PUBLIC NOTICE

Twin Rivers Unified School District
155 Morey Avenue
Sacramento, CA 95838

Special Policy Committee Meeting
April 11, 2019
8:30 a.m. – Room 2
Minutes

I. Welcome
A. Call To Order/Roll Call – Meeting called to order at 8:43am by Vice Chair Yamika Estrella. Also present was Shalonnda Wilson (Community) and Ashley Fotoli. Head Start Director Tabitha E. Thompson also present.

II. Action Items
A. Approval of meeting minutes from March 18, 2019 – all action items postponed until May meeting due lack of quorum.
B. Election of Chair, Vice Chair and Secretary position for 2018-2019
C. Timed Session – Final reading of TRUSD Policy Committee Bylaws

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 – Written information and verbal discussion provided for Information items A through K.
L. Update on Oakdale, Village and Rio Linda Preschool Programs – All sites fully enrolled and planning for end of the year activities.
M. Recruitment for Policy Committee 2018-2019 – Parents reminded to solicit other parents for the parent group.
N. Planning for Multicultural Faire event (May 24th) – Parents reminded to participate in the event and volunteer for booths if possible.
O. ACF-IM-HS-19-01 – General Disaster Recovery Flexibilities – written information provided to all members.
V. Public Participation

VI. Adjournment – Next meeting scheduled for May 22, 2019 @830am.
Twin Rivers Unified School District

Morey Avenue Policy Committee Members Sign-In Sheet/Roll Call Sheet

4/11/19

Date of Meeting

Please Specify

_____ # eligible voting representative

_____ # voting representatives present

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<th>PC Members Names</th>
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<td>3. Tabitha Thompson</td>
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<td>4. Ashley Fofoti</td>
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Pc/sign-in/1.31.08/sb
Morey Avenue Head Start
Head Start 2018–2019
Policy Committee Roster, April 11, 2019

Child: Leniyah Merritt
Dominique Stewart
Mrs. Yang – Room 4

Child: Malia Mafi
Anne Mafi
Ms. Thao – Room 7

Child: Franklin Aponte III
Yamika Estrella, Vice Chair
Mrs. Southivilay – Room 8

Child: Thailand Mahomes
Maray Meadors
Mrs. Yang – Room 9

Child: Wyatt Lee Prather
Elizabeth Prather
Mrs. Yang – Room 9

Child: Jayceon Tyes
Rebecca Tyes
Ms. Xiong – Room 10A

Child: Moreau Ward
Ebony Ward
Mrs. Williams – Room 10B

Child: Arvela Garcia
Sabrina Lockard
Ms. Jones-Room CCR

Child: Wyatt Pruitt
Kelly Pruitt
Ms. Yang – Room 20

Child: Leilani Moses
Sharon Luedke
Zhang – Room PS1

Child: Erick White
Nicole White
Ms. Dayal – Room PS2

Child: Charles Yocum Sanchez
Jocelyn Sanchez
Mrs. Yang – Room 4

Child: Noate & Vincent Fotofili
Ashley Fotofili
Ms. Thao – Room 7

Child: Za’Khai Lightsy
Taniqua Lightsy
Mrs. Southivilay – Room 8

Child: Nicole Lucio
Alicia Ceja
Mrs. Yang – Room 9

Child: Londyn Dixon
Kamika Ward
Ms. Xiong – Room 10A

Child: Zanai Selby
Zammaria Williams
Mrs. Williams – Room 10B

Child: Emani Escobedo
Tameka Smith
Ms. Jones-Room CCR

Community Representatives
YMCA - Shalonnda Wilson
School Site Council – Charley Coley

Morey Contact – Governance
Dr. Tabitha Thompson, Principal/Director
Tabitha.thompson@twinriversusd.org
916-566-3485 Office
916-566-3486 Fax

2/21/19
I. Welcome
   A. Call To Order/Roll Call

II. Action Items
   A. Approval of meeting minutes from March 18, 2019
   B. Election of Chair, Vice Chair and Secretary position for 2018-2019
   C. Timed Session – Final reading of TRUSD Policy Committee Bylaws

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   K. Fiscal
   L. Update on Oakdale, Village and Rio Linda Preschool Programs
   M. Recruitment for Policy Committee 2018-2019
   N. Planning for Multicultural Faire event (May 24th)
   O. ACF-IM-HS-19-01 – General Disaster Recovery Flexibilities

V. Public Participation

VI. Adjournment
I. Welcome
   A. Call To Order/Roll Call – *Meeting called to order at 8:56am. Members present included Elizabeth Schoemig (Chair), Yamika Estrella (Vice Chair), Rachel Scott, Tracey Lagge, Shalonnda Wilson (Community Representative), Ebony Ward and Kelly Pruitt. Also present was Head Start Director Tabitha E. Thompson, Vasseliki Vervilos (Budget Analyst) and Roberta Silva (SETA).*

II. Action Items
   A. Approval of meeting minutes from February 20, 2019 – *Ebony Ward motioned for the approval of the meeting minutes and seconded by Yamika Estrella. Votes were as follows: yes – 4 (Ebony Ward, Shalonnda Wilson, Yamika Estrella, Rachel Scott) 0-no and 1-abstention (Elizabeth Schoemig)*
   B. Election of Secretary position for 2018-2019 – *action item tabled until next meeting*
   C. Approval of EHS and HS Grant application for 2019-2020 – *Ebony Ward motioned for the approval of the meeting minutes and seconded by Yamika Estrella. Votes were as follows: yes – 4 (Ebony Ward, Yamika Estrella, Shalonnda Wilson and Rachel Scott) 0-no and 1-abstention*

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 – *Written reports provided to all members and Head Start Director provided additional verbal information as needed.*
   L. Update on Oakdale, Village and Rio Linda Preschool Programs – *All sites doing well and fully enrolled.*
   M. Recruitment for Policy Committee 2018-2019 – *Members reminded to recruit for additional parents to join the group.*

V. Public Participation

VI. Adjournment – *Meeting adjourned at 10:41am and next meeting will be April 24, 2019 at 8:30am at Morey Avenue School.*
BYLAWS OF THE
TWIN RIVERS UNIFIED
SCHOOL DISTRICT

EARLY HEAD START
AND
HEAD START PROGRAMS
POLICY COMMITTEE
(PC)

Policy Committee First Reading - November 15, 2017 - March 6, 2019
Policy Committee Final Approval: April 25, 2018
Twin Rivers Unified School Board Approval: May 22, 2018
TWIN RIVERS UNIFIED SCHOOL DISTRICT
Twin Rivers Unified School District Early Head Start and Head Start Programs
POLICY COMMITTEE BYLAWS

ARTICLE I
NAME OF THE COMMITTEE

The name of the committee shall be the Twin Rivers Unified School District Early Head Start and Head Start Programs Policy Committee. Early Head Start and Head Start hereinafter shall be referred to as EHS/HS.

ARTICLE II
ROLE OF THE COMMITTEE

The Policy Committee, referred to hereafter as PC, shall have the responsibility to oversee the development, evaluation, and implementation of the Early Head Start and Head Start and State Preschool programs. The purpose of the PC shall be to promote the objectives of the HS/EHS Child Development Program of Sacramento County, State of California, as established by the Federal Economic Opportunity Act of 1964, as amended. The purpose of the PC shall include, but not necessarily be limited to: The PC, after approval by the school district governing board, shall have the ongoing responsibility to review with all staff the effectiveness of the program delivery services. The PC with staff shall have the responsibility to make recommendations as to improvements that can be made to improve the quality of educational services to children and delivery of services to parents. The PC shall abide by the state and federal regulations as outlined by those agencies (i.e. Administration of Children and Families (ACF) for Head Start, Child Development Division for State Preschool).

45 Code of Federal Regulations (CFR)-1305.2-1306.3(h): A HS/EHS parent means a HS/EHS child’s mother or father, other family member who is a primary caregiver, foster parent, guardian or the person with whom the child has been placed for purposes of adoption pending final adoption decree. All future references of parent will be defined as such.

Section 1–Powers, Duties and Functions

The PC must perform the following powers, duties, and functions directly:
1. Serve as a link to the Parent Committees, Grantee and TRUSD School Board, public and private organizations, and the communities they serve.
   A. Assist Parent Committees in communicating with parents enrolled in all program options to ensure that they understand their rights, responsibilities, and opportunities in EHS and HS and to encourage their participation in the program.
B. Assist Parent Committees in planning, coordinating, and organizing program activities for parents with assistance of staff, and ensuring that funds set aside from program budgets are used to support parent activities.

C. Assist in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs.

E.

1. All funding applications and amendments to funding applications for EHS and HS, including administrative services, prior to submission of such applications to the Department of Health and Human Services (DHHS).

2. Procedures describing how the governing body and the appropriate policy group will implement shared decision making.

3. Federal regulations state that in accordance with Federal regulations, the Head Start Act, Best Practices, and the PC must work in partnership with key management staff and the governing body school board to develop, review, and approve or disapprove the following policies and procedures:

4. Written procedures for program planning in accordance with this part and the requirements of 45 CFR 1305.2.

5. The program’s philosophy and long- and short-range program goals and objectives.

6. Strategic long-term goals and measurable objectives for program in funding application.

7. The composition of the PC and the procedures by which policy group members are chosen.

8. Criteria for defining recruitment, selection, and enrollment priorities, in accordance with the requirements of 45 CFR Part 1305. Program personnel policies and subsequent changes to those policies, in accordance with Head Start Act 643 © (2) (D) (vi) and Standards 1301.3 © (1), including standards of conduct for program staff, consultants, volunteers and hiring and firing criteria for program staff.

9. Participate in the annual self-assessment of the Delegate progress in carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result from the review of the annual audit and findings from the Federal monitoring review.

10. Implement a program data management system that effectively supports the availability, usability, integrity, and security of data.

11. The annual independent audit that must be conducted in accordance with 45 CFR 1301.12.

12. Program personnel policies and subsequent changes to those policies, in accordance with 45 CFR 1301.31, in accordance with Head Start Act 642 (c) (2) (D) (vi) and Standards 1301.3 (c) (1) including standards of conduct for program staff, consultants, and volunteers

13. Decisions to hire or terminate the EHS and HS Director of the Delegate Agency.

14. Decisions to hire or terminate any person who works primarily for the EHS and HS program of the delegate agency in accordance with the TRUSD Personnel Policies and Procedures.
15. PC reimbursement for reasonable expenses incurred by members. Members shall not receive reimbursement for serving on the PC or for providing services to the EHS and HS Program.

16. Grantee policies that define the roles and responsibilities of the governing body members and informs them of the management procedures and functions necessary to implement a high quality program.

17. Internal dispute resolution. PC must establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and the policy group. If needed mutually agreeable 3rd party mediator or arbitrator will be utilized.

18. Establish and maintain procedures for hearing and working with the grantee agency to resolve community complaints about the program.

F. Individual members while representing the PC, shall not engage in any activities or assume any such powers, duties, or functions that are contrary to, or inconsistent with the goals and objectives of the EHS and HS program, as established by either local, State or Federal laws, regulations or Twin Rivers Unified School District policies. In addition, Committee members may not have a financial interest in the district.

ARTICLE III
MEMBERSHIP

SECTION 1: COMPOSITION

It is the intention for the PC to fully and fairly represent the composition of the EHS and Head Start Preschool programs. It is therefore suggested that a cross representation of parents and community members be a part of the committee. The members shall represent the rich and varied cultural backgrounds of the EHS and Head Start preschool programs. Parents who express interest or are nominated by other parents will become a part of the Policy Committee or Parent Committee. EHS and Head Start classroom parents will vote for their classroom representative and alternates. The PC shall consist of one voting representative elected from each EHS and Head Start class/complex including community representatives. Membership shall consist of:

- 1 PARENT FROM THE COMPLEX 9A, Alternate 1, Alternate 2
- 1 PARENT FROM THE COMPLEX 9B, Alternate 1, Alternate 2
- 1 PARENT FROM COMPLEX 4, Alternate 1, Alternate 2
- 1 PARENT FROM THE COMPLEX 7A, Alternate 1, Alternate 2
- 1 PARENT FROM THE COMPLEX 7B, Alternate 1, Alternate 2
- 1 PARENT FROM THE COMPLEX 8, Alternate 1, Alternate 2
- 1 PARENT FROM THE EHS COMPLEX 10A, Alternate 1, Alternate 2
- 1 PARENT FROM THE EHS COMPLEX 10B, Alternate 1, Alternate 2

5 Parent Representatives:
  1 Representative from Oakdale Parent Committee, Alternate 1, Alternate 2
  1 Representative from Rio Linda Parent Committee Room 19, Alternate 1, Alternate 2
1 Representative from Rio Linda Parent Committee Room 20, Alternate 1, Alternate 2
1 Representative from Village Parent Committee Room 1, Alternate 1, Alternate 2
1 Representative from Village Parent Committee Room 2, Alternate 1, Alternate 2

2 COMMUNITY REPRESENTATIVES:
   1 REPRESENTATIVE FROM SCHOOL SITE COUNCIL, 1 Alternate
   1 REPRESENTATIVE FROM A COMMUNITY GROUP OR ORGANIZATION, 1 Alternate, past parent

(51% or more of the voting members must be EHS and Head Start parents of children currently enrolled in the program).

SECTION 2: Alternates

Each classroom/complex representative shall be entitled to have (2) two Alternates. Alternates may attend all meetings and shall be entitled to one vote when the elected representative is absent.

SECTION 3: OTHER PROVISIONS

No SETA or Delegate Agency EHS or Head Start staff or members of their immediate families shall serve on the PC except parents who occasionally substitute for regular EHS or HS staff. Occasional substitute teaching is defined as once a week and/or not to exceed four (4) consecutive days in a month.

SECTION 4: TERM OF OFFICE

All members of the PC shall be elected for a one-year term. The PC must limit the number of one-year terms any individual may serve on the PC to a combined total of no longer than five (5) program years. In order to achieve a smooth transition, the member shall be seated in September of each year. No members shall be eligible to serve more than two consecutive years in one position. Members are elected in September of each new school year. Parent members continue term until the new parent members are elected at the second month of each school year. During August-September, the past Chair will be responsible to conduct an orientation for those newly elected representative on the Twin Rivers Unified School District Early Head Start and Head Start Programs Policy Committee.

SECTION 5: VOTING RIGHTS

Each member shall have one vote on each item.

No absentee ballots are permitted. Due to the revision of the Brown Act (effective April 1, 1994) there will be absolutely no voting by phone. All voting will take place at properly posted PC meetings only.
SECTION 6: TERMINATION AND RESIGNATION

Membership may be terminated if a member misses three consecutive regularly scheduled meetings. If the child leaves the Early Head Start and Head Start Program, the member will be automatically terminated. The PC can terminate, expel, or suspend a member by two-thirds vote. Any member may resign from the committee. Resignations must be in writing and submitted to the committee and the school district.

ARTICLE IV
OFFICERS

SECTION 1-OFFICERS

The officers of the PC shall be a Chair, a Vice Chair, and Secretary and must be a current Early Head Start and Head Start parent. Officers shall be elected from the membership composition listed in Article III Membership, Section 1-Composition.

SECTION 2: ELECTION AND TERM OF OFFICE

A. The officers of the PC shall be elected for a one-year term and shall be elected from the body of parents. The Chair and Vice Chair shall be seated on the SETA Policy Council (PC) in the third month of each school year.

B. Past officers shall work collectively with newly elected officers from September of each year through January to assure a smooth transition as needed.

SECTION 3: Duties of Officers

A. The Chair of designee shall preside over all (PC) meetings (in accordance with Section 5, Article III Conduct of Meeting using ROBERT RULES OF ORDER. The Chair also serves as the official representative from the Twin Rivers Unified School District at all Budgets, District Advisory Committee (DAC), Sacramento Employment and Training Agency (SETA), Policy Council (PC) meetings, [Child Development Division (CDD) State Department of Education] meetings, and school board meetings. The Chair may sign all documents, letters, reports and other communication with the consent of the PC.

B. The Vice Chair or designee shall represent the Twin Rivers Unified School District at all Budgets, District Advisory Committee (DAC), Sacramento Employment and Training Agency (SETA), Policy Council (PC) meetings, [Child Development Division (CDD) State Department of Education] meetings, and school board meetings. The Vice Chair shall perform duties of the Chair in the absence of the Chair. The Vice Chair may sign all reports, letters, and communication in the absence of the Chair, with the approval of the Chair.
C. The Secretary shall keep the minutes of all meetings, both regular, emergency, annual and special, and shall see that each member of the committee receives minutes from the past meetings at least a week in advance of the next meeting. The Secretary shall keep an updated list of all committees and have available for each committee member. The Secretary shall prepare the agenda copies and post agenda prior to any meeting, reference Article VI, Section 3, Meeting Notice. The Secretary shall meet regularly with the Chair to assure that all correspondence is properly executed. A copy of the minutes shall be posted in the window of the office for public viewing.

SECTION 4: REMOVAL

Any officer may be removed by a two-third vote of all members sitting on the, PC whenever in the judgment of the PC the best interest of the PC will be served. If Chair/Vice Chair removed from Grantee’s Policy Council then Committee can elect another representative.

SECTION 5: VACANCY

When an Officer vacancy occurs, the Chair with the approval of the remaining officers shall fill the vacancy. If the Chair’s position becomes vacant, the Vice Chair becomes the Chair until the regular election in October.

ARTICLE V
STANDING AND SPECIAL COMMITTEES

A. The Executive Committee shall be comprised of all elected officers. The Executive Committee shall perform such powers, duties, and functions as provided in these bylaws and such other powers, duties, and functions as established by the Policy Council. The Executive Committee shall meet at the discretion of the PC Chair or PC. Notice of an Executive Committee meeting shall be sent to all PC members no less than three (3) calendars days before the meeting. The Committee shall report, in writing, all actions at the next meeting of the full PC. In the event of an emergency, the Executive Committee will act on behalf of the Board pending ratification by the PC at the next meeting.

B. The PC may establish and abolish standing committees, standing or special, as it desires. No standing or special committee may exercised the authority of the PC. All activities of the standing and special committees shall report to the full PC on a regular basis. Membership of the standing and special committees shall be made up of the members as well as other parents with children enrolled at the center. At least three members shall
ARTICLE VI
MEETINGS OF THE COMMITTEE

SECTION 1 - ANNUAL, REGULAR, SPECIAL AND OPEN MEETINGS

A. Annual and Regular Meetings
Annual and Regular Meetings of the committee will be held on the third Monday Wednesday of each and every month at 8:30 a.m.

B. Special Meetings
Special called meetings of the PC may be called at anytime by the Early Head Start/Head Start Director, PC Chair or upon petition by at least a majority of the members of the PC.

C. Open Meetings
All meetings, annual, regular, special and emergency shall be open to the public and shall be conducted in conformance with the Ralph and Brown Act, California Government Code, Section 54950, et. seq.

SECTION 2 - LOCATION OF MEETINGS

The PC will hold all meetings, annual, regular, special and emergency in a place that is accessible to all members and the public including on or near the school sites or the Twin Rivers Unified School District Office.

SECTION 3 - MEETINGS NOTICE

A. Annual and Regular Meetings
All annual and regular meetings shall have a posted agenda at the school sites at least 72 hours in advance. Any change in time, place, and date shall be at the discretion of the officers, and notice shall be in writing to all the members. Each member shall have all agendas past minutes, and other information at least 72 hours in advance. Agenda items must be forwarded to the Secretary at least one week in advance. In accordance with the Brown Act, no agenda item that is subject to action may be discussed prior to the PC due to the revision of the Brown Act as of January 2003.

B. Special Meetings
Members of the PC shall be notified in writing of special meetings not less than twenty four (24) hours prior to any special meeting. Meeting shall be posted for the public.

C. Emergency Meetings
Emergency meetings of the PC may be held as defined in the Ralph M. Brown Act without complying with the notice provisions of either A or B of Section 3, provided that the PC determines that an emergency situation as defined in the Ralph M. Brown Act exists.

SECTION 4 – MEETING REIMBURSEMENT

A. Voting committee members representing parents will be reimbursed at the rate of $8 per hour for childcare expenses and current mileage rates set by SETA (Whether a quorum exists or not) for annual, regular, special and emergency meetings.

B. Special Called Meetings with agenda of two or less items that require less than half-hour of attendance will be reimbursed at the rate of $8 per hour for childcare expenses and current mileage rates set by SETA (whether a quorum exists or not).

SECTION 5 - QUORUM
For the purpose of transacting business of the, PC a quorum shall be necessary. A majority of the quorum must be current Early Head Start and Head Start parents. (35% (thirty five percent) of the voting members must be Early Head Start and Head Start parents with children currently enrolled in the program.) A quorum required for action items.

SECTION 6 - CONDUCT OF MEETINGS

All annual, regular, special and emergency called meetings of the PC shall be conducted in accordance with ROBERT RULES OF ORDER, 2nd edition. The Secretary of the Twin Rivers Unified School District Early Head Start and Head Start Program PC shall advise the Chair and other officers of the rules for the PC. All decisions of the PC shall be made only after a vote of the majority of the members (a quorum required for action items).

SECTION 7 - BYLAWS AMENDMENT

Bylaws shall be reviewed annually for purposes of updates, changes or revisions. Final vote for the amended bylaws shall be annually.

These Bylaws may be amended by a two-thirds (2/3) vote of the membership of the PC present and voting, providing that:

A. There is a quorum present.

B. All proposals to amend these Bylaws be submitted in open session at a regular, annual or special meeting of the PC. Proposals to amend these Bylaws must originate at least four full calendar weeks prior to the final voting and acceptance or rejection of the proposals.
C. Written notice of the intention to amend these Bylaws be forwarded to members of the PC at least five (5) calendar days prior to the regular, annual or special meeting when voting is to take place.

D. The notice of intention to vote upon amendments shall include the specific Articles, Sections, or Sub-Sections to be voted upon, and further that the specific language of the amendments and/or alterations be included in the notice of intention to amend.

E. No voting on Bylaws amendments may take place excepting at regular, annual or special meeting of the PC.

Any amendments must be approved by the Twin Rivers Unified School Governing
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

SUCCESES (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, Maria, 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

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

<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 this month</th>
<th>% Actual to Funded Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>180</td>
<td>178</td>
<td>183</td>
<td>181</td>
<td>100</td>
</tr>
<tr>
<td>Early Head Start</td>
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<tr>
<td>EHS-CCP</td>
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</tbody>
</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**

<table>
<thead>
<tr>
<th>Program</th>
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<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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<td>Early Head Start</td>
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<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:

\[
\% \text{ Actual to Funded} = \frac{\text{Total \# of children enrolled during month}}{\text{Funded Enrollment}}
\]
# Monthly Attendance Report

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>180</td>
<td>89</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>16</td>
<td>81</td>
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</tbody>
</table>

**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:

<table>
<thead>
<tr>
<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>Oakdale</td>
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<td>Village</td>
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</table>

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

SUCCESES (details of tasks that are going well within your component)
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***
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<th>CACFP Reduced</th>
<th>CACFP Paid</th>
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</table>
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: March

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

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<tr>
<th>Growth Assessment #2</th>
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<td>CDE State survey#2</td>
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<tr>
<td>Nutrition survey#2</td>
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<td>SETA Parent outcomes survey#2</td>
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</tbody>
</table>

**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

SUCCESSES (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.
- Exitied 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**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Cumulative number of children with an IFSP/IEP for the Program Year *</td>
<td>1</td>
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<tr>
<td>B</td>
<td>Total number of children enrolled with an active IFSP/IEP</td>
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<td>C</td>
<td>Children with an IFSP/IEP who have dis-enrolled, transferred, or services have been terminated</td>
<td></td>
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<td>2</td>
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<tr>
<td>D</td>
<td>Children currently pending</td>
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<td>E</td>
<td>Future IFSP/IEP Meetings scheduled</td>
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<td></td>
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</tbody>
</table>

* (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 Delegated 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, rest/napping areas, computer labs, bathrooms, 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 near 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(a)(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

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(c)(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)(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/whd/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-425s, 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