



PARENT HANDBOOK

2024-2025



Staff Directory

Chak Chak

Classroom Telephone: 503-879-1450

Teacher: Holly Marler

Teacher Assistants and Aides: Wendy Mercier, Bradley Robertson, Liz Atanacio

Shayim

Classroom Telephone: 503-879-2163

Teachers: Cassandra Couch

Teacher Assistants and Aides: Isabelle "Frankie" Grout, Ben Powley, Kristen Latham

Kwenat

Classroom Telephone: 503-879-2138

Teachers: Griselda Perez-Bravo, Hannah Nice, Ashley Sheron

Teacher Assistants and Aides: McKenzie Alvarez

Kwis Kwis

Classroom Telephone: 503-879-1431

Teachers: Jessica Cruickshank and Emma Hill: 503-879-2157

Teacher Aide: Roxanne Moniz

Mawich

Classroom Telephone: 503-879-2272

Teachers: Joshua Biery

Teacher Assistants and Aides: Pimm Nelson, Madison Aaron, ShyAnne Frank

Shwiq^{hiq}

Classroom Telephone: 503-879-1412

Teachers: Betty Hoopingarner, Shawna Freeman, Cassidy Castillo

Aides: Sara Lafferty

Family Educators

Shawn Bobb: 503-879-2153

Tammy Fisher: 503-879-1436

Tracy Haas: 503-879-1361

Family Partnership Specialist

Denaee' Towner: 503-879-2066

Kitchen

Kitchen Phone: 503-879-2158

Nutrition Supervisor: Jose Montano

Transportation

Green bus: 503-434-1726

Purple bus: 503-434-0789

Transportation & Facilities Coordinator, Tracy Howerton: 503-879-2285

Office Staff

Administrative Assistant, Gianna Espinoza: 503-879-1430

Data Specialist, Sommer Coleman: 503-879-1634

Program Leadership

ECE Program Manager, Dawn Doar: 503-879-2287

Education Coordinator, Star Weatherall: 503-879-1413

ERSEA Coordinator, Amber Wright: 503-879-1434

Family Partnership Coordinator, Rebecca Ambrose: 503-879-2159

Health & Nutrition Coordinator, Shelley Clift: 503-879-2161

Inclusion Coordinator, Vacant : 503-879-2160

Infant/Toddler Coordinator, Melissa Phillips: 503-879-1413

Social/Emotional Learning Coach, Jeff Versaw: 503-879-1405

Mission Statement

Our mission is to provide a safe and
inclusive preschool education;

- Laying the foundation for lifelong success
- Partnering with families to create opportunities
- Celebrating the community and its culture

Program Goals:

1. Program will enhance services to promote family wellness and support caregivers in reducing stress.
2. Program will design educational services for children and their families to support the development of executive function for life-long success.
3. Program will increase family engagement by nurturing relationships through ongoing positive interactions, focusing on family strengths
4. The program will strengthen partnerships within the community to increase cultural opportunities and experiences for children and their families throughout all program services.

"The U.S. Department of Agriculture (USDA) and the State of Oregon prohibit discrimination in all USDA programs and activities on the basis of race, color, national origin, sex, religion, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964 or (888) 271-5983 Extension 516 (toll free). USDA and the State of Oregon are equal opportunity providers and employers."

Confidentiality Policy

Information about children, families and employees which you have obtained as you partner with our program is highly confidential. Any general program information which does not specifically relate to an individual employee or family is not considered “confidential”. All school records on employees and students are kept confidential in compliance with federal law. Each employee, contractor, volunteer and student intern working in the preschool program has the responsibility to protect confidentially.

All records are to be kept in a locked file cabinet where unauthorized people do not have access. Parents have the right to see their enrolled child’s records. A parent must submit in advance notice of his/her wish to review these records and a staff member must be present during viewing. Any information in child’s file can be shared with other agencies only after a parent has given signed consent to release information. The ADA (Americans with Disabilities Act) permits disclosure of health information for workers’ compensation and insurance purposes.

Improper disclosure of confidential information is considered to be a violation of your responsibilities. If such a violation occurs, you will be given a verbal reprimand and/or possibly terminated. A report of the violation will be included in your file.

In the case of a tort claim, the Confederated Tribes of Grand Ronde may refuse to defend you in any legal action which may be brought by a client for violating the confidentiality of a client or co-worker.

Criminal Background Checks

PURPOSE

The purpose of this procedure is to ensure compliance with all State and Federal regulations regarding background checks of perspective employees.

As a licensed facility, all employees of the Grand Ronde Head Start Preschool must enroll in the State of Oregon Central Background Registry as a condition of employment. This requirement is written into every job description and is agreed to by all employees upon acceptance of employment.

The State of Oregon Central Background Registry complies with all State and Federal laws, including the Head Start Act, Head Start Program Performance Standards and Child Care Development Fund regulations.

No employee will be allowed to work until our office has received notification from the Office of Child Care that they are enrolled in the Central Background Registry. The only exception is for orientation and professional development that does not include access to or contact with children.

Any employee that is removed from the Central Background Registry, either due to expiration or for cause, will be immediately placed on unpaid administrative leave until their enrollment is renewed. The employee will leave the building and immediately begin the process to renew their enrollment. If the employee does not complete the application process and fingerprints within 10 days, it will be considered job abandonment and voluntary termination. If the employee cannot be enrolled in the Criminal Background Registry for any reason, they cannot be employed by the Grand Ronde Head Start Preschool and will be terminated.

All employees are required to immediately report to the Early Childhood Program Manager and the Office of Child Care if they are under investigation for criminal activity that might affect their ability to remain enrolled in the Central Background Registry or if they are under investigation by the Department of Human Services for child abuse/neglect. Failure to disclose this information may result in termination.

Arrival and Departure Procedures

Requirements: State of Oregon Office of Child Care Guidelines

ARRIVAL

Each child shall be escorted into the building by an adult or youth 16 or older. Children riding the bus to school will be checked in by the transportation staff.

The adult shall sign the child in on the clipboard in the appropriate classroom. The adult shall indicate their name, the child's name and time of check-in.

The adult shall indicate on the board next to the door, what the child will do after school (ride the bus, wait to be picked up or go to the After Care room).

The adult should wait for a teacher to acknowledge the child's arrival before leaving.

DEPARTURE

Transportation staff will use the board in each classroom to determine which children are scheduled to ride the bus home each day. They will sign the child out for the day.

Teachers will take kids that are enrolled in After Care to the After Care room at 1:45 and ensure that they are signed in.

Teachers will wait in the classroom for an authorized adult to pick up the remaining children. This should be no later than 2:00 pm.

Upon pick-up, the adult shall sign the child out indicating the time of day and their name.

If the person is not known to the staff, the staff will check the child's authorized pick up list and check the identification of the person picking up the child.

Tardy Policy

Purpose: To ensure children get the full benefit from the school day it is important to arrive by 8:30 am.

We hold a morning circle at 8:45 am to help children prepare for a successful day and we serve breakfast at 9:00 am. By this time, we have planned our small group lessons and individualized learning opportunities for each child.

Late arrivals not only impact your child's learning, they also disrupt the classroom routine for all children.

Policy:

1. A child will be considered tardy if they arrive at school after 8:30am.
2. If your child is going to arrive **later than 8:30 am** due to a medical appointment or other unavoidable circumstance, *please contact your child's teacher as early as possible to let them know.*

Procedure:

1. Third Tardy: Parents will be required to meet with the lead teacher, either in person or via conference call, to discuss barriers preventing getting the child to school on time.
2. Fifth Tardy: Parents will be required to meet in person with the ERSEA Coordinator and/or lead teacher to address barriers the family may be facing and develop a written plan to address those barriers.
3. Tenth Tardy: Parents will be required to set up a meeting with the ECE Manager and ERSEA Coordinator to determine if continued enrollment is appropriate. If the family wants to maintain enrollment, they will be required to enter into a written agreement. Child will not be able to attend school until this agreement is signed.

Late Pick-Up Policy

Purpose: To define the consequences for repeated late pick-up.

Program Hours:

| | |
|-----------------|------------------------|
| Preschool hours | 7:45 a.m. to 2:00 p.m. |
| Aftercare hours | 2:00p.m. to 5:15 p.m. |

Your child must be picked up by the end time stated above, there is no grace period. We begin loading children on the bus at 1:45 and we encourage you to pick your child up at that time also. If you know you will be late picking your child up please call the school as early as possible, however, that does not halt the following process.

1st late pick up: written warning

2nd late pick up: second written warning

3rd and subsequent late pick-ups depend on the time:

1. For the 2:00 pick up, you will be required to meet with the ECE Program Manager and the ERSEA Coordinator to discuss continued enrollment and sign a corrective plan of action.

2. For the 5:15 pick up, you will be charged \$10.00 per minute and your child's participation in Aftercare will be suspended until a meeting takes place to develop a corrective plan of action. Additional late pick-ups within a 6-month period may result in removal from the Aftercare program. Failure to pay within 30 days will activate the Collection Policy.

You are also considered late if:

- **You do not pick up your child within 30 minutes of being notified to pick him/her up early**
- **Nobody is available to get your child off the bus.**
- You have reported that you will pick your child up at a specified time and do not, unless you call to let us know that your child will be staying later.

Reasons that you may be called or notified to pick-up your child early from school may include;

- Illness
- Injury
- Head Lice
- Unexpected School closure

If parent/guardian cannot be reached on the first attempt, emergency contacts supplied by the parent/guardian will be called. If parents and/or emergency contacts cannot be reached or unable to pick up the child within ½ hour, Child and Family services will be notified.

Child Abuse and Neglect - Mandatory Reporting

Purpose:

The Head Start program will recognize and abide by Oregon State Statutes which states that child care staff is required to report suspected child abuse and neglect.

The Head Start Preschool staff is required to:

1. Report suspected cases in compliance with state law.
2. Maintain confidentiality of records.
3. Work with Tribal Community Resources Services and Children & Families (CFS), who deal with abuse and neglect, and not become a treatment program on our own.
4. If they are eligible, make every effort to retain or admit families of allegedly abused and neglected children, referred by Tribal Community Resources or SCF, in the Head Start Preschool Program.

Staff Training:

Provide staff training on Child Abuse and Neglect policy and procedures and during pre-service.

State Office of Child Care Webinar: Recognizing and Reporting Child Abuse and Neglect

Training will be provided or made available on identification and documenting suspected cases.

Parent Training:

The complete Head Start Preschool child Abuse and Neglect policy and State Reporting Law will be available to parents. Families will be given information on available medical and community resources in the Social Service Directory.

Parents will be made aware of the Head Start Preschool staff person who has been assigned to coordinate child abuse and neglect reports.

Procedures:

All reports of suspected abuse/neglect must be reported to the Director and recorded on the Report Log (maintained in the Director's Office in locked file) as soon as possible after the report is made.

ERSEA Policies

Enrollment Policy

Purpose: To ensure Grand Ronde Head Start Preschool maintains full funded enrollment throughout the program year.

Program Requirements:

A child or expectant mother is considered *accepted* when the family accepts an open spot. The child or expectant mother's *Enrollment Date* is the date on which the child first attends class, or the family receives their first home visit.

Grand Ronde Head Start Preschool will attempt to fill any student vacancy as soon as possible, ensuring vacancies are filled within 30 days.

A waiver will be requested from the Office of Head Start if documented efforts to enroll 20 Head Start, 16 center-based Early Head Start, and 42 home-based Early Head Start cannot be accomplished.

Continuous enrollment:

Once a child is enrolled in Grand Ronde Head Start Preschool, their enrollment is guaranteed for the following year, provided they continue to meet age eligibility requirements. Children who do not meet age eligibility requirements must have a compelling circumstance to continue enrollment, and will be considered on a case-by-case basis.

Children may be transferred from one funded position to another to ensure continuous enrollment. When a transfer occurs, income eligibility must be re-verified.

Grand Ronde Head Start Preschool will make efforts to ensure homeless children and children in foster care maintain enrollment regardless of service area. If continued enrollment is not feasible, the program will transition the child to an appropriate early childhood program in a different service area.

Immunization enrollment requirement

Grand Ronde Head Start Preschool will comply with Oregon immunization enrollment and attendance requirements, with the exception of homeless children.

Reserved slots

Grand Ronde Head Start Preschool may reserve one or more vacant enrollment slots for homeless families, and children in foster care. If the enrollment slot is not filled with a homeless child or child in foster care within 30 days, the enrollment slot will be considered vacant and will be filled as soon as possible.

Recruitment Policy

It is the policy of Grand Ronde Head Start Preschool to actively recruit eligible children who reside within the designated geographic service area.

The following recruitment schedule will be followed:

April First announcement of new school year recruitment with application deadline and selection date is posted in Smoke Signals and on the Tribal information reader board. Posters and flyers are posted in public places within the designated geographic service areas. Applications and flyers are mailed to potential applicants utilizing addresses given by TANF agency and the Tribe's address data base administer. Contact WESD for referrals of children with disabilities.

June Selection Committee will determine enrollment from completed and scored applications. Families will be notified of acceptance or denial. All applicants not accepted will remain on the waiting list for future openings.

August Evaluate enrollment policy and procedures with Policy Council.

September Provide parent orientation with the exception of children enrolled in the Home Visiting option that will be provided with orientation at their 1st socialization.

Year Round: Obtain applications of possible candidates collect referrals from agencies directly involved with children, utilize Tribal and community resources such as: Children and Family Services, TANF services, Tribal enrollment, Contract Health Services, Grand Ronde Tribal Housing Authority, IHS, Tribal Youth Program, WESD (and various other special education personnel to target children with disabilities). Door-to-door recruitment when necessary.

Selection Policy

Purpose:

To describe practices and procedures for the selection of children applying for Grand Ronde Head Start Preschool.

To ensure enrollment is limited to children from eligible families within the established service area.

To ensure enrollment opportunities are available to children with disabilities.

To ensure enrollment opportunities are available to children without regard to race, sex, national origin, or religion.

Program requirements:

The ERSEA Coordinator is responsible for scoring complete applications, and maintaining a current waiting list that ranks applicants according to the program's selection criteria.

The Grand Ronde Head Start Preschool Selection Committee is responsible for selecting new students from the ranked list of complete applications. Only complete and eligible applications per the ***Determining, Verifying, and Documenting Eligibility Policy*** will be considered for selection.

The Selection Committee is comprised of:

- ECE Program Manager
- ERSEA Coordinator
- Health Coordinator
- Family Partnership Coordinator
- Education/Inclusion Coordinator
- One or more members of the Policy Council
- A representative from CTGR Children & Family Services
- Grand Ronde Head Start Preschool Lead Teachers
- Grand Ronde Head Start Preschool Home Visitors

Selection for a new program year will take place in June of the previous program year. Vacancies will be filled on an as-needed basis thereafter.

- Students enrolled in CTGR Head Start on the last day of the program year who are younger than 5 years of age on September 1st of the upcoming school year will maintain their enrollment without reapplication.
- Applications for the new program year will be considered in June after all returning students have been identified.

Applications for enrollment are accepted year-round regardless of program vacancy.

Selection Criteria

Grand Ronde Head Start Preschool will annually establish selection criteria that enable the program to rank and prioritize complete applications.

- Selection criteria are based on community needs identified in the community needs assessment, as well as relevant family risk factors identified by Policy Council and Grand Ronde Head Start Preschool staff.
- Selection criteria will prioritize:
 - Family income
 - Homelessness
 - Whether the child is in foster care
 - The child's age
 - Whether the child is eligible for special education and related services
 - Whether the child is eligible for early intervention services.
 - Children currently enrolled in CTGR Early Head Start Program that will be 3 years of age on or before September 1st of the upcoming school year.
- Selection criteria are approved by the Policy Council and Tribal Council.

Selection of low income families

At least 51% of Early Head Start/Head Start funded positions will be filled by families whose incomes are below the official federal poverty guidelines established by the Office of Management and Budget.

- Early Head Start/Head Start funded positions may be filled by families whose incomes are above the federal poverty guidelines, but only after all income eligible applicants are served first, and not to exceed 49% of Early Head Start/Head Start funded enrollment.
- Grand Ronde Head Start Preschool will annually set criteria for selecting over-income participants. These criteria will be approved by the Policy Council and Tribal Council.

Selection of children with disabilities

Grand Ronde Head Start Preschool will strive to ensure at least 10% of all Early Head Start/Head Start funded positions are filled by children eligible for services under IDEA.

- Until the goal of 10% is reached, applicants with a current IEP/IFSP will be prioritized for selection.
- After the goal of 10% is reached, applicants with a current IEP/IFSP will be ranked according to the established selection criteria.

Grand Ronde Head Start Preschool will not deny selection or enrollment based on a disability or chronic health condition or its severity.

Placement in Early Head Start Classrooms

Placement in Early Head Start classrooms are determined by a child's age and length of continuous enrollment in the Early Head Start home based program.

- Children must be two years of age on September 1st of the program year.
- Children who have been continuously enrolled in the EHS home based program for the longest amount of time will be selected for placement in EHS classrooms.

Selection for the CCDF Program

The CCDF Program serves children whose parents are working or engaged in job training or job search at least 25 hours per week or enrolled in school full time.

As an American Indian/Alaskan Native program, CCDF slots are reserved for Native American children. Non-Tribal community members are not eligible for the CCDF program. In the event there are more applicants than available slots, priority will be given first to Grand Ronde Tribal members, then to direct descendants (parents or grandparents) of Grand Ronde Tribal members, and finally, children enrolled in another Federally Recognized Tribe.

If two applicants are vying for one vacancy, the above preference shall apply. If both applicants share the same preference, the child that submitted their application first shall fill the vacancy.

After all Head Start and Preschool Promise slots are filled, the remaining slots are available to CCDF eligible families and over-income Grand Ronde Tribal members. There are 54 preschool slots available. Head Start and Preschool Promise fund 40 slots total, leaving the remaining 14 slots available to CCDF eligible families and over-income families.

Selection for the Aftercare Program

The Aftercare Program is also CCDF funded, therefore, the same criteria as above applies. This program is limited to 20 students. The following priority shall apply for selection into the program at the beginning of each school year and to fill vacancies throughout the year:

1. Students participating in the program during the last week of the previous school year will automatically receive a slot if their parent has submitted an Interest Form along with the required documentation. If this is not received before screening week, the student will be considered along with all other applicants without preference.
2. Additional slots will be filled at the conclusion of Screening Week, once all parents have had an opportunity to submit an Interest Form and the required documentation. Interest Forms without the proper documentation will not be considered. Slots will be filled according to the following preference:
 - a) Children enrolled in the Confederated Tribes of Grand Ronde
 - b) Children who are direct descendants of parents or grandparents who are enrolled in the Confederated Tribes of Grand Ronde
 - c) Children who are enrolled in a different Federally Recognized Tribe
3. After determining Tribal affiliation, preference will be given in the following order:
 - a) A child whose parent(s) is working, engaged in job training full time or enrolled in school full time (if two or more, the child that submitted their application first)
 - b) A child whose parent(s) is engaged in job search (if two or more, the child that submitted their application first)

Over Income Enrollment Policy

Purpose:

To ensure enrollment is limited to children from eligible families within the established service area.

Selection of low income families

At least 51% of Early Head Start/Head Start funded positions will be filled by families whose incomes are below the official federal poverty guidelines established by the Office of Management and Budget.

Over income families will be enrolled only when the following criteria is met:

- All income eligible families within the service area that have submitted an application are served
- All children within the service area with disabilities are served
- All children within the service area that meet categorical eligibility are served

Selection Procedures

Over income families are ranked by the Application Scorecard.

Children and families are selected based on highest score.

Applicants that tie will be selected based on earliest interview/application completion date.

This policy is to be reviewed annually prior to the selection period in June.

Attendance

Purpose: Regular attendance is essential to ensure children get the full benefit from the school day. It also sets a good habit for your child's academic career, setting them up for success in school and beyond. In addition, it may become necessary to give a slot to a child on the waiting list rather than hold it for a child that does not come to school regularly.

Policy:

Families enrolled in Grand Ronde Head Start Preschool are expected to attend class and participate in home visits every day that they are healthy and able.

Families are expected to notify Grand Ronde Head Start Preschool staff each day their child will be late or absent.

Procedure:

1. Please notify your child's bus driver if he/she is going to be absent or will not ride the bus
-if your child does not ride the bus, please call his/her teacher and explain the reason for the absence.
2. If your child is absent and we have not heard from you, a teacher or coordinator will contact you by phone each time.
3. If your child is absent for two consecutive days without contact from a parent, a teacher or coordinator will make a home visit to ensure the welfare of your family.
4. If a child's attendance is less than 90%, you will be contacted by the ERSEA coordinator to discuss improvement to your child's attendance. This is an opportunity to determine if the family still wishes to be enrolled in the program and if there are barriers to attendance that we can assist the family with. If a child continues to struggle with chronic absence, you will be asked to meet with your child's teachers and coordinators to develop an Attendance Improvement Agreement.

5. If attendance continues to be a challenge, your family will be asked to meet with the ECE Program Manager to determine if enrollment should be continued.
6. If an enrolled child or expectant mother does not attend their first class or participate in their first home visit for a period of two weeks, and the family is unresponsive to attempted contact, the child or expectant mother's spot will be considered vacant.
7. If an enrolled child or expectant mother is continuously absent for 2 weeks, and the family is unresponsive to attempted contact, the child or expectant mother's spot will be considered vacant.

Illness:

1. Children that have had a fever or contagious condition within the past 24 hours may not attend school (see list in Parent Handbook)
2. If your child becomes ill at school we will contact you for immediate pickup. Sick kids need to be picked up within 30 minutes.
3. If we are not able to reach a parent we will attempt to reach each person on the emergency contact list.

Tracking Attendance during a Pandemic:

When a pandemic is declared by the Tribe or the State, we will waive the attendance requirement and will not disenroll your child due to attendance alone. We will work with your family to ensure services continue even when in-person attendance is not possible. However, if we do not hear from you for 30 days or more, we may mail you a Letter of Intent to disenroll.

During periods of distance learning, children ages two and under are expected to attend one weekly home or school visit. Children ages three to five must participate twice a week: (1) weekly scheduled home or school visit and (1) weekly live/interactive virtual meeting.

Determining, Verifying, and Documenting Eligibility Policy

Purpose:

- To describe requirements and procedures for the eligibility determination of children applying for enrollment in Grand Ronde Head Start Preschool.
- To ensure enrollment is limited to children from eligible families within the established service area.
- To ensure enrollment opportunities are available to children with disabilities.
- To ensure enrollment opportunities are available to children without regard to race, sex, national origin, or religion.

Program Requirements:

The ERSEA Coordinator is responsible for determining, verifying, and documenting eligibility for all applicants of Grand Ronde Head Start Preschool.

Eligibility requirements (service area):

- For **Early Head Start/Head Start** funded positions, the service area includes:
 - Children residing in Grand Ronde
 - Children enrolled in a federally recognized Indian tribe and residing in Grand Ronde, Sheridan, or Willamina
 - Children descended from CTGR and residing in Grand Ronde, Sheridan, or Willamina

- Children enrolled or descended from CTGR and residing outside of Grand Ronde, Sheridan, or Willamina
- For **Preschool Promise** funded positions, the service area includes:
 - Children residing in Grand Ronde, Sheridan, or Willamina
- For **Child Care Development Fund (CCDF)** funded positions, the service area includes:
 - Children enrolled or descended from a federally recognized Indian tribe, regardless of residence
- For **CTGR** funded positions, the service area includes:
 - Children enrolled or descended from the Confederated Tribes of Grand Ronde, regardless of residence
- Per the grant award and MOU with Head Start of Yamhill County, community children residing in Willamina or Sheridan will be referred to Head Start of Yamhill County

Eligibility requirements (age):

- For **home based** positions funded by **Early Head Start**, an individual must be a pregnant woman, or an infant/toddler younger than three years old on September 1st of the program year.
- For **center based** positions funded by **Early Head Start**, a child must be two years of age on September 1st of the program year.
- For positions funded by **Head Start** and **Preschool Promise**, a child must be at least three years old by September 1st of the program year.
- For positions funded by the **Child Care Development Fund (CCDF)** or **Grand Ronde Tribal funds**, a child should be at least three years old by September 1st of the program year. A child may be considered for enrollment prior to their third birthday on a case-by-case basis, and only after all age eligible children have been considered.
- For positions funded by **Head Start** and **Preschool Promise**, a child must be no older than age 4 on September 1st of the program year.
- For positions funded by the **Child Care Development Fund** or **Grand Ronde Tribal funds**, a child should be no older than age 4 on September 1st of the program year. A child may be considered for enrollment after their 5th birthday on a case-by-case basis, and only after all age eligible children have been considered.

Eligibility requirements (income):

- A pregnant woman or a child is eligible for **Early Head Start/Head Start** if:
 - The family's income is equal to or below the poverty line
 - The family is receiving or is eligible to receive public assistance including TANF and SSI.
 - The child is homeless, as defined by the McKinney-Vento Homeless Assistance Act
 - The child is in foster care
- A child is eligible for **Preschool Promise** if:

- The family's income is equal to or below 200% of poverty
- A child is eligible for the **Child Care Development Fund (CCDF)** if:
 - The child is an enrolled member or descendant of the Confederated Tribes of Grand Ronde or another federally recognized Indian tribe.
- A child is eligible for a **Tribally funded position** if:
 - The child is an enrolled member or descendant of The Confederated Tribes of Grand Ronde.

To obtain eligibility information, the ERSEA Coordinator will:

- Conduct an in-person interview with a parent/guardian of each applicant family. If an in-person interview is not possible, the ERSEA Coordinator will conduct a telephone interview and document the reason an in-person interview was not conducted.
 - Interview information will be documented using the "Eligibility Interview Form".

To verify eligibility information, the ERSEA Coordinator will:

- Verify an applicant child's age by obtaining a copy of:
 - A state issued birth certificate or a state issued immunization record
 - A Tribal enrollment card or Certificate of Indian Blood
- Verify an applicant child's address by obtaining:
 - A copy of the child or parent/guardian's state or tribal issued ID displaying a name and physical address
 - A piece of current mail displaying the child or parent/guardian's name and physical address
 - A current pay stub, tax document, or other document displaying the child or parent/guardian's name and physical address
- Verify an applicant child's tribal enrollment or descendency by obtaining:
 - A copy of the child's Tribal ID
 - A copy of the child's Certificate of Indian Blood
 - A copy of the biological parent's Tribal ID or Certificate of Indian Blood
 - Other documentation of enrollment or descendency from a federally recognized Indian tribe.
- Verify an applicant family's income for the previous 12 months or the previous calendar year. Income will be verified by obtaining:
 - Tax forms, pay stubs, TANF documentation, child support documentation, documentation of SSI, documentation of tribal per capita benefits, or other proof of income.
 - If the family cannot provide proof of income for the relevant time period, the ERSEA Coordinator may use documentation provided to calculate total annual income with appropriate multipliers. Income calculations will be documented on the "Income Worksheet".

- If the family reports income earned but cannot provide proof of income:
 - The ERSEA Coordinator may accept written statements from employers, including individuals who are self-employed, and use the information provided to calculate total annual income with appropriate multipliers. Income calculations will be documented on the “Income Worksheet”.
- If the family reports no income:
 - The ERSEA Coordinator may accept the family’s signed declaration to that effect if:
 - The ERSEA Coordinator describes efforts made to verify the family’s income.
 - The ERSEA Coordinator explains how the family’s total income was calculated using the “Income Worksheet”.
 - The ERSEA Coordinator seeks information from third parties about the family’s income, if the family gives written consent.
- If the family can demonstrate a significant change in income for the relevant time period (such as job loss or reduced wages), the ERSEA Coordinator may consider current income circumstances.
- The ERSEA Coordinator will ensure the “Income Worksheet” indicates whether the applicant family’s income is below income guidelines for its size, and lists the family’s size.
- It is the applicant family’s responsibility to inform the ERSEA Coordinator of any significant changes in family income, family size, or other relevant information.
- Verify an applicant family is eligible for public assistance (TANF), or in the absence of child care, would be potentially eligible for public assistance.
 - The ERSEA Coordinator will obtain documentation of public benefits from the family.
 - If the family cannot provide documentation of public benefits, the ERSEA Coordinator will request documentation from the relevant state, local, or tribal public assistance agency, if the family gives written consent.
- Verify an applicant family is homeless.
 - The ERSEA Coordinator will accept a written statement from a homeless services provider, school personnel, or other service agency attesting that the child is homeless.
 - The ERSEA Coordinator will accept any other documentation that indicates homelessness, including:
 - Documentation from a public or private agency
 - A signed declaration from a third party
 - Information gathered on enrollment or application forms
 - Notes from an interview with Grand Ronde Head Start Preschool staff
 - Any other document that establishes homelessness

- If the family can provide documentation of homelessness, the ERSEA Coordinator will describe efforts made to verify the accuracy of the information provided.
- If the family cannot provide documentation of homelessness, the ERSEA Coordinator will accept the family's signed declaration of homelessness on the "Homeless Declaration Form" and the ERSEA Coordinator will provide a written statement describing the child's living situation that meets the definition of homeless as described in the McKinney-Vento Homeless Assistance Act.
- Verify a child is in foster care.
 - The ERSEA Coordinator will accept a court order or other legal or government-issued document.
 - The ERSEA Coordinator will accept a written statement from a government child welfare official that demonstrates the child is in foster care.
 - The ERSEA Coordinator will accept documentation of a foster care payment.

To document eligibility information, the ERSEA Coordinator will:

- Complete a "Head Start Eligibility Verification Form" for each applicant child.
 - The ERSEA Coordinator will ensure the "Head Start Eligibility Verification Form" will identify whether:
 - The family's income is below income guidelines for its size
 - The family is eligible for or, in the absence of child care potentially eligible for public assistance
 - The child is a homeless child
 - The child is in foster care
 - The child was determined to be a child who would benefit from services, although they do not meet eligibility criteria, and the child is counted toward the allowed 10% of participants
 - The family's income is below 130% of the poverty line, and the child is counted toward the allowed 35% of participants
- Score each child's completed application using the "Applicant Scorecard".
- Create an eligibility determination record for each applicant child. The eligibility determination record will include:
 - The "Application Checklist" cover page
 - The child's completed application for Grand Ronde Head Start Preschool
 - The family's completed "Eligibility Interview Form"
 - Documentation that the ERSEA Coordinator has conducted either an in-person or a telephone interview with the applicant family.
 - Proof of the family's residential address
 - Proof of the child's tribal enrollment/descendancy (if applicable)
 - A completed "Income Worksheet"
 - Documentation of the family's income
 - A completed "Eligibility Verification Form"

- Documentation of a child’s disability (if applicable)
- Documentation of a family member’s disability (if applicable)
- A completed “Homeless Declaration Form” (if applicable)
- Proof of foster care (if applicable)
- A completed “Applicant Scorecard”
- Copies of any documents or statements, including declarations that are deemed necessary to verify eligibility.
- Documentation that the ERSEA Coordinator has made reasonable efforts to verify eligibility by collecting documents required for third party verification, including the family’s written consent to contact each third party.
- In the case of a newborn infant replacing its (previously) expectant mother, the expectant mother’s eligibility file will serve as the infant’s eligibility file. The link will be clearly documented in the infant’s student file and in the expectant mother’s eligibility file.
- The ERSEA Coordinator will ensure that eligibility determination records are kept for those currently enrolled, as long as they are enrolled, and for one year after they have either stopped receiving services or are no longer enrolled.
 - Eligibility determination records for the current school year will be stored on-site within the Grand Ronde Head Start Preschool facility.
 - Eligibility determination records for past school years may be stored on-site within the Grand Ronde Tribal archives facility.

Eligibility duration:

- If a child is determined eligible and waitlisted, they will remain eligible through the end of the program year.
- If a child is determined eligible and enrolled, they will remain eligible through the end of the succeeding program year.
- If a child moves from one funded program to another, the ERSEA Coordinator must verify the family’s eligibility again.
- Grand Ronde Head Start Preschool will ensure, whenever possible, that children enrolled in Early Head Start receive Head Start services until enrolled in kindergarten.

Family Engagement Policies

Parent Engagement in Education and Child Development Services

Purpose: Grand Ronde Head Start recognizes and affirms parents’ role as children’s primary and lifelong educators, and therefore encourages parents to engage in their child’s education through the program

Parent Engagement Guidelines

1. The program setting is open to parents during all program hours
2. Parents are given opportunities to volunteer in the classroom and during group activities. Any regular volunteer will need to complete the Program Orientation and a Criminal Background Check.
3. Parents have the opportunity to participate in the parent committee

4. Parents have the opportunity to participate in Policy council
5. Parents will be encouraged to attend trainings offered throughout the program year.
6. Parents will attend an orientation in the fall outlining strategies for engaging in their child's education throughout the year,

Parent Teacher Conferences/Home Visits

1. Teachers will make every attempt to include both parents in this process
2. Parents and teachers will meet a minimum of four times each program year
3. Two meetings are to be home visits. Home visits may take place at another location upon request, or if a visit to the home presents a safety hazard.
4. Children who enroll mid-year should still receive four parent visits when feasible.
5. Each visit will include at a minimum:
 - a. Opportunities to learn more and provide feedback about the program, including the selected curricula and instructional materials
 - b. Opportunities to learn about and provide feedback on the child's progress within the program
 - c. Sharing the results of the child's most recent screenings and/or assessments.
 - d. The creation of individual learning and development goals as a collaboration between the parent and teacher
 - e. Sharing a school readiness activity that parents can complete with their children

Communication

1. In addition to parent and teacher meetings, teachers communicate regularly with parents to ensure they are well-informed about their child's routines, activities and behavior, upcoming events.
Communication may occur in the following ways:
 - a. Face-to-face
 - b. Phone calls
 - c. Classroom newsletters
 - d. Written notes or notices
 - e. Email
 - f. Social media
 - g. Text messaging

Parent Code of Conduct

It is Grand Ronde Head Start Preschool's policy that the business of the company be conducted according to the highest ethical standards. In support of this policy, a set of ethics and standards of conduct are essential for our program to prosper and receive the desired trust and respect of children, youth and families, employees, and the community. The underlying principles of these standards are based on courtesy, moral standards, and the law. These principles ensure the continued success and growth of the services and programs provided by Grand Ronde Head Start Preschool.

All employees and volunteers must abide by the following established standards of conduct. These standards include, but are not limited to:

1. Respect and promote the unique identities of all children, youth and families and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability, or sexual orientation.
2. Follow program confidentiality policies concerning information about children, youth, families, and employees.
3. All children and youth must be supervised and not left alone while under the care of Grand Ronde Head Start/Preschool.
4. Positive methods of child guidance shall be utilized. Engaging in corporal punishment, emotional or physical abuse, or humiliation is prohibited; in addition, methods of discipline that involve isolation, the use of food as punishment or reward, and the denial of basic needs are not to be utilized.

The Parent Code of Conduct will include, but not be limited to the following items:

1. Parents will address misbehaviors of their own children attending a program function or classroom in a positive way. No physical or verbal punishment of children is allowed at a program function or classroom. This includes, but is not limited to, striking your child in any way or cursing at your child at a program function or in the classroom.
2. Parents will direct all concerns regarding other children at a Head Start/Preschool function or classroom to program staff immediately. It is never appropriate for a parent to discipline another child at a program function or classroom. It is not the intent of this standard to stop a parent from helping a child who is in immediate danger, but to use common sense in a situation where a child may be at risk of being harmed.
3. Parents will treat program staff members with respect, and follow Grand Ronde Head Start/Preschool policy regarding disagreements or concerns. It is never appropriate for a parent to threaten a staff member in any way.
4. If a parent has a disagreement or problem with another parent at an event or classroom, that problem will be addressed with respect. It is never appropriate for a parent to threaten another parent at an event or classroom.
5. When in the presence of children at an event or classroom, parents will use language appropriate for young children to hear. Cursing/swearing is not allowed.
6. Parents will refrain from smoking during Head Start/Preschool events.
7. To promote a safe, happy environment for our children, parents will address problems with other parents and staff in private, away from children attending a program function in classroom. Quarreling is never allowed in front of children.
8. To ensure the safety and health of all children, all safety rules, including but not limited to, the following will be enforced:
 - a. According to the law, all children will be placed in appropriate vehicle restraints at all times.
 - b. Parents will supply current emergency contact information to staff at all times. It is the parents' responsibility to keep this information accurate, including changes in names, addresses, and phone numbers for themselves and emergency contacts.

9. Anyone attending a Head Start function that is under the influence of alcohol or drugs will be asked to leave.

In the event of a dispute in regards to discipline due to a child's redirection, a parent may request an informal investigation of the situation.

Failure to comply with the policies outlined herein may lead to a staff member or designated Policy Council representative to approach the parent(s) involved to evaluate the appropriateness of said parent's continued engagement in program activities.

Volunteer Policy

Purpose:

Parents, family or community members regularly volunteering 1 day per week or more will complete the State of Oregon's criminal background check and fingerprinting. The volunteer will not be able to participate until we receive confirmation that they are enrolled in the State's Criminal Background Registry. In addition, regular volunteers will submit a urinalysis before regularly volunteering.

SMART reading volunteers are subject to the background check performed by the SMART organization and are exempt (per State of Oregon Office of Child Care) from the Criminal Background Registry requirement. SMART volunteers are supervised by the SMART coordinator and by teaching staff while onsite and must complete SMART orientation prior to beginning.

Parents, family or community members regularly volunteering for the school 1 day per week or more must participate in the program orientation, including program goals, curriculum and discipline policies and procedures. Additional requirements: first aid, food handlers, and TB test.

All program policies apply to volunteers just as they would any member of staff.

Volunteers are not allowed to be left unsupervised with children at any time.

Travel Policy

The guideline for expenses to qualify for reimbursement is reasonableness, i.e.: What a prudent person would do if they were spending their own money (the most cost effective or efficient method for the Tribe).

Reimbursements shall be at the most economical cost determined by comparing all alternatives (e.g., air versus ground).

This policy applies to all Head Start parents/Policy Council members traveling to attend seminars, conferences, educational programs or to attend to Tribal business for the benefit of the Tribe. The traveler may submit a request for a travel advance or reimbursement in accordance with this policy. This policy shall apply to all travel, including local, out of town and out of state travel.

The Head Start Director is responsible for determining and authorizing the need for, and the method of travel and the appropriateness of expenses incurred for their respective areas. Travel advances and travel reimbursements are governed by this policy. All out of state travel must be authorized within the tribally structured chain of command.

Conduct

While on School business, individuals shall:

Provide proof of attendance at all meetings or proceedings that the individual is authorized to attend to the Head Start Director. Proof will include copy of certificate of attendance, copy of agenda and/or other relevant material.

Provide a written report to the appropriate the Head Start Director within five (5) working days and give an oral report to Policy Council at the following Policy Council meeting.

Be responsible for turning in all necessary forms (taxi receipts, parking receipts, and Hotel invoices etc.) along with their actual travel form within five (5) working days to Administrative Assistant.

Not consume intoxicants which would impair an individual's ability to represent the Preschool/Tribe, or which would reflect discredit or embarrassment on the Tribe.

Not use illegal drugs or barbiturates. Any individual under a doctor's care and using mood altering prescription drugs must provide written notice from the treating physician of the individual's ability to travel, to the Director

Not engage in social activities that cause embarrassment to the Preschool/Tribe.

Not allow immediate family or friends to travel at School expense.

Dress and conduct one's self in a manner that will bring respect and honor to the School/Tribe.

Mileage for School Business

Mileage will be paid at the established Tribal rate.

When the traveler chooses to use a personally owned vehicle (POV) for and out-of-town or out-of-state trip and the commercial carrier is the most cost effective, the mileage will be reimbursed based on the most cost effective mode of travel. The cost of airline ticket and ground transportation shall be used for comparison purposes.

When two or more individuals using the same vehicle are attending the same function, mileage will be paid to the driver only. Economic feasibility, based on location, should be considered.

Liability

The Tribe may pay only those authorized expenses essential to the transaction of official business, which include: (a) Transportation; (b) Meals

The traveler is responsible for expenses over reimbursement limits or not prudent.

The Tribe will not pay for excess costs resulting from circuitous routes, delays, luxury accommodations or services unnecessary or unjustified while performing official business. If the person does not travel by the method of transportation required by the Tribe, any additional expenses incurred are the responsibility of the individual.

Unless otherwise authorized, reimbursement will be limited to the cost of travel by a direct route on an uninterrupted basis.

The Tribe may disallow reimbursement claims if the individual does not: a) provide approved itemization of expenses; b) provide receipts or other documentation to support the reimbursement; or c) provide justification for an unauthorized expense.

Any promotional benefits or material received from any source in connection with official travel are considered property of the Tribe. The individual must accept and forward to the Tribe the benefits or materials received on behalf of the Tribe.

Implementation and Interpretation

Any questions regarding the intent or application of this policy should be directed to the Finance Officer, who is delegated the responsibility for interpreting and implementing this policy.

Amendments and Changes

1. The Council may approve additions or amendments to these policies.
2. This policy shall become effective upon approval of the Policy Council, and shall rescind and repeal all prior Travel policies. These policies shall remain in effect until rescinded, revised or amended by the Policy Council.
3. Any person affected by these policies may suggest a change, amendment, or revision. Any suggestions must be submitted in writing to the Finance Officer for consideration.

Procedures

The most cost effective, efficient method of travel, for the Tribe, will be used as a basis for determining the reimbursement of travel expenses. It is the employee's responsibility to report his/her actual travel expenses in a reasonable and ethical manner and in accordance with these procedures.

Non-Local Travel

Non-local travel is any travel in excess of thirty (30) miles from the Tribal headquarters with a trip more than (12) hours in duration. All non-local travel expense reimbursements are requested on the travel request and travel voucher forms. All non-local travel shall be processed through and arranged by the Travel Coordinator. Travel requests should be submitted to the Travel Coordinator along with appropriate documentation that clearly indicates: a) business purpose of the trip; b) date and time of meeting/conference; c) location; d) agenda of meeting/conference, at least (2) weeks prior to the scheduled event.

The Education Division Manager will determine whether it is more cost-effective for an employee to stay overnight or to commute on a daily basis when they are required to attend to Tribal business that lasts more than (1) day.

All out of state travel must be approved and authorized within the tribally structured chain of command.

Completed Actual Travel forms must be submitted to the Accounts Receivable Specialist in Finance within (5) days of the conclusion of the trip.

When combining official school business travel with personal travel, the Tribe will only pay for or reimburse costs directly associated with the official school business.

Business Related Expenses

Only business related expenses such as: telephone calls, e-mails, and faxes are eligible for reimbursement. Receipts are required for reimbursement. Travelers are allowed up to \$5.00 for personal calls upon arrival at their destination.

Travel Day

When official school business requires a parent to stay overnight, the travel day will typically be the day before and the day after the official school business. When the most cost effective mode of transportation is air travel and the official school business starts after 12:00pm or ends at or before 12:00pm on the same day as the official school business, that day will be considered the travel day. Travel to and from airports will also be taken into consideration when determining travel days.

Air Travel

The Tribe will reimburse for coach class air travel. Travelers desiring to upgrade their accommodations are required to pay for the cost upgrade. It is the responsibility of the traveler to pay for the replacement cost of lost or stolen airline tickets.

All arrangements for air travel shall be made through the Travel Coordinator. Exceptions to this policy require approval by the ECE Program Manager and must be due to extenuating circumstances. The traveler is required to document the selection of the most cost effective mode of travel.

Ground Transportation

When a traveler is using a personally owned or leased vehicle, they will be eligible to claim local mileage between the place of departure and the destination of the official school business. Only expenses for parking and local mileage are eligible for reimbursement.

When personal time is combined with official school business, travel, parking, and local mileage will be reimburse for actual business only. Additional parking and mileage expenses are not reimbursable.

When a traveler reaches their destination and additional ground transportation is required, they must select the mode of transportation that is the most cost effective to the Tribe. Travelers should use courtesy shuttles or airport shuttles, whenever possible.

Taxi cabs are permitted only if: 1) a courtesy shuttle is not available; 2) an airport shuttle bus is not available; 3) a restaurant is not available at the hotel accommodations; 4) taxi fare is less than shuttle fare; or 5) emergency situation.

Rental cars are permitted if: official business requires frequent travel at destination (documentation required), taxi cabs are not readily available at the destination, or it can be shown to be cost effective to the Tribe (provide documentation). Rental cars must be approved and authorized, in advance, by the appropriate managers.

The Tribal insurance coverage of its employees includes coverage for rental cars. When parents obtain a rental car they should list the Confederated Tribes of Grand Ronde as the insured, not themselves. If a parent purchases additional insurance it will be the parent's responsibility to pay for the cost of the additional coverage. The only exceptions to this policy are Mexico and Hawaii. Parents traveling to these locations should purchase the additional insurance.

Personal business is not allowed while using a rental vehicle or a tribally owned or leased vehicle.

Change in Travel Status

Costs incurred due to changes while in travel status shall not be reimbursed unless approved by the appropriate Division Manager, General Manager, Finance Officer, or Tribal Council. The Travel Coordinator will not make changes to approved travel unless authorized. Changes in costs due to an emergency are reimbursable.

For purposes of the policy “emergency” shall be defined as an incident which places the individual in immediate harm, medical incident, the death or serious illness of a family member, hospitalization, inclement weather conditions, flight cancellations beyond the control of the traveler, or an accident not caused by the individual.

Reimbursement

Parents shall not receive travel reimbursement from more than one source. The Travel Advance form shall require the traveler to certify whether they have or will be reimbursed for the travel costs from any other source. If funding is received from another source, the individual shall surrender the payment directly to the Tribe. Failure to submit payment shall result in denial of travel advance or reimbursement requests until such time as the amount is paid in full.

If a reimbursement is owed to the Tribe by a traveler and the amount is not submitted with the actual travel form, the amount owed to the Tribe will offset in full against any amount owed to the individual by the Tribe. Any amount owed to the Tribe as a result of a trip and not paid within (5) working days will be deducted from any reimbursement due to the traveler.

Travelers returning early from official school business are required to reimburse the Tribe any excess advance amounts resulting from returning early. The reimbursement shall be sent to the Accounts Receivable Specialist in Finance within five (5) working days of their return.

For any travel that is approved and arranged and not taken, the full amount of the travel shall be refunded immediately to Finance.

Privacy of Child Records and Parent’s Rights

Grand Ronde Head Start Preschool (GRHSP) establishes and implements procedures to protect the confidentiality of any personally identifiable information (PII) in child records. GRHSP maintains child records in accordance with the all applicable regulations.

Applicable Confidentiality Provisions

When GRHSP serves a child who is referred to, or found eligible for services under, IDEA, then GRHSP must comply with the applicable confidentiality provisions in Part B or Part C of IDEA to protect the PII in records of those children, and, therefore, the provisions in this subpart do not apply to those children.

Maintaining Records

GRHSP maintains child records in a manner that ensures only parents, and officials within GRHSP or acting on behalf of GRHSP have access, and such records are destroyed within a reasonable timeframe after such records are no longer needed or required to be maintained.

- GRHSP maintains, with the child records, for as long as the records are maintained, information on all individuals, agencies, or organizations to whom a disclosure of Personal Information from the child records was made (except for GRHSP authorized personnel and parents) and why the disclosure was made.
- When GRHSP uses a web-based data system to maintain child records, GRHSP ensures such child records are adequately protected and maintained according to current industry security standards.
- If a parent places a statement in the child record, GRHSP maintains the statement with the contested part of the child record for as long as GRHSP maintains the record and, discloses the statement whenever it discloses the portion of the child record to which the statement relates.

Disclosure with Parental Consent

Subject to the exceptions in 1303.22 b and 1303.22 c, the procedures to protect PII requires GRHSP to obtain a parent's written consent before the GRHSP may disclose such PII from child records.

- The procedures to protect PII require GRHSP to ensure the parent's written consent specifies what child records may be disclosed, explains why the records will be disclosed, and identifies the party or class of parties to whom the records may be disclosed.
- The written consent must be signed and dated.
- Signed and dated written consent may include a record and signature in electronic form that:
- Identifies and authenticates a particular person as the source of the electronic consent; and,
- Indicates such person's approval of the information.

The GRHSP explains to the parent that the granting of consent is voluntary on the part of the parent and may be revoked at any time.

- If a parent revokes consent, that revocation is not retroactive and therefore it does not apply to an action that occurred before the consent was revoked.

Disclosure without Parental Consent but with Parental Notice and Opportunity to Decline

The procedures to protect PII allows GRHSP to disclose such PII from child records to a program, school, or school district in which the child seeks or intends to enroll or where the child is already enrolled without parental consent if GRHSP:

- notifies the parent about the disclosure
- provides the parent, upon the parent's request, a copy of the PII from child records to be disclosed in advance
- gives the parent an opportunity to challenge and refuse disclosure of the information

Disclosure without Parental Consent

The procedures to protect PII allow GRHSP to disclose such PII from child records without parental consent to:

- Authorized personnel within GRHSP or acting for GRHSP, such as contractors and sub recipients, if the official provides services for which GRHSP would otherwise use employees, GRHSP has determined it is necessary for Head Start services, and GRHSP maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement;
- Authorized personnel within GRHSP, acting for the GRHSP, or from a federal or state entity, in connection with an audit or evaluation of education or child development programs, or for enforcement of or compliance with federal legal requirements of the program; provided GRHSP maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure, except when the disclosure is specifically authorized by federal law or by the responsible HHS official;
- Authorized personnel within GRHSP, acting for GRHSP, or from a federal or state entity, to conduct a study to improve child and family outcomes, including improving the quality of programs, for, or on

behalf of, GRHSP, provided GRHSP maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure;

- Appropriate parties in order to address a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk such as a serious food allergy, if GRHSP determines that disclosing the PII from child records is necessary to protect the health or safety of children or other persons;
- Comply with a judicial order or lawfully issued subpoena, provided GRHSP makes a reasonable effort to notify the parent about all such subpoenas and court orders in advance of the compliance therewith, unless:
- A court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed;
- The disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.;
- A parent is a party to a court proceeding directly involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101)) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by GRHSP is not required; or;
- GRHSP initiates legal action against a parent or a parent initiates legal action against GRHSP, then GRHSP may disclose to the court, also without a court order or subpoena, the child records relevant for GRHSP to act as plaintiff or defendant.
- The Secretary of Agriculture or an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, if the results will be reported in an aggregate form that does not identify any individual: provided, that any data collected must be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture and any PII must be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements;
- A caseworker or other representative from a state, local, or tribal child welfare agency, who has the right to access a case plan for a child who is in foster care placement, when such agency is legally responsible for the child's care and protection, under state or tribal law, if the agency agrees in writing to protect PII, to use information from the child's case plan for specific purposes intended of addressing the child's needs, and to destroy information that is no longer needed for those purposes; and,
- Appropriate parties in order to address suspected or known child maltreatment and is consistent with applicable federal, state, local, and tribal laws on reporting child abuse and neglect.

Written Agreements

When GRHSP establishes a written agreement with a third party, the procedures to protect such PII must require GRHSP to annually review and, if necessary, update the agreement.

Annual Notice

The procedures to protect PII require GRHSP to annually notify parents of their rights in writing described in 1303.20 through 1303.24 and applicable definitions in part 1305, and include in that notice a description of the types of PII that may be disclosed, to whom the PII may be disclosed, and what may constitute a necessary reason for the disclosure without parental consent as described in 1303.22 c. Such notification will take place each new school year in September during Parent Orientation through sharing of this policy.

Limit on Disclosing PII

GRHSP only discloses the information that is deemed necessary for the purpose of the disclosure.

Parental Rights

If the parent requests to inspect child records, GRHSP makes the child records available within a reasonable time, but no more than 45 days after receipt of request.

- When GRHSP maintains child records that contain information on more than one child, the GRHSP ensures the parent only inspects information that pertains to the parent's child.
- GRHSP does not destroy a child record with an outstanding request to inspect and review the record.

Amend Records

A parent has the right to ask GRHSP to amend information in the child record that the parent believes is inaccurate, misleading, or violates the child's privacy. GRHSP considers the parent's request and, if the request is denied, renders a written decision to the parent within a reasonable time that informs the parent of the right to a hearing.

Hearing to challenge information in child records

If the parent requests a hearing to challenge information in the child record, GRHSP schedules a hearing within a reasonable time, notifies the parent, in advance, about the hearing, and ensures the person who conducts the hearing does not have a direct interest in its outcome.

- GRHSP ensures the hearing affords the parent a full and fair opportunity to present evidence relevant to the issues.
- If GRHSP determines from evidence presented at the hearing that the information in the child records is inaccurate, misleading, or violates the child's privacy, GRHSP either amends or removes the information and notifies the parent in writing.
- If GRHSP determines from evidence presented at the hearing that information in the child records is accurate, does not mislead, or otherwise does not violate the child's privacy, GRHSP informs the parent of the right to place a statement in the child records that either comments on the contested information or that states why the parent disagrees with the GRHSP's decision, or both.

Right to Copy of Record

GRHSP provides a parent, free of charge, an initial copy of child records disclosed to third parties with parental consent and, upon parent request, an initial copy of child records disclosed to third parties, unless the disclosure was for a court that ordered neither the subpoena, its contents, nor the information furnished in response be disclosed.

Parent Complaint Procedure

The goal of this complaint procedure is to satisfactorily resolve complaints in the appropriate venue, as quickly as possible with the least program disruption.

All efforts will be made to resolve the complaint by informal discussions. It is highly recommended that parents attempt to resolve concerns at the lowest level possible by speaking directly to their child's teacher, before issuing a formal complaint.

If an informal complaint is not resolved, a formal complaint may be submitted to the Early Childhood Program Manager. If the complaint involves the Early Childhood Program manager the complaint may be submitted to the Education Division Manager.

If a formal complaint is filed, the Early Childhood Education Program Manager must also supply a copy of the complaint to the Licensing Specialist with the Early Learning Division.

1. Formal parent complaints must be in writing and include the following:
 - Date
 - Name and contact information (anonymous complaints are not acceptable)
 - A description of the complaint (note if complaint involves a child with an IFSP)
 - Acceptable resolutions
2. The manager will have 5 days business to provide written response to the parent/s concerning the complaint. During that time the manager may consult with involved stakeholders. Complaints involving criminal conduct or involving immediate danger to children will be reported to the appropriate authority immediately.
3. If the response by the manager is unsatisfactory the parent may submit their written complaint to the Education Division Manager. The Division Manager will have 5 business days to respond to the parent.
4. If the response by the Division Manager is unsatisfactory the parent may submit their complaint to the Tribal General Manager. The General Manager will have 5 business days to respond to the parent.
5. If the complainant is not satisfied with the outcome of the General Manager's investigation, he/she can request a meeting with the Policy Council and the Early Childhood Program Manager.

Education Policies

Teaching and Learning Environment

Grand Ronde Head Start classrooms will have a safe, nurturing and responsive environment that is conducive to learning and will reflect the individualized needs of each child. The teaching practices and physical learning environment will promote healthy development and skill growth congruent with the Head Start Early Learning Outcome Framework: Ages Birth to Five (HSELOF).

Physical Learning Environment

The physical environment will be safe, conducive to learning, and reflective of the different stages of development of each child. Appropriate space and materials will be provided to conduct a variety of activities that promote development as outlines in the HSELOF. Functional areas allow for individual activities and social interactions. The

physical environment supports positive behaviors. The environment also reflects respect for all genders, cultures, languages, ethnicities and family compositions.

Procedure

- a. Classrooms will be set up in accordance with the guidelines in *The Creative Curriculum* Volumes 1 and 2.
- b. The following learning areas will be established in each preschool classroom, following the guidance in *The Creative Curriculum*:
 1. Blocks
 2. Dramatic Play
 3. Toys and Games
 4. Discovery
 5. Sand & Water
 6. Library
 7. Art
- c. Learning areas and materials will be adapted and modified as necessary to meet the needs of all children, including those with disabilities. Materials and equipment to accommodate special needs may be available by contacting the inclusion Coordinator and/or WESD.
- a. Materials for each learning area will be rotated regularly and chosen to meet the interests of the children and/or the current investigation. Materials will be intentionally selected to ensure that children are continually challenged, but not frustrated.
- b. Classroom teachers will review the fidelity of the physical environment using *The Creative Curriculum Fidelity Tool Teacher Checklist* and reviewing results with the Education/Infant toddler Coordinator twice each year
- c. The Education/Infant toddler Coordinator provides support and supervision for continuous improvement of the physical learning environment for each classroom

Classroom Schedule

The daily schedule will provide consistency in a balanced program of teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group and large group learning activities.

Procedure

- a. Each day will have alternating quiet and active play activities
- b. Large group meetings (i.e. "Circle Time") are planned daily, although teachers may gather students together at other times as well.
- c. Times for intentionally teaching literacy and math skills are scheduled daily
- d. Each day includes one to two read aloud times
- e. Outdoor play is scheduled daily for 45 minutes. The gym may be used in inclement weather (See Outdoor Learning Environment Policy)
- f. Choice time must be scheduled for at least 45 minutes a day at a minimum. During choice time, most interest areas/centers are to be available to children
- g. 20-30 minutes will be set aside for each meal
- h. Transitions will be planned for and used as a learning opportunity
- i. Small group work time is planned daily. Although the makeup and small groups may not be the same each day, small group experiences are intentionally designed to meet particular instructional goals.

- j. In accordance with the Head Start Performance Standards, rest time is scheduled daily. During this time, children will be given an opportunity, but will not be required, to rest or nap. Quiet activities will be planned for children who choose not to rest or nap. Examples of appropriate quiet activities include yoga/stretching, mindfulness practices, drawing, looking at books, and quiet box activities.
- k. A daily, interactive schedule will be displayed using pictures and words at the child's eye-level
- l. Detailed lesson plans are posted in each classroom for adult use
- m. Routine tasks will be used as a means of furthering children's self-help and social skills
- n. Field trips will be providing hands-on learning experiences that extend classroom learning.

Outdoor Learning Environment

The program recognizes the outdoor playground area as an important learning environment and an extension of the classroom.

Weather Considerations

While children need to be outside every possible day, they should never be exposed to danger. Dangerous conditions include lightening, weather-watch situations, heavy rain, intense heat or cold, or air-quality concerns. When weather conditions are dangerous, the gym is often available. Students and staff should arrive at school with the appropriate apparel for outdoor recess. The program may keep extra coats, boots, gloves, or hats for children to use while at school. On sunny days, the program will provide sunscreen for all children.

Support for Children with Special Needs

The curriculum, including equipment, materials supplies, and learning experiences will be made accessible to children with disabilities. Staff will utilize the following modifications in meeting the needs of all children:

- a. Environmental support
- b. Special equipment
- c. Materials adaptation
- d. Simplifying the activity
- e. Child preference
- f. Adult support
- g. Peer support
- h. Invisible support

Support for Dual Language Learners

Grand Ronde Head Start recognizes bilingualism and biliteracy as a strength. When possible, teaching practices will focus on both English language acquisition and continued development in the home language. If staff does not speak the home language of all children in the learning environment, staff will take steps to support the development of the home language including having culturally and linguistically appropriate materials available, at a minimum. Staff will work to identify volunteers who speak the children's who can be trained to work in the classroom to support the continued development of the home language

Effective Teaching Practices

The program values teacher-child interactions that emphasize nurturing and responsive practices that foster trust and emotional security. Teachers will consistently implement teaching practices that are language rich, promote critical thinking and problem solving, and support social, emotional, behavioral development.

Teaching practices will focus on promoting the growth and development described in the Head Start Early Learning Outcomes Framework Ages Birth to Five. The curricula, aligned with the HSELOF, directs the implementation of

high quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning. Child assessment data will be used to inform planning for both individual and group learning experiences.

Learning experiences will be planned regularly in the areas of language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development

Procedure

Education staff will be supported in developing and practicing these skills through a variety of resources and tools:

CLASS

The program utilizes the Classroom Assessment Scoring System (CLASS) to gather information, and provide staff development and training on teacher-child interactions in the following areas:

- Emotional Support
 - Positive climate
 - Teacher sensitivity
 - Regard for student perspective
- Classroom Organization
 - Behavior management
 - Productivity
 - Instructional learning formats
- Instructional Support
 - Concept development
 - Quality of feedback
 - Language modeling

CREATIVE CURRICULUM FIDELITY CHECKLIST

The Creative Curriculum fidelity check list is a tool used by the Education & Infant Toddler Coordinators to monitor and provide guidance to classroom staff on the following effective teaching practices:

- Implementation of the research-based daily resources and learning experiences provided in the curriculum, across the subject areas described in the HSELOF
- Teacher-child interactions, including positive classroom climate, behavior management and teacher guidance in learning activities

TEACHING STRATEGIES GOLD ONLINE

Teachers will use Teaching Strategies GOLD online for documenting, assessing and reflecting on children's progress toward meeting school readiness goals. Using both focused observation and direct assessment, teachers will complete assessments in the form of checkpoints three times each year. Teaching Strategies GOLD creates reports from assessment data that teachers will use to inform lesson planning for both individual children and the classroom as a whole.

SUPERVISION

Weekly lesson plans are monitored by the Education & Infant Toddler Coordinators to ensure that high quality learning experiences are provided to the growth and development described in the Head Start Early Learning Outcomes Framework Ages Birth to Five.

COACHING

Any education staff who has been identified for intensive coaching will participate in Practice Based Coaching to support the development of effective teaching practices.

Curriculum

Purpose:

Grand Ronde Head Start has adopted *The Creative Curriculum* for all Head Start and Early Head Start classrooms. In accordance with the Head Start Performance Standards, *The Creative Curriculum* is:

- a. Developmentally appropriate
- b. Based on scientifically valid research
- c. Has standardized training procedures
- d. Includes material to support implementation
- e. Is aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and Oregon Early Learning Standards
- f. Is sufficiently content rich to promote measureable progress in children
- g. Has an organized developmental scope and sequence for learning experiences based on child children learn.

A number of other curriculum resources and materials are also available for staff use in planning and developing specific activities for children. Some of these other resources include Conscious Discipline, locally designed Cultural Curriculum, and ZooPhonics,

The Education & Inclusion Coordinator provides support and supervision for continuous improvement of curriculum implementation and fidelity in the following ways

- a. Training supporting the implementation of *The Creative Curriculum* is provided annually
- b. Classroom lessons plans are monitored weekly
- c. *The Creative Curriculum Fidelity Tool Teacher Checklist* is completed with each class-at the beginning and end of each program year and once during the year.
- d. A Professional Learning Community (PLC) made of education staff meets as needed to support the implementation of the curriculum to fidelity

Adaptations to the Curriculum

As suggested by *The Creative Curriculum*, the program is making the following adjustments due to limited space in the classrooms:

- a. Musical instruments and equipment for making and listening to music will be stored and brought out for planned activities, rather than be made available at all times.
- b. Cooking equipment will be stored on a designated cart and be brought into classrooms for planned food experiences. Food experiences will occur, at a minimum, monthly.

As a modification to The Creative Curriculum, the program will be eliminating the computer interest area due to the program's technology in the classroom policy.

Child Guidance and Discipline Policy

The Grand Ronde Head Start Preschool will create and maintain a safe and healthy school setting that fosters children's social, emotional, cognitive, and physical development. Our classroom staff will proactively prevent

challenging behaviors by using conscious discipline to create and maintain nurturing relationships and high quality learning environments.

The teaching staff will utilize the Second Step curriculum each week ~~and complete a classroom self-assessment quarterly~~ to ensure they are intentionally teaching social and emotional skills.

When challenging behavior occurs, staff will guide the child in a positive way to handle their feelings and respond to their classmates, including problem solving, emotional awareness and how to gain attention appropriately. Teachers will identify the most likely function of the challenging behavior and intentionally teach the child a socially acceptable way to meet those needs.

Please be advised that aggressive behavior (biting, kicking, punching, swearing, spitting, scratching, bullying/throwing objects) that will cause personal harm to self, others or property may result in the use of physical contact or restraint to maintain safety. See “Challenging Behavior” Policy for further clarification.

Sometimes changes at home may affect a child’s behavior. Please don’t hesitate to call if you are aware of changes that may affect your child or see behavioral changes at home.

The use of corporal punishment, seclusion, withholding of food or any other form of demeaning treatment is strictly forbidden. Use of such methods will result in disciplinary action, up to and including termination.

Challenging Behaviors Policy

Purpose: To ensure the safety and maximum participation of all enrolled children in compliance with IDEA, ADA, Section 504 of the Rehabilitation Act and the Head Start Performance Standards (HSPPS).

The following plan builds upon our Child Guidance and Discipline Policy and describes the process for managing persistent challenging behaviors.

In accordance with HSPPS, Grand Ronde Head Start Preschool strictly prohibits the expulsion of children to deal with challenging behaviors.

Suspension is reserved for **extreme** cases as a last resort in which dangerous, and/or violent behaviors (kicking, hitting, biting, spitting, scratching, pinching, bullying, property damage and/or running away) are persistent and pose a threat to the physical safety of the child, classmates. Suspension will be used only after all possible interventions and supports have been exhausted.

If a temporary suspension is deemed necessary, GRHS will support the child’s return to full services as quickly as possible while ensuring child safety by continuing to engage with parents and the mental health consultant, continuing to utilize identified community resources, providing home visits and making a determination for an IDEA referral. A written plan will be developed to document the action steps and supports needed to promote the child’s successful return to full services. (See Child Guidance and Discipline policy and procedure).

In the event that the child’s behavior continues to present a serious safety threat to the child, staff or the other children in the classroom, and all parties determine that the Head Start and Early Head Start programs are not the appropriate placement, we will comply with IDEA and the Rehabilitation Act, work with appropriate agencies, consultants, and the child’s family to determine best possible placement and directly facilitate the transition for the child to the most appropriate placement.

Full participation in this process by parents, staff, consultants and specialists is required to insure the success of the child.

Procedure:

1. Teacher observes one of the following:

- Child(ren)/staff are in physical danger
- Child consistently has difficulty with routines/transitions
- Behaviors disrupt the regulation of the classroom on a daily basis

2. Teacher fills out Behavior Incident Report :

- Created in Child Plus in the child's individual file
- Gives a copy to parent
- Sends an email to the Inclusion Coordinator, Social Emotional Learning Coach (SEL Coach), and their supervisor regarding concerning/consistent behaviors

3. Teacher completes "Pre-Referral Checklist" to ensure all environmental triggers have been identified and environment is modified to meet the needs of the child. This is reviewed with their supervisor.

4. SEL Coach and/or Inclusion Coordinator observes child and consults with staff

- If applicable, schedule an individual Mental Health observation; the family may engage in mental health consultation through our program or independently obtain child mental health support with a community mental health provider.
- Education & Inclusion Coordinator, Coach, Mental Health Consultant, and/or Specialist meets with teaching team to put positive behavior interventions and supports (PBIS) in place

5. Teaching Staff contacts parent to debrief, problem-solve, refer to Mental Health, ESD, or other outside provider for evaluation to determine eligibility under Section 504 of the Rehabilitation Act and IDEA. Parent signs 'Permission to Refer' form

- Inclusion Coordinator will support family through referral process

6. Create "Student Success Plan" with team and family that includes:

- Description of the behavior and any triggering events
- Identification of the function of the behavior
- Prevention strategies/PBIS tiers in place
- Replacement skills to be taught to meet the function of the behavior
- Strategies to be used when the challenging behavior(s) occur

**Any child already on an Individual Family Service Plan (IFSP) will be managed according to those goals and may not be excluded due to disabilities or special needs identified in the IFSP.*

7. A follow up meeting with parent participation must take place within 14 business day regarding recommendations from SEL Coach, Inclusion Coordinator, Coach, and/or Specialist(s)

If parents do not attend the meeting, the child may not be allowed to return to school until a meeting takes place. If we do not hear from the parent and the meeting does not take place within 10 business days, the child's slot will be re-assigned and the child will be placed back on the waiting list. Furthermore, modification of the child's daily schedule may take place prior to meeting with parents if the child's aggressive behavior poses a threat to the safety of others. This decision will be made by the Director in conjunction with the Education & Inclusion Coordinator, Teacher, Coach, Mental Health Consultant, and/or Specialist(s)

8. Team will follow up with ESD and/or Mental Health evaluation results, prepare family for IFSP meeting and/or mental health services as recommended. All programs and alternative classroom placements will be considered in order to meet the mental health and/or social-emotional needs of the child. The most appropriate placement will be determined by the family in conjunction with EI/ECSE or MH provider and the staff.

Restraint/Hold:

Grand Ronde Preschool/Head Start may use restraint and/or physically hold a child when dangerous behaviors occur. This is a **last resort** measure used only when harm or injury to children and/or staff appears imminent. Initially, crisis intervention for the child will not exceed gentle yet firm physical guidance or re-direction, only long enough to get the child to a safe place to calm down. Lead teachers, assistant teachers, and select Coordinators will be trained in safe and effective restraint techniques for young children by certified crisis prevention trainers. Any time a child is restrained, staff will:

1. Fill out a "Physical Restraint" form
2. Contact parent by phone before the end of the school day
3. Inform SEL coach, Inclusion Coordinator, and supervisor immediately
4. Upload "Physical Restraint" form and attach to corresponding incident, giving the original to parent.
5. Teaching team will meet with SEL coach, Inclusion Coordinator, supervisor and the Director to debrief about the restraint circumstances
6. An electronic copy of these events will be saved in the child's digital file on child plus.

Transition Policy

Purpose: Define procedures to ensure that enrolled children and families receive transition services

EHS Expectant Mothers:

After delivery, an expectant mother's newborn infant will fill the slot that the expectant mother occupied. The timing of transition will be determined by the family and the family's Home Visitor based on family need, but transition will happen within 12 weeks of the baby's birth.

EHS Home-Based to Center-Based option:

Only children who are (2) two years old on or before the age cut-off date of September 1st of the current school year will be eligible to transfer from the EHS home based program to an EHS center based classroom. Six months prior to child's 2nd birthday, Home Visitors inquire with family about interest in center based option. During transition or when an opening becomes available, the student that has participated in the Home-Based program for the longest amount of time will be notified by phone of vacancy. If (2) two or more eligible children were enrolled within 90 days of one another, the student who first turned 2 years old will then have preference. If unable to reach by phone, a certified letter will be mailed. If there is no response within a (1) one week period, the next applicant will be notified.

At Completion of Early Head Start:

Six months prior to 3rd birthday, student's Head Teacher or Family Educator will inquire with family about interest in the Head Start program. If interested, family is referred to ERSEA Coordinator to begin the application process for the program. If family is not interested in applying to attend Grand Ronde Head Start or in the event of unavailable openings, the family will be assisted in finding local alternatives.

Head Start/ 3- year Old Classroom to the 4- year Old Classroom:

In the case of a returning Head Start child who will turn 5 before September 1st, we will require a referral or recommendation from a community agency stating that the child needs another year of Head Start before entering Kindergarten. This decision must be supported by the parent and IEP team.

Transitions between programs:

For families and children who move out of the community in which they are currently served, including homeless families and foster children, Grand Ronde Head Start Preschool will support effective transitions to other Early Head Start or Head Start programs. If Early Head Start or Head Start is not available, Grand Ronde Head Start Preschool will identify other early childhood programs in the family's new location.

Child Screening and Assessment Policy

Purpose: Ensure that each child receives educational and child development services appropriate to his or her individual needs

Screening

A timely and systematic approach toward screening children that indicates which children may require a more formal assessment of their developmental needs.

In collaboration with each child's parent and within 45 calendar days of the child's entry into the program, staff will administer the Ages & Stages Questionnaire (ASQ) Developmental Screening Tool. Children will be screened in their home language, with the use of an interpreter when necessary. Every attempt will be made for each child to be screened. In the event that a child refuses to participate in large portions of the screening, the refusal will be documented in the child's paper file and on ChildPlus and the child will be scheduled to be re-screened in three months. In the event that the child refuses only a portion of the screening, the ASQ/ASQ:SE can still be scored using the ASQ's online scoring tool.

Developmental Screening—ASQ

1. Education staff will complete the ASQ within 45 calendar days of the child's first day of class or home visit for home-based children.
2. The ASQ is a research based, valid and reliable, screening tool designed to identify concerns regarding a child's developmental, motor, language, social, cognitive and social emotional skills in children ages birth to five.
3. The child's age will be calculated in months to verify that the appropriate version of the ASQ is being used for the child's age
4. Follow-up, if needed, will be indicated on the scoring page of the ASQ. This follow up may include a referral for a formal evaluation, which will be completed promptly with the parent's consent.
5. Screening will be documented in ChildPlus
6. The completed ASQ will be placed in the child's paper file
7. Parents will also be given an ASQ to complete with their child.
8. Children will be re-screened when staff and/or parents have concerns about a child's developmental progress.

Behavior Screening—DECA, ASQ-SE

1. Education staff will complete the DECA and/or the ASQ-SE screenings with parents during parent/teacher conferences or first, initial home visit. These screenings must be done within 45 days of child's first day of school or initial home visit.
2. The DECA screen is for children one month of age up to five years old. It is an easy to use, research-based, comprehensive, strengths-based tool that supports positive outcomes for children's social and emotional development. These outcomes benefit teachers and families in supporting positive behaviors in young children.

3. The ASQ-SE is a research-based, valid and reliable screening tool designed to identify concerns regarding a child's social and emotional development and behavior in children ages 0-5.
4. Follow-up and/or referrals will be indicated by the scoring of the DECA and the ASQ-SE. this follow-up may include a referral for a formal evaluation, which will be completed promptly with the parent's consent, teacher and coordinator support.
5. Screenings will be documented and uploaded into ChildPlus.
6. Children will be re-screened when staff and/or parents have concerns about a child's developmental progress or behaviors.

Training

The ASQ and ASQ-SE screening tools are designed to be used without any specific training. Staff have had training on using the DECA and will use and score with coordinator support.

Assessment

Staff will conduct standardized and structured assessment that provide on-going information to evaluate each child's development progress aligned to the goals described in the Head Start Early Learning Outcome Framework (ELOF). Staff will use this assessment data to promote and support individualized learning and improve educational and developmental outcomes for each child.

1. Teachers will design lesson plans that provide opportunities to observe and record children's skills. Information will be collected on each child's development based on observations, direct assessments, and work samples.
2. Based on the collected information above, teachers will enter assessment data in the form of developmental check points using the Teaching Strategies GOLD assessment system.
3. All children will be assessed using all five areas of development and learning as outlined in the Head Start Early Learning Outcome Framework (ELOF). An additional English Language Acquisition area will be used as appropriate. Areas of development and learning:
 - a. Social and emotional development
 - b. Language and communication
 - c. Approaches to learning
 - d. Cognition
 - e. Perceptual, motor and physical development
4. TS GOLD is aligned with the center based curriculum, The Creative Curriculum, our school readiness goals and the Head Start Early Learning Outcome Framework (ELOF)
5. Assessment information will be shared at home visits and/or parent teacher conferences. In collaboration with parents, teachers will analyze the assessment data for strengths and areas of need and create individual learning and development goals for each child. Goals are updated with parents following each assessment cycle.
6. Teachers use assessment data and individual goals to inform their lesson planning and teaching throughout the next quarter. With specific information about children needs and strengths, teachers adjust their teaching practices to better support individualized learning.
7. Assessments are completed at least three times a year.

Training

Prior to entering checkpoint assessment data, teachers will receive an Interrater Reliability Certification through TS GOLD.

Use of Assessment Data

Assessment data is aggregated at the classroom level to determine patterns of progress, strengths and areas of need for certain classrooms. Assessment data is aggregated at the program-wide level and presented to the Educational Advisory Team. The team looks for patterns areas of strength and areas of needed growth to recommend any follow up actions for program improvement. These follow up actions may include professional development and staff training needs, modification of the classroom schedule or environment, purchasing new materials, intensifying curriculum implementation, family training or events, specific activities to be implemented or other response efforts. Aggregated data is made available to policy council s Individual child data is never shared without express written permission from the parent. Data from assessments or screening is never used for rewarding or punishing children or staff

Parent/Child Functions Policy

Purpose: The following policies are set for the safety of all participants at all Head Start functions.

1. Smoking is not allowed at any Head Start function.
2. Anyone attending a Head Start function that is under the influence of alcohol or drugs will be asked to leave.
3. All adults are asked to refrain from using inappropriate language at any Head Start function and in the classroom.
4. Only appropriate disciplinary measures (removing child from situation) will be permitted during any Head Start function. This does not include spanking, pushing, pulling, pinching, hitting, yelling, or leaving behind, name calling, or emotional abuse.
5. Only safe play will be allowed; this does not include tossing children in air, wrestling, or any other activity that might hurt a child.
6. Be respectful of other parents, field trip partners, staff, and children while attending Head Start functions. Appropriate behavior will be expected from anyone participating in any Head Start function.
7. No gang activities or representation at any Head Start function.

Parent will be responsible for monitoring their own children at extracurricular events (Field trips, chinuk literacy, graduation, BBQ, etc.) If the children are not appropriately managed, parents will receive a warning from on-site staff and also receive a written warning letter from policy council. Next offense will be excluded from the next activity. Further violations may result in a parent's inability to attend future Head Start functions.

Emergency Procedures

Lock Down

If the threat is visible from the front door, the Administrative Assistant will step into the Coordinator's office to push the panic button alerting the police and campus security.

Otherwise, the first person to be notified of the danger will push the panic button to alert Security and Tribal Police. If it is safe to do so, he/she will go to the coordinator's office to inform the office staff. If it is not safe to do so, he/she will use the classroom phone to notify one of the coordinators or the assistant of the danger.

The Administrative Assistant or one of the Coordinators will notify each classroom in person. If it is not safe to do so, they will **dial Extension 6817** and very loudly send the following message over the intercom system to the classrooms and offices.

- **“CODE RED- INITIATE LOCKDOWN”. Speak loudly**

THE FOLLOWING STEPS HAPPEN SIMULTANEOUSLY:

All Staff

- Turn off their cell phones.
- Employees in the staff room will return to their classroom and assist with the children

Coordinators, Assistant and Manager relocate to the file room, locking the door behind them.

- A full list of emergency contacts will be stored in the file room by the ERSEA Coordinator.
- While in the file room, the Manager or one of the Coordinators sends a pre-recorded alert via Alert Sense. The alert is set up to go to parents, all staff, neighboring offices, Social Services and the General Manager.
- The alert reassures parents that their children are safe and instructs them not to come to the building. Instructions are given to contact Social Services Department for updates as they become available and explains that another alert will be sent once it is safe to pick up their children

Classroom Staff:

- **Assistant teacher** will close and lock the door and pull the blinds.
- **Lead teacher** and aides will gather the children in their classroom’s identified safe place to hide (such as prep room, storage closets, under the loft, etc) and keep them quiet
- The **Kwis Kwis Aide** will notify the kitchen that a lock down has been initiated.
- The **K’hanis aide** will notify the teachers on the playground. Those teachers and children will enter the building through the Mawich classroom and return to their own identified safe space for the duration of the lock down. If Lilu are on the playground, they will return to their classroom and follow their lock-down procedures.
- Aides will assist the teacher with the children, helping them to keep quiet and calm in the safe place.

Cooks:

- Relocate to the pantry and lock the door behind you.

Classrooms **in the gym** will stay in the gym and gather in one of the storage rooms, locking the door behind them. Notify the manager of your location.

Classrooms **on a walk** will avoid returning to the school and instead proceed to the nearest public building (Elder’s Activity Center, Governance Center, Community Center, Clinic). They will notify the manager of their location and stay put until given further instructions **via Alert Sense or the authorities**.

Everyone will remain in their safe place until instructed by the Authorities or the Manager that the threat has been cleared and it is safe to come out.

Once we receive the “All Clear”, the building will be evacuated to the gymnasium **if necessary** to allow for authorities to conduct an investigation. Classes that were on a walk will join the rest of the students at the evacuation site. Teachers will evacuate in accordance with our regular fire drill procedure, except, instead of relocating to the field across the street we will relocate to the gymnasium next door until the school bus departs or children are picked up.

An updated Alert Sense message will be sent by either the Manager or one of the coordinators. The message should instruct parents that they are welcome to pick up their children in the gymnasium, or send one of their pre-identified emergency contacts (with identification) or the bus will return the children to their home at their regular scheduled time.

In the gymnasium, reunification procedures will be initiated to maintain order and the flow of traffic.

Evacuation Procedures

Evacuation is a method to get children and staff out of the building by a route previously designed to avoid contact with a potential threat (i.e. natural gas leak, fire, threat of harm, or natural disaster).

There are three possibilities for evacuation:

1. **On-Site Outdoors:**
 - a. Site #1: The vacant field near the Tribal gym
 - b. Site #2: The covered area on the playground. After staff and students are gathered, move to site #1 if possible.
2. **On-Site Indoors (only if it is not safe outside):**
 - a. Site #1: The Tribal gym
 - b. Site #2: Youth Education
 - c. Site #3: Adult Education
3. **Relocation Off-Site (only if it is not safe to remain on campus):**
 - a. Site #1: CTGR Natural Resources
 - i. Contact Administrative Assistant (503) 879-2376
 - b. Site #2: Spirit Mountain Casino
 - i. Contact Security Dispatch (503) 879-3732
 - Pre-K students will be transported on the school bus
 - Infant/toddler classrooms will be transported in appropriate car seats in Family Educator vans or personal vehicles

Tasks:

Director, or in his/her absence the ERSEA Coordinator:

1. Use emergency meeting to inform Coordinators, Social-Emotional Learning Coach, and Administrative Assistant of the evacuation plan.
2. Bring laptop and charger to the relocation site.
3. Complete an Incident Report as soon as safely able to do so, submit to Education Division Manager, Office of Head Start and the Department of Early Learning and Care.

Health & Nutrition Coordinator

1. Inform kitchen staff of the evacuation plan
2. Notify the relocation facility.
3. Bring emergency contact list, allergy list, and list of significant health needs to the relocation site.
4. Assist Kwenat classroom in evacuation.

Transportation & Facilities Coordinator

1. Inform school bus drivers of the evacuation plan.
2. Coordinate with Tribal Security and Emergency Personnel.

Bus Drivers

1. Gather bus phone and emergency contact lists to take to the relocation site.
2. Prepare the buses if relocation is off-site.

Administrative Assistant

1. Activate the Alert Sense pre-programmed message to parents instructing them where and when to reunify with their children
2. Post “**Notice of Relocation**” for parents and emergency personnel on front and back doors
3. Bring hand held radio to the relocation site
4. Assist K’hanis classroom in evacuation.

Social-Emotional Learning Coach

1. Assist PreK classrooms as requested by Education Coordinator

ERSEA Coordinator:

1. Inform Data Specialist of the evacuation plan
2. Bring emergency contact list to the relocation site
3. Bring emergency roller bag to the relocation site
4. Assist Shwiquiq classroom in evacuation.

Education Coordinator:

1. Notify PreK classroom staff of the evacuation plan
2. Bring emergency contact list to the relocation site
3. Assist children with special needs
4. Direct available staff to assist PreK classrooms

Inclusion Coordinator:

1. Bring emergency contact list to the relocation site
2. Assist children with special needs

Family Partnership Coordinator

1. Inform Family Partnership Specialist of the evacuation plan
2. Bring emergency contact list to the relocation site
3. Assist PreK classrooms as requested by Education Coordinator

Infant/Toddler Coordinator:

1. Inform Infant/toddler classroom staff of the evacuation plan
2. Inform Family Educators of the evacuation plan
3. Coordinate transportation using Family Educator vans and personal staff vehicles equipped w/car seats.
4. Direct available staff to assist Infant/Toddler classrooms

Kitchen staff:

1. Secure kitchen for safety
2. Bring student allergy list to the relocation site
3. Assist Infant/toddler classrooms as requested by Infant/Toddler Coordinator

Family Educators

1. Install all available car seats in Family Educator vans
2. Assist Infant/toddler classrooms as requested by Infant/toddler Coordinator

Teachers & classroom staff:

1. Inform all staff and visitors in your classroom of the evacuation plan
2. If going Off-Site:
 - a. Post “Notice of Relocation” sign on both classroom doors.
 - b. Load PreK students onto school buses, keeping classrooms together if possible
 - c. Load Infant/toddler classrooms into Family Educator vans or personal staff vehicles with car seats
3. Teachers will bring:
 - Cell phone
 - Classroom roster & attendance
 - Sign in/out log
 - Hand held radio
 - First Aid kit
 - Emergency Contacts
 - Emergency medications

ATTENDANCE

Attendance will be taken at the time the evacuation is declared, upon boarding **and** exiting the emergency transport vehicle(s) (if used) **and** upon the arrival at the relocation facility. Staff: child ratio and supervision requirements must be maintained at all times during an evacuation.

TRANSPORTING INFANTS AND TODDLERS

All infant and toddler classrooms have a ratio of one teacher to 3 children, plus one aide for each classroom. In the event of evacuation, each classroom will have an additional staff member assigned to assist with evacuation (see above for staff not responsible for children in their day-to-day activities, ie. cooks, bus drivers, and administrative staff). Therefore, each classroom of 9 children will have a total of 5 staff available, each responsible for the evacuation of 2 children.

EVACUATING CHILDREN WITH SPECIAL NEEDS

The Inclusion Coordinator and Education Coordinator will assist children with disabilities in the evacuation process. Lead teachers will ensure that rescue medications follow their students.

Reunification Procedures**On-Site Reunification:**

- The **ERSEA Coordinator and the Health Coordinator** will be stationed at one set of the gym double doors and the **Program Admin Assistant** and **Family Partnership Coordinator** will take the other set of double doors.
- All parents/caregivers must be prescreened *before entering the building*. If a caregiver is not known, they must show identification before entry.
- Parents/Caregivers will be given instructions to locate their child’s Teacher or Assistant Teacher inside the gymnasium, sign their child out on the classroom sign in/out sheet and then exit the building.
- Only one adult per child shall be permitted into the building.
- Every hour on the hour, each classroom Assistant Teacher will report updated attendance to the ERSEA Coordinator.
- Parents of children not picked up within an hour of the “Remind” text will be contacted via phone to determine their estimated time of arrival. If parents can’t be reached, emergency contacts will be notified until someone is reached.

- Bus drivers will contact parents of children that ride the bus.
- Assistant Teachers will contact parents of children not transported by bus.
- At 2:00 pm, the buses will take all remaining bus-riders home if it is safe to do so.

Off-Site Reunification

1. The ERSEA Coordinator and the Health Coordinator will be stationed at exterior doors checking ID of caregivers as they arrive to pick up their child.
 - a. All parents/caregivers must be prescreened *before entering*. If a caregiver is not known, they must show identification before entry.
 - b. **Only one adult per child will be allowed inside the relocation site.** Other adults may wait outside.
2. As parents arrive, the ERSEA Coordinator & Health Coordinator will call the child's classroom and name through the hand held radio.
3. A staff member from that child's classroom will bring the child to the parent.
4. Parent will sign the child out on the classroom's sign out sheet.
5. Every hour on the hour, each classroom Assistant Teacher will report updated attendance to the ERSEA Coordinator.
6. Parents of children not picked up within an hour of the "Remind" text will be contacted via phone to determine their estimated time of arrival. If parents can't be reached, emergency contacts will be notified until someone is reached.
 - a. Bus drivers will contact parents of children that ride the bus.
 - b. Assistant Teachers will contact parents of children not transported by bus.
7. At 2:00 pm, the buses will take all remaining bus-riders home if it is safe to do so.

Missing Child Procedures

In the event of a missing child, remain calm while acting quickly to enlist the help of authorities.

The first thing to do is to notify the Early Childhood Program Manager **and the Grand Ronde Tribal Police**. You can do this by pressing the Panic button on any ShoreTel phone.

No one is permitted to enter the building except for parents/guardians and law enforcement personnel. Parents must remain in the lobby and authorized personnel will bring their child to them.

Manager, or in his/her absence the ERSEA Coordinator:

4. Initiate Lock down or Safety Precaution to prevent anyone from entering or exiting the building.
5. Contact the family
6. Contact I.S. to request permission to review surveillance footage
7. Notify the Office of Head Start
8. Act as the main point of contact for authorities

Bus Drivers:

3. Check library.

Administrative Assistant:

1. Check all common areas: bathrooms & lilu room

ERSEA Coordinator:

1. Check all common areas: staff room

2. Notify Education Division Manager and/or Administrative Assistant

Health Coordinator:

1. Check all common areas: Out front and between Preschool and Adult Ed.

Education & Inclusion Coordinator:

1. Check all common areas: storage closets

Infant/Toddler Coordinator:

5. Check all common areas: Between Preschool and Youth Ed building, behind Youth Ed.

Family Partnership Coordinator:

1. Check all common areas: playground

Cooks:

1. Check kitchen areas.
2. Check gymnasium
3. Check Youth Education

Teachers and Assistants/Aides:

1. One staff member assigned to assist with the search while others resume classroom operations.

Incident/Injury Reporting Procedures

Report all incidents, injuries, accidents or emergencies involving children. *(Staff will follow CTGR procedures for employee injuries/incidents)*

Reporting injuries can help prevent them in the future by identifying injury patterns specific to the environment, and/or a child who may need help with difficulties associated with balance, vision or foot positioning.

Staff Responsibility:

- Manage incidents in accordance with American Red Cross Infant and Child First Aid & CPR guidelines.
- Conduct Health Checks at arrival and throughout the day (i.e., observing for symptoms and behavior, looking for any new marks on a child's body, etc).
- Incident/Injury report is completed, routed to the appropriate parties and documented in Child Plus
- Inform parents **on the day of the incident** in a manner consistent with the severity (see below)
- An Incident/Injury report must be completed even if no staff member witnessed the incident.
- **If First Aid is required for a staff member, use the appropriate CTGR form "Incident Report".**

Health Coordinator Responsibility:

- Monitor Incident/Injury Reports and perform accident prevention planning monthly.
- Conduct Monthly Health & Safety checks of facilities, playground and buses and document all follow up.

Early Childhood Education Manager Responsibility:

- Report to outside agencies when required (see below)

1. Incidents that DO NOT require First Aid or Medical Attention

Teaching staff notify parents via electronic communication on the same day.

- If an incident happened that **could have resulted in injury, and may be relayed to parents by the child**, i.e., "I fell off the slide today"; "I hurt my arm when Johnny pushed me down today", etc. (Use your judgment)
- If a child reports aches and pains that happened during child's school hours.

2. Incident involving First Aid

Any incident that requires even minor first aid i.e., bumps, bruises, scrapes, cuts, splinter, tick removal, apply band aid, ice packs, flushing eyes;

1. Staff will use their first aid training to assist the child and give TLC.
2. Complete Incident/Injury Report, send home and forward to the appropriate parties **on the same day**.
3. Notify parent via Remind, verbally at pickup or by phone **before 3:00 pm** if the child is a busser or napper

3: Any incident involving a head injury

1. Staff will use their first aid training to assist the child and give TLC.
2. Call parent right away to allow them the opportunity to determine if medical attention is necessary.
3. Complete Incident/Injury Report, send home and forward to the appropriate parties on the same day.

4. Incident involving a Serious Injury

Requires medical attention or a call to 911 (i.e., burns, tooth loss/break, falls, ingestion of non-food substances, broken bones, head or spine trauma, loss of consciousness, severe bleeding).

1. **Verbally notify the parent and Health Coordinator immediately.**
2. Health Coordinator will immediately contact Early Childhood Manager.
3. A staff member will go with child to the ER if a parent is not onsite.
4. Complete Incident/Injury Report, send home and forward to the appropriate parties on the same day.
5. **Serious injury** is reported to the Education Department Manager and the OHS Program Specialist assigned to our facility.

Fire Drills/Procedures

The first priority is to remove the children from the facility safely and quickly. If it is a small fire, **staff not responsible for children** may use a fire extinguisher to attempt to put the fire out:

P: Pull Safety pin from the handle

A: Aim at the base of the fire

S: Squeeze the trigger handle

S: Sweep from side to side at the base of the fire.

Manager, or in his/her absence the ERSEA Coordinator:

1. Activate the fire alarm if it has not already been activated.
2. Quickly exit the building via the closest exit.
3. Bring computer and charger to the relocation site.
4. Complete an Incident Report as soon as safely able to do so, submit to Education Division Manager, Office of Head Start and the Department of Early Learning and Care.

Administrative Assistant

1. Activate the fire alarm if it has not already been activated.
2. Assist Education Coordinator to evacuate children with special needs.
3. Quickly exit the building via the closest exit.
4. Bring cell phone to the relocation site.
5. Take roll call for program coordinators and non-classroom staff

Transportation & Facilities Coordinator

1. Activate the fire alarm if it has not already been activated.
2. Quickly exit the building via the closest exit. Go to relocation site #1.
3. Bring 2-way radio to the relocation site.
4. Bring emergency contacts for students & staff to the relocation site.
5. Bring emergency procedures to the relocation site.
6. Bring a cell phone to the relocation site.

7. Confirm roll call with classrooms at relocation site #1. Coordinate with Health Coordinator at relocation site #2.
8. Coordinate with first responders and emergency personnel at relocation site #1.

ERSEA Coordinator:

3. Activate the fire alarm if it has not already been activated.
4. Bring emergency contacts for students & staff to the relocation site.
5. Assist the Kwis Kwis classroom.
6. Quickly exit the building via the closest exit.
7. Bring first aid kit to the relocation site.

Health Coordinator:

1. Activate the fire alarm if it has not already been activated.
2. Quickly exit the building via the closest exit. Go to relocation site #2.
3. Bring emergency contacts for students & staff to the relocation site.
4. Bring emergency procedures to the relocation site.
5. Bring a cell phone to the relocation site.
6. Confirm roll call with classrooms at relocation site #2. Coordinate with Transportation/Safety Coordinator at relocation site #1.
7. Coordinate with first responders and emergency personnel at relocation site #2.

Education & Inclusion Coordinator:

6. Activate the fire alarm if it has not already been activated.
7. Support children with special needs in the evacuation.
8. Quickly exit the building via the closest exit.

Infant/Toddler Coordinator:

1. Activate the fire alarm if it has not already been activated.
2. Assist the K'hanis classroom.
3. Quickly exit the building via the closest exit.

Family Partnership Coordinator (if in the preschool building):

1. Activate the fire alarm if it has not already been activated.
2. Quickly exit the building via the closest exit.

Social Emotional Learning Coach (if in the preschool building):

1. Activate the fire alarm if it has not already been activated.
2. Quickly exit the building via the closest exit.

Data Specialist (if in the preschool building):

1. Activate the fire alarm if it has not already been activated.
2. Quickly exit the building via the closest exit.

Kitchen staff:

1. Activate the fire alarm if it has not already been activated.
2. Kitchen supervisor alerts Mawich classroom.
3. Cook assists Shwiquiq classroom.
4. Cook assists Kwenat classroom.
5. Quickly exit the building via the closest exit.

Bus Drivers:

1. Activate the fire alarm if it has not already been activated.
2. Bring school bus keys to the relocation site
3. Quickly exit the building via the closest exit.

Teachers and Assistants/Aides:

2. Activate the fire alarm if it has not already been activated.
3. Quietly lead your children to the closest evacuation site using your nearest outdoor exit.
4. Bring your first aid kit, emergency contacts, sign in sheet, cell phone, 2 way radio, emergency medications, and red/green "all safe" indicator.
5. Take roll call once you reach the evacuation site. Signal "all safe" when all children & staff are accounted for.
6. Head teachers' call/text staff who are on breaks to notify of drill and/or where children are being evacuated to.
7. When you receive the all clear you may return to the classroom, or alternately, relocate to the gym and initiate reunification procedures.

Tribal Security/Tribal Police

1. Activate the fire alarm if it has not already been activated.
2. Sweep the building during drills and in the event of an actual emergency.
3. Issue the "all-clear" before students and staff can return to the building.

Re-entry into facility will not be allowed until directive is issued by appropriate Emergency Response Personnel

All staff shall be aware of the location of fire extinguishers and participate in training annually.

Every child and staff member will participate in monthly fire drills, tracked and monitored by the Transportation & Safety Coordinator.

Earthquake Procedures

Stay inside the building away from windows, **drop and take cover under tables** to protect from falling objects. If tables are not available, crouch in a corner or brace yourself in a door way.

If outside, stay in an open area away from trees, buildings and power lines. Take cover and hold. **If no cover exists**, drop to the ground tuck your head and clasp your hands behind your neck.

Refrain from using your cell phone except to report serious injury. Use 2-way radio to reach emergency personnel on Channel 1. Communicate with preschool staff on Channel 8.

Administer first aid to children hurt by falling objects; **DO NOT MOVE THE SERIOUSLY INJURED UNLESS THEY ARE IN DANGER OF FURTHER INJURY**

As soon as the shaking stops:

Manager, or in his/her absence the ERSEA Coordinator:

9. Issue pre-recorded Alert Sense messaging to parents
10. Determine if immediate evacuation is necessary or wait for Facilities team to do assessment.
11. Communicate conditions to Emergency Coordination Team

Transportation & Facilities Coordinator:

8. Coordinate with Tribal Security and Emergency Personnel

Administrative Assistant:

1. Administer First Aid or support children with special needs as requested.
2. Prepare for evacuation

ERSEA Coordinator:

1. Assess facility for safety hazards until Facilities staff arrive. Report to Manager
2. Prepare for evacuation.

Health & Nutrition Coordinator:

1. Determine first aid needs. Assign available staff to assist and report to Manager.
2. Support Medically At-Risk children.
3. Prepare for evacuation.

Education & Inclusion Coordinator:

1. Determine support needs in classrooms. Assign available staff to assist and report to Manager.
2. Support children with special needs.
3. Prepare for evacuation.

Family Partnership Coordinator:

1. Administer First Aid or support children with special needs as requested.
2. Prepare for evacuation.

Infant/Toddler Coordinator:

9. Assist the K'hanis classroom.
10. Prepare for evacuation

Cooks:

5. Cooks assists in Shwighiq and Shayim classrooms
6. Kitchen Supervisor assists Mawich classroom
7. After the all clear, return to kitchen if safe to do so

Bus Drivers:

4. Purple bus driver assist in Chak Chak classroom
5. Green bus driver assist in Kwis Kwis classroom
6. Prepare for evacuation

Teachers and Assistants/Aides:

8. Assign staff members to support children with special needs
9. Alert the Manager or a Coordinator of injuries/safety hazards
10. Take attendance
11. Prepare for evacuation

Active Shooter Response

In the event that an active shooter enters the building or you hear shots fired:

Run, Hide or Fight.

Do not attempt to gather belongings. Make a note of all children present and make sure to check the bathroom before exiting the building. Turn your phone to silent or shut off.

All employees:

- TURN OFF YOUR PHONE
- When authorities arrive follow instructions and keep your hands up in the air
- Quickly get out of their way.
- If you are in the bathroom, stay there until the all clear
- If you are in the file room, stay there and lock the door until the all clear.
- If you are in the staff room, hide or climb out the window.

Manager, Coordinators, Administrative Assistant, Bus Drivers:

1. If you have time, press the panic button on your ShoreTel phone.
2. If possible to get to a classroom from the playground, alert the teachers and help evacuate or hide the children.
3. If you cannot exit the building safely, lock the door where you are and hide.
4. Quickly exit the building via the closest exit and proceed to the nearest building.
5. Notify staff in that building and find a hiding spot.
6. Assist teachers to keep the children calm and quiet.
7. If a bus is out on route, call both bus phone numbers and tell them not to return to the school. Bus drivers can park their bus at _____ and await instructions.

Cooks:

6. If you have time, press the panic button on your ShoreTel phone.
7. Quickly exit the building via the closest exit and proceed to the nearest building.
8. Notify staff in that building and find a hiding spot.
9. Assist teachers to keep the children calm and quiet.
10. If you cannot exit the building safely, lock the door where you are and hide.

Teachers and Assistants/Aides:

12. Leave your classroom via doors to the outside, **do not take the hallway**. Go to the nearest building and find a place to hide.
13. Take attendance using the class roster on your badge.
14. If outside, exit the playground via the closest gate and go to the nearest building. (Youth Education or Adult Education).
15. If you cannot leave the building safely, **lock your doors**, pull the blinds and hide in your closet, prep room, under the loft or anyplace that you can get out of view. Wait for the all clear.
16. Notify the Manager of your location and your attendance (are all children accounted for?).

Transportation Policies

Transportation Policies and Procedures

Purpose:

Document transportation guidelines and expectations for parents and staff to comply with the Head Start Act, Head Start Program Performance Standards and the Oregon Department of Education.

Transportation Procedures:

To ensure child safety, there is at least one bus monitor on board the school bus at all times when transporting children. If no designated bus monitor is available, classroom staff will combine the two smallest classrooms in order to maintain child-to-staff ratio while making a staff member available to serve as a bus monitor.

All children and parents are required to participate in transportation safety training at the beginning of each year or upon enrollment for those students starting mid-year.

Bus routes are determined at the beginning of the school year and may not exceed 60 minutes. If you move or change child care during the year we cannot guarantee transportation will be provided to your new location.

Not all bus stops meet at your residence, in some locations we have group pick up sites in order to keep routes under the required 60 minute limit.

Your Bus Driver will arrive at your stop at about the same time every day. This may vary by ten (10) minutes before or after due to road conditions, weather hazards and/or traffic. Since we fasten each child into a harness, our stops are longer than your typical school bus and each one varies depending on the child.

Morning Pick Up:

The Bus Driver will honk twice and wait for 30 seconds (unless your stop requires “loading lights”, see below). Please walk your child to the bus. The bus monitor will secure your child into a harness. If the child does not appear, the bus driver will continue on the route.

If the driver cannot completely pull the bus off the road at your stop, he/she will have to use “loading lights”. Your driver will let you know if this applies to you. Because we cannot stop traffic and wait for your child, your child must be immediately prepared to board the bus.

Afternoon Drop-Off:

Buses prepare to leave the school at 1:45pm.

Drivers will not let the child off the bus unless the parent or authorized childcare provider comes to the bus and receives the child. Please let your child care providers know this.

We cannot leave your child without seeing an adult you have listed on the Authorized Pick-Up List. If we are not familiar with the people on your authorized pick up list, we will ask them for identification.

We cannot leave your child with anyone under the age of eleven (11). In the event older siblings will receive your child from the bus, please include them on your authorized pick up list.

Transportation Changes:

All bus changes or cancellations need to be called in to your child’s bus driver at least one hour prior to scheduled pick-up/drop-off. This includes changes to who will receive your child, alternate drop off point, or cancelling bus service for the day.

If there is a permanent change in pick up/drop off location, parents must complete the “Transportation Information Change” form at least one week in advance. Drivers will notify parents if the new pick up or drop off will work within the established routes.

Health Related Matters:

In the event that your child becomes sick at school or has been diagnosed with lice, he/she cannot ride the bus home. You must pick your child up from the center. The next day, they will have to be checked in by the Health Coordinator and therefore will not be allowed to ride the bus to school.

In addition, if they have soiled their clothes with blood, urine or feces and have no extra clothes to change into, you must pick them up.

For your child’s safety, medications cannot be transported on the bus. All medications must be hand delivered to the school along with a completed Medication Administration form.

Children with disabilities:

Grand Ronde Head Start Preschool will ensure special transportation requirements in a child’s IEP or IFSP are followed, including special pick-up and drop-off requirements, seating requirements, equipment needs, any assistance that may be required, and any necessary training for bus drivers and monitors.

School buses are designed for transportation of children with disabilities, including children requiring a wheelchair or other supportive equipment.

Home Based

Transportation is available by program staff on a limited basis. Your home visitor will link you to community services that provide transportation for medical appointments. Each family is responsible to exhaust all efforts to find transportation prior to calling the program. If you have done this and find that you are still in need of assistance from the program, please call as much in advance as possible. Transportation will be based on availability. There will be no smoking in any program vehicle.

Hazardous Weather Conditions

If a hazardous weather event should occur **during** a bus run, the bus driver and monitor will follow basic emergency and/or evacuation procedures. If road conditions become unsafe while transporting children, bus drivers will safely stop the bus, notify you of their location, and make arrangements for you to pick up your child. Please keep all emergency contact information updated and correct.

Should any of the following events cause our bus routes to become unsafe, the school bus will be cancelled that day. There will be **NO** alternate bus routes due to any of the following:

- Forest fire (or resulting extreme smoke)
- Earthquake
- Extreme fog
- High winds
- Flooding
- Tsunami

The General Manager will decide if it is necessary to close campus or delay opening. In the absence of a campus closure or delay, bus drivers will determine if and when it is necessary to cancel the bus run.

Cancellation of the bus run will not always result in the cancellation of school.

Grand Ronde Head Start Preschool runs on the same schedule as the Grand Ronde tribal offices with regard to delay or closure for inclement weather. We will always be closed if the Tribal Campus is closed. Please see "Inclement Weather Policy" for further detail.

Corrective Actions

Please see "School Bus Rules" for expectations and consequences

Bus Contact Information:

Bus phone numbers will be distributed at the beginning of each school year. Please program these numbers into your phone for future reference.

School Bus Safety Rules

In order to make your child's bus ride safe and pleasant, Grand Ronde Head Start/Preschool would like to enlist your cooperation in observing the following rules:

1. Parents need to accompany children onto the bus. If requested, parents need to assist the bus monitor to buckle their child in the seat belt provided.

2. Children to be transported are under the authority of the bus driver.
3. Loud voices, active play, abusive language, and disruptive actions (i.e. spitting, hitting, etc.) are not allowed.
4. Harnesses are to be worn throughout the trip and children are to remain seated at all times.
5. Hands, arms, head, or objects may not be extended through bus windows.
6. Windows will be opened or closed by adults only.
7. Children will help keep the bus clean and free from damage.
8. Personal belongings (backpacks) will only be stored in the tote behind the driver's seat.
9. Children may not consume food or beverages while on the bus.
10. Adults and children must wait at least 6 feet from the area where the bus is stopping for loading or unloading.
11. The center aisle will be kept clear and free from all obstructions.

In the event that your child's behavior is disruptive, the bus drivers and bus monitor will assist your child by using positive directions and actions to help your child become a responsible rider.

Corrective Actions:

If no one is home to receive your child, they will be brought back to the center and you will be responsible for their transportation home.

1st: A written warning

2nd: Bus privileges will be suspended until a parent meets with the bus driver and Transportation Coordinator to develop a plan

3rd: The child's transportation privileges are forfeited

In the event your child's behavior becomes disruptive or unsafe, the drivers and monitor will assist your child by using positive directions and actions to help your child become a responsible rider. Continued disruptive behavior will result in the following actions:

1st: An Incident Report will be sent to the parent/guardian concerning the specific behavior.

2nd: An Incident Report will be sent to the parent/guardian requiring their signature.

3rd: Bus privileges will be suspended until a parent meets with the bus driver and Transportation Coordinator to develop a safety plan.

3. If your child does not ride the bus for three consecutive days without advance notice, your stop will be removed from the bus route and you will need to meet with the bus driver and/or transportation coordinator to determine if your stop can be re-established.

Inclement Weather Policy

POLICY:

The Grand Ronde Head Start Preschool is part of the Confederated Tribes of Grand Ronde organization and thus follows all campus closures. We will always be closed if the Tribal Campus is closed.

We will notify all parents and staff in the event that inclement weather or a catastrophic event forces closure, late start or early shut down. Please keep your emergency contact information updated.

These events include, but are not limited to:

- Snowy & Icy Weather
- High Winds
- Flooding
- Earthquake

PROCEDURE:

In the event of snowy/icy weather, the General Manager will consult with Tribal Security and Tribal Police to determine if it is necessary to delay opening or close the campus. This determination is typically made by 5:45 am.

Closures and/or delays will be communicated to parents via the Alert Sense System, typically by 6:15 am.

Parents and staff that do not receive the notification for whatever reason can call the Tribe's main switchboard at 503-879-5211 to hear a recorded message.

Even if the campus is not closed or delayed, the bus drivers may decide to cancel the bus run if they deem conditions to be unsafe.

SNOW ROUTES

Snow routes may be used as a standalone option or in conjunction with late start/early dismissal. Snow routes will consist mainly of group stops to expedite the route and eliminate unsafe areas, including higher elevations, windy roads and hills. The bus driver or bus monitor will notify parents if their stop is not on the snow route and inform them of the nearest pick up/drop off location.

DELAYED OPENING

If the Tribal Campus opens at 10:00 am, our school will also open at 10:00 am. Our teachers will not be available to receive your children until 10:00 am so please communicate with your supervisor. Buses will be on a 3 hour delay (this is to prevent bus drivers from starting their route and then finding out that the campus has changed from delayed opening to closed for the day).

EARLY RELEASE

In the event school lets out early, the ECE Program Manager will send a mass notification to all parents when the determination is made (typically an hour or more before closing). If this happens, the After Care Program will be canceled.

Children that do not ride the bus should be picked up within 15 minutes of the campus closure. If a parent is not able to pick their child up, they should arrange for one of their emergency contacts to pick up their child.

If there is no one available to receive a child from the bus stop, the bus monitor will attempt to call all of the child's emergency contacts. If no one can be reached, the child will return to the school. At that point, it is the parent's responsibility to arrange immediate pick up at the school.

If road conditions become unsafe while transporting children, the bus driver or monitor will notify parents of their location and ask that someone on the emergency contact list pick up the child.

Health Policies

Daily Health Check Procedure

Policy: Staff will assess each child's health status daily when the child first arrives in the classroom or on the school bus.

Purpose: Daily health checks are a method for staff to monitor health trends, patterns of illness, and watch for signs of an infectious condition.

Source: *Managing Infectious Diseases in Child Care and Schools, 4th Edition*

Procedure:

Provide a warm, relaxed, and respectful greeting of the child and their caregiver. During the greeting, the staff member will observe and interact with the child and caregiver.

Note any illness or injury mentioned during the greeting, and/or any change in the child's status from the last time the child was at school.

Observe the child for signs of illness or injury including:

- Changes in behavior or appearance
- Runny nose
- Cough or breathing trouble
- Skin rashes or itchy scalp
- Open sores or weeping skin rashes
- Signs of fever, such as flushed appearance or shivering (checking a child's temperature in the absence of behavior change is not recommended)
- Complaints of pain or not feeling well
- Vomiting
- Diarrhea
- Irritation or drainage from the eyes

The daily health check will be completed before the child's caregiver leaves the school building, or leaves the child on the school bus.

Staff will document the daily health check using the Daily Health Check module in ChildPlus. Document that the daily health check was completed, and note any concerning symptoms.

Staff will consult with parents when a health concern is identified. Staff will follow guidance from *Caring for Our Children, 4th Edition* when determining if a child should be excluded from school for health reasons.

Health Attendance Policy

Key Criteria for Exclusion of Children who are Ill

When a child becomes ill but does not require immediate medical help, a determination must be made regarding whether the child should be sent home i.e., should be temporarily “excluded” from child care). Most illness do not require exclusion. The teacher should determine if the illness:

- a. Prevents the child from participating comfortably in activities;
- b. Results in a need for a care that is greater than the staff can provide without compromising the health and safety of other children;
- c. Poses a risk of spread of harmful diseases to others.
- d. A child has severely ill appearance—this could include lethargy/lack of responsiveness, irritability, persistent crying, difficulty breathing, or having a quickly spreading rash.

Teaching staff will consult with the Health Coordinator and will contact parents if any of these conditions are noted during the school day. If your child is not feeling well, he/she generally does not benefit from classroom/home visit experience. If your child was sent home or absent due to illness or other health related problem, your child will not be able to participate in evening events until they are well enough to attend school / home visit. If a doctor or health department note is required, your child will not be allowed to ride the bus until the doctor’s note is submitted.

Center Based

Children who may be a health risk to other children should not be sent to the program. Along with individual symptoms, you will need to take into account the general appearance and condition of your child. We encourage you to call and talk with your doctor/nurse on whether or not a child should be seen by their doctor.

Do not send a child if he/she has had the following symptoms within 24 hours

Home Based

Your home visit needs to be canceled if your or your child may be a health risk to others.

Call your home visitor to reschedule your home visit if you or your child has had the following symptoms within 24 hours.

Fever:

Fever (temperature 100.4 degrees F or above by any method) with or without a behavior change or other signs and symptoms (e.g., sore throat, rash vomiting, diarrhea, etc.) requires exclusion and immediate medical attention. A fever between 99.0 – 100.4 is subject to the criteria listed above (see Key Criteria for Exclusion of Children who are Ill).

Rash:

Rash with fever or behavioral changes is excludable, until the primary care provider has determined that the illness is not an infectious disease. A child should be excluded for mouth sores with drooling that the child cannot control unless the child’s primary care provider or local health department authority states that the child is non-infectious.

Diarrhea:

Diarrhea is defined by stools that are more frequent or less formed than usual for that child and not associated with changes in diet. Exclusion is required for all diapered children whose stool is not contained in the diaper and the toilet-trained children if the diarrhea is causing “accidents”. In addition, diapered children with diarrhea should be excluded if the stool frequency exceeds two above normal for that child during the time in the program day, because this may cause too much work for the caregivers/teachers, or those who’s the stool contain blood or mucus. Readmission after diarrhea can occur when diapered children have their stool contained by the diaper *even if the stool remains loose) and when toilet trained children are not having “accidents” and when stool frequency is no more than 2 stools above normal for that child during the time in the program day.

Vomiting:

Vomiting more than two times in the previous twenty four hours, unless the vomiting is determined to be caused by a non-infectious condition and the child remains adequately hydrated.

Abdominal Pain:

Abdominal pain that continues for more than two hours or intermittent pain associated with fever or other signs or symptoms of illness.

Pandemic Response

In the event of a pandemic, the daily health check will be modified according to the procedures set forth by the Centers for Disease Control and/or The American Academy of Pediatrics (specific symptoms to screen for may vary depending on the contagion). During a declared pandemic, a child that does not pass the health screening may temporarily be excluded.

Infectious Disease Policy

The Grand Ronde Head Start Preschool will follow the guidance of the *4th Edition of Caring for Our Children* in regards to infectious disease management. When a disease is suspected or confirmed among preschool students, parents or staff, the disease will be reported to the Health Coordinator. The Health Coordinator will support staff in implementing guidance from *4th edition of Caring for Our Children* in relation to:

1. Control measures that should be taken for treatment and prevention.
2. Whether an infectious disease requires exclusion from the center, field trips, and home based environments and under what conditions can the individual return to school.
3. Proper documentation and reporting procedures to parents, providers, and the health department as necessary.
4. Whether the potential exposure of confirmed infectious disease requires the exclusion of non-immunized children until immunized or until deemed safe by the local health department.

If the Health Coordinator is unavailable teachers and staff can report the ECE Program Manager or GRHS Coordinators in order to implement the guidance from the *4th edition of Caring for Our Children*. All staff will be trained annually on guidance from the *4th Edition of Caring for Our Children* on common infectious disease.

If you’d like a copy of the *4th Edition of Caring for Our Children: National Health and Safety Performance Standards* contact Health Coordinator or you can access online at: <https://nrckids.org/CFOC>

Head Lice Policy

Background Information

According to the American Academy of Pediatrics, head lice are common among preschool and elementary school children. Head lice are not responsible for the spread of any disease; they are not a health hazard or a sign of poor hygiene. However, treatment of head lice can be a time-consuming, stressful, and an expensive experience for families. An occurrence of head lice can also impact a child's attendance and school readiness. To meet the educational needs of children and reduce the impact that the treatment of head lice can have on families, Grand Ronde Head Start Preschool has adopted guidance for the management of head lice.

Purpose:

- To support families in prevention and treatment of head lice.
- To reduce the amount of absences due to head lice while also reducing the spread of lice to other children and staff, in compliance with regulations and best practice
- To comply with American Academy of Pediatrics (AAP) and the GRHS Health Service Advisory Committee recommendations of maintaining inclusion for children with head lice.
- To align with Head Start Performance Standards.
- To honor the mission statement of GRHSP by supporting family wellness and reducing parental stress.

Prevention Methods

1. Informational resources on the prevention and treatment of head lice will be shared with parents annually at GRHSP parent orientation. Parents will be encouraged to keep their child's hair in a braid or a pony tail and advised to conduct weekly combing to check for nits.
2. Prevention and treatment information will also be communicated throughout the year at parent events, in notices or newsletters or in the form of children's books about the topic.
3. A Lice Treatment Agreement shall be signed by parents at enrollment. This agreement will outline best practices for treatment schedules, authorize GRHS staff to administer the treatment and agree to conduct daily wet-combing in the home until the lice are no longer present.
4. GRHSP will organize a list of volunteers in the community who will confidentially support families in the event of a head lice occurrence and advise families that this resource is available.
5. Lice deterrent shampoo may be provided to families that need/request it.
6. GRHSP staff will conduct weekly head lice checks. Children with evidence of head lice will be treated on site with a non-toxic treatment product, but not more than once every 6 or 7 days.

Intervention Methods

When a child experiences head lice, GRHSP will offer to assist the child and family. The Health Coordinator will notify the family, share information about lice removal procedures and resource availability (if the Health Coordinator is not available, the Family Partnership Coordinator or another coordinator will make the call). The Lice Treatment Agreement previously signed will be reviewed.

1. Two staff members (inclusive of on-call, volunteer and substitutes) will use a non-toxic, non-prescription product to treat the child at school (if permission has not been granted, parents will be advised to pick up their child and verify treatment has taken place before return).

- The child who experienced an occurrence of head lice shall return to class after lice treatment has taken place. The child does not have to be nit free.
 - To interrupt the reproductive life cycle of head lice, the child will be re-treated at the school on the 6/7th day and again on the 13/14th day. Parents choosing to treat at home must verify their child has been retreated according to this schedule
 - If a child is absent for an extended period before completing the treatment process, the procedure will restart with treatment #1.
 - Parents will conduct wet-combing daily with a high quality metal comb (provided) to ensure that all newly hatched lice are removed. Staff will send parents a brief video of the most effective method of wet-combing.
 - GRHSP will send an electronic head lice notification to all families enrolled in the classroom of the affected child so that preventative measures can be taken at home. The notice will not identify the affected child.
2. High quality metal lice combs and hair clips will be provided. Magnifying lamps are available for check out.
 3. Staff will check others living in the home upon request and provide treatment products
 4. Staff will provide list of community volunteers that will confidentially support the family
 5. Children whose treatment time is prolonged (more than 4 weeks) or who need alternative treatment products will be referred to medical professionals for individualized advice.
 - a. GRHSP staff will offer to accompany family to their appointment or provide a written statement outlining the treatment methods employed and to advocate for a prescription for effective medication (spinosad or ivermectin).
 - b. Families may receive assistance to pay for medication if it is not fully covered by insurance.

Continuous Improvement Methods

1. GRHSP staff will continuously research and follow current practice and recommendations related to the prevention and treatment of head lice, including, but not limited to, the advice of the American Academy of Pediatrics.
2. GRHSP will maintain community partnerships with medical professionals for advice on this policy as needed.
3. Staff shall be trained on head lice treatment prior to administering treatment to children.

Diaper Changing Policy

Some Children enrolled in Early Head Start need to wear diapers or pull-ups. Head Start Performance standards 1304.22(e) (5) states that Head Start Programs need to adopt sanitation and hygiene procedure for diapering that protect the safety of enrolled children.

- Visually inspect each child's diaper/pull up frequently for wetness and/or feces. Infants and toddlers must be checked every hour. Pre-k children must be checked at least every 2 hours.
- Check diaper/pull ups whenever the child indicates discomfort or exhibits behavior that suggest a soiled or wet diaper.
- No child should ever be left in a soiled diaper/pull ups.
- Diapers/pulls ups are only changed in a designated area of the classroom away from food preparation areas or in a designated bathroom
- Never leave a child unsupervised while on the changing table
- Always wear disposable gloves when changing a diaper/pull ups
- Only employed staff may change diapers, volunteers and/or interns may not change diapers.
- Field trips: Always bring diaper changing supplies with you and check all children before leaving the school.

Step 1. Sanitize diaper area and assemble diapering supplies

Always sanitize diaper changing table or mat with disinfectant before use.

Before you bring the infant/child to the diaper area changing area, wash your hands, gather and bring what you need to the diaper changing table:

- Clean disposable diaper or pull up
- Diaper wipes
- Non-latex disposable gloves
- Plastic bag (for soiled clothes)
- Keep covered, lined, hands free diaper receptacle near by
- If needed, making sure that children are given appropriate diapers and creams for specific needs

All diaper supplies are to be safely kept out of reach of infant/ child during diaper change. Put disposable gloves on before bringing infant/child to diaper change area, keeping a hand on the infant/child at all times.

Step 2. Bring infant/child to the diaper changing table area

Keep soiled clothing away from you or any surfaces you cannot easily clean or sanitize. For Pre-k children, it is preferable to change child's diaper with the child in the standing position. Never leave an Infant/child unattended during a diaper/or pull up change.

Step 3 Remove the soiled surface of the diaper inward and fasten with the existing tabs if possible.

Immediately place the soiled diaper in the hands-free diaper receptacle. If infant/child is wearing a pull-up, tear away both sides to remove or encourage child to do so themselves.

Place any soiled clothes in a plastic bag (sealed) for the parent to take home, making sure to label the bag with name, date, and urine/feces.

Immunization Policy

Purpose: To comply with licensing requirements and the State of Oregon/Department of Education Immunization requirements.

Upon enrollment parents must present an immunization history along with registration packet. All children must have had at least one of each of the required immunizations before they can attend class. Any children born in other countries must have a tuberculosis clearance care before attending class. Children with a medical or religious exemption may be exempt from these requirements.

In addition to state based immunization requirements, parent/guardian of each child six months of age and older should ensure their child is annual vaccinated against influenza (as early as August or September) unless

there is a medical contraindication or philosophical or religious objection. Children who are too young to receive influenza vaccine before the start of influenza season should be immunized annually beginning when they reach six months of age.

Parent Responsibilities: Parents must keep their children’s immunizations up to date. This is a state law aimed at keeping your child protected from serious diseases. The program should be notified of any immunizations received during the program year. Be sure to include which immunizations they received and the date.

Exclusion: Children who are not up to date in their immunizations by exclusion date (same as public schools) will be excluded from the program. Parents/guardians will receive written notifications or impending exclusions.

Parent wishing their child to be exempted from state required immunizations must complete the online training from the state. If disease exposure occurs of a disease that requires immunizations, then children with an exempt status will be excluded from school until immunized or for the duration of time recommended by the American Academy of Pediatrics.

If you would like a copy of the current CDC guidelines, contact the Health Coordinator.

Safe Sleep Policy

Regulation Reference: Caring for Our Children 3.1.4.1: Safe Sleep Practices and Sudden Unexpected Infant Death Risk Reduction

Rationale: Safe sleep practices help reduce the risk of sudden unexpected infant deaths.

Policy:

Grand Ronde Head Start Preschool will promote safe sleep for infants with the goal of reducing the risk of sudden infant death syndrome (SIDS), suffocation, and other deaths that may occur when an infant is in a crib or asleep.

Procedure:

- All staff, parents/guardians, volunteers, and others who care for infants will receive a copy of the Safe Sleep Policy.
- All staff, volunteers, and others who care for infants will receive information and training on the importance of consistent use of safe sleep policies and practices before they are allowed to care for infants.
- All staff, parents/guardians, volunteers, and others who care for infants will follow required safe sleep practices as recommended by the American Academy of Pediatrics (AAP):
 - Infants up to 12 months of age should be placed for sleep on their back for every nap or sleep time. An exception may be made if the infant’s primary health care provider has completed a signed waiver indicating that the child requires an alternate sleep position.
 - Infants should be placed for sleep in safe sleep environments; which include a firm crib mattress covered by a tight fitting sheet in a safety-approved crib. No monitors or positioning devices should be used unless required by the child’s primary health care provider. No other items should be in a crib occupied by an infant except for a pacifier.
 - Infants should not nap or sleep in a car safety seat, bean bag chair, bouncy seat, infant seat, swing, jumping chair, play pen, play yard, highchair, chair, futon, sofa/couch, or any other type of furniture/equipment that is not a safety-approved crib.

- If an infant arrives at the program asleep in a car safety seat, the parent/guardian or teacher should immediately remove the sleeping infant from this seat and place them on their back in a safe sleep environment.
 - If an infant falls asleep in any place that is not a safe sleep environment, staff should immediately move the infant and place them on their back in their crib.
 - Only one infant should be placed in each crib.
 - Soft or loose bedding should be kept away from sleeping infants and out of safe sleep environments. These include but are not limited to: bumper pads, pillows, quilts, comforters, sleep positioning devices, sheepskins, blankets, flat sheets, cloth diapers, bibs, etc.
 - Blankets should not be hung on the sides of cribs.
 - Swaddling infants when they are in a crib is not necessary or recommended.
 - Toys, including mobiles and other types of play equipment that are designed to be attached to any part of the crib should be kept away from sleeping infants and out of safe sleep environments.
 - When caregivers place infants in their crib for sleep, they should check to ensure the temperature in the room is comfortable for a lightly clothed adult, check the infants to ensure that they are not overheated, and that bibs, necklaces, and garments with ties or hoods are removed.
 - Infants should be directly observed by sight and sound at all times, including when they are going to sleep, are sleeping, or are in the process of waking up.
 - Bedding should be changed between children, and if mats are used, they should be cleaned between uses.
- The lighting in the room must allow the caregiver to see each infant's face, to view the color of the infant's skin, and to check on the infant's breathing and placement of the pacifier (if used).
 - A caregiver trained in safe sleep practices and approved to care for infants will be present in each room at all times where there is an infant. This caregiver will remain alert and will actively supervise sleeping infants in an ongoing manner. Also, the caregiver will check to ensure that the infant's head remains uncovered and re-adjust clothing as needed.
 - The construction and use of sleeping rooms for infants separate from the infant group room is not recommended due to the need for direct supervision.
 - The program will follow the current recommendation of the AAP about pacifier use.
 - The program will encourage, provide arrangements for, and support breastfeeding. Breastfeeding or feeding an infant with their mother's expressed breast milk is also associated with a reduced risk of sleep-related infant deaths.

Weighted Materials Policy

According to the American Academy of Pediatrics, use of weighted blankets on children under 36 months of age is hypothesized to increase the risk of Sudden Infant Death Syndrome (SIDS), reduce oxygen saturation levels, and could impair brain development. There is no research-based evidence that using weighted sleep products increases sleep duration or decreases sleep disruptions. Due to this, weighted blankets are not to be used on children under 36 months of age (3 years of age).

The use of weighted materials in the classroom first requires:

1. Inform the Inclusion Coordinator and SEL coach of concerns and behaviors warranting usage request and begin action planning to help with challenging behaviors in the classroom.
2. Discuss concerns and behaviors being seen in the classroom with child's parents or legal guardians.
3. If necessary, obtain documentation that use of weighted materials is permitted within the classroom. Acceptable consent includes: doctor's note, occupational therapist's note, IFSP documentation, or a signed parent consent form.

Weighted blankets, with the consent form signed by parents or legal guardians, must be 10% or less of the child's body weight OR follow the guidance given by doctors, therapists, or written in an IFSP documentation. Any weighted materials used within the classroom setting must follow the packaging guidelines for use- including: age, weight, and duration of recommended time of use.

In the case that weighted materials are being use in the classroom, weighted materials will never be used as a form of punishment or restraint. Staff will present materials in a positive manner to children, which promotes safe use of materials, and follows the packaging guidelines, as well as other supporting documentation. If a child refuses the use of weighted materials, the materials will be removed immediately.

Medication Administration Policy

Before giving any student medication a "Medication Administration Record Form" needs to be completed and signed by the student's parent or legal guardian.

Medications cannot be transported on the bus, parents must bring the medication to the school and complete the necessary forms.

No medications can be given without physicians instructions.

The physician's instructions needs to include:

Name of Patient
Name of medication
Dose (amount)
Route of administration
Time or frequency of the medication

Prescription Medication:

- Obtain physician's instruction for the medication and a written parent/guardian authorization for all medications administered by the staff.
- The physician's instruction must include:
- Patients name
 - Name of medication
 - Dose (amount)
 - Route of administration
 - Time or frequency the medication is to be given
- All medications will be clearly labeled with the patient's name and the medication name.

- All medications will be stored out of reach of children, and if necessary will be stored under lock and key, and/or refrigerated including those for staff and volunteers.
- Any and all medication administered by staff must be recorded on a Medication Administration Record Form.

Over-the-Counter Medication:

- Obtain physician's instruction for the medication and a written parent/guardian authorization for all medications administered by the staff.
- The physician's instruction must include:
 - Patient's name
 - Name of medication
 - Dose (amount)
 - Route of administration
 - Time or frequency the medication is to be given
- All medications will be clearly labeled with the patient's name and the medication name.
- All medications will be stored out of reach of children, and if necessary will be stored under lock and key, and/or refrigerated including those for staff and volunteers.
- All medication administered by staff must be recorded on a Medication Administration Record Form.

MEDICATION ADMINISTRATION PROCEDURES

There are 5 important steps to follow when administering medication to a student. You need to follow these steps every time you are going to administer medication.

If you are in doubt, don't understand the medication directions or have not been trained to use the required medical equipment:

STOP and get additional help from the Health Coordinator

Before giving any student medication a "Medication Administration Record Form" needs to be completed and signed by the student's parent or legal guardian.

No medications can be given without physician's instructions.

The physician's instructions need to include

Name of Patient
 Name of medication
 Dose (amount)
 Route of administration
 Time or frequency of the medication

Wash your hands before and after giving medication.

Correct storage of all medications

All medications need to be locked and out of reach of children.

Follow the FIVE RIGHTS when administering medication

1. The Right Person

- Be sure the right student is using the medication and does not take another student medication.

2. The Right Dose

- Always check for the proper amount. Know the abbreviations for tablespoon (Tbsp. and teaspoon tsp.)

3. The Right Medicine

- Read the label each time to avoid making a mistake.

4. The Right Time

- Follow the label and take medicine at the correct time of day.

5. The Right Way/Route

- Follow instructions for delivery method.

Covid-19 Mitigation Plan

Purpose

To mitigate risk of COVID-19 infection among preschool staff, children, visitors and volunteers in compliance with the Head Start Program Performance Standards 45 CFR Part 1302.47(b)(9).

Layering multiple evidence-based strategies helps keep children, families, and staff healthy. It also helps protect local health care resources.

Scope

This policy applies to all Head Start staff, students, visitors, volunteers, and contractors of the ECE Program.

1. Staff is defined as paid adults who have responsibilities related to children and their families who are enrolled in Grand Ronde Head Start Preschool.
2. Students are defined as children enrolled in Grand Ronde Head Start Preschool.
3. Contractors are defined as those whose contracted activities involve contact with or providing direct services to children and families.
4. Volunteer is defined as those who are in classrooms or working directly with children other than their own, including employees of the Tribe from different departments that work with enrolled children during school functions.

Policy

Grand Ronde Head Start Preschool will utilize evidence-based strategies to mitigate the risk and/or impact of COVID-19 infection on staff, students, and local health care resources.

Evidence-based is defined as: Using the best research evidence (e.g., found in health sciences literature) and clinical expertise (e.g., what health care providers know) in content development. Integrating the best available science with the knowledge and considered judgements from stakeholders and experts.

Grand Ronde Head Start Preschool will follow guidance from local health authorities including Polk County Public Health, Yamhill County Public Health, and the Grand Ronde Health & Wellness Center (GRHWC). Guidance will also be considered from the Centers for Disease Control (CDC), the American Academy of Pediatrics (AAP), the program's Health Services Advisory Committee (HSAC), and the Oregon Early Learning Division (ELD). The below listed mitigation procedures **may become required** if recommended by local health authorities based on community transmission rates.

Procedures

Health Hygiene

Staff and students of Grand Ronde Head Start Preschool will participate in frequent hand washing as outlined in *Health & Safety – Hand Washing Procedure*.

Health Screening

Students of Grand Ronde Head Start will participate in daily health screening as outlined in *Health & Safety – Daily Health Check Procedure*. Students will also participate in COVID-19 specific health screening using the *Isolation and Exclusion Guidelines for Child Care Settings*.

Sanitizing & Disinfecting

Staff of Grand Ronde Head Start Preschool will clean, disinfect, and sanitize as outlined in *Health & Safety - Cleaning & Sanitizing Procedure* and *Health & Safety - Classroom Sanitation with ARC Policy*.

Masking

Grand Ronde Head Start Preschool will maintain a supply of disposable adult-sized and child-sized masks on site. Staff, students, and visitors of Grand Ronde Head Start Preschool are encouraged to wear a mask if they are feeling unwell or experiencing symptoms of COVID-19.

Grand Ronde Head Start Preschool will support staff and students in their choice to wear a mask for the purpose of disease prevention.

Children will not wear a mask while they are sleeping or eating. Under no circumstance will a child under the age of 2 wear a mask.

Vaccination

Staff and students of Grand Ronde Head Start Preschool are strongly encouraged to receive immunization against the COVID-19 virus. Maintaining resistance through routine booster immunizations is also encouraged.

Exposure Notification

Families of students enrolled in Grand Ronde Head Start Preschool will be notified of exposure to infectious disease as recommended by *Caring for Our Children (4th edition)*.

The local health department will be notified of infectious disease outbreak as recommended by *Caring for our Children (4th edition)*.

Testing & Isolation

Staff and students of Grand Ronde Head Start Preschool are encouraged to test for COVID-19 if they are experiencing COVID-19 symptoms.

Staff and students of Grand Ronde Head Start Preschool are encouraged to test for COVID-19 if they have been directly exposed to an infectious individual.

Staff and students testing positive for COVID-19 are excluded from in-person attendance at school or school events following the *Health & Safety – Infectious Disease Policy*.

Consultation with Local Health Authorities & Health Advisory Committee (HSAC)

Grand Ronde Head Start Preschool will consult with local health authorities and the Health Services Advisory Committee when considering amendments or additions to COVID-19 mitigation strategies, or the *Health & Safety - COVID-19 Mitigation Policy*.

Mask Policy

Policy:

To mitigate risk of COVID-19 infection among preschool staff, children, visitors and volunteers in compliance with the Head Start Program Performance Standards 45 CFR Part 1302.93(a)(1)

When necessary as indicated by community transmission rates, all staff, children contractors and volunteers age 2 and above will wear a mask when there are two or more individuals in a vehicle owned, leased, or arranged by the Head Start program, when they are indoors in a setting where Head Start/Early Head Start services are provided and unvaccinated individuals when outdoors in crowded settings or during activities that involve sustained close contact with other people.

Procedure:

The Program will maintain a supply of adult-sized and child-sized masks on site. Children will wear disposable masks unless they bring a mask from home. Cloth masks will be washed daily. Disposable masks will be discarded at the end of each day.

Children will not wear a mask while they are sleeping or eating. Under no circumstance will a child under the age of 2 wear a mask.

Adult participants and children 2 and above are required to wear a mask during home visits. If a parent chooses not to wear a mask, home visits must take place outside.

If a child is unable to wear a mask due to a documented disability, the parent/guardian must complete an Accommodation Request form. The form must be accompanied by an order from the child's primary care physician *or* an Individual Family Service Plan (IFSP) indicating such accommodation is required. The request should include the specific accommodation that the parent would prefer, examples may include (but not limited to):

- Virtual instruction
- In-home, in-person instruction
- In-person instruction 1:1 in the classroom

Upon receipt, the Manager will determine if requirements for reasonable accommodation have been met. If so, accommodation options will be discussed with the parent. If the parent/guardian is not satisfied with the Manager's decision regarding accommodation, he or she must submit their objection in writing to the Education Department Manager.

The Department Manager will have 5 days business to provide written response to the parent.

If the response by the Department Manager is unsatisfactory, the parent may submit their complaint to the Tribal General Manager. The General Manager will have 5 business days to respond to the parent.

All parents will receive an orientation to these policies and procedures upon enrollment.

Miscellaneous Policies

Alumni Policy

Purpose: To have clear guidelines in place so that alumni can visit their preschool on occasion, hopefully bringing joy to them and the current students who will benefit from interaction with the older children.

Alumni = Student who has previously attended Grand Ronde Head Start Preschool

- Parents will be told at orientation about alumni visits.
- Visitors should have medical releases and permissions to transport signed, as well as a list of current contacts on file, prior to participation as alumni. Forms are available in the office.
- An alumni notebook will be created. It will have a medical release, photo release, sign-in sheets, and contact information for parents to complete before their child can participate.
- Visiting children must agree to follow rules and policies of program and classrooms. The child will sign an agreement, consenting to follow rules and policies of the program.
- Requests for alumni visits must be made at least 48 hours in advance, but emergency requests will be considered. Classroom lead teachers will approve visits. Director and Coordinators must be notified of visits.
- At this time, a maximum of two alumni per classroom per day may be approved. This is dependent on staff availability and is on a first come/first serve basis.
- Alumni cannot stay on party, field trip, or other event days.
- Alumni will not be allowed in nap room or staff room.
- Alumni who misbehave during their visits will lose visitation privileges and will only be allowed to visit with parental supervision.
- Alumni can be given jobs to do during the day in the classrooms.
- Alumni are not able to ride the bus.

ALUMNI MUST BE PICKED UP BEFORE 2:00 pm

Staff related issues:

- Staff with alumni children may let their children visit as long as it does not affect their ability to work. This is NOT an alternative to childcare. This still MUST be approved by lead teacher or the director.
- A staff member doing childcare for a meeting/training can bring their children 3 or older.

Collection Policy

Section 1: PURPOSE

Tuition is based upon each family's income as a percentage of the Federal Poverty Level. Parents are expected to make their payments in full and on time every month. The Education Department will work in cooperation with the Tribe's Finance Department in enforcing this Collection Policy.

Section 2: DUE DATES FOR PAYMENTS

All monthly tuition payments are due and payable in full on the fifteenth (15th) day of each month.

Section 3: NON-PAYMENT VIOLATIONS

Families with unpaid accounts at the end of the month will receive a letter by mail. A copy will also be placed in the student's mailbox.

If the monthly tuition remains unpaid following the 15th of the second month, the account will be deemed delinquent. The Education Department, will send a second letter by mail, and place a copy in the student's mailbox.

Section 5: ACTION TO COLLECT DEBTS

After the second notice is mailed, at the end of the month, if there is no response or payment, Education staff will establish the account balance as a debt and forward it to the Tribe's Finance Officer for processing.

Section 6: COSTS OF COLLECTION

Families may be responsible for any costs incurred by the Education Department in collecting delinquent account balances.

Smoke Free Policy

Purpose: To prevent children, staff and others from being exposed to the many health hazards from second-hand tobacco smoke. Also includes Electronic Cigarettes

POLICY

Staff, volunteers, chaperones and interns are not permitted to smoke on the program property.

Parents and staff will need to refrain from smoking when Head Start activities are taking place. Adults are not to smoke in front of the children or in areas used for staff. This includes classrooms, offices, kitchens, restrooms, meeting rooms, outdoor play areas and in vehicles used for transporting children. This also applies to socialization activities such as field trips, neighborhood walks and other outdoor group activities. Please refrain from smoking during EHS home visits and while waiting for your child to get on and off the bus.

When buildings are shared with a Head Start classroom, we will take steps to decrease children's exposures to tobacco smoke from other occupants. This can include altering traffic patterns and/or establishing a "smoke-free zone" around the Head Start site. It does not apply during a presentation or field trip related to American Indian cultural customs in which tobacco is utilized.

As of May 1, 1995 having a smoke-free policy is a Head Start requirement that will be monitored during on-site program reviews.

Internal Dispute Resolution Policy

PERFORMANCE OBJECTIVE: The Grand Ronde Head Start (Program), the Head Start Policy Council (Policy Council), and the Confederated Tribes of Grand Ronde Tribal Council (Tribal Council) shall jointly establish written procedures for resolving internal disputes.

OPERATIONAL PROCEDURES:

Grievance and Dispute Resolution:

The grievance and dispute procedure is a problem-solving mechanism in which every attempt is made to resolve issues at the lowest level of authority, with the least possible amount of program disturbance.

A grievance or dispute complaint is a complaint alleging the Head Start Regulations or Policies and Procedures were: (1) not followed, (2) administered in a discriminatory fashion, or (3) administered in an arbitrary and capricious fashion.

The three (3) procedures provided in Sections I, II, and III below will govern the resolution of a grievance and/or dispute complaint, depending on the person(s) with whom the complaint involves.

Situations may arise that are not covered by any existing policy and/or procedure but appears to merit action. These situations will be addressed, in most instances, by the development of new policies and procedures that apply to the specified situation(s) in the future.

The following will be used as guidelines for all complaints:

- a) Information submitted in writing shall be signed and dated;
- b) No anonymous complaints will be accepted or considered;
- c) Witnesses may be called upon to testify at the discretion of the parties involved;
- d) If a party decides to call upon a witness to testify, written notification must be provided to all parties involved at least three (3) days in advance. A witness will not be allowed to appear or provide testimony if prior notification to all parties is not provided as required herein. Notification shall contain the following information: (1) witness' name, address, and telephone number, (2) summary of the witness' anticipated testimony, (3) an explanation of the reason for calling upon the witness;
- e) Copies of all supporting information concerning the grievance must be provided to all parties at least 24 hours in advance;
- f) The content of all meetings, communications and documents must be kept confidential;
- g) Mediators or other neutral parties may be asked to assist in resolving grievances or disputes any time after the informal discussion process;
- h) Efforts shall be made to keep grievances and disputes local, involving as few people or groups as possible;
- i) Grievances or disputes alleging criminal acts or immediate danger to children or staff shall be dealt with immediately by the Program, parents and/or other authorities as appropriate or required by law.

Once a complainant has taken a grievance or dispute through the steps of the appropriate procedure provided below, the grievance or dispute, either in content or intent, may not be returned to a lower level of the procedure and initiated again.

Impasse Resolution:

An impasse occurs when an issue or action is raised which requires the approval of the Policy Council and the Tribal Council and the Policy Council and Tribal Council are in disagreement over the issue or action.

The procedure provided in Section IV below will govern the resolution of an impasse between the Policy Council and the Tribal Council.

I Grievance and Dispute Procedure: Complaints involving employees of the Head Start/Preschool Program

1. Before a grievance or dispute can be filed by a complainant, direct informal discussion must take place between the complainant and the person(s) with whom the complaint involves. There must be more than one direct contact attempt to resolve the problem or conflict between the complainant and the person(s) with whom the complaint involves. All parties involved should note the date, time and outcome(s) of the informal discussions.
2. Failing to come to final resolution at that level (1. above) informal discussion with the complainant, the immediate supervisor and the person(s) with whom the complaint involves must take place in an attempt to resolve the grievance or dispute.
3. If the informal discussion process (1. and 2. above) fails, a complainant may prepare a written complaint and deliver it to the person(s) with whom the complaint involves with an exact copy delivered to the supervisor. The person(s) with whom the complaint involves will have five (5) working days to respond to the complaint in writing.
4. If the complaint is not resolved, or if no action occurs within five (5) working days of receipt of complaint, the complainant may present the complaint to the supervisor within five (5) working days, requesting resolution of the matter. The supervisor then has five (5) working days to schedule a meeting with the complainant and the person(s) with whom the complaint involves. The meeting must be held within ten (10) working days of the receipt of the complaint from the complainant and a recommendation by the supervisor must be made within five (5) working days of the scheduled meeting.
5. If the complaint is not resolved, or if no action occurs within five (5) working days of receipt of complaint by the supervisor, the complainant may present the complaint to the Head Start Director within five (5) working days. The Director then has five (5) working days to schedule a meeting with the complainant and the person(s) with whom the complaint involves. The meeting must be held within ten (10) working days of the receipt of the complaint from the complainant and a recommendation by the Director must be made within five (5) working days of the scheduled meeting.
6. If the complaint is not resolved, or if no action occurs within five (5) working days of issuance of the recommendation by the Director, the complainant may present the complaint to the Head Start Policy Council's established Grievance Committee (Committee) within five (5) working days. The Committee has five (5) working days to schedule a meeting with the complainant and the person(s) with whom the complaint involves. The meeting must be held within ten (10) working days of receipt of the complaint from the complainant and a written decision by the Committee must be made with five (5) working days of the scheduled meeting. The Committee shall provide a determination of: 1) whether the procedure was properly followed, and 2) action to be taken, if any. The Committee's decision is final.

II. Grievance and Dispute Procedures: Complaints Involving the Head Start Director or Education Dept Mgr.

1. Before a grievance or dispute can be filed by a complainant, direct informal discussion must take place between the complainant and the Director or Manager with whom the complaint involves. There must be more than one direct contact attempt to resolve the problem or conflict between the complainant and the Director or Manager with whom the complaint involves. All parties involved should note the date, time and outcome(s) of the informal discussions.
2. Failing to come to final resolution at that level (1. above), informal discussion with the complainant the Policy Council Grievance Committee and the Director or Manager with whom the complaint involves must take place an attempt to resolve the grievance or dispute.

3. If the informal discussion process (1. and 2. above) fails, a complainant may prepare a written complaint and deliver it to the Director or Manager with whom the complaint involves with an exact copy delivered to the Policy Council Grievance Committee. The Director or Manager with whom the complaint involves will have five (5) working days to respond to the complaint in writing and another meeting must take place within five (5) working days in an attempt to resolve the complaint.
4. If the complaint is not resolved, or if no action occurs within five (5) working days of receipt of complaint, the complainant may present the complaint to the Policy Council Grievance Committee with five (5) working days requesting resolution of the matter. The Committee then has five (5) working days to schedule a meeting with the complainant and the Director or Manager with whom the complaint involves. The meeting must be held within ten (10) working days of the receipt of the complaint from the complainant and a written decision by the Committee must be made within five (5) working days of the scheduled meeting. The Committee shall provide a determination of: 1) whether the procedure was properly followed, and 2) action to be taken, if any. The Committee's decision is final.

III. Grievance and Dispute Procedure: Complaints involving members of the Policy Council

1. Before a grievance or dispute can be filed by a complainant, direct informal discussion must take place between the complainant and the member(s) of the Policy Council with whom the complaint involves. There must be more than one direct contact attempt to resolve the problem or conflict between the complainant and the member(s) of the Policy Council with whom the complaint involves. All parties involved should note the date, time and outcome(s) of the informal discussions.
2. Failing to come to final resolution at that level (1. above), informal discussion with the complainant, at least one member of the Tribal Council's Education Committee and the member(s) of the Policy Council with whom the complaint involves, must take place in an attempt to resolve the grievance or dispute.
3. If the informal discussion process (1. and 2. above) fails, a complainant may prepare a written complaint and deliver it to the member(s) of the Policy Council with whom the complaint involves with an exact copy delivered to the Tribal Council Education Committee. The member(s) of the Policy Council with whom the complaint involves will have five (5) working days to respond to the complaint in writing and another meeting must take place within five (5) working days in an attempt to resolve the complaint.
4. If the complaint is not resolved, or if no action occurs within five (5) working days of receipt of complaint, the complainant may present the complaint to the Tribal Council's Education Committee within five (5) working days. The Tribal Council's Education Committee has five (5) working days to schedule a meeting with complainant and the member(s) of the Policy Council within whom the complaint involves. The meeting must be held within ten (10) working days of the receipt of the complaint from the complainant and a written decision by the Tribal Council's Education Committee must be made within five (5) days of the scheduled meeting. The Tribal Council's Education Committee shall provide a determination of: 1) whether the procedure was properly followed, and 2) action to be taken, if any. The Tribal Council's Education Committee decision is final.

IV. Impasse Procedure: Disagreements between Policy Council and Tribal Council

1. When an impasse occurs, direct informal discussion must take place between the Policy Council and the Tribal Council. Each party should note the date, time and outcome(s) of the informal discussion.
2. Failing to come to final resolution at that level (1. above), informal discussion with the Policy Council, the Tribal Council and at least one member of the Education Committee must take place in an attempt to resolve the impasse.

3. If the informal discussion process (1. and 2. above) fails, the impasse must be presented at the next meeting of the Education Committee. The Tribal Council Education Committee must decide the impasse and such decision must be recorded in writing either within the Committee's minutes or in a separate written decision. The Education Committee decision is final.

Nutrition Policies

CACFP Meal Count Documentation Policy

PURPOSE: To define procedures for the accurate documentation of classroom meal counts as required by the Child & Adult Care Food Program (CACFP).

POLICY: Grand Ronde Head Start Preschool will document the number of CACFP eligible meals received by children each day.

PROCEDURE:

DOCUMENTING MEAL COUNTS

The Instructional Assistant will document the participation of each child in the classroom meal in ChildPlus using the Actual Count Method. The Lead Teacher will verify the accuracy of the Instructional Assistant's meal count.

Meal counts will be taken immediately upon all children sitting down for the meal.

Any CACFP eligible individual serving themselves food, or pouring themselves a cup of milk, will be counted as participating in the meal.

REPORTING MEAL COUNTS

Meals recorded in ChildPlus will be compared to attendance records in ChildPlus and the Parent Sign In Sheet of the same day. Any inconsistencies will be noted. Meals counted for children not marked as present in ChildPlus Attendance, or who do not have an arrival time assigned in ChildPlus Attendance, will not be claimed.

The Health & Nutrition Coordinator will compare meal count records to attendance records for each classroom on a monthly basis. Meals not supported by attendance records will not be claimed.

The Health & Nutrition Coordinator will use ChildPlus reports to tally the classroom meal count monthly, and report the total number of reimbursable meals on the CACFP monthly claim form. The ECE Program Manager will verify the accuracy of the Health & Nutrition Coordinator's reimbursement claim.

CACFP Infant Meal Count Documentation Policy

PURPOSE: To define infant feeding documentation as required by the Child & Adult Care Food Program (CACFP).

POLICY: Grand Ronde Head Start Preschool will document the number of CACFP eligible meals received by infants each day.

DEFINITION: The USDA defines "infant" for purposes of the CACFP as infants from birth through 11 months of age.

PROCEDURE:

MEAL TIMES AND SERVICE

Infants will be fed on demand and will not be restricted to a meal schedule. All components of a complete meal will be offered to an infant over the course of the day. The infant may choose what and when to eat each meal component.

Some breastfed infants regularly consume less than the required amount of breast milk per feeding. A serving of less than the minimum may be offered with additional breast milk offered if the infant is still hungry.

INFANT MENUS

Grand Ronde Head Start Preschool will keep separate menus for infant meals. Because infant diets vary, foods offered must be recorded for each individual infant using the Daily Infant Menu Record provided by ODE CNP.

FOOD SUBSTITUTIONS

Modifications or substitutions to the infant menu are allowed when supported by a completed Medical Statement for Food Substitutions. The statement will be kept on file by the program.

DOCUMENTING MEAL COUNTS

Separate menus will be kept for infant meals on the Daily Infant Menu Record. Infant menus will document:

- The infant's name and date of birth
- The menu date
- The type of meal (breakfast, lunch, supper, or snack)
- All actual food items served
- The name of the formula or that breast milk was served
- If food or formula is supplied by the parent or guardian

If food or formula is supplied by a parent or guardian, the food or formula must be designated on the infant's menu record with "PS" for *parent-supplied* in addition to the actual food item or formula supplied. Staff must designate "PS" every time a required meal component is supplied by the parent or guardian. Staff may not write "PS" on top of the infant menu to cover meals and snacks provided for the entire day, week, or month.

REPORTING MEAL COUNTS

Infant meals recorded on the Daily Infant Menu Record will be compared to classroom attendance records of the same day. Any inconsistencies will be noted. Meals counted for infants not marked as present on classroom attendance records will not be claimed.

The Health Coordinator will tally the classroom meal count monthly, and report the total number of reimbursable meals on the CACFP monthly claim form. The ECE Program Manager will verify the accuracy of the Health Coordinator's reimbursement claim.

Infant Toddler Feeding Procedure

Statement

Feeding infants and toddlers the right foods at the right time supports nutrition needed for optimal health, growth, and development.

Purpose: To ensure Grand Ronde Head Start Preschool follows best practices outlined by the United States Department of Agriculture (USDA) and the American Academy of Pediatrics (AAP) for safely feeding infants and toddlers.

Procedure

Grand Ronde Head Start Preschool will follow the guidance of *Feeding Infants in the Child and Adult Care Food Program*.

The Health & Nutrition Coordinator will support staff in implementing guidance from *Feeding Infants in the Child and Adult Care Food Program* in relation to:

- Feeding the breastfed baby
- Feeding the formula-fed baby
- Handling and storing breastmilk and infant formula
- Feeding a baby using a bottle and cup
- Feeding solid foods
- Buying and preparing baby foods
- Safe food preparation
- Choking prevention
- Food allergies and intolerances
- Caring for babies' gums and teeth
- Partnering with families

If the Health & Nutrition Coordinator is unavailable staff will report to the Infant/Toddler Site Coordinator in order to implement guidance from *Feeding Infants in the Child and Adult Care Food Program*.

A copy of *Feeding Infants in the Child and Adult Care Food Program* can be accessed online at:

https://fns-prod.azureedge.us/sites/default/files/resource-files/FI_FullGuide_2021.pdf

Summary Points:

- ✓ Breastfeeding and/or bottle feeding of expressed breastmilk is supported.
- ✓ Formula provided by Grand Ronde Head Start Preschool will be iron-fortified and regulated by the Food and Drug Administration.
- ✓ Formula provided by an infant's family will be iron-fortified and regulated by the Food and Drug Administration.

- ✓ Breastmilk and infant formula will be warmed/cooled and stored following safety regulations of the Child and Adult Care Food Program and the Oregon Health Department.
- ✓ Infant formula will be prepared according to the instructions and ratios on the container.
- ✓ Infants are held by staff while bottle feeding.
- ✓ Infants will be transitioned to whole milk at 12 months of age, after consultation with the infant's family.
- ✓ Infants will be encouraged to use a cup when they are developmentally ready, and after consultation with the infant's family. Infants will transition to a cup by 18 months of age.
- ✓ Only breastmilk, infant formula, and water will be provided for infants and toddlers to drink. Water will not be served to infants under 6 months unless supported by the infant's medical provider.
- ✓ Only water that has been approved by the Oregon Health Department will be served to infants and toddlers.
- ✓ Infants will be served solid foods when they show signs of developmental readiness, and after consultation with their family. Solid foods (including infant cereals and purees) will not be served to infants under 6 months of age.
- ✓ Infants receiving solid foods (including infant cereals and purees) will be fed solid foods with a utensil, and/or the infant's hands. Infant cereals and purees will not be served in a bottle or cup.
- ✓ Textures of solid foods will be modified based on an infant's development.
- ✓ Infant foods will be store-bought or prepared at Grand Ronde Head Start Preschool. Homemade infant foods provided by an infant's family will not be served.
- ✓ Honey will not be provided to infants under 12 months of age.
- ✓ Infants and toddlers will be offered all food components in a meal or snack as outlined by the Child and Adult Care Food Program. Infants and toddlers with allergies or food intolerances will be provided a different food within the same food component (example: an infant allergic to one type of fruit may be offered a different type of fruit).
- ✓ Infants and toddlers will be offered food on a set meal & snack schedule. However, infants and toddlers will not be expected to eat on a set schedule, and will be fed on-demand when they show signs of hunger. Sleeping infants and toddlers will not be awakened to eat unless requested by their medical provider.
- ✓ Infant cereals, purees, and solid foods will be prepared and stored following safety regulations of the Child and Adult Care Food Program and the Oregon Health Department.
- ✓ Staff will closely monitor infants and toddlers at mealtime to prevent choking and watch for allergic reactions.

- ✓ If an infant or toddler has a severe allergic reaction, staff will:
 1. Stop feeding the infant immediately
 2. Call 911
 3. Ask another adult nearby to call the infant's family
 4. Stay with the infant when medical staff arrive, and go with the infant if medical transport is necessary
- ✓ Staff will encourage good dental care by gently brushing infants' and toddlers' teeth with a small amount of fluoride-containing toothpaste after each meal.

Meal Substitution Policy

Statement

When considering food substitutions for children ages 1-5, Grand Ronde Head Start Preschool will follow the guidance of USDA Food and Nutrition Service's *Food Buying Guide for Child Nutrition Programs*, and the *Crediting Handbook for the Child and Adult Care Food Program*, which reflects guidance from *Dietary Guidelines for Americans*, and recommendations from the National Academy of Medicine and the American Academy of Pediatrics.

When considering food substitutions for children ages 0-1, Grand Ronde Head Start Preschool will follow the guidance of USDA Food and Nutrition Service's *Feeding Infants in the Child and Adult Care Program*, and recommendations from the American Academy of Pediatrics.

Purpose

To ensure Grand Ronde Head Start Preschool follows best practices for providing optimal child nutrition to all students as outlined by the Child and Adult Care Food Program.

Policy

Children with disabilities (including allergies diagnosed by a medical professional):

Grand Ronde Head Start Preschool will provide reasonable modifications to meals and snacks to accommodate children with disabilities. These modifications are done on a case-by-case basis. If the meal modification does not meet the meal pattern requirements, a medical statement from a licensed physician or licensed health care professional who is authorized to write medical prescriptions under State law must be provided.

Grand Ronde Head Start Preschool will provide reasonable modifications to the meal service to accommodate children with disabilities. These modifications are done on a case-by-case basis, and in collaboration with the child's family, the Inclusion Coordinator, and the child's IFSP team when applicable.

Children without disabilities:

Reasonable modifications to meals and snacks will be made to accommodate family food preferences. These modifications are done on a case-by-case basis. Food substitutions will be nutritionally equivalent, and meals will continue to meet meal pattern requirements.

Procedure

A written statement from the State licensed health care professional must identify:

- The student's major life activity or major bodily function that restricts the diet and is affected by the student's physical or mental impairment. The statement does not need to use the term "disability".
- An explanation of what must be done to accommodate the disability or impairment.
- Foods to be substituted when the restricted food is omitted from the diet.

The written statement from the State licensed health care professional is valid from the day received by Grand Ronde Head Start Preschool and does not require annual renewal.

Grand Ronde Head Start Preschool will not delay a student's meal modification while waiting for the family to submit a written statement or to gain additional information from the medical authority.

- The Health & Nutrition Coordinator will document the initial conversation with the family.
- The Health & Nutrition Coordinator will follow up with the family if the program does not receive a written statement as anticipated, and maintain a record of the contact.
- The Health & Nutrition Coordinator will diligently continue to follow up with the family until a written statement is obtained or the request is rescinded.

Grand Ronde Head Start Preschool is not limited to the specific substitution or modification requested, but will offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program.

Non-medical meal accommodations may include cultural, religious, lifestyle, or other requests. Requests for non-medical meal accommodations will be submitted through the Meal Preference Request Form. The form may be signed by the student's parent or guardian.

When providing a substitution for a non-medical meal preference, substitutions will be nutritionally equivalent, and meals will continue to meet meal pattern requirements.

Meal modification requests are collected at the beginning of the school year and accepted at any time throughout the year.

Meal modifications will be shared with kitchen staff, the student's classroom staff, and will be posted in writing in the kitchen and in the classroom.

Food substitutions will be determined by the kitchen staff and noted on the working menu. In the absence of kitchen staff, food substitutions will be determined by the Health & Nutrition Coordinator.

Classroom staff are responsible to ensure no student consumes restricted foods.

Only substitutions meeting the required meal pattern OR substantiated by a medical statement will be submitted for reimbursement under the CACFP program.

Appeals

Caregivers have the right to appeal substitution or accommodation requests that are not granted. The appeal must be submitted in writing to the Health & Nutrition Coordinator. The Health & Nutrition Coordinator will submit the appeal along with all supporting documentation to the Early Childhood Program Manager to schedule a meeting.

The meeting will take place within 14 days of receipt and will include the Early Childhood Program Manager, Education Division Manager and a representative from Policy Council. Caregivers will be notified of the meeting

date, time and place no less than 72 hours in advance. Caregivers have the right to attend in person and/or be represented by legal counsel. Caregivers also have the right to examine the record.

The outcome of the meeting will be documented as the final decision. If caregivers disagree with the final decision, they can follow the Internal Dispute Resolution process for further review.

2024-2025 School Calendar

Grand Ronde Head Start Preschool

2024-2025 School Calendar

| September '24 | | | | | | |
|---------------|----------------------|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | Pre-Service Week | | | | | 31 |
| 1 | Home Visits & Set Up | | | | | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | H | 28 |
| 29 | 30 | | | | | 13 |

| October '24 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | H | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | 22 |

| November '24 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | H | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | H | 23 |
| 24 | 25 | 26 | H | H | H | 30 |
| | | | | | | 16 |

| December '24 | | | | | | |
|--------------|----|----|----|----|----|----|
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | H | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| | | | | | | 13 |

| January '25 | | | | | | |
|-------------|----|----|----|----|----|----|
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | H | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | 21 |

| February '25 | | | | | | |
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| 16 | H | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |
| | | | | | | 18 |

| March '25 | | | | | | |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | 15 |

| April '25 | | | | | | |
|-----------|----|----|----|----|----|----|
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| | | | | | | 21 |

| May '25 | | | | | | |
|---------|----|----|----|----|----|----|
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | H | 27 | 28 | 29 | 30 | 31 |
| | | | | | | 20 |

| June '25 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 15 | 16 | 17 | 18 | H | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| | | | | | | 19 |

| July '25 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | 21 |

| August '25 | | | | | | |
|----------------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Pre-Service Week | | | | | | |
| Home Visits & Set Up | | | | | | 10 |

Parent Handbook Acknowledgement

Thank you for acknowledging the policies and procedures we have established for the safety and welfare of all children in our care. We look forward to getting to know you and your family.

*I have received the **Grand Ronde Head Start Preschool Parent Handbook**, and I have reviewed the handbook with a member of the program staff.*

I understand that it is my responsibility to familiarize myself with the Parent Handbook and to ask staff for clarification of any policy or procedure that I do not understand.

Recipient Signature

Date

Print Parent's Name

Child's Name