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

Parent Committee Meeting
April 24, 2019
12:30 p.m. – Community Room
Minutes

I. Welcome
   A. Call To Order/Roll Call - *All action and information postponed until May meeting due to lack of parental participation.*
   B. Approval of minute from December 19, 2018 and January 23, 2019, February 23, 2019 and March 26, 2019

III. Information Items
   A. Education
   B. ERSEA
   C. Enrollment and Attendance Report
   D. Health
   E. Meal Count reports
   F. Mental Health
   G. Family and Community Partnerships/Parent Involvement
   H. Disabilities
   I. Special Education Report
   J. School Site Council
   K. Fiscal
   L. Update on Village, Morey and Rio Linda Preschool Programs
   M. Recruitment for 2018-2019
   N. Planning for Multicultural Faire event (May 24th)
   O. ACF-IM-HS-19-01 – General Disaster Recovery Flexibilities

IV. Public Participation

V. Adjournment – Next meeting scheduled on May 22, 2019 at 12:30pm
<table>
<thead>
<tr>
<th>PC Members Names</th>
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<td>Child: Ximena Rodriguez Ortega</td>
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<td>Zenaida Ortega</td>
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<td>Child: Kimberly Guzman</td>
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<td>Constantina Guzman</td>
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<td>Child: Javier Lucas Ramos</td>
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<td>Child: Daniel Gutierrez Alba</td>
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<td>Jackelin Alba</td>
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<td>Child: Arvela Garcia</td>
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<td>Walter Garcia</td>
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Vice Chairperson

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

Parent Committee Meeting
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Agenda

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V. Adjournment
Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Gina Martinez

MONTH: March 2019

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

- Doing a lot better with the file and safety checklist
- Feeling better about understanding the routine within program
- Supporting teachers in class during teacher’s absence

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

- Doing the walk through observation and giving my input without making seem judgmental
- Trying to help support outside sites like RL, OD, and Village, whether it is need or not.
- Forgetting to document my time in the classrooms.

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

- Putting together a mini introduction meeting for teachers with Problem solving ideas activities

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, follow-ups, etc): (number should get larger each month as you add new screenings for the current month to the total from last month) 1st screening: 225 Rescreen: 95

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

- Doing walk through in classrooms: Rm 7, Rm 8, Rm 10A, OD, Rm 10B, by checking files and safety checklist.
- Monitoring lesson plans wkly, CP, attend a few debriefing.
- Check ASQ-3 on child plus and Learning Genie for a teacher for support.
Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Education

MONTH: March 2019

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

- CLASS Observations are completed along with debrief with staff
- Fashion Show was a success.
- Classroom Walk-through, Safe Environment, and File Checks are done for group 1 teaching staff
- Classroom support for all classes.
- Cover breaks for all classes.
- Support room 7, 8, & 10 with challenging kids
- Attended C4Learning team meeting at Oakdale
- Attend TRUSD ECE training at the district

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed) none

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

- Continue inputting data into Childplus system
- Continue Walk Through Observations, File Checks, and Safe Environment for Group 2: Cheng, Marla, Rio Linda, and Village

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, follow-ups, etc): (number should
get larger each month as you add new screenings for the current month to the total from last month) 225 ASQ-3 Screenings & 95 re-screens

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

- Continue Walk Through Observations, File Checks, and Safe Environment
- Input ASQ-3 screenings in ChildPlus system
- Check anecdotal notes for group 2 teachers.
Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Zer Yang

MONTH: April 2019

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

- 68/89 Students re-enrolled the past two weeks.

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

- We do not have a set schedule for next year.

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

- Recruitment call and Enrolling
- File loose documents in students file for all site
- Maintaining data base-Childplus and Aeries
- Preparing forms and enrollment packets
- Collecting summer school application, creating class roster, and advertising.
- Switching out green cover sheets for new blue coversheets for all students binders.-majority of classes are done. I only have to do Todds and Rio Linda
- Re-Enrolling Students-calling parents who has not shown up for enrollment.

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

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR 2019)
Twin Rivers Unified School District
Head Start Programs
COMPONENT MONTHLY REPORT
COMPONENT NAME: Marci Porter
MONTH: March 2019

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

1. Attendance has been great in March.
2. Parents’ communication re: absences is improving.
3. Teachers are entering attendance notes into Child Plus more often.

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

No challenges at this time.

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

2. Distributing flyers and applications to recruit for Summer School.
3. Back up for enrolling new students for all three sites.
5. Maintaining class rosters in Aeries for State and Early Head Start and Head Start students.
6. Daily attendance and follow up of absences.
7. Attendance letters to students under 85%.
8. Daily-staff attendance.
9. Monthly Staff Attendance award certificates.
10. Monthly attendance award certificates for parents.
11. Assisting Principal/Director in various projects.
12. General office support to the Office Manager.
13. Creating Purchase Requisitions and Request for Direct Payment forms.
14. Processing mileage forms for staff.
15. Ordering, receiving and distributing supplies for center and staff.
16. Completing Staff Absentee Reports to send to District Office.
17. Creating notices and distributing to all students, as needed.
18. Front office (answering phones, helping parents and students, etc.).
19. End of the month ADA and Enrollment Report to SETA.
21. Filing student information into student files.
22. Updating staff licensing information.
23. Distributing and collecting licensing forms for new staff.
24. Scheduling and coordinating Fall and Spring picture days.
25. Scheduling vendors for on-campus events, puppet shows, critters, etc.
28. Updating and revising ERSEA Binder.

SELF MONITORING/PIR DATA: Checked 5 student files.
## Monthly Enrollment Report

<table>
<thead>
<tr>
<th>Program</th>
<th>Funded Enrollment</th>
<th>Number of children enrolled on the last day of enrollment</th>
<th>Number of children dropped during month</th>
<th>Number of enrolled children reporting for the month</th>
<th>% Actual to Funded Enrollment</th>
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<tbody>
<tr>
<td>Head Start</td>
<td>180</td>
<td>178</td>
<td>+</td>
<td>181</td>
<td>100</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>16</td>
<td>16</td>
<td>+</td>
<td>17</td>
<td>101</td>
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<tr>
<td>EHS-CCP</td>
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</table>

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

**Reminders:**

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

**Agency:** TRUSD  
**Month/Year:** March 2019

<table>
<thead>
<tr>
<th>Program</th>
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<th>Number of children enrolled on the last day of enrollment</th>
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</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>180</td>
<td>178</td>
<td>2</td>
<td>181</td>
<td>100</td>
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<tr>
<td>Early Head Start</td>
<td>16</td>
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<td>1</td>
<td>17</td>
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<tr>
<td>EHS-CCP</td>
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**Reminders:**

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

**Enc:** TRUSD  
**Month/Year:** March 2019

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Actual Enrollment</th>
<th>Average Daily Attendance % for Month</th>
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<tbody>
<tr>
<td>Head Start</td>
<td>180</td>
<td>89</td>
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<tr>
<td>Early Head Start</td>
<td>16</td>
<td>81</td>
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### Explanation for EHS below 85%:

1. Child out 2 weeks due to possible food allergy; waiting for medical paperwork.
2. Child out 2 weeks due to a seizure and needed medical paperwork.
3. Child out 5 days due to red eyes/pink eye.
4. Several other children out for 1-4 days due to common cold, allergies, etc.
Twin Rivers Unified School District
Head Start Programs
COMPONENT MONTHLY REPORT
COMPONENT NAME: Health
MONTH: March 2019

SUCCESSES
- IEP health assessments and reports have been done for students.
- Toddlers have transitioned into Head Start classrooms and have been screened.
- Dental Screening occurred at all Head Start Sites. Students have been followed up if needed.

CHALLENGES
- Some parents have not returned annual physicals or followed-up on dental exams on time.
- Universal medical form usage needs to be implemented between Headstart programs and First 5 preschools.

CURRENT PROJECTS OR TASKS
- IEP Health assessments and reports.
- Screening Toddlers who have transitioned in Head Start.
- Follow-up with parents for students needing updated Physical and/or Dental exams. Provide assistance scheduling appts. or connecting with medical providers as needed.

NUMBER OF SCREENINGS COMPLETED TO DATE:

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<th>Location</th>
<th>Vision</th>
<th>Hearing</th>
<th>Blood Pressure</th>
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<td>Morey</td>
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<td>Rio Linda</td>
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<td>52</td>
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<td>Oakdale</td>
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<td>Village</td>
<td>44</td>
<td>44</td>
<td>42</td>
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SELF MONITORING/PIR DATA
- Screening information is being tracked to be entered into Child Plus.
- I notify parents in advance when health information is needed.
- I check individual student files to ensure all information has been entered into their file or Child Plus.
Twin Rivers Head Start Programs
COMPONENT MONTHLY REPORT

COMPONENT NAME: ___ Health March 2019

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

1. Dental Varnishing went well at Village.
2. Annual dates for Health History and Tb Test assessments are current
3. Toddlers that turned 3 Hearing and Vision and bp screenings are up to date.
4. Seta Health Service Advisory committee meeting at Seta

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

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

1. Matching cp and child’s file
2. Inputting into Child Plus
3. Following up on Student with medical needs
4. Following up on dental – annual physicals and new students
5. Getting Toddlers that turned 3 new preschool screenings

SELF MONITORING/PIR DATA (details of what you have done to self monitor your component area or starting the tracking process for
1. File checks
2. Child Plus Reports
3. File review
4. Meeting District - Seta

SCREENINGS (number of screenings completed during the month) ________
See attached
Attachments (component meeting agenda, sign in sheets, minutes, self assessment tracking sheets (i.e. file checklists, observations, student list, etc)
***due to Mrs. Tabitha by 1st of each month***
<table>
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<th>Twin Rivers Unified School District</th>
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<td>2371 - CACFP Reimbursement Summary</td>
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<td>Attendance Date: 3/1/2019 - 3/29/2019</td>
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Twin Rivers Unified School District
Head Start Programs
COMPONENT MONTHLY REPORT
COMPONENT NAME: Mental Health
MONTH: March

SUCCESSES (details of tasks that are going well within your component area)
- Completion of Parent Training
- VIP dance with attendance for over 120 families
- Continued push in for behavioral support
- Third mental health parent meeting for over 90% attendance rate

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)
- Finding time to monitor and manage students from four different schools effectively
- Provide individualized behavior modifications while servicing the needs of all students.

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).
- Self-Assessment checklist
- Monitoring review of ASQ screeners
- Providing weekly social skills lessons to identify students.
- Providing social skills lessons in the classroom
- Scheduling Spring Fling at off sites
- Scheduling Kindergarten Readiness Meetings
- Fourth mental health parent meeting
- Case Staffing’s

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

SCREENINGS (number of screenings completed during the month) ASQ SE - 2
Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: ________________ Christina Southivilay

MONTH: __________________________

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

- Dr. Suess
- Parent Meeting
- V.I.P Dance
- Nutrition activities
- Growth Assessments
- Follow up
- Fashion show

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

- Hemo and Blood lead results
- Getting vendor insurance
- Purchasing nutrition activities (different store do not carry certain items)
- Getting parents into our parent meeting

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

- Open House
- Collecting Growth assessment
- FPA Follow up #3
- Outside monthly board
- Parent meeting for next month
- Multi-cultural faire
- Vendors insurances
- Email different agency
- Contacting vendors
- Reminder notice for Hemo and Blood Lead
- Weekly files checks
- Monthly update special diet list
- Nutrition activities
- Getting donations letter
- Chipotle fundraiser
- Jamba Juice Fundraiser

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

FPP: 49/49
FPA: 49/49
FPA follow-up#1 by January: 49 /49
FPA follow-up#2 by March: 48 /49
FPA follow-up#3 by May: N/A /49
Lead Risk Assessment: 49/49
In-Kind hours: 303 hrs 15 mins /75 hours
Blood Lead: 38 /49
Hemoglobin: 43 /49

Growth Assessments#1 49 /49
CDE State survey#1
Nutrition Survey #1
SETA Parent outcomes survey#1

Growth Assessment #2 49 /49
CDE State survey#2
Nutrition survey#2
SETA Parent outcomes survey#2

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

- Student tracking sheet
- Child plus
- Child plus remind print out
Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: ROSA RIVERA

MONTH: March 31, 2019

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

Fashion Show on all sites

Parent resources: Award Assembly, In-Kind hours

Lead Assessment updated signatures (completed) 75/75

Dr. Seuss, readers, gift bags for readers, gift bags for students, hospitality room for readers, books for readers to read.

VIP Dance, helped with crown making, paper flower making, parent signing-in.

Nutrition Activity

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

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

Morey Multicultural Event logistics, vendors, donations, games, volunteer assignments, game orders, game supplies, performers, petting zoo.

Open House, fliers, books, food, and passport books for kids & families, teacher’s activities, “Math Theme.”

FPA’s Follow-up #3 been following up all parents. 75/75

3rd Reminders Hemo / Lead: have (received 4 in March)

Donations: Letters, out to different businesses

Fund Raising: Jamba Juice, Chipotle

5 de Mayo logistics
Twin Rivers Unified School District

Head Start Programs

COMPONENT MONTHLY REPORT

COMPONENT NAME: Tashamarie Brewer

MONTH: March 2019

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

- Dr. Seuss Day
- Hemo & Blood Lead
- Parent Meeting

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

- Blood Lead & Hemo

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

- MC event
- Fundraisers
- Open House
- Cinco De Mayo

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

FPP: 56/56
FPA: 56/56
FPA follow-up#1 by January: 56/56
FPA follow-up#2 by March: 56/56
FPA follow-up#3 by May: N/A
Lead Risk Assessment: 56/56
In-Kind hours: 96.45
Blood Lead: 32/56
Hemoglobin: 39/56
Hemo/Lead Reminder Notice –80/112 total up to now
Growth Assessments#1 54/56
Growth Assessment #2 56/56
Report Monitoring CL – 5/5 Antwan
Report Monitoring Cross Component N/A

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

- Child Plus
- Self monitoring
Twin Rivers Unified School District
Head Start Programs
COMPONENT MONTHLY REPORT
COMPONENT NAME: Nina Sandhu
MONTH: March 2019

SUCCESSES (details of tasks that are going well within your component area)
- Pushing in to the classroom and demonstrating communication strategies to teachers to implement in to the classroom.
- Exit ed a student who made progress in speech! Yay!
- Having parents attend IEP’s (great success so far!).

CHALLENGES (details of tasks that you need to be changed, revised or areas where support is needed)
- Finishing all SEIS documents, Speech and Language reports, and daily notes, while servicing kiddos as well. But it’s going!

CURRENT PROJECTS OR TASKS (details of what you are currently working on or anticipate completing within the next month).
- Assessing students in speech and language.
- Writing speech and language reports for kiddos I am assessing.
- Inputting data in to SEIS for these incoming IEP’s and updating ChildPlus.
- Servicing kiddos with IEP’s.

Number of screenings completed to date (i.e. dental, vision, ASQ, growth assessments, blood lead, hemo, speech, FPP/FPA, etc): (number should get larger each month as you add new screenings for the current month to the total from last month): 30 speech and language screeners for Preschool and Kinder/TK.

SELF MONITORING/PIR DATA (details of what you have done to self-monitor your component area or starting the tracking process for PIR 2018)
- Keeping up to date on my excel sheet of current students with active IEP’s.
- Have daily logs with children I have been servicing for speech and language.
- Making sure section 6 is updated in the kiddos binders with current IEP goals and service minutes.
- Making sure ChildPlus – disabilities tab is up to date for kiddos with IEP’s.
# Monthly Special Education Report

**Twin Rivers USD**

**Agency Name**

**March 2019**

**Reporting Month/Year**

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<th>Cumulative number of children with an IFSP/IEP for the Program Year *</th>
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<th>Children with an IFSP/IEP who have dis-enrolled, transferred, or services have been terminated</th>
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<table>
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<tr>
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<th>Children currently pending</th>
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<th>Future IFSP/IEP Meetings scheduled</th>
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* (Line B) + (Line C) = Line A

Comments:

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Tabitha E. Thompson, Ed.D  
Principal/Head Start Director  
March 29, 2019

Completed by (Print Name)  
Title  
Date

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

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

TO: All Head Start and Early Head Start Agencies and Delegate Agencies in Areas Affected by Disasters

SUBJECT: General Disaster Recovery Flexibilities

INFORMATION:

The Administration for Children and Families (ACF) and the Office of Head Start (OHS) are very concerned about the devastation resulting from disasters affecting Head Start programs, children, families, and staff. In the event of a significant disaster, such as a hurricane, wildfire, or tornado, OHS is removing barriers to make it easier for Head
Start agencies to meet the needs of affected children and families, especially newly homeless children and families. Head Start programs serve a critical role in the recovery of impacted communities.

First, Head Start programs are urged to begin taking steps to resume services. Even if facilities are inoperable, program staff can support families in meeting their basic needs, including nutrition, health, and mental health support, and alternative care for their children. Second, programs that have operable facilities are encouraged to allow displaced Head Start families supervised access to those facilities, including kitchens, restrooms, laundry, and power sources for recharging phones and other communication devices. Grantees are encouraged to support families in accessing local, state, and federal relief and leveraging their community partnerships and resources to support other relief efforts.

Serving Additional Eligible Head Start Families
Grantees in impacted areas are encouraged to assess how their services and resources might be used or shared to assist others affected by these disasters. Please consider your physical resources (e.g., facilities, equipment, supplies) and your human assets (e.g., staff, physicians, social workers, mental health personnel) that might be of assistance. In some cases, Head Start-eligible children and their families might relocate to your community from other communities or close by states that were devastated by disasters.

Administrative Flexibility
OHS will rely on the judgment of governing bodies and program administrators at the community level to determine the most expeditious steps necessary to resume services. Individual states may waive some aspects of licensing requirements post-disaster, and programs are encouraged to contact their state licensing representative or Regional Office for guidance.

In some circumstances, if a grantee is unable to comply with a Head Start standard as a direct result of a disaster, OHS will consider a waiver of that standard to the extent allowable by law. However, no Head Start standard or requirement will be waived where failure to comply endangers the health and safety of children or constitutes fraud or misuse of federal funds. Grantees must be able to assure the safety of children and financial accountability for funds and property.

Safe Environments
Grantees are encouraged to be sure that services are resumed only when children can be safely served in their centers and outdoor play areas. Programs must also ensure safe work environments for staff, including in administrative offices.

The following resources are available to provide information on best practices for disaster clean-up and safety practices.

Flood Cleanup to Protect Indoor Air Quality provides basic information from the Environmental Protection Agency (EPA) about how to clean up after a flood and prevent indoor air problems.

A Brief Guide to Mold in the Workplace bulletin assists employers in providing a safe and healthful workplace. Pursuant to the Occupational Safety and Health Act, employers must comply with hazard-specific safety and health standards and regulations from the Occupational Safety and Health Administration (OSHA), or by a state with an OSHA-approved state plan. In addition, pursuant to Section 5(e)(1), the General Duty Clause of the Act, employers must provide their employees with a workplace free from recognized hazards likely to cause death or serious physical harm.

OSHA Fact Sheet: Mold Hazards during Disaster Cleanup offers information on clean-up procedures, personal protective equipment (PPE), and practices to protect workers in moldy environments.
Mold Remediation in Schools and Commercial Buildings provides printable instructions from the EPA for clean-up and remediation of molds and moisture-related problems in schools and commercial buildings.

All state child care licensing requirements related to re-opening centers post-disaster must also be met before service in centers is resumed. Consult local and state health authorities for further information and be aware of flood recovery information available from the U.S. Centers for Disease Control and Prevention (CDC), which includes information and helpful links to other resources: [https://www.cdc.gov/features/flood-safety/index.html](https://www.cdc.gov/features/flood-safety/index.html)

Eligibility, Recruitment, Selection, and Enrollment

Grantees in impacted areas that offer both Head Start and Early Head Start may serve eligible impacted children ages birth to 5 within their overall funded enrollment and are not restricted to the current funded enrollment slots assigned to each program. Grantees in impacted areas that do not currently offer Early Head Start but have appropriate space and staff qualified to serve infants and toddlers may contact their Regional Office about the potential to serve displaced infants and toddlers. Head Start programs that do not have qualified infant/toddler staff are encouraged to work with local programs that may have space for infants and toddlers or offer home visiting programs. As we work together to serve affected children and families, we must do so in ways that do not put children at risk.

Any age-eligible child from a family that has had to abandon their home because of the disaster should be considered homeless under the definition of "homeless children" in the McKinney-Vento Homeless Assistance Act. These children are eligible for Head Start services due to loss of housing or the fact they are living in emergency shelters or sharing housing with family or friends.

If a displaced family does not have the eligibility documentation in-hand, programs should be flexible in accepting signed statements from the family attesting to necessary eligibility information.

Program Options and Hours of Program Operations

In the event of a disaster, OHS will, for the remainder of the school year, allow any grantee in or near the affected area to serve impacted or displaced children in any program option or options without obtaining advance approval. This applies to a conversion of a program segment, such as a center, to another program option so programs can accommodate as many children as possible. This time-limited exception to required procedures for obtaining OHS permission to convert services to a different program option as a "change to the scope or objectives of a program" under 45 CFR §75.308(o)(1)(i) is based on the need for programs to act quickly in response to a large-scale and widespread emergency situation in order to ensure children’s safety and well-being. Also for the remainder of the current school year, significantly affected programs may add or reduce hours or days of program operations without obtaining prior approval as long as the changes can be justified. Finding creative ways to reach out and serve these families is encouraged.

Grantees are required to notify their Regional Office of the actions taken as soon as it is practical using the Head Start Enterprise System (HSES) correspondence.

Space, Class Size, and Ratios

Adequate classroom space may be a challenge post-disaster as programs strive to serve children displaced by the disaster. In order to provide grantee services within an area subject to an emergency or disaster designation under applicable local, state, or federal law, it’s required to be as responsive as possible to these children and their families. This communication constitutes waiver approval, as described under 45 CFR §1302.24(c)(1) and (2), for such grantees to exceed the class size and group size requirements of 45 CFR §§1302.21(b) and 1302.23(b). This is in effect as long as grantees maintain appropriate adult to child ratios and comply with state and local licensing requirements, except when the state or local licensing agency waives these requirements, in which case grantees would not need to comply with the waived requirements.
In cases where grantees cannot comply with square footage requirements for centers in 45 CFR §1302.21(d)(2) during a temporary disaster recovery period, compliance with a less stringent state or local standard will be regarded by OHS as evidence of a good faith effort to comply with the Head Start standard to the degree possible.

Grantees are required to notify their Regional Office of the actions taken as soon as it is practical to do so using HSES correspondence.

Additional Classroom Staffing and Teacher Credentials
When using funds from existing operating budgets, programs may temporarily open additional classrooms to serve displaced children now considered homeless under the McKinney-Vento Act or children whose Head Start programs have closed due to damage. In addition, programs are encouraged to give priority to hiring staff displaced from other programs when hiring new classroom staff. All staff working directly with children must be eligible for employment under applicable criminal background check requirements under the Head Start Act and state childcare licensing requirements.

Health and Mental Health Services
Addressing the health and mental health of children, families, and staff impacted by a disaster is critical to the recovery process. Children, families, and Head Start staff may experience stress and even trauma related to a hurricane or other disaster. These effects can be short- or long-term, and responses may vary across individuals. Grantees are encouraged to work with local agencies and partners to assure that all affected children receive needed health and mental health services as quickly as possible. When enrolling newly homeless children, programs must make best efforts to ascertain children's health status and immediate needs. Programs are also encouraged to work cooperatively to share children's records with local health care providers and those who may be serving displaced children in other locations.

The following resources are available to assist programs in responding to a disaster, as well as preparing for any future emergencies.

The Emergency Preparedness Manual for Early Childhood Programs addresses response and recovery as well as preparation.

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the aftermath of disaster. The field manual includes handouts for parents, caregivers, as well as children birth to 5.

Children's Responses to Crises and Tragic Events is a tip sheet identifying what behaviors young children may display after a tragic event. Knowing what to look for can help programs determine when to get children the support they need.

Helping Your Child Cope After a Disaster provides families and staff with tools to help a child after a disaster or crisis. Children benefit when adults assure them that they are safe and help them learn how to cope effectively.

Nutrition
Following disasters, the U.S. Department of Agriculture (USDA), Food and Nutrition Services (FNS) may provide additional flexibilities for Child Nutrition Programs, including the Child and Adult Care Food Program (CACFP). For example, FNS has the authority to consider requests from state FNS agencies to waive meal pattern requirements for CACFP for a period of time following a disaster. For the latest information on disaster-related flexibilities in your service area, please visit https://www.fns.usda.gov/disaster.
Children with Disabilities
When serving displaced children, programs should acquire the Individualized Education Plans (IEPs) or Individual Family Service Plans (IFSPs) to assure the least possible disruption of these critical services.

Fiscal Management
Recovery Costs:
Grantees are expected to seek out and apply for all available national, state, and local disaster recovery funding. Insurance policies should be carefully reviewed to determine the extent to which losses may be covered. Insurance claims should be submitted promptly with regular follow-up on claims status. Insurance proceeds received because of losses related to Head Start-funded property must be spent on allowable program and recovery expenses.

If necessary, affected grantees may use funds already awarded for program operations and training and technical assistance (T/TA) to support needed recovery efforts (see Budget Modifications below). If OHS receives disaster relief funding, that funding may be used to replace program operation and T/TA funds re-directed to post-disaster recovery and resumption of services. Grantees should be mindful of budget consequences when using the program and T/TA funds for recovery activities to assure sufficient program operations and T/TA funding remains available for ongoing provision of services.

Budget Modifications:
It is anticipated that funds awarded for program operations may need to be re-directed to different budget categories to address post-disaster clean-up, repairs, health and safety issues, replacement of damaged equipment, furnishing and supplies, and other costs associated with resumption of services. Within a fiscal year, grantees may re-budget up to the lesser of $250,000 or 25 percent of their annual funding between budget categories without prior written approval. In the event that re-budgeting in excess of the noted amount is needed, a revised standard form (SF)-424 and prior written approval is required per 45 CFR §75.308(b). Equipment purchases covered by 45 CFR §75.308(c)(1)(x)(i) require prior written approval.

Staffing and Wages:
Program staff and volunteers may have suffered personal and property losses because of the disaster. Employees may not be able to reach their work locations and centers may be closed for extended periods of time. Grantees should consider federal and state labor laws to determine whether they are required to compensate staff unable to work on account of inclement weather. The U.S. Department of Labor website provides helpful information about disaster related benefits and support: https://www.dol.gov/general/hurricane-recovery

Laid-off employees should be encouraged to apply for unemployment compensation benefits and any other financial assistance available to support dislocated workers. With tasks that can be performed off-site, employees may be allowed to temporarily work from home during the disaster recovery period. Employees who take on new job responsibilities during the disaster recovery period, such as contacting parents or cleaning up centers, can be paid their regular wages for such work. Reasonable amounts of overtime may be paid if necessary to support recovery activities. Employees and volunteers should engage in clean-up and other on-site recovery activities only with appropriate supervision and safety gear.

To facilitate the retention and availability for recall of employees when services resume, employees laid off on account of the disaster may be paid their regular wages (allocated for shared employees) from Head Start funds for up to two weeks (80 hours for hourly employees, one half of the regular monthly salary for salaried employees) if they are unable to engage in other employment activities, such as those noted above.

Equipment:
Replacement of equipment needed for classroom operations, transportation, and nutrition services is critical to resumption of services in affected areas. Prior written approval is required for replacement of equipment with a per-unit cost of more than $5,000. ACF will consider whether to provide blanket pre-approval for purchase of equipment without prior approval. The funding may be increased for grantees in the affected area in order to
facilitate faster replacement of damaged or destroyed items. Guidance on any flexibilities related to the purchase of equipment will be released separately.

**Procurement:**

Programs may experience post-disaster scarcity of materials and labor needed for recovery, particularly in construction services. Grantees are encouraged to seek out reputable, licensed, local contractors to assist in recovery efforts. In consideration of the emergency and the pressing need to move forward with recovery activities, vehicle replacement, equipment, furnishing, materials, supplies, and minor repairs and renovations related to these disasters which do not require compliance with 45 CFR §1303—Subpart E may be undertaken by non-competitive proposals as allowed in 45 CFR §75.329(f)(2) for up to 12 months following the date of this Information Memorandum (IM).

Procurement requirements, as noted in 45 CFR §§75.329-75.335, must be followed and a complete SF-429 in compliance with 45 CFR §1303—Subpart E must be submitted for purchase, construction, or major renovations as defined in 45 CFR §1305.2. Please note that the SF-429s must be submitted in the On-Line Data Collection (OLDC) system. Grantees are reminded that the cost of goods and services must be reasonable because of post-disaster conditions. Additionally, they must retain adequate documentation of all disaster recovery expenses and note their relationship to post-disaster recovery.

**Davis-Bacon Act:**

Unless waived in disaster relief legislation passed by Congress, the Davis-Bacon Act applies to covered construction activities in excess of $2,000. Davis-Bacon Act compliance information can be found at [https://www.dol.gov/whd/govcontracts/dbra.htm](https://www.dol.gov/whd/govcontracts/dbra.htm).

**Information on Damage and Recovery**

Collecting accurate data on damages and recovery costs is critical. Impacted Head Start facilities should be inspected as soon as safely possible. Staff is strongly encouraged to use appropriate safety precautions when visiting centers that have experienced flooding, including the use of an N-95 National Institute for Occupational Safety and Health (NIOSH)-approved disposable respirator, gloves, and eye protection. Grantees should prioritize those repairs that must be completed before the facilities can re-open.

OHS Regional Office staff will be in close communication about recovery efforts. It is very important that accurate data is submitted as soon as the projected costs of these repairs are received. The following information will be particularly helpful:

- Did the center experience flooding or other damage?
- Was the structure of the center damaged (e.g., windows blown out, serious roof damage, exterior walls damaged, foundation settled, floodwater over 2 feet in depth at highest point)?
- What non-structural damage did the center experience (e.g., playground flooded, soaked flooring, minor roof damage, floodwater less than 2 feet in depth at highest point, some windows broken)?
- Were supplies and furnishings damaged at the center?
- Were buses or other vehicles at the center damaged directly or submerged over wheel-depth in water? How many?

While information on the potential recovery funds for Head Start is typically not available immediately following a disaster, having accurate information will help to inform federal recovery efforts. In the event of extensive power outages post-disaster, OHS will also grant extensions to those grantees affected by the recent disaster and recovery efforts by submitting SF-429s, SF-429s, End of Month Enrollment Data, and refunding applications due during or shortly after the period of the power outage. Notify your Regional Office to submit an extension.

**Next Steps**

OHS recognizes the incredible commitment and strength of program staff across the country. ACF and OHS will
assist and support in every way possible. National and Regional ACF staff will be available to help coordinate services among the Head Start programs in neighboring communities and the federal, state, and local entities with which you collaborate. If programs encounter other obstacles in responding to children and families in need or to partnering with local education agencies or child care agencies, aside from those included in this IM, please let your Regional Office know so we can work together to resolve those barriers. Additionally, monitoring schedules will be adjusted, as necessary, for programs impacted by a disaster.

Lastly, this IM focuses on what you can do with the funding you have or can leverage through other sources. If Congress appropriates supplemental recovery funds for Head Start, OHS is committed to work expeditiously to communicate the process for applying for relief funding.

Thank you so much for doing all you can to help children, families, and staff who have experienced such disruption and loss.

/ Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start