**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.

*Sally Jansen*

*Head Start Director*
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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 takes into account 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 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 that have been published and should be a part of staff knowledge about the Green Bay Area Public School District are listed below:

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 primarily three and four-year-olds 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 in length (8:30 a.m. – 3:30 p.m.). *There are also 2 Friday class days in the school year.

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, 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.

7) Outcomes and Assessment - Each Head Start child is screened at the start of the school year utilizing the Ages and Stages Questionnaire - Social Emotional (ASQ-SE) and Developmental Indicators for Assessment and Learning (DIAL) screening tools. 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 family needs.

9) Staff qualifications:
a. Classroom teachers must have a Wisconsin Department of Public Instruction (DPI) teaching license. This includes a BA or BS degree in Education. 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.

**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 GBAPSD 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. *(Board Policy cross reference-538)*

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 and are submitted to employee files in the GBAPSD Human Resources Office.

Performance appraisals are conducted at the end of every school year by the Head Start Supervisor, Head Start Director, Head Start Coordinators, and for non-certified staff Head Start teachers. Performance appraisals for staff that are newly hired to the program are conducted within 45 days of employment and again at the end of the school year.
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).

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 or 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 do 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. Over-income children are not eligible for Head Start unless all children who meet the income are enrolled and not all slots are filled.

At least 90 percent of the children who are enrolled in each Head Start program must be from low-income families. A maximum of 10% of enrolled children’s families may be over Head Start income guidelines. If 10% of our enrollment is filled with over income families and we still have spots to fill, and there are no children on the waiting list whose families meet our income guidelines, the 2007 Head Start Act has made a guideline that, we can accept 35% of our children whose families have income of between 100 -130% of our income guidelines. (There are special program requirements that need to be completed if enrollment of over income families is over 10% of our full enrollment.)

All income must be counted. 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 Self-Declaration/Justification of Income Verification 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, or Supplemental Security Income (SSI), 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 “Income Eligible”.

If a family is homeless, as determined by McKinney-Vento with GBAPSD, or is a foster child that child would be considered “categorically eligible”.

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A staff member must review and copy the income documentation provided by each parent/guardian and complete the Eligibility Verification Form for each family. A family and staff member can also complete the Self-Declaration/Justification of Income Verification Form if the proper documents are not available (this is not preferred). Documentation examined to determine total income for twelve months must be copied and attached to the Eligibility Verification Form, then attached to the application or Self-Declaration/Justification of Income Verification 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. Applications for children from the waiting list the previous year
3. Returning children who were over-income the previous year. This is done for the purpose of determining if the child is to be counted as part of the 10% allowable over-income group. This does not affect selection of that child.

Income is not verified for applications of returning children who were income eligible the previous year. A returning child is defined as one who was enrolled in Head Start at the conclusion of the previous program year.

In compliance with Head Start Performance Standard 1302.12(m)(1)(ii) and (iii) Head Start staff will treat families with dignity and respect regarding possible issues of domestic violence, stigma and privacy; and review the program policies and procedures that describe actions taken against staff, parent/legal guardian (families or participants) who attempt to provide or intentionally provide false information by:

1. Reviewing information with the parent/legal guardian. This includes review of the family information and family circumstances on the Head Start application, as well as the information included in the Truth Statement, which was provided to the parent/legal guardian by either private interview in person or by phone.

   The Truth Statement will be printed on a paper separate from the Head Start application and given to parent/legal guardian, along with the Head Start application, to review and sign. If the Truth Statement needs to be read aloud, Head Start staff will be sure that the privacy of the parent/legal guardian is respected by reading this statement away from other parents and/or staff. If the Truth Statement is read over the phone, the phone staff will sign and verify that this procedure has been followed.

2. Staff are provided with Standards of Conduct to read and sign, at the beginning of each school year. On the Standards of Conduct form the following information is included:

   Violations of Standards of Conduct and/or district policies may result in discipline, up to and including termination.

1302.12(m) Training on Eligibility
1. Training on eligibility for 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.
2. 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.

3. Training on eligibility for Head Start management and staff will take place annually at the first Head Start staff meeting in August or September.

4. Training on eligibility for new Head Start staff members will take place before their 90th 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 Program Guidelines and Operation Procedures under the ERSEA section titled Income Verification and Eligibility Regulations.

Returning Children
Each child enrolled in a Head Start program must be allowed to remain in Head Start until 4K, Kindergarten, or first grade is available for the child in the child’s community, except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child’s family income and there is a child with a greater need for Head Start services.

If a child was previously in Head Start and left the program, their information will remain in the Child Outcomes Planning and Assessment (COPA). If the child comes back into the program, the Technology Secretary will inform the Head Start Secretary. The Head Start Secretary will then pull the files from the previous year and distribute to the teacher and Family Advocate (FA).

Returning Child Procedure for the Upcoming School Year
In January all families with 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, the Head Start secretary will notify the 4K department secretary. The cumulative folder will be forwarded to the 4K department at the end of the school year.
- If the family chooses to have their child attend 4K in another district, the Head Start secretary will forward the cumulative folder to the new school when a request for records is received.
- If the family is undecided, the FA and teacher will talk with the family to see if they need further information to make the right choice for their child.

Reciprocity/Enrollment of Early Head Start Children and Reciprocity Agreement for Enrollment of Children in Green Bay Head Start and CESA 7 Head Start.
Children who reside in one service area and receive childcare in another will be served by the program whose service area the childcare provider resides. This will allow the neediest families to be served.

It is the responsibility of staff to impress upon the families the necessity to use the same childcare provider throughout the year, to eliminate loss of services.

A family who changes to a childcare provider who is not in the service area where services were being received will be withdrawn if transportation is no longer possible. This would also occur if the new provider were in the service area but not on a bus route. The families would be offered the option to provide their own transportation, before a formal withdrawal is discussed.

**Transition of Children from Early Head Start to Head Start**
A child being served in the CESA 7 Early Head Start Program and residing in the GBAPSD becomes eligible for the GBAPSD Head Start program on his/her third birthday, even if that birthday is after September 1 of the present program year. CESA 7 staff will provide advance notice of the need to enroll the child to the GBAPSD Head Start Education Services Coordinator (ESC). If an appropriate opening is not available, the child will be placed on the waiting list with equal opportunity for acceptance into the program, just as all children on the waiting list.

**Application Process**
The application period begins in mid-January. Applications are taken Monday through Friday from 8:00 a.m. - 4:00 p.m. at the Head Start Office, GBAPSD elementary schools, or the GBAPSD Central Registration office. All children must have a new application for their first year in Head Start. Translators are available in the Head Start office and in Central Registration to assist limited English speaking parent(s)/guardian(s).

A Head Start program must not prescribe any fee schedule or otherwise provide for the charging of any fees for participation in the program. A grantee’s failure to comply with the requirements of this Part may result in a denial of refunding or termination in accordance with 45 CFR Part 1303.

**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 GBAPSD’s 4K and Early Childhood programs, Early Head Start, and Birth-to-Three Programs. In collaboration with the District’s Public Relations Department, the 4K Supervisor and Head Start Director 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, 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 in collaboration with the Public Relations Department.

Each program must obtain a number of applications during the recruitment process that occurs prior to the beginning of the enrollment year, that is greater than the enrollment opportunities that are anticipated to be available over the course of the next enrollment year, in order to select
those with the greatest need for Head Start services.

All Head Start Programs must insure that staff engaged in recruitment and enrollment of children are knowledgeable about the provisions of 45 CFR §84, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and the Americans with Disabilities Act of 1990.

Head Start Programs must not deny placement based on a disability or its severity to any child when:

1. The parent(s)/guardian(s) wish to enroll the child,
2. The child meets the Head Start age and income eligibility criteria,
3. Head Start is an appropriate placement according to the child's (IEP), and
4. The program has space to enroll more children, even though the program has made ten percent of its enrollment opportunities available to children with disabilities. In that case children who have a disability and non-disabled children would compete for the available enrollment opportunities.

All Head Start Programs must access resources and plan for placement options, such as dual placement, use of resource staff and training so that a child with a disability, for whom Head Start is an appropriate placement according to the IEP, is not denied enrollment because of:

1. Staff attitudes and/or apprehensions;
2. Inaccessibility of facilities;
3. Need to access additional resources to serve a specific child;
4. Unfamiliarity with a disabling condition or special equipment, such as a prosthesis; and
5. Need for personalized special services such as feeding, suctioning, and assistance with toileting, including catheterization, diapering, and toilet training.

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 must consider 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.

The recruitment effort of all Head Start Programs must include recruiting children who have severe disabilities, including 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 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.

Homeless children are categorically eligible for Head Start. Section 640 (m) (1) of the Head Start Act, as amended, requires that homeless children be prioritized for enrollment.

To be categorically eligible for Head Start services as a "homeless child", a child must meet the definition in the McKinney-Vento Homeless Assistance Act of 2001. That Act defines homeless children as:

"individuals who lack a fixed, regular, and adequate nighttime residence" and includes, children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless because they are living in circumstances described above.

The program will enroll homeless children based on the verification of the family’s description of their living situation (if that description meets the definition). This is done on a case-by-case basis because the circumstances of homelessness vary with each family’s situation.

The plan for meeting the needs of homeless families is designed to offer maximum opportunity while placing the least amount of stress on both parent/guardian and child. All Head Start regulations are followed; however, the timeline for completion of forms and/or required documents differs in order to better assist these families. 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. However, special attention is given to any medical alerts/concerns to determine if there may be a risk of classroom emergency. Pertinent safety information is communicated to the classroom teacher, Health Services Coordinator (HSC), and the assigned FA. Upon enrollment, staff will work to obtain required verification of circumstances and collection of documents within a reasonable period.

**Home Language Questionnaire Process for Families with Languages Other Than English**

On the Enrollment Form for the GBAPSD there are three questions regarding language:

1. Language(s) Spoken in the Home
2. Language(s) Student First Spoke
3. Language(s) Student Currently Speaks

If a family has any language listed other than English, the Head Start secretary or Central Registration secretary will contact the English Language Learner (ELL) Department at the
District Office. The ELL Department will then arrange to do a Home Language Questionnaire with families to determine if further language testing is needed.

The District currently does not have a language assessment for incoming three-year-old children. Their placement is determined by a conversation between the 4K ELL Program Support Teacher and the parent/guardian based on the Home Language Questionnaire answers. The placements are either Bilingual (Spanish) or English mainstream classroom. English as a Second Language services are not offered to three-year-old children.

Incoming four-year-old children, either exiting the three-year-old Head Start year or newly enrolling to the District’s 4K program, are given a language assessment called the pre-Language Assessment Scales (preLAS). This assessment is given in English to those children with another language other than English or Spanish as indicated on the enrollment form. It is given in English and Spanish to children who indicate Spanish on the Enrollment form. Based on those results, along with the Home Language Questionnaire information, children are placed in either a Bilingual (Spanish) classroom, an English classroom with ESL support, or mid-identified as an ELL and placed in an English classroom. Parents have the right to accept, modify, or refuse any services offered.

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.

Child Leaving Head Start for Early Childhood
ESC or Teacher: Notifies Head Start secretary and FA if a child is leaving for Early Childhood.

FA: Verifies that all health information is up-to-date in COPA so the Child Health Information Report can be run.

Teacher: Sends classroom records to the Head Start office.

Head Start Secretary: Notify Central Registration and the bus company of change in placement.

**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 COPA. This number/score is then used to rank applications for selection within each center attendance area. COPA calculates the Selection Criteria score based on the information on the application. Selection Criteria points are traceable to issues and trends identified in the Community Assessment. Selection Criteria is reviewed annually and approved by Policy Council and GBAPSD School Board. *See Appendix B for Selection Criteria.* The only exception to this process is selection and placement of EC children in the integrated classrooms.

Head Start programming options are Double Session and Full Day. The Double Session Program must provide 128 school days per school year. The Double Session classes are held Monday through Thursday, with sessions available in either the morning (8 a.m. to 11:30 a.m.) or the afternoon (12 p.m. to 3:30 p.m.). The Full Day Program must provide 1,020 annual hours
or planned class operations over the course of at least eight months per year. The Full Day classes are held Monday through Friday from 8 a.m. to 2:30 p.m.

Selection - Integrated Model
In order to successfully implement the integrated 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 for each child identified with a disability. Eighteen slots are "set aside" for children with identified disabilities, jointly selected by the appropriate Early Childhood support teacher (in consultation with parent[s]/guardian[s]) and the Head Start ESC. Once selected the family needs to complete a Head Start/4K application and all of its necessary paperwork including income verification. The Head Start secretary 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. These twenty-four slots will be held for 30 calendar days after school begins.

The Early Childhood department 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 integrated model.

If there are insufficient numbers of appropriate children for the eighteen integrated slots, the Head Start Secretary will work with the Early Childhood (EC) Department and ESC. The EC Department will inform the Head Start secretary if there are no other appropriate children to place, and children from the waiting list will be selected to fill remaining vacancies. This notification must take place within 30 calendar days from the day staff report for work in the new program year.

Selection – 4-year-old Kindergarten Collaborative Model
The GBAPSD 4-year-old Kindergarten Director is responsible for selecting children for the Head Start/4K collaborative classrooms. Each year there are slots set aside for 4K children integrated in the Head Start classrooms.

Enrollment - Staff Responsibilities
The Head Start Director is responsible for overseeing the enrollment of eligible children; however, the various tasks involved with this process are delegated to many staff members particularly the Head Start Secretary.

Each Head Start program must develop, at the beginning of each enrollment year and maintain 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.

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). The Head Start secretary is also responsible for preparing class lists in collaboration with ECSM, working with the District transportation office and bus company to arrange transportation and getting applications and other information to Central Registration and appropriate staff.
Ongoing Application/Enrollment Process

The Head Start secretaries have primary responsibility for assisting parent(s)/guardian(s) and processing applications during the program year. However, if they are not in the office, another staff member will:

- Check the birth certificate to make sure the child’s name is spelled correctly, the date of birth is correct and sex of child is verified, using the GBAPSD Birth Certificate Verification Checklist. *No copy of a birth certificate shall be taken.*
- Verify income or public assistance (SSI/Child Care Assistance). Staff must complete the Eligibility Verification Form and attach copies of the documents used to verify eligibility or complete the Self-Declaration/Justification of Income Verification Form along with the Eligibility Verification Form. The Eligibility Verification Form will also indicate if the staff person that took the application from the family has:
  - Conducted an in-person interview with the applicant.
  - Conducted a phone interview with this applicant. An in-person interview was not possible because:
    - Enrollment form/Head Start application taken in at another GBAPSD site, or;
    - Other (space provided to explain).
- Verify physical address of the family.
- Verify there is an emergency phone number.
- Verify parent/guardian has signed and dated the application.

When applications are entered into the Head Start tracking system, COPA, it will automatically complete the selection criteria for each application. Then each application will have a selection criteria score.

General

Each child enrolled in a Head Start program must be allowed to remain in Head Start until 4K, Kindergarten, or first grade is available for the child in the child’s community, except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child’s family income and there is a child with a greater need for Head Start services.

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. A program may elect not to fill a vacancy when 60 calendar days or less remain in the program’s enrollment year.

If a child has been found income eligible and is participating in a Head Start program, he or she remains income eligible through that enrollment year and the immediately succeeding enrollment year. Children who are enrolled in a program receiving funds under the authority of Section 645A of the Head Start Act remains income eligible while they are participating in the program. When a child moves from a program serving infants and toddlers to a Head Start program serving children age three and older, the family income must be re-verified. If clarification is needed, the Head Start secretary contacts the parent/guardian to verify the bussing address. If the parent/guardian does not have a telephone, the secretary makes the contact via mail or asks the appropriate FA to visit the house for this purpose. If the parent/guardian does not have physical, dental, and immunization forms, the Head Start secretary or FA provides these to the parent/guardian.
The Head Start secretary 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**

In August, before the start of the school year, one parent/guardian and Head Start child must attend the “**Enrollment Days and Health Fair**” on one of the designated days. 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.

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:** At the start of the school year, before the child is allowed to attend school, the teacher must do a home visit 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 as soon as possible. An initial home visit must be conducted by the FA to assist the family in completing all necessary enrollment forms, as would be done at the Enrollment Days and Health Fair, before the child can attend school. Enrollment forms are updated yearly.

The FA then schedules a follow up home visit with the family to conduct a Strengths Assessment and complete documents involved in the Family Partnership Agreement (FPA). The FA, in partnership with the family, discusses possible needs and assists in the family goal setting process. During this and future home visits community resources and/or referrals are addressed and/or made as needs are identified.

**Head Start/Early Childhood (EC) Integrated**

1. The EC Program Support Teacher will:
   - Schedule an IEP meeting, to determine programming for the child and make a placement offer.
   - Contact the Head Start secretary about a start date for the EC child.
- Complete all necessary transition paperwork and send a copy of the child’s IEP to the receiving teacher.

2. Head Start secretary will complete assigned enrollment responsibilities.

**ATTENDANCE**

**Attendance Guidelines**

We expect all children to attend all classes. If a child is unable to attend school the parent/guardian must call the classroom or Head Start office to report the absences. If a child is unexpectedly absent and a parent/guardian has not contacted the program within one hour of program start time, the program must attempt to contact the parent/guardian to ensure the child’s well-being. It is the responsibility of all Green Bay Head Start staff to support parents in understanding the importance of regular attendance and assist in resolving any barriers.

1. If a child is absent without explanation and a parent/guardian has not contacted the program within one hour of class start time, a staff person will attempt to contact the family to ensure the child’s well-being and to determine the reason for the absence. This contact will be documented. **(Please see Attendance Procedures for computer entry and documentation.)**

2. If a child has multiple unexplained absences (such as 2 consecutive unexplained absences) staff will conduct a home visit or make other direct contact with the child’s parent/guardian.

3. If a child has a pattern of absences which puts them at risk of missing 10% of program days, staff will work with the family to identify attendance barriers and develop appropriate strategies to improve individual attendance for identified children. These strategies may include but are not limited to:
   a) Provide information about the benefits of regular attendance
   b) Family attendance support plan to promote the child’s regular attendance
   c) Collaborate with other program staff (such as bus aides) who may have contact with the family
   d) Conduct direct face to face contact, a home visit and/or intensive case management
   e) Consider community resources available to assist in removing attendance barriers.
   f) Attendance intervention and follow up letters to home

4. If a child ceases to attend, staff must make every effort to re-engage the family to resume attendance which may include, but is not limited to, any of the above stated strategies.

5. If a child’s continued absence puts them at risk for a vacated slot, a warning letter will be sent home after a multidisciplinary team of program staff determine this to be necessary. Upon approval, the program clerical will send out the letter.

6. If staff have been unable to re-engage, contact, or establish services with a family (the family’s whereabouts are unknown) and it has been 2 weeks since the last date of attendance; then the program must consider the slot vacant and fill it with an eligible child from the waitlist. A warning letter will be sent home prior to filling the vacated slot. If the child is identified as homeless or a foster child, see “Attendance Guidelines of Homeless and Foster Children” for additional guidelines.

**Attendance Guidelines of Homeless and Foster Children**

The above stated guidelines will apply to Head Start children identified as homeless or in foster placement with the exception to line item #6 and the addition of the following guidelines.

**Follow-up Guidelines of Homeless and Foster Children**
1. Head Start children identified as homeless or in foster placement will have their slot held for 30 days from the last date of attendance to attempt to re-establish contact.

2. If transportation is a barrier to attendance the program must utilize community resources, where possible, to provide transportation for the child.

3. If after 30 days services have not been re-established the slot will be considered abandoned and either placed in reserve for a new Homeless or Foster child or filled with a child from the waitlist.

**BUSSING**

*Pick up and Drop Off Procedures*

**Pick Up**

Busses will wait approximately one minute when picking up or dropping off a child. Children will be picked up with or without a visible adult.

**Drop Off**

The driver/bus aide **must** see an adult or older child (middle school age or older), who is listed on the Emergency/Transport Release form, before releasing the child from the bus.

A child will be released only to parent(s)/guardian(s) or other appropriate persons listed on the Emergency/Transportation Release Cards. Bus aides 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 aides are expected to keep updated copies in their sub folders.

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

If no one is home for drop off, the bus will bring the child to the Head Start Office at 1150 Bellevue Street (Head Start Learning Center) 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. 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.

**STEP 1**
When a parent/guardian is not at the designated drop off location for a student, the bus driver/aide should keep the student on the bus and call the Carrier to either call the contact numbers or to call the Head Start office at 492-7232 and have the Head Start office make the parent/guardian contact. 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 may be brought back to the Head Start office. 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 2 p.m. (a.m. class)/6 p.m. (p.m. class) from the Head Start office, proceed to Step 4. If a parent/guardian is reached prior to 2 p.m. (a.m. class)/6 p.m. (p.m. class) and the parent/guardian/emergency contact picks up the child, the parent/guardian/emergency contact will be directed to enter at 1150 Bellevue Street, Head Start Learning Center (HSLC). Parent/guardian/emergency contact will be required to provide identification and sign the student out of the building.

**STEP 4**
No contact with parent/guardian by 2 p.m. (a.m. class)/6 p.m. (p.m. and Full Day classes). Should no parent/guardian or emergency contact be reached by 2 p.m. (a.m. class)/6 p.m. (p.m. and Full Day classes) 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 contact the Green Bay Police Department at 391-7450, to pick up the child. The Head Start office will provide the Student Summary report to officer with student information and breakdown of attempts to contact parent/guardian.

An email will be sent to the Head Start Director and appropriate staff informing them of the steps taken and documenting the incident. Upon the fourth incident, a Child and Protective Services report will be completed.

**Bus Behavior Procedure**

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) Send Bus Behavior Report (form B-1) home with the child.

Step 2 - If a child receives a second bus report within two weeks, the teacher will send the following information in the child’s school bag:
   a) Bus Behavior Report (form B-1)
   b) Suggestions to Parents/Guardians – Bus Problems (form B-2); and
c) The teacher or FA will call the parent/guardian to discuss the problem and possible solutions, including the temporary use of a behavior harness, (with the new seclusion and restraint rules, this needs to be documented carefully, including how you plan to remove this restraint) and inform the parent/guardian of the consequences if the child continues to receive bus reports.

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 aide 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.

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 Director following consultation with staff and the parent/guardian will determine this. For students with disabilities, an 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 Aides along with Head Start Staff will work to implement supports 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 busses 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 aide to keep during the route. Know the location of each of these items on every route.

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

- Note which children are 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 staff will contact parents via phone or note to inform them of the situation.

There shall be no communication between the media and Head Start bussing staff. All communication with 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 aide will check that the student is ready to exit the bus (jacket zipped, mittens and hat on, school bag together).
2. If the student is sleeping, the bus aide will wake the student prior to their stop so they can be somewhat alert when the bus arrives.
3. The bus aide 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 aides, 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 aides, 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.

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

**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 GBAPSD and are subject to the GBAPSD’s confidentiality policy (347-Rule). All Head Start staff is 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 files are confidential records and are kept in our main office in a locked office.
- 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 GBAPSD 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 and Exchange Information” form on record. These forms will be kept in the child’s cumulative folder and are in Infinite Campus (IC) under the Educational Rights tab, as well as in COPA.

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 Student Records and/or Rights to Make Educational Decisions”.

**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. If the child will be attending another program within the GBAPS district, the Head Start Secretary will forward the Enrollment Form, Birth Certificate Verification Form and Health History in the cumulative folder to the new school.

Family Advocates will prepare the family file as indicated in the “end of the year procedures” and send the entire family file for the dropped child to the Head Start Secretary for proper filing. Classroom Staff will prepare the child file as indicated in the “end of the year procedures” and send the file for the dropped child to the Head Start Secretary for proper filing.

Files for all dropped students are kept in the Head Start office.

**CLASS (Classroom Assessment Scoring System)**

The 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 EDSC to measure effective teacher-child interactions. Observations are shared with teaching staff.

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

**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 Parent Center and school sites.

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 and parent/guardian engagement opportunities that are available.
- Parents/guardians participate in classrooms, on field trips, in community events and trainings, Enrollment Day(s), in supporting program operations, and by preparing materials at home or at the Parent Center. Families are notified of these events by phone 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 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 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)16m. 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 at the beginning of the school year. Following initial observations, he/she will conduct follow up visits as necessary to offer support and/or consultation to the classroom teacher.

Head Start staff can request involvement by the FSMHC for a Head Start child they believe exhibits mental health related concerns. Mental health concerns may include, but is 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 will be kept in a confidential file and used for reporting purposes throughout the school year.

**Head Start Behavior Management Guidelines**
It is important for all children, staff, and parent(s)/guardian(s) 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 parent(s)/guardian(s) 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 Hive Guidelines to “Bee” Happy:**
- Be Safe
- Be Responsible
- Be Respectful
- Be Capable

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 may be necessary when a child displays a lack of self-control. The child may be redirected from the situation for a short period if the behavior may endanger him or others. The child may return to the activity when he/she has regained self-control. The child must be informed of what is expected of him 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 examples of positive guidance strategies used are indicated below.

**Techniques used in prevention of behavior struggles:**
- Giving clear and reasonable expectations
- Modeling and teaching the correct behavior
- Making the children feel important and respected

**Non-confrontational techniques used by staff:**
- Redirecting
- Modeling
- Suggesting
- Staying calm
- Changing the environment and interventions
- Shadowing
- Praising
- Ignoring
- Providing logical and meaningful consequences

A Child Behavior Plan may be implemented for those children who demonstrate repeated and/or substantial behavior problems in the classroom. The parent/guardian will meet with the classroom staff and/or coordinators to develop a 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.
In the event that a child engages in behavior that is dangerous to the safety of adults or children, and all strategies to ensure safety have been exhausted, according to Head Start performance standard 1302.17(a)(2) the child can be sent home and excluded from school for a short period of time, but not permanently. Parents/guardians will be called immediately and required to come pick up their child. Behaviors, which may result in a child being sent home, may include, but are not limited to: being physically aggressive towards adults or children, such as; hitting, biting, choking, spiting, throwing things that may injure someone; or running away from the school building.

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 a TB screen and initial health exam through the district Health & Wellness Center. Form DCF-F (CFS-0054) “Staff Health Report-Child Care Provider” should be in employees file at DOB. This form will be completed prior to the first day of work. Record of this screen/exam are kept confidential in Human Resources files at DOB. HSC confers with Human Resources to be sure this is completed and date it is completed.

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 first year of hire, staff will complete the “Employee Health Questionnaire” form. Document to be reviewed by HSC. This form will be filed in the Head Start Employee file at Head Start. If further evaluation/testing is required, HSC will work with the Health & Wellness Center or employee’s health care provider.

The Health & Wellness Center serves district employees and retirees, their dependents age two years and older, who are covered by the district health insurance plan. There is a $5 user fee per visit; routine lab work and certain immunizations do not require this fee. The center requires that all participants have their insurance card present when visiting.

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).)
CPR certification
CPR—child cardiopulmonary resuscitation and automated external defibrillator—is mandatory for classroom staff, Health Services Coordinator, coach, Parent Engagement Associate, Bus and Lunch aides. It is highly recommended for other coordinators, FA and clerical staff. 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, employee would need to take certification over. New employees have 6 months from date they begin working with children to be CPR certified.

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 classroom or 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 prior to staff of being hired.
Done prior to working with children
1. Shaken Baby Syndrome Prevention Training certificate to be placed in staff file.

Within one week
2. Licensing Rules for Group Child Care Centers binder
3. *Head Start Performance Standards
4. *Program Guidelines and Operational Procedures REVIEW/LOCATION
5. Emergency Management Plan for Staff/Administration
6. *First Aid for schools DVD
7. *Job responsibilities/job description
8. *Illness recognition, infectious disease control, handwashing, universal Precautions
9. *Schedule of activities at program site
10. *Child abuse and neglect laws and program reporting
11. *Procedure for tracking children in/out of classroom (EDM)-active
12. supervision
13. *Procedure for sharing information: IEP, health plans, release of info
14. *Special Needs of child - PLAN
15. *Attendance procedure (FISH)
16. *Continuing Education requirement-documenting

- Food Service Employee
  Food handler’s card (Food Service Employee)
  *Certificate completed and placed in staff file.

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

Parent Engagement Associate:
- Emergency planning and preparedness (pea)
- Safe environment (pea)
- Parent Center 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 starting 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 health care 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:
- Developmental Screening (DIAL)
- ASQ-SE (Social/Emotional) COPA
• Hearing Screening – COPA, medical record
• Vision Screening – COPA, medical record
• Height/Weight – COPA, 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 should 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 or clinic. If physical or dental is not on file, the parents 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:

<table>
<thead>
<tr>
<th>Health History</th>
<th>Nutrition Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immunization record</td>
<td>Physical exam form</td>
</tr>
<tr>
<td>Dental exam form</td>
<td>Vision exam form (if applicable)</td>
</tr>
<tr>
<td>Hearing exam form</td>
<td>Lab values (if applicable)</td>
</tr>
<tr>
<td>Health plan (if applicable)</td>
<td>Referral to RD (if applicable)</td>
</tr>
</tbody>
</table>

• All health information received will be date stamped 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 COPA by appropriate staff.
• All follow-up health information is documented in COPA under case notes or medical record tab.
• A Child Health Summary is printed from COPA at the end of the school year, given to the parent/guardian, and sent to kindergarten.

**HEALTH SCREENINGS**

**Vision and Hearing Screenings**

Vision and hearing screenings are done every year beginning at age three per Early and Periodic Screening, Diagnostics, and Treatment (EPSDT). All students who do not have a current screening result on file will have vision and hearing screenings done within the first 45 days of enrollment. These screenings are done at Enrollment Days or in the classroom and, as needed,
by the HSC. Results of screenings are entered into COPA. Parents will receive a copy of their student’s vision and hearing screening results, along with their growth assessment, at conference time, in the personalized “Health Summary Brochure”.

Vision
In addition, Optix vision equipment is used for vision screening. “No Problem Suspected/Rescreen/Treatment needed/Receiving Treatment” is recorded in COPA. A student, who fails the vision screening, will be referred for further follow-up. A “failed screening letter” will be completed by the HSC and the form sent to parent/guardian along with resources for eye exams. The FA will receive a copy of this letter for the student file and HSC will inform each teacher about any students who fail the vision screen in his/her class. HSC will enter a note into case notes that a letter was sent to the parent/guardian, regarding the vision results/follow-up needed. FA and/or HSC will follow-up on the referral.

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

Hearing
Ero-Scan equipment 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 to 3 screenings, a “failed screening letter” will be completed by HSC and sent to parent/guardian. The FA will receive a copy of this letter for the student file and HSC will inform each teacher about any students who fail the hearing screen in his/her class. A note will also be placed in case notes that a letter was sent to the parent/guardian regarding hearing results/follow up needed. The student will be referred to a family doctor or audiologist. FA, HSC and/or teacher will follow up with the family.

Nutrition Assessment
Prior to the child’s first day of starting 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. Student/family referrals to the Registered Dietician are generated by data obtained. Pertinent nutrition information obtained on both Health History forms will be communicated with the HSC, so diet accommodations can be made. Parents receive nutrition information throughout the year in our newsletter from our Registered Dietician

Anemia
If hemoglobin of less than 11gm or hematocrit of less than 34% is noted, parent(s)/guardian(s) receive information regarding iron rich foods and are referred to the “Keep Your Children Healthy and Safe” handbook. If hemoglobin is less than 10gm or hematocrit is less than 32%, contact medical provider for recommendations and/or referral. If hemoglobin or hematocrit not documented on physical and parent uses WIC, fa will check with WIC 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. Per program standards, students are weighed and measured without shoes or coat/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 student to remove shoes. If student resists, give encouragement. If student refuses, be sensitive and do screening with shoes. Note under comments that student was measured with shoes.
3. Have student stand straight, facing away from the measurement tool with heels all the way back and chin level.
4. Bring 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 tool in place and read measurement to the nearest ¼ inch.

**Weight**
1. Place standard scale on hard surface.
2. Ask student to take shoes and coat off. If student resists, weight will not be taken at all. Write refused and rescreen later.
3. Ask student to step up on scale. Make sure the student’s hands are not touching any objects. Record weight to the nearest ½ 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 EPSDT and licensing for Group Child Care Centers.
- Each student shall have a health exam not more than one year prior to nor greater than 3 months after the first day of attending the program.

**Dental Exams**
A dental exam is required every 12 months per EPSDT and licensing for Group Child Care Centers.
- Each child shall have a dental exam not more than one year prior to nor greater than 3 months after the first day of attending the program.

Head Start may provide a dental exam during Enrollment Days or with permission, while children are at school. Dental exams and dental treatments can be obtained by a dentist or obtained by Oral Health Partnership (OHP) for those children that who have Medical Assistance or are without dental insurance. Parents/guardians are informed to schedule appointments with a dental provider and bring their child to the exam/treatment.

If the child has dental care completed in the hospital, a referral will be made to the RD. The RD will contact the parent(s)/guardian(s) about healthy eating habits to prevent further dental decay.

**Student Immunizations**
GBAPS Rule 453.2 Immunization Procedures and Responsibilities must be followed. Current Wisconsin immunization guidelines are followed for Head Start students based on age. Student 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. Parents have the right to sign a waiver for personal, religious, or medical reasons. One signed waiver is good for two years in Head Start.

HSC will submit “School Report for Local Public Health Agency” form to Brown County Health Department without name of student listed by the 40th day of the beginning of 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 Health Department recommendations will be followed.

**Lead Screening**

Head Start programs must ensure that all students receive a lead toxicity screening. If concerns are noted on the Health History, the FA/HSC will follow up for more information as needed. Head Start utilizes their health care provider, Women, Infant, Children program (WIC), BCHD and Wisconsin Immunization Registry (WIR.) to find students lead levels. If the lead level is on file at 24 months and within normal limits no further follow-up is indicated. Blood lead levels can be tested by their health care provider or at WIC, if they utilize their services.

If the child has no lead level or only the 12-month lead level Head Start will provide lead information to the parent and request another lead test.

Any student with a lead level of 5ug/dl will be referred for monitoring to their health care provider &/or the Brown County Health Department per Center for Disease Control (CDC) guidelines. Brown County Health Department 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. No exceptions for holidays/birthdays per Health Advisory Committee meeting on April 14, 2014. Head Start encourages use of stickers, pencils, colors, etc. or parent reading a book to the class and then donate book to classroom. Parents are informed of this at orientation, by fa and teacher. Also, note in HS newsletter early in the school year.

**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.
- GBAPSD 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 GBAPSD Food Service Quality Assurance Manager/Registered Dietician in compliance with the CACFP meal pattern requirements plans menus. The menu is rotated on a six-week basis. 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 who cannot have the food/milk that is being served due to special/medical dietary need.
• Head Start has a lunch aide(s) 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).
• 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 situation and develop good eating habits.
• Family style meal service operates as follows:
  o All required meal components are placed on the table at the same time.
  o Adequate amounts of each food item must be placed on the table to provide at least the minimum portions for each child.
  o Participants may serve themselves from serving dishes, which are on the table.
  o Adults, supervising the meal, help those children who are not able to serve themselves.
  o Participants are allowed to make choices in selecting foods and in the size of the serving. If dropping or children contaminate utensils, eating from them the utensils must be immediately removed and replaced by clean ones.
  o A supervising adult must be seated at each table to actively encourage children to take the full-required portion of each food component.
  o The supervising adult must offer the food item again later in the meal if participants initially refuse the food or take a very small portion.
  o Milk is served on the table and offered throughout the meal. Safe drinking water is also available at all times.
  o All food and beverage brought to the table and not eaten will be discarded as soon as the children and adults have finished eating.
• Hot packs/Cold packs:
  o A hot pack is the hot entrée food in a re-heatable dish wrapped in clear film – similar to Lean Cuisine meals.
  o A cold pack is the cold food that accompany 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.
• Lunch aides measure and document food waste from breakfast and lunch.
• Head Start snacks are provided to afternoon students.
  o At the Keller, Howe and Southwest locations classroom staff create a monthly snack menu and purchase needed foods using the CACFP snack meal pattern guidelines.
  o GBAPSD creates a monthly snack menu for HSLC and purchases needed foods using the CACFP guidelines.
  o Snacks consist of at least two components: milk; juice, fruit or vegetable; grain/breads/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, preferable 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. Tongue will be brushed as well.

• 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.
• When removing toothbrushes from the sanitizing toothbrush holder (holder), lean the holder back to avoid toothbrushes from falling out of the holder.
• Appropriate staff, or volunteers if available, in brushing their teeth if needed, will assist children. Staff will 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 specified amount of time.
• Staff will clean toothbrushes and disinfect the holder as needed.
• Replace toothbrushes every 3-4 months or sooner if bristles appear worn or splayed.
  (CDC-the use and handling of toothbrushes.)
• The sink will be sanitized after completion of using the sink for tooth brushing.

Fluoride Varnish Program
The Northeast Wisconsin Technical College (NWTC) dental hygiene students provide dental education and 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.

Management of Student Allergies
Refer to the GBAPSDS Policy 453 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.

1. 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, and the Consent and Authorization Form, which also identifies student allergies.

2. When staff become aware of an allergy or health concern, staff will notify the HSC via email in a timely manner.

3. If a special diet is needed, the GBAPSD 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 GBAPDS 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 (GBAPDS Special Dietary Needs: Flowchart). The Medical Statement for Special Dietary Needs Request for Milk Substitution forms are valid until the child no longer would need this accommodation.

4. Completed forms go to the HSC and GBAPSD Food Service department’s RD and are scanned into IC.

5. Necessary staff will be notified of the allergy. Students with special accommodations will have their names posted for safety of the student. Parent consent for permission to post is located on the Consent and Authorization Form.

6. Health plans/action plans are created/updated as needed by HSC and applicable staff will also receive a copy of a student’s health plan/action plan.

**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:

1. Medical conditions
2. Allergies
3. Food that can’t be eaten for personal or religious reasons

**Head Lice**

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

**Classroom Staff**

1. If concerns are present check students for live lice/nits.
2. Call parents/guardians or emergency number to provide the option of picking up student early from school to begin treatment. Student does not have to be sent home.
3. Child should miss no more than one day of school.
4. 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.

5. 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.

6. If you need help with chronic cases contact HSC.

First Aid Kits
Staff first aid training is provided annually.

- First aid kits are available in each classroom and are identified by a red cross on the cabinet, wall, or where 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 pack contains non-latex gloves, band-aids, facial tissue, and gauze squares. 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 towel, and facial tissue.

- The classroom backpack (including rescue meds and first aid supplies) is to be taken 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.

All staff and volunteers will wash hands

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

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 (sing Happy Birthday silently twice) 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 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 Blood borne Pathogen Exposure: Source Person Protocol.

Sanitizer is not to be used in place of hand washing when soap and water are available.

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 to 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 are 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 blood-borne pathogens. Staff may consult with a district nurse or HSC if they have questions about diapering/changing procedures.

**Diaper Changing Procedure**

**Step 1:** Before bringing the child to the diaper changing area, perform hand hygiene and bring supplies to the diaper changing area.

**Step 2:** Carry/bring the child to the changing table/surface, keeping soiled clothing away from you and any surfaces you cannot easily clean and sanitize after the change. Always keep a hand on the child.

**Step 3:** Clean the child’s diaper area.

**Step 4:** Remove the soiled diaper and clothing without contaminating any surface not already in contact with stool or urine.

**Step 5:** Put on a clean diaper and dress the child.

**Step 6:** Wash the child’s hands and return the child to a supervised area.

**Step 7:** Clean and disinfect the diaper-changing surface (with Virex after each use). Dispose of the disposable paper liner if used on the diaper-changing surface in a plastic-lined, hands-free, covered can. If clothing was soiled, securely tie the plastic bag used to store the clothing and send home.

**Step 8:** Perform hand hygiene.

Caregivers/teachers should never leave a child unattended on a table or countertop. A safety strap or harness should 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 Non-food Contact Surfaces (including eating tables and kitchen counters/surfaces)**

- Use the District provided Ready-to-use No-Rinse Sanitizer on eating surfaces.

- Table will be cleaned with soap and water first. Soap and water can be in a bucket or in spray bottle marked “Soap and Water”.

- Apply a course spray of the Ready-To-Use No-Rinse Sanitizer to the area after washing and allow the spray to dry on the surface.
  - The Ready-To-Use No-Rinse Sanitizer will remain on the surface for at least one minute. After the one minute application time the surface can be dried with clean paper towel if needed.
Sanitization of food contact services

- Use QUAT as instructed per manufacturer label.

How to disinfect all other areas:
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 stand for 10 minutes.
- If the item you are disinfecting has visible surface contamination, first wash the item with soapy water and rinse. Then spray with VIREX and let stand for 10 minutes.
- After 10 minutes, surfaces or items can be air dried or wiped down to ensure all viruses are killed.
- If disinfecting 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 others children’s bedding, on the bed 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 at the end of the 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. If the parent 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 or emergency contact person arrives. If 911 activated, the building principal must 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 in a cup of milk, send the tooth with the child to the dentist immediately.

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

1. For any injury sustained while the child is at school, a GBAPDS injury report will be completed by the person who observed the injury or the person who is responsible for the child if the injury wasn’t 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 HSLC for entry into IC. The form then goes to HSC to be put into database for tracking/monitoring purposes.
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 parent/guardian the same day the injury took place.
4. **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 soon after the injury occurs (and arrangements can be made if necessary to pick the child up from school), when they pick up the child after school or when the child is dropped off after school.
5. Report to the childcare licensing department any death of a child while in the care of Head Start or any incident, injury or accident that occurs while a child is in the care of Head Start that required professional medical treatment within 48 hours of the Head Start program becoming aware of the medical treatment.

**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 area as much as possible.

4. After cleaning up bodily fluids, spray VIREX on the surface for no less than 10 minutes.

5. After clean up, wash hands and body parts exposed to bodily fluids thoroughly with soap and water.

Medical Log Book Instructions
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:

A. 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.

B. 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.

C. Entries into the medical logbook need to be entered by the staff member that witnessed the accident/injury or administered the medication. All entries need to be entered the same day of the incident or administration of medication.

D. Errors should be crossed out with a single line through the entry and initialed. Do not scribble out or white out entry errors.

E. The medical logbook must be stored up and out of the reach of children/parents for confidentiality purposes.

Medical Log Book is to be used to record the following information:
1. All medications dispensed to a child while at Head Start.
2. If an injury/illness or head injury report is completed for any minor or serious injury.
3. A staff person for symptoms of illness and injury shall observe each child upon arrival to Head Start.
4. Any injury to a child or evidence of unusual bruises, contusions, lacerations or burns received by a child in or out of the program shall be recorded in a medical logbook and reported immediately to the administrator or other person in charge of the center.
   a. In addition, indicator of child neglect such as infant failure to thrive, hunger or fatigue, personal hygiene problems should be made in the medical logbook.

Medication Recording 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 3rd 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.
2. All medication changes (stopped, dosage change, new meds, etc.) require a new medical and parent authorization. These updates must be made in IC and documented in the medical logbook.
3. Prior to giving the child the medication at the needed time, look at the latest entry in the Medical Log and/or IC to make sure no other staff member has administered the medication for that same time and dosage.

4. Record first and last name of child, name of medication, dosage, time, date, and name or initials of staff person administering the medication in the medical log book on the same day that the medication is administered. All medications given at school (prescribed, non-prescribed, as needed doctor/parent authorized) will also be documented in IC. Within a day of administration, classroom staff will notify HSC or clerical staff when a rescue medication or an “as needed doctor and parent authorized” medication is administered, so HSC or clerical staff can assist in entering the administration into IC.

5. Entries in the Medical logbook must be in blue or black ink. No lines are to be skipped. Pages may not be removed. All pages of the medical logbook must be numbered. Do not number pages as you use them.
   A. Example: 9/1/07 John Jones 1 tsp. penicillin 10:30 a.m. ARD (initials)

6. Non-prescription sunscreen and insect repellent may be administered at school with written authorization from the parent/guardian, and the authorization will include the ingredient strength of the sunscreen or repellent. Authorizations will be reviewed every 6 months and updated as necessary. The sunscreen or repellent shall be labeled with the child’s name. The sunscreen and repellent will be kept in the classroom locked medicine box/cabinet. Administration of the sunscreen or repellent will be documented in the Medical Log Book and in IC.

7. Medications that are no longer in use or are not picked up by the parents should be given to HSC to be discarded in a manner that will not make them accessible to children. May use the Green Bay Police Department Prescription Drug Drop-off box.

8. 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)

**Injury/illness recording procedure in medical logbook**

1. The name of the injured child and part of body involved
2. Location where injury took place.
3. A description of how the injury occurred including the time and date of the injury.
4. Description of any piece of equipment involved.
5. Name or initials of staff person responsible of the care of the injured child
6. Actions taken on behalf of the injured child following the injury.
7. Time and description of how parent was advised of incident.
8. Description of the injury.

Example: 9/1/16 10:30am Mary Jones fell off monkey bars on preschool playground. Resulting injury was a 2-inch long scrape on right cheek under the eye. Washed scrape and applied cold cloth. Mom was called at 10:35 and picked up child at 11:00am. MAG-----------------------------

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*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 (N. 04/2017)

Observation recording procedure in medical logbook

1. The name of the injured child and part of body involved.
2. A description of the observation including the time and date.
3. Name or initials of staff person who observed the child incident.
4. Any action taken in relationship to the observation.

Example: 9-2-16 11:00am Josh Smith was observed in the restroom peeing into another boy’s pocket. I asked him why he had done this and he said he thought it was funny. Both of the boys were told this is inappropriate behavior. A note was given to his father at the end of the day.
Mag----------------------------------------

Example: 9-2-16 11:00 am Cindy Fish told me that her mom’s boyfriend had touched her chest and told her not to tell. I made a call to the Brown County CPS line explaining the discussion. I informed by supervisor. Mag----------------------------------------
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(DCF-P-5185 (N. 04/2017)

Medication

Whenever a prescription or non-prescription medications is going to be given to any child while at Head Start, the following medication check-in policy must be followed:

1. The parent and physician must complete, sign and date the Green Bay Public School District Medication Authorization form for all prescription and non-prescription medications needed to be taken during school hours. The exception to this rule is that only a parent authorization is needed for non-prescription sunscreen and insect repellent.
   a. Non-prescription medications (except lotions/creams) will not exceed a timeframe longer than seven days to administer medication. If a non-prescription medication is to be used longer than seven days, a new Green Bay Public Schools District Medication Authorization form will need to be completed.

2. Receiving Medications at School
   a. Any prescription or non-prescription medication for a child must be checked-in by Head Start staff member and the parent/guardian of the child. Check to be sure the child’s medication is in its original container complete with a label and directions for use and not expired.
   b. If the medication is transported by bus, the parent will give the medication to the bus aide that is on the bus. The bus aide will keep the medication out of the reach of children while children are on bus. Medication will be given to the child’s teacher upon arrival to school.
   c. If the medication is in a pill form, and brought in by a parent, together, a Head Start staff member and parent/guardian will count the number of pills in the container and record that number on the Medication Received/Removed Log district form. The Medication Received/Removed Log for daily pill medications will be kept in the front office with clerical staff in the medication binder. With prior approval and exception,
if parent/guardian has no transportation available, medication can be given to the bus aide by the parent with the number of pills written on the pill bottle or on a separate sheet of paper. Upon arrival to school, the clerical front office staff member and bus aide (or bus aide and one staff member) will count the number of pills in the container together and record on the Medication Received/Removed Log in the front office, make an entry in the medical logbook, as well as add a Medication Refill in IC.

d. If the medication received at school is a rescue medication (which is to be stored in the classroom or backpack) or if the medication is an “as needed doctor/parent authorized” medication for a health plan (i.e. Benedryl for an allergic reaction) a classroom staff member will document the medication received on the Medication Received/Removed Log, as well as make an entry into the medical log book. The classroom staff will also notify HSC or clerical that a rescue/as needed doctor/parent authorized medication was received at school, so the medication can be added into IC.

e. When sunscreen and/or insect repellent is received at school it will be documented on the Medication Received/Removed log in the classroom, an entry will be made in the medical log book and it will also be added into IC as a new medication by HSC or clerical staff. (Classroom staff will notify HSC and/or clerical staff that the sunscreen and/or repellant has been received so it can be added to IC.)

f. 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

Medication Storage
All medications will be kept in a locked box or locked cabinet at all times with the exception of rescue medications such as an Epi-Pen, albuterol inhaler, glucagon, and diastat.

- Rescue type medication will be stored in child-resistant safety sack that is zippered.
- Pouch contains the health plan, consent forms and medication.
- Each rescue medication will use a separate pouch (i.e. if child has two medications, there would be two pouches used.)
- Pouches will be placed in 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 must be kept in a designated Head Start refrigerator.

Daily Oral Medications
Per district policy, oral medications given daily are kept in these locations at Head Start sites. All medications given at school need to be documented in IC at time of administration, as well as in the medical logbook by the person administering the medication. Monthly medication check counts performed per district policy.

- Keller-kept locked in school office; administered by clerical staff
- HSLC-kept locked in school office, administered by clerical staff
- Howe-Kept locked in classroom, administered by teaching staff
- SW-kept locked in classroom, administered by teaching staff

Medication Administration
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 or IC to make sure no other staff member has administered the medication for that same time and dosage.
3. Check expiration date 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 and insect repellent, which only requires 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. HSC or Clerical staff will document medication administration in the Medical Log Book by the person administering the medication and in IC. Within a day of administration, classroom staff will notify HSC or clerical staff when a rescue medication, an “as needed doctor and parent authorized” medication, sunscreen or insect repellent is administered, so HSC or clerical staff can assist in entering the administration into IC.
9. Medication Received/Removed Logs are to be given to HSC or clerical staff at the end of the school year, so they can be scanned into IC.

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

**Illness and Communicable Disease**
Criteria for student to stay home from school:
If the student:
1. Has an oral temperature of 100 degrees (F) or higher within the last 24 hours prior to school. Students needs to be symptom free without the use of over the counter medications prior to returning to school (district).
2. Vomits within the 24-hour period before the start of school. Student needs to be symptom free without the use of over the counter medications prior to returning to school (district).
3. Has diarrhea of unknown cause. Student may return once no symptoms present for 24 hours. (Wisconsin Department of Health Services, Division of Public Health, Communicable Disease chart).
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 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 been diagnosed by a doctor with:
a. **Pertussis (whooping cough):** Can return to school after 5 days of appropriate antibiotic treatment is completed.
b. **Influenza, Flu, Respiratory Synctival Virus (RSV):** Can return when fever has been resolved for 24 hours.
c. **Pink Eye (conjunctivitis):** Student should stay home from school for the first 24 hours after treatment begins if pus-like drainage present. If student only has redness, irritation or itching, he or she may attend school (district).
d. **Streptococcal (strep) throat infection or Scarlet Fever:** 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).

7. Has a rash associated with a fever?
   a. **Scabies:** Student may return to school once the treatment is completed. Student will still have itching and rash for several weeks.
   b. **MRSA infections:** Student may return as long as on treatment and any drainage from a wound can be contained.
   c. **Ringworm:** Student may return to school when treatment is initiated or lesions are covered.
   d. **Chicken Pox:** Student must stay home until all poxes are scabbed over.
   e. **Impetigo:** Student may return to school once treatment started and lesions are covered or crusted.
   f. **Hand-Foot-Mouth Disease:** Must stay home if fever present or if child cannot avoid close contact with others.

8. Is not well enough to participate comfortably in regular activities.

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

9. 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).

10. 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).

11. 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).

12. Lice we do not exclude from school. Once lice is 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 your 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.

**Short-Term Exclusion Policy**
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 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.

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

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 bit 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.


Safe Sleep
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.
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 Department of Children and Families: DCF 251 Licensing Rules for Group Child Care Centers, 09/2016.


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, the 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, comprised of the Parent Engagement Associate and Policy Council members, will review documentation and complete an inspection of each classroom at each site. All needs for repairs or replacements will be addressed by appropriate staff, school custodians, District Facility Department or District Grounds Department. Inspections are conducted bi-monthly in September, November, January, and March by the committee. All documentation is retained in the Health and Safety binder that is located at the Head Start Parent Center.

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 daily by assigned staff at all site locations. All documents are reviewed and retained by the Parent Engagement Associate in the Health and Safety binder as documentation of completion.

Daily Classroom Check Lists are completed by classroom staff and 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 temperatures in a safe zone, and that classrooms are in order for appropriate learning throughout the day.

ACTIVE SUPERVISION

Active Supervision: Bathroom

1. Room/Space Arrangement:
   • In larger bathrooms, door is open, with no obstacles. Necessary supplies for diapering are out of reach of children.
   • If necessary for child safety, the door to a larger bathroom may be closed while the adult is present.

2. Positioning of adults:
   • An adult is present when a child needs to leave to use the bathroom.
   • Adults are listening, staying within sight and sound, while giving children privacy.
3. Continuous scanning and counting of children:
   - Children line up, adult counts children. At the bathroom, children are counted again and count is confirmed before leaving the bathroom are.
   - Communicate counts with appropriate adults.

4. Assessment of individual children’s abilities, adaptation of activities to avoid potential injuries and use the observational skills to anticipate when a child may need closer supervision:
   - Adult present observes children’s needs.
   - Students who have diapers and who need additional help with bathrooming are helped appropriately.
   - Adult is present to teach appropriate bathroom behavior.
   - Communication between teacher and classroom assistant is important to keep consistent.

5. Engaging and redirecting children who need additional support:
   - Visuals are posted to support proper handwashing technique.
   - Children are expected to stay with the adult at the bathroom until the adult transitions them to the next activity.
   - Activities may be posted on the wall to engage those children who are waiting.
   - Model desired behaviors.
   - Songs may be used to encourage positive participation.

**Active Supervision: Playground**

1. Room/Space Arrangement:
   - Safety checks completed daily.
   - Boundaries set for bikes, shovels, etc. (use cones).

2. Positioning of adults:
   - Staff position themselves throughout the entire playground area (zone supervision).
   - Body facing towards children.

3. Continuous scanning and counting of children:
   - Communication between staff when group numbers change (children returning from or leaving for therapies, bathroom).
   - Frequent counting of students outside and as part of each transition.

4. Assessment of individual children’s abilities, adaptation of activities to avoid potential injuries and use the observational skills to anticipate when a child may need closer supervision:
   - Ongoing observation of children’s abilities on the playground and with different pieces of equipment provide staff with a general idea of who may need closer supervision.
   - Staff is knowledgeable and aware of individual children’s behaviors and position themselves in order to ensure the safest experience possible.
   - Stay near a child who tends to run/hide.

5. Engaging and redirecting children who need additional support:
   - Model appropriate actions/behaviors.
   - Make eye contact with child.
   - Take child’s hand and guide them towards appropriate actions/behaviors.
   - Utilize routines to enter and leave playground.
   - Utilize warning signals for transitions.
• Provide individual support for children to transition before the large group.
• Communicate boundaries such as only wood chips or grass for safe running area.

Active Supervision: Hallway/Transitions
1. Room/Space Arrangement:
   • Barrier free hallway.
   • Classroom doors closed.
   • Exterior doors of school buildings are kept closed and locked at all times.
   • Tape lines on floor.
   • Name tags on cubbies/lockers/in hallways for bussing.
2. Positioning of adults:
   • Adults at the beginning and end of the line of children or in separate areas.
3. Continuous scanning and counting of children:
   • Designate and establish supervision points for adults.
   • Count between transitions.
   • Count after turning corners and at designated spots.
   • Observe filled chairs at meals.
   • Designate seating as appropriate.
   • Verbally state number of children to other adults throughout the day.
   • Utilize wipe off boards to indicate absent children to bus staff.
4. Assessment of individual children’s abilities, adaptation of activities to avoid potential injuries and use the observational skills to anticipate when a child may need closer supervision:
   • Divide students into smaller groups if necessary.
   • Special place at beginning and end of line.
   • Hold hands and walk with an adult.
   • Provide opportunities to keep children engaged (special job, imitating motions, songs, and different walking styles such as tiptoe, long steps).
5. Engaging and redirecting children who need additional support:
   • Hold hand and walk with an adult.
   • Utilize partner pairs.
   • Model behavior.
   • School Moves with hands and body movement games.
   • Classroom social skills lessons, video of expected behavior.
   • Provide pictures of expected behaviors.
   • Praise expected routine behaviors.
   • Sit with them, talk to them.
   • Give a child a job.
   • Utilize visual vest (orange) children. (A child wears the orange vest that can be a support for another child to know to follow it in line).
   • In buildings with multiple classrooms, an All-Hands-On-Deck approach is expected. All staff can help with any of our students.

Active Supervision: Classroom
1. Room/Space Arrangement:
   • Low shelves
• Furniture arranged so children can be seen at all times.
• No open runways.
• Doors are closed.

2. Positioning of adults:
• Staff are positioned apart from one another, and in a place they can see around the room.
• At least one staff member can see the door from their position.

3. Continuous scanning and counting of children:
• Attendance is taken immediately at arrival. Staff communicate attendance with one another and count children throughout the day (in line, at meal tables, at carpet, etc.).
• Children who leave the classroom for therapy are checked out and in by the therapist.

4. Assessment of individual children’s abilities, adaptation of activities to avoid potential injuries and use the observational skills to anticipate when a child may need closer supervision:
• Close proximity of adults.
• Ongoing observation of children’s abilities, noting areas of concern and sharing with other staff members.
• Listening for cues a child may need extra support.

5. Engaging and redirecting children who need additional support:
• Provide child with a job.
• Utilize specific seating at group time.
• Pictures to support what is expected.
• Modeling appropriate behavior.

Active Supervision: Bus

1. Room/Space Arrangement:
• Nametags are hung in hallways where multiple classrooms are housed (assigned seats).
• Space for bus aide to sit (seat without a booster) in various areas of the bus.

2. Positioning of adults:
• Bus aide moves to different areas of the bus when it is safe to move about.
• When transitioning to and from the bus, a minimum of two adults are present. One is at the front of the line and one is at the back.

3. Continuous scanning and counting of children:
• Attendance is taken as children get on the bus and the bus aide keeps a constant count of children. Additionally, all children who are absent are listed on a separate sheet, which is posted at school each day. Upon arrival at school, this number is communicated to the staff member assisting with unloading the bus.
• At dismissal, absent children are communicated to bussing staff, through dry erase boards at sites with multiple classrooms, and verbally in single classroom sites. Bus aides take attendance and have an accurate count of the number of children riding their bus. The absent children are also communicated to the driver prior to departure.
• Children are released only to those listed on the transportation release card.

4. Assessment of individual children’s abilities, adaptation of activities to avoid potential injuries and use the observational skills to anticipate when a child may need closer supervision:
• If necessary, some children will board prior to the group, one on one. It is necessary for some children to hold an adult’s hand.
• Each classroom provides education around bus safety and the use of the star seats/harnesses.
• A bus aide may sit next to a child who needs extra one on one.

5. Engaging and redirecting children who need additional support:
• Get to know your children and anticipate needs. Show genuine interest.
• Eye contact when speaking to a child.
• Adults are in close proximity to students who may need extra help.
• In buildings with multiple classrooms, and All-Hands-On-Deck approach is expected. All staff can help with any of our students.
• Give children additional instruction, utilizing visuals or props and simple language.
• Find a job for a child who may have difficulty.
• Sing songs, read books, talk with children.
• Find games to play (“I Spy”, etc.).
• Give choices to children.
• Provide appropriate fidget items, books, as needed.
• Utilize positive rewards (stickers, stampers).
• Alternative harnesses are available, with parent permission.

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 regarding articulation only, a Communication Skills Worksheet (M-13) should be completed, as well as the Articulation Screener and given to the Education Services Coordinator who will in turn contact the District Early Childhood Screening team to observe and screen the child.
3. If there is a concern regarding another area of development, a Preschool Student Assistance Request should be completed, attend Teacher Assistance Team (TAT), review, then implement strategies, continuing documentation. If further consultation is needed the Education Services Coordinator will contact the District Early Childhood Screening team to observe and screen the child. They will in turn make a recommendation regarding a referral.
4. If a referral is recommended the Referral (R-1) form is completed by the Early Childhood Diagnostic Teacher, who will assign (IEP) Team members and begin the referral process. The Early Childhood Diagnostic Teacher will also contact the parent/guardian either in person, in writing, or by phone, as method of our Intent to Refer.
5. The Early Childhood Diagnostic Teacher completes the 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 (M-14) may need to be completed for children requiring release of pertinent information (i.e., medical information) or for an OT/PT referral.
6. Parent/guardian copies of the IE-1, IE-3, and Parents/Child Rights Brochure (I-21) are
brought to the parent(s)/guardian(s) in the language of the home as appropriate by the Classroom Teacher and/or the FA and/or the Education Services Coordinator. The date of the signed consent form (IE-3) begins the 60-day timeline.

7. Upon receipt of the IE-3 giving consent for evaluation, the Education Services Coordinator sends all forms (listed in #5) to the Early Childhood special education secretary at the District Office Building.

8. 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).

9. The IEP team meeting is held. The Team Evaluation Report (ER-1) is completed and an IEP (I-4 thru I-9) and placement offer is developed if the student is found to have a disability. Parent(s)/guardian(s) are asked to sign the Consent for Initial Placement (P-I). If the student is found to not have a disability the Notice of IEP Team Findings - No Disability (ER 4) form is completed by the team.

10. Files are accessible by Education and Disabilities Services Coordinator (EDSC) in OASYS and digital files are being implemented in Infinite Campus.

PROGRAM PLANNING AND BUDGET PLANNING PROCEDURES
# PROGRAM GOVERNANCE

## SHORT AND LONG RANGE PLANNING – PROGRAM GOALS

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>June</td>
<td>School Leadership Academy with District staff including Head Start teachers and Administration. Focus on school year data and setting goals for the following school year.</td>
</tr>
<tr>
<td>August - September</td>
<td>Set school readiness and program goals for the program year. Share data results from leadership academy, with all staff and Policy Council.</td>
</tr>
<tr>
<td>September thru May</td>
<td>Review goals and plan strategies for meeting those goals with Collaborative Learning teams.</td>
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<tr>
<td></td>
<td>Monthly Professional Development Days</td>
</tr>
<tr>
<td>December</td>
<td>Review progress – report 1st period assessment data.</td>
</tr>
<tr>
<td>March</td>
<td>Review progress – report 2nd period assessment data.</td>
</tr>
<tr>
<td>May</td>
<td>Strategic Planning.</td>
</tr>
<tr>
<td>June</td>
<td>School Leadership Academy with District staff including Head Start teachers and Administration. Focus on school year data and setting goals for the following school year.</td>
</tr>
<tr>
<td>Management Team Meetings (bi-monthly)</td>
<td>Discuss progress and action needed.</td>
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</tbody>
</table>

## POLICY COUNCIL

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>September/October</td>
<td>Share school readiness and program goals and receive parent/guardian input.</td>
</tr>
<tr>
<td>November</td>
<td>Approve goals for the program year.</td>
</tr>
<tr>
<td>December</td>
<td>Present first reporting period data.</td>
</tr>
</tbody>
</table>
February
Head Start Director and Parent Engagement Associate present overview of Program Design and Management Plan.

March
Present second reporting period data.

Education and Health Services Coordinators present overview of Child Development and Health Services Plan.

Approval: Program Design and Management Plan

Approval:  Self-Assessment Plans

Approval: Policy Council By-laws

Approval: Continuation Application

April
Family Services Mental Health Coordinator presents overview of Family and Community Partnerships Plan.

Approval: Child Development and Health Services Plan

May
Present third reporting period data.
Strategic Planning.

Approval: Family and Community Partnerships Plan

Approval: State Grant Application

August/September
Approval: Program Guidelines and Operational Procedures

Executive Board Meetings (monthly)
Discuss progress and action 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.
<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
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<tbody>
<tr>
<td>December</td>
<td>Convene a self-assessment team of Coordinators, staff, parent(s)/guardian(s), Policy Council members, and community members.</td>
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<tr>
<td></td>
<td>Orientation and training for team.</td>
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<tr>
<td>December - January</td>
<td>Team members engage in the collection of information and data.</td>
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<tr>
<td>January - February</td>
<td>Team leaders review (analyze) and process (interpret) the information that has been gathered.</td>
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<td></td>
<td>Specific short term and long-term improvements are determined.</td>
</tr>
<tr>
<td>February</td>
<td>Results of self-assessment are put into a Program Self-Assessment Summary that includes the strength, weaknesses, and areas to strengthen.</td>
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<tr>
<td></td>
<td>The Self-Assessment Improvement Plan is shared with staff, Policy Council, parent(s)/guardian(s), community partners, and governing body.</td>
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<tr>
<td></td>
<td>Summary Report is shared with Regional Office and sent with the annual grant application.</td>
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<tr>
<td>March</td>
<td>School Board and Policy Council Approval</td>
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</tbody>
</table>

**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 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 contents of draft application and budget to 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 application.

**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. 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 – GOVERNING BOARD/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.
<table>
<thead>
<tr>
<th>PROGRAM GOVERNANCE</th>
<th>General Responsibility</th>
<th>Operating Responsibility</th>
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HUMAN RESOURCES MANAGEMENT

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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 others. 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

3. OPERATING RULES AND REGULATIONS

3.1 Staff Solicitations

3.2 Drug-Free Workplace

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 staffs 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 selections 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 aide 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 the 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
5.2 Political and Community Activities

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.

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
GBAPSD Head Start employees must have a physical examination and Tuberculosis (TB) test completed, by the District, when they are hired. If the employee does not have insurance or medical assistance Head Start will pay for the examination to be done. A TB test can be obtained through the District clinic free of charge. 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 Aide Absence Procedure:
- In the event a bus aide 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:
- Call the ESC at 492-7209 (Keller School) prior to the route to inform that you are absent and of who will be subbing.

If they respond NO, do the following:
- Call 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 Aide Absence Procedure:
Call a substitute from the substitute list and ask if they can work for the day or days you will be absent or work out an alternative plan with the classroom staff and bus aide(s) at your center.
- When you have the absence covered, do the following:
  - Call the HSC at 492-7232 or the main office 448-2226 to inform staff that you are absent. Let them know who will be substituting or what the plan for the day is. Leave a message if there is no answer.
  - Call the HSC if arrangements cannot be made. If the HSC is unavailable, please contact the Education/Disabilities Services Coordinator at 492-7209 or the main office at 492-7232.

6.7 Zero Tolerance Procedure
In the event a bus aide 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.

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 aides.

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


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 relevancy 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) (l) 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 hire 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.

Position Title: Head Start Director and Principal Head Start Learning Center

Required Qualifications:
- 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.

Education: Master’s Degree as required for Principal licensure

Qualifications Desired:
- School Administration or leadership experience

Reports to: Chief Administrator of Educator Development and Effectiveness

Supervises:
- Teachers
- Coaches
- Paraprofessionals
- Clerical
- Noon Hour Supervisors

Terms of Employment: 12 month position with salary and benefits as determined by the Board of Education

Position Purpose: 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.

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. 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.
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. Supervises 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.
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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Position Title: Head Start Health Services Coordinator

Qualifications
Required:
- Education: Bachelor of Science Degree in Nursing
- Experience: Minimum of 3 years successful nursing experience

Reports to: Director of Head Start

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

Supervises: Head Start Lunch Aides

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. Provide training for staff and parent(s)/guardian(s) on topics related to preventative health, emergency first aide measures, and all areas of safety.
11. Perform and/or supervise the vision and hearing screening process of Head Start children.
12. Provide families with necessary skills and knowledge for linkage with an ongoing healthcare system through the use of community resources.
13. Recruit community and parent/guardian members for the Health and Education Advisory Committee.
14. Supervise maintenance of child health records to achieve compliance with regulations.
15. Complete health data entry that requires interpretation of results (health history, physical, dental and vision exams, and written follow-up by medical professionals).
16. Monitor and follow up on necessary health requirements of staff.
17. Provide training to Family Advocate staff to determine health and nutrition needs and referrals of Head Start children.
18. Arrange for physical and dental exams with local health service providers for families without insurance or Medical Assistance.
19. Monitor the work of the contracted Dietician to analyze data and provide nutrition services and information to families.
20. Monitor procedures for Head Start nutrition services including forms, written materials for parent(s)/guardian(s), staff training, and provision of direct services.
21. Train staff to administer any medications or treatments ordered by the child’s physician that need to be given during school hours.
22. Work collaboratively with the District food service department to assure meals meet the required daily nutrition needs according to Head Start regulations.
23. Provide appropriate training and supervision of lunch aides.
25. Submit monthly program reports and complete required information for the annual PIR.
27. Organize Enrollment Days/Health Fair in August.
28. 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.
29. Performs 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 high level of decision making and the ability to keep information confidential.
8. 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

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 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 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

Supervises:  Head Start Bus Aides

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. Annually update and implement the Education and Disabilities Service Plan.

8. Monitor all aspects of the Education and Disabilities Services utilizing the Head Start Performance Standards.
9. Provide training on the preschool curriculum/assessment system and Head Start requirements for use of assessment data for classroom staff.
10. Monitor required developmental screening process.
11. Collaborate with the school District Early Childhood staff regarding Teacher Assistance Team 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 teacher to discuss findings and conduct CLASS trainings 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.
19. Recruit, interview (with Policy Council representation), and supervise bus aides and substitute bus aides.
20. Plan and conduct regular training for bus aides to assure all transportation performance standards are followed.
21. Attend regularly scheduled management team meetings.
22. Participate in community partnerships and committees as a representative of Head Start.
23. Collaborate with District Preschool Leadership Team to plan Professional Development opportunities.
24. Participates in all required trainings at both Head Start and District level.
25. Serves on Building Leadership Team.
27. Performs 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.

*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 Family Services Mental Health Coordinator

**Qualifications Required:**
- Education: Master’s Degree in Human Services, Social Work, Psychology or 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

**Supervises:** Head Start Family Advocate Staff

**Position Purpose:** To coordinate the Mental Health and Family 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.
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. Monitor the development and follow-up of Family Partnership Agreement including family goal planning, steps, resources, timelines and completion.
12. Monitor essential functions of the Family Advocate staff including necessary trainings and facilitating regular scheduled team meetings.
13. Conduct district child abuse and neglect training, confidentiality and suicide prevention trainings and provide support to staff in these areas.
14. Conduct or arrange for parent/guardian and staff training on mental health and social emotional issues.
16. 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.
17. Facilitate the development of Positive Behavior Support Plans as needed.
18. Assist with parent/guardian Enrollment Days and the social and emotional screenings (ASQ_SE) of children.
19. Conduct regular classroom observations for possible mental health or social service referrals.
20. Conduct and track child mental health/behavioral consultations with staff and parent/guardian, interventions and referrals as indicated on the PIR.
21. Conduct individual mental health/social-emotional assessments of children as needed.
22. Provides supports and offers resources to classroom staff, parents and children as needed for mental health, behavioral, social-emotional and special needs concerns.
23. Provide input to the Director of Head Start for Family Advocate performance and evaluations.
24. Provide crisis intervention counseling with parent(s)/guardian(s) and children as needed and provide appropriate referrals to community agencies and resources.
25. Conduct home visits with parent(s)/guardian(s) and children as necessary.
26. Complete in-kind reports; provide information for monthly and semi-annual reports and record PIR data in areas of responsibility.
27. Serve on Head Start Learning Supports team and leadership/safety team.
28. Work collaboratively with district student services staff regarding district and community resources, McKinney-Vento Homeless Grant referrals and case management of common families.
29. Participate in community agency meetings and organizations that serve Head Start families.
30. Attend regularly scheduled management team meetings, staff meetings and trainings.
31. Performs all other duties as assigned by Supervisor.

**Working Conditions:**
1. Work involves a flexible daily schedule.
2. Work involves frequent disruption of daily schedule and frequent deadlines under pressure.
3. Plans with other 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 high level of decision making and the ability to keep information confidential.

8. 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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**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 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. Supports the bridge between learning about a practice and using it in the classroom.
13. Supports agency compliance with Head Start Program Performance Standards and Wisconsin Day Care Licensing.
14. 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.
15. Participates in all required training at both a Head Start and District level.
16. Provides information for monthly and semi-annual Head Start reports.
17. Performs 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 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 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 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 Center activities to meet the educational and cultural needs of all Head Start families. The Parent Engagement Associate will provide administrative support to the 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. Perform all assigned duties relating to the daily operations of the Head Start Parent Center.
8. Manage relations with District departments for all Parent Center building needs.
9. Works with the Family Services and Health Services Coordinators to coordinate August Enrollment Days. Works with the Director of Head Start to coordinate parent orientation.
10. Plan and design parent training opportunities and activities with input from program staff.
11. Collaborate with Community Partners to design and present parent training activities.
12. Conduct an annual survey of parents to determine relevant training needs.
13. Create flyers for family and parent events and ensure timely delivery to all Head Start sites.
14. Coordinate and attend evening meetings and training for parents.
15. Coordinate translator/sign services for English Language Learners (ELL) and Deaf and Hard of Hearing (DHH) families.
17. Collaborate with program coordinators to locate community resources and plan activities to address training needs.
18. Work collaboratively with the Head Start Director in planning, coordinating and training members of Policy Council.
19. Conduct health and safety training for the Policy Council Health & Safety committee.
20. 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.
22. Determine need, organize systems and oversee process of scheduling volunteer and staff child care workers for family activities.
23. Plan and purchase food, supplies and materials for staff and parent activities.
24. Ensure compliance with all Head Start Performance Standards in their area of expertise.
25. Complete and submit assigned work accurately and in a timely manner.
26. Plan and present program information at management team meetings and program wide staff meetings and training days.
27. Order Parent Center supplies through Head Start secretary
28. Monitor and document parent participation for Family Engagement activities in the COPA tracking system.
29. Prepare required reports for each monthly Policy Council meeting.
30. Manage Head Start parent funds account and donations.
31. Conduct home visits as needed.
32. Maintain confidentiality of all program and family information.
33. Performs 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.

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 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 or Building 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 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 compatibly with program assistant and provide appropriate direction.
24. Complete all documentation/paper work - 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.

*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.

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 related field
Experience: Prior experience working with children

Reports to: Head Start Director or Building 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 teacher 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 teacher 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
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:**

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

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Mission Statement

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

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 Social Work and in the field of Human Services, Family Services, Counseling or related field.

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

Qualifications Desired:
Education: Bachelor’s Degree – Social Work, Human Services, Family Services, Counseling or 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 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 supports 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.
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.
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 at the initial home visit. 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 (COPA), in all areas of responsibility.
25. Assists 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. Maintains confidentiality in verbal, written, and electronic communication.
32. Refers confidential information to the appropriate person.
33. Performs all other duties as assigned by Supervisor.

Working Conditions:

1. Work is predominantly in traveling to family homes, schools and office.
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

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

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Position Title: Clerical

Qualifications Required:
- Education: High School Diploma
- Experience: Prior experience operating modern office machines, including latest technology (i.e., network printers, computers, fax machines, etc.)
- Competency: Experience working with electronic forms of communication
- 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: Associates Degree – Administrative Assistant or related study.
- Experience: Three (3) years in office environment

Reports to: Principal/Program Supervisor

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 data bases.
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 meets the end users requirements.
18. Creates and maintains electronic and paper filing systems.
19. Collects information from multiple sources such as specialized references sources, including outside agencies and the Internet.
20. Schedules meetings and manages electronic calendar(s).
22. Assists the principal or supervisor with monitoring and tracking staff absences for verification and approval.
23. Maintains staff mileage and conference requests.
24. Provides support in scheduling students for activities or special programs.
25. ORients new clerical employees, trains others in office process and protocols, software, and record keeping.
26. Maintains inventory and orders supplies.
27. Maintains confidentiality; Uses discretion in releasing information.
28. 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.

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ADDENDUM TO:
Position Title: Clerical

Addendum Title: Head Start 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 waiting list for selection in future openings.
   - Utilize selection procedure to fill openings from 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 COPA 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 trainings at the request of the Head Start Director.
   - Annually provide ERSEA training to staff and policy council per Head Start Regulations.

2. Liaison between Head Start program and Lamers Bus Company.
   - Distribute all changes to Head Start staff, Lamers, Food Service and Central Registration via e-mail/change sheets regarding child information, class enrollment, and bussing/transportation.
   - Work with Lamers and appropriate district staff to establish bussing areas/routes/pick-up times.
   - Maintain up-to-date bus routes/lists and communication new information to staff.

3. Prepare minutes for Head Start staff meetings/trainings and Health Advisory Committee.
4. Prepare and update Federal reports as directed by the Head Start Director and Coordinators.
5. Maintain Head Start program files.
6. Order food service supplies and storeroom supplies for classrooms, office and the Head Start Parent Center.
7. Set up classroom trips (transportation, food, costs).
8. Record expenditures in budget book and monitor balance in all classroom accounts.
9. Enter and maintain all requisitions, supply requests and invoices requiring Head Start funds through the district purchasing system.
11. Maintain scheduling for all Head Start children in Infinite Campus.
12. Reconcile timekeeping system daily.
Mission Statement
Our Core Purpose
We educate all students to be college, career and community ready, inspired to succeed in our diverse world.

Position Title: Head Start Technology Coordinator

Terms of Employment: 10 month position with salary and benefits as determined by the Board of Education – Level 3 Clerical

Reports To: Head Start Director

Position Purpose: To provide technology and clerical support for the daily operation of the Head Start program. Must have knowledge of office procedures and be proficient with Head Start software used to store, track and report all data required by federal regulations.

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. Follows safe practices and adheres to safety standards.
8. Oversees the operations of the Head Start computer tracking system Child Outcomes Planning & Assessment (COPA).
9. Keep COPA system updated (sites, classes, dates, etc.)
10. Enter required program information per federal requirements into COPA system.
11. Monitor selection criteria in COPA.
12. Conduct COPA and computer training for staff and offer support throughout the year.
13. Download pertinent information to E-Docs such as Exchange of Information reports.
15. Oversee outcomes data including educational reports.
16. Conduct staff/family presentations with PowerPoint, Movie Maker, etc.
17. Answer school phones.
18. Primary responsibility for the Parent Transport students including entering and exiting the building; maintaining weekly log sheet; tracking absences.
19. Assist classroom staff and children at the Head Start Learning Center as needed.
20. Maintain computer supplies.
21. Submit technology requests when needed.
22. Run and verify class lists.
23. Assist staff with technology needs regarding computers, I-Pads, cameras, and video equipment.
24. Schedules Fire Drills, Tornado drills and ALICE drills and maintain records of such drills.
25. Apply basic first aid and health care to students at the HSLC.
26. Maintain list of Background checks for Head Start staff and program volunteers and work with district system for volunteers.
27. Maintain and monitor Head Start calendar in Google.
28. Assist staff in running of reports for needed Head Start information.
29. Maintain records and submit monthly report of District/program credit card.
30. Update and maintain Head Start social media sites and Head Start website.
31. Works with Head Start Director on In-kind reporting.
32. Works with Head Start Director on Annual Report.
33. Design and maintain Head Start specific brochures and flyers as needed.
34. Assist in classrooms as needed and when classroom paraprofessional is absent.
35. Assist Head Start Director as ALICE point person.
36. Take class/student pictures and video.
37. Attend workshops and other training at the request of the Head Start Director.
38. Performs all other duties as assigned.

Working Conditions:
23. Work environment involved frequent disruptions of daily schedule with flexibility to adjust to continuously changing situations.
24. Work involves frequent deadlines under pressure.
25. Work requires flexibility in adjusting to continuously changing situations.
26. Work entails a flexible daily schedule.
27. Work involves high level of decision making and the ability to keep information confidential.
28. 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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Position Title: Head Start Lunch Aide

District Classification: Noon Hour Supervisor

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.
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   - **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. Follows safe practices and adheres to safety standards.

8. Maintains inventory of supplies and equipment.

9. Maintains accurate daily records.

10. Ability to follow verbal and written communication and demonstrate skill.

11. Maintains confidentiality in verbal, written and electronic communication.

12. 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.

13. Heat food to accurate temperature for safe servicing (HSLC, Southwest).

14. Prepare all food (after heating) to be served, (e.g., divide, cut, assemble, place on serving plates).

15. Fill milk containers.

16. Order special meals for children as needed (example; lactose free, gluten free, etc.)

17. Clean and sanitize tables before and after use.

18. Sweep floors as necessary.


20. Attend all Head Start Lunch Aide meetings and trainings throughout the year.
21. Document 15 hours of professional development per year per child care licensing.
22. Other duties assigned by Head Start Director or Health Services Coordinator.

**Working Conditions:**
29. Work environment involved frequent disruptions of daily schedule with flexibility to adjust to continuously changing situations.
30. Work involves frequent deadlines under pressure.
31. Work requires flexibility in adjusting to continuously changing situations.
32. Work entails a flexible daily schedule.
33. Work involves high level of decision making and the ability to keep information confidential.
34. 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 Bus Aide

District Classification: Noon Hour Supervisor

Qualifications
Required: Education: High School Diploma

Reports to: Education Services Coordinator/Director 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.


14. Respond to Emergencies as directed by procedures.

15. Ensure busses are equipped with safety equipment (fire extinguisher, 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 ability to monitor and control student behaviors 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 training.
23. Performs all other duties as assigned by 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 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: Monitor

Qualifications
Required: Education: High School Graduate or equivalent

Qualifications Desired: Experience working with a diverse population of students.

Reports to: Building Principal or designee

Terms of Employment: Student school year position; Rate of pay and benefits determined by the Board of Education; follows the Green Bay Public Area Public School District Employee Handbook.

Position Purpose: Provides student support/building safety during transition times throughout the school day including during lunch and recess (Elementary).

Essential Functions:

32. 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

33. Demonstrates exemplary, responsive service and treats all in a respectful manner.
34. Promotes efforts on diversity, establishes best practices and utilizes skills to remove barriers for students of diverse backgrounds.
35. Strives to create a favorable professional impact on students, parents, community, and other employees.
36. Displays a positive attitude with colleagues and students.
37. Treats colleagues, parents and children with respect.
38. Maintains confidentiality in verbal, written and electronic communication.
39. Refers confidential information to the appropriate person.
40. Deals with student concerns in a fair, consistent manner.
41. Informs and documents accidents, injuries, or illnesses of students while under their supervision.
42. Follows established safety standards according to School Board Policy and building protocols.
43. Follows teacher instructions to complete projects in a timely fashion when supporting a classroom.
44. Keeps accurate records and calls homes of students not following rules, as requested
45. Supports staff when requested. May include:
   - Distribution/preparation of classroom materials.
   - Distributing messages to classrooms without disruption to classroom instruction.
   - Use of all office equipment.
   - Data entry work on District Systems.
46. Supports Food Service staff and aids in cleaning tables, as needed.
47. Escorts students to and from classroom as requested.
48. Reinforces lunchroom expectations according to established building procedures.
49. Dismisses students in a timely, efficient manner in conjunction with classroom schedules.
50. Reports violations and other offenses as witnessed, including violations of school rules.
51. Helps students with disabilities to class, lunch and bathroom.
52. Intercepts unauthorized persons on school property.
53. Actively participates in providing overall building security.
54. Dispenses medications under direction of school nurse.
55. Supervises students during loading and unloading of buses.
56. Maintains a professional and positive school environment.
57. Attends building meetings and initiatives, i.e. PBIS teams, as assigned by supervisor.
58. Other related duties as may be assigned.

Additional Elementary School Essential Functions:

1. Sets up and takes down playground supplies.
2. Distributes breakfast and lunch items as requested by students.
3. Manages and provides for the safekeeping of students at all times.
4. Observes and follows established safety measures both in the school and on the playground.
5. Performs tasks such as answering phones, greeting visitors, assists students and staff in the office as needed.

Additional Secondary School Essential Functions:

1. Provides supervision of physical education locker rooms.
2. Observes and oversees students in detention rooms, in-school suspensions, study halls, cafeterias, libraries, and hallways by controlling walking traffic, restrooms and grounds.
3. Functions as the Security Monitor at the main desk as needed for example; breaks and lunch.
4. Completes locker inspections with an administrator or School Resource Officer (SRO) as directed.

Working Conditions:

13. Work involves frequent disruptions of daily schedule, with flexibility to adjust to continuously changing situations.
14. Work involves deadlines to complete assigned tasks in a timely manner.
15. Work requires constant monitoring and involves movement for extended periods of time.
16. Work in and around busy traffic environments.
17. Work may involve working outdoors in inclement weather.

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.

Revised 6/7/2018
Board Approved:
Mission Statement
Our Core Purpose
We educate all students to be college, career and community ready, inspired to succeed in our diverse world.

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 nutrition component.

Essential Functions:

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   - **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.
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 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 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.
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:

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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.
11. Adheres to the components and regulations of the USDA National School Lunch Program using CACFP Meal Pattern Requirement and Commodity Food programs.
12. Follows standardized recipes, menu planning, production records and procurement practices.
13. Ability to evaluate the situations and contact appropriate supervisor.
15. 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. Complies 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 aide meetings and trainings throughout the year.
12. Documents 15 hours of professional development per year per childcare licensing.
13. Performs other duties as assigned or as judgment and necessity dictates.

Working Conditions:
9. Work involves frequent disruptions of daily schedule with flexibility to adjust to continuously changing situations.
10. Work involves frequent deadlines under pressure to complete assigned tasks in a timely manner.
11. 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.
12. Must be able to hear and understand the spoken voice when working in school cafeterias, food preparation and production areas.
13. 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.
14. 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.

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<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or below federal poverty level</td>
<td>30</td>
</tr>
<tr>
<td>*Homelessness/Foster Care</td>
<td>30</td>
</tr>
<tr>
<td>(*as defined in McKinney-Vento Homeless Assistance Act)</td>
<td></td>
</tr>
<tr>
<td>Court ordered removal of child from primary caregiver</td>
<td>20</td>
</tr>
<tr>
<td>*101% to 130% poverty level</td>
<td>10</td>
</tr>
<tr>
<td>Three years old by September 1</td>
<td>10</td>
</tr>
<tr>
<td>Child has a diagnosed disability</td>
<td>6</td>
</tr>
<tr>
<td>Death in family (immediate family/within 24 months)</td>
<td>5</td>
</tr>
<tr>
<td>Abuse/Neglect (Physical/Sexual/Verbal/witness to)</td>
<td>5</td>
</tr>
<tr>
<td>Referral from other agencies, such as:</td>
<td>4</td>
</tr>
<tr>
<td>- Public School, Head Start/Early Head Start/B-3</td>
<td></td>
</tr>
<tr>
<td>- Early Childhood Screening Team</td>
<td></td>
</tr>
<tr>
<td>- Social Services/Family Services/Physician</td>
<td></td>
</tr>
<tr>
<td>Child lives with other relatives (no parent present)</td>
<td>4</td>
</tr>
<tr>
<td>Substance abuse (alcohol/drugs)</td>
<td>3</td>
</tr>
<tr>
<td>Divorce/Separation (within 12 months)</td>
<td>3</td>
</tr>
<tr>
<td>Child lives at home with only one adult</td>
<td>3</td>
</tr>
<tr>
<td>Parent/Guardian Incarcerated/released (within 12 months)</td>
<td>3</td>
</tr>
<tr>
<td>Chronic illness or lead levels &gt; than 9mcg/dl</td>
<td>2</td>
</tr>
<tr>
<td>Child has a suspected disability</td>
<td>2</td>
</tr>
<tr>
<td>Four years old by September 1</td>
<td>1</td>
</tr>
<tr>
<td>Limited English-speaking in home</td>
<td>1</td>
</tr>
</tbody>
</table>

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.