINATION POLICY	12
USDA NON-DISCRIMINATION POLICY	13
DISCRIMINATION COMPLAINT FORM	16

02. PARENT INVOLVEMENT

PARENT INFORMATION—THE ROLE OF PARENTS	21
PARENT INTERVIEWS AND CHILDREN'S ORIENTATION ..	22
PARENT RESPONSIBILITIES	22
PURPOSE OF POLICY COUNCIL, PARENT COMMITTEE AND PARENT ENGAGEMENT	23
HEAD START POLICY COUNCIL	24
POLICY COUNCIL (BABYSITTING & TRAVEL)	24
HEAD START PARENT COMMITTEE	24
SPECIAL CELEBRATIONS—BIRTHDAYS & HOLIDAYS	25
GUIDELINES FOR HOLIDAY/ BIRTHDAY CELEBRATIONS.	25
END OF YEAR ACTIVITIES	26
INKIND CONTRIBUTIONS AND VOLUNTEERS IN HEAD START	27
PARENT TRAINEE.....	28
FUND RAISING POLICY.....	29
VOLUNTEER RECOGNITION/ PARENT AWARDS	30
AWARDS & SCHOLARSHIPS.....	31

03. FAMILY/ COMMUNITY ENGAGEMENT

CONFIDENTIALITY OF RECORDS.....	33
PHOTO/ VIDEO RELEASE/ SOCIAL MEDIA.....	34
STATEMENT OF LOCAL USE.....	34
ENROLLMENT PROCEDURES.....	34
SCREENING PROCESS	35
ELIGIBILITY	36
CRITERIA	36
WAITING LISTS	36
CUT OFF DATE.....	36
PRIORITIZATION CRITERIA SYSTEM 24-25.....	37
ATTENDANCE – PROGRAM MANDATES	38

ENCOURAGING REGULAR ATTENDANCE.....	38
PARENT RESPONSIBILITIES CONCERNING ABSENCE	38
PROCEDURES FOR IDENTIFYING IRREGULAR ATTENDANCE PATTERNS AND PROCEDURES FOR INTERVENTIONS.....	39
PROCEDURES FOR ADDRESSING REPEATED TARDINESS.....	40
PROCEDURES FOR SENDING LETTERS TO PARENTS AND DOCTORS.....	40
POLICIES CONCERNING DROPS.....	40
SCHOOL CALENDAR – 24-25	42
GENERAL HEAD START DAILY SCHEDULE.....	43
ARRIVAL TIME FOR CHILDREN NOT RIDING THE BUS.....	43

04. EDUCATION & EARLY CHILDHOOD DEVELOPMENT

CLASSROOM ACTIVITIES	45
CLASS PLACEMENT.....	45
CURRICULUM & PARENT PARTICIPATION.....	46
BEHAVIOR MANAGEMENT POLICIES & PROCEDURES.....	46
PROGRAM POLICY FOR INFORMATION SHARING ON A CHILD'S BEHAVIOR MANAGEMENT	50
PROGRAMS, MOVIES & VIDEO GAMES POLICY	50
DRESS CODE	51
FIELD TRIPS.....	51
CHAPERONES.....	52
CHILD ABUSE & NEGLECT – LA STATE LAW 14-403.....	52
REPORTING CHILD ABUSE.....	53
TO REPORT SUSPECTED CHILD ABUSE CONTACT	53

05. HEALTH

HEALTH SERVICES (HEALTH SCREENINGS)	55
MEDICATION POLICIES.....	56
POLICIES TO CONTROL THE SPREAD OF INFECTION DISEASES.....	56
LICE—PREVENTION & TREATMENT OF LICE	58
RULES ON BLOODBORNE PATHOGENS.....	58
UNIVERSAL PRECAUTIONS—CLEANING SPILLS OF BODILY FLUIDS.....	55
CHILDREN'S ACCIDENT REPORTING PROCESS.....	59
POTTY TRAINING.....	60

06. DISABILITIES

REFERRAL PROCESS-TEACHER BRIGANCE SCREENER	66
ADDRESSING CONCERNS.....	63
DEFINITIONS.....	64

07. NUTRITION

MENUS.....	66
SERVING SIZE.....	66
CLASSROOM NUTRITION	66

08. FACILITIES

FACILITIES	68
------------------	----

09. SAFETY TRAINING

FIRE DRILL.....	70
TORNADO DRILL.....	70
LOCKDOWN DRILL	70
BUS EVACUATION DRILL.....	70
SHELTER IN-PLACE	70
EMERGENCY EVACUATION AWAY FROM FACILITY	70

10. TRANSPORTATION

SCHOOL BUS TRANSPORTATION.....	72
FIELD TRIP TRANSPORTATION.....	74
BUS EVACUATION DRILLS	74
PARENT-PROVIDED TRANSPORTATION MORNING DROP-OFF.....	74
PARENT-PROVIDED TRANSPORTATION AFTERNOON PICK-UP	75
PARENTS WHO WALK THEIR CHILD TO SCHOOL.....	75
PARENTS WHO TRANSPORT THEIR CHILD TO SCHOOL USING A BICYCLE	76
MODES OF TRANSPORTATION WHICH ARE NOT ALLOWED OR ILLEGAL.....	76
DRUG FREE ZONE.....	77

11. MENTAL HEALTH

APPROACH.....	79
PROCEDURES FOR EARLY IDENTIFICATION	79
INTERPRETATION OF DATA/ RESULTS.....	79
OUTCOMES	79

12. APPENDIX & NOTES

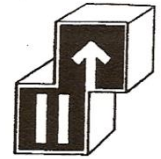
APPENDIX A—PARENT CONCERANCE FORM	81
APPENDIX B-HOMELESS CHILDREN & YOUTH EDUCATION PROGRAM.....	82
APPENDIX C—WHEN IS A CHILD TOO SICK TO ATTEND SCHOOL?	86
APPENDIX D—MANDATED REPORTERS OF CHILD ABUSE OR NEGLECT	84
APPENDIX E—LOUISIANA IMMUNIZATION REQUIREMENTS.....	85
COVID-19 PROCEDURES	86
APPENDIX F—THE LIFE CYCLE OF LICE	90
APPENDIX G—LICE: WHAT ARE EGGS & NITS?.....	91
APPENDIX H—HOW TO TREAT HAIR & HOME LICE	92
APPENDIX I—ADMISSION/ AGREEMENT POLICIES	93
NOTES	95



**ACADIA PARISH SCHOOL BOARD
HEAD START PROGRAM**



'Reaching Every Child Every Day'



Dear Parents,

As we begin the 2024-2025 School Year, I would like to welcome all of you to the Acadia Parish Head Start Program. For some, this is a new experience. For others, it is a return to a positive and rewarding relationship. Our goal with you is one of partnerships, based on mutual respect and trust, and geared towards assisting you in meeting the needs of your child and strengthening the family.

Head Start is a quality program designed to help your child become Kindergarten ready and help him/ her on the road to a lifetime of learning. Your child is our future and we will do all we can to ensure that the children in our program receive the highest quality of services. Your involvement in Head Start will enable us to continue to realize the possibilities of how we can best serve the children and families of Acadia Parish.

The intention of this handbook is to provide helpful information about the program, its operating policies and scheduled monthly events. We encourage you to keep it available for future use when questions arise about Head Start policies and to know some of the events already scheduled for your child and/ or your family. The staff is readily available to answer any questions that you may have about the program. Head Start reserves the right to make any changes to this Parent Handbook when deemed appropriate.

This handbook was created in order to better prepare your child/ family for the Head Start experience.

Thank you for allowing us to serve you!

LaTanya Evans
Head Start Director



GENERAL INFORMATION

Section 01.

LICENSING AUTHORITY

All Head Start sites are under the authority of and regularly inspected by the Louisiana Department of Education Division of Licensing. Parents who have a concern or complaint about standards at any center may contact the Louisiana Department of Education Division of Licensing:

State Contact: Louisiana Department of Education	Post Office Box 4249 Baton Rouge, Louisiana 70821	Phone: (225) 342-9905 Fax: (225) 342-2498 Email: ldelicensing@la.gov
Region VI Contact: Lisa Tarrant Program Representative	Office of Community Programs Head Start Program 1301 Young Street, Room 937 ACF-2 Dallas, Texas 75202-5433	Phone: (214) 767-1770 Email: lisa.tarrant@acf.hhs.gov

SITE INFORMATION

Acadia Parish School Board: Shawn Lejeune Federal Programs Manager	Physical Address: 2402 N Parkerson Avenue Mailing Address: Post Office Box 309 Crowley, Louisiana 70527-0309	Phone: (337) 783-3664 ext. 225 Email: shlejeune@acadia.k12.la.us
---	--	---

Physical Address: 800 North Western Avenue, Crowley, La Mailing Address: Post Office Box 1585, Crowley, La 70527-1585		Main Line: (337) 783-6377 Fax Line: (337) 783-6904
ADMINISTRATION/PERSONNEL, BOOKKEEPING, TECHNICAL SUPPORT LaTanya Evans, Head Start Director—Ext. 222 Kim Breaux, Bookkeeper—Ext. 232 Janet Walker, Program Secretary—Ext. 231	EDUCATION, DISABILITIES, EARLY CHILDHOOD DEVELOPMENT, NUTRITION, HEALTH AND MENTAL HEALTH SERVICES Rosaline Landry, Health/ Mental Health/ Nutrition Specialist—Ext. 229 Kelly Rogers, Education/ Disabilities Specialist—Ext. 226	
TRANSPORTATION, FACILITIES AND SAFETY SERVICES Charleen Domingue, Program Operations Specialist – Ext. 227	FAMILY, PARENT AND COMMUNITY ENGAGEMENT Sonjatina Wilridge, FPCE Specialist.—Ext. 223	

ESTHERWOOD HEAD START CENTER

214 Jefferson Avenue, Estherwood, Louisiana	Phone: (337) 783-6884
Tammy Meche, Principal - Karen Marx, Head Teacher Family Advocate(s): Shonnetta Green	

CHURCH POINT HEAD START CENTER

693 North Main Street, Church Point, Louisiana	Phone: (337) 684-2031
Brenda Webster, Site Supervisor - LaShonda Grissom, Office Assistant Family Advocate(s): Sondrea Wade	

RAYNE HEAD START CENTER

600 West Jefferson Davis, Rayne, Louisiana	Phone: (337) 334-4909
Tracy Batiste, Site Supervisor - Aimee Cormier, Office Assistant Family Advocate(s): Rhonda Guidry and Gloria Castillo	

ROSS HEAD START CENTER

800 North Western Avenue, Crowley, Louisiana	Phone: (337) 783-5432
Peggy Cormier, Site Supervisor - Leslie Falcon, Office Assistant Family Advocate(s): Shonnetta Green and Callie Doucet	

You can access information about Head Start online:

- Acadia Parish School Board website: <http://acadia.k12.la.us>
- Acadia Parish Head Start Program website: <http://hs.acadia.k12.la.us>

AUTHORIZATION TO CLOSE SCHOOLS

The only person authorized to close schools or centers is the Acadia Parish Superintendent. Information on school closures are broadcast on the local television stations, usually KATC 3 or KLFY 10. Schools or centers may be closed due to bad weather, inclement weather, toxic spills or other emergencies.

ACADIA PARISH SCHOOL BOARD HEAD START SITE AND RESTRICTIONS

Acadia Parish School Board has a website providing parent access to learn more about the school system and information on contacting school officials. The website is <http://www.acadia.k12.la.us>.

HISTORY OF HEAD START

Head Start is a federally-funded program for three, four and five-year-olds from low-income families. Launched as an eight (8) week summer program by the Office of Economic Opportunity in 1965, Head Start was designed to help break the cycle of poverty by providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional, and psychological needs.

In 1969, Head Start was moved from the Office of Economic Opportunity to the Office of Child Development in the U. S. Department of Health, Education and Welfare and now to the Office of Head Start in the U. S. Department of Health and Human Services.

The outreach and training efforts of Head Start Programs have helped give low-income parents the knowledge and services needed to build a better life for their children.

Direct engagement of parents in Head Start planning and policy-making has given families a greater role in the development of children.

Head Start has also had a strong impact on communities and early childhood programs across the country. Since 1965, Head Start has served more than 10.9 million children and families.

PHILOSOPHY

The Acadia Parish School Board Head Start Program is based on the premise that all children share certain needs and that all children of low-income families, in particular, benefit from a comprehensive developmental program to meet those needs. The Head Start Program approach is based on the philosophy that:

- A child can benefit most from a comprehensive, interdisciplinary program to foster development and remedy problems as expressed in a broad range of services;
- The child's entire family and the community must be involved. The program should maximize the strengths and unique experiences of each child. The family, which we perceive as the participate influence on a child's development, must be a direct participant in the program.

MISSION STATEMENT

The mission of the Acadia Parish School Board Head Start Program is to provide positive early childhood experiences and quality comprehensive services to low-income children and families through a compassionate, supportive program. We are aimed at promoting self-sufficiency and social competence while

maintaining the dignity and self-worth of the individual and family. We are committed to excellence in the learning environment and effective partnerships between parents, staff, school and the community.

POLICIES AND PROCEDURES

The Acadia Parish School Board Head Start Program Policies and Procedures follow those of the grantee agency, Acadia Parish School Board. Parents are involved in compiling policies specifically for the Head Start Program. All policies and procedures are available for review at the Head Start Central office and Head Start Centers.

The Acadia Parish School Board Policies and Procedures may supersede Head Start Policies and Procedures.

The Acadia Parish School Board Head Start Program is a voluntary program and there is no fee for a child to attend a Head Start class or for transportation services.

GOALS

The overall part of the Head Start Program is to promote school readiness in children of low-income families. School Readiness takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs and other factors that enable a child to function optimally.

The focus of the Acadia Parish School Board Head Start Program is the development of skills, abilities, knowledge and behavior in Head Start to promote School Readiness in the areas of language development, phonological awareness, book knowledge and appreciation of numbers and operations.

OBJECTIVES

The primary objective of Head Start is to build a level of School Readiness in each child and family that promotes success and independence later in life.

Program strategies and activities are chosen:

1. To enhance the child's mental processes and School Readiness skills with particular attention to conceptual and communications skills;
2. To encourage self-confidence, spontaneity, curiosity, and self-discipline for the development of the child's social and emotional health;
3. To establish patterns for expectation of success for the child to create a climate of confidence for present and future learning efforts;
4. To promote healthy relationships for each other and others;
5. To nurture the sense of dignity and self-worth within the child and his/ her family;
6. To expand every child's access to an adequate diet;
7. To educate families about future health care and physical abilities;
8. To assist with current physical and mental problems;
9. To engage families in the development of School Readiness goals for children.

OPEN DOOR POLICY

Parents are allowed to visit the center anytime during regular hours of operation and when children are present. Parents are to be accompanied by a staff member and signed-in with a visitor's tag.

VISITORS AND CONTRACTORS

An early learning center shall obtain a CCCBC-based determination of eligibility for child care purposes from the department for each visitor or independent contractor of any kind, and shall have documentation of said determination available at all times for inspection upon request by the department, unless the visitor or independent contractor, other than a *therapeutic professional* as defined in §103 of this Part, will be accompanied at all times while at the center when children are present, by an adult staff member who is not being counted in child-to-staff ratios. The center shall have documentation of said determination of eligibility, or documentation of the accompanying staff member, available at all times for inspection upon request by the department.

1. Documentation of the adult staff member not otherwise counted in child to staff ratios who accompanied a visitor or independent contractor shall include the date, arrival and departure time of the visitor or contractor, language stating that the visitor or contractor was accompanied by the staff member at all times while at the center when children were present, and the signature of both the contractor and the accompanying staff member.

PARENTS OR LEGAL CUSTODIANS, GRANDPARENTS, SIBLINGS

1. Parents or legal custodians of an enrolled child, or other persons authorized in writing by the parents to pick up their child, who are only bringing a child to or picking up a child from an early learning center are not required to have a CCCBC-based determination of eligibility for child care purposes.
2. Parents or legal custodians, grandparents, siblings and other relatives of an enrolled child who are attending a function at the center where center staff will be present and supervising all children are not required to have a CCCBC-based determination of eligibility for child care purposes.

VISITING AND LEAVING CENTERS OR SCHOOL CAMPUSES & THIRD-PARTY RELEASE

For the safety of the children, all persons visiting Head Start centers or school campuses must report to the office before going anywhere in the building or on the center/ school grounds and must sign in with name, address, and telephone number.

***All visitors must have name badges**

Background check required for certain period of time.

Children will remain at the Head Start Center or on the school campus until the end of the program day unless the Site Supervisor or designee gives permission to leave.

Children who leave Head Start Centers or school campuses before the end of the day must be signed out by a parent/ guardian or other responsible, authorized person named on the Master Card or on a third-party release form.

A parent listed on a child's birth certificate cannot be restricted by Head Start from having access to the child unless there is legal documentation citing such a restriction. Head Start may restrict access to a child by a parent if there is a valid reason to be concerned about the safety of the child AND the Office of Community

Services has been contacted. If a parent makes such a request, center staff must contact the Head Start Central Office.

Students in Head Start will only be released at the bus stop or from the center to a parent/ guardian or other responsible person who is authorized in writing by the parent on the Master Card or third-party release.

Any changes to add persons or to remove names must be done in person at the center.

***No changes to the 3rd party release shall be made via telephone. Changes must be done in person at the center, via fax in parent's handwritten signature.**

Frequent changes to the third-party release names may cause confusion thus endangering children. Frequent requests will be addressed between the Site Supervisor and parent.

Head Start staff may require a picture ID before releasing the child.

Background checks through the Child Care Civil Background Check System is required for parents visiting during a certain period of time.

NOTE: Emergency situations concerning third-party release shall be made on an individual basis by the Site Supervisor and reported to the Head Start Director.

PARENT CONCERNS/ COMPLAINTS PROCEDURES

The Acadia Parish School Board Head Start Program works through a team effort between staff, parents, School Board and community. It is important that all work together for a quality program for children.

PROCEDURES FOR REPORTING CONCERNS/ COMPLAINTS

Parents:

- Step 1 When a parent has a question, concern or complaint, contact the teacher first
- Step 2 If the parent is still concerned, the parent should contact the Site Supervisor of the center and notation must be made of the concern on the parent concern log.
- Step 3 Based on the discretion of the Site Supervisor, a "Parent Concern" form may be completed.
- Step 4 The Site Supervisor will address the concern, document information on how the concern was handled, and describe any follow-up action to be taken. If a form is completed, a copy of the form is to be given to the parent and a copy sent to the Head Start Director. The original will be filed in the center's concern/ complaint binder.
- Step 5 If the parent is not satisfied that the concern has been addressed or if the concern continues, he/ she should contact the Head Start Director at the Head Start Central Office in Crowley at (337) 783-6377.
- Step 6 The Head Start Director follows the same procedures as the Site Supervisor as outlined in Step 3.
- Step 7 If the parent remains unsatisfied he/ she should contact the Supervisor of Elementary Education/ Federal Programs Manager or the Superintendent at (337) 783-3664.
- Step 8 The concern can be presented to the Policy Council if it continues to be a problem.

- Step 9 A parent who continues to have a concern/ complaint may choose to contact the Louisiana Department of Education Bureau of Licensing for issues related to staffing or child welfare or Region VI Office in Dallas, Texas for issues related to Head Start policy. (See page 6 for contact information)

NOTE: A LOG OF PARENT CONCERNS/ COMPLAINTS MUST BE SUBMITTED AT THE END OF EACH MONTH TO THE HEAD START DIRECTOR.

COMPLAINTS ABOUT STAFF

Complaints or concern about staff must be referred to the Site Supervisor or Head Start Director. Resolving complaints or concerns about staff is not the responsibility of the Policy Council.

If a concern or complaint relates to a staff person's performance, it shall be addressed as a personnel issue and handled as outlined in Personnel Policies. The parent will be involved in addressing the concern.

COMMUNITY COMPLAINT PROCEDURES

- Step 1 When a member of the community has a concern/ complaint about the Head Start Program, that concern/ complaint should be addressed to the Head Start Director.
- Step 2 The Head Start Director shall record the concern/ complaint as outlined in Step 3 of the Parent Complaint Procedures.
- Step 3 If the community member remains unsatisfied he/ she should contact the Supervisor of Elementary Education/ Federal Programs Manager or the Superintendent at (337) 783-3664.
- Step 4 Due to the possibility of a breach of confidentiality, the community person should contact the Head Start Director to discuss the concern before presenting the concern to the Policy Council.

ZERO TOLERANCE

1. Acadia Parish School Board has a "zero tolerance" policy.
2. Threats and/ or violence toward employees will not be tolerated.
3. Any incident will be reported and may be prosecuted to the full extent of the law.

ACADIA PARISH SCHOOL BOARD NON-DISCRIMINATION

The Acadia Parish School Board Head Start Program will not discriminate against any child based on race, color, creed, sex, national origin, disabling condition, ancestry or whether the child is being breastfed.

"The Acadia Parish School Board Head Start Program is an equal opportunity provider and employer."

Nondiscrimination Statement effective 5/22:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g. Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: [USDA Program Nondiscrimination Complaint Form](#), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
program.intake@usda.gov.

This institution is an equal opportunity provider.

(1/19/12)

UNITED STATES DEPARTMENT OF AGRICULTURE (USDA)**USDA Program Discrimination Complaint Form Instructions**

(The complaint form is below the instructions)

PURPOSE: This form may be used if you believe you have been subjected to discrimination in any USDA program or activity and you wish to file a complaint of discrimination. The form can be used to file a complaint of discrimination based on race, color, national origin, religion, sex, disability, age, marital status, sexual orientation, family/parental status, income derived from public assistance program and political beliefs. If you need assistance filling out the form, you may call any of the telephone numbers listed at the bottom of the complaint form. You are not required to use the complaint form. You may write a letter instead. If you write a letter it must contain all of the information requested in the form and be signed by you or your authorized representative.

You may also send a complaint by FAX or United States Postal Service Mail. We must have a signed copy of your complaint. Incomplete information or an unsigned form will delay the processing of your complaint.

FILING DEADLINE: A program discrimination complaint must be filed not later than 180 days of the date you knew or should have known of the alleged discrimination, unless the time for filing is extended by USDA. Complaints sent by mail are considered filed on the date the complaint was signed, unless the date on the complaint letter differs by seven days or more from the postmark date, in which case the postmark date will be used as the filing date. Complaint documentation or Complaint Forms sent by fax or mail will be considered filed on the day the complaint is faxed or mailed. Complaints filed after the 180-day deadline must include a 'good cause' explanation for the delay. For example, if:

1. You could not reasonably have been expected to know of the discriminatory act within the 180-day period;
2. You were seriously ill or incapacitated;
3. The same complaint was filed with another Federal, state, or local agency and that agency failed to act on your complaint.

USDA POLICY: Federal law and policy prohibits discrimination against you based on the following: race, color, national origin, religion, sex, disability, age, marital status, sexual orientation, family/parental status, income derived from a public assistance program, and political beliefs. (Not all bases apply to all programs).

USDA will determine if it has jurisdiction under the law to process the complaint on the bases identified in the complaint and in the programs indicated in the complaint. Reprisal that is based on prior civil rights activity is prohibited.

PROPERTY ADDRESS: If this complaint involves a farm or other real estate property that is not your current address, write in the address for that farm or real estate property. Otherwise, this part of the form can be left blank.

**PLEASE READ IMPORTANT LEGAL INFORMATION BELOW
CONSENT**

This USDA Program Discrimination Complaint Form is provided in accordance with the Privacy Act of 1974, 5 U.S.C. §552a, and is used to provide the information to which this notice is attached. The United States Department of Agriculture's Office of the Assistant Secretary for Civil Rights (USDA) requests this information pursuant to 7 CFR Part 15.

If the completed form is accepted as a complaint case, the information collected during the investigation will be used to process your program discrimination complaint.

REPRISAL (RETALIATION) PROHIBITED:

No Agency, officer, employee, or agent of the USDA, including persons representing the USDA and its programs, shall intimidate, threaten, harass, coerce, discriminate against, or otherwise retaliate against anyone who has filed a complaint of alleged discrimination or who participates in any manner in an investigation or other proceeding raising claims of discrimination.



UNITED STATES DEPARTMENT OF AGRICULTURE (USDA)
Program Discrimination Complaint Form

First Name:

Middle Initial:

Last Name:

Provide Your Full Mailing Address

Number and Street, PO Box, Road, or Route:

Apartment Number (if applicable):

City, State and Zip Code:

Email Address:

Telephone Number (with area code):

Alternate Telephone (with area code):

Best Way to Reach You (select one)

Mail: ☐Phone: ☐E-mail: ☐Other: ☐

Do you have a representative (lawyer or other advocate) for this complaint?

Yes: ☐No: ☐If Yes is selected, please provide the following information about your representative:

Representative First Name:

Last Name:

Number and Street, PO Box, Road or Route:

Apartment Number:

City, State and Zip Code:

Telephone:

Email:

1. Who do you believe discriminated against you? Use additional pages, if necessary.
Name(s) of person(s) involved in the alleged discrimination (if known):

Please name the program you applied for (if known/if applicable):

Please select the USDA Agency below that conducts the program or provides Federal financial assistance for the program (if known):

Farm Service Agency	<input type="radio"/>	Food and Nutrition Service:	<input type="radio"/>
Rural Development	<input type="radio"/>	Natural Resource Conservation Service	<input type="radio"/>
Forest Service	<input type="radio"/>	Other:	_____

2. What happened to you? State the date when the alleged discrimination occurred and then describe what happened. If the alleged discrimination occurred more than once, please provide the other dates and describe what happened. Use additional pages, if necessary, and please include any supporting documents that would help show what happened.

3. Where did the discrimination occur?
Address of location where incident occurred:

Number, Street, PO Box, Road, Route

City

State

Zip Code

4. It is a violation of the law to discriminate against you based on the following: race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, and political beliefs. (Not all bases apply to all programs) Reprisal is prohibited based on prior civil rights activity.

I believe I was discriminated against based on my

5. Remedies: How would you like to see this complaint resolved?

--

6. Have you filed a complaint about the incident(s) with another federal, state, or local agency or with a court?

Yes: ☐ No: ☐

If yes, with what agency or court did you file? _____

When did you file?	_____	_____	_____
	Month	Day	Year

Signature: _____

Date: _____

Mail Completed Form To:

USDA

Office of the Assistant Secretary for Civil Rights

1400 Independence Ave, SW, Stop 9410
Washington, D.C. 20250-9410

Telephone Numbers:

Local area: (202) 260-1026

Toll-free: (866) 632-9992

Local or Federal relay: (800) 877-8339

Spanish relay: (800) 845-6136

Fax: 1-833-256-1665

PAPERWORK REDUCTION ACT AND PUBLIC BURDEN STATEMENTS:

The Paperwork Reduction Act of 1995 (44 U.S.C. 3501 et seq.) requires us to inform you that this information is being collected to ensure that your complaint contains all the information required to file a complaint. The Office of the Assistant Secretary for Civil Rights will use the information to process your complaint of program discrimination.

Response to this request is voluntary. The information you provide on this form will only be shared with persons who have an official need to know, and will be protected from public disclosure pursuant to the provisions of the Privacy Act, 5 U.S.C. § 552a(b).

The estimated time required to complete this form is 60 minutes. You may send comments regarding the accuracy of this estimate and any suggestions for reducing the time for completion of the form to USDA, Office of the Assistant Secretary for Civil Rights, 1400 Independence Ave, SW, Washington, DC 20250-9410.

An Agency may not conduct or sponsor, nor is a person required to respond to, a collection of information unless it displays a currently valid OMB Control Number. The OMB Control Number for this form is 0508-0002.



PARENT INVOLVEMENT

Section 02.

SECTION 02. PARENT INVOLVEMENT

PARENT INFORMATION – THE ROLE OF THE PARENTS

Every Head Start Program has the goal to provide parents with opportunities for effective parent participation. There are four (4) ways for parents to become involved with their child's Head Start Program.



1. Participation in the classroom with their child:
 - a. Parents are invited to participate in the classroom with their child, observing the child and the activities in the classroom.
 - b. Licensing regulations do not allow the parent to supervise or participate in activities with other children while in the classroom, such as leading a group of children in a play area or leaving the classroom with his/her child or another child.
 - c. **No additional children may attend.** Only Head Start students are allowed in the classroom. No babies, toddlers, siblings.
2. Participating in activities in cooperation with the staff at the center:
 - a. Parents may volunteer to help with planning and organizing center or classroom activities and events.
 - b. The parent may serve on a committee in the center or in the parish.
 - c. The parent may suggest an activity to support a curriculum theme or goal or objective such as arranging for a community guest to enhance the lesson or event.
 - d. Parent trainings, classes and workshops are offered throughout the year.
 - e. Teachers and the center send to parents suggestions for home and community curriculum activities to promote School Readiness.
3. Participation in the process of making decisions about the nature and operation of the program:
 - a. Parents are encouraged to attend Parent Committee meetings
 - b. Parents may be elected by the Parent Committee to serve on the Policy Council (see page 24)
4. Participation in the Parent Trainee Program:
 - a. Parents can apply with the Site Supervisor to volunteer at the center.
 - b. Parents can apply to enter the Parent Trainee Program to train in various positions in the center to develop job-training skills for entry-level jobs in Head Start.

The Acadia Parish School Board Head Start Program values its parent volunteers as a very important, special resource. Parents are encouraged to help in all classroom, programs and activities.

Through participation in classes and workshops on child development and through staff visits to the home, parents learn about the needs of their children and about educational activities that can be carried out at home. Many parents serve in Head Start on a volunteer basis as aides to teachers and or as a third person in the classroom, serve as cooks, cook helpers, storytellers, or assisting with play activities. These volunteer opportunities help parents develop job-training skills for entry-level jobs in Head Start.

Parents are encouraged to participate in the Trainee Program.

PARENT INTERVIEWS AND CHILDREN'S ORIENTATION

The Acadia Parish School Board Head Start Program is a team effort between staff, parents, School Board, and community. It is important that all work together for a quality program for children. Opportunities are provided for parents to engage in conferences with the teacher at the opening Parent Conference during the children's orientation at Visitation Day/ Health Fair in August, at the first home visits scheduled in October, at the second home visit scheduled in the winter, and at the second Parent Conference scheduled in the spring. Parents may contact the center during center hours to schedule a conference to meet with the teacher.

PARENT RESPONSIBILITIES

A. Information Needed:

1. A current copy of your child's immunization record and physical must be kept on file
2. It is the responsibility of parents to update shots and appointments and provide copies of the documents to the center.
3. All injuries, illnesses, or fever that occurs at home should be reported to the Family Advocate when the child has recuperated and can return to school.
4. Changes in custody, family status and authorizations

B. Regular Attendance:

1. Children need to be in school every day.
2. Regular attendance is required.
3. Parents should report all absences to the center by 8:30 a.m. each day stating the reason for the absence. It is a federal requirement that 85% of children should be in attendance each day. Parents of children who are frequently absent may be asked to find alternate child care.
4. It is a federal requirement that each child maintain an average of 85% attendance monthly. Children who are frequently absent (unexcused absences) may be dropped from the program.

C. Current and Correct Emergency Contact Information

1. Emergency telephone numbers must be current and in service.
2. Two (2) working numbers should be on file at all times at the center
3. Current parents must be sure the persons listed know that their name or telephone number is at the center as a contact.
4. Parents must submit the names of responsible adults to receive their child and a telephone number for contact in case of an emergency.
5. If this information changes, parents must notify the center immediately about the changes.
 - a. Third-party information must be on the Master Card and in children's files and on the Bus Sheet.
6. To assure accurate information, Office Assistants will send home a copy of the current contact information on file for each child for parents to review, revise and verify telephone numbers and third-party release persons.
7. Parent notes sent home on a weekly or monthly basis will include reminders for parents to keep contacts updated.
8. May result in informing child protection agency (see page 53)

- D. Accurate Information on Release Persons:
 - 1. Persons listed must meet the following criteria:
 - a. Be available to pick up the child during school hours
 - b. Have reliable transportation
 - c. Be able to pick up the child within 30 minutes of being contacted
 - d. Must be 18 years or older
- E. Parent Support:
 - 1. Parents are encouraged to support the Head Start Program by participating in program activities.
 - 2. These activities include:
 - a. Attending home or school visits
 - b. Attending school conferences
 - c. Attending parent meetings and/ or any other activities that are planned for parents
- F. Dress for Parents:
 - 1. Parents are an example for children.
 - 2. Appropriate dress must be worn when parents go to or visit the center for any reason.
 - 3. Examples of inappropriate clothing:
 - a. Lingerie, robe, pajamas
 - 4. Site Supervisors will have the authority to determine appropriate dress and may instruct the parent as part of the program's parent training philosophy.
- G. Profanity and Behavior of Parents on Campus:
 - 1. Inappropriate behavior of parents on the campus shall be grounds for filing a complaint with the local police department.
 - 2. Examples of inappropriate behavior include, but are not limited to profanity, loud talking, threats, etc.

NOTE: The Head Start Program may contact the Office of Community Services Child Protection or local law enforcement.

- a. Is repeatedly picked up late in the afternoon;
- b. Is repeatedly returned from the bus route because there is not an authorized person to meet him/her;
- c. Is repeatedly unclean/ dirty/ not cared for when coming to school in the morning;
- d. Is repeatedly absent, especially if the child has special needs;
- e. Any violation of the above parent responsibilities could result in Child Protection Services or local law enforcement being notified.

PURPOSE OF POLICY COUNCIL, PARENT COMMITTEE AND PARENT ENGAGEMENT

Parents are the most important influence on a child's development. An essential part of every Head Start Program is the involvement of parents in parent education, program planning and operating activities. Many

serve as members of the Policy Council and Parent Committees and have a voice in specific policy-making decisions.

Purpose—the Policy Council is a training experience for parents as child advocates.

HEAD START POLICY COUNCIL

The Acadia Parish School Board Head Start Policy Council consists of at least 51% of current parents/ guardians of students presently enrolled in the program. Other members are community representatives selected by the grantee agency and submitted to the Policy Council for approval.

Parents/ guardians elect all parents serving on the Policy Council. Parents/ guardians are persons with legal responsibility for the Head Start child currently enrolled in the program. The Acadia Parish School Board selects Community Representatives and submits to the Policy Council. The Community Representatives are from different entities within the community.



Parents elected to the Policy Council or to an office of the Parent Committee are expected to be persons of good character, committed to the responsibilities of the council or office, and a good example for other parents.

When a concern is shared by another person or staff person that a Policy Council member or Parent Committee officer has been charged with an activity or behavior that is not a good example to other parents or does not reflect good character, the Site Supervisor should be notified privately. The Site Supervisor will report the concern to the Head Start Director. A conference will be scheduled to discuss the concern. If the concern is valid in the judgment of the Head Start Director, the person may be asked to resign. If the person declines, the issue will be referred to the Policy Council for a decision.

POLICY COUNCIL (BABYSITTING AND TRAVEL)

Members of the Head Start Policy Council whose family income falls below the “poverty line index” may be reimbursed for expenses incurred because of Policy Council meetings. Members of the Head Start Policy Council who are approved to attend other meetings, conferences and training will be reimbursed in line with agency staff travel reimbursement policies as determined by the Policy Council for each individual event.

Acadia Parish Head Start provides babysitting services for Policy Council members to attend monthly meetings.

HEAD START PARENT COMMITTEE

Each Head Start site will set up a Parent Committee coordinated by the Site Supervisor and Head Start Director. All parents/ legal guardians of children currently enrolled at the center site are eligible for membership. Only parents legal guardians of Head Start children presently enrolled are allowed to serve as an officer, as a committee member or to vote on matters at Parent Committee meetings. The functions of the Parent Committee are to:

- Work closely with classroom teachers to carry out daily activities for center, parents and staff;

- Participate in curriculum and provide curriculum assistance;
- Share input towards decision-making of the center and Head Start Program.

Officers of the Parent Committee shall consist of those offices listed in each Parent Committee Bylaws. Parent Committee meetings will be conducted monthly.

Each Parent Committee will prepare or adopt a set of bylaws to determine a quorum and establish subcommittees and meeting rights. The Parent Committee meeting night will not interfere with established Policy Council or Acadia Parish School Board regular meeting night.

Head Start staff is eligible to serve on the Parent Committee when they have a child enrolled.

SPECIAL CELEBRATIONS (BIRTHDAYS AND HOLIDAYS)

Special celebrations such as birthdays are very exciting for children. To help keep these activities enjoyable, each center will designate a special day for birthdays or other special celebrations each month. Please contact the center if you need information about the special day. *(see special note concerning food and serving on page 66)*

ONLY ONE DAY PER MONTH IS SCHEDULED FOR BIRTHDAY CELEBRATIONS: A special day for birthdays has been established and birthday celebrations shall be held only on that one (1) day of the month (last weekday of the month). No individual parties. Enforce that parents have to drop off items the day before. Centers will post the date on center calendars. No birthday parties held. Children will be recognized in the classroom. If there is a change in the assigned day, the Site Supervisor shall be responsible for assuring that parents are informed in a timely manner.

GUIDELINES FOR HOLIDAY/ BIRTHDAY CELEBRATIONS

Holiday celebrations may be planned by the classroom teacher as part of the curriculum and must be included in the weekly lesson plan. Holiday celebrations are to be scheduled as follows:

- Halloween and Valentine parties are to be held **on the day of** the holiday or the **last attendance day** before the holiday, if it falls on a weekend or non-attendance day;
- Mardi Gras activities will be scheduled during the week before Mardi Gras;
- Christmas and Easter parties are to be held **only** on the day before children are dismissed for the extended holiday.

Per Department of Education: Children under age four shall not have foods that are implicated in choking incidents. Examples of these foods include, but are not limited to: whole hot dogs, hot dogs sliced in rounds, raw carrot rounds, whole grapes, hard candy, nuts, seeds, raw peas, hard pretzels, chips, peanuts, popcorn, marshmallows, spoonful of peanut butter, and chunks of meat larger than what can be swallowed whole.

Teachers will identify the parents who may assist for each celebration based on beginning of year parent surveys. Teachers will name parents who will assist for each celebration, but no more than five (5) parents may assist. The list of five (5) parents will be sent to the cafeteria. This will be strictly enforced.

1. Only parents who are assigned to a party celebration should attend the activity to prevent problems with order and supervision.

2. Younger or older siblings may not attend birthday parties or celebrations due to licensing regulations, liability responsibilities and problems with monitoring additional children.
3. All refreshments provided by a parent for special occasion must be commercially prepared food products.
4. Only the following foods will be permitted as age-appropriate: apple slices, bananas, juice, water, fruit cups, cookies, crackers, jello cups, yogurt, Rice Krispy treats, sherbet treats—no sodas.
5. Refreshments must arrive no later than the day before the event for the Head Cook or nutrition personnel to review ingredients posted on the item to determine age-appropriateness for the children, to assure food is within nutrition guidelines, and to identify ingredients that pose an allergy situation to any children in the room before entering the classroom between 7:30 a.m. – 9:00 a.m.; 12:00 noon – 1:30 p.m.
6. The Head Cook must attach a written confirmation form of “Food Review” to all food taken into the classroom.
7. Classroom staff persons shall not receive treats from parents nor provide treats for classroom activities without presenting the item to the cafeteria for review. This will be strictly enforced by Site Supervisors.
8. Treats that are brought to parties without prior approval may not be served as part of the refreshments.
9. Classroom staff persons are not to allow any food into the classroom that has not been checked and documented for approval by cafeteria staff.
10. These regulations are outlined to be sure that treats meet nutritional guidelines and that children on special diets are not served restricted foods.
11. Parents providing treats for parties must present the food to the cafeteria the day before the party (unless arrangements has been made with the Head Cook) to make sure.
12. Parents must notify the Head Cook in time for her to complete her review or the food shall not be allowed in the classroom.

END OF YEAR ACTIVITIES

An end of the year activity may be held for the children on the last day of attendance and must be scheduled during the day so that all children may celebrate completing the year in Head Start.

The Site Supervisor or designee is responsible for assisting the Parent Committee in organizing a planning committee composed of parents and staff for the activity.

The committee’s responsibilities will include planning the activity, organizing sub-committees for decoration, set-up and clean-up, compiling a budget and other sub-committees as appropriate.

The committee should be organized at the beginning of the year based on volunteer surveys from the parent, but not later than February.

The program activities should include opportunities for the children to show off skills and talents learned during the year and should be developmentally-appropriate for three- and four-year-olds.

The day’s activities for the end of the year celebration may include a curriculum-related fun day.

The committee may elect to hold a cap and gown ceremony during the day as its end of the year celebration. The length of the cap and gown event must be restricted to one hour in consideration of the attention span of

the children. Only children age-eligible to transition into Kindergarten are allowed to participate in cap and gown ceremonies to encourage Head Start enrollment for returnees.

The agenda for the end of the year event and cap and gown ceremony, if held, must be forwarded to the Education/ Disabilities Specialist by the beginning of April to review for age-appropriateness.

The committee must compile a budget for the use of the Head Start Parent Activity Funds and any parent committee funds. The budget must be submitted to the Head Start Director by the end of March to verify that all expenses are allowable, allocable and reasonable.

Head Start funds may not be used to purchase refreshments, nor clothing for the end of year event. Fund-raiser procedures and policies must be followed if a fund-raiser is used.

IN-KIND CONTRIBUTIONS AND VOLUNTEERS IN HEAD START

Head Start is funded via a Federal Grant. 80% of program operating costs is provided by the grant and the remaining 20% must be secured by the Program in the form of donations. Any product or service (*which contributes to student services*) that the Program would normally pay for, but is donated, is considered In-Kind or Non-Federal share.

Head Start encourages parent participation in all aspects of the program. While becoming active in your child's education, you will contribute to In-Kind at the same time. Listed below are various ways to participate while contributing In-Kind:



- ☐ Assist your child with at home learning assignments (homework / curriculum assistance)
- ☐ volunteer in the class (assignments to be given by teacher)
- ☐ donate classroom supplies (see teacher for acceptable donations)
- ☐ attend parent meetings / parent trainings
- ☐ serve on parent committee –or- policy council
- ☐ read a story to your child's class
- ☐ give a short presentation to your child's class about your job, profession or hobby (*for example you may demonstrate how to play a musical instrument or demonstrate how to use special tools or equipment*)
- ☐ help plan / organize an upcoming school activity
- ☐ attend an upcoming school activity (big dog day, mom's day, etc)
- ☐ attend a field trip with the class and help with chaperoning
- ☐ donate clothing to be used for dramatic play or clothing that will remain at school for your child when a change of clothing is needed.
- ☐ secure donations for your child's class or school from local businesses (see teacher for acceptable donations)
- ☐ help with center repairs, maintenance, grounds
- ☐ participate in the Parent Trainee Program (see below)

Volunteering of services is not a form of employment and is not reported/recorded as such. The Program must document your services in writing on an In-Kind form and will assign a monetary value to those services which will be included in the Program's In-Kind contributions reports.

PARENT TRAINEE

Goals:

- Provide opportunities inside the Head Start community for employment training that may lead to Head Start employment or other paying jobs for parents.
- Provide a job training program in various positions in the program for parents with little or no formal experiences or training or who are unemployed and need to improve job skills.
- Establish a career path within the Head Start Program.

Eligibility:

- Current parent or former parent recommended by Site Supervisor and approved by Head Start Director, Education/ Disabilities Specialist, or Family Partnerships/ Community Engagement Specialist.
- Complete an application to participate as a volunteer
- Apply to participate in a training position after 40 hours of volunteer work
- Appropriate educational level for position or commit to enroll in class to complete educational level
- Training period is for one program year (between August and May)
- Training program may be extended for one year
- A training stipend of minimum wage amount will be paid to cover costs incurred as a result of participating in the training program.

Interested parents must complete the conditions listed under parent volunteer and are interviewed by the Site Supervisor and/or appropriate Program Specialist and recommended to the Head Start Director who approves or disapproves the person and training slot. Priority is given to parents with little or no formal experiences or training or who are unemployed and need to improve job skills and who exhibit or demonstrate a commitment to work.

1. The parent must accompany his/ her child only for 40 hours to be observed.
2. After 40 hours the parent may be added to participate in the Trainee Program.
3. The parent must complete a trainee application.
4. The parent must complete the screening process including:
 - a. Complete health screening and submit results.
 - b. Undergo criminal record check and child abuse or neglect screening required by Federal, State, and local policies.
 - c. Attend orientation and on-the-job training sessions before placement.
 - d. Sign written volunteer agreement or understanding about placement.

NOTE: Trainee placements will be made based on interests, skills, time, and program needs thereby matching volunteer applicant skills/interests with program needs. Assignments are determined by the Site Supervisor with the approval of the appropriate Central Office Specialist and/or Head Start Director.

FUND-RAISING POLICY

The Parent Committee may elect to supplement the budget with funds from Parent Center funds. The budget for activities should be outlined at the beginning of the program year. Use of funds for any activity must be outlined by the Site Supervisor and Head Start Parent Committee Representatives and submitted and approved by the Parent Committee. All planned use must be submitted to and approved by the Head Start Director.



Fund-raising activities occur occasionally under Head Start auspices. Parents also often engage in fund-raising as part of parent involvement activities in Head Start. These activities allow the program to generate additional resources to support special projects that the program would not otherwise be able to afford using only its Head Start grant funds.

A Fund-Raising Committee of parents must be organized to report to the Parent Committee and Site Supervisor or designee.

Raffle fund-raisers must include printed numbered raffle tickets and stubs with consecutive numbering on the ticket books.

Center-level fund-raisers are limited to **two (2) per year per center, one in the Fall and one in the Spring or March.**

Parent Committees may not schedule a fund-raiser during the same month as a Head Start parish-wide fund-raiser. A fund-raiser request must be submitted to the Head Start Central Office and the Acadia Parish School Board to assure limited demands on the community. The proceeds from each event should be divided appropriately and provide for curriculum or playground materials, to provide fun curriculum-related opportunities for the children.

Fund-raising activities to supplement Head Start Program funds are permissible, with the following restrictions:

- No Head Start funds are used for fund-raising activities. Costs for such activities are unallowable per the Office of Management and Budget Cost Principles at 2 Code of Federal Regulations (CFR) Part 225, Appendix B and 2 CFR Part 230, Appendix B.
- No Head Start staff members are engaged in these activities during the period when such staff members are employed. Funds may not be solicited, collected or tabulated during work hours of using Head Start-funded equipment, facilities or supplies during Head Start hours of operation. Head Start staff members may, however, volunteer during non-work time.

- No Head Start resources (e.g., facilities, equipment, etc.) can be used during the program's normal workday. Such resources may be used on an occasional basis during the time the Head Start Program is closed. A grantee may, for example, allow the use of one of its centers on the weekend or in the evening to provide assistance to the fund-raising effort, but may not use the center during the time it is being used to provide Head Start services to enrolled children and families.

Examples of permissible Head Start Program Fund-Raising:

- Head Start staff members may raise contributions of outdoor play equipment from vendors during weekends or other periods when the Head Start Program is not in operation, as long as the contribution is voluntary. Such contributions could be tax-deductible as an ordinary and necessary business expense provided the vendor receives something in return, such as a public acknowledgement of its support.
- Head Start parents could hold a hamburger sale or poboy sale at a Head Start facility on a Sunday afternoon to raise funds for a field trip, provided the facility would otherwise have been unused.
- Head Start parents may publicize a can drive and have cans bought to Head Start facilities to raise funds for class pictures or cap and gown ceremony provided the can collection occurs outside of Head Start Program hours.

It is important that grantees be sensitive to the fact that when fund-raising occurs under Head Start's auspices (i.e., Head Start's name is being used as part of the fund-raising effort), any revenue generated by such fund-raising must be used in ways that are consistent with the Head Start's mission. Any funds generated from fund-raising must be treated as program income and used in accordance with 45 CFP Part 74.24 or Part 92.25, as applicable. Although the Administration for Children and Families (ACF) has discretion on how program income should be treated, it will be ACF's general approach, in these situations, to allow grantees to use program income in addition to their ongoing grant award, as opposed to any offset to the ongoing award. The expenditure of program income funds is subject to the same requirements as the expenditure of any other Head Start grant funds. Programs may not use program income for purposes that they would not otherwise be allowed to charge to their ongoing Head Start grant. In the past, many Head Start Programs have used program income for such activities as purchasing additional books or classroom supplies, covering the costs of a field trip, or covering the costs of some special event such as graduation ceremony for children leaving the program.

Grantees are again reminded that fund-raising activities should only be related to generating revenue for the benefit of the program's Head Start children and families and that no Head Start grant funds can be used to support the costs of any fund-raising efforts beyond this purpose. Grantees are further reminded that they may not use any Head Start funds or resources, including those generated by program income, for purposes of lobbying. Parent Committee fund and fund-raiser documentation are subject to an intense audit by the Acadia Parish School Board Accounting Department.

VOLUNTEER RECOGNITION/ PARENT AWARDS

Head Start encourages parents and community participation and hands-on involvement in the program. Recognition is given to those parents and community persons who have actively participated in program services during the school year. Criteria for selection of persons to receive awards is based on that individual's active participation in classroom volunteering, center activities, parent committee, policy council or other program services. Each center will be given the opportunity to submit names of individuals they would like to award and those persons will be recognized at end-of-year activities. Awards include the following:

- Parent of the Year – parent with the most overall volunteer hours;
- Big Dog Award – male parent with the most overall volunteer hours;
- Outstanding Grandparent Award – grandparent with the most overall volunteer hours;
- Outstanding Parent – parent with the most volunteer hours in each classroom;
- Outstanding Community Contributor – individual or business with the most overall volunteer hours or donations to the program.

AWARDS AND SCHOLARSHIPS

The Acadia Parish Head Start Program offers several academic scholarships. Graduates of Acadia Parish high schools who were graduates of the Acadia Parish Head Start Program may apply. Current parents of Acadia Parish Head Start students who are enrolled in a trade school, college or university may also apply. Announcements regarding the availability of scholarships are dispensed via memos to parents, flyers to local high schools, churches and media during the months of March and April and applications are received through the first week of June. The Scholarship Committee then reviews the applications and winners are selected based on set criteria. Winners are notified via mail/ email and recognized at the annual Head Start Policy Council Recognition Banquet in July. Scholarship payments are made directly to the institution where the recipient is enrolled after proof of enrollment is provided by the following Fall Semester. Available scholarships are listed below:

➤ Wadie Helen Bias Graduate Scholarship	\$1,000.00
➤ Louisiana Head Start Graduate Scholarship	\$ 500.00
➤ Louisiana Head Start Parent Scholarship	\$ 500.00
➤ Mary A. Washington Book Stipend	\$ 250.00

For additional information on these scholarships and other state scholarships available, contact the Program Operations Specialist at (337) 783-6377 ext. 227.



FAMILY/ COMMUNITY ENGAGEMENT

Section 03.

SECTION 03. FAMILY/ COMMUNITY ENGAGEMENT

The Head Start Family/ Community Engagement content area is responsible for providing social services for children and families enrolled in the program. This content area is concerned with the welfare of families in the program while working together to improve quality of life for all. The services include Community Outreach; recruitment/enrollment of children and family assessments; providing information about available resources and how to obtain and use them; referrals, emergency assistance and crisis intervention; advocacy and record keeping.



The Acadia Parish Head Start is committed to engaging families to build ongoing, lasting, goal-directed relationships.

The goals for engaging families are:

- To prepare children to be healthier and more ready for kindergarten
- To engage families in their child's Head Start program and in the public school system
- To promote higher levels of quality for the Programs
- To encourage stronger support in the communities to the next generation

CONFIDENTIALITY OF RECORDS

Records shall be the property of the center and the Site Supervisor shall assure the security of the records against loss, tampering, or unauthorized use. Centers shall maintain the confidentiality of all children's records. Employees shall not disclose or knowingly permit the disclosure of any information concerning the child or his/her family, directly or indirectly, to any unauthorized person. A complete up-to-date file consisting of pertinent family data, completed enrollment forms, referrals, follow-up reports of contacts made with other agencies, health records and other data will be kept in a locked file in a location at the center where it is more accessible to persons having the files (only designated personnel and state and federal entities will have access). Files for individual children will be maintained in the Family Advocate's office.

Authorized persons accessing records must document such access on the signature sheet inside each folder. The date and purpose of the file access must be included with the signature.

Because of the confidentiality of children's and families' records required by Head Start Performance Standards, parents are prohibited from reviewing records other than those of their own children. A child's or family's health, education, and social services records, are opened only to Head Start staff, mental health consultants, registered nurse consultant, specialist consultants and authorized Federal officials on a "need to know" basis.

Parents have a right to request records, but records will only be given to parents.

PHOTO/ VIDEO RELEASE/ SOCIAL MEDIA

Centers shall obtain the written, informed consent from the parent prior to releasing any information, photography or video in which the child might be identified, except for authorized State and Federal agencies. Any other release requires specific parent permission.

STATEMENT OF LOCAL USE

Photos and videos are used as center displays and/or advertisement within each center and community.

ENROLLMENT PROCEDURES

1. Registration is taken by appointment at each Head Start Center.
2. Documents required for registration are:
 - Birth Record
 - Social Security Card
 - Proof of Income (1040, W-2, Food Stamp letter, four check stubs or pay envelopes, or written letter from employer)
 - Immunization Record,
 - Medical card or Private Insurance card

Other documents may be requested.

NOTE: Family Advocates can be contacted to assist parents in securing a certified birth certificate. The contact information for Family Advocates at each center is listed on page 6)

3. At registration parents must present satisfactory evidence of the child having been immunized against diphtheria, tetanus, whooping cough, polio, measles, and other communicable diseases according to a schedule approved by the State Department of Health and Human Resources and will present evidence of an immunization program in progress.

NOTE: Parent who choose not to immunize their child must submit a written statement stating they choose not immunize their child. Also, in the event of reported cases of a communicable disease for which their child was not immunized, the child may be required to remain at home for the safety of the child.

4. Applications without all required documents will not be included in screening until appropriate documents are completed.

Head Start staff will assist parents in acquiring required documentation.

5. Documents for homeless children (No Child Left Behind) (McKinney-Vento Act 2002) (National Association for the Education of Homeless Children and Youth 111.naehcy.org)
 - Entitles children who are homeless to a free, appropriate public education
 - Requires schools to remove barriers to their enrollment, attendance and success in school.

(Refer to Appendix (b): Homeless Children and Youth Education Program)

6. The Screening Committee will receive only complete applications on file.
7. Children may be considered for screening and enrolled if proof of an attempt to get the documents is provided.
8. Families with no income:
 - The Head Start Program should discuss with the family its specific situation and better understand what is happening in this family, including what sources of support the family has.
 - The program will determine how on-going needs are met by the family. Also, if cash is received through work, a statement is needed documenting the source for cash.
 - The verification form declaring “no income” must be completed and placed in the child’s folder.

SCREENING PROCESS

Purpose of the Committee: A screening committee will screen all applicants.

Procedures for the Committee: The Screening Committee consists of four (4) persons:

- Two parents selected by Family Advocate and Site Supervisor
- One Community Representative selected by Parent Committee or Site Supervisor
- One Site Supervisor or designee (Bus Driver, optional)

The Screening Committee members will be informed of their roles and responsibilities as a Screening Committee member before screening begins.

The Family Advocate prepares all materials for the screening. Because of confidentiality of the children’s records, the actual application will not be used to determine eligibility. A form will be used to place all necessary and important information. The applicant is issued a number and the number is placed on the form. Should the child have a special need, this is placed on the form. The committee will screen using established screening criteria.

After screenings are complete, the Family Advocate will complete the screening pack with the information and complete notification letters to parents. The letter will state whether a child is accepted or on the waiting list and why the child is on the list.

Children considered for enrollment will be from within the recruitment service area. The family of any child enrolling in Head Start must reside in the community or district where the center is found. If no Head Start center is in the community of residence or district, the Screening Committee will determine eligibility. The program may request verification of an address. At the time of registration, a parent must submit a written reason for attendance to an out-of-district center. Consideration will be given for parents who work in the community where the out of district center is located or for child care services in that community. Priority is given to children within the community.

ELIGIBILITY

Priority in the Head Start Program will be determined by using the Eligibility Criteria Point System. These criteria are listed under “Screening/Enrollment Criteria.”

CRITERIA

Criteria will be calculated by assigned points for factors such as homelessness, foster child, identified disability, early steps transition, suspect disability, income eligible, child’s age, family structure, household size, English speaking ability, biological/ medical risks, environmental risk, below income guidelines and above income guidelines.

Age levels will be calculated so that four-year-olds will receive priority before three-year-olds. Children with verified disabilities in the three-year-old age category will be given priority over children without disabilities.

A total will be derived from points earned in each criteria category. Children with the highest points are those identified with the greatest need.

WAITING LISTS

The program shall establish two waiting lists, one for income eligible children and one for above-income children. Ranking on each list will be based on points earned in the Eligibility Priority Point System.

Guidelines / Exceptions to the Waiting List Priority

1. Children must be accepted in the order of priority except for children who have not reached their third birthday.
2. Children who have not reached their third birthday and who are next on the priority list will be delayed in being enrolled until their third birthday. The next eligible child on the priority list will be accepted to enroll.
3. When a child is returning to Acadia Parish Head Start after having relocated, the child will be placed on the waiting list in the priority identified through eligibility criteria points.
4. When circumstances indicate that the need of a child to enroll in a center is more critical than other children on the waiting list at other centers, the enrollment slot may be temporarily moved to the center where the child is registered to enter. All relevant information must be submitted to the Head Start Director for approval to temporarily move the enrollment slot.

CUT OFF DATE

April 1st will be the cut off date for accepting children into the current program year.

PRIORITIZATION CRITERIA SYSTEM 2024-2025

Points are assigned to each child based on primary category.

GROUP	LN	CATEGORY	CHILDPUS DESCRIPTION	POINTS
1	1	Homeless	Family is homeless (Homeless in past 12 months)	236
2	2	Foster Child	Family type: Foster family	215
3	3	Financial (Public) Assistance	Child – Environmental risks: Financial Assistance: TANF, SSI	140
	4	Assistance: Food Stamps	Assistance: Food Stamps	140
4	5	Identified Disability	Does your child have an IFSP/IEP (or Disability)?	95
5	6	Child's Age	4YOM <= Eligibility Age <= 5YOM and Eligibility Date 9/30/2018	80
	7		3YOM <= Eligibility Age <= 3Y11M and Eligibility Date 9/30/2018	50
6	8	Below Income Guidelines	Child – Environmental risks: Below 0-25 Income	41
	9		Child – Environmental risks: Below 26-50 Income	42
	10		Child – Environmental risks: Below 51-75	43
	11		Child – Environmental risks: Below 76-100 Income	44
	12	Above Income	Child – Environmental risks: Above 0-30 Income	40
	13		Child – Environmental risks: Above 31-50 Income	0
	14		Child – Environmental risks: Above 51-75 Income	0
	15		Child – Environmental risks: Above 76-125 Income	0
7	16	Family Structure		
	17	Parent type: Single parent (mother)	Parent type: Single parent (mother figure only)	32
	18	Parent type: Single parent (father)	Parent type: Single parent (father figure only)	32
	19	Family type: Other (relative(s))	Family type: Other relative(s)	31
8	20	Household size		
	21	5 or more children	Environmental Risks – 5 or more children in household	29
	22	4 Children in Household	Environmental Risks – 4 children in household	28
	23	3 Children in Household	Environmental Risks – 3 children in household	27
	24	2 Children in Household	Environmental Risks – 2 children in household	26
9	25	English Speaking		
	26	English Lang. Fluency: Not at all	English Language Fluency: Not at all	13
	27	English Lang. Fluency: Not well	English Language Fluency: Not well	12
10	28	Environment Risks		
	29	Transition to Program for 3 year olds	Child – Environmental Risks: Transition for Program for 3 year olds	1
	30	Assistance: WIC	Assistance: WIC	1
	31	Assistance: Unemployment Ins	Assistance: Unemployment Insurance	1
	32	Assistance: Public Housing	Assistance: Public Housing	1
	33	Parent/ Guardian Unemployed	Parent/ Guardian Unemployed without Unemployment Ins.	1
	34	Family has no transportation	Child – Environmental risks: Family has no transportation	1
	35	Child Care Assistance	Child – Environmental risks: Child Care Assistance	1
	36	Sickle Cell Anemia	Environmental Risks: Sickle Cell Anemia	1
	37	Diabetes	Environmental Risks: Diabetes	1
	38	Congenital Heart Disease	Environmental Risks: Congenital Heart Disease	1
	39	4 year old – Income	Child – Environmental Risks: 4 year old – Income Below 0-10%/ Above 1-30%	95
	40	Kinship Care (Not Foster Family)	Child – Environmental Risks: Kinship Care (Not Foster Family)	215

ATTENDANCE – PROGRAM MANDATES

Head Start students must maintain an average daily attendance of 85% (See Parent Responsibilities section). Therefore, irregular poor attendance may affect a child's participation in Head Start.

1302.16 (a) Promoting regular attendance. A program must track attendance for each child.

- (1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one (1) hour of program start time, the program must attempt to contact the parent to ensure the child's well-being.

In order to be in compliance with the above performance standard, attendance is being done by 8:15 a.m. and the parent of any absent child will receive an absence notification warning by 8:30 a.m.

ENCOURAGING REGULAR ATTENDANCE

The Acadia Parish School Board – Head Start Program's philosophy of developing school readiness on attendance for children and parents is to teach them and assist them in developing responsible attendance skills.



- Positive programs are used to positively encourage regular attendance.
- The rewards provide regular weekly and monthly recognition for perfect attendance.
- On Friday or the last attendance day of the week, the classroom staff will recognize all children who have been present every day during the week.
- The child will receive a recognition from the classroom staff and a sticker on his/ her hand.
- The "perfect attendance" must include attendance every day of that week, all day—no tardiness and no early signout before 2:00 p.m.
- In the first week of each month from October through May children in the center will be recognized for perfect attendance during the previous month with a prize and a note given to the parents at monthly parent meeting.
- At the end of the year children with perfect attendance through the year will be recognized with a trophy and certificate.

Exceptions to an absence due to extremely severe weather must be submitted to the Head Start Director by the Office Assistant or Site Supervisor.

PARENT RESPONSIBILITIES CONCERNING ABSENCE

As part of the school readiness goals of Head Start, it is important that children are sent to school regularly to develop responsible habits for school readiness. **If for some reason a child is unable to attend school the parent must call the center where the child is attending to inform the center.**

To assist parents in maintaining required, regular attendance for their child/ children, the Head Start Program has outlined procedures for staff to use when addressing attendance concerns.

Extenuating Circumstances

- In monitoring attendance, if extenuating circumstances are identified as a problem, that information will be recorded on an attendance referral form.
- The Family Advocate who is partnered with the family shall monitor attendance regularly. If needed, the Family Advocate will assist the family in accessing resources or will assist in coordinating interventions.
- If the absences are a result of illness or if they are well-documented absences for other reasons (for extenuating circumstances, severe family illness, death in the family, family crisis), no special action is required.
- If the absences are a result of a specifically recurring illness, the child should be referred to the Nutrition/ Health/ Mental Health Specialist and, if needed, the Registered Nurse to contact the parent.
- If the absences result from other factors, including temporary family problems that affect a child's regular attendance, the program must initiate the appropriate family support procedures for all children with four or more consecutive unexcused absences.
- Procedures must include home visits or other direct contact with the child's parents.
- Contacts with the family must emphasize the benefits of regular attendance, while at the same time remaining sensitive to any special family circumstances influencing attendance patterns.
- All contacts with the child's family as well as special family support service activities provided by program staff must be documented in ChildPlus.

PROCEDURES FOR IDENTIFYING IRREGULAR ATTENDANCE PATTERNS AND PROCEDURES FOR INTERVENTIONS

Definition – Irregular Attendance is repeated incidences of absences on non-consecutive days in a month; OR frequent tardiness or repeated early withdrawal from school.

Procedures for addressing irregular attendance and procedures for addressing frequent tardiness or repeated early withdrawal from school are outlined in two separate sections.

Irregular Attendance Concerns

- For children with a record of recurring, irregular absences (4 consecutive or non-consecutive unexcused absences), the Family Advocate must carefully monitor attendance.
- If interventions with the parent to improve attendance, on the occasion of a third month of irregular attendance patterns, the Family Advocate must refer to the Family Partnerships/ Community Engagement Specialist.
- If the irregular attendance continues the Family Partnerships/ Community Engagement Specialist must consult with the Head Start Director.

- If the interventions do not result in improved attendance, the parent must be contacted to inform of the child's enrollment position being declared vacant.
- A letter must be sent to the parent about dropping the child.

PROCEDURES FOR ADDRESSING REPEATED TARDINESS

Identifying concerns about repeated tardiness or frequent early withdrawal are to be monitored on a monthly basis.

- Arriving at Head Start on time is considered part of regular attendance.
- Children arriving after 8:15 are marked as "tardy" for the day and must report to the office for a parent signature in the "tardy log" to be admitted to the classroom.
- Parents delivering children to the center after 8:30 need to provide a written excuse or reason for the tardiness.
- When a pattern of tardiness becomes evident, the situation shall be reported to the Site Supervisor who will contact the parent to offer assistance in correcting the tardiness.
- If the tardiness pattern continues or recurs, the Site Supervisor shall schedule a conference with the parent and the Family Advocate. An intervention plan to correct the tardiness habit will be outlined.
- Site Supervisors shall have the discretion of determining valid reasons for tardiness such as problems with transportation.
- The Family Advocate assigned to partnership with the family shall monitor the number of instances of tardiness and report to the Site Supervisor for follow up action.
- Similar procedures must be followed if it is noted that a child is frequently signed out early.
- Children who have repeated incidences of tardiness or frequent early dismissal may not qualify for perfect attendance recognition at the end of the year.

PROCEDURES FOR SENDING LETTERS TO PARENTS AND DOCTORS

If an absence is result of an illness classified by the Department of Health as being contagious or epidemic, the Nutrition/ Health/ Mental Health Specialist must be consulted to initiate correspondence to be sent out to other parents and doctors to inform of such illness without identifying child or family.

POLICIES CONCERNING DROPS

1. If a parent chooses to drop a child from Head Start, a drop form must be initiated and an attempt made to have the parent sign the drop slip within five (5) days. If the parent is unable to sign, the Family Advocate will document on the form any exchange of information with the parent or family member concerning the drop.
2. All efforts shall be focused on continuing a child's enrollment in Head Start. When a concern arises over behavior, attendance or health, the appropriate personnel must be involved in addressing that concern. A child will be dropped when efforts and interventions do not result in improvement in the situation.
3. Parent contact/conferences/home visits must be included in the process of correcting the situation.

4. When concerns cannot be corrected through family support procedures, or intervention, a recommendation may be made to the Head Start Director to drop the child from the program.
5. Before a decision is made to drop the child, the Family Advocate, Site Supervisor, Family Partnerships/ Community Engagement Specialist, and Head Start Director must be involved in the final decision.
6. An attendance referral form shall be made to the Family Partnerships/ Community Engagement Specialist to request an approval to reassign the child's enrollment.
7. All documentation related to the reason for recommending a drop must be submitted in writing to the Family Partnerships/ Community Engagement Specialist and to the Head Start Director

If approved, the parent shall be notified in writing that the child has been dropped from enrollment in Head Start.

8. If the child has an IEP, for an identified disability, a School Building Level Committee (SBLC) meeting must be convened to determine services in an alternate setting.
9. Copies of all documentation pertaining to a drop due to excessive absences (excuses, parent contact log, parent conference notes, etc.) must be forwarded to the Family Partnerships/ Community Engagement Specialist who will prepare copies for the Education/ Disabilities Specialist and Health/ Mental Health/ Nutrition Specialist.
10. The Family Advocate (FA) will make an attempt to have the parent sign a drop slip within five (5) days. If the parent is unable to sign, the Family Advocate will note such on the drop form and list all attempts made to contact the parent. After five (5) days, the child's enrollment slot will be considered vacant.

Acadia Parish School Board – Head Start Program

SCHOOL CALENDAR – 2024-2025 YEAR CALENDAR

DATE		ACTIVITY	
2024	July 23 rd – July 25 th	HEALTH FAIR DAY 8:30 a.m.	23 rd AP Ross
			24 th AP Rayne
			25 th AP Church Point
			26 th AP Estherwood
	August 5 th – August 7 th	MEET AND GREET (1 st Parent Conference day)	5 th & 6 th AP Rayne & AP Church Point
			5 th & 7 th AP Ross & AP Estherwood
	August 5 th – August 8 th	PARENT ORIENTATION 5:30 p.m.	5 th AP Estherwood
			6 th AP Rayne
			7 th AP Ross (12:30 p.m. & 5:30 p.m.)
			8 th AP Church Point
	August 9 th	FIRST FULL DAY FOR CHILDREN; First cafeteria feeding day; parent pickup; no bus service in the afternoon	
	August 13 th	First day of bus service	
	September 2 nd	NO SCHOOL - Labor Day	
	TO BE ANNOUNCED	Parent Committee Organizational Meeting - Policy Council Representatives elected - (All Head Start Centers - 6:00 p.m.)	
	TO BE ANNOUNCED	Policy Council / Parent Committee Officers Training (8:30 a.m.)	
	September 19 th	Policy Council Meeting and Induction (6:00 p.m.)	
	October 18 th	NO SCHOOL - Rice Festival	
	October 30 th	First Home Visit (1/2 day); EARLY DISMISSAL (12:00 noon)	
	November 25 th – November 29 th	NO SCHOOL - Thanksgiving Holiday	
	December 23 rd – January 3 rd	NO SCHOOL – Christmas / New Year Holiday (return January 9 th)	
2025	January 20 th	NO SCHOOL – Martin Luther King Holiday	
	March 3 rd – March 5 th	NO SCHOOL – Mardi Gras Holiday	
	February 27 th	Second Home Visit; EARLY DISMISSAL (12:00 noon)	
	April 18 th – April 25 th	NO SCHOOL – Spring Break/ Easter Holiday	
	Week of May 6 th	Parent Teacher Conference	
	May 21 st	End of Year (Last day for children)	

(Dates are subject to change)

GENERAL HEAD START DAILY SCHEDULE

Schedule will vary by each center.

The day's activities will include:

TUESDAY - FRIDAY	TUESDAY - THURSDAY	Arrival/Breakfast
		Morning Activity
		Large Group Activities
		Learning Centers
		Outdoor Play
		Small Group Activities
		Lunch Preparation/Lunch
		Story Time/Toothbrushing
		Naptime
		Snack/Self-Help Skills
		Small Group/Outdoor Review
		Dismissal at 2:50 p.m. (Note: Anyone who calls in NOT to ride the bus must be picked up at 2:30 p.m.)

ARRIVAL TIME FOR CHILDREN NOT RIDING THE BUS

1. 7:45 is the earliest arrival time for children taken to school.
2. Parents must provide a written request form to the Site Supervisor and Head Start Director for an earlier arrival time if needed for work or school attendance.
3. Parents must call the center if a child will arrive after 8:15 a.m.
4. Parents must provide an excuse in writing for a child arriving after 8:30 a.m.
5. Children arriving after 8:30 will be offered breakfast.
6. Children arriving after 8:30 a.m. without a valid reason as determined by the Site Supervisor will be classified as tardy (See "Attendance" section).



EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Section 04.

SECTION 04. EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

The overall objective of the Education Content Area is to provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment, in order to help them gain the skills, and confidence necessary to succeed in school and life.

The Education Content Area services goals are to:

- Implement a curriculum that is based upon sound child development principles;
- Outline specific goals and objectives for children's learning that are achievable, but also challenging;
- Integrate all the educational aspects of the health, nutrition, and mental health services;
- Provide for the development of cognitive skills for school readiness;
- Outline the experiences that the children will go through to achieve the goals and objectives for school readiness;
- Involve parents in the development of the program's curriculum and approach to child development and education;
- Establish a partnership with parents through conferences and home visits;
- Ensure that parents have opportunities to observe their children and to share these assessments with staff to plan learning experiences;
- Ensure that the curriculum and the learning environment supports the development of all children's social and emotional development, cognitive, literacy, language development and physical skills.



CLASSROOM ACTIVITIES

1. Parent Training on the curriculum is provided.
2. Parent input on the curriculum is encouraged through curriculum assistance activities shared with parents and through curriculum presentations at Parent Committee Meetings.
3. Classroom activities are selected based on Developmentally Appropriate Practices.
4. Head Start activities do not include water activities such as swimming.
5. Photographs of children involved in Head Start activities may be used for publicity only with parental consent.

CLASS PLACEMENT

1. Children are assigned to classrooms based on age-appropriateness.

2. Children will not be placed in the same classroom when an immediate relative (grandparent, uncle, aunt, and parent) is the staff supervising the classroom.
3. Classroom placements may be changed due to developmental considerations. Parents will be contacted to discuss placement changes to allow their input. Final decisions will be made based on class and child needs.

CURRICULUM AND PARENT PARTICIPATION

The Acadia Parish School Board Head Start Program utilizes the Creative Curriculum as its Curriculum Framework. The Curriculum is researched based and developmentally appropriate for children and it is based upon sound child development principles of how children learn and grow. The curriculum correlates and aligns with the Head Start Performance Standards, the school readiness goals, and the Head Start Early Learning Outcome Framework which outlines growth in the five primary domains of social/emotional, language/literacy, approaches to learning,, cognitive/general knowledge, and physical development and as appropriate, align school readiness goals with expectations of local and State Early Learning guidelines. The Creative Curriculum also defines the roles and responsibilities of parents and teachers within the context of learning. The Creative Curriculum provides a variety of studies such as buildings, balls, clothes, trees, and insects. A kindergarten study is done for children transitioning to kindergarten. The program also uses the Teaching Strategies Gold as its Assessment instrument. This Instrument is used to assess and track the growth status of all children toward school readiness goals. The children are assessed three times during the year. The staff shares the curriculum school readiness goals status for children through two (2) home visits/center visits, and two (2) parent conferences. Parents are always welcome to visit the centers and your child's classrooms as volunteers and as observers during the learning process.

BEHAVIOR MANAGEMENT POLICIES AND PROCEDURES

The Acadia Parish School Board Head Start Program views discipline as guiding and directing children towards acceptable behavior and promoting positive social/emotional competence in children. To that end, the goal of discipline is to develop meaningful relationships with children and families and to help children learn how to control their own behavior. As levels of children and family structure change and the behavior of some children presents some strong challenges to classroom staff, everyone, including parents need to be aware that the Head Start Program applies the following philosophy and procedures in developing self-discipline skills in children that encourage them to practice and exhibit appropriate behavior in classrooms and in social interactions with others. These self-discipline skills and appropriate choices are also an important part of the curriculum and a key to school readiness. The policies, practices, and procedures are as follows:

Developmental Level of Head Start-Age Children:

- Behavior of three- and four-year-old children is expected to be active, energetic and playful.
- The social interaction of children involved in structured play is the process of learning for young children.
- Inappropriate behavior such as arguing, not sharing, crying, pouting, and being disagreeable are expected inappropriate behaviors of young children.
- Such inappropriate behavior must be addressed by staff with redirection, understanding and forms of intervention to help the child choose different behaviors.
- Inappropriate behavior that repeatedly disrupts class activities and interactions, that interferes with the staff's ability to maintain a safe level of child-staff ratio supervision or that poses a threat to the safety of the child or others is considered serious.

- Interventions and strategies have been outlined to address issues of serious or severe disruptive behavior.
- Parent must be involved in this process.
- The policy of the Acadia Parish Head Start Program is to follow the strategies listed as outlined.
- The safety of all Head Start children is of primary concern as well as the goal of Head Start to help all children become school ready to participate in a formal classroom setting.

Bullying of another person is harmful to the development of that person and can create emotional issues. Habits that resemble bullying will be considered inappropriate behavior. *Bullying is—behavior that has to be intentional, be repetitive, be hurtful and involve an imbalance of power.*

In instances of *bullying*, the following will take place:

- Conference with parents
- Identify factors to provide intervention in correcting those habits
- Refer to Mental Health Professional

Policies for Behavior Management

Methods of behavior guidance and management shall be used at each center to prohibit children from being subject to any of the following:

1. Physical or corporal punishment which includes but not limited to yelling, slapping, spanking, yanking, shaking, punching, exposure to extreme temperatures or other measures producing physical pain, putting anything in the mouth of a child, requiring a child to exercise, or placing a child in an uncomfortable position,
2. Verbal abuse, which includes but is not limited to using offensive or profane language, telling a child to “shut up”, or making derogatory remarks about children or family members of children in the presence of children,
3. The threat of a prohibited action even if there is no intent to follow through with the threat.
4. Being disciplined by another child,
5. Being bullied by another child,
6. Being deprived of food or beverages,
7. Being restrained by devices such as high chairs or feeding tables for disciplinary purposes, and
8. Having active playtime held withheld for disciplinary purposes, except timeout may be used during playtime for an infraction incurred during the playtime.
9. No parent, grandparent, friend, relative, etc. of a Head Start may verbally or physically abuse another Head Start child while in Head Start Centers or while the child is in the care of Head Start staff.

Practices:

The teacher is responsible for developing self-discipline for social/emotional behavior in an environment that is warm, nurturing, and respectful of all children using the following strategies:

1. A “safe place” shall be designated out of the play area in each classroom. The purpose of the safe place is to allow a child that choice, should a child not want to participate or engage in activities or wants to be alone. The “safe place” location must allow staff full sight of the child at all times. Time spent in safe place is based on the child’s age, for example 3 years old= 3 minutes.
2. All classroom teachers shall establish developmentally appropriate classroom environments that are conducive to children’s play, interactions, movements, interests, and academic challenges.
3. All classroom teachers shall establish and implement clear and consistent daily schedules, routines, rules, (with input from children), transitions, and classroom management plans that communicate expectations to children and also promote their adaptation to developmentally/age appropriate routines and structures.
4. Classroom staff shall practice calm and consistent responses and redirection to children that encourage self-discipline, recognize appropriate behavior choices, discourage or communicate lack of acceptance for inappropriate behavior choices and hold children accountable for these choices.
5. Classroom staff shall obtain knowledge of each child’s growth and developmental level.
6. Classroom staff shall observe children to identify possible family/home background situations that may lead to behavior problems.
7. Classroom staff shall research reasons that may be contributing to causes for inappropriate behavior.
8. Classroom staff shall establish and formulate plans (informal and formal) to involve parents.
9. Parents shall be provided opportunities for skills training in behavior management through the use of videos, written information, pamphlets, workshops, and consultants.

Procedures:

The following steps are the procedures to be followed in maintaining appropriate classroom behavior and addressing problems with recurring inappropriate behavior. However, these procedures may be omitted within a three-day period should the behavior become a severe safety issue to other children and adults:

1. On an ongoing basis:
 - a. Classroom staff shall be required to monitor all children’s behavior and incorporate strategies to redirect inappropriate behavior.
 - b. Classroom staff must document incidences of inappropriate behavior and the strategies/responses of the staff to the behavior and the results.
 - c. Classroom staff must incorporate interventions to address recurring problem behavior.
2. For Recurring Behavior Problems:

- a. The teacher shall contact parents via phone or conferences to inform them and involve them in behavior management.
 - b. Document the contact and the parents' responses including suggestions and strategies for home use to reinforce the direction in the classroom.
 - c. The Site Supervisor will conduct and document a classroom visit and confer with the teacher.
 - d. Confer with Site Supervisors on the recurring problems and interventions implemented.
 - e. Monitor behavior and maintain communication with the home to assure follow up on strategies planned.
 - f. Make a referral to the Family Advocate to recommend the child's school performance becomes a part of the Family Partnership Agreement.
3. For Continued Recurring Behavior Problems:
 - a. If the problem continues and is severe, classroom staff shall complete a behavioral referral to the Health/ Mental Health/ Nutrition Specialist.
 - b. The Health/ Mental Health/ Nutrition Specialist shall conduct a classroom visit.
 - c. The Health/ Mental Health/ Nutrition Specialist will assign the Psychologist to complete a classroom observation to provide direction and assistance to the classroom staff. The Psychologist shall schedule a follow up conference with classroom staff to monitor utilization of strategies and their effectiveness and provide feedback to the Health/ Mental Health/ Nutrition Specialist.
 - d. Classroom staff shall schedule a parent conference, including the presence of other parties, to present the concerns and to outline a plan including intense parent involvement. Participants in the conference should be the Site Supervisor, Health/ Mental Health/ Nutrition Specialist, Family Partnerships/ Community Engagement Specialist and Education/ Disabilities Specialist, if needed.
 - e. At the conference, classroom staff shall present extensive documentation on the incidences of inappropriate behavior, interventions taken to assist child, responses to interventions and how the inappropriate behavior is detrimental to the classroom environment as well as the child's readiness for school success.
 - f. Documentation of the child's progress will be sent home at least weekly.
 - g. Site Supervisor and Health/ Mental Health/ Nutrition Specialist shall each make a follow-up classroom visit within two weeks.
4. For Recurring Behavior that becomes a Threat to the Safety of the child, other children, or Staff:
 - a. Classroom staff shall establish a partnership with the parent by outlining "a parent involvement behavior plan" for the child. The plan shall outline in steps the actions to be taken by each party and the benefits expected along with a time frame of actions. The plan may include options such as: a shorter day for the child, parent attending with the child, home strategies, and consultation with program's psychologist.
 - b. The plan shall also include responsibilities/commitments from all parties, a time frame, a method of monitoring milestones and the "consequences" in writing and signed by all parties.

- c. The Site Supervisor shall confer with the Health/ Mental Health/ Nutrition Specialist and the Head Start Director should a parent refuse or fail to show up for a conference or a re-scheduled conference to consider the continuation of the child's enrollment in the program.
 - d. The child's family may be referred by the Head Start Director to the FINS (Families In Need of Service) Program, if the parent/child Behavior Plan does not help to improve behavior and the parent wants the child to continue in Head Start.
- 5. For Children With Special Needs:
 - a. A conference with Special Populations' staff will be convened when the behavior of a child receiving Special Services is causing disturbances in the classroom to the extent where regular routines cannot be performed.
 - b. The parent will be contacted to attend the conference for the purpose of determining available options for the continuation of Special Services.
 - c. When all options are exhausted, it may be deemed that Head Start is not the suitable placement.
- 6. Removal of Children from Classroom:
 - a. Children may be removed from classrooms by the Site Supervisor/designee if they present a danger to themselves, other children, and staff. Examples of endangerment are: flight risk, aggression with self, other children, and staff, oppositional, defiant, abusive, offensive language, and physical tantrums.

PROGRAM POLICY FOR INFORMATION SHARING ON A CHILD'S BEHAVIOR MANAGEMENT

Issues concerning behavior or discipline are part of the developmental growth process of each child. It is the teacher's responsibility to be knowledgeable about the child, his/her background and family information that can relate to behavior choices. Therefore, all information to be shared about a child's behavior or developmental progress will be communicated only by the teacher. Parents must direct all questions about behavior or progress to the teacher. Other staff persons are not authorized to discuss this information.

PROGRAMS, MOVIES AND VIDEO GAMES POLICY

In accordance with Title 28, Part CLXI 11. Programs, movies and video games policy:

- a. Programs, movies, and video games with violent or adult content, including but not limited to soap operas, television, news, and sports programs aimed at audiences other than children, shall not be permitted in the presence of children;
- b. All television, video, DVD, or other programming shall be suitable for the youngest child present;
- c. "PG" programming or its television equivalent shall not be shown to children under age five;
- d. "PG" programming shall only be viewed by children age five and above and shall require written parental authorization;
- e. Any programming with a rating more restrictive than "PG" is prohibited;
- f. All video games shall be suitable for the youngest child with access to the games;
 - i. "E10+" rated games shall be permitted for children ages 10 years and older;

- ii. "T" and "M" rates games are prohibited.

Children are only allowed to view a minimum of two (2) hours per day.

DRESS CODE

1. Students should be clean and neatly dressed.
2. For safety reasons, the following shoes can be worn: closed in shoes **or** sandals with straps. Flip flops or backless shoes pose a tripping hazard and are not allowed.
3. Two changes of clothes, labeled with the child's name, need to be sent in a large Zip-Loc bag.
4. Children must wear clothes that allow the development of self-help skills (clothes that can be easily unhooked or unbuttoned to use the restroom, etc.)
5. Children may wear the uniform used by the public school.
6. Children must be appropriately and safely dressed and
 - a. Children may not wear artificial nails, large earrings, jewelry that may pose hazards.
 - b. Boys and girls must wear belts on pants with belt loops or must wear pants with an elastic waist.
 - c. Pants must be worn at waist (no sagging).
 - d. No oversized clothing is allowed.

Parents need to be appropriately dressed when entering the center. Shoes must be worn by all adults visiting the center (no revealing clothes, nightwear, and house coats).

FIELD TRIPS

Field trips are an important part of the development of Head Start children.

Policies for Planning Field Trips:

- Field trips must be curriculum related
- Only two Head Start classes may participate in a field trip to the same location at the same time
- The distance to the field trip location must be limited to 30-40 minutes one way
- The location of the field trip must have been visited by a staff person who will be part of the field trip excursion, must be a safe environment for supervising children and must pose no hazards to the children
- All field trips must be coordinated with the Site Supervisor and submitted for approval to the Education/ Disabilities Specialist and Head Start Director.
- An Acadia Parish School Board Field Trip Request Form must be submitted to the Head Start Director for approval before any arrangements are finalized.
- Field trips must not interfere with regulations concerning meal schedules and components

- Field Trips requiring a meal must be requested no later than three weeks prior to the trip.
- Local options for curriculum experiences must be selected before out of town or out of parish locations are requested
- Parent input and/or written permission must be given before a child can be included on the trip. If parents are needed as chaperones, the Site Supervisor will determine parents who will attend.
- Younger or older children who are not in Head Start may not travel on the field trip with the group. Liability insurance will not cover children who are not in Head Start.
- Participation on field trip activities is limited to classroom individuals only.
- Children must participate in field trips with only their class. They may not leave the class to join a relative in another class. This policy is for the safety of the children.
- All field trips must receive approval from the Head Start Director based on the appropriateness of the trip, adherence to policy, and consideration for the safety and well-being of the children

Head Start children participating in field trips will ride in designated school buses to and from a destination.

The number of field trips taken yearly shall be determined by the Head Start Director.

CHAPERONES

The number of chaperones who are required on a field trip shall be determined by the nature of the activity and the Site Supervisor. Chaperones must ride in their personal vehicles. Exceptions may be made for chaperones of children with special needs.

Students who do not have signed permission slips will be left at the center in the care of a Head Start staff person. If the child does not have a permission slip Head Start staff will make every effort to contact a family member. For parents choosing not to send their child on a field trip, a form may be signed refusing to allow the child to participate.

CHILD ABUSE AND NEGLECT – LOUISIANA STATE LAW 14-403

The Acadia Parish School Board—Head Start Program is an Early Childhood Program that is a Mandated Reporter for suspected abuse and/or neglect according to State Law. As mandated reporters, all staff (Site Supervisors, Teachers, Teacher Assistants, Support Staff, Head Start Director, Specialists) shall report any suspected abuse and/or neglect of a child to the local Child Protection Agency.

Definition of Child Abuse: A non-accidental injury to a child which, regardless of motive, is inflicted or allowed to be inflicted by the person responsible for the child's care

Definition of Neglect: The failure, whether intentional or not, of the person responsible for the child's care to provide and maintain adequate food, clothing, cleanliness or hygiene, medical care, supervision, and/or education.

Example of child abuse and neglect: Not picking up your child from school.

LA State Law 14-403 for reporting child abuse states that any person having cause to believe that a child's physical or mental health or welfare has been or may be further adversely affected by abuse or neglect, will report their belief to the Parent Child Welfare Unit or the Office of Community Services.

1. These reports need not name the persons suspected of the alleged abuse or neglect.

2. These reports will contain the name and addresses of the child and the person responsible for the care of the child.
3. Any person reporting in good faith will have immunity from liability, civil or criminal, that otherwise might be incurred or imposed. Such immunity will extend to participation in any judicial proceeding resulting from such reports. This immunity does not apply to alleged violators.

REPORTING CHILD ABUSE

1. Health and Safety checks shall be conducted by center staff at first contact with each child (on boarding the bus in the morning or on the arrival at the center.) Parents are asked to conduct a health and safety check before leaving the child with Head Start staff.
2. Staff persons will document suspected incidences or evidence of child abuse to the Site Supervisor and will make a report to the Office of Community Services.
3. The staff person will document the report on a child abuse report form and submit it to the Site Supervisor.
4. Copies of the report should be forwarded to the Family Partnership Specialist, Head Start Director, and Education/ Disabilities Specialist.
5. The person reporting the incident may be liable to testify.
6. Confidentiality of the reported case is required of all staff persons.
7. Head Start participation ends after the report is made and the Office of Community Services becomes responsible for continuing the investigation.

TO REPORT SUSPECTED CHILD ABUSE CONTACT

DEPARTMENT OF CHILDREN AND FAMILY SERVICES (DCFS)
ACADIA PARISH OFFICE OF CHILD WELFARE
600 NORTH AVENUE G/ POST OFFICE DRAWER 649
CROWLEY, LA 70527
HOTLINE: 1-855-452-5437 *(24 hours a day; 7 days a week)*
PHONE: (337) 788-7503
FAX: (337) 788-7545

Report repeated incidences of neglect for child's hygiene.

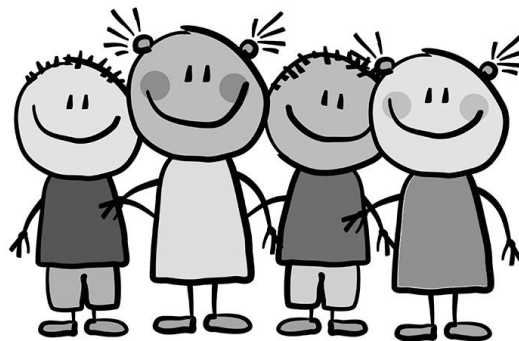


HEALTH

Section 05.

SECTION 05. HEALTH

Head Start recognizes the importance of providing Health Services to children and families to encourage their physical development. The objective is to build collaborative relationships among children, families, staff, mental health professionals, and the community, in order to enhance awareness and understanding of wellness and the contribution that health information and services can make to the wellness of all children and families.



HEALTH SERVICES (HEALTH SCREENINGS)

1. Parents will be advised of all needed screenings for participation in the Head Start Program at the time of registration.
2. **HEALTH SCREENINGS INCLUDE:** Medical screenings for children who received Medicaid benefits should be completed prior to the first day's attendance. All parents should complete health histories, physical and dental screenings, growth assessments, blood pressure, hematocrit (to determine anemia), and lead screenings should be completed and documentation provided prior to the first day of school. Developmental and sensory screenings (vision, hearing, and speech) are required for all children. When the required screenings are not conducted in the physical exam, these screenings will be done at the Health Fair or center by trained health staff.
3. **IMMUNIZATIONS:** Beginning in 2014-2015, children who are not up-to-date on immunization may not enter Head Start, Daycare or Pre-K. Specific vaccines are required. In addition, two (2) doses of Varicella vaccine will be required in Louisiana schools for entry into Pre-K, Kindergarten, Daycare and Head Start programs for children aged 4 years and older. If a second dose of Varicella vaccine has been received at least 30 days after the first dose, no additional doses are required. This is in addition to the regular age-appropriate vaccines required depending on the child's age. Prior to entry, these students must have documented proof of immunizations for: two (2) doses of Measles-Mumps-Rubella vaccine; three (3) doses of Hepatitis B vaccine; and booster doses of DTaP and Polio vaccines administered on or after their 4th birthday and prior to school entry. Parents have the right to refuse vaccination.
4. **PHYSICAL EXAMS/DENTAL EXAMS:** Head Start will be partnering with **local physicians**, a new health care delivery system for the State's Medicaid Program, providing Medicaid recipients with a "medical home." By linking recipients to a primary care provider, the Department of Health and Hospitals (DHH) is increasing access to preventive and primary care services throughout the State. Head Start is mandated to pay for health services for children only when no other resources exist.
5. **TOOTH BRUSHING:** Children will brush their teeth daily in accordance with Head Start Standards Teaching Staff.
6. **RECORDS:** Children's records are confidential and are kept in locked files. Only Head Start staff, regional officials, or licensed consultants contracted to do assessments have access to files. Parents may review personal records of their child at any time.
7. **DATA COLLECTED:** Data on the children will be used for the following purposes:
 - A. Referral to Specialist if a problem has been detected.

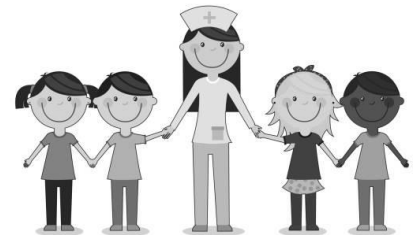
- B. Summary of services will be given to parents at the end of the program year.
- C. A copy of the child's health record will be transitioned with the child at the end of his/her Head Start experience to ensure continuity of services.

MEDICATION POLICIES

1. Antibiotic medications and over-the-counter medication will not be administered by staff during the day at Head Start without physician's orders.
2. The Registered Nurse must be notified by the child's center prior to arriving with medication.
3. No medication will be administered without special medication consent from parents with written orders from a physician detailing the name of the drug, dosage, route of medication, possible side effects and the time medication is to be taken. Medication is locked at all times (except emergency medicine, which is kept in the teacher's fanny pack. Parents must obtain doctor's signature for medication to be administered at the center or school.
4. A parent or other adult must bring medication to a registered nurse to review the dosage. The medication must be in a container appropriately labeled by a pharmacist. Parents must sign a medication receipt.
5. All center staff persons shall receive the state required six (6) hours of training to dispense medication.
6. Medication must have physicians' instructions and parental consent to administer medication. Students are not allowed to have medication on their person.
7. Medication logs will show description of medications dispensed, including dosage, time administered and administering personnel.
8. Parent may administer medication to a child at the center, but must document that administering on the appropriate form.
9. Medications must be signed in and out daily. Staff is required to send medication home daily. Parents are required to return medications to school each day or their child will not be allowed at school. Medication and forms must be updated by physician every six (6) months.

POLICIES TO CONTROL THE SPREAD OF INFECTIOUS DISEASES

1. PREVENTATIVE MEASURES
 - a. Staff and children will wash their hands at least at the following times:
 - Upon entering the center
 - Before preparing or serving meals
 - After toileting
 - Before and after eating meals or snacks
 - Anytime hands become soiled with bodily fluids (urine; stool; blood; or nasal discharge)



- b. Hand Washing Procedures will be taught by staff to the children. The demonstration and examples will include the use of running water, soap, and single use of disposable towels. Hands will be washed and scrubbed for at least ten seconds with soap and running water. Warm running water in sinks is required.
- c. Weekly monitoring by the Health/ Mental Health/ Nutrition Specialist, Site Supervisor or Family Advocates will ensure that proper hand washing procedures, tooth brushing and other personal hygiene practices are followed and documented in the daily lesson plans.
- d. Noses will be blown or wiped with disposable tissues to be used only one time and disposed of in a plastic-lined and covered garbage container.

2. INFECTIOUS CONDITIONS

- a. The following conditions are considered infectious and action is required.
 - i. Oozing sores
 - ii. Ringworms
 - iii. Lice/ nits/ lice eggs
 - iv. Fever
 - v. Vomiting/ diarrhea
 - vi. Scabies
 - vii. Other suspected symptoms determined by Family Advocates, Health/ Mental Health/ Nutrition Specialist and/ or Registered Nurse.
- b. If conditions/ symptoms are observed or develop while a child is in Head Start he/ she will be placed in isolation until a parent or an authorized person has been contacted.
 - i. The Site Supervisor/ Head Teacher will specify a designated area for the care of a child who needs to be separated from the group due to injury or illness until the child is picked up.
 - ii. All persons listed by the parent for emergency purposes or as a release person will be contacted until someone is reached to pick up the child in a timely manner.
 - iii. If a child is not picked up within 30 minutes the proper authorities will be contacted to provide care for the child.
 - iv. The identified or suspected condition/ symptoms and follow-up action with the parents shall be documented.
 - v. Parents must take corrective action or seek medical attention to assure the identified or suspected condition is clear before the child can return to school.
 - vi. Ringworms must be treated with a prescribed medication or a medication specifically identified to treat fungal infections.
 - vii. Parents may be asked to provide documentation for some conditions before a child can return to school such as a doctor's statement or the actual product used to clear up the condition.
- c. For guidance on how to determine if the child is too sick to come to school (Refer to Appendix C).

LICE: PREVENTION AND TREATMENT OF LICE

1. Lice, nits, lice eggs are considered a contagious social pest infestation condition.
2. Classroom staff shall check children's heads on the last attendance day of each month.
3. Parents shall be contacted to pick up children with evidence of lice, either the bug, nits or eggs.
4. Family Advocates shall provide parents with information that includes the life cycle of a louse, how to recognize conditions of lice, and how to treat the home to get rid of lice.
5. Products to treat a child's hair for getting rid of lice and to treat the home to rid lice will be made available to parents, if needed.
6. See the appendix for printed information on lice, treating lice, and resources on assistance in learning about lice treatment.

RULES ON BLOODBORNE PATHOGENS

Child care personnel will follow routine procedures for handling blood and blood-containing fluids and wound leaking/ bleeding in the center.

The bodily fluids of all persons should be considered to contain potentially infectious agents or germs. The term "bodily fluids" include: blood, semen, drainage from cuts or scrapes, feces, urine, vomit, respiratory secretions (nasal discharge), and saliva.

Barrier kits are provided to all staff and must be strategically placed for use throughout the child care facility. Kits are also carried by staff for periods of outside play, trips, visits to the health providers in coat pockets, handbags, purses, belt bags, etc.

*Barrier Kit items (placed around the classroom) include: vinyl gloves, gauze pads, bandages and Kleenex are stored in a Zip-Loc storage bag.

UNIVERSAL PRECAUTIONS – CLEANING SPILLS OF BODILY FLUIDS

Personal Protective Equipment:

Protective equipment includes gloves, gowns, masks and eyewear worn by workers to reduce the risk of exposure to potentially infectious materials.

Examination gloves are used for procedures involving contact with mucus membranes. They reduce the incidence of contamination to the hands, but they cannot prevent penetrating injuries from needles or other sharp instruments. Gloves are changed after each use, and must never be washed or disinfected for reuse. Washing with surfactants may cause wicking (the enhanced penetration of liquids through undetected holes in the glove). Disinfecting agents may cause deterioration of the gloves. Petroleum jelly may also break down latex. Utility gloves may be used when handling contaminated instruments and cleaning of the treatment area of sterilization room.

Bodily fluids should be contained in one bag for clean up and disposed of respectively. If bodily fluids consist of more than ½ gallon saturation, a red disposable bag should be used for confinement. This red hazardous bag can be brought to any hospital or Acadian Ambulance for drop off disposal.

Clothing is likely to be soiled with blood or other bodily fluids. Clothing should be washed separated from other clothes, using a normal laundry cycle. Protective clothing should be changed as soon as visibly soiled. They should be removed before personnel leave areas.

CHILDREN'S ACCIDENT REPORTING PROCESS

An Accident/ Illness/ Incident Report must be filled out despite how major or minor the occurrence and must include follow-up action.

Procedure Plan: Child or Adult Emergency

Rationale: When a child or adult becomes unconscious—To have an immediate action plan to be used during the time of a severe emergency where a parent or family member must be contacted second in response to an ambulance. The immediate need of the injured should take priority over any contact beyond the emergency response team.

A. Timetable:

1. Assess the situation as to how severe the situation is for the victim (i.e., is the child or adult unresponsive?)
2. Contact the ambulance, if needed.
3. Secure the child or adult in a stable position and keep calm until the ambulance arrives.
4. Contact the parent or family member.
5. Dismiss or remove unnecessary staff or other persons while attending the victim (child or adult).
6. Contact the Head Start Central Office.

B. Calling for Emergency Care:

1. Dial 911
2. Give directions to the center.
3. Stay on the line with the dispatcher.
4. Listen for directives given by the dispatcher.

C. Means of Monitoring:

1. Assure the child or adult has left the building with the emergency response team.
2. Follow-up that the parent or family member has been contacted.
3. Assure that the parent or one (1) staff person leaves with the student or staff to accompany them to the emergency room.
4. Start the process of the accident report with the person witnessing the accident.
5. The Family Advocate and/ or Site Supervisor confer with the parent for accident update.
6. For children, the insurance claim should be given to the parent for the physician to complete.
7. Both forms must be returned to the Program Secretary.
8. The claim is routed to the Head Start Director for approval.
9. The claim is returned to the Family Advocate for processing.

10. Licensing is notified in a written form.
11. A follow-up contact will be made to the parent to assure the insurance company has processed and paid the claim.

D. Reporting Process

1. The process starts with the person witnessing the accident and filling out the form.
2. For children, the parent is notified for all accidents or injuries and informed if emergency or medical care is required.
3. The Family Advocate and/or the Site Supervisor confer with the parent if medical care is needed.
4. The insurance claim is given to the parent for the physician to complete.
5. Both forms must be returned to the Health/ Mental Health/ Nutrition Specialist.
6. The Health/ Mental Health/ Nutrition Specialist forwards the forms to the Program Secretary for processing.
7. The claim then goes to the Head Start Director for approval and signature.
8. The claim is returned to the Program Secretary for copying and mailing.
9. The insurance carrier notifies the program when the claim is paid.
10. Verification of payment is filed with the Program Secretary.

POTTY TRAINING

At about age two (2) a child will begin to demonstrate signs that they are ready to potty train. A plan will be developed for children who are not potty trained to assist with his/ her progress. It is common for girls and boys to learn the same toilet training skills at the start. Talk to the children about what they are going to be doing while visiting the restroom. It is the goal of Head Start to build a child's self-esteem and relationship based on cooperation and support. Head Start will help the children learn to go to the bathroom on the toilet every time with 100% accuracy.

Procedures for Potty Training:

- We will go through the steps of using the potty according to each child's need
- Pull Ups or diapers are not allowed unless the child has been identified with special needs. At least two (2) changes of clothing must be available at school.
- Underwear should be worn at home and at school.

Part I: Approach to Toilet Training:

The most comprehensive study ever conducted on the subject of toilet training reveals an effective approach called "The Parent-Coached Approach" consisting of three (3) simple steps:

Ready, Out Coach:

1. **READY:** At about age two (2), a child will begin to demonstrate "signs of readiness" such as (wanting to be changed, understanding, and following simple directions, showing an interest in the bathroom, etc.

2. OUT: The parent starts the training process by moving the child out of diapers. The parent is instructed to not switch back to diapers to avoid confusing the child and to assure the training process is successful. Pull Ups are not recommended.
3. COACH: The child is coached with praise, reminders, consistency and rewards, including those that are tangible (treats, stickers, etc.) as well as intangible (phone call to relatives, a trip to the park, etc.)

Stay focused on the process and be patient—effective toilet training begins with parental involvement and commitment.

Part II:

A progress plan will be developed for children who are not potty-trained to assist with his/her progress. A progress plan will be sent home to the parent during this training process and two (2) meetings called, if necessary.

If addressing the child's need for changing, the parent may be contacted for assistance in changing the child.

Call meeting with parents and staff (Health/ Mental Health/ Nutrition Specialist; Site Supervisor; Teacher and Family Advocate) and explain the training procedure that will begin immediately.



DISABILITIES

Section 06.

SECTION 06. DISABILITIES

The general objective of the Disabilities Services of the Head Start Program is to provide strategies for meeting the special needs of children with disabilities and their parents. The term children with disabilities means children with Downs Syndrome; hearing impairments including deafness; speech or language impairments; visual impairments including blindness, serious emotional disturbances, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who by reason thereof need special education and related services.



REFERRAL PROCESS – TEACHER BRIGANCE SCREENER

When a staff or parent has a concern about a child's development, that concern is addressed as follows:

Sources of Concern:

- Intake – Parent input obtained during the registration process
- Medical – Referrals indicated on the child's physical exam
- Health Fair – Information that the parent reports at the Health Fair interview
- Teacher – Brigance Developmental Screening
- Renate D – Survey sent to parents from the School Board (identify any at risk pre-school children not enrolled)

Types of Concerns:

- Speech/ Language (Speech Therapist will provide intervention services, screen, evaluate and refer to Education/ Disabilities Specialist for processing the packet)
- Behavioral (Psychologist will coordinate services with Health/ Mental Health/ Nutrition Specialist with observations, interventions and offering counseling to parents if requested and making referrals to other agencies.
- Developmental (Education/ Disabilities Specialist will make referrals to appropriate agencies)
- Orthopedic (Health/ Mental Health/ Nutrition Specialist and/or Education/ Disabilities Specialist will coordinate services with OT/ PT)
- Medical (medical doctor's comments)

ADDRESSING CONCERNS

- Parental consent is obtained prior to all services
- Teacher records concerns, makes observations, initiates and documents any interventions in the classroom

- If concerns continue the teacher prepares and submits a referral and supporting documents to the Education/ Disabilities Specialist.
- The Education/ Disabilities Specialist and Health/ Mental Health/ Nutrition Specialist collects health and screening data from the Family Advocate to complete packet
- Other forms and documents requested from Special Populations will be included in the packet

Outcomes:

Education/ Disabilities Specialist contacts LEA Representative to evaluate the packets for placement (1308 Head Start IEP or 1508 LEA IEP).

DEFINITIONS

- A 1508 IEP must be done by the LEA (Local Education Agency) or School Board. It requires some “research” and interventions on the Head Start level followed by meetings with parents to begin the process
- The evaluation process must include standardized instruments and/ or procedures that reveal measurable information and the results must be applied to a federal scale to interpret the data and make identifications.
- The school system has 60 school days from the time the parent approves the evaluation



NUTRITION

Section 07.

SECTION 07. NUTRITION

The Nutrition Content Area makes every effort to provide food that will meet the nutritional needs in a clean and healthy environment in our Head Start Centers. All food component areas will be provided as mandated by the USDA.



MENUS

The menus are planned recognizing individual differences and various culture patterns. Activities are planned and executed in conjunction with the menus to demonstrate the importance of proper diet in relation to healthy bodies. There is an annual Parent Forum in May to get input from parents on center menus. The training takes place at the Head Start Central Office where parents are given the opportunity to request new foods that will be on the next year's menu.

SERVING SIZE

The serving sizes that are served come directly from the State Department of USDA and are regulated for three- to five-year-olds. There are two full meals served: breakfast and lunch. We serve an afternoon snack at 1:15 p.m. daily. Each class, according to centers, is given the opportunity to receive seconds at mealtime according to their Nutrition Assessment, which is done annually by our Registered Dietician.

CLASSROOM NUTRITION

Each classroom is given a Nutrition Curriculum, which involves the children in hands-on food and nutrition. These experiences that are done in the classroom give the children the opportunity to learn how to make nutritional snacks and incorporate the colors, shapes and numbers all at the same time.

Only non-potentially hazardous (non-perishable) foods may be prepared in the classroom such as soft pretzels, applesauce and jellies (per the State Sanitation Code).

Nutrition Assessments and Special Diets:

A Nutrition Assessment is completed for each student upon appointments scheduled at Registration and the Health Fair. The assessment is reviewed by the Registered Dietician for completion of menu changes on special diets and/ or food allergies before the child enters Head Start. A doctor's excuse is necessary for a child to be placed on a special diet or for any meal alterations. If meal alterations are requested for religious reasons, a copy of the religious traditions must be accompanied by a signed letter from the parents.

NOTE: Head Start is a nut-free environment.



FACILITIES

Section 08.

SECTION 08. FACILITIES

Head Start Centers are monitored daily to assure that facilities are clean, safe, conducive to learning and maintained to licensing standards. Should parents have concerns about your child's classroom environment, a cleanliness concern, a repair or safety issue, you should immediately report it to the Site Supervisor and / or Program Operations Specialist (Facilities Specialist). The Program has developed a system of oversight, correction and continuous improvement to ensure child safety has been implemented. This system ensures that all facilities where children are served, including areas for learning, playing, sleeping, toileting, and eating are, at a minimum:

- Meet state licensing requirements as certified by the Louisiana Department of Education (licensing), Department of Health / Sanitation and Office of the State Fire Marshall
- Free from pollutants, hazards, toxins and pests
- Designed to prevent child injury and free from hazards, including choking, strangulation, electrical, and drowning hazards, hazards posed by appliances and all other safety hazards
- Well lit, including emergency lighting
- Monitored via camera surveillance / video
- Equipped with safety supplies that are readily accessible to staff, including, at a minimum, fully-equipped and up-to-date first aid kits and appropriate fire safety supplies
- Free from firearms or other weapons that are accessible to children
- Designed to separate toileting and diapering areas from areas for preparing food, cooking, eating, or children's activities
- Kept safe through an ongoing system of preventative maintenance.
- Indoor and outdoor play equipment, cribs, cots, feeding chairs, strollers, and other equipment used in the care of enrolled children, and as applicable, other equipment and materials meet standards set by the Consumer Product Safety Commission (CPSC) or the American Society for Testing and Materials, International (ASTM).
- All indoor / outdoor play equipment and materials must at a minimum:
 - Be clean and safe for children's use and are appropriately disinfected;
 - Be accessible only to children for whom they are age appropriate;
 - Be designed to ensure appropriate supervision of children at all times;
 - Allow for the separation of infants and toddlers from preschoolers during play in center-based programs; and,
 - Be kept safe through an ongoing system of preventative maintenance.



SAFETY TRAINING

Section 09.

SAFETY TRAINING SECTION 09.

The Acadia Parish Head Start Program has addressed emergency preparedness and response planning for emergencies. The program has established and practices emergency evacuation drills on a regular basis to assure that staff and students are properly trained on procedures. Teachers include preparation and training for the drills in classroom lesson plans prior to the drill. All students and classroom staff are required to participate in the following drills:

FIRE DRILL

- Conducted on a monthly basis

Stop.



Drop.



Roll.



TORNADO DRILL

- Conducted in September, then during tornado season in March, April and May.

LOCKDOWN DRILL

- Conducted in September and November



BUS EVACUATION DRILL

- Conducted three (3) times per year in September, January and April.



SHELTER IN PLACE

Should it be necessary to shelter in place due to a weather or other emergency situation, each classroom is equipped with a Shelter-In-Place kit which contains food, water, first aid supplies and other necessary items.

EMERGENCY EVACUATION AWAY FROM FACILITY

If an emergency evacuation away from the facility is necessary, staff and students will be moved to a designated shelter as determined by local emergency management personnel.



TRANSPORTATION

Section 10.

TRANSPORTATION SECTION 10.

SCHOOL BUS TRANSPORTATION

The Acadia Parish Head Start Program officers school transportation services to students on state-approved school buses equipped with child restraints. Morning and afternoon school bus transportation is offered within the city limits of Church Point, Crowley and Rayne and is also used to transport students for field trips or Head Start activities away from the center. Each bus is staffed with a bus driver, primary bus aide and secondary bus aide (when ratio requires).

Transportation of children in vehicles other than school buses is prohibited by program policy and state law except in cases of an emergency.



1. The bus driver will meet state law qualifications and the bus will conform to state regulations concerning inspection and insurance.
2. The bus driver will hold a valid CDL license at each center that must be on file in the Head Start Central Office and at each center.
3. Transportation to and from the center is provided in the morning between 6:45 a.m. and 8:15 a.m. and the return home is between 2:50 and 3:45 in the afternoon.
4. Parents requesting transportation must complete a "School Transportation Registration" form along with a 3rd Party Release form indicating address for pickup and drop off. The 3rd Party Release form will indicate the names and contact numbers of several adults whom the parent authorizes to pick up their child from the bus stop. Students cannot be released to anyone other than those persons listed by the parent. An adult (taking the child off the bus) whom the bus staff does not recognize will be asked to present a photo I.D. Bus staff are not allowed to release students to adults whom they cannot identify. In this case, the students will be taken back to the center and the parent will be contacted for pick up.
5. When a parent wishes to remove or add another name to the authorized list of persons that the child can be released to, he/ she **must** come into the center and update the 3rd Party Release Form. Students will only be released to persons listed on the form as indicated by the parent.
6. Should the school need to change the bus schedule or when transportation will not be available, parents will be notified by a Head Start staff person either by phone, memo or by traveling the route in a passenger vehicle.
7. If parents need to make a change in transportation arrangements/ drop off address, they are to call no later than 1:00 p.m. to report changes requested. This will assure that information is communicated in a timely manner to avoid a disruption in schedule. NOTE: Occasional changes (*in pick up or drop off locations*) due to extenuating circumstances may be permitted by the Site Supervisor; however, frequent changes interferes with the bus route and are normally not permitted.
8. Transportation policies and the bus contract specify that:

- a. School buses comply with state law including design, equipment, age and inspection
 - b. Children are properly restrained in federally mandated height/ weight appropriate seat restraints
 - c. Two staff persons ride in the bus one of who is certified in CPR and trained in pediatric first aid
 - d. Children are supervised by a staff person at all times, never being left unattended
 - e. When boarding and leaving the vehicle on the curbside of the street children are escorted across the street
 - f. Children will be released only to persons authorized on the written list for third-party release according to program policy.
 - g. Head Start staff on bus duty will assure that Head Start staff persons are present at the center upon arrival
 - h. Head Start staff will maintain orderly behavior on the bus
 - i. Head Start staff and the bus driver will perform and document a visual check of the vehicle at the end of the morning and afternoon route to assure that no children are on the bus
 - j. The vehicle is maintained in good repair
 - k. There are no illegal or toxic substances, nor firearms in the vehicle, nor is tobacco or alcohol in any form used while transporting children
 - l. The number of persons in the vehicle does not exceed capacity
9. Each bus shall have:
- a. A current master transportation list and a copy of each child's Bus Release Form which includes child's name, pickup and drop off location and authorized persons for release.
 - b. A daily attendance record maintained
 - c. A posted current safety inspection
 - d. Name of the Site Supervisor, center name, telephone number, and address for emergencies
10. The bus will be maintained in a safe and clean condition.
11. Two adult staff members will ride the entire bus route with the bus driver.
12. The driver and adult staff member will supervise:
- a. Boarding and exiting the bus
 - b. Securing and removing seatbelts
 - c. Safe crossing of students
 - d. Good order on the bus
13. Parents are responsible for having children at the designated stop in the morning. The parent (or other authorized adult) must accompany the child and remain at the bus stop until the child has safely boarded the bus.
14. Parents must be sure that the authorized person meeting the child at the bus stop is at least 18 years of age and is prepared to present a state issued photo ID.

15. When no one will be available to meet the child, the parent should contact the school by 1:00 p.m. to make other arrangements.
16. When there is not an adult (authorized in writing by the parent) to take the child, the child will be returned to the center and the parent and / or other listed adults will be called to pick up the child from the center. In these cases, the child **MUST** be picked up by 3:30 p.m. If a child has not been picked up from the center by 3:30 p.m. and staff must leave the center. the appropriate authorities (for example, child protection and/ or local law enforcement) will be contacted.
17. After three (3) incidences of no adult supervision for the child at the bus stop, the parent will be contacted by the Family Advocate for a review of transportation policies. After five (5) incidences, the Site Supervisor will contact the parent (*via phone or letter*) to schedule a mandatory meeting with the Site Supervisor to discuss a plan of correction. If the parent does not meet with the Site Supervisor or should the incidences continue after the parent has met with the Site Supervisor, a notice will be sent to the Head Start Director for approval of a three (3) day suspension of bus services. After three (3) days of suspension, bus services may resume only after the parent has met with the Site Supervisor to sign a transportation agreement. Should the incidences continue after suspension, a request will be sent to the Head Start Program Director for further action. This action may include additional suspension of bus services, calling the appropriate authorities to pick up the child and/ or submitting a report of child neglect to the Louisiana Office of Community Services.
18. Profanity and/ or verbal attacks by parents or other adults (at the bus stop) which are directed at the bus staff are grounds for suspension of bus services.
19. For the safety of all children, animals are not allowed at the bus stop. Animals should also not be in personal vehicles when dropping off or picking up students from the Head Start Center.
20. The Program attempts to accommodate families' transportation needs by placing bus stop locations as close to the home as possible; however, due to the federal mandate that bus routes must be kept under 1-hour, some stops must be combined. When several students live in the same neighborhood within close proximity to each other, the bus stop will be located in a central area within the neighborhood that is easily accessible to all students who reside in that area.

FIELD TRIP TRANSPORTATION (*Refer to Field Trips*)

BUS EVACUATION DRILLS (*Refer to Safety Training section*)

PARENT-PROVIDED TRANSPORTATION: MORNING DROP OFF

Parents who choose to drop off their children to school must follow the established "drop off procedures " by the center when transporting a child in a vehicle.

1. All state and local traffic laws must be adhered to. Parents should enter the pick up or drop off area at a slow speed of 15 MPH or less.
2. No loud music, vulgar or profane music is allowed on school premises. Smoking or profane speech is also prohibited on school grounds.



3. Children must be restrained in age-appropriate car seats or seat belts. A three- four- and five-year old whose weight is 40-60 pounds must be in a booster seat. A child six-years-old (6) and over 60 pounds must be restrained with a safety belt. Car seats must be placed in the back passenger side seat. *Parents who are observed transporting children in vehicles without the appropriate restraint will be reported to the appropriate authorities.*
4. Staff will assist with the removal of the child from the car into the center.
5. If a parent utilized the “drop off” procedures in the morning, the parent must be sure the child is released to a recognized Head Start staff person.
6. Students arriving after 8:15 a.m. are considered tardy and must be signed in at the front office. For arrival at 8:30 or later a doctor’s excuse is required.

PARENT-PROVIDED TRANSPORTATION: AFTERNOON PICK UP

1. Parents should enter the pick up or drop off area at a slow speed of 15 miles or less. All state and local traffic laws must be adhered to.
2. No loud music, vulgar or profane music is allowed on school premises. Smoking or profane speech is also prohibited on school grounds.
3. Be mindful to limit parking time to 5 minutes or less in order to allow room for other parents who are waiting to park.
4. Parents must be appropriately and conservatively dressed when entering the center.
5. Students must be signed out each time he/ she is picked up and must be signed out by an authorized person on the 3rd Party Release form who is 18 years or older.
6. Parents should hold child’s hand at all times and safely escort them out of the center into the vehicle.
7. Children must be restrained in age-appropriate car seats or seat belts. A three- four- and five-year old whose weight is 40-60 pounds must be in a booster seat. A child six-years-old (6) and over 60 pounds must be restrained with a safety belt. Car seats must be placed in the back passenger side seat. *Parents who are observed transporting children in vehicles without the appropriate restraint will be reported to the appropriate authorities.*
8. Parents may contact their Head Start Family Advocate for resources on acquiring appropriate child restraint seats for vehicles.

PARENTS WHO WALK THEIR CHILD TO SCHOOL

Some parents who live in the neighborhood in close proximity of the Head Start Center may choose to walk their child to/ from school:

1. Parents who walks a child to school should review Louisiana laws regarding pedestrians rights and duties.
2. Parents should discuss and teach pedestrian safety to your child,
3. Hold the child’s hand at all times.



4. Pedestrians must use a sidewalk where one is available. It is illegal for a pedestrian to walk along a roadway if there is a sidewalk adjacent.
5. If there is no sidewalk provided in the immediate area, pedestrians should walk along the left of the roadway or on the road's shoulder facing traffic traveling in the opposite direction and must obey traffic control signals.
6. Parents must be appropriately dressed when entering the school grounds / center.
7. Upon arrival at the center, parents should bring your children to the drop off area and assure that your child is given to an authorized staff member on duty. In the afternoon, children should be signed out of their classrooms as indicated in school policy.

PARENTS WHO TRANSPORT THEIR CHILDREN TO SCHOOL USING A BICYCLE

Some parents who live in the neighborhood in close proximity of the Head Start Center may choose to use a bicycle to transport their children to/ from school:

1. Parents must be familiar with and follow Louisiana Laws for the Safe Operation of Bicycles, including knowing and practicing correct hand signals.
2. Child weighing less than 40 pounds or under 40 inches may NOT be transported on a bike without a proper restraining seat.
3. Children must have a helmet that is secured by a strap.
4. Bicycles must have the proper equipment such as:
 - brakes,
 - a lamp mounted on the front of the bike emitting a white light visible for up to 500 feet,
 - a lamp on the rear of the bike emitting a flashing or steady red light visible for up to 500 feet,
 - a red reflector mounted on the rear of the bike, and
 - reflectors (either white or red) on either side of the bike that allow the bike to be visible for up to 600 feet when in front of motor vehicle headlights.
5. Sidewalks should be used where available.
8. Parents must be appropriately dressed when entering the school grounds / center.
6. Upon arrival at the center, parents should bring your child(ren) to the drop off area and assure that your child is given to an authorized staff member on duty. In the afternoon, children should be signed out of their classrooms as per school policy.



MODES OF TRANSPORTATION, WHICH ARE NOT ALLOWED OR ILLEGAL

Students may not be transported on motorcycles, the back of a pick-up truck, ATV's (4-wheelers), golf carts or on horseback. At no time should parents allow children to sit on dashboards, stand, hang through windows

or sunroofs. Parents who do not use proper mode of transportation may be reported to appropriate authorities.

DRUG FREE ZONE:

The area within 2,000 feet of any property used for school purposes by any school, or on a school bus, shall be designated as *Drug Free Zones*. **It is unlawful for anyone to use or be under the influence of drugs on school property or areas being used for school purposes.** This includes bus stops and any personal vehicles which are driving onto school property to drop off or pick up students. All forms of drugs, alcohol or smoke products are prohibited. *Violations of the above stated policies are a form of child abuse and neglect which are to be reported to appropriate authorities including OFS and local police.*





MENTAL HEALTH

Section 11.

SECTION 11. MENTAL HEALTH

Head Start embraces a vision of mental wellness. The objective is to build a collaborative relationship among children, families, staff, mental health professionals and the larger community. The intent is to enhance awareness and understanding of how information and services can enlighten understanding of children's development and behaviors.

APPROACH

Mental Health Consultants are contracted to work with staff, parents and children through regularly scheduled on-site visits.

Mental Health Consultants provide Head Start Centers with procedures for:

- Early identification of children as behavioral risk
- Development, implementation and maintenance of effective classroom management programs
- Intervention and recommendations to address problem behaviors

PROCEDURES FOR EARLY IDENTIFICATION

1. Mental Health Consultant will identify appropriate children's behavioral assessments, review and interpret the general results for each child.
2. Administrative staff will arrange for parents or primary care givers to complete a behavior assessment at the Health Fair at the beginning of the school year.
3. Teachers will complete a behavior assessment during the first six weeks of the school year.

INTERPRETATION OF THE DATA/ RESULTS

1. Completed assessments will be forwarded to the Health/ Mental Health/ Nutrition Specialist for computer input to obtain profiles on each child.
2. Profiles and tracking charts will be forwarded to classroom teachers and Mental Health Consultant to provide appropriate intervention plans.
3. Parents may be asked to come in for consultation when needs arise.

OUTCOMES

Head Start Centers will maintain individual folders for each child where the Mental Health Consultant will have access:

- for on-going monitoring and follow-up
- and, to continue to offer consultation and support



APPENDIX AND NOTES

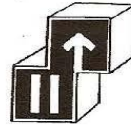
Section 12.

Appendix (a):

Form - Parent Conference



**ACADIA PARISH SCHOOL BOARD
HEAD START PROGRAM**



PARENT CONFERENCE

Purpose: _____

Child

Parent/ Guardian

Site Supervisor

Teacher

Family Advocate

Comments:

I have been explained the importance of my child attending school. I, acknowledge the school's policy on attendance and have been given documentation on such. If I am not in compliance of this policy, my child will be dropped from the Head Start Program. My child must attend school regularly and present excused documentation in the event of excessive absences.

Parent/ Guardian Signature

Date

Appendix (b):

Homeless Children & Youth Education Program

**HOMELESS CHILDREN & YOUTH EDUCATION
PROGRAM**

The Homeless Children & Youth Education Program of Acadia Parish School System carries out Federally mandated policies to ensure that homeless children & youth have access to a free, Appropriate public education, on the same basis as children & youth with established residences. Laws, regulations, practices or policies should not act as barriers to the enrollment, attendance or School success of homeless students

The McKinney-Vento act protects the educational rights of Children & Youth in the following homeless situation: (Title X, Part C, of the No Child Left behind Act of 2001)

- Children living in shelters, including domestic violence shelters
- Children living in welfare hotels/motels or weekly-rate apartments
- Children living on the street or in cars, abandoned buildings, campgrounds, etc.
- Children living in substandard conditions not fit for human habitation (i.e. no electricity, no heat, no running water, and no windows/doors. Holes in the roof/floor, no way to cook/store food)
- Abandoned/runaway/throwaway children & youth
- Two or more families living together in crowded or undesirable living conditions (doubling/tripling up) because they have no place of their own to live where they can safely & healthfully meet their basic needs in privacy & with dignity.

To Get Assistance for Homeless Children & Youth

Carol Malbrough
Homeless Children & Youth Liaison
Acadia Parish School Board
P.O. Drawer 309
Crowley, LA 70527-0309
(337)783-3664 ext. 261
(337)783-3912Fax #1
cmalbrough@acadia.k12.la.us

Appendix (c):

When is a Child Too Sick for School?

WHEN IS A CHILD TOO SICK TO ATTEND SCHOOL?

Most children with mild illnesses can safely attend school. But, a child may be too sick to attend if:

- The child does not feel well enough to participate comfortably in the program's activities;
- The staff cannot adequately care for the sick child without compromising the care of the other children.

The child has any of the following symptoms unless a health care provider determines that the child is well enough to attend and that the illness is not contagious:

- Fever
- Signs or symptoms of illness (e.g., persistent crying, uncontrolled coughing, difficulty breathing, wheezing, lethargy)
- Diarrhea
- Vomiting more than once in the previous 24 hours
- Mouth sores with drooling
- Rash with a fever or behavior change

The child has any of the following diagnoses from a health care provider (until treated and no longer contagious):

- Infectious conjunctivitis/ pink-eye (with eye discharge) – until 24 hours after treatment has started.
- Scabies, head lice, or other infestation – 24 hours after treatment and free from nits.
- Impétigo – until 24 hours after treatment started
- Strep throat, scarlet fever, or other strep infection – until 24 hours after treatment is started and the child is free of fever
- Pertussis – until five (5) days after treatment
- Tuberculosis (TB) – until a health care provider determines that the disease is not contagious
- Chicken pox – until six (6) days after start of symptoms
- Mumps – until nine (9) days after start of symptoms (swelling of “cheeks”)
- Hepatitis A – until seven (7) days after start of symptoms (e.g., jaundice)
- Measles – until four (4) days after start of rash
- Oral Herpes (if child is drooling or lesions cannot be covered) – until lesions heal
 - Singles (if lesions cannot be covered) – until lesions are dry



Appendix (d):

Mandated Reporters of Child Abuse or Neglect

WHO ARE MANDATED REPORTERS?

Mandated reporters are defined in Louisiana law as professionals who may work with children in the course of their professional duties and consequently are required to report all suspected cases of child abuse and neglect. There are five groups of mandated reporters as defined by the Louisiana Children's Code - Article 603(13).

"Health Practitioner": person providing health care services, such as a therapist, dentist, resident, intern, hospital staff member, podiatrist, chiropractor, licensed nurse, nursing aide, dental hygienist, any emergency medical technician, paramedic, optometrist, medical examiner, or coroner.

"Mental Health / Social Service Practitioner": person who provides mental health care or social services, such as a psychiatrist, psychologist, marriage or family counselor, social worker, member of the clergy, aide.

"Teaching or Child Care Provider": person who provides training and supervision of a child, such as a public or private school teacher, teacher's aide, instructional aide, school principal, school staff member, social worker, probation officer, foster home parent, group home or other child care institution staff member, personnel of residential home facilities, a licensed or unlicensed day care provider.

"Police Officers or Law Enforcement Officials"

"Commercial Film and Photographic Print Processor"

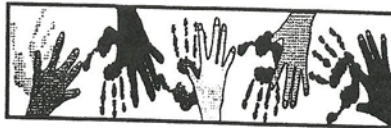
WHAT IS ABUSE / NEGLECT?

The Louisiana Children's Code provides the following definitions of abuse and neglect:

"Abuse" means any of the following acts which seriously endanger the physical, mental, or emotional health and safety of the child:

- The infliction, attempted infliction, or as a result of inadequate supervision, the allowance of the infliction or attempted infliction of physical or mental injury upon the child by a parent or any other person.
- The exploitation or overwork of a child by a parent or any other person.
- The involvement of the child in any sexual act with a parent or any other person, or the aiding or toleration by the parent or the caretaker of the child's sexual involvement with any other person or of the child's involvement in pornographic displays, or any other involvement of a child in sexual activity constituting a crime under the laws of this state.

"Neglect" means the unreasonable refusal or failure of a parent or caretaker to supply the child with necessary food, clothing, shelter, care, treatment, or counseling for any injury, illness, or condition of the child, as a result of which the child's physical, mental, or emotional health and safety is substantially threatened or impaired.



WHEN AND HOW TO REPORT ABUSE / NEGLECT?

When you have reason to believe a child may have been abused or neglected by a parent or caretaker, you may make a report by contacting your local Office of Community Services (OCS) Child Protective Services unit. If the child abuse or neglect is by someone other than a parent or caretaker, it shall be reported to the local law enforcement agency. To locate the telephone number for the local Child Protective Services unit in your area, first check the emergency numbers on the first page of the phone book, under **Child Protection Services**. Another option is to call Information (411); give the name of the city and ask for **Child Protection**. A third option; check the state government listings section (blue pages) in the telephone directory in the following order: Louisiana, State of; Community Services, Parish (local) Office.

TO MAKE A REPORT OF CHILD ABUSE OR NEGLECT, 24 HOURS A DAY, IN THE STATE OF LOUISIANA, CALL:
1-855-452-5437

Please be ready to provide identifying information about the family, such as Names, DOB, Address and pertinent information regarding suspected abuse/ Neglect of the child(ren) in the home.

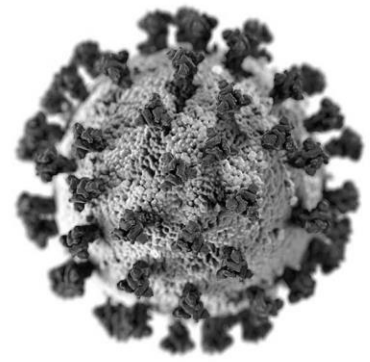
The Louisiana Children's Code requires an oral report be made immediately, by telephone or otherwise, to the local child protection unit of the Department of Social Services, Office of Community Services and, if necessary, to a law enforcement agency. This is to be followed by a written report in 5 days.

**Appendix (e):
Louisiana Immunization Requirements**

LOUISIANA IMMUNIZATION REQUIREMENTS

11-12 Years of Age, Entering 6th grade or any other grade	4 Years and older, Entering Kindergarten, Pre-K, Daycare or Head Start	Under 4 Years, Entering Pre-K, Daycare or Head Start
One (1) Meningococcal Vaccine (MCV-4)	Booster dose of Poliovirus vaccine (IPV) received on after the 4th birthday.	Three (3) doses of Pneumococcal Conjugate vaccine (PCV) for children less than 24 months of age. If a child is less than 24 months of age and has received 4 doses of PCV-7 he/ she is to get a single dose of PCV-13 for Daycare and Head Start.
		Two (2) or three (3) doses of polio vaccine (IPV)
Two (2) doses of Measles, Mumps, Rubella vaccine (MMR)	Two (2) doses of Measles, Mumps, Rubella vaccine (MMR)	One (1) or Two (2) doses of Measles, Mumps, Rubella vaccine (MMR)
Three (3) doses of Hepatitis B vaccine (HBV)	Three (3) doses of Hepatitis B vaccine (HBV)	Three (3) doses of Hepatitis B vaccine (HBV)
Two (2) doses of Varicella vaccine (Var)	Two (2) doses of Varicella vaccine (Var)	One (1) dose of Varicella vaccine (Var)
One (1) dose of Tetanus Diphtheria Acellular Pertussis vaccine (Tdap)	Booster dose of Diphtheria Tetanus Acellular Pertussis vaccine (DtaP) received on/ after the 4th birthday	Three (3) or Four (4) doses Diphtheria Tetanus Acellular Pertussis vaccine (DtaP)
		Three (3) doses of Haemophilus Influenza Type B vaccine (Hib)

Appendix (f): (policy expected to change/ get with Ros)
COVID-19 Procedures



COVID-19 PROCEDURES

In an effort to better serve our students, staff and families the Acadia Parish Head Start Program has implemented steps to assure Covid19 / SARS-CoV-2 prevention. The following precautions have been set in place in all head start centers. These procedures have been set by the CDC utilizing current medical knowledge of how COVID-19 is transmitted; through close physical contact, vocal and musical activities during which aerosol particles might be emitted, and touching shared surfaces or objects.

In addition to normal daily cleaning and disinfecting procedures, the following protective measures have been implemented in school settings:

- Social distancing 6 feet apart or as much as possible for staff and students
- Monitoring students and staff for symptoms of fever, cough, shortness of breath or sore throat
- Practicing frequent environmental cleaning and hand washing
- Acadia Parish Head Start has reduced the enrollment to half size in classrooms. Instead of 20 students each classroom are operating with 10 students.
- Acadia Parish Head Start offered to parents with students not able to attend in person a virtual class. This class is housed at one center however is offered to families in all four centers.
- Static groups have been established in classrooms. This means children and staff are not in contact with any other people within the center on a daily basis.
- All staff are required to wear face coverings, to the maximum extent possible.
- Children and staff are required to wash hands every 2 hours, before and after eating, before and after outdoor play.
- Teachers are required to limit number of students at tables to two students on opposite ends.
- A place has been assigned as the "isolation area" for students who are ill and waiting on parent to pick up. This area is in clear view of staff at all times.
- Field trips, festivals, holiday events and special performances have been cancelled or postpone.
- Home visits and parent conferences are being conducted via telephone or zoom
- Children are not sharing toys and toys are sanitized daily
- The number of toys has been reduced in classrooms

FACILITIES

- Custodial staff are trained in cleaning and hygiene protocols
- Access to working handwashing facilities on-site, including ample supplies of soap, running water and paper towels
- Provide alcohol-based hand sanitizers (60% alcohol) which may be used as an alternative. Sanitizers are placed throughout the facility in wall mounted dispensers; also at least (1) mobile dispenser to be used outdoors.
- Supply custodial staff, office staff and classroom staff with adequate cleaning products (e.g., sanitizer, disinfecting wipes).
- Require cleaning and sanitation of all high-touch areas such as workstations, door handles, and restrooms during hours of operation.
- Require disinfectant fogging of all facilities in the evening prior to closing.
- Avoid sharing of materials and equipment, and disinfect equipment between use (e.g., telephones, copy machine, touch screens, playground equipment, toys, tools, fax machines).
- Post visible signage throughout the school to maintain 6ft distance, the hygiene and safety protocols.
- Regularly evaluate all workspaces / classrooms to ensure compliance with all federal, state and local guidelines.
- Monitor federal, state, and local public health communications about COVID-19 regulations, guidance, and recommendations.

SCHOOL BUS TRANSPORTATION

Listed below are core practices that the Acadia Parish Head Start Transportation Department are following to minimize risks associated with Covid19 / SARS-CoV-2:

- Check for Symptoms at Home - checking for symptoms each morning by families and caregivers, before students arrive at the bus stop, is critical and will serve as the primary screening mechanism for COVID-19 symptoms.
- Physical Distancing & Pre-Screening at Bus Stop - parents will be required to practice physical distancing at the bus stop. Bus monitors will ask parents symptom screening questions. Students who appear to be symptomatic or have had fever reducer within the last 24 hours will not be allowed on the bus.
- Temperature Checks - bus monitors will conduct temperature checks on students prior to entry onto bus. Students with temperature readings of **100.4** or above will not be permitted to enter the bus for at least 48 hours and must not have had a fever or fever reducer within 24 hours prior to being allowed back onto the bus.

- Masks – transportation / bus staff are required to wear masks at all times. Exemptions due to medical reasons are the only exception. Head Start students are not required but may wear masks at the parent's discretion.
- Hand Hygiene - staff will be provided with alcohol-based hand sanitizers (60% alcohol) for hand sanitizing on the bus as needed
- Ventilation- windows may be open during operation, unless not possible due to extreme weather conditions.
- Seat Assignments - students will be assigned to a single bus and a particular seat.
- Clean and Disinfect – bus staff will be provided with industrial grade disinfectants and will clean / disinfect high touch surfaces after each route; fogging disinfectant will also be completed at the end of the day as an extra measure of disinfection
- Maximum occupancy & Distance - the number of students allowed on the bus will depend on the current level or Phase or Re-Opening based on state guidelines as indicated below.

PHASE 1	25%	
		Students ride one per seat with every other seat empty
		Members of the same household may sit in the same seat or adjacent seat with an empty seat between household groups
PHASE 2	50 %	
		Students are assigned staggered seating, no more than one student per seat, alternating sides for each row
		Children from the same household may sit together and in closer proximity (e.g., two students per bench).
PHASE 3	75 %	
		The number of seats is to be multiplied by the % of the manufacturer's capacity. This is the maximum number of people allowed on the bus at any given time. Space and disburse passengers to the maximum extent possible.

PARENT-PROVIDED TRANSPORTATION: AM DROP-OFF PROCEDURE

Parents / caregivers who are able to do so are encouraged to transport their children to school as an alternative to bus transportation. Routine Drop Off Procedures (P?) will be followed with the following modifications:

- **Park & Remove Child** - when the drop off point is reached, parents will put car in park, get out of the car and remove their child(ren) out of the back seat. Parent will walk the child within 6 feet of staff who are waiting
- **Pre-Screening at Drop Off** - bus monitors will ask parents symptom screening questions prior to allowing students onto campus. Students who appear symptomatic or have had fever reducer medication within the last 24 hours will not be permitted to enter the school.
- **Temperature Checks** - staff on drop off duty will conduct temperature checks (using a touchless thermometer) on students. Students with temperature readings of 101.4 or above will not be permitted to enter the school for at least 48 hours and must not have had fever reducer medication within 24 hours prior to being allowed back on campus.
- **Entry** - students who have passed the pre-screening and temperature check will be escorted into the school one at a time, maintaining physical distancing, by assigned staff
- **Masks** – parents and drop off staff are required to wear masks at all times. Exemptions due to medical reasons are the only exception. Head Start students are not required but may wear masks at the parents' discretion.
- **Hand Hygiene** - mobile hand sanitizing units will be placed at the drop off area so that all persons may have access to hand hygiene.

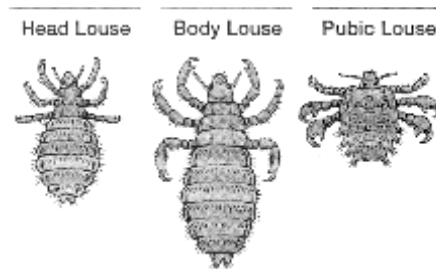
PARENT-PROVIDED TRANSPORTATION: AFTERNOON PICKUP

Visitors are not allowed inside the center during COVID phases; therefore, parents will not be allowed to enter the center. Pick up procedures (P?) will be followed with modifications as outlined by each individual Head Start Center. Upon arrival at the center, parents will communicate with staff persons via intercom or walk up. Staff will then communicate to classroom via intercom or walkie-talkie and students will be brought to parents at the designated pick up. Staff will identify parent/ authorized adult present to pick up child and indicate on sign out log.

Appendix (f):

The Life Cycle of Lice

THE LIFE CYCLE OF LICE



An adult louse is about the size of a sesame seed.

There are three forms of head lice:

1. **Louse** is the term used to describe an adult. An adult louse is about the size of a sesame seed and tan to grayish-white in color. Adult lice may live up to 30 days on a person's head, and the female can lay between 100 to 200 eggs during that lifespan.
2. **Nit** is the term for a louse egg. They are very hard to see and may be confused with hair spray droplets or dandruff. Nits are oval and usually yellow to white.
3. **Nymph** is the term for a newly hatched baby louse. It differs from an adult louse only in size. Nymphs mature into adults in about 7 days.

When a female louse finds its way onto the head of a person, she starts laying eggs, or nits, along with a glue that firmly attaches the nits to the hair close to the scalp. An adult female can deposit 6-8 nits in 2 days! In a week or so, the nits hatch, and the newborn lice take their first meal of blood from the person's head by attaching itself to the hair shaft, an inch from the scalp. It takes about 10 days for a newborn louse to become an adult. Once an adult, the female louse can start laying eggs. This means it only takes 16 days for an egg (nit) to become a female louse capable of laying more eggs! Adult lice live for 9-10 days, making the total life span of a louse from egg to adult about 25 days.

How Lice Spread:

Lice spread from person to person when people are in close contact or when they share clothing or personal items that have been in contact with the head or neck -- coats, scarves, hats, brushes and combs.

Remember...

Lice do not fly or jump; they can only crawl.

Lice can infest anyone...young, old, rich, poor, clean or dirty.

Appendix (g):

Lice: What Are Eggs and Nits?

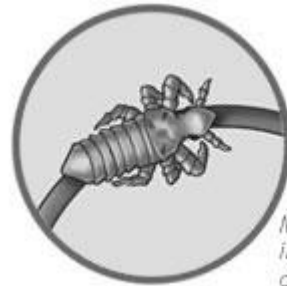
LICE: WHAT ARE EGGS AND NITS?

What are head lice?

When a lice infestation is suspected, it is important to understand how to recognize lice. Head lice are tiny, wingless insects that live on the human scalp. They are about as big as sesame seeds. Head lice sustain themselves by sucking blood—just as mosquitoes do. However, unlike mosquitoes, lice cannot fly or jump from one person to another; they can only crawl. Children often get head lice from head-to-head contact with other children, but may also get them by sharing personal items such as hats, combs, or headbands.



*Magnified
illustration
of an egg.*



*Magnified
illustration
of a louse.*

What are lice eggs and nits?

Lice eggs are laid by the female louse. They are about the size of a poppy seed and are difficult to see because their color blends in easily with hair. Lice eggs are laid near the root of the hair and are attached to the hair shaft with a waterproof, glue-like substance that can't be washed or blown away.

Nits are the empty eggshells left behind when lice hatch from eggs. Dandruff, sand and flakes of hairspray are commonly mistaken for lice eggs or nits. Eggs and nits are not easily removed and must be carefully combed out with a fine-toothed comb.

Nits vary in color, from yellowish-brown to white. Since the hair grows, nits are usually found further away from the root of the hair. Many schools have a “No Nit Policy,” which means children who have had head lice are not readmitted to school until all the nits are gone. If your child has head lice, it is very important to comb out eggs and nits as part of the lice treatment process.

Appendix (h):

How to Treat Hair and Home for Lice

7 Steps to Cleaning Your Home after a Head Lice Infestation

Lice cannot survive more than 1-2 days without a human host and they cannot live on pets. Eggs will die within 2 weeks once they are dislodged from the hair shaft and host. **It is not necessary to use pesticide sprays** on furniture, rugs or personal items and in many cases, this will cause more harm to your home environment than good. Your time will be much better spent combing nits and lice from the hair and following these steps to kill head lice in infested items.

1. Gather all personal items such as Combs, Brushes, Hats, Hair Clips, Headbands, Headsets, Helmets, Clothing, Stuffed Animals, Costumes, Pillows and Coats for clean up.
2. Soak all hair care items (such as combs, brushes, hair clips, etc.) in hot water (130°F) for 15 minutes.
3. For items that cannot be soaked in hot water such as headsets or helmets, place them in a tightly sealed plastic bag and put them in a freezer for 10-12 hours to kill the lice and eggs.
4. Wash all bedding and clothing that your child has used in hot water (at least 130°F) OR run them through your dryer's hottest setting for at least 30 minutes. Be sure to dry clean items that cannot be washed.
5. Place items that cannot be cleaned or run through the dryer (i.e. stuffed animals and toys) in a tightly sealed plastic bag for 10-14 days.
6. Follow up with the vacuum to get rid of any lice dust or egg shells that were left behind. According to the NPA, vacuuming is the safest way to remove lice and fallen hairs with attached nits from upholstered furniture, rugs, stuffed animals, or car seats- wherever someone with head lice may have rested their head.
7. Conduct a family head check once a week. You'll need an egg removal comb, a magnifying glass and lots of light.

Appendix (i):

Admission/ Agreement Policies

ACADIA PARISH



HEAD START

ADMISSION/ AGREEMENT POLICIES

The Acadia Parish School Board Head Start Program is based on the premise that all children share certain needs, and that children of low-income families, in particular, can benefit from a comprehensive developmental program to meet those needs. The mission of the Acadia Parish School Board Head Start Program is to provide positive early childhood experiences and quality comprehensive services to low-income children and families through a compassionate supportive program. We are aimed at breaking the cycle of failure and promoting self-sufficiency and social competence while maintaining the dignity and self-worth of the individual and family. We are committed to excellence in the learning environment and effective partnerships between parents, staff, school and the community.

Acadia Parish School Board Head Start Program has an Open Door Policy and encourages all parents, current and potential, to visit the centers. Authorization Forms for Photo/ Video/ Social Media, etc. are signed at Registration, Health Fair and Visitation Day.

Parents enrolling Head Start children are required to provide/ be involved in the following:

- One full set of clothing, including shirt, bottom, socks, and underwear and labeled.
- Those children that are not completely potty-trained will need two (2) to three (3) sets of clothing.
- Contact information is very important in Head Start. Please notify the center if you have changed your phone number or your address so that there is an update in your child's record. This is for the safety of you and your child. One (1) or two (2) reliable phone numbers should be accessible at all times. For some reason your phone is not working, please provide a number where you can be reached. If there is an emergency at the centers and you cannot be reached, the police department or Child Protection will be contacted.
- You are requested/ required to attend parent meetings/ training as possible. Should you are not able to attend please notify your Site Supervisor. It is policy that parents are engaged/ involved in making policies and attending training.
- I understand that my child will be required to attend daily and that excessive unexcused absences will result in the discontinuation of services for my child (*see Parent Handbook for further information*). I understand that if this happens, I will be given a notice of my child being dropped from the program and that my child will no longer be allowed to attend Head Start. The mandate is that we maintain 85% attendance each month. After ten (10) days your child will be dropped so that another child on the waiting list comes in.
- Be engaged in marketing and PR (social media) of the program.
- Parents are asked to work with the staff if the child is not potty-trained. Please refer to the Parent Handbook that will be given out at the beginning of the program. After one (1) month of

Appendix (i) continued:

Admission/ Agreement Policies

attendance the parent will be called to change the child. The following are procedures for potty-training:

- ✚ Call meeting with parents and staff (Site Supervisor, Teacher, Family Advocate and Health/ Mental Health/ Nutrition Specialist or Family Partnerships/ Community Engagement Specialist) to explain the training procedures that will begin immediately.
- ✚ We will go through the steps of using the potty according to each child's need.
- ✚ Pull-ups or diapers are not allowed unless the child has been identified with special needs. At least three (3) changes of clothing must be available at school.
- ✚ Underwear should be worn at home and at school.

I have read, understand and agree to the terms and conditions as well as the ones stated in the Parent Handbook.

ALL LEGAL GUARDIANS SHOULD SIGN BELOW.

X
Signature of Primary Legal Guardian

X
Signature of Secondary Legal Guardian (if applicable)

NOTES
