

# **HEAD START®**

Green Bay Area Public School District



## **2023-2024 PROGRAM GUIDELINES AND OPERATIONAL PROCEDURES**

August 2023

## ***Head Start Mission Statement:***

***Our mission is to build positive relationships with children and parents. We provide resources that empower families to prioritize child and family goals and develop advocacy skills that recognize parents as both teachers and lifelong learners. We build and nurture community collaborations and partnerships. We believe success will come from a celebration of diversity, inclusive learning environments, and acceptance of a variety of family dynamics.***

Message to Staff:

Head Start is a federally funded program that serves primarily low-income preschool children and their families. The Performance Standards we have agreed to follow stress the importance of helping parent(s)/guardian(s) become more self-sufficient contributing members of the community and providing children with the appropriate preschool experiences to succeed in school. This requires all staff to accept some responsibility for all program service areas – Parent Involvement, Education, Health/Nutrition, Disabilities, Mental Health, and Social Services. This Handbook is designed to give each of you the necessary information to better understand your individual role in Head Start.

Every Head Start staff member is also an employee of the Green Bay Area Public School District. Head Start personnel guidelines parallel those of the District. Salary and benefits are the same as for District employees in similar positions. The work year and workday are the same; however, job responsibilities and working conditions such as student contact time, class size, non-teaching duties, and student attendance days may be different because of requirements resulting from Head Start regulations.

The School Board of the Green Bay Area Public School District derives its authority to govern the local schools directly from the Wisconsin Constitution and the state statutes. The District is classified as a unified school district and the Board shall govern it accordingly. The School Board also governs our Head Start program and all policies developed by the District are implemented by Head Start.

Our staff is a mixture of professionals and paraprofessionals working together to accomplish the objectives Head Start has established. We must view each child as part of a family and do what is necessary to support both parent/guardian and child. Some of us work more directly with the child and others with the parent/guardian - both are equally important. Recognizing this fact is a key to the success of Head Start.

*Rachel De La Cruz  
Head Start Director  
& Principal of Jefferson Head Start*

*Patty Mevis  
Head Start Director  
& Principal of Head Start Learning Center*

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## INTRODUCTION TO FEDERAL HEAD START

Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age five, pregnant women and their families. They are child-focused programs, and have the overall goal of increasing the social competence and school readiness of young children in low-income families. Social competence means the child's everyday effectiveness in dealing with both his and her present environment and later responsibilities in school and life. Social competence considers the interrelatedness of social, emotional, cognitive and physical development.

Head Start services are also family-centered, following the tenets that children develop in the context of their family and culture and that parent(s)/guardian(s) are respected as the primary educators and nurturers of their children. Head Start offers family members opportunities and support for growth and change, believing that people can identify their own strengths, needs and interests and are capable of finding solutions.

To support the overall goal of improving social competence and school readiness, Head Start embraces a core set of values, including the commitment to:

- Establish a supportive learning environment for children, parent(s)/guardian(s), and staff, in which the processes of enhancing awareness, refining skills and increasing understanding are valued and promoted;
- Recognize that the members of the Head Start community - children, families, and staff - have roots in many cultures. Head Start families and staff, working together as a team, can effectively promote respectful, sensitive and proactive approaches to diversity issues;
- Understand that the empowerment of families occurs when program governance is a responsibility shared by families, governing bodies and staff, and when the ideas and opinions of families are heard and respected;
- Embrace a comprehensive vision of health for children, families and staff, which assures that basic health needs are met, encourages practices that prevent future illnesses and injuries, and promotes positive, culturally relevant health behaviors that enhance life-long well-being;
- Respect the importance of all aspects of an individual's development, including social, emotional, cognitive and physical growth;
- Build a community in which each child and adult is treated as an individual while, at the same time, a sense of belonging to the group is reinforced;
- Foster relationships with the larger community, so that families and staff are respected and served by a network of community agencies in partnership with one another; and
- Develop a continuum of care, education and services that allow stable, uninterrupted support to families and children during and after their Head Start experience.

The Head Start program has a long tradition of delivering comprehensive and high-quality services designed to foster healthy development in low-income children. Head Start grantee and delegate agencies provide a range of individualized services in the areas of education and early childhood development; medical, dental and mental health; nutrition; and parent/guardian involvement. In addition, the entire range of Head Start services are responsive and appropriate to each child and family's developmental, ethnic, cultural and linguistic heritage and experience.

Head Start fosters the role of parent(s)/guardian(s) as the primary educators and nurturers of, and advocates for, their children. We work in close partnership with parent(s)/guardian(s) to assist them in developing and utilizing individual and family strengths in order to successfully meet personal and family objectives.

Parent(s)/guardian(s) are encouraged to become involved in all aspects of the program, from participation in children's activities to direct involvement in procedures and program decisions.

Head Start is committed to cultivating partnerships within the community. Through the establishment of meaningful links with community organizations and programs focused upon early childhood development, family support, health and education, each Head Start agency ensures that children and families receive an array of individualized services, and that community resources are used in an efficient and effective manner.

Head Start strives for excellence in program management that supports the provision of quality services for children and families. Policy groups, representative of Head Start parent(s)/guardian(s) and the larger community, and strong governing bodies play a critical role in overseeing the implementation of Head Start legislation, regulations and policies. To achieve national excellence, local agencies are required to establish effective systems and procedures for program, financial and human resources management. Additionally, a strong focus on staff professional learning and development helps to ensure that individuals with the knowledge, skills and experience will serve children and families necessary to provide high quality, comprehensive services.

This Program Guidelines and Operational Procedures Manual was developed and designed to aid staff with decision-making information about matters that are essential in the successful and efficient operation of the Green Bay Area Public School District Head Start Program.

Other manuals and policies that have been developed and should be a part of staff knowledge about the Green Bay Area Public School District are listed below:

1. The Green Bay Area Public School District Board of Education Policies (found at [gbaps.org](http://gbaps.org))
2. Green Bay Area Public School District Employee Handbook
3. Curriculum and Assessment Documents
4. Elementary School staff Handbooks
5. Elementary Student Expectations Booklets
6. School Safety and Security Plan

# **PROGRAM STRUCTURE**

## **DOUBLE SESSION AND FULL DAY OPTION**

- 1) Age - Children enrolled are three and four years old by September 1.
- 2) Class size for Double Session - classes will contain a maximum of 17 children in order to maintain the funded enrollment level. The maximum enrollment of 17 includes regular Head Start, four-year-old Kindergarten (4K) collaborative and Early Childhood (EC)/Head Start integrated classes. If the planned enrollment of a class is over 50% three-year-olds, the enrollment is a maximum of 15 children.
- 3) Class size for Full Day Option – classes will contain a maximum of 17 children in order to maintain the funded enrollment level.
- 4) Attendance days for Double Session - All children attend classes four days per week (Monday-Thursday) for a total of 128 days per year. Daily classes are three hours and thirty minutes in length (8:00 – 11:30 a.m. and 12:00 – 3:30 p.m.).
- 5) Attendance days for Full Day Session – All children attend classes four days per week (Monday-Thursday) for a total of 1,020 hours per year. Daily classes are seven hours and 15 minutes in length 8:15 a.m. - 3:30 p.m.)
- 6) Curriculum Content - Teachers are required to adhere to Head Start Performance Standards and the Head Start Outcomes Framework. The Creative Curriculum (CC) and Teaching Strategies GOLD (TSG), which are aligned with the Head Start Outcomes Framework and Wisconsin Early Learning Standards, are used and reflect all areas of child development and learning. Content Essential Documents (CEDs), developed by the Green Bay Area Public School District (GBAPSD) staff are also used to support the curriculum. We also use Zoo Phonics for Literacy and Bridges for Math.
- 7) Outcomes and Assessment - Each Head Start child is screened at the start of the school year using the Ages & Stages Questionnaire, Third Edition (ASQ-3) a developmental screening tool that pinpoints developmental progress in children and Ages and Stages Questionnaire - Social Emotional, 2nd Edition (ASQ:SE2) a parent-completed, highly reliable system focused solely on social-emotional development in young children. In addition to this, children are assessed three times during the program year to determine individual progress on child outcomes. This data is shared with parent(s)/guardian(s) via a conference/home visit.
- 8) Parent/Guardian contacts - The classroom teacher must complete parent/guardian contacts - 2 home visits, 1 prior to classroom attendance at the start of the school year and one at the end of the school year. Also required are two parent-teacher conferences. The first is in November, to share assessment results and receive parent/guardian input. The second takes place in February/ March to update the parent/guardian on their child's progress and receive parent/guardian input. Other contacts take place on Fridays, depending on individual child and family needs.

9) Staff qualifications:

- a. Administrators (Head Start Director and Head Start Principal) must have a Wisconsin Department of Public Instruction (DPI) principal license.
- a. Classroom teachers must have a Wisconsin DPI teaching license. This includes a BA or BS degree in Education.
- b. Classroom teaching assistants are paraprofessionals. Per District requirement, all must have a minimum of two years technical college or university educational credits, or pass the equivalency exam. Per Head Start requirement, all must have a minimum Child Development Associate credential (CDA); enrolled in a program leading to an associate or baccalaureate degree; or enrolled in a Child Development Associate credential program to be completed within two years.
- c. Noon hour supervisors, clerical and monitor staff (includes bus and lunch monitor staff) must have a high school diploma or GED.

### **HEAD START PROGRAM STAFF - DISTRICT CLASSIFICATION**

All Head Start staff members are employees of the GBAPSD. The job duties and responsibilities of Head Start staff are included in this manual (Appendix A).

### **HEAD START PROGRAM STAFF PERFORMANCE APPRAISALS**

Every employee in the District will be supervised and evaluated by an administrator and/or designee following GBAPS policy and procedure. The administrator may be a certified building principal, assistant principal, District administrator, or assistant District administrator. The evaluator may be a District employee who is a building principal, assistant principal, District office administrator, assistant District administrator, or a non-District employee who is a certified administrator.

Additionally, an annual Head Start performance appraisal is conducted on all Head Start personnel and used to identify staff learning and professional development needs, and assist each staff member in improving his or her skills and professional competencies. The annual performance appraisals are maintained in the Head Start staff files in the Head Start office.

Performance appraisals are conducted at the end of every school year by the Head Start administrators (Director and Principal), Head Start Coordinators, and for non-certified staff Head Start teachers.

# OPERATIONAL PROCEDURES

## ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT AND ATTENDANCE (ERSEA)

### ELIGIBILITY

#### **Age Eligibility and Verification**

Children must be three or four years of age on or before the date established by the GBAPSD for kindergarten entrance (September 1).

Children whose birthday is after September 1 coming from EHS will be discussed with the Education and Disabilities Coordinator. They must follow all selection criteria.

Students who are 3 or 4 years old and living outside of the Green Bay Area School District are not eligible for Head Start per the Wisconsin DPI guidelines for reimbursement.

#### **Income Verification and Eligibility Regulations**

**FAMILY INCOME - FAMILY SIZE.** "Family Income" is defined as income from all adults living in the household who are related to the Head Start parent's child by blood, marriage or adoption and would have legal financial obligations toward the family if s/he left the household. If both of these criteria are met, the income is counted and all adults contributing to that income are counted to determine "family size". An adult who lives in the household, but does not meet the criteria above (even if they earn income) are not counted in "family size". Head Start Family Income Guidelines are published each year and are available in the Head Start Office for review.

A maximum of 10% of enrolled children's families may be over Head Start income guidelines. We can accept 35% of our children whose families have income of between 101 -130% of our income guidelines.

All income must be counted including child support, social security, wages of military income. The income documentation presented by the parent/guardian should be representative of that received for the twelve months prior to the month the application is being taken or the previous calendar year, whichever is more accurate. Income must be verified by an income statement from the previous calendar year, such as: 1040 Tax form, W-2 forms, 12 months of pay stubs/envelopes, written statement from employer or No Income Form, along with the Eligibility Verification Form and Interview Form. The document used needs to be copied and the Eligibility Verification Form completed for each family. If the family meets the income guidelines, the family is considered "Income Eligible". Also, if a family receives public assistance (Child Care Assistance funded with Temporary Assistance to Needy Families (TANF) dollars, Supplemental Security Income (SSI), or Food Share (SNAP), this constitutes eligibility for Head Start, regardless of total family income. If the family meets the requirement of receiving public assistance, the family is considered "categorically eligible" and no income verification is needed. Eligibility does not guarantee a slot.

A staff member must review and scan and upload the income documentation provided by each parent/ guardian and complete the Eligibility Verification Form and Interview Form for each

family. A family and staff member can also complete the No Income Form if the proper documents are not available (this is not preferred). Documentation examined to determine total income for twelve months must be scanned and uploaded along with the Eligibility Verification Form and Interview Form, and the application or No Income Form. Proof of income that is seasonal or irregular is best verified by requesting a W-2 income statement from the previous calendar year. This is necessary for the following:

1. New applications
2. A child returning for a third year of Head Start (verified income is good for 2 years).
3. Children returning after a break of service must reverify income.

The same policies governing Head Start program eligibility for other children, such as priority for those most in need of the services, apply to children with disabilities. Our Head Start program also considers the following factors when planning enrollment procedures:

1. The number of children with disabilities in the Head Start service area including types of disabilities and their severity
2. The services and resources provided by other agencies; and
3. State Laws regarding immunization of preschool children. Grantees must observe applicable State laws which usually require that children entering State preschool programs complete immunizations prior to or within thirty days after entering to reduce the spread of communicable diseases.

If a family is homeless, as determined by McKinney-Vento with GBAPSD, or is a foster child that child would be considered eligible and no income verification is needed. Scan and upload documentation from the McKinney-Vento department. Families will also need to provide legal documentation showing they are in foster care and/or the child has been removed from parents.

### **1302.12(m) Training on Eligibility**

1. Training on eligibility for Head Start management and staff will take place annually at the first Head Start staff meeting in August or September.
2. Training on eligibility for the government body will take place annually, by the Head Start Director, in August/September at the GBAPS School Board meeting when the Program Guidelines & Operational Procedure (PGOP) manual changes are reviewed.
3. Training on eligibility for the Executive Board and Policy Council members will take place annually in January when new Executive Board and Policy Council members are in place.
4. Training on eligibility for new Head Start staff members will take place before their 90<sup>th</sup> day of employment. Thereafter training for Head Start staff will take place annually at the first Head Start staff meeting in August or September.

All Training on Eligibility (1, 2, 3, 4) will include methods on how to collect complete and accurate eligibility information from families and third-party sources as covered in the PGOP under the ERSEA section titled Income Verification and Eligibility Regulations.

## **Returning Children**

We prioritize enrolling returning children until 4K or Kindergarten is available for the child in the child's community, except that the Head Start programs may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start.

If a child was previously in Head Start and left the program, their information will remain in the Child Plus tracking system.

## **Returning Child Procedure for the Upcoming School Year**

Starting in January all families with currently enrolled children that will be four-years-old for the upcoming school year will be eligible for placement in the upcoming school year as a "Returning Child". Classroom staff and FA staff will work with the family to determine that child and family's best placement for the upcoming school year.

- If the family chooses to have their child return to Head Start, the child will be placed.
- If the family chooses to have their child go to GBAPSD 4K program, a ticket will be sent to CR removing the Head Start flag and releasing the student to be placed in 4K. If the family chooses to have their child attend 4K in another district, the Head Start secretary will forward all records electronically to the other district once a records request has been received.
- If the family is undecided, the FA and teacher will work with the family to make the best choice for their child.

## **Application Process**

The application period begins in January for the following school year.

1. Families may enroll by going online at the Green Bay Area Public School website ([gbaps.org](http://gbaps.org)), scheduling an appointment at the Head Start office (920)-448-2226 to apply.
2. Once the district enrollment is submitted, the family will receive an email with a link to the Head Start application in Child Plus.
3. Once the link is complete, the Enrollment Specialist will receive an email notifying them that the application link is complete.
4. The Enrollment Specialist will contact the parent to set up an interview. Parent/guardian should also bring the following if we haven't already received them:
  - a. Head Start Form
  - b. Proof of residency (e.g. energy/gas/water bill, mortgage info or current lease agreement)
  - c. Birth Certificate
  - d. Previous year's Income Tax Form (1040 page), W2, SSI documentation page, Food Share documentation page or Child Assistance documentation page.
5. The final step in the application process is the completion of an interview with Head Start staff.
6. If we do not receive the completed application link, the Head Start Enrollment Specialist will call, text, or email to find out if they're still interested in Head Start and if they will complete the application link.

## **RECRUITMENT**

### **Recruitment of Eligible Children**

The entire Head Start staff is responsible for the recruitment of children, including the active recruitment of children with disabilities. Recruitment efforts are done in collaboration with the District's Public Relations Department. We utilize the community assessment to identify and recruit eligible children and families in the service area. The Head Start Directors are responsible for the formal recruitment process, including use of the local media, sharing posters, and applications with area agencies and community sites throughout the city, distribution of a QR Code that links to the enrollment page and other available resources to reach our target population. Recruitment efforts are ongoing throughout the year and are completed in alignment with GBAPSD protocols and policies.

We begin accepting new enrollments/applications in January of each year.

The recruitment efforts of the Head Start program include recruiting children who have severe disabilities and children who have been previously identified as having disabilities.

### **Recruitment and Enrollment of Homeless Children**

Recruitment and enrollment of homeless children and families is a priority in Head Start. Program information is made available to area shelters, low-income services, and other agencies that may serve the homeless population. The program Family Services and Mental Health Coordinator (FSMHC) maintains an ongoing and collaborative relationship with the GBAPSD's McKinney-Vento Liaison/Coordinator. Referrals are made from, as well as to, the McKinney-Vento Liaison/Coordinator throughout the academic year.

## **SELECTION**

### **Selection – General for Double Session and Full Day**

The Head Start Director is responsible for supervising the selection process. The Selection Criteria Assessment is done through Child Plus. This number/score is then used to rank applications for selection within each center attendance area. Child Plus calculates the selection criteria score based on the information on the application. Selection Criteria points are updated based on community assessments. It is reviewed annually and approved by the Policy Council and GBAPSD School Board. *\*See Appendix B for Selection Criteria* Enrollments will be given a score based on our selection criteria. If there is more than one child with the same score on their selection criteria, the family with the lowest income will be selected.

Students placed in a double session classroom because full day slots were not available and who wish to move to full day will be considered for full day openings based on their selection criteria score.

### **Selection - Collaborative Model**

In order to successfully implement the collaborative models in the appropriate Head Start classrooms, we must be cognizant of the requirements of the GBAPSD's Early Childhood department relative to staffing needs, and recognize the expertise of the IEP team for each child identified with a disability. The Head Start ERSEA Coordinator will work with the family to be

sure the application is complete prior to the beginning of the school year and prior to the child starting school.

The Early Childhood department selects 20 spots and provides a teacher and instructional aide at two individual sites without cost to Head Start. The Early Childhood staff teams with Head Start staff to deliver services to all children in each collaborative model.

If there are insufficient numbers of appropriate children for the 20 collaborative slots, the Head Start ERSEA Coordinator will work with the Early Childhood (EC) Department and EDSC. The EC Department will inform the Head Start ERSEA Coordinator if there are no other appropriate children to place, and children from the waiting list will be selected to fill remaining vacancies.

## **ENROLLMENT**

### **Initial Enrollment**

Once selections are complete for the next program year, the Head Start secretary sends acceptance and waiting list letters to appropriate parent(s)/guardian(s).

### **Enrollment - Staff Responsibilities**

The Head Start Director and the ERSEA Coordinator are responsible for overseeing the enrollment of eligible children:

The GBHS program develops, at the beginning of each enrollment year and maintains during the year, a waiting list that ranks children according to the program's selection criteria to assure that eligible children enter the program as vacancies occur.

Homeless students are enrolled as soon as possible based on the family's needs regardless of whether or not all necessary paperwork has been completed.

If a family has any language listed other than English, the English Language Learner (ELL) Department at the District Office will reach out to the family to arrange language assessment for the children that are 4 years old by September 1st. The language assessment results are posted in the Infinite Campus (IC) data system. The District currently does not have a language assessment for incoming three-year-old children. The placement of 4-year olds is determined by a conversation between the 4K ELL Program Support Teacher and the parent/guardian based on the language testing results. The placements are either Bilingual (Spanish) or English mainstream classroom. English as a Second Language services are not offered to three-year-old children.

The ELL Department will determine the proper placement for the child. The ELL Department will let Central Registration and Head Start know of their determination.

### **Ongoing Application-Process Step-by-Step for Program Staff:**

#### **General**

All Head Start Programs must maintain its funded enrollment level. When a program determines that a vacancy exists, no more than 30 calendar days may elapse before the vacancy is filled.

The ERSEA Coordinator informs the District transportation office, Bus Company, and all appropriate staff, via e-mail, of the start date of the child, the classroom information, and bussing information. The start date is the anticipated first day of class and bus attendance.

### **Parent/Guardian Enrollment Days to Head Start,**

When logistically possible and community health is considered safe; in August, before the start of the school year, one parent/guardian and families are encouraged to attend the “**Enrollment Days**” event. At Enrollment Days, the FSMHC, HSC, Parent Engagement Associate (PEA), and Head Start staff assists parent(s)/guardian(s) in the completion of required forms and various developmental screenings.

Families are given an overview of the Head Start program as well as information about collaborating community agencies. Many Community Partners are present with resources available to share with families. Head Start children are provided with dental examinations by Oral Health Partnership (OHP), vision and hearing screenings, height and weight measurements, lead screening as needed, and immunization verification. Past Head Start parent(s)/guardian(s) provide information to families regarding Parent/Guardian Involvement and Family Engagement opportunities.

### **Home Visit**

**Teacher:** Prior to the start of the school year, the teacher will meet with the parent/guardian to complete classroom information and forms (student emergency information, bus policy agreement, Transport Release Card, Consent/Authorization form with the parent/guardian, and a developmental screening with the child or the screening can be done at school within 45 days). The Head Start Parent Handbook is distributed and discussed to provide families with a comprehensive informational guide about the program and area community resources.

If a child is enrolled after the first day of school, the teacher will complete a home visit or connect with the parent/guardian at the next parent-teacher Conference. The number of required home visits and conferences with families who enter the program later in the year is prorated from the date of enrollment.

**FA:** If a child is enrolled after classes begin, the FA contacts the family to schedule an initial home visit to assist the family in completing all necessary forms required to attend Head Start, as would be done at the Enrollment Days and Health Fair, before the child can attend school.

## **ATTENDANCE**

### **Attendance Guidelines**

All required paperwork must be completed in order for a child to attend.

We expect all children to attend school every day that class is in session. Parents/Guardians are expected to call or email the school office to report any absence as soon as possible. If a child is unexpectedly absent and a parent/guardian has not contacted the program within one hour of class start time, the school clerical will send a text message via Child Plus by 9:00AM and 1:00PM. If no response is received, the technology coordinator runs an unexpected absence report and notifies the family advocates who then follow up with the family. Family Advocates will utilize Child Plus to-do lists to follow up on attendance. See Appendix C for the procedure when letters are sent out or contact is required.

### **Supporting Attendance of Homeless Children**

If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the school, the program must utilize community resources, where possible, to provide transportation to the child.

The program may elect to reserve one or more enrollment slots, but no more than three percent of a program's funded enrollment slots, for children experiencing homelessness and children in foster care, when a vacancy occurs 1302.15(c). If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled with an eligible child.

### **Release of Children**

Children are only released from school (bus and parent transport included) to an authorized person. Authorized persons are tracked in Child Plus and reports are shared with bus monitors and parent transport staff. Staff doing bus duty have immediate access to Child Plus to determine appropriate adults.

## **BUSSING /PARENT TRANSPORT**

### **Pick up and Drop Off Procedures**

#### Pick Up

Buses will wait approximately one minute when picking up or dropping off a child. Children will be picked up with or without a visible adult. Document the time the child boarded the bus on the attendance slip which is turned in weekly at your site.

#### Drop Off

- Bus monitor is on the bus prior to students arriving.
- Children will be brought out by the classroom to load their bus. Classroom staff will give the bus monitor a post-it note with the names of children not riding their bus but who typically are on the list.
- Bus monitors take attendance on their bus before leaving the site. Mark this on the route/weekly attendance sheet. If children are missing from the bus, the classroom staff

have informed the bus monitors of the reason (absent, picked up by parent etc.). Don't assume that since you don't see them in your line, they aren't riding.

- Bus monitor communicates to the driver the number of children riding. Let them know who is absent so they can adjust the route.
- Ensure children are sitting in the correct seats, as indicated by the name tags. The classroom staff member assisting should be able to help by referencing a name tags hung in the bus
- Document the release of each child on the attendance sheet and indicate the time they got off the bus.

The driver/bus monitor **must** see an adult or older child (12 or older), who is listed on the Emergency/Transport Release form, before releasing the child from the bus. Staff may ask for Identification of this individual to determine they are listed on the emergency/ transportation release report.

A child will be released only to the parent(s)/guardian(s) or other appropriate persons listed on the Emergency/Transportation Release Report. Bus monitors and classroom staff are responsible for updating these as needed. Information may come directly from parent(s)/guardian(s) or through another Head Start staff member. Bus monitors are expected to keep an updated copy of the Emergency/Transportation Release Report in their folders.

- If it appears someone is home and no one is visible (lights on/car in the driveway), the bus monitor should walk to the door. The driver can also radio for the bus company to call the Head Start office and Head Start staff will call the family.

If no one is home for drop off, the bus will

- at midday, bring the students back to their home school and continue trying to contact parents
- At the end of the day bring the child to the Head Start Office at 905 Harrison St. (Jefferson Head Start) and the parent/guardian will need to pick up the child. See the Safe Delivery of Students Procedure below.

### **Safe Delivery of Students Procedure**

Determining Safe Delivery of Students

1. Parent(s)/guardian(s) of Head Start and 4K/Head Start students who are unable to arrive at the bus stop will be required to meet the bus at the designated pick up/drop off location (Jefferson School, 905 Harrison St.). If the parent(s)/guardian(s) are not present to take custody of the student, the student will be considered "unsafe to deliver." All students determined to be "unsafe to deliver" will be treated pursuant to the District's Safe Delivery of Students Procedures.
2. At any time it is deemed by the personnel delivering a child to their designated stop, that delivery of an unaccompanied student may be unsafe for the student, or the person trying to take delivery of the child is not listed on the Emergency/Transportation Release Card, the student will be considered "unsafe to deliver", and the Head Start Safe Delivery of Students Procedures will apply
3. In the event of police presence at a student's home, the bus monitor can reach the Head Start office who will contact Chris Collar (920-680-4422) to contact the police and determine next steps.

### STEP 1

When a parent/guardian is not at the designated drop off location for a student, the bus driver/monitor will keep the student on the bus and call the Carrier to either call the contact numbers or to call the Head Start office at 448-2226 and have the Head Start office contact the parent/guardian. The Head Start office then calls emergency contact numbers to attempt to locate the parent/guardian.

### STEP 2

If the Head Start office and/or Carrier is unable to locate the parent/guardian, between the times the student was scheduled to be dropped off and the end of the bus driver's normal route, the bus driver attempts a second delivery of the student at the end of the route.

*If an emergency contact is located while the student is still on the bus, the student is delivered to the Head Start office where the parent/guardian or emergency contact can pick up the child.*

### STEP 3

If the student cannot be dropped off on the regular route after the second attempt, the student will be brought back to their attendance school at midday. All students will be brought to the Head Start office at 905 Harrison St. at the end of the full day/afternoon session. The student will be returned to the Head Start office and the Head Start staff person will again attempt to call parent/guardian and/or emergency contacts. If the student is not picked up by one hour after the scheduled drop off, proceed to Step 4. If a parent/guardian is reached, the parent/guardian/emergency contact will be directed to pick the child up at Jefferson Head Start, 905 Harrison St.-Parent/guardian/emergency contact will be required to provide identification and sign the student out of the building.

All students returned to the Head Start office will be logged to the bus duty folder for further follow up if necessary. If a child is repeatedly returned to the Head Start Office, the principal will contact the family and bussing privileges may be lost.

### STEP 4

Should no parent/guardian or emergency contact be reached by 1 hour after the scheduled drop off time by the Head Start office, the police shall be called and the student is given over to the care of the police department.

The Head Start office personnel will contact the Green Bay Police Department at 920-391-7450, to pick up the child. The Head Start office will provide the Student Summary report from Infinite Campus to the officer with student information and breakdown of attempts to contact the parent/guardian.

An email will be sent to the Head Start Director and the student's teacher and family advocate informing them of the steps taken and documenting the incident. Upon the fourth incident, a Child and Protective Services report will be completed.

### **Bus Sub Folders**

Each office will maintain a binder with all necessary information to provide a staff member who will sub on a bus. The binder will contain the following:

- a) Current seating chart for each route (provided and updated regularly by the bus monitor)
- b) Current attendance sheets provided by Lamers
- c) Current transportation release report with emergency and health information on each child at the site.

In the event a substitute staff member is riding, the clerical will provide the sub with a copy of the transportation release report, appropriate attendance sheet and current seating chart for the specific route, as well as a clipboard with half-slip attendance tracking sheet to complete for any pick-up route, extra masks and a small first aid kit.

### **Bus Behavior Procedure**

We expect that bus monitors are trying to teach and model the appropriate behavior by explaining the expectations on the bus, reteaching when necessary, using positive language, sharing bus social stories or moving seats when necessary. In the event they are not successful, the bus monitor will document the incident as well as the strategies they have tried on the Head Start Bus Incident Report. The bus monitor gives the top copy to the teacher and keeps the bottom copy for their records.

**Step 1** - If a child receives a bus report, the teacher will:

- a) Talk to the child about appropriate bus behavior
- b) Review the bus rules; and
- c) Teacher completes and sends the Bus Behavior Report (form B-1) home with the child.
- d) Give Bus Incident Report to clerical to upload in Child Plus under the transportation tab.

**Step 2** - If a child receives a second bus report within two weeks, the teacher will

- a) complete and send the Bus Behavior Report (form B-1) home with the child.
- b) The teacher will also reach out to the parent/guardian to discuss the situation and possible solutions.
- c) In the event the temporary use of a safety harness is a strategy considered, careful detailed documentation must be followed provided to include 3 write ups on the bus within a 2-week time period, interventions attempted and the response to those interventions.
- d) If the student has an IEP, the team must meet to determine what, if any additional services the student may need. **Every intervention and/or strategy must be documented in the IEP.**

\* If strategies are not working, a behavior harness may be employed but only with parent /guardian approval. Verbal permission is obtained prior to the Head Start Secretary sending written notification to the family. For students with disabilities, the harness must be documented in the IEP. Head Start staff will work with the parent/guardian and bus driver/ bus monitor on this issue. If staff and parent/guardian agree that a harness will be used, the teacher informs the Head Start secretary that this will occur. The secretary arranges for the harness and sends the Harness Explanation Letter (form B-3) to the parent/guardian. This is copied to all involved Head Start and transportation staff. The Harness Explanation letter and bus incident reports are uploaded in Child Plus under the transportation tab.

**Step 3** - The child may lose bussing privileges (two to four days) by mutual decision of the bus driver, teacher, and Director for repeated behaviors that are considered dangerous to the child or to other children.

Episodes of repeated loss of bussing privileges may lead to permanent loss of bussing privileges. The determination will be made by the Director following consultation with staff and the parent/guardian. For students with disabilities, the IEP team review must be conducted to determine any change in bus service.

If loss of bussing privileges is considered, documentation of incidents as well as interventions will be reviewed. Bus monitors along with Head Start Staff will work to implement support and communicate with the parent/guardian to help the child become successful riding the bus.

### **Bus Accident Procedure**

Our primary responsibility is always to protect the well-being of our passengers. All buses are equipped with a fire extinguisher, first aid kit, and seat belt cutter, as well as an additional fanny pack containing a second seat belt cutter for the bus monitors to keep during the route. Know the location of each of these items on every route.

The bus monitor shall assist the driver in following the accident procedures set by the bus company:

- Note all children on the bus at the time of the accident and where each child was seated.
- Provide emergency medical services personnel with any pertinent health plans or other information about the students.
- Be sure a Head Start staff member is contacted to inform them of the situation. They will, in turn, contact District staff. Utilize cell phone or request that the bus company contacts one of the following:
  - Head Start Director at HSLC (920) 819-2508
  - Head Start Director at Jefferson (920) 883-6849
  - Head Start (920) 448-2226(9-5:30)  
HSLC Office (920) 492-7232 (7:30-3:45)  
Jefferson Office (920) 448-2106 (7:30-3:45)

Head Start staff will contact parents via phone or note to inform them of the situation.

Head Start staff will respond to the situation with students in a developmentally appropriate manner in either group or individual basis.

Incident Report Procedure will be followed for any child needing medical attention.

There shall be no communication between the media and Head Start bussing staff. All communication with the media must go through the GBAPSD. All District procedures are then followed. Refer to School Safety and Security Plan page 9.1-9.1c for District guidelines.

### **Sleeping Students on Head Start Buses**

1. Before the bus arrives at the stop the bus monitors will check that the student is ready to exit the bus (jacket zipped, mittens and a hat on, school bag together).
2. If the student is sleeping, the bus monitor will wake the student prior to their stop so they can be somewhat alert when the bus arrives.
3. The bus monitor will escort the student up the aisle to the door where the child can walk down the stairs to meet the parent/guardian.

For liability reasons, we do not want drivers, bus monitors, or parent(s)/guardian(s) carrying students off the bus. Entering and exiting the bus safely is very important and this is an area where most injuries occur. For the safety of the student, parents/guardians, bus monitors and

drivers, we *do not want students carried down the steps and ideally, there is no need for the parent/guardian to be on the bus.*

### **Monitoring the efficiency of bus routes**

1. Bus monitor will turn attendance sheets into the clerical staff at the end of the week
2. Clerical will compare the bus attendance sheets to the attendance in Child Plus to determine students possibly not needing bus service.
3. Clerical will call the families of any children that have not ridden the bus for an extended period of time but are attending school (dropped off by parent).
4. Clerical will remove the child from the bus route after speaking with the child's parent/guardian to confirm and invite parents to reinstate the bus in the future if needed.

### **Field Trips**

Refer to the Manual of School Board Policies, 352 and 352-Rule for the complete procedure of taking field trips.

### **PARENT TRANSPORT**

**Drop off:** Any student who is brought to school by a parent is checked in through the parent transport staff using the iPad and recording who dropped the student off. If the parent shares a change in release for the end of the day, the request is documented on the yellow Daily Transportation Change slip and shared with the classroom staff.

**Release:** Children are released only to those persons listed on the Transport Release Report and are checked out on the parent transport iPad indicating who picked them up as they are released.

### **STUDENT RECORDS**

Refer to the Manual of School Board Policies 347 for a complete description of maintaining student records.

### **Confidentiality of Records and Information**

Every family has the right to their privacy being respected and enforced. Children enrolled in Head Start are considered students of the GBAPS and are subject to the GBAPS's confidentiality policy (347-Rule). All Head Start staff are informed of this policy and are provided training each year regarding the importance of written and verbal confidentiality.

Head Start will help maintain privacy in the following manner:

- Student classroom records will not be left out for others to view.
- Head Start Family records will not be left out for others to view and are stored in the desk of the assigned Family Advocate in a locked office.
- Head Start files are confidential records and are kept locked in the main office. After a child exits the program, long term storage of child and family files are transferred to a secure storage facility in the District Office Building.
- Parent(s)/guardian(s) and staff are not allowed to discuss children and families with other parent(s)/guardian(s).
- Parent(s)/guardian(s) are asked not to talk about incidents observed in the classroom or at any other activities that involve children other than their own.

- Staff will not share information about children and families with individuals or agencies outside of the GBAPS without the parent/guardian's written permission.

When a staff member has a need to share information with another agency or contact an agency involved with a family, we must have a signed Authorization to Release Records & Exchange Information form on record. These forms are kept in the child's cumulative folder and are in Infinite Campus (IC) under the Educational Rights tab.

When a staff member has a need to share information with someone other than the parent/guardian or when a parent/guardian requests to have information shared with individuals we must have a signed Permission to an Individual for Rights to Students Records and Rights to Make Educational Decisions form on record.

### **Changes in Child information**

When a child has one of the following, clerical or family advocate staff will enter a ticket in Child Plus. The building clerical staff will run a report weekly to share with staff who need to know (transportation, bus monitors, classroom staff or all staff)

- Change in student status (New, Drop, change in site/class)
- Home Address/phone Change
- Bussing Change
- Emergency Contact Change

### **End of Year Record Procedures**

The Head Start Director and all Coordinators update end-of-Year Record Procedures annually. This information is shared with staff in May of each school year and is used to prepare records to send on to 4K or Kindergarten in the GBAPSD.

### **Dropped Child Guidelines**

When it is determined that a child will no longer be attending Head Start, the first person who is informed by the family that a child is dropping will notify the Head Start Secretary with the name of the child and the last date of attendance. The Head Start Secretary will notify all staff, food service and the bus company (if the child has bussing) by using the weekly list of changes (done each Wednesday by noon).

If a child drops from Head Start and will not be attending another school, the cumulative folder is kept in the Head Start office with files for all dropped students.

Family Advocates will check Child Plus to make sure all student files are uploaded.

## **PARENT/GUARDIAN ENGAGEMENT**

Parent/Guardian Engagement is Key to Success in Head Start! We offer numerous parent/guardian involvement activities each month at the Head Start Family Resource Center, school sites and other locations within our community, as well as offering virtual engagement opportunities to our parents and families.

Our program staff welcomes parent(s)/guardian(s) by:

- Maintaining an environment in which all family members are welcome at all times during regular office hours.
- Informing parent(s)/guardian(s) of the different volunteer roles, leadership roles and parent/guardian engagement opportunities that are available.
- Parents/guardians participate in classrooms, on field trips, in community events and training, Enrollment Day(s) (when logistically possible and community health is considered safe) and Family Orientation, in supporting program operations, and by preparing materials at home or at the Family Resource Center. Families are notified of these events by phone, text Talking Points and/or School Messenger or email, and through our monthly calendar, flyers, Facebook, GBAPS Website and Head Start electronic signs.
- Arranging opportunities for parent/guardian participation that take into account parent/guardian interests, work, education, or training schedules, as well as family obligations.
- Providing childcare and meals when possible, at in-person events that occur after school hours.
- Providing translators for English Language Learners (ELL) and Deaf and Hard of Hearing (DHH) families as requested.

## **FAMILY SERVICES**

### **Child Abuse or Neglect Reporting Procedures**

Head Start staff follows the GBAPSD Child Abuse or Neglect Reporting Procedures. The only exception is that Head Start staff report to the Head Start Family Services & Mental Health Coordinator (FSMHC) instead of the school social worker.

Wisconsin law requires all employees of Wisconsin public school districts to report suspected child abuse and neglect, Wis. Stat. §48.981(2)(a). In addition, school boards are to ensure all employees receive training provided by the Department of Public Instruction within six months of initial hiring and at least every five years thereafter, Wis. Stat. §118.07(5). **Head Start staff is trained on a yearly basis regarding Child Abuse or Neglect Reporting Procedures.**

## **MENTAL HEALTH**

The Head Start FSMHC will conduct classroom observations as requested by the teacher, other program staff and/or parent/guardian. Head Start staff can request involvement by the FSMHC for a Head Start child they believe exhibits mental health and/or social-emotional related concerns. Mental health concerns may include, but are not limited to, behaviors such as separation anxiety, fears, low attention or concentration, lack of social interaction, negative self-talk, anger, sadness, difficulty regulating emotions, atypical behaviors, etc. To begin a referral staff may contact the FSMHC with concerns. The FSMHC will respond accordingly and follow up with the referring staff member. Mental health referrals are kept in the FSMHC's personal confidential files and used for reporting purposes throughout the school year.

### **Head Start Behavior Management Guidelines**

It is important for all children, staff, and parents/guardians to feel safe in school. Head Start recognizes that children are learning how to participate in a classroom setting and need opportunities to learn positive behavior for the classroom, at home, and in the community. Children need to know what is expected of them behaviorally and be recognized for appropriate behavior. The school is a supplement to parents/guardians in teaching children how to behave, as

parents/guardians are the most effective primary source for teaching self-control. These guidelines aim to create an ideal atmosphere for children to learn:

Head Start Behavior Expectations:

- Be Safe
- Be Kind
- Be Capable
- Be Responsible

Head Start promotes positive child guidance strategies where children develop self-control of their actions and increase their self-esteem. The goal is to develop appropriate social skills so the child can become an independent and well-adjusted individual. Adult interaction and support may be necessary when a child displays a lack of self-control. A child may be redirected from the situation for a short period (maximum, three minutes) if the behavior may endanger himself/herself or others. The child may return to the activity when he/she has regained self-control. The child will be informed of what is expected of him/her in order to return to the group. Teachers and Teacher Assistants guide children's behavior and ensure the safety of students and adults in the classroom. The classroom teacher is the lead in determining what developmentally appropriate behavior guidance techniques will be used in each specific situation. Some general examples of positive guidance strategies used are indicated below.

Techniques used in prevention of behavior struggles:

- Pre-teach and reteach expected behavior
- Give clear and reasonable expectations
- Model and teach expected behavior
- Use visuals pictures and cues
- Provide sensory and self-regulation tools
- Quiet/safe space in the classroom
- Teach self-regulation and calming skills
- Offer a "brain break" or movement break

Non-confrontational techniques used by staff:

- Redirecting
- Shadowing
- Modeling
- Praising
- Suggesting
- Ignoring
- Staying calm
- Changing the environment and interventions
- Provide logical and meaningful consequences

A Behavior Support Plan may be implemented for those children who demonstrate repeated and/or substantial behavior challenges in the classroom. The parent/guardian will meet with the classroom staff and/or coordinators to develop an individualized school success plan for appropriate intervention strategies that best meet the individual needs of the child. Classroom staff will teach, monitor, and reinforce appropriate behaviors and social competence to support the child in being successful at school. Follow-up contact and observations will be shared with the parent/guardian and update the child's plan as needed. Students who are in special education require an IEP team meeting in order to address behavior concerns or develop a support plan.

In the event that a child engages in behavior that is dangerous to the safety of themselves, adults or other children, and all strategies to ensure safety have been **exhausted**, according to Head Start performance standard 1302.17(a)(2) the child may be temporarily excluded from class for a short period of time, but not permanently. Parents/guardians will be contacted immediately and given the option to provide in class support for their child or pick up their child from school.

Behaviors which can result immediately contacting a child's parent/guardian may include, but are not limited to: physical aggression toward adults or children, such as; hitting, biting, choking, spitting, throwing things that may injure someone, or attempting to run out of, or away from, the school building.

If it is deemed necessary that a child is temporarily excluded, program staff in collaboration with parents/guardians will help the child return to full participation as quickly as possible while ensuring child safety by:

1. Continuing to engage with the parents/guardians, classroom staff, behavior support staff and coordinators, and utilize appropriate community resources;
2. Developing a written plan to document the action and supports needed;
3. Providing services that include home visits; and,
4. Determining whether a referral to the Early Childhood Special Education Department for evaluation is appropriate.

## HEALTH/NUTRITION PROCEDURES

### STAFF HEALTH

#### **Staff Health Policy**

In accordance with Performance Standard 1302.93 (a) (b) and Green Bay Area Public Schools, all newly hired staff will have an initial health exam and TB screening. This is to assure that employees do not, because of communicable disease, pose a significant risk to the health and safety of children, families and staff in the program.

**TB Screen and Initial Health Exam:** A newly hired staff person must complete an initial health exam and TB screen through the district's contracted provider. Records of this screen/exam are kept confidential in Human Resources files at DOB. The HSC fills out the DCF-F (CFS 0054) "Staff Health Report- Licensed Child Care Centers" form with the employee's initial health exam and TB screen dates, and the form is then placed in the employee's Head Start staff file as an attachment under their personnel file in ChildPlus.

The health care provider chosen by the employee will determine a schedule of periodic exams, following the initial exam. To ensure employees are fit and suitable for their positions; assessment of their health and wellness can be requested.

Annually, after the first year of hire, staff will complete the "Employee Health Questionnaire" form, which is reviewed by the HSC. This form will be filed in the Head Start Employee file at Head Start as an attachment under their personnel file in ChildPlus.

For district employees, TeleCompCare is available when injured at work. The three steps include reporting your injury to your supervisor, calling 866-323-4227 to speak with a Registered Nurse, and providing the employer TCC account number to the nurse. TeleCompCare will provide district employees with further information regarding their injury.

No staff, volunteer, visitor or parent with symptoms of a serious illness or a communicable disease transmitted through normal contact reportable under Ch. DHS 145, which presents a

safety, or health risk to children may be in contact with the children at school. (Health and Safety Checklist (1)(L)(3).)

Refer to Green Bay Area Public School District Head Start COVID-19 Mitigation Policy for additional information on mitigating the spread of COVID-19.

### **CPR Certification**

CPR-infant and child cardiopulmonary resuscitation and automated external defibrillator is mandatory for classroom staff, Health Services Coordinator, Educational Coaches, Director, Principal(s), Family Services and Mental Health Coordinator, Classroom Monitors, Education & Disabilities Services Coordinator, Parent Engagement Associate, Clerical, and Bus Monitors. It is highly recommended for Family Advocates and Lunch monitors but not required. CPR is a 2-year certificate that needs to be renewed before expiration but within the month of said expiration. If times lapses between certifications, employees would need to take certification over as soon as an approved training session becomes available. New employees have 3 months from the date they begin working with children to be CPR certified. The only exception to the certification is a documented medical condition in which a doctor's note is uploaded as an attachment under the staff's personnel file in ChildPlus with the expectation the certification will be renewed once the staff is physically able to do so.

### **Emergency Management**

- See written district EMERGENCY MANAGEMENT PLAN FOR ADMIN and for STAFF, double sided document.
- This document to be posted in each classroom and administration area inside doorways.
- Emergency Evacuation Routes posted in each classroom and office space posted inside the classroom and office.
- Each site to be trained at the beginning of year prior to start of school by the school principal for evacuation and ALICE training.

### **New Staff Orientation**

District/HR provides training when a new staff member is hired.

Done prior to working with children

- Shaken Baby Syndrome Prevention Training- as of 3/2020 this training is now known as **Abusive Head Trauma Prevention Training for Child Care Providers**. Head Start Staff will complete a department approved training in Abusive Head Trauma prior to beginning to work with children under 5 years of age. A certificate of completion will be placed as an attachment under their personnel file in ChildPlus upon completion.

### **Within One Week**

- Health and Safety Checklist- Public School Operated Programs-DCF 251
- \*Head Start Performance Standards
- \*Program Guidelines and Operational Procedures REVIEW/LOCATION
- \*Emergency Management Plan for Staff/Administration
- \*First Aid for schools, SafeSchool will be assigned for completion
- \*Job responsibilities/job description
- \*Illness recognition, infectious disease control, handwashing, universal precautions
- \*Schedule of activities at program site
- \*Child abuse and neglect laws and program reporting
- \*Procedure for tracking children in/out of classroom (EDM)-active supervision

- \*Procedure for sharing information: IEP, health plans, release of info
- \*Special Needs of child - PLAN
- \*Attendance procedure (FSHS)
- \*Continuing Education requirement and documentation

### **Within One Month**

#### Health and Nutrition:

- Child illnesses
- Injury and disease prevention
- Tooth brushing procedure
- The prevention and control of infectious diseases
- Handling and storage of hazardous materials and the appropriate disposal of bio-contaminants
- Prevention and response to emergencies due to food and allergic reactions
- Posting of names in classroom with food allergies/meds
- Administration of medication-consents, expiration meds, storage, administration
- Rescue Meds/locked meds
- Medication training DPI
- Monthly first aid kit monitoring
- Nutrition procedures – mealtime/snack
- Safe Sleep Practices

#### Parent Engagement Associate:

- Emergency planning and preparedness (PEA)
- Safe environment (PEA)
- Parent engagement and parent and family engagement activities

#### Education and Disabilities:

- \*Transportation – Safe Riding - Bus Monitoring

## **CHILD HEALTH/NUTRITION PROCEDURES**

### **Prior to the first day of attendance**

Prior to the child's first day of school, the parent/guardian will complete the Department of Children and Families Health History and Emergency Care Plan (Childcare Regulation 251.04(6)6).

### **30 Day Requirement**

Within 30 calendar days of the student's entry into the program, we must:

- Perform a home visit and consult with parents to determine whether each child has ongoing sources of continuous, accessible health care – provided by a healthcare professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care – and health insurance coverage. The Head Start Health History and Nutrition Assessment form will be completed and signed by the parent/guardian to obtain this information. The Health History and Nutrition Assessment form also collects other health related information (allergies, medications, health history, etc.).

### **45 Day Requirement**

Within 45 calendar days of the student's entry into the program, we must perform or obtain the following screening information:

- ASQ-3 (Child Plus)
- ASQ:SE2 (Social/Emotional) Child Plus
- Hearing Screening – Child Plus, medical record
- Vision Screening – Child Plus, medical record
- Height/Weight – Child Plus, medical record

When unable to complete these screenings because the student does not understand or refuses to cooperate, all attempts to perform each screening within 45 days will be documented.

### **90 Day Requirement**

Within 90 calendar days of the student's entry into the program, we must obtain the following information:

- Physical Examination (Head Start shared drive forms)
- Dental Examination (Head Start shared drive forms)

Each child shall have an initial health exam and dental exam not more than one year prior to nor greater than 3 months after the first day of attending the program.

All attempts are made to get current physical and dental examinations from the parent/guardian or clinic. If physical or dental is not on file, the parent(s)/guardian (s) will be educated about the importance of the examinations and follow-up care and guided on how to get an appointment scheduled and the appointment completed.

### **Maintenance of Health Records**

A Head Start Consent and Authorization Form for educational and health screenings is signed when the child is enrolled in Head Start.

The FA maintains child health records under the supervision of the HSC. The health files contain:

- Authorization to Release Health Information Form
- Child Health History/Nutrition Assessment
- Physical exam form
- Immunization record
- Dental exam form (if applicable)
- Vision exam form (if applicable)
- Hearing exam form (if applicable)
- Lab values (if applicable)
- Health plan (if applicable)
- RD Referral notes (if applicable)

All health information received will be date stamped or written upon receipt (date that Head Start received the form) at the bottom of the examination. Faxed forms have the date already on them.

All health information is entered in Child Plus by appropriate staff.

All follow-up health information is documented in Child Plus under the Family Services, Health, and/or Immunizations tab.

Immunization records, Health Office Visits, and/or other Health Documents, including health plans and accident reports, are uploaded into IC which follows the student through the Green Bay Area Public School District (GBAPS).

## **HEALTH SCREENINGS**

## **Vision and Hearing Screenings**

Vision and hearing screenings are done every year beginning at age three per Wisconsin Early and Periodic Screening, Diagnostics, and Treatment Schedule (EPSDT). All students who do not have current evidence-based screening results on file will have vision and hearing screenings done within the first 45 days of enrollment. These screenings are performed during school hours and as needed by the HSC and/or community partners. Results of screenings are entered into Child Plus. Parents will receive a copy of their student's vision and hearing screening results, along with their growth assessment, at fall-spring conference time, in the personalized "Health Summary Brochure" or as requested.

### **Vision**

In addition, the Welch Allyn Spot vision equipment is used for vision screening. "Absent on Screening Date/Passed/Failed/Student Refused" is recorded in Child Plus. A student who fails the vision screening will be referred for further follow-up, and a "failed screening letter" will be completed by the HSC and mailed to the parent. The HSC will document the date and information of the letter that was sent in the Family Services Communication Log tab of ChildPlus. The FA, HSC, and/or teacher will follow-up on the referral.

The Health and Education Advisory Committee recommended that all children over the age of four have an eye examination completed by an eye doctor. The family advocates discuss vision referrals and the importance of all children receiving an eye exam after the age of four with families.

### **Hearing**

An Otoacoustic Emissions (OAE) will be used to screen each student's hearing. Students who fail the hearing screen at school, will be rechecked again within 4-6 weeks. When a student fails 2 screenings, a "failed screening letter" will be completed by the HSC and sent to the parent/guardian. The HSC will document the date and information of the letter that was sent in the Family Services Communication Log tab of ChildPlus. The student will be referred to a family doctor or audiologist. The FA, HSC and/or teacher will follow on the referral.

### **Nutrition Assessment**

Prior to the child's first day of school, the parent/guardian will complete the Department of Children and Families Health History and Emergency Care Plan, which includes student milk allergies and food allergies if applicable (Childcare Regulation 251.04(6)6). The parent/guardian also completes the Head Start Health History and Nutrition Assessment form for the child with assistance from the FA within 30 calendar days after the child first attends the program. Pertinent nutrition information obtained on both Health History forms will be communicated with the HSC, so diet accommodations can be made. Parents/guardians will receive nutrition information throughout the year via our newsletter, from the program contracted Registered Dietician, and/or from the HSC and/or Family Advocate.

### **Registered Dietician Referrals/Services**

Student/family referrals to the program's contracted Registered Dietician, Women, Infants, and Children (WIC), the NEW Community Clinic, or the student's primary care provider are generated by data obtained on the "Child Health History and Nutrition Assessment" form. Once a referral to the Registered Dietician is made, the Registered Dietician will provide services to

the child/family based upon the needs of the child/family. Services can be provided via phone, email, US mail, or in person contact; whichever works best for the family.

Any child who has dental care completed in the hospital or is on the hospital wait list for dental treatment will have an RD referral placed. The RD will contact the parent(s)/guardian(s) about healthy eating habits to prevent further dental decay. The Registered Dietician will attempt to reach families three times, and if unable to reach the family after the third attempt, the referral will be completed and closed. If the RD is unable to get ahold of the family, or if the family declines the RD services, nutritional information related to dental caries will be provided to the family.

### **Anemia**

Head Start programs must ensure that all students receive a hemoglobin screening at 12 months of age or older. If a child has a hemoglobin of less than 11gm or hematocrit less than 34%, parent(s)/guardian(s) will receive information regarding iron rich foods. If hemoglobin is less than 10gm or hematocrit is less than 32%, the HSC will contact the medical provider for recommendations and/or referrals. If the hemoglobin level on file is from when the child was 12 months or older and within normal limits, no further follow-up is indicated. If hemoglobin or hematocrit is not documented on the child's physical and parent uses WIC (or has used WIC in the past), the Family Advocate will check with WIC or NEW Community Clinic for information.

### **Growth**

Classroom staff measure height/weight twice a year, within the first 45 days of enrollment and in February/March of all students by date provided by HSC. Per program standards, students are weighed and measured without shoes or coats/sweaters. It is recommended to have the height charts in a permanent location for consistent measurements at each location.

### **Height**

1. Stand on a hard surface.
2. Ask or assist students to remove shoes. If a student resists, give encouragement. If a student refuses, be sensitive and do screening with shoes. Note under comments that the student was measured with shoes.
3. Have students stand straight, facing away from the measurement tool with heels all the way back and chin level.
4. Bring a measuring tool to the student's head. Ponytails may need to be moved out of the way.
5. Ask the student to step out from the measuring tool, keep the tool in place and read measurement to the nearest  $\frac{1}{4}$  inch.

### **Weight**

1. Place a standard scale on a hard surface.
2. Ask students to take shoes and coats off. If a student resists, weight will not be taken at all. Write refused and rescreen later.
3. Ask students to step up on the scale. Make sure the student's hands are not touching any objects. Record the weight to the nearest  $\frac{1}{2}$  pound.
4. To the greatest extent possible, students should be re-weighed on the same scale.

### **Physicals**

A physical exam is required every 12 months per Wisconsin EPSDT.

- Each student shall have a health exam not more than one year prior to or greater than 3 months after the first day of attending the program.

### **Dental Exams**

A dental exam is required every 12 months per Wisconsin EPSDT.

- Each child shall have a dental exam not more than one year prior to or greater than 3 months after the first day of attending the program.

Head Start may arrange for dental providers to provide dental exams/screenings during school hours for students. Permission will be obtained via enrollment consent. If a child is identified as having dental treatment needs, a dental referral will be made in Child Plus, and a copy of the dental screening results will be given to the parent/guardian to inform them of their child's dental needs. Dental screen results will be entered into ChildPlus under Health. The FA, HSC and/or teacher will assist parents/guardians in scheduling appointments with a dental provider to ensure their child gets the dental care he/she needs.

### **Student Immunizations (Refer to GBAPS Policy 453.2 and Rule 453.2)**

GBAPS Rule 453.2 Immunization Procedures and Responsibilities must be followed. Current Wisconsin immunization guidelines are followed for Head Start students based on age. Students must have evidence of completed basic immunizations within 30 days of admission to school (District Rule 453.2 and Childcare Regulation DCF 251.07(6)(L)). Students who are missing doses will be monitored so that they are brought up-to-date. Parent(s)/guardian(s) have the right to sign a waiver for personal, religious, or medical reasons. One signed waiver is good for one year in Head Start.

The HSC will submit the "School Report for Local Public Health Agency" form to Brown County Public Health by the 40<sup>th</sup> day of the beginning of the school year.

Should an outbreak of a disease happen, those parent(s)/guardian(s) will be notified that their child may be at risk of contracting this disease and Brown County Public Health recommendations will be followed.

### **Lead Screening**

Head Start programs must ensure that all students receive a lead toxicity screening at 24 months of age or older. If concerns are noted on the Health History, the FA/HSC will follow up for more information as needed. Head Start utilizes health care providers, WIC, Brown County Public Health, and the Wisconsin Immunization Registry (WIR) to find students' lead levels. If the lead level on file is from when the child was 24 months or older and within normal limits, no further follow-up is indicated.

If the child has no lead level or only a < 24 month lead level on file, Head Start will request another lead test.

Any student with a lead level of 3.5ug/dl or higher will be referred for monitoring to their health care provider &/or Brown County Public Health per Center for Disease Control (CDC) guidelines. The child's healthcare provider and/or Brown County Public Health will be contacted to see if follow-up has been done and this information noted in case notes.

## **Food Sent From Home**

Food sent from home to school is not allowable in Head Start. Per the Health and Education Advisory Committee meeting on 11/21/2019, it was decided through unanimous vote, that food from home will not be allowed at meal or snack times to accommodate family and/or personal/religious preferences, due to the risks it may pose to staff/students in the program. No exceptions for holidays/birthdays per Health Advisory Committee meeting on April 14, 2014. Head Start encourages use of stickers, pencils, colors, etc. or parents reading a book to the class. Parents/guardians are informed of this at orientation, by the Family Advocate and/or teacher, and it is also noted in the HS newsletter early in the school year.

## **After-Hours Food to School**

As of 2/28/2023, after school hours, food brought into school from home is allowed for participants of voluntary events. A list of ingredients and/or potential allergens must be identified by the preparer. Families should be aware we cannot assure that allergens are not present or cross contamination occurred.

## **Meal Guidelines**

- In accordance with Manual of School Board Policy 458, all meals served conform to the recommended serving sizes and minimum standards following the Child and Adult Care Food Program (CACFP) meal pattern requirement.
- GBAPS Food Service provides all breakfast and lunch meals to Head Start. Head Start provides weekly meal counts to Food Service for accurate meal planning for the number of children. The GBAPS Food Service Quality Assurance Manager/Registered Dietician plans menus in compliance with the CACFP meal pattern requirements.
- No grain-based desserts are served.
- A variety of food is served which broadens each child's food experiences.
- Food is not used as punishment or reward, and each child is encouraged, but not forced, to eat or taste his or her food.
- Sufficient time is allowed for each child to eat. Children and assigned classroom staff, including volunteers, eat together and share the same menu to the extent possible in a way that supports development and learning. Snack and meal times are structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development and socialization.
- Special accommodations will be made for children with proper documentation, who cannot have the food/milk that is being served due to special/medical dietary needs.
- GBAPS provides a Food Service employee for each site and Head Start provides a lunch monitor at each site to arrange food for family style meals or hot/cold pack style meal service. Family style meals are encouraged when developmentally appropriate, but alternative ways that are culturally and developmentally appropriate may also be used (hot packs/cold packs).
- If family style meals are utilized, food is placed in child size appropriate dishes and enough food is prepared and available at the table for each student to take a full portion.

## **Meal Time**

- Family style meal service allows participants to eat together and to make food choices based on individual appetites and food preferences. It promotes mealtime as a learning experience to help participants develop positive attitudes toward nutritious foods, share in-group eating situations and develop good eating habits.

- Classroom staff sit at the table with children at meal and snack time to engage in conversation and model table manners. Video screens should be turned off at this time to encourage conversation among all at the tables, unless it directly ties to curriculum.
- Family style meal service operates as follows:
  - All required meal components are placed on the table at the same time.
  - Adequate amounts of each food item must be placed on the table to provide at least the minimum portions for each child.
  - Participants may serve themselves from serving dishes, which are on the table.
  - Adults, supervising the meal, help those children who are not able to serve themselves.
  - Participants are allowed to make choices in selecting foods and in the size of the serving. If children contaminate utensils or drop them, utensils must be immediately removed and replaced by clean ones.
  - A supervising adult must be seated at each table to actively encourage children to take the full-required portion of each food component.
  - The supervising adult must offer the food item again later in the meal if participants initially refuse the food or take less than the full portion.
  - Milk is served on the table and offered throughout the meal. Safe drinking water is also available during meal times.
  - Any perishable or opened food and beverages offered on the table and not eaten will be discarded as soon as the children and adults have finished eating.
- Hot packs/Cold packs:
  - A hot pack is the hot entrée food in a reheatable dish wrapped in clear film.
  - A cold pack is the cold food that accompanies the entrée in a plastic dish wrapped in clear film.
- Teachers document the number of children participating in meals at the Point of Service during breakfast and lunch.
- Tables are washed and sanitized before and after meal service.
- Food Service employees and/or lunch monitors measure and document food prepared, leftovers, and used from breakfast and lunch.
- Snacks are provided to afternoon students.
  - A yearly snack menu is created by HSC and reviewed by RD
  - The GBAPS Food Service workers are allowed to adjust menus based on food availability and expiration dates while meeting CACFP guidelines.
  - The GBAPS Food Service workers purchase needed foods with Head Start funding using the CACFP guidelines.
  - Snacks consist of at least two components: milk, fruit or vegetable or 100% juice; grain/bread and meat or meat alternative. Juice may not be served when milk is the only other component.

### **Tooth Brushing**

Good oral health practices are important to reinforce after mealtime. Each class will brush their teeth once during the class period, preferably after a meal or snack. Teaching staff can brush their teeth with the students or use the tooth model to show correct brushing. Because of the student's limited manual dexterity, the "scrub technique" will be used. The scrub technique is small back and forth, horizontal motions on the teeth for at least two minutes. The child's tongue will be brushed as well. Supplies including toothbrushes, toothpaste, and cups will be provided by the

public school toothbrushing program with Oral Health Partnership (OHP). Head Start will replace toothbrush sanitizers as needed.

- A pea-sized amount of fluorinated toothpaste will be used for brushing.
- Each class will develop their own routine for tooth brushing that ensures the appropriate amount of toothpaste is being used, while making sure each child brushes for at least two minutes. Toothpaste from a single tube will be dispensed in a way that will prevent contamination (such as onto the side of a cup or a clean piece of paper, etc.). The toothpaste will be stored out of reach of all children.
- Each child will have a personally labeled, age-appropriate toothbrush.
- The no rinsing method may be used to increase the amount of fluoride left on the brushed teeth. Each child will attempt to spit out excess toothpaste after brushing.
- Appropriate staff, or volunteers if available, will assist children in brushing their teeth if needed. Staff are encouraged to wear gloves if there is a chance of coming into contact with a child's oral fluids.
- Staff will plug in the sanitizing toothbrush holder for a specified amount of time. All children will be assigned a labeled spot in the sanitizer, where their toothbrush is stored after each use.
- Staff will clean toothbrushes and disinfect the holder as needed.
- Replace toothbrushes every 3-4 months or sooner if the bristles appear worn or frayed. (CDC the use and handling of toothbrushes.)

### **Fluoride Varnish Program**

The Northeast Wisconsin Technical College (NWTC) dental hygiene students and/or Oral Health Partnership will provide two fluoride treatments in the fall of the school year to Head Start students. A MOA with NWTC has been agreed upon and will be reviewed and renewed automatically every year. The MOA only needs to be re-signed if changes are made to it (per district legal counsel). OHP may provide additional fluoride treatments during the year. A dental exam and fluoride permission form must be on file for each student to receive the fluoride treatments from the NWTC dental hygiene students.

### **Management of Student Allergies**

Refer to the GBAPS Policy 453.1 and 453.1 Rule (3), for a complete description of the management of student allergies.

Head Start is committed to working with parents/guardians, students and health care providers to minimize the risks and provide a safe educational environment for all students.

- Prior to the student's first day of school, the parent/guardian will complete the Department of Children and Families Health History and Emergency Care Plan form (Childcare Regulation 251.04(6)6). This form addresses milk allergies, food allergies and non-food allergies. Parents/guardians also complete the Head Start Health History and Nutrition Assessment within 30 days of their child's entry into the program, which also identifies student allergies.
- When staff become aware of an allergy or health concern, staff will notify the HSC via email or verbal communication in a timely manner.
- If a special diet is needed, the GBAPS Medical Statement for Special Dietary Needs form is given to the parent/guardian to bring to the student's health care provider to complete. It is the parents responsibility to obtain and return the form with correct signatures. No substitution can be made without this completed form. The GBAPS Request for Milk Substitution form will be completed for any child needing a milk substitute at school as

well. The parent/guardian or a medical professional can complete the Milk Substitution form (GBAPS Special Dietary Needs: Flowchart). The Medical Statement for Special Dietary Needs Request forms and Milk Substitution forms are valid until the child no longer would need this accommodation.

- Completed forms go to the HSC and GBAPS Food Service department's RD, who then scans the forms into IC.
- Necessary staff will be notified of the allergy. Students with special accommodations will have their names posted for the safety of the student. Parent consent for permission to post is located on the Consent and Authorization Form.
- Health plans/action plans are created/updated as needed by the HSC and applicable staff will also receive a copy of a student's health plan/action plan. Health plans are uploaded into ChildPlus under Health and in the documents section of IC.

### **Permission to Post Child's Name**

Parents/guardians must give written permission (on Head Start Consent and Authorization Form in teacher's file) before posting a child's name in the classroom and/or lunch area. Reasons for such postings may include:

- Medical conditions
- Allergies

### **Head Lice**

Process and procedure determined by GBAPS– Pediculosis-Head Lice (453.32 Policy).

#### Classroom Staff

- If concerns are present check students for live lice/nits.
- Call parents/guardians or emergency numbers to provide the option of picking up students early from school to begin treatment. Students do not have to be sent home.
- Child should miss no more than one day of school.
- Parent/guardian head lice education/information will be sent home as a resource. The education provided to the parent/guardian can be any information that the FA or HSC feel would best suit the family's needs. The education may include such items as a checklist for lice treatment in the home and how to treat the lice on the child.
- Be sensitive to the student's feelings and do not isolate the student or cover his/her head. If a girl has long hair, you may tie it in a ponytail if necessary. Make sure the student knows that he/she did not do anything wrong.
- If you need help with chronic cases contact HSC.

### **First Aid Kits**

Staff first aid training is provided annually via SafeSchools.

- First aid kits are available in each classroom and are identified by a red cross or First Aide sticker on the cabinet, wall, or wherever they are located. Each kit has a list of first aid items and monthly monitoring stickers. The classroom staff is responsible for checking the kits monthly by putting date and initials on the monitoring form in the kit. Classroom staff notify the HSC of items that need to be replaced.
- Every classroom is also supplied with a backpack to carry whenever they leave the classroom. The backpack contains first aid supplies in case of an emergency. The classroom staff is responsible for restocking. Ice packs are available at each site.

- First aid kits are also available on each bus. Bus monitors carry additional supplies such as Band-Aids, non-latex gloves, paper towels, and facial tissue.
- The classroom backpack (including rescue meds and first aid supplies) is to be taken outside and on class field trips.

## **\*INFECTION CONTROL**

### **Handwashing**

Hand hygiene is the most important way to reduce the spread of infection. Disinfecting hand sanitizers may not replace the use of soap and water when washing hands if running water is available.

#### **All Staff and Volunteers Will Wash Hands:**

- before and after any food preparation, table setting or mealtime
- before and after assisting with tooth brushing
- after using the bathroom, blowing noses, coughing or smoking
- after providing first aid
- before and after administering medication(s)
- before and after assisting a child with toileting, diapering or nose blowing
- after handling pets or other animals
- after removing disposable gloves
- after inspecting hair for lice
- after playing outdoors
- cleaning or handling any type of garbage
- after assisting a child with handwashing

### **Handwashing for students**

Student's hands will be washed with soap and warm running water:

- while assisting with meal time
- before meals and snacks
- after toileting or diapering
- after nose blowing or picking nose
- after handling a pet/animal

### **Handwashing outdoors and on field trips**

- If running water is not immediately available when outdoors or on field trips, soap and water based wet wipes may be used. When running water becomes available, hands must be washed immediately with soap and running water.

### **Gloves Will Be Worn When Providing First Aid and When Assisting a Child with Toileting and Diapering**

Head Start maintains high standards in the practice of hand washing and sanitation in all areas of the program. Hand washing for twenty seconds with soap and warm running water helps to

minimize the spread of germs that may cause infections and/or illnesses. Dry hands with a clean paper towel and turn off the faucet handle with a paper towel.

If contact with blood from another person occurs, hand washing should continue for two (2) minutes. If the skin has been broken or blood has gotten into any mucous membranes, such as the eye or mouth, notify HSC for further instruction following GB School District Bloodborne Pathogen Exposure: Source Person Protocol.

### **Preschool Toilet Training/Learning Procedure**

Toilet learning is an important time in a child's development. Children are not to be excluded from school attendance because they are not toilet trained. For children who are unable to use the toilet consistently, the following procedures are in place:

- Staff will check students for signs that diapers or pull-ups are wet or soiled upon arrival at school, mid-session, and prior to getting ready to go home. Diapers or pull-ups are changed when wet or soiled. The Head Start program will provide diapers and wipes for students who need them.
- Staff will wear gloves and change children's diapers/pull-ups or soiled underwear in the bathroom / in a private location. Clothing that is soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering. A preschool student should not be required to change/bag their soiled clothing; however, a staff member may work with the student to develop greater independence with the bathroom routine.
- Soiled diapers/pull-ups, gloves and wipes will be placed in a hands-free, plastic-lined, tightly covered receptacle immediately or placed into a plastic bag before being thrown into the garbage can. The receptacle will be inaccessible to children and tall enough to prevent children reaching into the receptacle or from falling headfirst into the container.
- Classroom teachers will work with parents to supply clean clothes and changing supplies. Teachers and parents will work cooperatively to develop a plan for the student toward acquiring toileting independence, and will maintain communication regarding the child's progress. Interventions may include making sure the child is brought to the bathroom every 30 minutes, rewards for using the bathroom, and being aware of when a student might have an "accident" and being proactive in getting them to use the bathroom prior to this time.

All staff receive annual training on universal precautions and bloodborne pathogens via SafeSchools. Staff may consult with a district nurse or the HSC if they have questions about diapering/changing procedures.

### **Diaper Changing Procedure (Per ECLKC/Caring for Our Children Basics- Last Updated July 30, 2022)**

The following diaper changing procedure should be posted in the changing area and followed to protect the health and safety of children and staff:

1. Before beginning the diapering procedure, clean your hands by using proper hand hygiene procedures.

2. To minimize contamination, prepare for diapering by getting out all of the supplies needed for the diaper change and placing them near, but not on, the diapering surface, for example:
  - a. Enough wipes for the diaper change, including cleaning the child's bottom and wiping the teacher's hands and child's hands before putting on the clean diaper (wipes must be taken out of their container)
  - b. A clean diaper
  - c. A plastic bag for soiled clothes and a set of clean clothes (if soiled clothing is anticipated)
  - d. Non-porous gloves (if used)
  - e. A dab of diaper cream on a disposable paper towel (if used)
  - f. Changing table paper (if used) to cover the table from the child's shoulders to feet (in case it becomes soiled and must be folded over to create a clean surface during the change)
3. Place the child on the diapering table. Remove clothing to access diapers. If soiled, place clothes into a plastic bag.
4. Remove soiled diaper and place into a lined, covered, hands-free trash container
5. Use wipes to clean the child's bottom from front to back (one wipe per swipe) and throw it away into the trash container. The diaper can also be left open under the child during the cleaning step and then discarded with the soiled wipes before continuing with diapering. If gloves are used, they must be discarded at this time.
6. Use a wipe to remove soil from your hands and throw it into the trash container.
7. Use another wipe to remove soil from the child's hands and throw it into the trash container.
8. Put on a clean diaper and redress the child.
9. Wash the child's hands following the proper handwashing procedure. Return the child to the play area without touching any other surfaces.
10. Clean and disinfect the diaper-changing surface (with Virex after each use).
11. Clean your hands by using proper hand hygiene.

Caregivers/teachers will never leave a child unattended on a table or countertop. A safety strap or harness will not be used on the diaper changing table/surface.

### **Cleaning, Disinfecting, Sanitizing**

Sometimes these terms are used as if they mean the same thing, but they are not the same thing.

- Clean – Cleaning involves scrubbing, washing and rinsing to remove visible soil and debris. The cleaning solution used is made up of soap and water.
- Sanitizer – Sanitizing reduces germs on inanimate surfaces to levels considered safe after the area has been cleaned. Sanitizer is appropriate to use on food contact surfaces (dishes, utensils, cutting boards)
- Disinfectant – A product that destroys or inactivates germs on an inanimate object. A disinfectant may be appropriate to use on non-porous surfaces such as diaper changing tables, countertops, door and cabinet handles, and toilets and other bathroom surfaces. Area is first cleaned and then disinfected. (Caring for our Children, third edition)

### **Sanitization of Kitchen and Cafeteria Surfaces Only:**

Use the District approved Keystone Surface Cleaner/Sanitizer eating surfaces. The following procedures are in compliance with the manufacturer's labeling:

- General Cleaning:

- Apply product by sprayer to hard, non-porous surface.
- Wipe surface with a disposable wipe or rinse with potable water or allow to air dry.
- For heavily soiled surfaces, pre-clean with this product prior to sanitizing.
- To Sanitize Hard, Non-Porous Food Contact Surfaces:
  - Surfaces must be pre-cleaned with this product prior to sanitizing. No rinse is required prior to sanitizing.
  - To sanitize, spray this product 6-8 inches from a hard, non-porous surface.
  - Allow the surface to remain wet for not less than 1 minute.
  - Allow to air dry. No water rinse required. If desired, wipe with a lint free cloth or paper towel after 1-minute contact time.

### **Sanitization of Classroom Surfaces:**

VIREX II 256 (district disinfectant) - This product is a one-step disinfectant cleaner and deodorant designed for general cleaning, disinfecting and deodorizing of hard, non-porous environmental surfaces. It cleans quickly by removing dirt, grime, mold, mildew, body oils and other common soils found in schools.

Use of VIREX:

- This is a cleaner and disinfectant.
- If the item you are disinfecting does not have a visible surface contamination, spray the item with VIREX and let it stand for 10 minutes.
- If the item you are disinfecting has visible surface contamination, VIREX may be used to first clean and then disinfect the surface, in one step. VIREX must remain wet on the surface for 10 minutes.
- After 10 minutes, surfaces or items can be air dried or wiped down to ensure all viruses are killed.
- If you disinfect a number of toys, toys can be washed in a bucket or sink and then placed on a paper towel covered table and sprayed with VIREX.

**\*\*Store all chemicals securely out of reach of children in a way they will not tip or spill.**

### **Sanitization of bedding/linens, cots and toys**

#### Bedding

- Bedding (sheets, blankets) will be washed weekly. Bedding that touches a child's skin will be cleaned weekly or before use by another child.
- Each child's bedding will be kept separate from other children's bedding, on the cot or stored in individually labeled bins, cubbies, or bags.
- Any item contaminated with any bodily fluid, such as urine, feces or blood, will be laundered by itself or with other contaminated articles, with the use of bleach. Suggested dilution for bleach is 1 cup of bleach per washer load.
- Bedding/linens that are 25% or more contaminated with blood, urine or feces will be discarded.

#### Cots

Cots will be wiped down and cleaned with VIREX weekly and before use by another child.

#### Toys

- Dress up clothes and machine washable cloth toys (including stuffed animals) will be laundered weekly or more often if needed.
- Play area toys will be cleaned and disinfected with VIREX weekly.
- If a child puts toys in his/her mouth, the toys will be set aside until they are cleaned and disinfected with VIREX.
- Doorknobs, handles and water fountains will be disinfected once a day.

### **Medical/Dental Injuries/Emergencies**

In the event of a medical or dental emergency, ask available staff to help as needed. Every Head Start classroom has a procedure for various medical emergencies posted. (Created by American Academy of Pediatrics)

1. Always follow universal precautions when handling bodily fluids and tissue discharges.
2. Single-use disposable gloves and eye protection, if needed, will be worn if there is potential contact with blood-containing body fluids or tissue discharges.
3. First Aid supplies are located in each classroom. Administer first aid as needed. Wash superficial wounds with soap and water only and protect with a band-aid or bandage.
4. In the event of a severe emergency, have another staff person call 911 and the parent/guardian. If the parent/guardian is unavailable, continue on to the emergency contact list. A staff person will accompany the child to the hospital and will remain with the child until the parent/guardian or emergency contact person arrives. If 911 is activated, the building principal will be contacted as well as the Head Start Director.
5. When a tooth has been knocked out or broken, wrap the tooth in a clean, damp cloth, or place it in a cup of milk, and send the tooth with the child to the dentist immediately. If known as an adult tooth, attempt to place it back into the tooth socket.

### **Injury & Illness Report/Head Injury Report Documentation**

1. For any injury sustained while the child is at school, a GBAPS injury report will be completed by the person who observed the injury or the person who is responsible for the child if the injury was not witnessed. Documentation of the injury will also be recorded in the medical logbook.
2. For every injury, a copy of the completed injury form goes to the Head Start secretary at your Head Start location for entry into IC and the injury tracking google doc. Once clerical enters the injury report into both IC and the injury tracking google doc.
3. Head Injury Report:
  - a. A head injury report will be completed for any injury occurring from the neck and above.
  - b. Any head injury is considered an “emergency” and parent/guardian will be notified as soon as possible.
  - c. A copy of the injury/illness report will be sent home to the parent/guardian the same day the injury took place.
4. Minor Injury/Illness Report:
  - a. An injury/illness report will be completed for any injury that is not considered a head injury.
  - b. Parent/guardian will be notified of the injury. The parent/guardian will be notified of the injury when they pick up their child after school or when the child is

dropped off after school, or sooner if necessary so arrangements can be made if necessary to pick the child up from school.

- c. If unable to reach the parent/guardian by phone (example: can only leave a message), then always send home written communication by sending home a copy of the injury report. (District Process and Procedure: Injury and Illness Reports)

5. The licensee shall report to the childcare licensing department all of the following. If the report is made by telephone, the licensee shall submit a written report to the appropriate regional licensing office within 5 business days of the incident. Fax, e-mail, and letter are acceptable ways of filing a written report: (Health and Safety Checklist-Public School Operated Programs-DCF 251- DCF 251.04 (3)(a) & (am)

Any incident or accident that occurs while the child is in the care of the center that results in professional medical evaluation within 24 hours of the licensee becoming aware of the medical evaluation.

- a. Any death of a child in care, within 24 hours after the death.

### **Biohazard Emergencies**

1. Always follow universal precautions when handling bodily fluids or tissue discharges.
2. Single-use disposable gloves and eye protection, if needed, will be worn if there is potential contact with blood-containing bodily fluids or tissue discharges.
3. In the event of a biohazard spill/accident, if the facility technician or janitor is not available, isolate the area, don protective equipment (hand and eye protection) and use single use toweling to wipe up the area as much as possible.
4. After cleaning up bodily fluids, spray VIREX on the surface for no less than 10 minutes.
5. After cleaning up, wash hands and body parts exposed to bodily fluids thoroughly with soap and water.

### **Medical Log Book (DCF 251.07 (6) (dm)1)**

The licensee shall maintain a log for medication, injury and observations and shall record daily any injuries occurring while at the program, medication dispensed to a child or any observations of injury received outside of program, as follows:

1. The log shall be in a book with stitched binding with pages that are lined and numbered. The pages may not be removed or lines skipped.
2. Entries shall be made in ink on the date of occurrence and shall be dated and signed or initialed by the person making the entry.
3. Entries into the medical logbook need to be entered by the staff member that witnessed the accident/injury or administer the medication. All entries need to be entered the same day of the incident or administration of medication.
4. Errors should be crossed out with a single line through the entry and initialed. Do not scribble out or white out entry errors.
5. The medical logbook must be stored up and out of the reach of children's parents/guardians for confidentiality purposes.
6. The director shall review records of injuries with staff every 6 months to ensure that all possible preventive measures are being taken. The reviews shall be documented in the medical log book.

### **Medical Log Book is to be used to record the following information:**

1. Any evidence of unusual bruises, contusions, lacerations, or burns seen on a child, regardless of whether received in or out of care of the center. It is recommended the

provider document any comments made by a parent or child regarding injuries or bruises noted.

2. Any injuries received by a child while in the care of the center. Not every injury will be apparent immediately. It is recommended that centers record every accident / incident. For example, a child bumps his/her head and no mark or bump is readily apparent but there is the potential for a mark, bump or bruise to develop. This accident should be recorded.
3. Any medication dispensed to a child.
4. Any incident or accident that occurs when the child is in the care of the center that results in professional medical evaluation.

#### **Instructions for logging medications in the medical log book:**

1. Entries in the medical log book shall be made on the date the medication is dispensed.
2. Record first and last name of child, type of medication, dosage, time, date, and initials or signature of the person administering the medication.

Example: 9/1/16 John Jones 1 tsp. Penicillin 10:30a.m. *ABD*

#### **Instructions for logging injuries in the medical log book:**

1. The name of the injured child.
2. The date and time of the injury.
3. A description of the facts surrounding the injury.
4. Initials or signature of staff person making the entry.

Example: 9/1/16 10:30am Mary Jones fell off the monkey bars on preschool playground and bumped into another girl. Resulting injury was a bump on right cheek under the left eye. *ABD*

Example: 9/1/16 10:30am Sarah Wilson was playing on the preschool playground and was bumped on the head when another girl fell off the monkey bars. Resulted in a red mark on her forehead. *ABD*

*Note: if two children are involved in the same incident that results in an injury to each child (i.e., two children bump heads), and both injuries are recorded in the same entry in the medical log, the program must ensure that a parent may only see the portion of the entry that relates to his or her child. Identifying information about another child must be kept confidential. For this reason, it is recommended that two entries be made in the medical log; one entry for each child injured. (DCF-P-5185 R. 10/2019)*

#### **Instructions for logging observations in the medical log book**

1. The name of the injured child.
2. A description of the observation
3. Name or initials of staff person who made the entry.

Example: 9-2-16 11:00am Josh Smith was observed during a diaper change with multiple bruises on the side of his torso and back *JB*

#### **Medication Authorization Procedure**

1. For both prescription and non-prescription medication, obtain written permission and direction from the parent and physician on the Medication Authorization form for the specific time period and specific directions as to how the medication is to be administered. (Head Start Performance Standard 1302.47(a)(b) Safety Practices and Caring For Our Children Fourth Edition Standard 3.6.3.1: Medication Administration.) It is the responsibility of the parent or guardian that the request for physician's signature and instructions be fulfilled. School authorities may also request this information directly from the physician.
  - a. **Exception:** Non-prescription sunscreen and insect repellent require parental/guardian consent only. (Caring For Our Children Fourth Edition 3.6.3.1: Medication Administration & DCF 251.07(6)(f)). The authorization will include the ingredient strength of sunscreen or repellent. Authorizations will be reviewed every 6 months and updated as necessary. All items shall be labeled with the child's name and stored in the child's classroom in a locked medicine box/cabinet. **Exception:** Diaper Cream can be used at the specific discretion of a parent or physician. (DCF 251.09 (4)(a)10) The directions on use shall be posted in the diaper changing area. The authorization form needs a start and end date. See the directions on the bottle/tube. If it says do not use more than X amount of days, make sure the authorization is not written for more than that time. If there is nothing that states that on it, please go by the expiration date on the bottle.
  - b. Any over-the-counter topical, non-medicated lotion, cream, lip balm, or salve preparation may be applied to children upon authorization from the parent.
  - c. Recording the use of non-medicated topical preparations, including lotion, powder, salve, sunscreen, insect repellent, and/or diaper cream is not necessary in the medical log book.
  - d. All medication changes (stopped, dosage change, new meds, etc.) require a new written authorization from the health care provider and parent/guardian.
2. The school may terminate the medication service if the parent or guardian fails to meet the criteria required by the school or if there is a lack of cooperation on the part of the student. The parent or guardian shall be given notice and reason for the termination within 2 school days. (district)

**Receiving Medications at School Procedure (Refer to Infinite Campus Medication Charting Procedure)**

Whenever a prescription or non-prescription medication (including other treatment items such as sunscreen, insect repellent, and diaper cream) is going to be given to any child while at Head Start, the following medication check-in policy will be followed:

1. Any prescription, non-prescription medication/treatment, and daily controlled oral medication (i.e. ADD/ADHD type meds) for a child will be checked-in by a Head Start clerical, principal, or HSC and the parent/guardian of the child. Medication will be documented as received into the Infinite Campus Medication Module by applicable staff. This includes who is recording the medication, date submitted, medication name, medication form, medication strength, amount per dose, and doses submitted. Additional information such as prescribing doctor, prescription number, etc. may also be obtained. Check to be sure the child's medication is in its original container complete with a label and directions for use and not expired. If the medication is in a pill form, together, a Head Start staff member and

parent/guardian will count the number of pills in the container until the number of pills is agreed upon. Record the date, name of the medication, amount received, staff signature, and parent signature in IC.

- a. Monthly medication reconciliation of controlled medications will be completed in IC.
2. With prior approval and exception, if the parent/guardian has no transportation available, medication can be given to the bus monitor who will then keep the medication out of the reach of children while children are on the bus. Medication will be given to Head Start clerical staff upon arrival at school.
  - a. If the medication transported by a bus monitor is in pill form, the parent will write the number of pills being sent to school on the pill bottle or on a separate sheet of paper that is sent with the bus monitor. Upon arrival at school, approved staff and the bus monitor (or any 2 approved staff members) will count the number of pills in the container together and record in IC. If there is a discrepancy in the parent/guardian written pill count and the actual verified/counted amount by the 2 staff members, a phone call will be made to the parent/guardian to confirm the count. If the number of pills is not written on the bottle or piece of paper when given to the bus monitor from parent/guardian, two staff members will count upon receipt and one staff member will call the parent/guardian to inform them of the number of pills received.
3. Documentation of medications received at school or medications sent home does not need to be completed in the medical log book. (DCF Licensing Specialist)

### **Medication Storage**

1. All medications and treatment type items-will be kept in a locked box or locked cabinet in the office at all times.-Under the discretion of the HSC, rescue type medications may be stored in a child-resistant safety sack in the classroom backpack.
  - Pouch contains the health plan, consent forms and medication.
  - Each rescue medication will use a separate pouch (i.e. if the child has two medications, there would be two pouches used.)
  - Pouches will be placed in a backpack along with the first aid kit to be taken outside and on field trips.
  - Backpacks are to be stored near the classroom door on a hook that is placed up high, well above the reach of children.
  - If the medication requires refrigeration, it will be kept in a designated Head Start refrigerator.

### **Medication Administration Procedure**

1. Wash hands, prior to and after medication administration. Please be sure to wash hands between each administration of medications to different children.
2. Prior to giving the child the medication at the needed time, look at the latest entry in the Medical Log Book, and/or IC to make sure no other staff member has administered the medication for that same time and dosage.
3. Check expiration dates on all medications.
4. Follow the directions given on the medication container, the medication form and/or the health plan.
5. No medication intended for use by a child during school hours may be kept at Head Start without a current medication authorization from the physician and parent, with the exception of sunscreen, insect repellent, diaper cream, and/or over-the-counter topical, non-medicated lotion, cream, lip balm, or salve which only require parent authorization.

6. Blanket authorizations are not allowed for non-prescription pain relievers, cough and cold remedies, etc. and may not be pre-signed by parents.
7. Be aware of the “Five Rights”
  - a. Right child
  - b. Right medication
  - c. Right dosage
  - d. Right time
  - e. Right route
8. All medication administration will be documented in the Medical Log Book and in IC by applicable staff.
9. Standing Medication Orders: See the Green Bay Area Public School District Standing Orders for the applicable school year. Health Services Coordinator may follow any of the standing orders with verbal authorization from parents. HSC will document authorization and administration in the Medical Log Book, on GBAPSD Monthly Medication Log, and in IC.

Giving medicine to children in school settings is a matter of great responsibility. No shortcuts or compromises are ever appropriate or allowable.

### **Medication Disposal**

1. Medications that are not picked up by parent/guardian one week after the termination of the medication or last school day (unless prior arrangements have been made) or that have reached their expiration date will be disposed of in a safe and proper manner according to recommended guidelines. Medication disposal must be witnessed by two school employees and documented. (GBAPS Administering Medication Procedures 453.4 Rule (1)).
2. If a parent/guardian is unable to pick up medication(s) from school, medication(s) may be sent home in the care of the bus monitor and given directly to the approved adult at drop off.
3. Medication is never to be given to a child to return to the parent and medications may not be transported in the child's backpack under any circumstances.
4. Medication disposal and/or return will be documented in IC.
5. If applicable, medication received/removed logs can be shredded at the end of the year by staff.

### **Illness and Communicable Disease**

Your child should stay home from school if he/she:

1. Has an oral temperature of 100.4 degrees (F) or higher with behavior change. Students need to be symptom free without the use of over the counter medications prior to returning to school (district & CFOC 4).
2. Has vomited 2 times or more in the last 24 hours. Students need to be symptom free without the use of over-the-counter medications prior to returning to school (district).
3. Has 2 or more bouts of diarrhea in 24 hours and the diarrhea is of unknown cause. Students may return once no symptoms are present for 24 hours.
4. Has a cough that is hacking, continuous, causes the child to gag or produces a “whooping” sound while coughing. A serious cough could be a sign of contagious conditions like whooping cough, viral bronchitis or croup (district).

5. Has mouth sores/cold sores. Child may return to school when fever-free and/or when the child is able to control drooling or the blisters are resolved. (Wisconsin Department of Health Services, Division of Public Health, Communicable Disease chart)
6. Has Pink Eye (conjunctivitis): Students should stay home from school for the first 24 hours after treatment begins if pus-like drainage is present. If a student only has redness, irritation or itching he or she may attend school (district).
7. Has been diagnosed with strep throat: Student is to remain home for at least 24 hours after the first dose of antibiotics. If your child has a mild cold, sore throat with no fever, it is okay to go to school (district).
8. Has a rash associated with a fever
  - a. Scabies: Students may return to school once the treatment is completed. Students will still have itching and rash for several weeks.
  - b. MRSA infections: Students may return as long as on treatment and any drainage from a wound can be contained.
  - c. Ringworm: Students may return to school when treatment is initiated or lesions are covered.
  - d. Chicken Pox: Students must stay home until all poxes are scabbed over.
  - e. Impetigo: Students may return to school 24 hours after start of treatment and lesions are covered or crusted.
  - f. Hand-Foot-Mouth Disease: Must stay home if fever present or if the child cannot avoid close contact with others.
9. Is not well enough to participate comfortably in regular activities.

NOTE: All decisions of exclusion for illness and communicable disease will be decided by trained clerical, Head Start Director, HSC, or district assigned Registered Nurse.

Also, consider these conditions, if contemplating sending your child to school

10. Mild cold or respiratory symptoms (runny nose) are no reason to keep your child at home as long as nasal drainage is clear and cough is mild. A child with a cough not associated with fever, rapid or difficult breathing or wheezing can attend school (district).
11. Headaches can be a symptom of contagious conditions like viral gastroenteritis, flu, meningitis and strep throat. Opinions differ on whether a child should be kept home. If your child does not have any other signs of illness, and feels okay to participate in regular activity, your child can go to school (district).
12. Ear pain is not contagious. There is no need to keep a child with mild ear pain home, as long as your child feels well enough to concentrate (district).
13. Lice we do not exclude from school. Once lice are identified, the expectation is that the student will be treated and return to school the next day (district).

For your safety, we will notify all families in writing when the students have been exposed to a communicable disease, however the name of the ill student will be kept confidential. We will report any communicable disease to the local County Health Department when necessary.

An employee, volunteer or a student may return to school with a statement from a health care provider that the condition is no longer contagious or if the person/student has been absent for a period of time equal to the longest usual incubation period for the disease. (DCF 251.07 (6)(e))

The licensee shall report any confirmed case of a communicable disease reportable under DHS 145 in a child enrolled at the center or a person in contact with children at the center, within 24 hours after being notified of the diagnosis to the childcare licensing department. If the report is

made by telephone, the licensee shall submit a written report to the appropriate regional licensing office within 5 business days of the incident. Fax, e-mail, and letter are acceptable ways of filing a written report. The licensee shall also notify the local health department within 24 hours after the center is notified of the diagnosis. (Health and Safety Checklist-Public School Operated Programs-DCF 251) & DCF 251.04(m).

Concerning communicable diseases see Wisconsin Department of Public Health Communicable Disease chart. Also, refer to GBAPS 453.3 Policy – Communicable Disease Control and 453.3 Rule – Communicable Disease Control Procedures.

### **Short-Term Exclusion Policy**

Each child upon arrival to school will be observed by a staff person for symptoms of illness and injury. If a child becomes ill while at school, the student will be isolated within sight or sound of the staff for generally a short-term period if keeping the student at school poses a significant risk to the health or safety of the student or anyone in contact with the child. The potentially contagious child will be separated from other children by at least three feet. Isolation will be used until the child can be removed from the center. The child's parent/guardian (or emergency contact if unable to reach a parent/guardian) will be contacted as soon as possible after the illness is discovered and arrangements will be made for removal of the child from the center.

### **Animals in School**

Animals may be brought into the classroom for educational purposes, but only under conditions that ensure the safety of students and the well-being of the animal. Prior permission must be received from the supervising teacher and the principal before any animal is brought into the school.

If an animal bites a staff member or student and the skin is pierced, the incident must be reported immediately to the school office by the supervising adult. The principal will notify the public health authorities, who will determine the appropriate action regarding the animal.

Refer to Manual of School Board Policies 383.

### **Safe Sleep (DCF 251.07 (4))**

1. A safe, washable, individual cot, bed or two-inch thick mat or sleeping bag shall be provided for each child 12 months or older who naps or sleeps.
2. Each child who has a nap or rest period shall be provided with an individual bed, cot or mat that should be placed at least 2 feet from the next sleeping child.
3. A child under 5 years of age in care for more than 4 hours shall have a nap or rest period.
4. Each child will be provided with an individually identified sheet or blanket, which may be used only by that child until it is washed.
5. Bedding shall be maintained and stored in a clean and sanitary manner, replaced immediately if wet or soiled and washed at least after every five uses at a minimum.
6. For a child who does not sleep after 30 minutes, or for a child who awakens, it is required that the child be allowed to get up and have quiet time with equipment or activities that will not disturb other children.
7. One childcare worker shall be within sight or sound of each group of sleeping children. If at least one child is awake, sight and sound supervision of awake children is required.

8. It is required that adult-to-child ratios be maintained in the center during naptime.
9. Conditions conducive to sleep and rest for younger children include a consistent caregiver, routine quiet place, regular times for rest and use of similar routines and safe practices.

Refer to the Department of Children and Families: DCF 251 Licensing Rules for Group Child Care Centers, 1/2021.

Caring for Our Children, 4th Edition. Chapter 5: Facilities, Supplies, Equipment, and Environmental Health (5.4.5.1: Sleeping Equipment and Supplies)

### **Sun Safety**

As caregivers to young students, it is our duty to ensure all students under our supervision are protected from the sun.

To ensure sun safety we will:

- Protect students from the sun with the use of sunscreen, shelter/shade, hats, sunglasses or clothing.
- Sunscreen may only be applied upon the written authorization of the parent. The authorization will include the ingredient strength of the sunscreen. Authorizations shall be reviewed every 6 months and updated as necessary.
- If the parent provides sunscreen, sunscreen shall be labeled with the child's name.
- Children shall be protected from sunburn with protective clothing, if not protected by sunscreen.

### **Health and Safety Checks**

The Office of Head Start (OHS) Health and Safety Screener helps organizations identify where they need to make changes and build capacity to ensure children are healthy and safe in their care. All Head Start classroom staff will conduct a screening of the health and safety environment of each classroom where services are provided within 45 days of the start of the school year. The Health and Safety Committee, composed of the Parent Engagement Associate and Policy Council members, will review documentation and complete an inspection of each classroom at both sites. All needs for repairs or replacements will be addressed by appropriate staff, school custodians, District Facility Department or District Grounds Department. Classroom staff, with PEA consult, will conduct self-checks using the OHS Health and Safety Screener in September. Inspections by the Health and Safety Committee are conducted in October, January and April. If summer school is scheduled between June and August, inspections are conducted prior to the start of the summer school session(s). All documentation is retained in the Health and Safety binder maintained by the Parent Engagement Associate.

Within 60 days of the start of the five-year project period (beginning September 2015), the school board must complete a certification that the health and safety screening was conducted. The certification must be submitted to the OHS in the Head Start Enterprise System (HSES) within 75 calendar days of the start of the project period.

Playground checklists are completed by assigned staff at both locations prior to use by children on days when school is in session. All documents are reviewed and retained by the Parent Engagement Associate in the Health and Safety binder as documentation of completion.

Daily Classroom Checklists are completed by classroom staff prior to the arrival of children. Backup personnel are in place in the event that the assigned classroom staff are absent. Once completed, the Daily Classroom Checklist is retained in the classroom. These Daily Classroom Check Lists are necessary for daily safety regarding outlets being covered, cleaning supplies

locked up in the appropriate cabinets, room temperature in a safe zone, and that classrooms are in order for appropriate learning throughout the day.

### **Reporting Child Health and Safety Incidents**

11/11/22

A program must report all significant incidents affecting the health and safety of children (ACF-IM-HS-22-07). The Office of Head Start (OHS) considers a “significant incident” to be any incident that results in serious injury or harm to a child, violates Head Start standards of conduct, or results in a child being left alone, unsupervised, or released to an unauthorized adult.

In the event of a reportable event, the director of the site will complete the Department of Children and Families (DCF) Child Incident Report. The report must be submitted to the DCF Licensor for the site within 24 hours and the report also must be made through the communication on the Head Start Enterprise System (HSES) within seven days.

In the event the director is unable to complete this, the co-director will complete this. Further back up is the Health or Education Coordinator with the HSES upload completed by the technology coordinator.

The report is uploaded in Child Plus by the technology coordinator.

## **Active Supervision Green Bay Head Start**

Updated 6/2023

**Performance Standard:** *1304.52(h)(1)(iii) Grantee must ensure that all staff, consultants, and volunteers abide by the program’s standard of conduct. No child will be left alone or unsupervised while under their care.*

**Licensing Rules:** *251.05(3)(c) Each child shall be closely supervised by a child care worker who is within sight and sound of the children to guide the children’s behavior and activities, prevent harm and assure safety.*

Active Supervision is a systemic approach to ensure child safety.

Active supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. It transforms supervision from a passive approach to an active skill. Staff can use this strategy to make sure that children of all ages explore their environments safely.

## Sample Active Supervision Plan for a classroom

	Staff Person A	Staff Person B	Staff Person C
Arrival	At bus	Ready to check children in (cafeteria, cubbies, gym)	Monitoring group & engaging with students
Meals	Sitting at table 1	Sitting at table 2	Table 3 or second adult at table 1 or 2.
Transition to outside	Front of line	Back of line	Middle of line, or supporting individual child
Playground			
Transition to classroom	Front of line	Back of line	Middle of line, or supporting individual child
Large group time	Leading large group	Supporting at large group rug	Supporting at large group rug
Small group time	Leading small group table	Leading small group table or monitoring class	Leading small group table or monitoring class
Centers	Dramatic Play area	Block area	float
Other			

## Six strategies to keep children safe

<p><b>Set up the Environment</b></p> <p>Set up the environment so you can supervise children and are always able to reach them if necessary. Keep spaces clutter-free and place furniture so you can observe the whole room.</p> <ul style="list-style-type: none"> <li>● Furniture positioned so you can see the entire room.</li> <li>● Eliminate hiding places</li> <li>● Check the environment for safety concerns.</li> <li>● Maintain seating chart for each bus route</li> <li>● Create a space for every staff member to store their phone and personal belongings.</li> </ul>	<p><b>Position Staff</b></p> <p>Plan where you and other staff position yourselves to see and hear all children. Make sure there are clear paths to where children are playing, sleeping, and eating. This allows you to react quickly when necessary and stay close to children who may need additional support.</p> <ul style="list-style-type: none"> <li>● All staff are responsible for Active Supervision</li> <li>● Position staff to SEE and BE SEEN.</li> <li>● Spread out to monitor all areas of the environment.</li> <li>● Backs facing walls, eyes to the middle of the area/room and on exits.</li> <li>● Walk backwards when leading the line.</li> <li>● Adult first in line.</li> <li>● Increase proximity to children.</li> <li>● Communicate for someone to take your place if you have to step out.</li> <li>● Staff at front and back of each line of students.</li> <li>● On bus, one staff in back, one in front working toward the middle to buckle students.</li> </ul>
<p><b>Scan &amp; Count</b></p> <p>Always be aware of where every child is and what</p>	<p><b>Anticipate Children's Behavior</b></p> <p>Use what you know about each child's temperament,</p>

<p>they are doing. Scan the entire environment and count children frequently, especially during transitions when moving from one location to another.</p> <ul style="list-style-type: none"> <li>• Always know the magic number &amp; have multiple staff counting &amp; confirming.</li> <li>• At transitions, both staff members are counting students.</li> <li>• Call out the magic number to your team.</li> <li>• Utilize white board to maintain current magic number in the classroom</li> <li>• Communicate magic number with entire team. (classroom, parent transport, bus)</li> <li>• Pause along the way to count again (at corners, prior to exiting or entering the building)</li> <li>• Utilize classroom sign in/sign out sheet for all staff taking children. Specials communicate with classroom staff (“I have one”)</li> <li>• Check the bus before and after each route.</li> <li>• Utilize procedures at parent transport &amp; bussing to ensure students are accounted for.</li> <li>• Ensure name tags are used (for subs, beginning of the year and on backpacks)</li> <li>• Prior to leaving an area scan the environment to ensure no child is left behind. (playground, gym, bus, classroom).</li> </ul>	<p>developmental abilities, interests, and skills to predict what the child may do next. Pay attention to changes in a child’s mood or health and anticipate when they may wander off, get upset, or take a dangerous risk.</p> <ul style="list-style-type: none"> <li>• Be proactive (additional warnings for clean up, outside etc.)</li> <li>• Be in close proximity to students with extra or unpredictable needs.</li> <li>• Get to know the children to understand their triggers.</li> <li>• Communicate with team members about roles during transitions, a change in staff or child’s routines and important observations about children.</li> <li>• Be aware of the volume (loud and soft) &amp; tone of students and staff.</li> <li>• Have an alternate plan</li> <li>• Encourage children to line up with a buddy.</li> <li>• Provide jobs to children, especially those who may need extra attention.</li> </ul>
<p style="text-align: center;"><b>Listen</b></p> <p>Listen closely to children to identify signs of potential danger. Specific sounds or the absence of them may be reason for concern. Listen for signs that a child is getting upset or for sounds in the environment, such as bells on the door that alert you when a child leaves or enters the room.</p> <ul style="list-style-type: none"> <li>• Listen to staff calling out magic number</li> <li>• Notice “tone” in children and their interactions with each other.</li> <li>• Listen to the radio and respond appropriately.</li> <li>• Listen to other staff responding.</li> <li>• Listen for concerns such as running feet &amp; voices in the hallways.</li> <li>• Listen while moving through the environment.</li> </ul>	<p style="text-align: center;"><b>Engage &amp; Redirection</b></p> <p>Offer support by using what you know about each child’s individual needs and development. Encourage children to solve problems on their own and help them develop solutions if needed. Offer different levels of assistance or redirection depending on each child’s needs.</p> <ul style="list-style-type: none"> <li>• All staff members engaged with students in all environments</li> <li>• Active participation in classroom activities</li> <li>• Phones &amp; devices are not used with children present.</li> <li>• Move to the child to redirect, rather than doing it across the environment.</li> <li>• Utilize daily schedules &amp; routines</li> <li>•</li> </ul>

**CLASS (Classroom Assessment Scoring System)**

The Classroom Assessment Scoring System (CLASS) tool describes three broad domains of effective teacher-child interactions: Emotional Support, Classroom Organization and Instructional Support.

The CLASS tool is utilized annually by ESC to measure effective teacher-child interactions. Observations are shared with teaching staff.

Program-wide CLASS data is analyzed and professional development is offered.

## **Practice Based Coaching**

GBHS utilizes the Practice Based Coaching model. All teaching staff complete a coaching strengths and needs assessment in fall, and the data is reviewed. Educational Service Coaches will present opportunities for coaching to all Classroom Staff.

Educational Coaches will base their coaching opportunities on feedback from the strengths and needs assessment, CLASS observations, TPOT data, school readiness goals, and through teacher inquiry and or conferencing.

The Education Services Coach at each site maintains a schedule of action planning, observations, reflection and feedback meetings with teaching staff. They keep continuous communication with the program directors in addition to coaching meetings with the Education and Disabilities Coordinator.

In the event the coach is called to a classroom for behavioral support, the coach will utilize various strategies of support, from modeling strategies with the child to covering as the teacher in order for the teacher to take the lead on solving the situation with the child. These situations will be followed up with an informal coach debriefing. In the event that challenging behaviors are continuous, coaches will support the Classroom Staff with a plan for intervention to improve more positive behaviors.

Coaches maintain confidentiality unless regulations or safety is jeopardized, at which point, administration is notified.

## **DISABILITIES**

### **REFERRALS - SPECIAL EDUCATION**

#### **A. Procedures for Processing Initial Special Education Referrals**

1. Effective home/school communication is an essential and necessary first step when student academic/behavioral concerns arise. Parents/guardians should be included in discussions and meetings during the consultative process.
2. If there is a concern, the Head Start teacher will follow the procedures defined in the GBAPS Preschool Multi Level System of Support (MLSS) [Link here](#)
4. If a referral is recommended, the early childhood screening team will contact the parent/guardian either in person, in writing, or by phone to let them know of the intent to refer. They will complete the *Referral (R-1G)*, *Notice of Receipt of Referral & Start of Initial Evaluation (IE-1)*, *Worksheet for Consideration of Existing Data to Determine if Additional Tests or Evaluation Materials are Needed (ED-1)*, *Initial Evaluation: Notice and Consent Regarding Need to Conduct Additional Tests (IE-3)*, and the *Record Review Checklist (M-5)*. An *Authorization to Exchange Information (AREI)* may need to be completed for children requiring release of pertinent information (i.e., medical information) or for an OT/PT referral.
5. Parent/guardian copies of the IE-1, IE-3, ED-1, R1-G and any AREIs are translated at the parents request. *Parents/Child Rights Booklet*, and the *Preparing for your child's IEP*

*brochure* are provided to the parent(s)/guardian(s) in the language of the home as appropriate by the early childhood screening team. The date the district receives the signed consent form (IE-3) begins the 60-day timeline.

6. Upon receipt of the signed IE-3 giving consent for evaluation, the early childhood screening team sends all forms (listed in #4) to the early childhood special education secretary at the district office building.
7. The special education secretary schedules the IEP team meeting and sends an **Invitation to the IEP Team Meeting (I-1)** to all IEP team members, including the parent(s)/guardian(s).
8. The IEP team meeting is held to review evaluation information and determine eligibility. (The following forms are completed: **Cover sheet (I-3), Team Evaluation Report (ER-1), and Eligibility page(s).**) If a child is identified with a disability and the need for special education, an IEP is developed, (**pages I-4LF, I-7, P-1**) and placement is offered. Parent(s)/guardian(s) is asked to sign the **Consent for Initial Placement (P-1)**. Upon receipt of the signed P-1 giving consent for special education services, the IEP is implemented. If the student is not found to have a disability the **Notice of IEP Team Findings - No Disability (ER 4)** form is completed by the team. If no impairments are identified, the IEP team collaboratively works to develop recommendations other than special education.
9. Files are accessible by the Education and Disabilities Services Coordinator (EDSC) in OASYS and digital files are in Infinite Campus.

# PROGRAM PLANNING AND BUDGET PLANNING PROCEDURES

## PROGRAM GOVERNANCE

### SHORT- AND LONG-RANGE PLANNING – PROGRAM GOALS

<u>Timeline</u>	
June	Building Leadership Team data retreat with focus on school year data and setting goals for the following school year.
August - September	Set school readiness and program goals for the program year. Share data results with all staff, School Board and Policy Council.
September thru May	Review goals and plan strategies for meeting those goals with Collaborative Learning teams.
December	Review progress – report 1 <sup>st</sup> period assessment data.

March	Review progress – report 2 <sup>nd</sup> period assessment data
June	Data Retreat with Head Start teachers and Administration. Focus on school year data and setting goals for the following school year.
Management Team Meetings (bi-monthly)	Discuss progress and action needed.

## **POLICY COUNCIL**

### **Timeline**

September/October	Share school readiness and program goals and receive parent/guardian input.
October	Approve goals for the program year.
December	Present first reporting period data.
January	Approval: Selection Criteria
March	Present second reporting period data. Approval: Self-Assessment Plans Approval: Continuation Application
May	Approval: Policy Council By-laws Present third reporting period data. Share State Grant Application
August/September	Approval: Program Guidelines and Operational Procedures
Executive Board Meetings (monthly)	Discuss progress and action needed. Set agenda for the monthly Policy Council Meeting.
Ongoing	Approve new staff as needed

## **SELF-ASSESSMENT**

At least once each program year, with the consultation and participation of staff, policy groups, community members, and governing board, a self-assessment of the effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations is conducted. Following is the time line followed in the self-assessment process.

### **Timeline**

December	<p>Convene a self-assessment team of Coordinators, staff, parent(s)/guardian(s), Policy Council members, and community members.</p> <p>Orientation and training for the team, followed by small groups led by coordinators to explore systemic issues, examine progress on goals and objectives and formulate discoveries.</p>
December - January	<p>Team leaders review (analyze) and process (interpret) the information that has been gathered.</p> <p>Specific short term and long-term improvements are determined.</p>
January - February	<p>Development of the Program Self Assessment Report and Self Assessment Improvement Plan.</p> <p>The Self-Assessment Improvement Plan is shared with staff, Policy Council, parent(s)/guardian(s), community partners, and governing body.</p> <p>Summary Report is shared with the Regional Office and sent with the annual grant application.</p>
March	School Board and Policy Council Approval

## **ANNUAL APPLICATION FOR FUNDING**

The Head Start Grant Application is the primary responsibility of the Head Start Director. School District Board of Education and Administration, Staff and Policy Council have opportunities to provide input concerning program design and budget. The application must be completed by early March in order to be approved by both Policy Council and the Grantee Board. The Region

V Head Start Office must receive the Grant Application by April 1 unless an extension is granted.

**Timeline**

October/November	Complete/Update Community Needs Assessment.
January/February	Evaluate the present program and make recommendations for change. Director has primary responsibility for staff and parent/guardian input (Policy Council, self-assessment process, and strategic planning).
	Director begins writing the application and formulating the budget.
February Policy Council Meeting	Director reports the contents of the draft application and budget to the Policy Council. If necessary, special committee meetings (Policy Council Program Evaluation Committee) are held to get parent/guardian input.
March Policy Council Meeting	The Policy Council approves completed applications.
March School Board Meeting	Completed application is approved by the Board of Education.
April 1	Region V receives the application on or before this date.

**PROGRAM GOVERNANCE**

**Grievance Procedure – Parents, Guardians and Community**

District procedures are followed for any parent/guardian or community grievance. Refer to the Manual of School Board Policies, 411-Rule. The Head Start Director becomes involved during stage one and Head Start Supervisor in stage two. The Policy Council is kept informed at stage two and beyond.

**Impasse/Internal Dispute**

Should an impasse arise between the grantee board, the Board of Education, and the Head Start Policy Council, the mechanism for discussion and movement toward resolution is:

1. Informal

The Executive Board of the Head Start Policy Council requests a meeting with representatives of the appropriate Board of Education Committee through the Head Start Supervisor. The Head Start Director and Supervisor accompany the Policy Council Executive Board to this meeting. Should the parties be unable to resolve the impasse, they must notify the other in writing why it does not accept a decision (1301.6(a)(2)).

2. Formal

According to Chapter 788 in the Wisconsin statutes, a mediator/arbitrator is selected and the process of both parties meeting with the mediator/arbitrator begins. If no resolution is possible, the mediator assumes the arbitrator role and makes a final determination. The arbitrator utilizes GBAPSD Head Start guidelines and procedures, applicable accounting procedures, Head Start Performance Standards, and applicable state/federal law to reach a binding decision.

**PROGRAM GOVERNANCE TRAINING  
SCHOOL BOARD AND POLICY COUNCIL**

The Head Start Director is responsible for completing an annual Program Governance Training for Board members, as required in the regulations. This training provides information on the role of the Governing Board as well as the role of Policy Council.

<b>PROGRAM GOVERNANCE TRAINING-SCHOOL BOARD &amp; POLICY COUNCIL</b>	<b>General Responsibility</b>	<b>Operating Responsibility</b>	<b>Approve or Disapprove</b>
<b>PLANNING</b>			
<b>Governing Board</b>			
<ul style="list-style-type: none"> <li>● Philosophy and Goals</li> <li>● Recruitment, Selection and Enrollment Criteria</li> <li>● Funding applications and amendments</li> <li>● Policy Council expense reimbursement</li> <li>● Annual self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>		<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>
<b>Policy Council</b>			
<ul style="list-style-type: none"> <li>● Planning Procedures</li> <li>● Philosophy and Goals</li> <li>● Recruitment, Selection and Enrollment Criteria</li> </ul>			<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>

<ul style="list-style-type: none"> <li>• Funding applications and amendments</li> <li>• Policy Council expense reimbursement</li> <li>• Annual self-assessment</li> </ul>			<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>
<b>GENERAL PROCEDURES</b>			
<b>Governing Board</b>			
<ul style="list-style-type: none"> <li>• Composition of Policy Council</li> <li>• Written policies that define role of Governing board</li> <li>• Procedures for shared decision-making</li> <li>• Internal dispute resolution – impasse Procedures</li> <li>• Procedures for community complaints</li> <li>• Internal controls to safeguard federal Funds</li> <li>• Annual independent audit</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li></li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li>✓</li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li></li> <li>✓</li> <li>✓</li> </ul>
<b>Policy Council</b>			
<ul style="list-style-type: none"> <li>• Composition of Policy Council</li> <li>• Procedures for shared decision-making</li> <li>• Internal dispute resolution – impasse Procedures</li> <li>• Procedures for community complaints</li> </ul>		<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li></li> </ul>
<b>HUMAN RESOURCES MANAGEMENT</b>			
<b>Governing Board</b>			
<ul style="list-style-type: none"> <li>• Personnel Policies</li> <li>• Hire or Fire Head Start Director</li> <li>• Hire or Fire any Head Start employee</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>		<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>
<b>Policy Council</b>			
<ul style="list-style-type: none"> <li>• Personnel Policies</li> <li>• Hire or Fire Head Start Director</li> </ul>			<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>

<ul style="list-style-type: none"> <li>• Hire or Fire any Head Start employee</li> </ul>			✓
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# **PERSONNEL POLICIES AND PROCEDURES**

## **1. INTRODUCTION**

### **1.1 General Statement and Purpose**

This Program Guidelines and Operational Procedures Handbook summarize and reference some of the employment procedures, rules, and regulations of the GBAPSD Head Start Program. Its intent is to acquaint all employees with program guidelines and procedures in order to facilitate efficient delivery of services to children and families. Many procedures are specific to the Head Start program and are derived from Federal regulations and/or local program design. The GBAPSD Board of Education Policy Manual dictates other policies and procedures that are required to be followed by all Head Start staff. These policies and procedures, mandated by the school board, may also be referenced in the Employee Handbook. It is the responsibility of each staff member to read and become familiar with this Manual as well as all GBAPSD policies in order to follow all regulations, policies, and procedures.

### **1.2 Disclaimer Provision**

This Manual has been developed for informational purposes only. None of the statements, procedures, or regulations in this Manual constitutes a guarantee of employment, a guarantee of other rights or benefits, or a contract of employment, express or implied. Termination of employment may occur at any time, with or without notice, and with or without cause, at the option of the District or the employee. For Head Start employees all procedures for hiring and termination outlined in District policy will be followed. This Manual may be modified by Head Start management, in accordance with the shared decision-making provision of the Performance Standards and approval of the Board of Education and Policy Council, at any time with or without notice to employees.

### **1.3 Responsibility for Policy Development and Implementation**

- 1.3.1 Responsibility for adoption and revision of personnel policies and procedures that are general school district (grantee agency) policy rests with the GBAPSD Board of Education.
- 1.3.2 GBAPSD Board of Education, Head Start Executive Director, Head Start Policy Council, and Head Start Director shall adhere to all shared planning and decision-making guidelines as outlined in the Head Start Performance Standards, Subpart D, Program Design and Management

## **2. EMPLOYMENT POLICIES**

### **2.1 Management Rights**

These rights shall be maintained in accordance with the shared decision-making responsibility set forth in the Head Start Performance Standards, Subpart D, Program Design and Management and include, but are not limited to:

1. Managing all Head Start employees, including the hiring, scheduling, transfer, assignment/reassignment, and retention of employees in all positions;
2. Establishing work rules and supervision/evaluation procedures;
3. Establishing and altering employment policies and procedures, including those in this Handbook;
4. Suspending, terminating, or taking appropriate disciplining action against employees when necessary;
5. Developing job descriptions and assigning duties; and
6. Exercising any other right or responsibility the program/District may have by law or otherwise.

The policies and administrative rules relative to this section are contained in the Manual of School Board Policies, Section 500-Personnel.

### **2.2 Equal Employment Opportunity Policy**

Refer to the Manual of School Board Policies, 511

### **2.3 Harassment Policy**

Refer to the Manual of School Board Policies, 512

### **2.4 Pre-employment Criminal Background Checks**

Refer to the Manual of School Board Policies, 533.1 and Employee Handbook, Section 3: General Employment Practices and Expectations.

## **3. OPERATING RULES AND REGULATIONS**

### **3.1 Staff Solicitations**

Refer to the Manual of School Board Policies, 525 and Employee Handbook, Section 3: General Employment Practices and Expectations.

### **3.2 Drug-Free Workplace**

Refer to the Manual of School Board Policies, 522.1 and Employee Handbook, Section 3:

General Employment Practices and Expectations.

### **3.3 Tobacco Use by Staff on School Premises**

Refer to the Manual of School Board Policies, 522.2 and Employee Handbook, Section 3: General Employment Practices and Expectations.

### **3.4 Child Abuse and Neglect Reporting**

Refer to the Manual of School Board Policies, 454.

## **4. SELECTION FOR EMPLOYMENT/TERMINATION**

### **4.1 Recruitment, Interviewing and Selection of Head Start staff.**

1. Head Start staff are GBAPSD employees. Advertising open positions is done according to District procedures set forth by the Human Resources office.
2. The Head Start Director, Coordinator, and one or two Policy Council Personnel Committee members participate fully in the interview and selection process. The Head Start Director screens applications of all qualified applicants to make the final selection of those applicants to interview.
  - A. For coordinators, teachers, professionals, and clerical positions, the Director and Policy Council Personnel Committee member(s) are part of the interview team along with the possibility of one or two District administrators and/or staff. A standard District-wide interview process is utilized with interview questions developed by the Head Start management staff that is specific to the position.
  - B. For bus and lunch monitor positions, the ESC, HSC, and one member of the Policy Council Personnel Committee conduct the interview and select a candidate.
3. If two candidates are equal, preference is given to past and present Head Start parent(s)/guardian(s) who are qualified for the position.
4. Following acceptance of the position by a qualified candidate, both the Head Start Policy Council and Board of Education must approve the hiring process to be complete.

### **4.2 Open Positions in Head Start**

All open Head Start positions will be subject to the District application process for both internal and external positions.

### **4.3 Internal Transfer**

All Head Start staff and positions will follow the outlined internal application procedures set forth by the GBAPSD.

### **4.4 Temporary and Substitute Employees**

Temporary and substitute employees working fewer than 60 days are not subject to the District/Head Start official interview and selection process. The Head Start Director is responsible for working with the District Human Resources office in the hiring of those personnel.

## **5. EMPLOYMENT CONDITIONS**

### **5.1 Conflict of Interest / Anti-Nepotism**

Refer to the Manual of School Board Policies, 522.4 and 522.41 and Employee Handbook, Section 3: General Employment Practices and Expectations.

### **5.2 Political and Community Activities**

Refer to the Manual of School Board Policies, 522.5 and Employee Handbook, Section 3: General Employment Practices and Expectations.

Head Start staff may not engage in lobbying or any other political activity during their paid work time.

## **6. EMPLOYMENT ORGANIZATION**

### **6.1 Employment**

New employees are notified by the District Human Resources office of their job status and requirements of the District. Head Start management is responsible for assuring Federal personnel regulations are met including, but not limited to, requirements regarding physical examinations. The GBAPSD arranges for background checks on all new employees. Upon receipt of an employee's offer letter, the Director will coordinate fingerprinting through the Department of Children and Families Childcare Portal and Fieldprint.

### **6.2 Probationary Period**

Refer to the District Employee Handbook for the length of time a probationary employment period exists for each employment category and the rules relative to each position.

### **6.3 Work Performance**

The supervision and evaluation process/procedure for employees is located in the respective staff Handbooks.

An annual performance appraisal is conducted on all Head Start personnel and is used to set training and staff goals.

### **6.4 Personnel Records**

An employee's confidential file, containing the application for employment, references, employment history, evaluation materials, physical examination and TB test results and other relevant information is maintained in the District Human Resources office. A second file containing required Head Start information is located in the Head Start Program office. This file includes performance appraisals, training information, and other program related documents.

### **6.5 Employee Physical Examinations/Employee and Volunteer TB Tests**

GBAPS Head Start employees must have a physical examination and TB Screening when they are hired. If the employee does not have insurance or medical assistance Head Start will pay for the examination to be done. Annually, all staff complete a TB screening

questionnaire to assess their risk of TB and testing is done based on the answers.

In the event of a positive TB test a chest x-ray will be done and the employee's doctor and/or the Brown County Health Department will determine the need for further treatment, follow-up and future testing.

Volunteer TB skin testing is not required per our Health Advisory Committee. Should our community change in the future, the Brown County Health Department recommendations would be followed. If volunteers present with symptoms of TB (productive cough lasting longer than 3 weeks, night sweats, fever, chills), they will be referred to the HSC for further evaluation and referral.

#### **6.6 Bus Monitor Absence Procedure:**

- In the event a bus monitor is unable to work they will call a substitute from the substitute list and ask if they can work their pick-up route and/or drop off route for the day or days they will be absent.
- If they respond YES, do the following:
  - Contact the ESC via email or at 492-7209 (Jefferson School) prior to the route to inform them that you are absent and of who will be subbing. You may also reach the ESC via text at 819-2508.
- If they respond NO, do the following:
  - Call or text the ESC to inform.
  - Call Lamers Bus Company at
    - Lamers West - 496-3600, then extension 10114, or;
    - Lamers East – 336-5264, then extension 2 and let Lamers know you will not be available for your bus route and there is no sub. This is especially important for pick up so your driver does not have to make a special trip to your school.

**\*Important Reminder** – If you contact a sub and they are NOT able to work for you, please DO NOT ask them to make further sub arrangements for you. It is your responsibility to continue looking for a sub and/or to call your supervisor.

*\*An expectation of employment is regular attendance. Frequent absences and/or failing to follow the call-in procedure are reasons for disciplinary action.*

#### **Lunch Monitor Absence Procedure:**

- In the event a lunch monitor is unable to work, the employee will call a substitute from the substitute list and ask if they can work for the day or days the lunch monitor will be absent.
- If they respond YES, do the following:
  - Call the HSC at 272-7643 (HSLC/JHS office) or call/text HSC cellphone to inform HSC that you are absent. Let HSC know who will be substituting and what the plan for the day is.

- If they respond NO, do the following:
  - Call/text the HSC to inform, so HSC can help arrange a substitute for your shift.

**\*Important Reminder** – If you contact a sub and they are NOT able to work for you, please DO NOT ask them to make further sub arrangements for you. It is your responsibility to continue looking for a sub and/or to call your supervisor.

*\*An expectation of employment is regular attendance. Frequent absences and/or failing to follow the call-in procedure are reasons for disciplinary action.*

## 6.7 Zero Tolerance Procedure

In the event a bus monitor releases a child off the bus without an adult present (parent/ guardian or designated adult) that bus monitor will be subject to immediate termination from their current position.

## 7. PROFESSIONAL LEARNING

### 7.1 Head Start

Staff will receive/take part in:

1. An orientation to Head Start and to their specific job by the Head Start Director or appropriate Coordinator.
2. Periodic conferences with the coordinator responsible for daily supervision as well as appropriate contacts with their evaluator, as outlined in the Manual of Board Policies-538 \*(Teachers only) and Employee Handbook, Part II, Section 2.
3. Regular staff meetings and required professional learning sessions and workshops/conferences appropriate to their role in Head Start.
4. All first-year teachers are assigned a mentor by the District.
5. Professional Learning in conjunction with the District’s Professional Development Department.
6. Per DCF 251.05(4), each staff member who works more than 20 hours per week shall participate in at least 25 hours of continuing education annually. Each staff member who works 20 or fewer hours per week shall participate in at least 15 hours of continuing education annually. Staff track their own on the Training and Professional Development Tracking Sheet and submit annually to be uploaded into Child Plus.

### 7.2 School District

Refer to the Manual of School Board Policies, 537.1 and 537.2 and Employee Handbook.

## 8. COMPENSATION

### 8.1 Wages, Salaries, and Benefits

Wages are established per the Collective Bargaining Agreement where applicable. Benefit information is detailed in the Employee Handbook. The District Human Resources office determines hourly pay for lunch and bus monitors.

### 8.2 Pay Arrangements

Pay periods, deductions, holidays, benefits, and all related information are detailed in the Employee Handbook.

### **8.3 Reimbursement for Job Expenses**

Employees will be reimbursed for pre-approved job-related expenses according to established District policies. Appropriate reimbursement forms must be used and District procedures followed.

## **9. DISCIPLINE, GRIEVANCE, APPEAL**

Both management and employees have specific rights and responsibilities relating to the discipline, grievance, and appeals process. These are detailed in the Employee Handbook.

## **10. AMENDMENTS**

### **10.1 Operational Statement**

These policies, combined with those referenced from the Manual of School Board Policies and District Employee Handbook constitute a complete set of operational policies and rules as is presently available. It is the responsibility of the employee to ask for assistance from the Head Start Director if policy or procedure issues need to be resolved.

### **10.2 Periodic Review**

These procedures are to be reviewed on a periodic basis, at least once annually, to determine if amendments or changes are needed. It is the responsibility of the Head Start Director to initiate this process.

## **11. BLOOD BORNE PATHOGEN**

In the 93/94 school term the Wisconsin Department of Industry, Labor & Human Relations (DIL-HR) introduced a new standard, DIL\_HR 32.5 1910.1030. This standard requires all public employers to have a Blood Borne Pathogen Exposure Control Plan in place. Part of the standard requires annual employee in-service regarding the exposure control plan.

## **12. STANDARDS OF CONDUCT**

The provisions of conduct support agencies in reinforcing appropriate professional behavior among staff. Written standards of conduct help to guide staff members in making decisions about their actions in potentially controversial or ambiguous situations; and they help protect staff against allegations of misconduct.

Any staff engaging in misconduct will be subject to actions as referenced in the manual of School Board Policies, 522.6

All staff, consultants, and volunteers abide by the Head Start Program's Standard of Conduct.

### **13. RECORD RETENTION**

According to Head Start Federal Regulation 45 C.F.R. §§74.53, 92.42, and 1309.41 Head Start grantees and delegates are required to retain their financial records, supporting documents, statistical records, and all other records (including student's records) pertinent to their award for three years from the date of submission of the final annual expenditure report. There are exceptions to the three-year retention requirement listed in the above Head Start Federal Regulation.

### **14. SOCIAL MEDIA POLICY**

Employees are expected to use social media (Twitter, Facebook, blogs, etc.) in a responsible way. Postings which contain vulgar or obscene material, are threatening, or which violate the GBAPSD unlawful harassment policy are prohibited. Employees are expected to honor, when made aware, another employee's request not to communicate with them via social media. Any intentional misrepresentation of GBAPSD's operations or services is strictly prohibited.

Employees are not, in any circumstances, to disclose the identity of program participants, including name, address, family members, photographs, or other personal information, except with the express permission of the Executive Director or as necessary to comply with GBAPSD reporting or other operational requirements.

Employees are not allowed to use or otherwise access GBAPSD equipment, including but not limited to computers, company-licensed software, or other electronic equipment to conduct personal blogging or social networking activities.

Employees are not allowed to engage in blogging or social networking during working time. This prohibition does not extend to approved breaks or other times that the employee is not expected or required to be working.

Employees who use social media should realize that there is seldom a reasonable expectation of privacy. What you post is frequently available for anyone to see, not just your intended audience or recipients.

Nothing in this policy is intended to prohibit employees from using social media to engage in discussions regarding their terms and conditions of employment or other concerted protected activity during non-working times.

### **15. EMPLOYEE WHISTLEBLOWER PROTECTION**

Referenced in the Employee Handbook – SECTION 2, Employment Law.

### **16. BACKGROUND CHECKS**

(1) Before a person is hired, directly or through contract, including transportation staff and contractors, a program must conduct an interview, verify references, conduct a sex offender registry check and obtain one of the following.

- (i) State or tribal criminal history records, including fingerprint checks; or,

(ii) Federal Bureau of Investigation criminal history records, including fingerprint checks.

(2) A program has 90 days after an employee is hired to complete the background check process by obtaining:

(i) Whichever check listed in paragraph (b)(1) of this section was not obtained prior to the date of hire; and,

(ii) Child abuse and neglect state registry check, if available.

(3) A program must review the information found in each employment application and complete background check to assess the relevance of any issue uncovered by the complete background check including any arrest, pending criminal charge or conviction and must use Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f(c)(1)(D) and 42 U.S.C. 9858f(h) (1) or tribal disqualifications factors to determine whether the prospective employee can be hired or the current employee must be terminated.

(4) A program must ensure a newly hired employee, consultant or contractor does not have unsupervised access to children until the complete background check process described in paragraphs (b)(1) through (3) of this section is complete.

(5) A program must conduct the complete background check for each employee, consultant or contractor at least once every five years which must include each of the four checks listed in paragraphs (b)(1) and (2) of this section, and review and make employment decisions based on the information as described in paragraph (b)(3) of this section, unless the program can demonstrate to the responsible HHS official that it has a more stringent system in place that will ensure child safety.

# APPENDIX A

# JOB DESCRIPTIONS

## POSITION RESPONSIBILITIES AND EXPECTATIONS

### Mission Statement

#### Our Core Purpose

*We educate all students to be college, career and community ready, inspired to succeed in our diverse world.*



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<b>Position Title:</b>	<b>Head Start Director and Principal</b>
<b>Required Qualifications:</b>	Wisconsin Department of Public Instruction Administrative License (K-12 Principal) Teachscape Assessment Certification Minimum of 3 years successful teaching experience Additional qualifications and or experience may be required as determined by the Superintendent.
<b>Education:</b>	Master's Degree as required for Principal licensure
<b>Qualifications Desired:</b>	School Administration or leadership experience
<b>Reports to:</b>	Chief Administrator of Educator Development and Effectiveness
<b>Supervises:</b>	Teachers Coaches Paraprofessionals Clerical Monitor staff
<b>Terms of Employment:</b>	12 month position with salary and benefits as determined by the Board of Education
<b>Position Purpose:</b>	<b>Provides instructional leadership ensuring all students are college, career and community ready; manages the operations and resources for a safe, efficient and effective learning environment, manages school operations within the budget, creates and sustains a school culture conducive to learning and staff professional development.</b>
<b>Essential Functions:</b>	<ol style="list-style-type: none"><li>1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.</li></ol>

- **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
  3. Strives to create a favorable professional impact on students, parents, community, and other employees.
  4. Acts with integrity, fairness and in an ethical manner.
  5. Supervises and evaluates staff at the Head Start Learning Center to ensure effective instructional practice that leads to high levels of student achievement.
  6. Facilitate the establishment of Head Start annual program goals and reports; strategic planning; Governing Board/Policy Council training; annual community needs assessment; program service plans and program self-assessment.
  7. Participates in curriculum development at the district level and provides input for the adoption of preschool curriculum guides and assessment.
  8. Recommends employees for employment, promotion, transfer, demotion or dismissal within the Head Start program.
  9. Approves the master teaching schedule and special assignments.
  10. Participates in principals' meetings, and such other meetings as are required or appropriate.
  11. Provides for in-service education and staff professional growth.
  12. Plans for and conducts Head Start staff and management team meetings.
  13. Reviews and approves lesson plans.
  14. Prepares and submits the Head Start program's budgetary requests and monitors the expenditures of Head Start funds.
  15. Maintains directly or through delegation Head Start records, business and personnel records which are required by law, Board of Education policy, and Head Start regulations.
  16. Develop meaningful plans to improve parent involvement including providing opportunities for participation, parent education programs and resources for parents.
  17. Provides for adequate inventories of Head Start property for its security and accountability.
  18. Supervise the daily use of the Head Start Learning Center facilities for both academic and non-academic purposes.
  19. Arranges for and supervises substitute teachers.
  20. Works directly with guidance to enhance individual student's education and development.
  21. Maintains high standards of staff and student conduct.
  22. Coordinate eligibility, recruitment, selection, enrollment and attendance of Head Start children.
  23. Responds to the health and safety needs of students.
  24. Maintains active relationships with students and parents.
  25. Maintains the required Head Start Reporting dates and presents required reports to the Board of Education for approval.
  26. Communicates directly or through delegation all actions of the Board of Education and the Head Start Policy Council.

27. Provides for the ongoing review, evaluation and development of rules, guidelines, procedures and practices consistent with the policies and decisions of the Board of Education and the Head Start Program Performance Standards.
28. Provides input for long-range planning in all areas of program operation and, also, timelines for implementation of those plans.
29. Keeps informed of developments in the profession by attending professional meetings, reading professional journals, maintaining membership in professional organizations, and enrollment in graduate education courses.
30. Complete and submit all required Federal and State Head Start reports in a timely manner.
31. Performs all other duties as assigned.

**Working Conditions:**

1. Work involves frequent disruptions of daily schedule.
2. Work involves frequent deadlines under pressure.
3. Required to work extended hours.
4. Work requires frequent travel within and occasionally, outside the District.

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# Mission Statement

## Our Core Purpose

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inspired to succeed in our diverse world.*



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**Position Title:** Head Start Health Services Coordinator

### Qualifications

**Required:** Education: Bachelor of Science Degree in Nursing  
Experience: Minimum of 1+ years successful nursing experience

**Reports to:** Director/Principal of Head Start

### Terms of

**Employment:** 191-day position with salary and benefits determined by the Board of Education.

**Position Purpose:** To coordinate the Health and Nutrition Services of the Green Bay Area Public Schools Head Start program.

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
3. Creates a favorable professional impact on students, parents, community, and other employees.
4. Maintains confidentiality in verbal, written, and electronic communication.
5. Refers confidential information to the appropriate person.
6. Follows safe practices and adheres to safety standards.
7. Develops annual program goals, self-assessment, program improvement plans, grant writing and long-range program goals related to the content area of expertise.
8. Annually update and implement the Health and Nutrition Services Plan.
9. Oversees the school lunch program and lunch staff.
10. Provide training for staff and parent(s)/guardian(s) on topics related to preventative health, emergency first aid measures, and all areas of safety.
11. Monitor all aspects of Health and Nutrition Services utilizing the Head Start Performance Standards and GBAPS policy.
12. Perform and/or supervise the vision and hearing screening process of Head Start children.
13. Provide families with necessary skills and knowledge for linkage with an ongoing healthcare system through the use of community resources.

14. Recruit community and parent/guardian members for the Health and Education Advisory Committee.
15. Supervise maintenance of child health records to achieve compliance with regulations.
16. Complete health data entry that requires interpretation of results (health history, physical, dental and vision exams, and written follow-up by medical professionals).
17. Monitor and follow up on necessary health requirements of staff.
18. Provide training to Family Advocate staff to determine health and nutrition needs and referrals of Head Start children.
19. Arrange for physical and dental exams with local health service providers for families without insurance or Medical Assistance.
20. Monitor the work of the contracted Dietician to analyze data and provide nutrition services and information to families.
21. Monitor procedures for Head Start nutrition services including forms, written materials for parent(s)/guardian(s), staff training, and provision of direct services.
22. Train staff to administer any medications or treatments ordered by the child's physician that need to be given during school hours.
23. Work collaboratively with the District food service department to assure meals meet the required daily nutrition needs according to Head Start regulations.
24. Provide appropriate training and oversight of lunch monitors.
25. Develop and update annually the Health Manual for parent/guardian use.
26. Submit monthly program reports and complete required information for the annual PIR.
27. Participate in community partnerships and committees as a representative of Head Start.
28. Organize Enrollment Days/Health Fair in August.
29. Work collaboratively with Oral Health Partnership (OHP) and Northeast Wisconsin Technical College Dental Hygiene Department to schedule dental examinations and treatments and arrange fluoride treatments.
30. Perform all other duties as assigned by Supervisor.

**Working Conditions:**

1. Work involves a flexible daily schedule.
2. Work involves frequent disruptions of daily schedule and frequent deadlines under pressure.
3. Plans with others to determine how organizationally to best meet the needs of those serviced.
4. Work requires a flexible mindset, including a willingness and ability to readily respond to continuously changing situations.
5. Strive to create a favorable professional impact on students, parent(s)/guardian(s), community and other employees.
6. Ability to lift and carry up to 25 pounds.
7. Work involves a high level of decision making and the ability to keep information confidential.
8. Work involves travel in and outside the district.

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**Position Title:**           **Head Start Education and Disabilities Services Coordinator**

### Qualifications

**Required:**           Education:     Master’s Degree in Preschool or Early Childhood Education  
Experience:   Wisconsin Department of Public Instruction License (Pre-K).  
Minimum of 3 years of successful teaching experience.  
Leadership experience.

**Reports to:**           Director/Principal of Head Start

### Terms of

**Employment:**       191-day position with salary and benefits determined by the Board of Education;  
follows the Green Bay Public School District Employee Handbook

**Position Purpose:**   To coordinate the Education and Disabilities Services of the Green Bay Area  
Public School District Head Start program.

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students’ cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
3. Creates a favorable professional impact on students, parents, community, and other employees.
4. Maintains confidentiality in verbal, written, and electronic communication.
5. Refers confidential information to the appropriate person.
6. Follows safe practices and adheres to safety standards.
7. Monitor all aspects of the Education and Disabilities Services utilizing the Head Start Performance Standards.
8. Provide training on the preschool curriculum/assessment system and Head Start requirements for use of assessment data for classroom staff.
9. Works collaboratively with Education Services Coaches to ensure the implementation of Practice Based Coaching model.
10. Monitor required developmental screening process.
11. Collaborate with the school District Early Childhood staff regarding Preschool Learning Support Teams, screenings, referrals, enrollment and collaborative classrooms.

12. Recommend, plan and conduct educational in-service activities for staff and parent(s)/guardian(s).
13. Maintain annual CLASS (Classroom Assessment Scoring System) Certification in order to conduct CLASS observations in all Head Start classrooms, meet with the teacher to discuss findings and conduct CLASS training for staff.
14. Develops annual program goals, self-assessment, program improvement plans, grant writing and long-range program goals related to the content area of expertise.
15. Assist, support, and monitor daily classroom operations at all sites to ensure compliance with Head Start regulations.
16. Work with the Director of Head Start and building principals to provide information necessary for supporting the District supervision/evaluation process of Head Start staff.
17. Complete in-kind reports; provide information for monthly and semi-annual reports and record Program Information Report (PIR) data in areas of responsibility.
18. Coordinate self-assessment process for Education and Disabilities services.
19. Attend regularly scheduled management team meetings.
20. Participate in community partnerships and committees as a representative of Head Start.
21. Collaborate with the District Preschool Leadership Team to plan Professional Development opportunities.
22. Participates in all required training at both Head Start and District level.
23. Serves on the Building Leadership Team.
24. Serves on the Classroom Data Analysis team. Serves on the Building Learning Support team and, when possible, Preschool Learning Support team.
25. Perform all other duties as assigned by Supervisor.

**Working Conditions:**

1. Work entails a flexible daily schedule.
2. Work involves frequent disruptions of daily schedule and frequent deadlines under pressure.
3. Plans with others to determine how organizationally to best meet the needs of those serviced.
4. Work requires a flexible mind-set, including a willingness and ability to readily respond to continuously changing situations and expectations.
5. Strive to create a favorable professional impact on students, parent(s)/guardian(s), community and other employees.
6. Work involves collaborative relationships with classroom teams, Head Start and building leadership.

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**Position Title:** Head Start Family Services Mental Health Coordinator

### Qualifications

**Required:**

Education: Master's Degree in Human Services, Social Work, Psychology or a related field

Experience: Wisconsin Department of Public Instruction License (SSW)  
Minimum of 3 years successful teaching/counseling experience and leadership experience

### Qualifications

**Desired:**

Education: Wisconsin Licensed Clinical Social Worker or equivalent, Licensed Independent Mental Health Provider

**Reports to:** Director of Head Start

### Terms of

**Employment:** 191-day position with salary and benefits determined by the Board of Education; follows the Green Bay Public School District Employee Handbook

**Position Purpose:** To coordinate the Family Services and Mental Health Services of the Green Bay Area Public School District Head Start program

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
3. Creates a favorable professional impact on students, parents, community, and other employees.
4. Maintains confidentiality in verbal, written, and electronic communication.
5. Refers confidential information to the appropriate person.
6. Follows safe practices and adheres to safety standards.
7. Annually update and implement the Mental Health, Family Services plans, PFCE Framework plans and Program Guidelines and Operational Procedures.
8. Manage all aspects of Mental Health and Family Services utilizing the Head Start Performance Standards.

9. Develops annual program goals, self-assessment, program improvement plans, grant writing and long-range program goals related to the content area of expertise.
10. Assist in the hiring process of new Family Advocate staff.
11. Oversee the work of the Family Advocate staff.
12. Monitor the development and follow-up of the Family Partnership Agreement process including family goal planning, steps, resources, timelines and completion.
13. Monitor essential functions of the Family Advocate staff including necessary training and facilitating regular scheduled team meetings.
14. Conduct district child abuse and neglect training, confidentiality and suicide prevention trainings and provide support to staff in these areas.
15. Conduct or arrange for parent/guardian and staff training on mental health and social emotional issues.
16. Monitor/support the program wide integration of the Head Start Parent Family and Community Engagement Framework.
17. Facilitate and, if needed, arrange case management or debriefings with teachers, Family Advocates, and external agencies that may be involved with a child regarding family support services and/or mental health.
18. Facilitate the development of Positive Behavior Support Plans as needed.
19. Assist with parent/guardian Enrollment Days and the social and emotional screenings (ASQ:SE-2) of children.
20. Conduct regular classroom observations for possible mental health or social-emotional referrals.
21. Conduct and track child mental health/behavioral consultations with staff and parent/guardian, interventions and referrals as indicated on the PIR.
22. Conduct individual mental health/social-emotional assessments of children as needed.
23. Provides support and offers resources to classroom staff, parents and children as needed for mental health, behavioral, social-emotional and special needs concerns.
24. Provide input to the Director of Head Start for Family Advocate performance and evaluations.
25. Provide crisis intervention counseling with parent(s)/guardian(s) and children as needed and provide appropriate referrals to community agencies and resources.
26. Follow up on needed documentation and /or case management regarding legal guardianship, restricted custody plans, out of home placements, and family court orders.
27. Conduct home visits with parent(s)/guardian(s) and children as necessary.
28. Complete in-kind reports; provide information for monthly and semi-annual reports and record PIR data in areas of responsibility.
29. Serve on Head Start Learning Supports team and Leadership/Safety team.
30. Work collaboratively with district student services staff regarding district and community resources, McKinney-Vento Homeless Grant referrals and case management of common families.
31. Participate in community agency meetings and organizations that serve Head Start families.
32. Attend regularly scheduled management team meetings, staff meetings and trainings.
33. Perform all other duties as assigned by Supervisor.

**Working Conditions:**

1. Work involves a flexible daily schedule.
2. Work involves frequent disruption of daily schedules and frequent deadlines under pressure.
3. Plans with others to determine how organizationally to best meet the needs of those serviced.
4. Work requires a flexible mindset, including a willingness and ability to readily respond to continuously changing situations and expectations, including crisis response and intervention.

5. Strive to create a favorable professional impact on students, parent(s)/guardian(s), community and other employees.
6. Frequent bending, reaching, light to moderate lifting, kneeling, sitting on floor with children, etc.
7. Work involves a high level of decision making and the ability to keep information confidential.
8. Work involves travel in and outside the district.

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# Mission Statement

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**Position Title:** Head Start Education Services Coach

### Qualifications

**Required:**

Education: Bachelor's Degree in Education, Preschool or Early Childhood Education;  
Wisconsin Department of Public Instruction Educator License (PreK-Kindergarten).

Experience: Minimum of three (3) years of successful teaching experience.

Knowledge and Skills: Knowledge of Early Childhood practices and adult learning principles.

### Qualifications

**Desired:**

Education: Master's Degree in Education

Experience: Minimum of five (5) years of successful teaching experience.

Knowledge and Skills: Knowledge of Early Childhood practices and adult learning principles.  
Knowledge of Head Start Program Performance Standards, Creative Curriculum and Teaching Strategies GOLD.

**Reports to:** Director/Principal of Head Start

### Terms of

**Employment:** 191-day position with salary and benefits determined by the Board of Education; follows the Green Bay Public School District Employee Handbook

**Position Purpose:** To support the professional development of classroom staff and to facilitate classroom and program wide improvement through the implementation of a research based comprehensive coaching model; To facilitate adult professional growth through the use of Practice Based Coaching.

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.

3. Creates a favorable professional impact on students, parents, community, and other employees.
4. Maintains confidentiality in verbal, written, and electronic communication.
5. Refers confidential information to the appropriate person.
6. Follows safe practices and adheres to safety standards.
7. Develops a culture of trust and respect, building collaborative partnerships with staff that support goals and action planning, focused observations, reflection and feedback leading to growth.
8. Promotes and maintains the confidentiality of the mentor/coach relationship.
9. Schedules, plans, and facilitates on-site visits and coaching sessions.
10. Supports teaching staff to assess his/her strengths and needs in effective instructional practices.
11. Utilizes child outcomes and CLASS data to support teachers in developing appropriate teaching techniques, environments and staff interactions with children by: providing resources, modeling, responding to specific training requests from staff, assisting with orientation of new staff, and using an evidence-based coaching model to provide individualized feedback.
12. Collects, aggregates and records data from various sources to be used to inform coaching both individually and in a group setting.
13. Assists and supports classroom staff with children with challenging behaviors and/or children that have been exposed to trauma.
14. Supports the bridge between learning about a practice and using it in the classroom.
15. Supports agency compliance with Head Start Program Performance Standards and Wisconsin Day Care Licensing.
16. Develops and co-facilitates with the Head Start Education Services Coordinator, team meetings and other professional learning opportunities that align with Head Start and District initiatives.
17. Participates in all required training at both a Head Start and District level.
18. Provides information for monthly and semi-annual Head Start reports.
19. Perform all other duties as assigned by Supervisor.

**Working Conditions:**

1. Work involves disruptions of daily schedule.
2. Work involves frequent deadlines under pressure.
3. Work requires flexibility in adjusting to continuously changing situations.
4. Work entails a flexible daily schedule.
5. Work involves a high level of decision making and the ability to keep information confidential.
6. Work involves travel in and outside the district.

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**Position Title:**            **Head Start Parent Engagement Associate**

### Qualifications

**Required:**

Education:        Associate (or higher) degree, or enrolled in a program leading to an associate or baccalaureate degree or at least 48 semester hours from an accredited higher education institution and in the field of Human Services, Early Childhood or a related field.

Experience:        Meet a rigorous standard of quality and be able to demonstrate knowledge of and the ability to interact positively with parents, staff and school and community resource agencies. Leadership and mentoring skills.

### Qualifications

**Desired:**

Education:        Bachelor's Degree

Experience:        Organizational skills involved with record keeping, data entry and planning program activities.

**Reports to:**            Director/Principal of Head Start

### Terms of

**Employment:**        Ten (10) month position with salary and benefits determined by the Board of Education; follows the Green Bay Public School District Employee Handbook. This position will follow the student calendar.

**Position Purpose:**    The Parent Engagement Associate will coordinate the efforts of the Head Start Parent engagement activities to meet the educational and cultural needs of all Head Start families.

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
3. Creates a favorable professional impact on students, parents, community, and other employees.

4. Maintains confidentiality in verbal, written, and electronic communication.
5. Refers confidential information to the appropriate person.
6. Follows safe practices and adheres to safety standards.
7. Perform all assigned duties relating to the daily operations of the Family Resource Center.
8. Collaborate with Community Partners to design and present parent training activities.
9. Conduct an annual survey of parents/guardians to determine relevant training needs and barriers to participation.
10. Create flyers for family and parent events, ensure timely delivery to both Head Start sites.
11. Coordinate and attend evening meetings, resource fairs, family events and training for parents.
12. Coordinate translator/sign services for English Language Learners (ELL) and Deaf and Hard of Hearing (DHH) families attending parent/guardian engagement activities.
13. Create a monthly Family Engagement calendar
14. Collaborate with program coordinators to locate community resources and plan activities to address training needs.
15. Work collaboratively with the Head Start Director in planning, coordinating and training members of Policy Council.
16. Conduct health and safety training for the Policy Council Health & Safety committee.
17. Coordinate and conduct health and safety checks in all classrooms on a bi-monthly basis. Address safety concerns with appropriate staff, District facilities or Director of Head Start.
18. Ensure daily classroom and playground checklists are completed and recorded by assigned personnel.
19. Ensure that first aid kits located in all classrooms at each site are inspected and items replaced as needed on a monthly basis
20. Assist Family Services Mental Health Coordinator with Family Advocate essential functions and program wide integration of the Head Start Parent, Family, and Community Engagement framework (PFCE).
21. Determine needs, organize systems and oversee process of scheduling volunteer and staff child care workers for family activities.
22. Plan and purchase food, supplies and materials for staff and parent activities.
23. Ensure compliance with all Head Start Performance Standards in their area of expertise.
24. Complete and submit assigned work accurately and in a timely manner.
25. Plan and present program information at management team meetings and program wide staff meetings and training days.
26. Track and order Family Resource Center supplies through Head Start secretary
27. Monitor and document parent participation for Family Engagement activities in the Child Plus tracking system.
28. Prepare required reports for each monthly Policy Council meeting.
29. Manage Head Start parent funds account and donations.
30. Conduct home visits as needed.
31. Maintain confidentiality of all program and family information.
32. Perform all other duties as assigned by Supervisor.

**Working Conditions:**

1. Flexible daily schedule to permit attendance at assigned meetings/professional learning.
2. Work involves frequent disruptions of daily schedule.
3. Work involves frequent deadlines under pressure.
4. Work includes travel to other buildings/sites.

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**Position Title:** Head Start and Head Start/4K Teacher

### Qualifications

**Required:** Education: Bachelor's Degree and Wisconsin Department of Public Instruction Educator License in the related field.

**Reports to:** Head Start Director/Principal

### Terms of

**Employment:** 191 – day contract with salary based on teacher salary schedule; follows the Green Bay Public School District Employee Handbook.

**Position Purpose:** Provide instruction that allows students to reach proficiency as specified in the District and Head Start's written curriculum.

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities.
  - **Integrity:** Demonstrating fairness in judgment and action.
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences.
2. Provides excellent, responsive service and treats all in a respectful manner.
3. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
4. Creates a favorable professional impact on students, parents, community, and other employees.
5. Develop a positive, developmentally appropriate classroom program.
6. Complete a minimum of two home visits and two parent/guardian conferences per year, per child, and complete required documentation.
7. Assess and evaluate all children's progress per Head Start regulations.
8. Implement an individualized program for each child.
9. Participate in scheduled staff meetings and training.
10. Encourage parent/guardian participation in all aspects of the program.
11. Utilize effective daily classroom interactions among children and other staff to promote children's social, emotional, cognitive and language development.
12. Use a systematic plan of record keeping for planning instruction (lesson plans), reporting to parent(s)/guardian(s), assessing the child's progress, notation of family contacts (contact sheets), and evaluation utilizing required software, as appropriate.
13. Support Head Start family activities.

14. Work cooperatively with parent(s)/guardian(s), staff, and district administration.
15. Support and encourage volunteers in the classroom.
16. Comply with Head Start regulations in all component areas utilizing the Education Services Plan and Head Start Performance Standards.
17. Comply with Child Care regulations in all component areas.
18. Integrate the educational aspects of the various Head Start components in the daily program of activities.
19. Involve parent(s)/guardian(s) in educational activities of the program to enhance their role as the principal influence on the child's education and development.
20. Assist parent(s)/guardian(s) to increase knowledge, understanding, skills, and experiences in child growth and development.
21. Identify and reinforce home learning experiences,
22. Prepare weekly lesson plans (evidence of individualized program) and provide to building principal and Education Services Manager.
23. Work compatible with program assistant and provide appropriate direction.
24. Complete all documentation/paperwork - update files, home visits, screenings, assessments, contact sheet as required by program regulations
25. Complete all other tasks required by federal and local program regulations as assigned by Head Start Coordinators and Director

**Working Conditions:**

1. Work involves frequent deadlines under pressure;
2. Work requires frequent use of computer programs and data analysis.
3. Work involves exposure to the general public.
4. Work requires planning with colleagues and others to best meet the needs of those served.
5. Work requires flexibility in adjusting to continuously changing situations.
6. Work entails a flexible daily schedule.

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**Position Title:** Classroom Assistant - Paraprofessional

### Qualifications

**Required:** Education: Associate (or higher) degree, or Child Development Associate credential (CDA), **or** Enrolled in a program leading to an associate or baccalaureate degree, **or** Enrolled in a CDA credential program to be completed within two years

Experience: Meet a rigorous standard of quality and be able to demonstrate knowledge of and the ability to assist in instructing preschool children.

### Qualifications

**Desired:** Education: Associates Degree – Child Development or a related field

Experience: Prior experience working with children

**Reports to:** Head Start Director/Principal

**Supervises:** Students, as assigned

**Terms of Employment:** See specific terms as listed on the job posting

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities.
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Assists teachers with daily classroom routine.
3. Assists in the supervision of students as directed (bussing, field trips, meals, etc.).
4. Demonstrates caring and friendly manner towards students and parent(s)/guardian(s).
5. Assists teachers with the written observations and anecdotal record keeping of the educational assessment process.
6. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
7. Informs the teacher/principal of injuries to students, serious problems, and/or other unusual circumstances.

8. Performs certain clerical tasks (data entry, filing, duplicating, etc.) at the direction of the teacher/program.
9. Maintains confidentiality of staff and student information.
10. Provides feedback to the teacher regarding students' progress, when appropriate.
11. Interacts with students during learning tasks in ways which provide opportunities for students to experience success.
12. Utilize effective daily classroom interactions among children and other staff to promote children's social, emotional, cognitive and language development
13. Assist teachers with home visits and parent/teacher conferences.
14. Assist with health screenings as required by program policy.
15. Assists with data entry.
16. Assist with breakfast, lunch, naptime and snack routine according to program policy.
17. Attend Head Start staff meetings and professional learning opportunities.
18. Complies with and enforces District policies, school rules, Child Care and Head Start regulations.
19. Displays a care and interest for personal appearance which is appropriate to the job.
20. Accepts and utilizes suggestions for improvement.
21. Works well with other employees and is supportive of contemporaries in the building and the District.
22. Exhibits flexibility in coping with new and different circumstances as they arise.
23. Reports on time and remains for all classes, meetings, and other assignments during the workday.
24. Performs other duties as assigned.

**Working Conditions:**

1. Work is predominantly in the classroom, school environment.
2. Work involves frequent disruptions of daily schedule, with flexibility to adjust to continuously changing situations.
3. Work involves frequent deadlines under pressure to complete assigned tasks in a timely manner.
4. Ability to work at a desk, conference table or in meetings of various configurations.
5. Ability to stand and circulate for extended periods of time.
6. Ability to communicate so others will be able to clearly understand normal conversation.
7. Ability to bend and twist, stoop, kneel, run and crawl and reach in all directions.
8. Ability to lift and carry up to 25 pounds.

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# Mission Statement

## Our Core Purpose

*We educate all students to be college, career and community ready, inspired to succeed in our diverse world.*



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**Position Title:** Head Start Family Advocate – Home Visitor

### Qualifications Required:

**Education:** At least two years of higher education which is equivalent to at least 48 semester hours from an accredited higher education institution and a credential or certification in the field of Human Services, Social Work, Family Services, Counseling or a related field.

**Experience:** Prior experience with community resource/economic support agencies; Ability to make home visits with flexibility to include home visits after school hours. Knowledge and skill with computers.

### Qualifications Desired:

**Education:** Bachelor's Degree – Social Work, Human Services, Family Services, Counseling or a related field.

**Experience:** Knowledge of family systems; ability to maintain a positive and non-judgmental attitude toward families; prior experience working with low income and at-risk families.

**Reports to:** Director/Principal of Head Start

### Terms of Employment:

10-month position with salary and benefits determined by the Board of Education; follows the Green Bay Public School District Employee Handbook

**Position Purpose:** The Family Advocate is part of the classroom team. As such s/he is the liaison between home and classroom providing family goal planning, family support and ensuring access to needed services.

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.

3. Creates a favorable professional impact on students, parents, community, and other employees.
4. Maintains confidentiality in verbal, written, and electronic communication.
5. Refers confidential information to the appropriate person.
6. Follows safe practices and adheres to safety standards.
7. Reviews, maintains and understands all program Federal Performance Standards related to the position and the Head Start Parent, Family and Community Engagement (PFCE) framework.
8. Makes frequent contacts with various community resources, programs, and agency staff members in a professional manner, while maintaining confidentiality expectations.
9. Assists with and attends Enrollment Days prior to the start of the school year.
10. Completes initial home visit with families enrolled during the year to obtain required paperwork and begin relationship building.
11. Makes family contacts to follow-up on child absences, bus problems, missing health information, etc.
12. Provide educational information to families regarding all Head Start Services and PFCE Framework.
13. Conducts home visits in accordance with the Family Advocate timeline with additional Home Visits, if needed, to build collaborative relationships with families, provide support and make referrals to community resources and other support services.
14. Assess family strengths, needs and interests with all assigned families as early in the program year as possible. Assist families in developing family goals with responsibilities, timelines, strategies and follow-up on progress toward achieving those goals.
15. Assist families with locating community resources and/or information as needs and interests are identified, and follow-up with families on resources & information provided.
16. Documentation of each family home visit, contact, referrals and services provided.
17. Tracking and follow-up of all health concerns and referrals (heights, weights, vision, hearing, nutrition, etc.) and family service needs on a computer-based tracking system.
18. Ensures every enrolled child is up-to-date in their schedule of well child care including physical examinations, dental examinations, immunizations, etc.
19. Notifies classroom staff and Health Services Coordinator (HSC) of all emergent medical needs of the student such as medications and allergies.
20. Ensures all health information obtained via phone contacts, home visits, emails, fax, etc. is forwarded to HSC and teachers as needed.
21. Maintains family file with necessary forms, documentation, and up-to-date records in an organized and orderly fashion.
22. Performs all tasks assigned at the close of program year regarding cumulative folders and/or family Head Start records, etc.
23. Assists with transitions for children returning to Head Start for an additional year and with Enrollment Days for new families.
24. Completes accurate and timely data entry through the Head Start web-based program (Child Plus) in all areas of responsibility.
25. Assist classroom staff in classrooms as needed.
26. Spends a number of days in the classroom each year to build a relationship (or become familiar) with children in your case load.
27. Participate in staffing, in-services and other training scheduled during the workday.
28. Practice ethical and professional standards of conduct with program staff and families, including non-judgmental and non-discriminatory attitude, respectful communication, resolve personal conflicts and take personal responsibility.
29. Apply work-related legal issues concerning the education of children and youth including reporting suspected incidents of child abuse and neglect.
30. Adheres and follows work-related health, safety, and emergency procedures and practices.
31. Perform all other duties as assigned by Supervisor.

**Working Conditions:**

1. Work is predominantly in traveling to family homes, schools and offices.
2. Work involves frequent disruptions of daily schedule, with flexibility to adjust to continuously changing situations, including occasional crisis situations.
3. Work involves frequent deadlines under pressure to complete assigned tasks in a timely manner.
4. Ability to work at a desk, conference table or in meetings of various configurations.
5. Ability to communicate so others will be able to clearly understand normal conversation.
6. Ability to bend, stoop and stand for reasonable periods of time and the ability to lift up to 25 pounds and climb stairs as needed.

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# Mission Statement

## Our Core Purpose

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**Position Title:** Clerical - Head Start Secretary

### Qualifications

#### Required:

Education: High School Diploma  
Experience: Prior experience operating modern office machines, including the latest technology (i.e., network printers, computers, fax machines, etc.) Experience working with electronic forms of communication. Competency: Demonstrated proficiency on clerical skills test(s), including areas such as: punctuation, arithmetic, grammar, proofreading, spelling, numeric filing, typing, word processing, spreadsheet, 10-key data entry, and alpha-numeric data entry at the level indicated for the specific position; Excellent organizational and customer service skills

### Qualifications

#### Desired:

Education: Associate's Degree – Administrative Assistant or related study.  
Experience: Three (3) years in office environment

**Reports to:** Head Start Director/Principal

**Supervises:** Students, as assigned

### Terms of

#### Employment:

See specific terms as listed on the job posting; Flexible hours and overtime required by position; Rate of pay and benefits determined by the Board of Education; follows the Green Bay Public School District Employee Handbook

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - a. **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - b. **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - c. **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities.
  - d. **Integrity:** Demonstrating fairness in judgment and action
  - e. **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Demonstrates exemplary, responsive service and treats all in a respectful manner.
3. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
4. Creates a favorable professional impact on students, parents, community, and other employees.

5. Maintains confidentiality in verbal, written, and electronic communication.
6. Refers confidential information to the appropriate person.
7. Follows safe practices and adheres to safety standards.
8. Word processes letters, memorandums, reports and other documents from rough drafts with the ability to use all necessary features of the software.
9. Proofreads created documents and makes necessary changes.
10. Prepares and distributes mailings.
11. Opens, date stamps, sorts, and delivers incoming mail.
12. Performs receptionist duties such as greeting visitors, providing information and direction, and screening visitors.
13. Answers incoming calls, screens calls, responds to inquiries, records and delivers messages per protocols. Uses electronic media including Internet, wikis, blogs, online calendars, etc. in order to effectively multi-task and streamline work to recognize and create efficiencies.
14. Enters data in computerized software via data entry or interface procedures.
15. Generates reports from computerized systems and databases.
16. Type business forms such as purchase requisitions, address labels, file labels, index cards, form letters, fill-in forms and requisitions for payment.
17. Compiles information or data for reports that meet the end users' requirements.
18. Creates and maintains electronic and paper filing systems.
19. Collects information from multiple sources such as specialized reference sources, including outside agencies and the Internet.
20. Schedules meetings and manages electronic calendar(s).
21. Runs report of daily teacher absences and prepares sub-teacher materials.
22. Assists the principal or supervisor with monitoring and tracking staff absences for verification and approval.
23. Maintains staff mileage and conference requests.
24. Set up classroom field trips including transportation, food, costs.
25. Provides support in scheduling students for activities or special programs.
26. Maintain scheduling for all Head Start students in Infinite Campus and Child Plus
27. Maintains Head Start program files.
28. Maintains inventory and orders supplies.
29. Record expenditures and monitor balance in all classroom accounts.
30. Enter and maintain all requisitions, supply requests and invoices through the district purchasing system.
31. Liaison between Head Start and the Transportation Company(ies).
32. Organize all bus changes and communication to the appropriate staff..
33. Maintains confidentiality; Uses discretion in releasing information.
34. Performs all other duties as assigned.

**Working Conditions:**

1. Work involves frequent disruptions of daily schedule, with flexibility to adjust to continuously changing situations.
2. Work involves frequent deadlines under pressure to complete assigned tasks in a timely manner.

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# ADDENDUM TO: Head Start Secretary

Position Title: ERSEA Clerical



**Addendum Title: ERSEA Clerical**

**Additional  
Essential Functions:**

1. Support the following areas for the Head Start Program: Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA).

Eligibility

- Prepare for upcoming school year from January to September; collect returning children applications, set class lists and create bus routes.
- Communicate and work closely with 4K and Central Registration regarding the placement of Head Start children.
- Sort and process all Head Start applications in the Head Start office.

Selection

- Select children for placement in Head Start per Head Start regulations.
- Maintain a waiting list for selection in future openings.
- Utilize the selection procedure to fill openings from the waiting list.

Enrollment

- Create and maintain cumulative folders for all Head Start children.
- Maintain up-to-date class lists.

Attendance

- Run monthly attendance reports from Child Plus for the Director and food service department.
- Monitor attendance procedures including sending attendance letters to families.
- Daily verify student attendance in Infinite Campus for all Head Start locations.

ERSEA

- Attend workshops and other training at the request of the Head Start Director.
- Annually provide ERSEA training to staff and policy council per Head Start Regulations.

*This job description addendum is intended to expand on the primary job description for the position. It is intended to further describe the requirements, essential functions, general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# ADDENDUM to: Head Start Secretary

Position Title: Technology Coordinator

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**Position Title:** Clerical - Technology Coordinator

**Additional  
Essential Functions:**

1. Enters data in computerized software via data entry or interface procedures.
2. Generates reports from computerized systems and databases.
3. Type business forms such as purchase requisitions, address labels, file labels, index cards, form letters, fill-in forms and requisitions for payment.
4. Compiles information or data for reports that meet the end users' requirements.
5. Creates and maintains electronic and paper filing systems.
6. Collects information from multiple sources such as specialized reference sources, including outside agencies and the Internet.
7. Schedules meetings and manages electronic calendar(s).
8. Runs report of daily teacher absences and prepares sub-teacher materials.
9. Assists the principal or supervisor with monitoring and tracking staff absences for verification and approval.
10. Maintains staff mileage and conference requests.
11. Provides support in scheduling students for activities or special programs.
12. Orients new clerical employees, trains others in office process and protocols, software, and record keeping.
13. Maintains inventory and orders supplies.
14. Maintains confidentiality; Uses discretion in releasing information.
15. Performs all other duties as assigned.

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# Mission Statement

## Our Core Purpose

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**Position Title:**            **Head Start Lunch Monitor**

**District  
Classification:**       **Monitor**

### Qualifications

**Required:**            Education:     High School Diploma  
**Reports to:**         Health Services Coordinator/Director of Head Start

**Position Purpose:**    To assist with all aspects of lunch service to Head Start children. Food provided by District Food Service. Food heated onsite at HSLC and Southwest sites.

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
3. Creates a favorable professional impact on students, parents, community, and other employees.
4. Maintains confidentiality in verbal, written, and electronic communication.
5. Refers confidential information to the appropriate person.
6. Follows safe practices and adheres to safety standards.
7. Work collaboratively with Food Service staff.
8. Maintains inventory of supplies and equipment.
9. Maintains accurate daily records.
10. Ability to follow verbal and written communication and demonstrate skill.
11. Set out plates, cups, napkins, and flatware so children can set their own places or two to three children can rotate to set the tables for all, whichever the teacher decides.
12. Prepare all food (after heating) to be served, (e.g., divide, cut, assemble, place on serving plates).
13. Fill milk containers.
14. Clean and sanitize tables before and after use.
15. Sweep floors as necessary.
16. Wash and sanitize dishes using 3 sink methods; Air dry.

17. Attend all Head Start Lunch Monitor meetings and trainings throughout the year.
18. Document 15 hours of professional development per year per child care licensing.
19. Other duties assigned by the Head Start Director or Health Services Coordinator.

**Working Conditions:**

1. Work environment involved frequent disruptions of daily schedules with flexibility to adjust to continuously changing situations.
2. Work involves frequent deadlines under pressure.
3. Work requires flexibility in adjusting to continuously changing situations.
4. Work entails a flexible daily schedule.
5. Work involves a high level of decision making and the ability to keep information confidential.
6. Work involves travel in and outside the district.

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# Mission Statement

## Our Core Purpose

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inspired to succeed in our diverse world.*

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**Position Title:**            **Head Start Bus Monitor**

### District

**Classification:**        Monitor

### Qualifications

**Required:**            Education:        High School Diploma

**Reports to:**            Director/Principal of Head Start

**Position Purpose:**    Ride Head Start busses to ensure the safety of children

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
3. Creates a favorable professional impact on students, parents, community, and other employees.
4. Maintains confidentiality in verbal, written, and electronic communication.
5. Refers confidential information to the appropriate person.
6. Follows safe practices and adheres to safety standards.
7. Ride assigned bus for pick-up and drop-off.
8. Help children board and exit the bus.
9. Help children with harnesses and check to see they are safely harnessed before the bus departs.
10. Complete pre and post trip vehicle checks to ensure that there are no safety hazards and that no child is left on the bus.
11. Follow child pick-up and release procedures set by the Head Start Program.
12. Walk children to and from classrooms as assigned.
13. Help with Emergency Evacuation procedures.
14. Respond to Emergencies as directed by procedures.
15. Ensure busses are equipped with safety equipment (fire extinguishers, first aid kit, seat belt cutter) and signs are posted indicating their location.

16. Complete required paperwork such as daily attendance and bus behavior reports.
17. Report to work on time and follow call in procedure when absent.
18. Maintain the ability to monitor and control student behavior on the bus.
19. Maintains up-to-date records including a substitute folder.
20. Maintain effective working relationships with other employees and parent(s)/guardian(s).
21. Participate in all required training at both a Head Start and District level.
22. To meet Head Start Performance Standard of the required 15 hours of additional Education Services Coordinator or Head Start Director.

**Working Conditions:**

1. Work involves disruptions of daily schedule.
2. Work involves frequent deadlines under pressure.
3. Work requires flexibility in adjusting to continuously changing situations.
4. Work entails a flexible daily schedule.
5. Work involves a high level of decision making and the ability to keep information confidential.
6. Work involves travel in and outside the district.

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# Mission Statement

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Position Title: Head Start Classroom Monitor

Qualifications Required: High School Diploma

Qualifications Desired: Education: Associates Degree – Child Development or a related field  
Experience: Prior experience working with children

Reports to: Head Start Director/Principal

Supervises: Students, as assigned

Terms of Employment: See specific terms as listed on the job posting

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences.
1. Assists teacher with daily classroom routine.
1. Assists in the supervision of students as directed (naptime, meals, playground, etc.).
2. Demonstrates caring and friendly manner towards students and parent(s)/guardian(s).
3. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
4. Informs the teacher/principal of injuries to students, serious problems, and/or other unusual circumstances.
5. Maintains confidentiality of staff and student information.
6. Interacts with students during learning tasks in ways that provide opportunities for students to experience success.
7. Assist with breakfast, lunch, naptime and snack routine according to program policy.
8. Complies with and enforces District policies, school rules, and Child Care and Head Start regulations.
9. Displays a care and interest for personal appearance that is appropriate to the job.
10. Accepts and utilizes suggestions for improvement.
11. Works well with other employees and is supportive of contemporaries in the building and the District.

12. Exhibits flexibility in coping with new and different circumstances as they arise.
13. Reports on time and remains for all classes, meetings, and other assignments during the workday.
14. Performs other duties as assigned.

**Working  
Conditions:**

1. Work is predominantly in the classroom, school environment.
2. Work involves frequent disruptions of daily schedule, with flexibility to adjust to continuously changing situations.
3. Ability to stand and circulate for extended periods of time.
4. Ability to communicate so others will be able to clearly understand normal conversation.
5. Ability to bend and twist, stoop, kneel, run, crawl, and reach in all directions.
6. Ability to lift and carry up to 25 pounds.

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# Mission Statement

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**Position Title:** Head Start Registered Dietician Consultant

**District Clarification:** Contracted Position

### Qualifications

**Required:** Education: Registered Dietician

**Reports to:** Health Services Coordinator/Director of Head Start

**Position Purpose:** Consultation as needed on the nutrition component.

### Essential Functions:

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
3. Creates a favorable professional impact on students, parents, community, and other employees.
4. Maintains confidentiality in verbal, written, and electronic communication.
5. Refers confidential information to the appropriate person.
6. Follows safe practices and adheres to safety standards.
7. Work effectively with staff and parent(s)/guardian(s) concerning nutrition issues.
8. Ability to work with a variety of cultures and lifestyles.
9. Knowledge of nutritional needs of preschoolers.
10. Ability to work independently and with little supervision.
11. Ability to work in a non-traditional setting within the school system, following Head Start Performance Standards.
12. Provide written nutrition information on various topics to be used as resources with Head Start families.
13. Provide families and Family Advocates with a summary of what types of interventions were discussed. The Registered Dietician will forward a copy to the Family Advocate to translate her notes as needed (Spanish, Hmong, etc.) and family advocates will share with families.
14. Make telephone calls and/or home visits to Head Start families as requested.

15. Document all attempts to contact and contacts made to Head Start families.
16. Submit timesheets to the Head Start secretary in a timely manner.
17. Do staff training at the request of the Health Services Coordinator or Head Start Director.
18. Offer one-on-one consultations with families who have significant concerns about dietary needs/growth.
19. Participate in the Health & Education Advisory Committee.

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# Mission Statement

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**Position Title:**            **Head Start Food Service Worker**

**Qualifications  
Required:**

Food Service Sanitation Certification or ability to obtain within one hundred eighty (180) days of hire and maintain throughout employment.  
High School Diploma

**Qualifications  
Desired:**

Experience working with electronic forms of communication.  
Excellent organizational and customer service skills.

**Reports to:**                Director of Food Service / Director of Head Start / Health Services Coordinator

**Terms of**

**Employment:**            School calendar year. Rate of pay and benefits determined by the Board of Education; follows the Green Bay Public School District Employee Handbook.

**Essential Functions:**

1. Follows the Core Values of the Green Bay Area Public School District as driver of our words and actions.
  - **Excellence:** Students and educators analyze, pursue learning, research, think creatively and work independently and/or collaboratively while applying their knowledge, abilities and skills with depth and critical thinking to both familiar and unfamiliar situations.
  - **Engagement:** Active and enthusiastic involvement in and out of the classroom
  - **Equity:** Systems and procedures we use to place students into nurturing and rigorous settings where students' cultural approaches are honored and students are empowered to fully use their capacities. Equity enhances the quality and accessibility of opportunities
  - **Integrity:** Demonstrating fairness in judgment and action
  - **Responsibility:** Fulfilling obligations in a dependable manner and accepting consequences
2. Demonstrates exemplary, responsive service and treats all in a respectful manner.
3. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
4. Creates a favorable professional impact on students, parents, community, and other employees.
5. Maintains confidentiality in verbal, written, and electronic communication.
6. Refers confidential information to the appropriate person.
7. Follows safe practices and adheres to safety standards.
8. Experiences in receiving, inventory control, product delivery, standardized recipe development, large production equipment, food assembling lines and packaging.
9. Proficiencies in math and computer skills with the ability to understand and apply basic computer skills.

10. Ability to follow and demonstrate verbal and written communications and skills. Adheres to the components and regulations of the USDA National School Lunch Program using CACFP Meal Pattern Requirement and Commodity Food programs.
11. Follows standardized recipes, menu planning, production records and procurement practices.
12. Ability to evaluate the situation and contact the appropriate supervisor.
13. Maintains quality standards of personal hygiene and cleanliness.
14. Ability to communicate well in both oral and written form for reporting records, managing inventory and working with all staff to meet the dietary needs of students.

**Specific Responsibilities:**

1. Provides leadership and support in the daily operation of the kitchen.
2. Maintains department inventory of all food, supplies and equipment, while assisting in the receiving and storage of all food products practicing First in First Out (FIFO) rotation.
3. Coordinates services and problem solves as needed through daily communications with production center managers, head cooks, all food service staff, distribution staff, delivery drivers and Head Start Staff.
4. Compiles and maintains the web-based – daily breakfast and lunch counts, lunch orders and supply orders.
5. Responsible for securing all food, supplies and equipment in the school kitchen at the end of each day by completing any food processes, temperature charts and cleaning.
6. Attends educational or informational meetings related to food service as requested.
7. Prepares all menu items using established departmental policies and procedures.
8. Maintains proper food handling, heating, cooling and storage techniques to ensure efficient operation and eliminate waste and spoilage.
9. Provides services to cafeteria customers in a friendly and efficient manner.
10. Cleans and disinfects, according to food service policies and procedures, the cafeteria and kitchen repeatedly before, during and after serving times.
11. Attends all Head Start lunch Monitor meetings and trainings throughout the year.
12. Documents 15 hours of professional development per year per child care licensing.
13. Performs other duties as assigned or as judgment and necessity dictates.

**Working Conditions:**

1. Work involves frequent disruptions of daily schedule with flexibility to adjust to continuously changing situations.
2. Work involves frequent deadlines under pressure to complete assigned tasks in a timely manner.
3. Work will involve occasional to frequent walking, standing, sitting, climbing or balancing, stooping, kneeling or crouching while unloading bulk foods, containers, milk cases, bags of food, condiments, etc. for refrigeration and preparation for each meal time.
4. Must be able to hear and understand the spoken voice when working in school cafeterias, food preparation and production areas.
5. Work will require frequently lifting or moving objects up to 20 pounds and occasional lifting, pushing or pulling objects up to 50 pounds when transferring inventory from delivery carts to refrigeration or storage, meal serving, etc.
6. Work will require specific vision abilities including close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus when measuring proper food temperatures and screening for spoiled food.

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

# **APPENDIX B**

## **SELECTION CRITERIA**

### Selection Criteria for 2023-2024 Green Bay Public Schools Head Start

The follow situations are **CATEGORICALLY ELIGIBLE** for Head Start:

- Homeless (McKinney Vento - MKV)
- Foster Placement/Court Removal
- Receives SSI
- TANF (Child Care Assistance)
- SNAP (Food Share)

Children identified by Special Education as Collaborative Student	100
Below poverty guidelines 75% or more	50
Below poverty guidelines 74% – 50%	45
Below poverty guidelines 49% – 25%	40
Below poverty guidelines 24% – 0	35
Homeless, Foster placement, and/or Court ordered removal from primary caregiver	30
Four years old by September 1	20
Family currently has or previously had children in Head Start	10
Parent Non-completion of High School or GED	10
Child has a diagnosed disability	6
Over income (but within 100% to 130%)	5
Death in family (immediate family/within 24 months)	5
Abuse/Neglect (Physical/Sexual/Verbal/witness to)	5
Substance abuse (alcohol/ drugs)	5
Parent/Guardian Incarcerated/released (within 12 months)	5
Three or more children 5 years or younger in household	5
Child born when parent was under 18 or parent is currently under 21?	5
Chronic illness or lead levels 3.5 µg/dL and above	5

Parents/Guardians 55 years or older caring for the child	5
Referral from other agencies, such as:	4
Public School, Head Start/Early Head Start/B-3, Early Childhood Screening Team, Social Services/Family Services/Physician	
Child lives with other relatives (no parent present)	4
Child of a Head Start Staff Member	3
Divorce/Separation (within 12 months)	3
Parents are active duty military or children of veterans	3
Child lives at home with only one adult	2
Child has a suspected disability	2
Parent or sibling has a diagnosed disability	2
Three years old by September 1	1
Limited English-speaking in home	1

If two applications have the same total points, the lower family income, as well as an analysis of the combination of variables contributing to each total score, will be considered in the selection.

# APPENDIX C

## Attendance Procedures

### Attendance Alert

- Daily the Technology Coordinator will run Report 2331 and enter alerts on the to do list for FA's to follow up on the following day.
- Attendance alerts will show up automatically for 2 or more consecutive absences

Alert Attendances in CP	Alert on To Do list:	Steps for Responsible Staff to take
a. 2 Consecutive Absences	Family Advocate	<p>Determine if attendance is excused or unexcused (both will need attendance follow up on CP). Follow up required with family, by text, phone call or Family Visit.</p> <ul style="list-style-type: none"> <li>- Excused - Enter attendance follow up with conversation you had with family</li> </ul>
b. 3 Consecutive Absences (excused or unexcused)	Family Advocate	<ul style="list-style-type: none"> <li>● FA will set up a HV or phone call to discuss the importance of attendance</li> <li>● If 2 attempts are made without contacting, send Attendance Letter 2 through CP</li> </ul>
c. 3 Consecutive Excused/Health Absences	Health Manager	Phone call/contact from Health Manager
d. Attendance Success Plan (after 4 Consecutive Absences)	Family Advocate	<ul style="list-style-type: none"> <li>● FA sets up appt to complete Attendance Success Plan</li> <li>● If attempts are unsuccessful after 7 days, Attendance Letter 3 will be sent through CP</li> <li>● If there is no contact with family after 7 days, the child will be dropped and put back on waitlist and spot will be filled with the next available child</li> </ul>
e. 10% missed attendance	Family Advocate	<ul style="list-style-type: none"> <li>● Attendance Letter #1 will be sent</li> </ul>
f. 20% missed attendance	Family Advocate	<ul style="list-style-type: none"> <li>● FA will set up a HV or phone call to discuss the importance of attendance</li> <li>● If 2 attempts are made without contacting, send Attendance Letter 2 through CP</li> </ul>
g. 30% missed attendance	Family Advocate	<ul style="list-style-type: none"> <li>● FA sets up appt to complete Attendance Success Plan</li> <li>● If attempts are unsuccessful after 7 days,</li> </ul>

		<p>Attendance Letter 3 will be sent through CP</p> <ul style="list-style-type: none"> <li>• If there is no contact with family after 7 days, the child will be dropped and put back on waitlist and spot will be filled with the next available child</li> </ul>
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# **APPENDIX D**

## **Childcare Regulations**

**Health and Safety Checklist- Public School Operated Programs-DCF 251 : Green Bay Public Schools Head Start**

**Use of form:** Section 120.13 (14), Wis. Stats., allows for school boards to establish and provide or contract for the provision of day care programs for children without being licensed by the department of children and families; However, those programs are required to meet the standards for licensed day care centers established by the department of children and families (DCF 251 Licensing Rules for Group Child Care Centers). In November of 2014, new federal requirements were signed into law that require annual inspection of public school operated programs as a condition of receiving federal child care subsidy funds. While every administrative rule in Chapter DCF 251 is important to the quality of the program, the department has identified a subset of rules which, if violated, are likely to pose the most serious threat to the health, safety and welfare of children in care. This checklist contains that subset of health and safety rules and will be used by DCF staff to notify public school operated child care programs of the rules within DCF 251 that will be monitored annually for compliance and to document program compliance and / or areas of deficiency observed during the initial assessment visit.

**Instructions – DCF Staff:** During the initial assessment visit, address each item on the checklist to determine the program’s compliance, or areas of deficiency, with the health and safety rules. If the program is in compliance with the specific rule, check “Met.” If a specific rule does not apply to the program, check “N/A” for not applicable. If the program is not in compliance with the specific rule, record your observations in the comments section and describe the area of deficiency.

**Instructions – Public School Operated Program:** Public school operated child care programs may use this checklist to familiarize themselves with the health and safety rules that will be monitored annually. However, if the program is looking for a self-monitoring tool to ensure compliance with DCF 251 Licensing Rules for Group Child Care Centers in its entirety, they should refer to the department’s form DCF-F-CFS0063 Licensing Checklist – Group Child Care Centers.

**“School-age child”** means a child 5 years of age or older who is enrolled in a public school or a parochial or other private school.

Yes No This program serves only school-age children (children age 4 and above who are also enrolled in the school district for academic purposes – 4K-12).

Yes No This program serves school-age children in groups separate from children who are under age 5.

No This program serves children younger than age 5 who are not enrolled in the school district for academic purposes.

Yes No This program is located in a building currently in use as a school building

Policies and Procedures to support Green Bay Public Schools Head Start
<a href="#">Head Start Program Performance Standards</a> <a href="#">The Green Bay Area Public School District Board of Education Policies</a> (found at gbaps.org) Green Bay Area Public School District Employee Handbook Elementary School staff Handbooks Elementary Student Expectations Booklets School Safety and Security Plan

DCF 251.04 Operational Requirements	GBHS Procedures & Links
<b>251.04(2) Administration.</b> A group child care center licensee shall do all of the following:	
(2) (a) COMPLIANCE WITH LAWS Comply with all laws governing the facility and its operation.	<ul style="list-style-type: none"> <li>● <a href="#">Head Start Program Performance Standards</a></li> <li>● <a href="#">The Green Bay Area Public School District Board of Education Policies</a> (found at gbaps.org)</li> <li>● Green Bay Area Public School District Employee Handbook</li> <li>● Elementary School staff Handbooks</li> <li>● Elementary Student Expectations Booklets</li> <li>● School Safety and Security Plan</li> </ul>
(2)(m) Ensure that any action, by commission or omission, or any condition or occurrence relating to the operation or maintenance of the child care center does not adversely affect the health, safety or welfare of any child under the care of the licensee.	
<b>251.04(3) Reports</b> The licensee shall report to the department all of the following. If the report is made by telephone, the licensee shall submit a written report to the appropriate regional licensing office within 5 business days of the incident. Fax, e-mail, and letter are acceptable ways	

of filing a written report:	
<p>(3)(a) REPORT – INCIDENT OR ACCIDENT Any incident or accident that occurs while the child is in the care of the center that results in professional medical evaluation within 24 hours of the licensee becoming aware of the medical evaluation.</p>	<p>(PGOP) Incident Reporting: In the event of a reportable event, the director of the site will complete the Department of Children and Families (DCF) Child Incident Report. The report must be submitted to the DCF Licensor for the site within 24 hours and the report also must be made through the communication on the Head Start Enterprise System (HSES) within seven days.</p> <p>In the event the director is unable to complete this, the co-director will complete this. Further back up is the Health or Education Coordinator with the HSES upload completed by the technology coordinator.</p> <p>The report is uploaded in Child Plus by the technology coordinator.</p>
<p>(3)(am) REPORT – DEATH: Any death of a child in care, within 24 hours after the death.</p>	<p>GBAPS Head Start will follow <a href="#">Section 7</a> of the GBAPS School Safety Plan and above Incident Report.</p>
<p>(3)(m) REPORT – COMMUNICABLE DISEASE Any confirmed case of a communicable disease reportable under ch. DHS 145 in a child enrolled at the center or a person in contact with children at the center, within 24 hours after being notified of the diagnosis. The licensee shall also notify the local health department within 24 hours after the center is notified of the diagnosis.</p>	<p>The Health Services Coordinator and ERSEA Clerical will determine the need to report a case and the ERSEA Clerical will complete the spreadsheet and share the report.</p>
<p><b>251.04(6) Children’s Records</b></p>	
<p>(6)(a)6. CHILD RECORD – HEALTH HISTORY Documentation of each child’s health history on a form provided by the department. (Use the form Health History and Emergency Care Plan.)</p>	<p>3/2023 updated guidance: DCF form does not need to be used as long as the same information is gathered. Head Start Health Assessment document has been updated to gather all information for the PIR and DCF together.</p>
<p>(6)(a)6m. CHILD RECORD – IMMUNIZATION HISTORY Documentation that indicates the child’s immunization history is in compliance with s. 252.04, Stats., and ch. DHS 144. (Department of Health Services’ Child Care Immunization Record form may be used.)</p>	<p>Entered in IC and CP by ERSEA Clerical as received. Monitored by Health Services Coordinator.</p>
<p><b>251.04(8) Reporting Child Abuse or Neglect</b></p>	

<p>(8)(a) MANDATED REPORTING – CHILD ABUSE A licensee, employee or volunteer at a child care center who knows or has reasonable cause to suspect that a child has been abused or neglected as defined in ss. 48.02 (1) and 48.981 (1), Stats., shall immediately contact the county department of social services or human services or a local law enforcement agency, as required by s. 48.981, Stats.</p>	<p>(PGOP) Head Start follows the GBAPSD Child Abuse or Neglect Reporting Procedures.</p>
<p>(8)(b) BIENNIAL TRAINING – CHILD ABUSE &amp; NEGLECT The licensee, shall ensure that every employee and volunteer who comes in contact with the children at the child care center has received training every 2 years in all of the following: 1. Child abuse and neglect law. 2. How to identify children who have been abused or neglected. 3. The procedure for ensuring that known or suspected cases of child abuse or neglect are immediately reported to the proper authorities.</p>	<p>(PGOP) Wisconsin law requires all employees of Wisconsin public school districts to report suspected child abuse and neglect, Wis. Stat. §48.981(2)(a). In addition, school boards are to ensure all employees receive training provided by the Department of Public Instruction within six months of initial hiring and at least every five years thereafter, Wis. Stat. §118.07(5).  <b>Head Start staff is trained on a yearly basis regarding Child Abuse or Neglect Reporting Procedures &amp; included in new staff onboarding</b>  2022: completed required 5 year training.</p>
<p><b>DCF 251.05 STAFFING</b></p>	
<p><b>251.05(2) Staff Records</b></p>	<p>Kept in CP</p>
<p>(2)(a)2. STAFF RECORD - COMPLETED BACKGROUND CHECK Documentation of a completed child care background check that indicates the person is eligible to work in a child care program as specified in s. 48.686, Stats., and ch DCF 13.</p>	
<p>(2)(a)4.a. STAFF RECORD - REGISTRY CERTIFICATE A certificate from The Registry documenting that the person has met the educational qualifications for the position under sub. (3) if the person has worked as a teacher, director, or administrator at the center for at least 6 months. A copy of an educator’s license issued by the department of public instruction as a teacher may substitute for a certificate from The Registry.</p>	
<p>(2)(a)4.b. STAFF RECORD - REGISTRY CERTIFICATE - SCHOOL AGE PROGRAMS For administrators, center directors, and teachers in school-age only programs that have been in the position for 6 months or more, a certificate from The Registry.</p>	
<p>(2)(a)4.c. STAFF RECORD - REGISTRY CERTIFICATE – UPDATED For persons required to have a certificate from</p>	

<p>The Registry under subd. 4. a. and b., an updated certificate from The Registry within one year following the effective date of a significant revision of this chapter, as determined by the department.</p>	
<p>(2)(a)4.d. STAFF RECORD - EDUCATIONAL QUALIFICATIONS For persons not required to have a certificate from The Registry, including assistant teachers, and a teacher, center director, or administrator who has not worked for the center for more than 6 months, documentation of the person’s educational qualifications.</p>	
<p>(2)(a)7. STAFF RECORD - CONTINUING EDUCATION Documentation of compliance with continuing education requirements under sub. (4) (c).</p>	
<b>251.05(3) Qualifications of Staff</b>	
<p>(3)(b) SHAKEN BABY SYNDROME PREVENTION TRAINING Training on preventing shaken baby syndrome. Each child care worker, center administrator, center director, volunteer counted in staff-to-child ratio, or substitute who provides care and supervision to children under 5 years of age shall document completion of department–approved training in shaken baby syndrome and abusive head trauma, and appropriate ways to manage crying, fussing, or distraught children prior to beginning to work with children under 5 years of age. (Note: The SBS/AHT prevention training component is included in the courses “Introduction to the ChildCare Profession” and “Fundamentals of Infant and Toddler Care” if the course was taken after 7/1/05.)</p>	<p>Shaken Baby Syndrome Prevention Training- as of 3/2020 this training is now known as <b>Abusive Head Trauma Prevention Training for Child Care Providers</b>. Head Start Staff will complete a department approved training in Abusive Head Trauma prior to beginning to work with children under 5 years of age. A certificate of completion will be placed in the staff file upon completion.</p>
<p>(3)(c) CARDIOPULMONARY RESUSCITATION TRAINING. Cardiopulmonary resuscitation training. All employees in regular contact with children shall obtain, maintain and place in the employee’s file a current certificate of completion for infant and child cardiopulmonary resuscitation and automated external defibrillator use from an agency approved by the department within 3 months after beginning to work with children in care. Volunteers included in determining staff–to–child ratios shall obtain a certificate of completion in infant and child cardiopulmonary resuscitation after volunteering for 240 cumulative hours. The time spent obtaining or renewing cardiopulmonary resuscitation training may be counted towards the required continuing education hours.</p>	<p>(PGOP) CPR-infant and child cardiopulmonary resuscitation and automated external defibrillator- is mandatory for classroom staff, Health Services Coordinator, Educational Coaches, Director, Principal(s), Family Services and Mental Health Coordinator, Classroom Monitors, Education &amp; Disabilities Services Coordinator, Parent Engagement Associate, Clerical, and Bus Monitors. It is highly recommended for Family Advocates and Lunch Aides but not required. CPR is a 2-year certificate that needs to be renewed before expiration but within the month of said expiration. If times lapses between certifications, employees would need to take certification over. New employees have 3 months from the date they begin working with children to be CPR certified.</p>

	CPR report (1132 in ChildPlus)
(3)(d)3.a. ADMINISTRATOR – ENTRY-LEVEL TRAINING / EXPERIENCE – BUSINESS One year of experience as a manager or satisfactory completion of a department-approved course in business or program administration. The course may be either a non-credit course or a course for credit.	HSPPS 1302.91 <i>Head Start director</i> . A program must ensure an Early Head Start or Head Start director hired after November 7, 2016, has, at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration. GBASD requires a Master's Degree as required for Wisconsin DPI Principal licensure.
(3)(d)3.b. ADMINISTRATOR – ENTRY-LEVEL TRAINING / EXPERIENCE – EARLY CHILDHOOD One year of experience as a center director, as a child care teacher in a group child care center or kindergarten, or as a licensee of a family child care center under ch. DCF 250; or satisfactory completion of a non-credit department-approved course or a course for credit in early childhood education or its equivalent.	HSPPS 1302.91 <i>Head Start director</i> . A program must ensure an Early Head Start or Head Start director hired after November 7, 2016, has, at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration. GBASD requires a Master's Degree as required for Wisconsin DPI Principal licensure. Patty and Mary both have degrees in Early Childhood Education.
(3)(e)3. A center director for a program licensed to serve <b>50 or fewer</b> children shall meet all of the following conditions:	
(3)(e)4. A center director for a program licensed to serve <b>51 or more</b> children shall meet all of the following conditions:	
(3)(e)4.c. CENTER DIRECTOR / LARGE CENTER – ENTRY-LEVEL EXPERIENCE Have at least 2 years of experience as a child care teacher or center director in a group child care center or other approved setting.	This position is held by the Head Start Director & Principal. See above qualifications
(3)(e)4.d. CENTER DIRECTOR / LARGE CENTER – ENTRY-LEVEL TRAINING Have completed one of the preservice training requirements in Table 251.05B prior to beginning work as a center director, except as specified in subd. 5.b. The center director shall also complete any additional training requirements in Table 251.05B as provided.	This position is held by the Head Start Director & Principal. See above qualifications
(3)(f)2.c. CHILD CARE TEACHER – ENTRY-LEVEL EXPERIENCE Have at least 320 hours of experience as an assistant child care teacher in a group child care center or other approved early childhood setting.	GBASD requires at minimum a Bachelor's degree with a Wisconsin DPI license in the related field (PreK certification)

<p>(3)(f)3. CHILD CARE TEACHER – ENTRY-LEVEL TRAINING Prior to assuming the position, a person hired to be a child care teacher shall complete or obtain one of the following: a. Two courses for credit in early childhood or its equivalent from an institution of higher education. b. Two non-credit department-approved courses in early childhood education. bm. One course for credit in early childhood education and one non-credit department-approved course in early childhood education. c. Certificate from The Registry indicating that the person is qualified as a child care teacher. d. A Wisconsin Preschool Credential e. A Wisconsin Infant-Toddler Credential. f. Forty-eight credits from an institution of higher education with at least 3 credits in early childhood education or its equivalent. g. A one-year child care diploma in child care or early childhood education from an institution of higher education. h. An associate degree in early childhood education or child care from an institution of higher education. i. A Child Development Associate credential issued by the Council for Professional Recognition. j. Certificate from American Montessori Society, Association Montessori International, or Montessori Accreditation Council for Teacher Education. k. A license issued by the Wisconsin department of public instruction or the appropriate authority in another state to be a pre-kindergarten, kindergarten, or early childhood regular or special education teacher. The license may not be a one-year license with stipulations (formerly known as an emergency license); a 3-year, short-term substitute license; or a 5-year long-term substitute license, as defined by the Wisconsin department of public instruction. k. A certificate from the department of workforce development, bureau of apprenticeship standards, as a child development specialist.</p>	<p>GBASD requires at minimum a Bachelor’s degree with a Wisconsin DPI license in the related field (PreK certification)</p>
<p>(3)(g)2. ASSISTANT CHILD CARE TEACHER – QUALIFICATIONS Except as provided under subd. 3., a person hired to be assistant child care teacher shall be qualified in one of the following ways: a. The person shall be at least 18 years old and have satisfactorily completed one course for credit in early childhood education or its equivalent at an institution of higher education within 6 months after assuming the position. b. The person shall be at least 18 years old and have satisfactorily completed one non-credit department-approved course in early childhood education within 6 months after assuming the position. c. Have satisfactorily completed an assistant child care teacher training program approved by the WI department of public instruction.</p>	<p>GBASD Head Start requires an Associate's Degree or higher, or Child Development Associate Credential or Enrolled in a program leading to an Associate’s Degree or Bachelor’s Degree. GBASD requires at least 48 credits.</p>
<p><i>* Exception for programs serving only school-age children - 251.095(2)(d) Section DCF 251.05(1)(g)2., relating to</i></p>	

<p><i>training for assistant child care teachers.</i>  <i>* Exception for programs serving only school-age children in a school building – 251.095(3)(a) Section DCF 251.05(1)(g)2., relating to training for assistant child care teachers</i></p>	
<p>(3)(k)1. CONTACT WITH PERSON – ILLNESS, COMMUNICABLE DISEASE No licensee, employee, volunteer, visitor, or other person with symptoms of serious illness that presents a safety or health risk to children or a communicable disease that is reportable under ch. DHS 145 and transmitted through normal contact may be in contact with the children in care.</p>	<p>(PGOP) In accordance with Performance Standard 1302.93 (a) (b) and Green Bay Area Public Schools, all newly hired staff will have an initial health exam and TB screening. This is to assure that employees do not, because of communicable disease, pose a significant risk to the health and safety of children, families and staff in the program.</p> <p>Annually, after the first year of hire, staff will complete the “Employee Health Questionnaire” form, which is reviewed by the HSC. This form will be filed in the Head Start Employee file at Head Start.</p> <p>No staff, volunteer, visitor or parent with symptoms of a serious illness or a communicable disease transmitted through normal contact reportable under Ch. DHS 145, which presents a safety, or health risk to children may be in contact with the children at school. (Health and Safety Checklist (1)(L)(3).) Anyone who tests positive for COVID has 5 days of isolation from the date of symptoms and if well enough may return to school and mask for 5 additional days.</p>
<p>(3)(k)4. CONTACT WITH PERSON – DIARRHEAL DISEASE No person with a health history of typhoid, paratyphoid, dysentery, or other diarrheal disease may work in a center until it is determined by appropriate tests that the person is not a carrier of the disease.</p>	<p>All staff hired through the district complete a physical as part of the pre employment process.</p>
<p><b>251.05(4) Staff Development</b></p>	
<p>(4)(c)1. CONTINUING EDUCATION REQUIREMENT – FULL TIME STAFF Each administrator, center director, and child care worker who works more than 20 hours a week shall participate in at least 25 hours of continuing education annually. (The form Staff Record Checklist – Group Child Care Centers may be used to check staff records for compliance. The form Staff Continuing Education Record – Child Care Centers may be used to record continuing education.)</p>	<p>Staff track their own on the Training and Professional Development Tracking Sheet and submit annually to be uploaded into Child Plus.</p>

(4)(c)2. CONTINUING EDUCATION REQUIREMENT – PART TIME STAFF Each administrator, center director, and child care worker who works 20 or fewer hours a week shall participate in at least 15 hours of continuing education annually.	Staff track their own on the Training and Professional Development Tracking Sheet and submit annually to be uploaded into Child Plus.
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**DCF 251.055 SUPERVISION AND GROUPING**

**251.055(1) Supervision**

(1)(a) CLOSE SUPERVISION OF CHILDREN Each child shall be supervised by a child care worker who is within the sight and sound of the children to guide the children’s behavior and activities, prevent harm, and ensure safety.	Active Supervision plan in place, created in collaboration with all staff, approved by the Head Start Policy Council and GBASD School Board as part of the PGOP.
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(1)(b) SUPERVISION – TEACHER PER GROUP OF CHILDREN At least one child care teacher shall supervise each group of children.	All groups of students are supervised by 2 staff, one being a teacher.
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(1)(f) CHILD TRACKING PROCEDURE The center shall implement and adhere to a procedure to ensure that the number, names, and whereabouts of children in care are known to assigned child care workers at all times	All staff are continually counting children, with “What’s the Magic Number” visuals posted at key points around the buildings to remind staff to count. All children are checked in and out on the bus, and at Parent Transport. Teachers and Parent Transport staff utilize Child Plus on an ipad to check students in and out. At the end of each session, the clerical confirm that the child count is zero and work with staff to determine if there are any mistakes. A printed list is posted outside each classroom and any therapist who takes a child to another area of the building, signs the child out and back in.
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**251.055(2) Grouping**

(2)(a) GROUP SIZE – MAXIMUM The maximum number of children in a group may not exceed the number specified in Table 251.055.	Head Start enrollments in GBAPSD are as follows: Double session max 15 students with 2 staff Full Day max 17 students with 2 full time and 1 part time staff
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(2)(b) STAFF-TO-CHILD RATIOS – MINIMUM The ratio of child care workers to children may not be less than the minimum number of child care workers to children specified in Table 251.055.

Age of Children	Minimum Number of Child Care Workers to Children	Maximum Number of Children in a Group
2 ½ years to 3 years	1:6	12
3 years to 4 years	1:8	16
4 years to 5 years	1:10	20

<b>DCF 251.06 PHYSICAL PLANT AND EQUIPMENT</b>	
<b>251.06(1) Building</b>	
(1)(a) COMMERCIAL BUILDING CODE – COMPLIANCE, INSPECTION REPORT The building in which a center is located shall comply with applicable state and local building codes. The licensee shall maintain a building inspection report that specifies that the building meets the WI commercial building codes for use as a group child care center. * DCF 251.095(3) Exceptions for programs serving only school-age children in school buildings. Section DCF 251.06(1)(a) on maintaining a building inspection report.	GBASD Maintenance Manager retains records of compliance of state and local building codes.
<b>251.06(2) Protective Measures</b>	
(2)(a) POTENTIAL SOURCE OF HARM ON PREMISES The indoor and outdoor premises shall be free of hazards including any recalled products.	Daily classroom and playground checks are completed by staff. Health and Safety Checks (Office of Head Start) are completed multiple times per year and any concerns are addressed.
(2)(b) ELECTRICAL OR HOT SURFACE PROTECTION Steam radiators, fireplaces, wood burning stoves, electric fans, electric outlets, electrical heating units and hot surfaces, such as pipes, shall be protected by screens or guards so that children cannot touch them. * Exception for programs serving only school-age children - 251.095(2)(a) Section DCF 251.06(2)(b) but only in regard to protection of electrical outlets (2)(c) POTENTIALLY DANGEROUS ITEMS ON PREMISES Firearms, ammunition and other potentially dangerous items may not be kept on the premises.	All electrical outlets are child safe, as completed with the remodel of both buildings. Fans are protected by guards and all other items are not in use in either of our buildings.
(2)(c) POTENTIALLY DANGEROUS ITEMS ON PREMISES Firearms, ammunition and other potentially dangerous items may not be kept on the premises.	These items are against GBAPSD School Board Policies.
(2)(d) ACCESS TO MATERIALS POTENTIALLY HARMFUL TO CHILDREN Materials harmful to children, including power tools, flammable or combustible materials, insecticides, matches, drugs, cleaning supplies, bleaches, and other hazardous, toxic, or poisonous articles shall be appropriately labeled and stored in areas inaccessible to children.	All hazardous materials are stored in areas inaccessible to children. Classrooms have locking cabinets in the event a product must be stored within the classroom. Cleaning of classrooms is done while children are not in the room.
(2)(g) STAIRS, WALKS, RAMPS, PORCHES – SAFETY Stairs, walks, ramps and porches shall be maintained in a safe condition and free from the accumulation of water, ice or snow.	Snow and ice removal is completed as necessary and prior to staff arrival at school.
(2)(i) DETERIORATING PAINT There shall be no flaking or	Regular safety checks completed by the

deteriorating paint on exterior or interior surfaces in areas accessible to children.	facilities team, as well as our Parent Engagement Associate identify any concerns which are addressed by the building facility tech, or district team as appropriate.
(2)(im) LEAD-BASED PAINT, TOXIC FINISHING MATERIALS No lead-based paint or other toxic finishing material may be used on indoor or outdoor furnishings and equipment.	Both buildings were completely remodeled in 2017 (HSLC) and 2020 (JHS) and both have playgrounds installed at that same time, which are up to code. Lead paint is contained and not exposed.
(2)(j) POWER TOOLS Children may not be allowed in an area where power tools are in use.	Tasks requiring power tools are scheduled to be completed when children are not in the area.
<ul style="list-style-type: none"> <li>• Yes</li> </ul>	NA
<b>251.06(3) Emergency Plans and Drills</b>	
(3)(a) EMERGENCIES – WRITTEN PLANS Each center shall have a written plan for taking appropriate action in the event of an emergency, including fire, tornado, or flood; extreme heat or cold; loss of building services, including heat, water, electricity, or telephone; human-caused events, such as threats to the building or its occupants; allergic reactions; lost or missing child; vehicle accidents; or other circumstances requiring immediate attention. The plan shall include all of the following:	GBAPSD School Safety Binder addresses all of these items. All staff have access to this on the Classlink Launchpad.
(3)(b)1. EMERGENCIES - ROUTES AND SHELTER AREAS POSTED Post the fire evacuation route and tornado shelter areas.	Posted in all classrooms
(3)(b)2. EMERGENCIES - PRACTICE WRITTEN PLANS Practice the fire evacuation plan monthly, and tornado drills monthly from April through October.	Practiced monthly and documentation is submitted to the GBAPSD Safety and Security Manager. Documentation is also kept in the Shared Drive: Safety Team: Safety Drill Spreadsheet folder. Access is granted to safety team members and clerical.
(3)(b)3. EMERGENCIES - STAFF RESPONSIBILITIES Make sure that all staff members know what their duties are if there is an emergency.	All new staff receive training at their orientation. Training is conducted annually and information is shared throughout the year.
<b>251.06(4) Fire Protection</b>	
(4)(a) FIRE EXTINGUISHERS – OPERABLE, INSPECTED, LABELED Each fire extinguisher on the premises of a center shall be operable at all times, inspected once a year by a qualified person and bear a label indicating its present condition and date of the last inspection.	All fire extinguishers are checked monthly by the facility tech in the building. The district schedules annual inspections of the fire extinguishers.

<p><i>* DCF 251.095(3) Exceptions for programs serving only school-age children in school buildings. Section DCF 251.06(4)(a) on fire extinguishers.</i></p>	
<p>(4)(d) EXITS &amp; PASSAGEWAYS – UNOBSTRUCTED, MINIMUM WIDTH Exits and exit passageways shall have a minimum clear width of three feet and be unobstructed by furniture or other objects.</p>	<p>Exits are lit and clear of any obstructions. The fire marshal visits annually and the GBAPSD Safety and Security Manager also completes a site assessment annually. Staff are trained on keeping exits and hallways clear of items.</p>
<p>(4)(e) EXTENSION CORD USE An extension cord may not be used permanently with an appliance.</p>	
<p>(4)(f) ELECTRICAL OUTLET LIMIT No more than two electrical appliances may be plugged into any one wall outlet</p>	
<p>(4)(g) BASEMENT &amp; FURNACE ROOM DOORS The door to the basement and furnace room shall be closed</p>	<p>Doors are locked per district policy.</p>
<p>(4)(h) STORAGE AREAS UNDER STAIRS Areas under stairs may not be used for storage.</p>	<p>NA</p>
<p>(4)(i) EXIT LIGHTS All exit lights shall be lit at all times.</p>	<p>Checked annually</p>
<p>(4)(j) FIRE ALARMS &amp; SMOKE DETECTORS – MAINTENANCE, DRILLS, TESTING Fire detection and prevention systems, including smoke detectors, heat or flame detectors, pull stations, and sprinkler systems, shall be maintained in good working order. A signaling device, such as a smoke, heat, or flame detector shall be used to conduct monthly fire evacuation drills. The licensee shall either document that the fire detection and prevention systems are monitored by a fire prevention agency or that the detectors and alarms have been tested monthly. (The department’s form Fire Safety and Emergency Response Documentation – Group Child Care Centers may be used to document compliance.)</p>	<p>Fire detection systems are tested annually through contracted providers and GBAPS. Monthly drills at each building provide an opportunity to test systems. Drills are documented with the GBAPSD Safety and Security Manager.</p>
<p><i>* DCF 251.095(3) Exceptions for programs serving only school-age children in school buildings. Section DCF 251.06(4)(j) on testing smoke detectors and fire alarms.</i></p>	
<p><b>251.06(11) Outdoor Play Space</b>  <b>Yes The outdoor play space is on the premises of the center</b>  <b>No</b></p>	
<p>(11)(a) OUTDOOR PLAY SPACE – REQUIREMENT A center shall have outdoor play space if children are present for more than three hours per day or if outdoor play is included in the center program.</p>	<p>Each site has a fenced playground designed for our age group.</p>

<p>(11)(b) OUTDOOR PLAY SPACE – REQUIRED FEATURES Except when an exemption is requested and is approved by the department under par. (c), a center shall comply with all of the following requirements for outdoor play space:</p>	
<p>(11)(b)6. CCA TREATED LUMBER Structures such as playground equipment, railings, decks and porches accessible to children that have been constructed with CCA treated lumber shall be sealed with an exterior oil based sealant or stain at least every 2 years.</p>	NA
<p>(11)(b)6m. CREOSOTE OR PCP TREATED WOOD Wood containing creosote or pentachlorophenol (PCP), including railroad ties, may not be accessible to children.</p>	NA
<p>(11)(b)7. OUTDOOR PLAY SPACE – ENCLOSURE The boundaries of the outdoor play space shall be defined by a permanent enclosure not less than 4 feet high to protect the children. Fencing, plants, or landscaping may be used to create a permanent enclosure. The permanent enclosure may not have any open areas that are greater than 4 inches.</p> <p><i>* Exception for programs serving only school-age children - 251.095(2)(c) Section DCF 251.11(b)7. Concerning a permanent enclosure of outdoor space. If hazards exist, such as traffic or bodies of water, the boundaries of outdoor play space shall be made known to the children.</i></p>	<p>Both playgrounds are fenced. The Health and Safety Checks as well as the daily checks by the facility tech are able to address any concerns.</p>
<p>(11)(b)8. OUTDOOR PLAY SPACE – PROHIBITED SURFACES Concrete and asphalt are prohibited under climbing equipment, swings and slides.</p>	<p>Both playgrounds have a poured rubber surface and wood chips.</p>
<p>(11)(bm) OUTDOOR PLAY EQUIPMENT – PROVIDED Outdoor equipment shall be safe and durable. The outdoor equipment shall be all of the following: 1. Used in accordance with all manufacturer’s instructions and any manufacturer’s recommendations that may affect the safety of children in care. 2. Scaled to the developmental level, size, and ability of the children. 3. Of sturdy construction with no sharp, rough, loose, protruding, pinching, or pointed edges, or areas of entrapment, in good operating condition, and anchored when necessary. 4. Placed to avoid danger of injury or collision and to permit freedom of action.</p>	<p>Both playgrounds are built to code and are free of any safety concerns. All equipment is rated for the age children we serve.</p>
<p><b>DCF 251.07 PROGRAM</b></p>	
<p><b>251.07(2) Child Guidance</b></p>	
<p>(2)(c) TIME-OUT – TIME LIMIT If a center uses time-out periods to deal with unacceptable behavior, time-out</p>	<p>(PGOP) Clear guidance is offered in the Pyramid Model training and both sites are</p>

<p>periods may not exceed 3 minutes, and the procedure shall be included in the center’s child guidance policy. For purposes of this paragraph, a “time-out” is an interruption of unacceptable behavior by the removal of the child from the situation, not to isolate the child, but to allow the child an opportunity to pause, and with support from the provider, reflect on behavior and gain self-control.</p>	<p>Pyramid Model Implementation sites. Training at orientation is also offered for all staff, which includes Head Start Behavior Expectations. Head Start promotes positive child guidance strategies where children develop self control of their actions. Adult interaction and support are often necessary when a child becomes dysregulated. A child may be redirected from the situation for a short period and will be supported to regain regulation in order to successfully participate in the full school experience.</p>
<p>(2)(e) CHILD GUIDANCE – PROHIBITED ACTIONS Actions that may be psychologically, emotionally or physically painful, discomfoting, dangerous or potentially injurious are prohibited. Examples of prohibited actions include all of the following:</p>	<p>This is specifically addressed in the Standards of Conduct (HSPPS 1302.90(c) (p 53)and Head Start staff review and sign this annually. The document is uploaded in Child Plus.</p>
<p>(2)(e)1. PROHIBITED ACTIONS – CORPORAL PUNISHMENT Spanking, hitting, pinching, shaking, slapping, twisting, throwing or inflicting any other form of corporal punishment.</p>	<p>This is specifically addressed in the Standards of Conduct and Head Start staff review and sign this annually. The document is uploaded in Child Plus.</p>
<p>(2)(e)2. PROHIBITED ACTIONS – VERBAL Verbal abuse, threats or derogatory remarks about the child or the child’s family.</p>	<p>This is specifically addressed in the Standards of Conduct and Head Start staff review and sign this annually. The document is uploaded in Child Plus.</p>
<p>(2)(e)3. PROHIBITED ACTIONS – PHYSICAL RESTRAINT, RESTRICTION, ENCLOSURE Physical restraint, binding or tying to restrict movement or enclosing in a confined space such as a closet, locked room, box or similar cubicle.</p>	<p>This is specifically addressed in the Standards of Conduct and Head Start staff review and sign this annually. The document is uploaded in Child Plus.</p>
<p>(2)(e)4. PROHIBITED ACTIONS – WITHHOLDING / FORCING FOOD OR SLEEP Withholding or forcing meals, snacks or naps.</p>	<p>This is specifically addressed in the Standards of Conduct and Head Start staff review and sign this annually. The document is uploaded in Child Plus.</p>
<p>(2)(e)5. PROHIBITED ACTIONS – CRUEL, AVERSIVE, FRIGHTENING, HUMILIATING ACTIONS Actions that are cruel, aversive, frightening or humiliating to the child.</p>	<p>This is specifically addressed in the Standards of Conduct and Head Start staff review and sign this annually. The document is uploaded in Child Plus.</p>
<p>(2)(f) PROHIBITED ACTIONS – TOILET TRAINING A child may not be punished for lapses in toilet training.</p>	<p>This is specifically addressed in the Standards of Conduct and Head Start staff review and sign this annually. The document is uploaded in Child Plus.</p>
<p><b>251.07(3) Equipment</b></p>	
<p>(3)(a) INDOOR EQUIPMENT – SAFETY Indoor and</p>	

<p>outdoor play equipment shall be safe and durable. The equipment and furnishings shall be:</p>	
<p><b>251.07(4) Rest Period</b></p>	
<p>(4)(cm) NAPS OR REST PERIODS - SLEEPING SURFACES - CHILDREN 1 AND OLDER Each child over one year of age and older who has a nap or rest period shall be provided with a sleeping surface that is clean, safe, washable, and placed at least 2 feet from the nearest sleeping child. Sleeping surfaces may be placed end-to-end if a solid partition separates children and an aisle not less than 2 feet in width is maintained between sleeping surfaces. The sleeping surface shall be any of the following: 1. A bed. 2. A cot. 3. A padded mat. 4. A sleeping bag. 5. A crib or playpen.</p>	<p>Cots with sheets are used in all classrooms and cots are spaced according to this regulation. Cots are disinfected and sheets are washed weekly. In the event a cot is soiled, it is washed/disinfected immediately.</p>
<p><b>251.07(5) Meals and Snacks</b></p>	
<p>(5)(a)9m. SPECIAL DIETS – FOOD ALLERGY A special diet based on a food allergy may be served upon the written request of the parent.</p>	<p>(PGOP)</p> <ol style="list-style-type: none"> <li>1. If a special diet is needed, the GBAPS Medical Statement for Special Dietary Needs form is given to the parent/guardian to bring to the student’s health care provider to complete. If the parent is not able to bring the form to the doctor, Head Start staff will assist in getting the form completed by the doctor, but parent responsibility is greatly encouraged. No substitution can be made without this completed form. The GBAPS Request for Milk Substitution form will be completed for any child needing a milk substitute at school as well. The parent/guardian or a medical professional can complete the Milk Substitution form (GBAPS Special Dietary Needs: Flowchart). The Medical Statement for Special Dietary Needs Request forms and Milk Substitution forms are valid until the child no longer would need this accommodation.</li> <li>2. Completed forms go to the HSC and GBAPS Food Service department’s RD, who then scans the forms into IC.</li> </ol>
<p>(5)(a)10. SHARING INFORMATION ABOUT FOOD &amp; OTHER ALLERGIES Cooks, staff members, child care workers and substitutes having direct contact with the</p>	<p>(PGOP) Necessary staff will be notified of the allergy. Students with special accommodations will have their names posted for the safety of</p>

<p>children shall be informed about food allergies and other allergies of specific children.</p>	<p>the student. Parent consent for permission to post is located on the Consent and Authorization Form.</p>
<p><b>251.07(6) Health</b></p>	
<p>(6)(a) OBSERVATION – SYMPTOMS OF ILLNESS Each child upon arrival at a center shall be observed by a staff person for symptoms of illness and injury. For an apparently ill child, the procedure is under par. (c) shall be followed.</p>	
<p>(6)(c)1. ILL CHILD – ISOLATION The child shall be isolated until the child can be removed from the center.</p>	<p><b>PGOP Short-Term Exclusion Policy</b>  Each child upon arrival to school will be observed by a staff person for symptoms of illness and injury. If a child becomes ill while at school, the student will be isolated within sight or sound of the staff for generally a short-term period if keeping the student at school poses a significant risk to the health or safety of the student or anyone in contact with the child. The potentially contagious child will be separated from other children by at least three feet. Isolation will be used until the child can be removed from the center. The child’s parent/guardian (or emergency contact if unable to reach a parent/guardian) will be contacted as soon as possible after the illness is discovered and arrangements will be made for removal of the child from the center.</p>
<p>(6)(dm)3.c. MEDICAL LOG - MEDICATION ADMINISTRATION Any medication dispensed to a child, on the date the medication is dispensed. The record shall include the name of the child, type of medication given, dosage, time, date, and the initials or signature of the person administering the medication.</p>	<p>Staff are trained in this procedure annually, each classroom has a Medical Observation Log book. Additionally, staff follow GBASD procedures for medication administration, requiring med admin training and documenting in Infinite Campus.</p>
<p>(6)(e)1. COMMUNICABLE DISEASE – EXCLUSIONS No child or other person with a reportable communicable disease specified in ch. DCF 145 may not be admitted to or be permitted to remain in a center during the period when the disease is communicable.</p>	<p>Communicated to parents through initial home visit and in the GBHS Family Guidebook and Calendar. Additionally, aligns with GBAPSD policy.</p>
<p>(6)(e)3. COMMUNICABLE DISEASE – READMISSION An employee, volunteer or a child may be readmitted to the group child care center if there is a statement from a physician that the condition is no longer contagious or if the person has been absent for a period of time equal to the longest usual incubation period for the disease as specified by the department.</p>	<p>Communicated to parents through initial home visit and in the GBHS Family Guidebook and Calendar. Additionally, aligns with GBAPSD policy.</p>

<p>(6)(f) <i>Medications</i>. 1. Center staff may give prescription or non-prescription medication, such as pain relievers, teething gels or cough syrup, to a child only under the following conditions:</p>	
<p>(6)(f)1.a. MEDICATION ADMINISTRATION – PARENT AUTHORIZATION A written authorization that includes the child's name and birthdate, name of medication, administration instructions, medication intervals and length of the authorization dated and signed by the parent is on file. Blanket authorizations that exceed the length of time specified on the label are prohibited.</p>	<p>Follow GBAPSD Policy (Intranet, Departments, Nursing Services, Medication Work Flow Chart).</p>
<p>(6)(f)1.b. MEDICATION ADMINISTRATION – CONTAINERS &amp; LABELING Medication is in the original container and labeled with child's name and the label includes the dosage and directions for administration.</p>	<p>Follow GBAPSD Policy</p>
<p>(6)(f)3. MEDICATION – STORAGE Medication shall be stored so that it is not accessible to the children.</p>	<p>All medications are stored in the office in a locked, limited access box or a locked med Safety Sack in the event they need to stay with the child at all times.</p>
<p>(6)(f)5. MEDICATION ADMINISTRATION – AS LABELED &amp; AUTHORIZED All medication for a child in care shall be administered by the center as directed on the label and as authorized by the parent.</p>	<p>Follow GBAPSD Policy</p>
<p>(6)(g)1. WIPING BODILY SECRETIONS Bodily secretions, such as runny noses, eye drainage, and coughed up matter shall be wiped with a disposable tissue used once and placed in a plastic-lined container.</p>	<p>Kleenex available in all classrooms and all garbage pails are lined with a plastic bag.</p>
<p>(6)(g)2. CLEANING BODILY SECRETIONS ON SURFACES Surfaces exposed to bodily secretions including walls, floors, toys, equipment, and furnishings shall be washed with soap and water and disinfected. The disinfectant solution shall be registered with the U.S. environmental protection agency as a disinfectant and have instructions for use as a disinfectant on the label. The solution shall be prepared and applied as indicated on the label.</p>	<p>Utilize disinfectant provided by GBAPS Facilities and all bottles are labeled.</p>
<p>(6)(g)5. USE OF UNIVERSAL PRECAUTIONS Center staff shall adopt and follow universal precautions when exposed to blood and blood-containing bodily fluids and injury discharges.</p>	<p>All staff are trained annually through Safe Schools on Universal Precautions and Blood Borne Pathogens</p>
<p>(6)(i)1. WASHING CHILD'S HANDS &amp; FACE A child's hands shall be washed with soap and warm running water before meals and snacks, after handling a pet or animal, and after toileting or diapering. A child's hands and face shall be washed when soiled.</p>	<p>(PGOP) <b>Handwashing</b> Hand hygiene is the most important way to reduce the spread of infection. Disinfecting hand sanitizers may not replace the use of soap and water when washing hands if running water is available.</p>

	<p><b>Handwashing for students</b>  Student’s hands will be washed with soap and warm running water:</p> <ul style="list-style-type: none"> <li>● while assisting with meal time</li> <li>● before meals and snacks</li> <li>● after toileting or diapering</li> <li>● after nose blowing or picking nose</li> <li>● after handling a pet/animal</li> </ul> <p>Staff utilize disposable paper towel to wash a child’s face when necessary.</p>
<p>(6)(i)2. ADULT HANDWASHING Persons working with children shall wash their hands with soap and warm running water before handling food, before and after assisting with toileting and diapering, after wiping bodily secretions from a child with disposable tissue, and after exposure to blood or bodily fluids. If gloves are used, hands shall be washed after the removal of gloves.</p>	<p>(PGOP) <b>All Staff and Volunteers Will Wash Hands:</b></p> <ul style="list-style-type: none"> <li>● before and after any food preparation, table setting or mealtime</li> <li>● before and after assisting with tooth brushing</li> <li>● after using the bathroom, blowing noses, coughing or smoking</li> <li>● after providing first aid</li> <li>● before and after administering medication(s)</li> <li>● before and after assisting a child with toileting, diapering or nose blowing</li> <li>● after handling pets or other animals</li> <li>● after removing disposable gloves</li> <li>● after inspecting hair for lice</li> <li>● after playing outdoors</li> <li>● cleaning or handling any type of garbage</li> <li>● after assisting a child with handwashing</li> </ul>
<p>(6)(j)4. FIRST AID PROCEDURES First aid procedures shall be followed for serious injuries.</p>	<p>Staff receive first aid training annually and upon hire at the orientation. First Aid Procedures are posted for various medical emergencies. Staff follow District and Head Start guidelines.</p>
<p>(6)(j)6. CLEANING &amp; PROTECTING SUPERFICIAL WOUNDS Superficial wounds shall be cleaned with soap and water only and protected with a band aid or bandage.</p>	<p>Staff follow District and Head Start guidelines. Nurse on staff is contacted for guidance when necessary.</p>
<b>DCF 251.08 TRANSPORTATION</b>	
<p>The program provides regularly-scheduled transportation, provides transportation for field trips, does not transport.</p>	
<b>251.08(3) Required Information</b>	
<p>(3) INFORMATION IN VEHICLE – REQUIRED The licensee shall ensure that written documentation of all of the following is maintained at the center and in any vehicle transporting children while the children are being transported:</p>	<p>GBAPSD Contract with First Student and Lamers</p>

<b>251.08(4) Driver</b>	
(4)(c)1. DRIVER RECORD – OBTAIN & REVIEW Prior to the day a driver first transports children in care and annually thereafter, the licensee shall obtain a copy of the driving record for each driver and place the record in the staff file. The licensee shall review each driving record to ensure that the driver has no accidents or traffic violations that would indicate that having children ride with the driver could pose a threat to the children.	GBAPSD Contract with First Student and Lamers
(4)(d)1. DRIVER – CELL PHONE USE Except as provided in subd. 2., a driver of a vehicle that is transporting children in care may not use a cellular phone or other wireless telecommunication device while loading, unloading, or transporting children, except when the vehicle is out of traffic, not in operation, and any of the following applies: a. The phone or device is used to call 911. b. The phone or device is used to communicate with emergency responders. c. The phone or device is used to communicate with the center regarding an emergency situation.	GBAPSD Contract with First Student and Lamers. Policy in place prohibiting use of cell phone unless the bus is securely stopped.
<b>251.08(6) Safety Restraints</b>	
(6)(a) CHILD SAFETY RESTRAINT SYSTEM No person may transport a child under the age of 8 in a motor vehicle, unless the child is restrained in a child safety restraint system that is appropriate to the child’s age and size and in accordance with s. 347.48 Stats., and ch. Trans 310.	Utilize Besi Seat or Star Seat which are height, weight and age appropriate for our students.
(6)(b)1. SEAT BELT USE - CHILD Each child who is not required to be in an individual child car safety seat or booster seat when being transported under par. (a) shall be properly restrained by a seat belt in accordance with s. 347.68, Stats., and ch. Trans 315.	NA
(6)(b)2. SEAT BELT USE – ADULT Each adult in the vehicle shall be properly restrained by a seat belt in accordance with s. 347.48, Stats., and ch. Trans 315.	Bus monitors are trained on this and this requirement has been shared with both transportation companies.
(6)(b)3. SEAT BELT USE – SHARING Seat belts may not be shared.	Each child is in their own harness.
(6)(d) VEHICLE - FRONT SEAT USE Children under age 13 years who are in the care of the center may not ride in the front seat of a vehicle.	NA
<b>251.08(7) Vehicle Capacity and Supervision</b>	
(7)(a) CENTER RESPONSIBILITY FOR CHILD DURING TRANSPORTATION The center shall be responsible for a	Bus monitors take attendance as children are arriving on the bus. When released at their

child from the time the child is placed in a vehicle until the children reaches his or her destination and is released to a person responsible for the child. A parent of a school age child may authorize a child to enter a building unescorted.	home/drop off, they are only released to someone the parent has given permission for. Each person releasing children has a list of who is allowed to receive the child.
<b>251.08(8) Child Care Vehicle Safety Alarm</b>	
(8)(a) VEHICLE SAFETY ALARM – INSTALLED A vehicle shall be equipped with a child safety alarm that prompts the driver to inspect the vehicle for children before exiting if all of the following conditions apply. 1. The vehicle is owned or leased by a licensee or a contractor of a licensee. 2. The vehicle has a seating capacity of 6 or more passengers plus the driver. The seating capacity of the vehicle shall be determined by the manufacturer. 3. The vehicle is used to transport children in care.	All buses have the vehicle safety alarm.
(8)(b) VEHICLE SAFETY ALARM – PROMPTS INSPECTION OF VEHICLE No person may shut off a child safety alarm unless the driver first inspects the vehicle to ensure that no child is left unattended in the vehicle.	The bus may not be turned off until the driver walks to the back of the bus and pushes a button, while checking each seat for an unattended child. This is a secondary step as our bus monitors are also responsible for walking to the back of the bus prior to exiting to ensure no child is left behind.
(8)(c) VEHICLE SAFETY ALARM – WORKING ORDER The child safety alarm shall be in good working order each time the vehicle is used for transporting children to or from a center.	Bus driver pre trip inspection.
<b>DCF 251.095 EXCEPTIONS &amp; ADDITIONAL REQUIREMENTS FOR SCHOOL-AGE CARE</b> Note: There are some exceptions to the requirements for programs serving school-age children (including children age 4 and above who are enrolled in a public school). Please see the licensing rules for these exceptions found in DCF 251.095(2) and (3).	
<b>251.095(4) Additional Requirements For Group Child Care Centers Serving School-Age Children</b>	N/A
(4)(b)2. SCHOOL-AGE CARE – CENTER DIRECTOR, CHILD CARE TEACHER A center director or child care teacher of a center serving only school-age children shall meet the requirements of DCF 251.05(3)(e) or (f), as appropriate, or shall substitute for those requirements department-approved experience, credits or approved courses in education, physical education, child guidance, recreation, coaching, social work, juvenile justice, or other department-approved training. The Wisconsin Afterschool and Youth Credential may be used to meet the requirements for a center director or child care teacher	
(4)(b)3. SCHOOL-AGE CARE – ASSISTANT CHILD	

<p>CARE TEACHER Each assistant child care teacher shall meet the requirements in DCF 251.05(3)(g) or shall have satisfactorily completed at least 10 hours of training approved by the department in care of school-age children within 6 months after assuming position.</p>	
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DCF-F-5154 (R. 06/2021)