

Head Start Program Policies & Procedures

Policy & Procedure Booklet

Chapter 7 - Program Policies | 89 Policies | July 2026

Table of Contents

Policies appear in numeric order. Page numbers refer to this booklet (stamped bottom left).

HS001	Administration of Medications	3	HS063	Oral Health Practices	123
HS002	Animals in the Classroom	6	HS064	Parent Center Committee Family Night	125
HS003	Annual Report	8	HS066	Parent-Child Classroom Orientation	127
HS004	Appropriate Release of Children	9	HS067	Parent Fundraising	129
HS005	Attendance Policy	10	HS068	Parents as Staff Members	134
HS006	Background Check Reimbursement	13	HS069	Physical Environment and Facilities	135
HS007	Behavioral Development Screening and Referral	14	HS070	Positive Guidance	137
HS009	HSAC Policy	16	HS072	Record Keeping Storage and Access	143
HS010	Bus Loading and Unloading	17	HS073	Reimbursement of Policy Council and PCCM	144
HS012	Child Abuse	19	HS074	Release of Children	145
HS013	Child Injury and Incident	23	HS076	Sharing of Data and Protections for the Privacy of Child Records	146
HS014	Civil Rights Complaints	26	HS077	Substitute and AT Support Policy and Procedure	162
HS015	Classroom Environment	27	HS078	Supervision of Children	165
HS016	Cleaning	29	HS079	Transition Services	169
HS017	Coaching	32	HS080	Transporting Students with Disabilities	173
HS018	Collection and Upkeep of Required Head Start Certifications	34	HS081	Program Design and Management	174
HS019	Community Assessment	36	HS083	Tuition Reimbursement for Teacher Advocates and Assistant Teachers (Sec. 648A)	175
HS021	Crisis Intervention	38	HS084	Universal Precautions	177
HS022	Center Based Classroom Curriculum	41	HS085	USDA Meal Guideline	178
HS023	Daily Health Check	44	HS086	Volunteers	183
HS024	Dangerous Behavior Intervention Plan	46	HS087	Wheeled Toys and Pedestrian Playground Usage	186
HS025	Determining Child Health Status	48	HS088	Home Visit and Safety Guidelines	187
HS026	Diaper Changing and Toilet Training	50	HS089	Holiday Celebration Policy	189
HS028	Employee Dress Code	54	HS090	Fiscal Management of the CACFP Program	190
HS029	Driver Qualifications	55	HS091	Interpreter and Translator Information and Requisition Process	193
HS030	Drug and Alcohol Policy for CDL Holders	57	HS092	Bus Driver - Bus Monitor	196
HS031	ECSE Head Start Kindergarten Transition	66	HS094	Confidentiality for Staff and PC	198
HS032	Election of Head Start Policy Council Reps	68	HS095	Custodial Parent Policy	203
HS033	Eligibility, Recruitment, Selection and Enrollment	70	HS096	Dollar Per Child	205
HS034	Emergency Disaster Preparedness	75	HS097	Food Safety	206
HS035	Enrollment Vacancy Process	77	HS099	Home Based Home Visiting Policy	208
HS037	Exclusion of Ill Children	80	HS100	Record Retention	210
HS038	Facebook Communication	82	HS101	Recruitment	212
HS040	Facilities Safety and Maintenance	83	HS103	Screenings, Developmental and Behavioral	214
HS041	Family Engagement	86	HS106	Tobacco Free Environments	217
HS042	Family Partnership Agreement	87	HS107	Wellness Policy	219
HS043	Family Style Meal Service	88			
HS044	Field Trips	92			
HS045	Fire Extinguisher & Smoke Detector	95			
HS046	First Aid, CPR, Food Handlers Certificate	96			
HS047	Hand Washing and Glove Use	98			
HS048	Identified Health, Nutrition Classroom Accommodation	100			
HS049	Immunizations	102			
HS050	Inclement Weather & Cancellation of Services	104			
HS051	Individual Diet, Menu	106			
HS052	Individualized Family Services Plans	108			
HS053	Interviewing Committees - Parent Participation	110			
HS054	Maintenance of Vehicles	111			
HS055	Mental Health Services and Child Social Emotional Well-Being	112			
HS056	New Child Services Contractor Orientation	114			
HS057	New Employee Orientation	116			
HS061	Ongoing Monitoring	118			
HS062	Operation of Vehicles	122			

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-1 Title: Administration of Medications Section: Subpart D-Health Program Services	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
Forms Required: Individual Child Classroom Health Plan, Medication Administration Authorization and Log, Monthly Health and Safety Checklists	
Performance Standards: 1302.47, CCD: 414-300-0230, CFOB: 3.6.3.1-3.6.3.3	Page 1 of 2

Policy: To assure that children who need medication can have it delivered in a safe and timely manner.

Purpose: Staff will facilitate appropriate, safe and timely medication administration.

Procedure:

- A. The need to administer medication will originate by either the parent or medical provider. All medications, including over the counter medications administered at school require written orders from a medical provider (a prescription label is considered written orders). The only exceptions to this are sunscreen and diaper cream.
- B. The Health office, HSA or TA with the parent/guardian will initiate an Individual Child Classroom Health Plan for any child needing medications. The Individual Child Classroom Health Plan must be implemented before the child's first day of school attendance with the RN, parent, and Head Start staff signatures.
- C. The Individual Child Classroom Health Plan will be sent to the Health Services Manager or Health Services Coordinator for review and approval prior to implementation. The Individual Child Classroom Health Plan must be signed by the Health Services Manager or Health Services Coordinator prior to implementation.
- D. **No medication will be given without all signatures, dates and instructions in place.**
- E. The Health Services Manager, in conjunction with the RN consultant, is responsible for training the staff, on the generalities of that particular disease process. Training will be documented in ChildPlus. Assigned staff will be trained on Medication Administration annually in accordance with OAR 851-047-0020, 0030. Medication administration training will occur quarterly to ensure new staff are trained.
- F. A copy of the Individual Child Classroom Health Plan will be maintained in the teacher/classroom notebook, transportation notebook, and uploaded in ChildPlus in the health tab.
- G. Health staff will enter the medication into the Medication Log in the Health Tab in ChildPlus.

- H. The parent is responsible for providing the medication to the center prior to the child starting school. The medication must be in the original container and labeled with the child's name; date the prescription was filled; medication expiration date; and legible instructions for administration. The medication must remain at the center and not travel back and forth with the child between center and home to the extent that this is possible.
- I. Medication in pill form received from parent will be counted and double verified upon receipt and return to parents. Staff will document amount of medication received and sent home on Medication Authorization form.
- J. For children who are identified as needing medication, after already being in attendance, will follow the same steps with the exception of the time frames. It is crucial that undue barriers do not keep a child from attending class.
 - a. The Teacher, Head Start Advocate, Site Coordinator, and Health Office will work with the family to ensure that an Individual Child Classroom Health Plan, Medication Administration Authorization and Log, and medication comes to school appropriately before the child's attendance in the classroom.
 - b. Exceptions to this rule may apply and can only be approved through the Health Services Manager who will work with the appropriate individuals to ensure that proper plans for child safety are in place while working through any barriers to get needed paperwork or medication in place.
- K. Sunscreen is considered a medication. It must be stored out of the reach of children in a locked cabinet when not in use. Parents give permission for sunscreen application on the Permission Form at enrollment. Daily administration of sunscreen does not need to be documented.
- L. All medications are kept out of the reach of children in a medication bag and locked cabinet. Spacers for inhalers do not need to be locked.
- M. A bright pink sign will be placed above the grab and go backpack to clearly show where medications are stored in the classroom
- N. If medication needs to be refrigerated, it is kept separate from the food in a locked box/medication bag.
- O. A picture of the child will be placed on the medication bag of each child.
- P. The Medication Administration Authorization and Log will be kept in the medication bag with the medication. Prior to administration, the classroom staff will verify:
 - a. Right medication
 - b. Right student
 - c. Right dose
 - d. Right time
 - e. Right route
 - f. The Medication Administration Authorization and Log must be completed at the time of medication administration. A copy of the Administration Authorization and Log will be made after each administration and sent home to the parents so they know medication

was administered at school. At the end of the school year, or when the form is full it is uploaded in ChildPlus in the health attachments

If a medication error occurs, the staff person will immediately contact the Health Services Manager for follow-up. The Health Services Manager will work with the RN Consultant for any possible side-effects that may need to be managed. The Health Services Manager will phone the family to inform them. The reason for the error will be examined and the staff will be retrained accordingly. Documentation will occur on an Incident Report Form.

- Q. Expiration dates on medication will be checked monthly on the Health and Safety checklist. If a medication is to expire within the next month, the HSA/TA will contact the family to replace the medication prior to the expiration date. An updated Medication Administration Authorization and Log should be completed at the same time.
- R. Parent shall be informed daily of medication administration to their child. Document conversations with parents in ChildPlus in the Family Services Events.
- S. The staff must return unused medication to the parent. The parent is required to sign the Medication Administration Authorization and Log stating that they received the medication.
- T. Monitoring of Administration of Medications occur at the site through the Health and Safety Checklists. The health office will monitor each classroom at least one time per year.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-2	Approval Date: 5/8/2025
Title: Animals in the Classroom	Procedure Revision Date:
Section: Child Development and Health Services	Most Recent Board Review: 5/8/2025
	PC Approval Date: 10/17/2024
Forms Required: N/A	
Performance Standards: OCCR: 414-300-0240	Page 1 of 2

Policy: Head Start & Early Head Start staff will ensure that only “allowable” animals will be brought into the Head Start classroom and appropriate safety and sanitation procedures will be followed at all times.

Purpose: In helping to care for the animals, children learn responsibility. Observation of animals develops appreciation for nature, the environment, and science. Social skills are gained as children learn to nurture.

Procedure:

- A. NeighborImpact Head Start & EHS follows the Office of Childcare Regulations, (OCCR 414-300-0240) and the regulations of the buildings our classrooms are located in.
- B. Small animals will be properly housed in a cage with removable bottom. The person cleaning the cage must not be pregnant and children may not be present during cleaning. Droppings from the cage will be disposed of in a sealed bag. **Cages will be cleaned weekly.** Latex gloves should be worn to protect staff.
- C. Any animal showing signs of illness, such as loss of fur, decreased appetite, or reduction in activity shall be removed from the center immediately.
- D. Animals may be touched by children only under adult supervision. All children, volunteers and staff that touch an animal must wash their hands afterwards. If an animal “potty accident” occurs the children must wash hands and clothing immediately. Only staff’s hands are to be inside the animal cage.
- E. Animals cannot roam the classroom freely without supervision. When they are out, they must be closely monitored to ensure that any accidents are cleaned up with disinfectant immediately.
- F. Animals and animal cages may not be allowed in areas where food or food-related supplies are prepared, consumed, or stored.
- G. Animal food supplies shall be kept out of the reach of children and stored separately from food supplies and equipment. Animal food shall be stored in a manner that does not attract rodents or insects.

H. Animals can visit the classroom under certain circumstances:

1. A traveling pet show can visit a classroom if they are registered with U.S.D.A. However, special arrangements must be made if snakes and reptiles which can carry **Salmonella** bacteria are to be allowed in the classroom. The Site Coordinator and the Health Services Manager will be utilized in the planning of such an event.
2. Dogs and cats from children's homes can only be brought in if they have no history of biting/scratching, have an updated rabies vaccination and children in the classroom who might be afraid are taken into consideration prior to allowing the pet.
3. Other animals with the exception of Snakes, Turtles, and other Reptiles can be brought in for sharing and for a limited time if they do not bite and hands are washed before and immediately after handling.
4. The center shall have and follow written procedures for the care and maintenance of animals in the center.

H. If an animal bites a child, follow appropriate first aid and incident reporting procedures and remove the animal from the classroom immediately. In order to avoid a bite, be sure to follow these guidelines:

- a. Talk about how to handle animals (or not to handle) prior to introducing the classroom pet.
- b. Teach animal safety – Children will be supervised when handling animals. Sometimes children want to test limits with animals or they are unaware of how big and strong they are in comparison with a small animal. In either case, an over zealous squeeze or shake may lead to a painful bite.
- c. Staff and children's hands must be washed prior to handling an animal. The smell of food may invite an animal bite.

I. Be sure to check for children's allergies before pets are introduced.

J. Parents will be notified in writing one week in advance if there will be a pet in the classroom.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-3 Title: Annual Report Section: Program Design Management	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024	
Performance Standards: Section 644(a)(2) of the Improving Head Start School Readiness Act of 2007, 1302.102 (d) (2)		Page 1 of 1

Policy: It is the Policy of NeighborImpact Head Start & Early Head Start to make available to the public a report published at least once in each fiscal year that discloses information from the most recently concluded fiscal year.

Purpose: To comply with Section 644(a) (2) of the Improving Head Start School Readiness Act of 2007, NeighborImpact’s Head Start program will make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year. This report shall not reveal personally identifiable information about an individual child or parent but will contain:

- A. The total amount of public and private funds received and the amount from each source.
- B. An explanation of budgetary expenditures and proposed budget for the fiscal year.
- C. The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment) and the percentage of eligible children served.
- D. The results of the most recent review by the Secretary and the financial audit.
- E. The percentage of enrolled children that received medical and dental exams.
- F. Information about parent involvement activities.
- G. The program’s efforts and successes in preparing children for EHS, HS and kindergarten.
- H. Any other information required by the Secretary.
- I. To inform the community about the value of the Head Start & EHS program

Procedure:

- A. Information for the annual report is collected and compiled following the end of the fiscal year. The information includes the NeighborImpact fiscal audit, the annual PIR, federal review report and other pertinent data.
- B. The draft report is reviewed by the ECE Committee of the NeighborImpact Board and the Policy Council.
- C. Once edited, the final draft is submitted to the ECE Committee and forwarded to the Board.
- D. Once approved, the Annual Report will be posted on the NeighborImpact Website and distributed at community meetings.
- E. Copies of the report will be mailed to the OHS Region X Program Specialist and to the ODE Oregon Prekindergarten Head Start Program Specialist.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-4	Approval Date: 5/8/2025	
Title: Appropriate Release of Children	Procedure Revision Date:	
Section: Program Design and Management	Most Recent Board Review: 5/8/2025	
	PC Approval Date: 10/17/2024	
Forms Required: Emergency Contact form, paper or electronic version on CP App		
Performance Standards: 1302.47 (b) (5) (iv) (7v), 1303.72 (a) (3)		Page 1 of 1

Policy: Children are released only to authorized persons.

Purpose: The NeighborImpact Head Start program is deeply committed to the safety of the children we serve. For this reason, we will only release a child to his/her parent or legal guardian, or to another authorized person on the Emergency Contact form. All staff must follow the detailed procedure below to ensure safe release of children within our care.

Procedure:

A) Release of children to person other than parent or legal guardian

1. Staff must consult a child's Emergency Contact form to determine whether a particular person is authorized to receive the child. Person must be at least 13 years old.
2. Persons not known to staff will be required to provide photo identification to establish their identity prior to a child's release.
3. Parent /Guardian can only make changes to the Emergency Contact form in person.
4. In cases where the parent request to deny access to the non-custodial parent, they will be required to provide the program with appropriate copies of legal documentation (custody decree, restraining order, and termination of parental rights).

B) Child Release Contingency

1. In the event a child is not picked up at the classroom or at the bus drop off location by an authorized person at the expected time, staff members will adhere to the following procedures:
 - o Parents and emergency contact numbers will be called, three (3) times in 15-minute intervals, beginning 10 minutes after the expected pickup time..
 - One hour after the Class time ends, we will contact the Police to seek assistance in caring for the child, and make a report to DHS.
 - The center staff will ensure the safety and well-being of the child at the center until the parents, authorized persons or outside authorities (police, etc.) receive the child.
2. If there is an ongoing concern and family needs additional support Teacher/Advocate will partner with the Family to develop a support plan.

Policy & Procedure	
Policy #: HS-5 Title: Attendance for center- based services Section: Program Design Management	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
Forms Required: Attendance Agreement, Parent Handbook, Parent Contact Form, CP 2301, 2310, 2315, 2336, Daily Attendance Log, Attendance Plan	
Performance Standards: 1302.16	Page 1 of 3

Policy: It is the Policy of NeighborImpact Head Start and Early Head Start (EHS) to have a formal process of promoting and maintaining attendance.

Purpose: In order for a child to achieve maximum benefit from the Head Start/EHS Program, it is important that they attend classes consistently. In addition, in order to maintain adequate funding levels for the program it is the goal of NeighborImpact Head Start/EHS to achieve 100% attendance. Families will be encouraged and assisted in assuring their child attends class at all times unless the absence is excused.

Procedure:

Promoting Regular Attendance:

Tier 1: Strategies to promote and reinforce regular attendance

1. At the enrollment visit or first home visit for EHS, the Head Start Advocate or EHS Home Visitor reviews the agencies policy on attendance and completes the Attendance Agreement in ChildPlus.
2. At Parent Orientation, the attendance policy in the Parent Handbook is reviewed and importance of regular attendance reinforced.
3. At each Head Start conference and home visit the percentage of the child's attendance is reviewed and documented on the Parent Contact Form.
4. If a child is absent and the parent/ guardian has not contacted the program within one hour of the start of class, the program will attempt to contact the parent to ensure the child's well-being.
 - Teacher or Assistant Teacher will text/call family to find out why child is absent within one hour of the start of class.
 - If the parent does not respond by end of day, the Teacher (half day) or Advocate (full day) will call the family.
 - Full day teachers will notify Advocates of what families need to be contacted.
 - Teacher or Advocate will conduct a home visit if there is no contact from the family after two or more consecutive unexplained absences.
 - A notice of potential drop letter will be mailed to the family after two weeks of no contact from the family.
 - Child will be dropped from the program if no contact has been made within 5 days of the potential drop letter being sent.
 - All attempts to contact family will be documented in ChildPlus in attendance follow-up section.
5. Contact with the family must emphasize the benefits of regular attendance while at the same time supporting the family and remaining, sensitive to any special family circumstances influencing attendance patterns.
6. Notifications from the parent/guardians about attendance are documented in the notes section of ChildPlus in Attendance tab. Attachments will be uploaded in the Attendance Attachment tab.

Tier 2: Children who are experiencing moderate rates of absenteeism (10-20% cumulatively) within the first 60 days of class and on an ongoing basis thereafter. Teacher /Advocate will review attendance at first parent conference to identify barriers to regular attendance.

1. The Teacher/Advocate will create a plan with the parent/guardian of attainable goals that fit within the child's family system, utilizing the Attendance Plan form.
2. The Teacher/Advocate or EHS Home Visitor will review the Attendance Agreement with the parent/guardian and have the parent/guardian resign the agreement to acknowledge that the Attendance Agreement was discussed.
3. All contacts with the child's family are documented in CP under attendance and family service. The Attendance Agreement will be uploaded in attachments in the Attendance tab of ChildPlus.

Tier 3: Children who are experiencing severe rates of absenteeism (20% or more cumulatively) within the first 60 days of class or ongoing thereafter::

1. Teacher/Advocate will continue to offer appropriate tier 2 family supports.
2. The Teacher/Advocate will review and update the attendance plan monthly with the parent/guardian.
3. If a child ceases to attend, program staff will make appropriate efforts to reengage the family. If the child's attendance does not resume, then the slot will be considered vacant, and the child will be dropped from the program.
4. All contacts with the child's family are documented in CP under attendance and family service. The Attendance Plan will be uploaded in attachments in the Attendance tab of ChildPlus.

Defining Absence

A. Excused Absence is when the child is not present, but the reason is known and excused. Such as the child is at a medical or dental appointment or the parent has informed you that the child is sick.

1. There may be circumstances that cause a child to regularly miss class. In this case, a documented plan must be developed as a collaborative effort between the family, Teacher/Advocate, Site Coordinator, HS Advocate.
2. The development of the plan must include agreed upon strategies, a system of contact, and weekly educational activities and will be documented on the Attendance Plan form. A copy of the plan will be given to the family, and the plan will be uploaded to ChildPlus in the attendance attachments.
3. After a plan has been established, absences defined in the plan are recorded as excused.
4. Prior arrangements may be negotiated for an extended absence when the family plans to be out of the area. This period will not exceed 21 calendar days without approval from the Head Start Director. If contact is not made after the timeframe listed in the plan, the program considers the absences unexcused.

B. Unexcused Absences:

1. If a child does not attend class and the parent has not notified staff of the absence by the end of class, the absence is unexcused.

Recording Attendance

Daily attendance is recorded within 30 min of the start of class using the ChildPlus Attendance App using the following codes:

P – Present is recorded when the child is present for any time during the class period.

E – Excused is recorded when the child is not present, but the reason is known and excused.

U – Unexcused is recorded when the child is absent, and the reason is unknown.

N – Not scheduled is recorded when the child is not scheduled to be in class such as when the child is dually placed and scheduled to attend class in an Early Childhood Special Education classroom.

Prior to the start of the school year, the Teacher Advocate, or designee, will print a blank CP report #2315 & #2316. This is used when the ChildPlus Attendance App is not working, not available, or if a child has multiple sign-in and outs. If Report #2315 or #2316 is used, attendance will be entered into CP by the end of the week. Report should be reviewed weekly to ensure accuracy and new copies should be printed if necessary.

Monitoring Attendance

1. Teacher /Advocate will review CP report #2310 at the end of each week to ensure all attendance was saved correctly.
2. Handwritten attendance records and Report #2315 will be kept in the Classroom Notebook until the EOM. CP 2315 only needs to be turned in with EOM if it has been used.
3. Teacher Advocates or Advocates will run and review ChildPlus Report #2336 Attendance Works Chronic Absence after 60 days of class and monthly thereafter. If a child is at risk for missing 10% of the program days per year, follow the steps above (create an attendance plan and document in CP).
4. Monthly, the ERSEA Coordinator will run ChildPlus Report #2301. If the Monthly Average Daily Attendance of the program falls below 85%, the ERSEA Coordinator will notify the Site Coordinators to complete the Analysis of Patterned Absenteeism (APA) worksheet.
5. Site Coordinators will complete APA and email to the Health Services Manager to be upload into TEAMS within 7 days.
6. The Health Manager will review APAs to ensure Attendance Plans are in place and follow up on children whose attendance is not improving.
7. Associate Food Services Manager will reconcile recorded ChildPlus Report #2315 with data entered in ChildPlus monthly.

NEIGHBORIMPACT HEAD START & Early Head Start

Procedure

Policy #: HS-6 Title: Background Check Reimbursement Section: Program Design and Management	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
Forms Required: NeighborImpact Electronic Employee Expense Reimbursement Form	
Performance Standards: 1302.9 (b) (1-5)	Page 1 of 1

Purpose: To reimburse current employees for Central Background Registry renewal fees and to reimburse newly hired employees for Central Background Registry initial registration fees. *All employees in the Head Start Program are required by the Head Start Standards to maintain registration in the Central Background Registry of the State of Oregon Childcare Division.*

Procedure:

For Current Employees

1. Employee pays for the registration renewal at the time of renewal and retains a receipt.
2. No later than the 10th of the following month of the date of renewal, the employee creates a reimbursement form through the NeighborImpact forms app: <https://forms.neighborimpact.org/>
3. The employee submits the reimbursement form (produced through the app), attaching the receipt attached and with signatures in place, to Accounting.
4. The employee is paid via payroll auto deposit within 30 days.

For Newly Hired Employees

1. Newly hired employees' Central Background Registry *initial* registration fees will be paid if the receipt date is within 30 days prior to date of hire or within 2 weeks of interview date.
2. New employee pays at the time of registration and retains a receipt.
3. No later than the 10th of the following month of the date of hire, the employee submits for reimbursement through the NeighborImpact forms app: <https://forms.neighborimpact.org/>
4. The new employee submits the reimbursement form (produced through the app), attaching the receipt attached and with signatures in place, to Accounting.
5. The new employee is paid via payroll auto deposit within 30 days.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-7 Title: Behavioral Development Screening and Referral Section: Child Development & Health Services	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
Forms Required: ASQ-3, ASQ-SE2, Disability Referral, Mental Health Referral, Child Plus Child File, Authorization to Release	
Performance Standards: 1302.33(a)(b)(3), 1302.34(6), 1302.42(d)(1)(2), 1302.45, 1302.62, 1302.63	Page 1 of 2

Policy: In collaboration with each child’s parent, and within 45 calendar days of the child’s entry into the program, staff will ensure that parents complete the “Ages and Stages Questionnaires” ASQ-3 and ASQ-SE2. If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional referrals are made to High Desert ESD and/or the program Mental Health Consultant.

Purpose: To support a program-wide culture that promotes children’s mental health, social and emotional well-being, and overall health. To support children and families of all abilities so that they receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities.

Procedure:

Screening

- A. Initial developmental screening will take place within 45 days of enrollment as required. Parents complete the age-appropriate ASQ-3 and ASQ-SE2 on-line prior to the enrollment visit or at orientation.
- B. The Inclusion staff and EHS Home Visitor will record scores from ASQ on-line in Child Plus under the Education tab.
- C. Teacher Advocate, the Family Advocate or EHS Home Visitor will discuss the results of the screenings with parents and make recommendations for follow-up based on the following:
 1. Communication: Automatic Referral if Borderline (grey) or low (black)
 2. Other Areas: 2 or more borderline (grey)
 3. Other Areas (except fine motor) Any in the low (black)
 4. If HSA/TA or parent has concerns, complete a new screening. The Inclusion Services Manager will receive the results and notify staff how to proceed.

Disability Referral

- A. Teacher Advocate, Family Advocate and EHS Home Visitor completes the Disability Permission to Refer in Child Plus on Disabilities Tab.
- B. Inclusion Services Manager runs weekly Child Plus report to identify children referred for an ECSE screening and contacts High Desert ESD to schedule screening.
- C. Inclusion Services Manager monitors EC Web monthly for updated screening and evaluation data on referred children.

Mental Health Referral

- A. Complete the Mental Health Permission to Refer in Child Plus on the Mental Health Tab.
- B. Inclusion Services Manager runs weekly Child Plus report to identify children referred for a Mental Health Consultation and contacts the Mental Health Consultant to schedule services.
- C. Inclusion Services Manager monitors monthly ASQ-SE2 High scores, BIRS, TIERS, and Behavior

<https://www.asqonline.com/family/f8693c> English ASQ3

<http://asqonline.com/family/4fa2bd> English ASQ-SE2

<http://asqonline.com/family/2d347d> Spanish ASQ3

<http://asqonline.com/family/1ca72b> Spanish ASQ-SE2

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-09 Title: Health Services Advisory Committee Section: Subpart D- Health Program Services		Original Approval Date: 12/12/2024 Most Recent Amendment: Most Recent Board Review: 12/12/2024 PC Approval Date: 2/16/2023
Forms Required:		
Performance Standards: 1302.40(b)		Page 1 of 1

Policy: Establish and maintain a Health Services Advisory Committee composed of parents, professionals, community members, and Head Start staff to advise and support children’s healthy development.

Purpose: Help program staff make decisions about health services and strengthen community partnerships.

Procedure:

- A. The Health Services Advisory Committee (HSAC) will convene annually at a time that is convenient to partner programs.
- B. HSAC will be conducted as a regional partnership between NeighborImpact, The Children’s Learning Center, and Oregon Child Development Coalition to share resources and to reduce meetings for community partners.
 - a. Each program is expected to participate in planning, sharing of resources, referrals, and promotion of meeting.
- C. HSAC location will be determined based on availability and convenience for community partners. Online participation will be made available if deemed necessary by Head Start Managers.
- D. HSAC agenda items may include resources, program outcomes, community partner presentations, and discussions regarding specific program policies or current regional health issues.
- E. NeighborImpact staff required to participate include all members of the Health Services team and any staff involved with relevant content discussion. Parent volunteers will also be asked to participate.

NEIGHBORIMPACT HEAD START & EARLY HEAD START Policy & Procedure	
Policy #: HS-10 Title: Bus Loading & Unloading Procedure Section: Program Design & Management	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
Forms required: bus sign in/out form, emergency contact form	
Performance Standard:	Page 1 of 2

Policy: All bus drivers and classroom staff carefully document the chain of custody of children when they are transported on school buses to and from field trips.

Purpose of Procedure: The NeighborImpact Head Start program ensures that all children are provided with safe transition onto and off of the school bus. Head Start staff ensures that no child is ever left unattended on the school bus.

Procedure:

To Destination: :

- A. All children are signed onto the bus by legal guardian or teacher/assistant teacher. .
- B. Upon arrival at the destination , the driver secures the bus and turns off the engine thus activating the Child Safe alarm. The teacher or assistant teacher deactivates the alarm at the rear of the bus and checks each row of seats for children as they move forward; moving then to the back to help assure no child is left on.
- C. Before opening the service door, the driver counts the number of signatures on the sign in/ sign out form.
- D. The teacher/assistant teacher on the bus counts the number of children on the bus.
- E. Driver and staff member confer with each other to see that they have the same number of children.
- F. As children exit the bus and move onto the rope, the Teacher counts and when the last child is with them, they say the number of children received back to the driver to assure they have the same number.
- G. After the children are unloaded and child counts have happened, the driver makes one more pass through the bus to assure that there are no articles or children left behind.

Back to site: :

- A. Children are loaded onto the bus and the teacher tells the driver how many children they have brought to the bus..

- B. The driver counts to make sure this number stated by the teacher is the same as the number of children brought to the bus.
- C. Once back at the site, the driver and staff member confer to ensure that they agree that all children are off of the bus.
- D. When children and staff have exited the bus, the driver also does a check of the bus

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-12 Title: Child Abuse Section: Program Design and Management	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
Forms Required: Child Abuse Report Form, Health and Safety Incident Reporting Form	
Performance Standards: 1302.47(5)(i), 1303.22 (5)(8), 1303.24	Page 1 of 3

Policy: Oregon State Statute 419B.005 states that all individuals working in settings which provide care and education to children are required to report child abuse. **All NeighborImpact Head Start & Early Head Start employees are mandated by this law to report actual or suspected child abuse.**

Purpose: Staff who have an on-going relationship with families and are in families' homes on a regular basis need support concerning the issue of identifying and reporting suspected child abuse and neglect.

Definitions

Physical Abuse:

Any physical injury to a child, which has been caused by other than accidental mean, including an injury which appears to be at variance with the explanation given of the injury. Non-accidental physical injuries may appear as bruises, burns, fractures, bites, cuts, sprains, internal injuries, auditory, dental, and ocular or brain damage.

Indicators:

- Bruises and welts on face, lips, mouth, torso, back, buttocks, or thighs or various stages of healing.
- Bruises and welts reflecting shape of article used.
- Immersion burns (sock-like, glove like, doughnut shaped on buttocks or genitalia).
- Burns patterned--like electric element, iron or utensil
- Rope burns on arms, legs, neck or torso
- Lacerations to mouth, lips, gums, eyes, or external genitalia
- Fractures on skull, nose, or facial structure in various stages of healing; multiple or spiral fractures.

Neglect:

Neglect is negligent treatment of a child which causes actual harm or substantial risk of harm to a child's health, welfare, and safety. Not being adequately fed, clothed, or bathed.

Adequate medical care is lacking. The child does not receive supervision necessary to his/her level of development:

Indicators:

- Consistent hunger, poor hygiene or inappropriate dress
- Consistent lack of supervision
- Unattended physical/emotional problems or medical needs
- Constant fatigue, listlessness or falling asleep in class

Sexual:

Sexual abuse is any incident of sexual contact including but not limited to rape, sodomy, incest, and sexual penetration with a foreign object. Contacts between a child and an adult when the child is being used for sexual stimulation of that adult or another person. Sexual abuse may also be committed by a person under the age of 18, when that person is either significantly older than the victim or when the abuser is in a position of power or control over another child.

Indicators:

- Difficulty in walking or sitting
- Torn, stained or bloody underclothing
- Pain or itching in genital area
- Bruises, bleeding or infection in external genitalia, vaginal or anal areas
- Venereal disease
- Fear of a person or an intense dislike at being left with someone
- Unusual interest in or knowledge of sexual matters, expressing affection in ways inappropriate for a child of that age

Procedure:

Reporting:

The Inclusion Services Manager is the Central Manager for all child abuse and neglect activities, including training, reporting and follow-up procedures. If a mandatory reporter suspects child abuse, he/she is required to make a report at time of finding abuse or disclosure of abuse. Information that will be asked for when making a report includes: the names and addresses of the child and parent; the child's age and birth date; the type and extent of abuse, as well as any previous evidence of abuse; the explanation given for the abuse; and any other information which will help establish the cause of abuse or identify the abuser. (Please refer to program policies as applicable.)

- A. If children are in immediate danger or require immediate medical attention:
 1. Follow standard procedures for any medical emergency call 911.
 - a. Contact local police and make a report immediately. Abuse reporting forms can be found in Teams located in the forms folder under Child Abuse and Neglect Report Form
 2. Complete the Child Abuse and Neglect Report form:
 - a. Scan the report and email to rscan@neighborimpact.org (include the child's ChildPlus #) within 12 hours of making the report
 - b. Shred report after email confirmation from RRCAN that the report has been received
- B. If children are not in immediate danger or do not require immediate medical attention:
 - a. Contact DHS Child Welfare and make a report immediately if you have questions or concerns call the Inclusion Services Manager.
 - b. Do not undress children to look for additional injuries.
 - c. Do not photograph children even at the request of DHS

- d. Complete the Child Abuse and Neglect Report form:
 - e. Scan the report and email to rrecan@neighborimpact.org (include the child's ChildPlus #) within 12 hours of making the report
 - f. Shred report after email confirmation from RRCAN that the report has been received
- C. If behavioral or physical observations lead you to suspect abuse or neglect:
1. Complete the Child Abuse and Neglect Report form
 2. If needed discuss your observation with the Site Coordinator or the Inclusion Services Manager.
 3. If you are unsure abuse has occurred, call 541-693-2854 and make the report. DHS will determine follow up if needed.
 4. Complete the Child Abuse and Neglect Report form:
 - a. Scan the report and email to rrecan@neighborimpact.org (include the child's ChildPlus #) within 12 hours of making the report
 - b. Shred report after email confirmation from RRCAN that the report has been received

Suspected Abuse by Staff or Volunteers:

1. In the event that a staff member or volunteer is suspected of an act of abuse or neglect, report to the Site Coordinator, Regional Coordinator, HS/EHS Manager, or Director immediately.
2. It is important to remember that staff should not investigate accusations of child abuse or neglect.
3. As mandated reporters, all NI staff are required to report any suspected abuse using the Child Abuse and Neglect Report Form.
4. All Health and Safety Incidents (suspected abuse by staff or volunteer) are also reported using the Health and Safety Incident Report Form.
5. The Director and HR Director will take appropriate action according to the personnel policy.
6. Refer to the Health & Safety Incident Reporting Policy and Procedure for reporting timelines and steps to follow.

Training for Staff:

NeighborImpact will provide training for staff and volunteers on:

1. The reporting and identification of abuse and neglect.
2. The policies and procedures of NeighborImpact Head Start & EHS and in Oregon State Law
3. Prevention of child abuse and neglect to include local resources available for families to learn appropriate discipline techniques and support for families in crisis
4. Healthy and Safety Incidents Reporting Policy and Procedure

Training for Parents:

NeighborImpact Head Start will provide orientation and training for parents on:

1. The need to prevent abuse and neglect and to provide protection for children.

2. The policies and procedures of NeighborImpact Head Start & EHS and in Oregon State Law.
3. Appropriate means of managing child behaviors.
4. In addition, through home visits, classroom contact and workshops, parents will be provided with a supportive and instructional means of:
 - a. Discussing child rearing practices as relates to their individual child.
 - b. Obtaining information about the needs of children.
 - c. Obtaining information about available resources to aid in family problems.

Confidentiality:

All records related to suspected child abuse or neglect will be kept in locked files. Persons wishing to review the records will need to follow the NeighborImpact Head Start & EHS Confidentiality Policy and Procedures. As stated in the NeighborImpact Head Start & EHS Confidentiality Policy, all child and family records are confidential material and will not be shared with outside agencies, with the exception of Child Abuse reporting and court ordered subpoenas.

NEIGHBORIMPACT HEAD START & EARLY HEAD START Policy & Procedure	
Policy #: HS-13 Title: OWIE & Injury Section: Child Development & Health Services	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
Forms Required: Injury Incident Report Form, Owie Report, Emergency Contact Form	
Performance Standards: 1302.41, 1302.47, CCD: 414-300-0030, 0040 CFOB: 1.4.2.3, 3.4.3.1, 9.2.4.1, 9.4.1.0	Page 1 of 2

Policy: The NeighborImpact Head Start & EHS program ensures that a system is in place for staff to respond to medical emergencies, and minor injuries/incidents, and to inform parents in a timely manner.

Purpose: To ensure that staff are trained and understand the system to respond to medical emergencies and minor injuries/incidents. Staff will also understand procedures for reporting the incident including notification of the parents of injuries/incidents.

Procedure:

1. CPR/Choking and Emergency First Aid posters are posted in each classroom as well as Emergency Contact Phone Numbers.
2. All Staff are trained in CPR/First Aid and have a valid CPR/First Aid certification, refer to First Aid/CPR Food Handlers Certificate Policy.
3. Staff are trained annually on Head Start's OWIE & Injury policy.
4. Emergency Contact Forms are kept current and located in the Teacher/Classroom Binder. The Emergency Contact Form includes consent to treat and transport the child in the event of an emergency. Individual Child Classroom Health Plans for children with special accommodations are also be located in the Teacher/Classroom Binder.
5. Conditions that are considered an emergency and require immediate medical services, and parent notification, are:
 - a. Anytime you believe a child needs immediate medical assessment and treatment that cannot wait for parents to take the child for care.
 - b. Fever in association with abnormal appearance, difficulty breathing, or a problem with circulation indicated by an abnormal skin color, such as looking exceptionally pale, having a bluish skin tone, or having skin that is exceptionally pink.
 - c. Multiple children affected by injury or serious illness at the same time.
 - d. A child is acting strangely, is much less alert, or is much more withdrawn than usual.
 - e. Difficulty breathing or unable to speak.
 - f. Skin or lips that look blue, purple or gray.
 - g. Rhythmic jerking of arms and legs and a loss of responsiveness
 - h. Unresponsive
 - i. Decreasing responsiveness
 - j. After a head injury, decreasing level of alertness, confusion, headache, vomiting, irritability, or difficulty walking.

- k. Vomiting blood
 - l. Severe stiff neck (limiting child's ability to put chin to chest) with headache and fever.
 - m. Severe dehydration with sunken eyes, lethargy, no tears, and not urinating.
 - n. Suddenly spreading purple or red rash
 - o. A large volume of blood in the stools
 - p. Hot- or cold weather injuries (eg, frostbite, heat exhaustion)
 - q. After administering emergency medication for an allergic reaction
6. Situations that require urgent medical attention but do not necessarily require emergency medical services if parent notification and transport to medical care can be achieved within an hour or so:
- a. Fever in a child of any age who looks more than mildly ill.
 - b. Elevated temperature for a child who is younger than 2 months, with an armpit temperature of 100.5°F Appearing and acting very ill for a child of any age
 - c. Severe vomiting or diarrhea
 - d. An injury that may require medical treatment, such as a cut that does not hold together after it is cleaned
 - e. Any animal bite that breaks the skin
 - f. Venomous bites or stings with spreading local redness and swelling, or evidence of general illness
 - g. Any medical condition that is outlined in the child's Care Plan as requiring medical attention.
 - h. After successful administration of CPR or Heimlich first aid

7. In the event of a medical emergency the staff members present determine the level of care required:

If the child requires or **may require immediate or outside medical attention:**

- i. Provide appropriate CPR or First Aid.
 - ii. The Teacher Advocate or designee notifies parents/guardian or emergency contact and ask that they meet you at the hospital.
 - iii. If parent/guardian is not available for notification, Head Start will contact the emergency contact, follow EMS advice, and maintain supervision of the child until a parent/guardian or emergency contact is available.
 - iv. Teacher Advocate or designated staff contact Site Coordinator and Head Start Director.
 - v. If the child is transported to the emergency room, the Teacher Advocate or Site Coordinator (or designee) goes to the emergency room and takes (or gives to EMS) the Emergency Contact Form. If the child has an ICCHP or any medication ensure these go with the child to the emergency room.
- The Teacher Advocate or designee completes an **Injury Incident Report Form** immediately after incident, no later than end of day, and emails it to the Site Coordinator, Regional, EHS/HS Manager, Health Services Manager and Director
 - Health Services Manager uploads form to CP
 - Form is stored in OWIE binder
 - Provide a copy of the Injury Incident Form is given to the parent.
 - Health Services Manager sends a copy of the Injury Incident Report to the NeighborImpact Director of Finance who will notify the insurance company.
 - The Health Services Manager emails a copy of the Injury Incident Report Form to CCD no later than 5pm the day after the incident.
 - Director reports any reportable injuries to the Office of Head Start and DELC within 7 days of the incident

- Director adds any reportable incidents to the Health & Safety Incidents Spreadsheet
 - The Health Services Manager in collaboration with the Teacher Advocate follows up with parent/guardian and arranges for any accommodations that may be required.
7. If the child has a **minor injury that does not appear to require outside medical attention:**
 - i. Administer appropriate First Aid
 - ii. Notifies the parent as soon as possible, on the same day as the incident.
 - iii. Complete an Owie Report, send home to parents/guardian on the same day as the incident.
 - iv. Parents sign/date the **Owie Report**. The parent keeps a copy and return signed copy to Head Start.
 - v. Signed copy is uploaded to ChildPlus
 - vi.
 8. Any conversations with parents about injuries are documented in the Family Services Event tab in ChildPlus.
 9. Monitoring of the injuries and incidents at each site will take place at minimum, monthly at CTM's.
 10. OWIE and Injury Reports are reviewed at Regional Monitoring and trends are discussed at quarterly monitoring meeting
 11. The Health Services Manager will notify CCD of any injury or incident that requires outside medical attention within 7 days. In the event of the death of a child, CCD is notified within 48 hours.
 12. Any plans of action that are developed or trends identified are forwarded to the appropriate Manger or Coordinator.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-14 Title: Civil Rights Complaint Section: Subpart D-Health Program Services	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
Forms Required: Civil Rights Complaint Form, Civil Rights Log, And Justice For All poster	
Performance Standards: 1302.44	Page 1 of 1

Policy: The U.S. Department of Agriculture (USDA) and the State of Oregon prohibit discrimination in all USDA programs and activities on the basis of race, color, national origin, sex, age, disability or reprisal or retaliation for prior civil rights activity. The Head Start & Early Head Start program participates in the USDA’s program through the Oregon Department of Education in the Child & Adult Care Food Program (CACFP) for reimbursement of food costs.

Purpose: Any person who believes he or she has been discriminated against in the Head Start & EHS program, based on race, color, national origin, sex, age, disability, or reprisal or retaliation for prior civil rights activity has the right to file a complaint. Complainants may choose to directly contact USDA with their complaint, they may notify the Head Start & EHS program of their complaint or they may contact NeighborImpact’s Section 504 Coordinator. Complaints must be filed as soon as possible with the NeighborImpact Section 504 Coordinator or within 180 days with the Head Start Program & EHS or USDA. All potential complaints, written or verbal, will be documented in the Civil Rights Complaint Log.

Procedure:

1. Staff will provide the complainant with the Oregon Department of Education Civil Rights Complaint Form to complete along with instructions on where the completed form can be delivered.
2. Staff will provide written contact information of NeighborImpact’s Section 504 Coordinator. Patty Wilson, the Human Resources Director, is our 504 Coordinator.
3. Staff who are contacted by the complainant will document their conversation regarding the Civil Rights complaint in Civil Rights Log and forward that documented conversation, to the Food Services Coordinator to document in the Civil Rights Complaint Log. When the Associate Food Services Manager is unavailable, documentation will be faxed to the Health Services Manager.
4. Complainants can return the Oregon Department of Education Civil Rights Complaint form to any Head Start & EHS supervisor or administrator, send it to the ODE, or send it to the USDA.
5. The Head Start & EHS program, through the Associate Food Services Manager, will forward all discrimination complaints to the Oregon Department of Education within three days of receiving the complaint form.
6. The Civil Rights Complaint Log will be kept in the Civil Rights Binder at each Site. The “And Justice for All” poster will be posted at each Site in clear view.
7. All staff will be trained on this Civil Rights Policy and Procedure annually.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-15 Title: Classroom Environment Section: Child Development & Health Services	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024	
Forms Required: Weekly Lesson Plan, Implementation Checklist		
Performance Standards: 1302.30, 1302.31		Page 1 of 2

Policy: All of NeighborImpact Head Start’s classroom environments are set up and maintained according to the Head Start Performance Standards, State licensing requirements, and the approved environmental curriculum, *The Creative Curriculum for Preschool*.

Purpose: A developmentally appropriate and individualized educational environment is crucial to achieve positive results for children and families. A consistent approach to setting up and maintaining the indoor and outdoor physical environment helps to ensure that all children enrolled in the program have similar opportunities for social, emotional, cognitive, and physical growth and development.

Procedure:

The Physical Set-Up of the Indoor and Outdoor Environment (Creative Curriculum Volume 1, pg 54) Use the Creative Curriculum Checklist to ensure the following:

1. Indoor and outdoor spaces are safe, clean, and attractive.
2. The classroom is arranged into the following, clearly defined interest areas (at a **minimum**):
 - A. Blocks
 - B. Dramatic Play
 - C. Toys and Games
 - D. Art
 - E. Library
 - F. Discovery
 - G. Sand and Water
 - H. Circle/ Large Group
3. The following are optional areas for the Creative Curriculum:
 - A. Computer
 - B. Music and Movement
4. Space allows various settings for children to work individually, together in small groups, and in a large group.
5. The backgrounds and interests of families and children are represented through pictures, photographs, and materials chosen for displays and activities.
6. Displays and props are chosen to reflect differences in gender, culture, language, ethnicity and family composition.
7. Allowances are made in the environment to accommodate children with disabilities, consistent with their Individualized Family Service Plan (IFSP).
8. Individual spaces for children to hang their clothing and store their personal belongings are provided with appropriate labeling and photographs.
9. Items in learning centers are changed often to maintain children's interest, extend their experiences and reflect emergent interests. Materials, toys and props are changed to reflect developmental progress and

skills the children are ready to learn.

10. Age-appropriate materials and equipment are stored on low, open shelves to promote accessibility and independent use by children. Shelves and containers are labeled with words and pictures in all primary languages to help children in returning items to the proper place when they are finished playing.
11. Pictures and signs in each interest area of the classroom indicate what the space is used for and how to use it.
12. The following will be used to communicate clearly to children how to appropriately and safely function in the environment:
 - A. “Be” rules chart: Illustrated and updated throughout the year
 - B. Helper chart: Assigns meaningful jobs to children in the classroom
 - C. Daily schedule: Pictorial for children and written schedule with times for adults
13. When children with English as a second language are enrolled in the classroom, every effort is made to have all signs and labels in their primary language and selections of literature and music that are representative of that language, and a staff person or volunteer present to support home language development if possible.
14. Areas for independent work and solitude are available both indoors and outdoors.
15. Outdoor play areas include shade if possible; open space; digging space, and a variety of equipment for riding, climbing, balancing, and individual play.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-16 Title: Cleaning Procedures Section: Child Development & Health Services	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
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Forms Required:

Performance Standards: 1304.53(a)(10)(viii)	Page 1 of 3
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Policy: Effective implementation of sanitation and disinfection procedures significantly reduces health risks to children and adults by limiting the spread of infectious germs.

Purpose: To support the Daily and Weekly Health and Safety Checklists. To prevent spread of communicable diseases.

Procedure:

In order to provide the healthiest environment possible for children and adults, the following cleaning procedures are to be followed. Clean, sanitize, or disinfect surfaces based on the recommendations of Caring For Our Children Routine Schedule for Cleaning, Sanitizing, and Disinfecting seen below. By definition cleaning, sanitizing, and disinfecting are defined as:

Task	Purpose	Solution & Use
Clean	To remove dirt and debris by scrubbing and washing with a detergent solution and rinsing with water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later.	Mix 1.5 tsp of soap concentrate to 1 gallon of water. Remove any large debris. Clean surface with soap solution. Rinse surface with water. Dry with towel.
Sanitize	To reduce germs on inanimate surfaces to levels considered safe by public health codes or regulations	Mix .5 tsp of Disinfectant Q-10 to 1 quart of water (1 spray bottle). Test solution dilution with QT-10 test strip. Clean surface. Spray sanitizer and allow to air dry.
Disinfect	To destroy or inactivate most germs on any inanimate object, but not bacterial spores.	Clean surface. Use bleach disinfectant cleaner. Spray surface and allow to stand for 1 minute. Rinse or wipe clean. Allow to air dry.

If applicable sanitation machines/or sinks can be used to clean appropriate items when possible. When necessary, please use proper protective ware when mixing these chemicals.

Surface/Area	Method			Timing				Comments
	Clean	Sanitize	Disinfect	Before	After	Daily	Weekly	
Food preparation and Meal Service Areas:								
Food prep. surfaces and countertops	X	X		X	X			Use cloth or disposable towels. Do not use sponges.
Eating utensils & dishes	X	X			X			Wash, rinse, and sanitize OR Use sanitizer; set on sanitize setting
Mixed-use tables	X	X		X	X			Also, clean legs and frame when soiled
Food prep. equipment	X	X			X			Wash, rinse, and sanitize OR Use sanitizer; set on sanitize setting.
Rubber non-slip	X							Monthly

mats								Deep clean on scheduled furloughs
Floors	X					X		Sweep or vacuum, then damp mop. Microfibers mops – launder after use. Cotton mop heads – turn upside down to dry. Disinfect if soiled with body fluids

Surface/Area	Method			Timing				Comments
	Clean	Sanitize	Disinfect	Before	After	Daily	Weekly	
Food preparation and Meal Service Areas:								
Refrigerators, microwave, stoves, water coolers, other appliances	X	X					X	Clean immediately if needed. Clean inside and outside.
Rolling dish/food carts	X	X			X			
Classroom water jug	X	X				X		
Classroom Areas								
Mouthed toys	X	X			X			
Washable cloth toys	X	X					X	Machine wash and dry completely
Classroom toys	X						X	Follow label for directions for cleaning wooden toys
Play activity centers	X					X		
Counters & shelves	X					X		
Mixed-use tables for activities	X				X			Sanitize if used for food preparation, meals, or tooth-brushing
Dress-up clothes (washable)	X						X	
Water tables and water equipment	X		X		X			Staff/children wash hands before/after each use. Change water, clean, the disinfect water table, and toys before a new group begins water play or at the end of the day. Children with open cuts or sores should not join in water play. Do no use during illness outbreak.
Animal areas: feeders, fish tanks, or animal cages	X		X					Disinfect these areas after cleaning activity is finished.
Floors	X					X		Sweep or vacuum, then damp mop. Microfibers mops – launder after use. Cotton mop heads – turn upside down to dry. Disinfect if soiled with body fluids
Carpets: Washable area rugs are a safer choice than wall-to-wall carpeting	X						Clean area rugs	Vacuum daily Steam clean carpets every 3-6 months – spot clean if soiled with body fluids
Doorknobs,	X					X		Clean often throughout the day with a

handles, and light switches								microfiber cloth or disposable paper towels
Shared computer keyboards, phones	X					X		Clean often throughout the day. Wipe down daily with disinfectant wipes.
Garbage Cans	X	X					X	Keep covered at all times. Empty daily. Clean and sanitize inside & outside of cans. Move garbage and sweep and mop daily.

Surface Area	Method			Timing				Comments
	Clean	Sanitize	Disinfect	Before	After	Daily	Weekly	
Sleeping Areas								
Sheets and blankets	X						X	Label and store each child’s sleeping items separately from other children. Wash laundry at warmest temperature setting and completely dry. If soiled with body fluids, launder with non-chlorine bleach (preferred), or bleach.
Cots and mats	X				X		X	Use fitted sheet to cover sleep surface. Clean sleep surface regularly with microfiber cloth or disposable paper towels after use by another child. Disinfect surface if soiled with body fluids.
Toilet and Diapering Areas								
Changing tables	X		X		X			Allow surface to air dry between uses
Diaper pails	X		X			X		
Toilets	X		X			X		Disinfect after use if soiled
Sinks and faucets	X		X			X		
Countertops	X		X			X		
Floors	X		X			X		Use separate mops/mop heads for toilet/diapering areas and other areas. Use microfiber mops with split bucket (cleaning and rinsing system)

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-17 Title: Coaching Section: Human Resources Management	Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
Forms Required: Teaching Practices Strengths and Needs Assessment, Coaching Action Plan, Observation and Feedback Log	
Performance Standards: 1302.91 (f), 1302.92 (c)(1-5)	Page 1 of 3

Policy: NeighborImpact Head Start will use coaching as part of a coordinated approach to professional development.

Purpose: Coaching will be used to support higher staff retention rates, increasing positive child outcomes, and to promote highly individualized teaching and learning throughout the program. Coaching is individualized support, based on the strengths and needs of the coachee. The goal of coaching is to provide a systematic way for education staff to reflect upon their practices and to make continuous improvement in their professional development. Coaching will be delivered using a variety of methods, based on the needs of staff and the capacity of the coaching system.

Procedure:

All education staff will be assessed to identify those who would benefit from intensive coaching. Using assessment data and program goals, teachers will receive coaching using various delivery models.

Tier I

What: Ongoing professional development.

Who: All staff:

How:

- Annual Professional Development Plan
 - Created at hire or end of year evaluation
 - Reviewed at a minimum of three times per year with supervisor
 - CLASS/HOVRs/TPITOS goal is added after baseline observation
- Documentation will be uploaded into Paylocity

Tier II

What: Coaching for individual and program improvement based on assessment data and program goals

Who: All new teachers and teaching staff identified as needing focused support will receive coaching in Professional Learning Communities.

How:

- Coaching cycles will occur, at a minimum, monthly.
- Participants will complete the Strengths and Needs Assessment to guide the coaching process.
- Each coaching cycle will include; shared goals, action planning, observation, and feedback.
- Action plans will include – an agreed upon goal, specific steps to achieve the goal, dates for steps to be accomplished, assigned responsibilities if needed, and necessary resources.
- Documentation will be uploaded to Paylocity

Tier III

What: Intensive coaching

Who: Staff identified as needing intensive support based on assessment data and program goals.

How:

- i. Coaching cycles will occur bi-weekly
- ii. Participants will complete the Strengths and Needs Assessment to guide the coaching process.
- iii. Each coaching cycle will include; shared goals, action planning, observation, and feedback
- iv. Action plans will include – an agreed upon goal, specific steps to achieve the goal, dates for steps to be accomplished, assigned responsibilities if needed, and necessary resources
- v. Documentation will be uploaded into Paylocity.

Staff will:

- Actively engage in coaching sessions by assessing own strengths and needs, asking questions, sharing pertinent information, reflecting, listening, and identifying goals and means to achieve those goals in collaboration with the coach.
- Be open to being observed and receiving feedback.
- Apply and analyze teaching practices with the support of assigned coach.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-18 Title: Collection and Upkeep of Required Head Start and Early Head Start Certifications Section: Program Design Management		Approval Date: 5/8/2025 Procedure Revision Date: Most Recent Board Review: 5/8/2025 PC Approval Date: 10/17/2024
Forms Required:		
Performance Standards:		Page 1 of 1

Establishing the Requirement

- All job descriptions list required certifications, which may include some or all of the following:
 - Criminal History Registration
 - CPR Certification
 - First Aid Certification
 - Initial Health Exam Certification
 -
 - Food Handler's Certification
 -
 - Application
 - Transcripts
- Criminal History Registration is required prior to employment for all Head Start & EHS positions. A link is sent to potential employee after application is received. Human Resources will track to ensure completion of application prior to hire.
- Other certifications may be required prior to employment as delineated in each job description

Maintaining and Communicating the Record of Current Status

- Human Resources creates ChildPlus database accounts for new hires and updates Child Plus of required certification for each employee, which details expiration dates..
- Human Resources will pull the certifications report on the 1st of every month and will notify the staff member, supervisor, and regional directly via email of any certifications expiring within 60 days.
- Human Resources will post updated certifications report to "Head Start Certs" in Teams weekly.
- Supervisors, and Regionals will monitor the certifications report weekly.
- Supervisor will continue to follow-up with the staff member to ensure that they turn in required certifications to HR in a timely manner.
- After 30 days with no certification updates received from the staff member, supervisor, or regional, Human Resources will issue a "Suspended Without Pay" notice to the employee, copied to the supervisor, EHS/HS Manager, and Head Start Director, communicating that if the certification is not renewed and submitted to Human Resources by the expiration date, the employee will be suspended from the workplace on the expiration date, without pay, until the certification renewal is completed.
- Before summer furlough, on the 15th of May, or the first business day, Human Resources will pull the certifications expirations from May 15th to August 1st and notify the staff member, supervisor, and regional via email of any certifications expiring over the summer furlough.

- If no certifications have been received from the employee, supervisor, or regional by August 1st, Human Resources will contact the staff member via personal email and cc the supervisor, EHS/HS Manager, and Director to send a reminder email with notice that they will be unable to return without updated required certifications.

Processing the Records Collection

- Employee, Supervisor or Regional will email updated certification documents to certifications@neighborimpact.org
- Every Monday, Human Resources will sort through any Central Background Registry letters to see if they are 5-year renewal letters, site specific CBR letters, or new CBR letters. Site specific letters will be passed on to the Education & Quality Manager to then pass along to the correct sites. New CBR letters will be scanned and sent to the Human Resource Admin Specialist to upload to the employee's file as well as ChildPlus. The Human Resource Admin Specialist will also update the expiration date in ChildPlus certifications.
- Human Resources will upload updated required certifications to the employees ChildPlus file as well as update the expiration date on the certification's module in ChildPlus for required certifications.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-19	Approval Date: 5/8/2025	
Title: Community Assessment	Procedure Revision Date:	
Section: Program Design & Management	Most Recent Board Review: 5/8/2025	
	PC Approval Date: 10/17/2024	
Forms Required: None		
Performance Standards: 1302.11		Page 1 of 2

Policy: NeighborImpact Head Start & Early Head Start will conduct a community assessment, at least once over the five-year grant period, to collect data about community strengths, needs and resources as they relate to Head Start & EHS eligible children and families.

Purpose: The Policy Council, Board and staff need current and accurate data on the needs of eligible children and available community resources available to children and families in order to determine:

- the type of component services that are most needed
- program option or options that will be implemented.
- the recruitment area that will be served by the program
- appropriate locations for centers
- criteria that define the types of children and families who will be given priority for recruitment and selection
- program goals and philosophy
- development and/or revision of work plans
- collaboration and partnership opportunities with other agencies.

Procedure:

- Every five years (at least once over the federal grant cycle) the Head Start & EHS program conducts a full Community Assessment in accordance with Performance Standard 1302.11. When possible this process is coordinated with the agency (NeighborImpact) needs assessment process.
- In other years of the federal grant cycle, the annual Head Start & EHS program planning cycle will include a review and update of the Community Assessment.
- The Community Assessment process is coordinated by the Business Analyst and overseen by the Deputy Director of Early Care and Education.
- For the full Community Assessment, the Business Analyst recruits and convenes a steering committee which includes representatives from the NeighborImpact Board of Directors, Head Start Policy Council and staff. This committee provides oversight in the planning, data gathering, evaluation and report phases of the assessment.
- Sources of data gathered for the full Community Assessment will include at a minimum, input from NeighborImpact staff, surveys (&/or interviews) with community service providers and Head Start & EHS parents, Head Start & EHS program child and family service data, and demographic, community need and community services data from various sources (i.e. Oregon Department of Education, US Census Bureau, PSU Center for Population Statistics, DHS Employment Division, Crook and Deschutes Commissions on Children and Families, local school districts, local governments, Deschutes and Crook County Health Departments, DHS Adult and Family Services, and local news sources)

- F. In collaboration with the steering committee, the Business Analyst coordinates the preparation of a draft report summarizing and analyzing the data gathered and including all report components required by Head Start regulations.
- G. The draft report is presented to the Head Start & EHS management team, NeighborImpact Board, Early Care and Education Committee and the Policy Council for review and comment.
- H. The Business Analyst coordinates preparation of a final draft report and submits it to the steering committee for final review and approval.
- I. The Business Analyst coordinates preparation of a final report which is presented to the Deputy Director of Early Care and Education, Board ECE Committee and Policy Council Executive Committee for review and approval to move it forward for Board and Policy Council approval.
- J. The final report is submitted to the Head Start & EHS Policy Council and NeighborImpact Board for approval.
- K. Annual updates of the Community Assessment are coordinated by the Business Analyst in collaboration with the Early Care & Education (Head Start) Director.
- L. Sources of data reviewed for annual updates of the Community Assessment will include at a minimum Head Start & EHS child and family service data, current/recent community agency reports (Commissions on Children And Families, Health Department etc), free and reduced lunch data, PSU Center for Population Statistics annual update, local school district enrollment data, and local news reports.
- M. Annual updates of the Community Assessment are submitted to the Policy Council and Board of Directors for approval.
- N. The Community Assessment report is used in the strategic planning process and in developing/revising long-range goals and short-term objectives. Data from the report is used to inform decisions about locations of sites, program model/options, staffing patterns, service delivery options and all other decisions as specified in the Head Start regulations.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-21 Title: Crisis Intervention Section: Family & Community Partnerships	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Forms Required: The NeighborImpactAnswer Book, Family Outcomes Assessment, ChildPlus Child File, Family Support Plan	
Performance Standards: 1302.52, 1302.91(a)(7), 1302.92(b)(4)(5)	Page 1 of 2

Policy: Staff identifies signs of crisis, makes referrals that link families to appropriate services, and supports families during crisis periods. Crises may be in areas such as food, housing, clothing and transportation and might require immediate assistance.

Purpose: For staff to effectively support a family in a crisis situation.

Procedure:

A. Understanding the Key Concepts in supporting a family through crisis:

- A crisis may present an opportunity for positive change where we can help families discover and strengthen existing skills. With proper support and resources, families can be strengthened by the experience and be better prepared for the next challenge.
- A crisis is identified as a family's reaction to a disruption or breakdown in an individual or family's usual pattern of functioning. A family in crisis may find that their usual ways of coping or problem solving do not work; as a result they feel vulnerable, anxious, and overwhelmed.
- A crisis has four interacting elements, generally a family is in a state of crisis if two or more of these elements come into play:
 1. Experiencing a stress-producing situation
 2. Having difficulty coping
 3. Showing chronic difficulty meeting basic family responsibilities
 4. Having no apparent sources of support
- A crisis is usually characterized by five phases:
 1. The crisis is triggered, then
 2. The family sees the crisis as threatening,
 3. The family responds in a disorganized manner,
 4. The family searches for a solutions, and
 5. Adopts new coping strategies
- People in crisis experience a variety of psychological effects including but not limited to difficulty thinking clearly, dwelling on meaningless activities, expressions of hostility or numbness, impulsiveness, dependency, and feelings of incompetency.

B. Identifying families in crisis:

- Two or more of the crisis elements described above are observed
- Psychological effects described above are observed
- Family seeks support and solutions

The type of events that trigger a family crisis may include but are not limited to:

1. Eviction

2. Parent or guardian incarcerated
3. Utilities turned off
4. Suicide attempt
5. Vehicular accidents
6. Unexpected death
7. Removal of child/children from the home
8. Loss of shelter
9. Child Abuse
10. Physical/mental health problems
11. Separation and/or divorce
12. Loss of transportation

C. Referrals to appropriate services:

- Parents will be oriented to the various services of Head Start & Early Head Start at the enrollment home visit and again during orientation.
- All families will be provided with a resource directory listing community agencies and service providers on or before the Family Partnership Agreement home visit.

D. Providing ongoing support and follow-up on referrals:

- The home visitor responsible for social services will have the prime responsibility for assisting a family in developing plans to resolve emergency and crisis intervention situations.

When a family is facing a crisis situation:

1. Approach the situation with empathy – understand the psychological effects of a crisis.
 2. In partnership with the family, decide on the most pressing problem to address first. Use the Family Support Plan form to create a plan of action.
 3. Help the family identify appropriate community resources that could help alleviate the crisis situation. If additional support is needed, it may be appropriate to contact the Site Coordinator, or the Family Engagement Manager
 4. Use the most recently completed Family Outcomes Assessment as a tool to remind the family of strengths, resources, and support systems that might have been helpful in past situations.
 5. Write up clear goals and set specific tasks to be completed by the family, staff and any other relevant support networks.
 6. Inform the family that you will contact them within **48 hours** of the initial contact for follow-up.
- The second follow-up with the family must be completed within **five working days** of the initial contact to review the family's progress. An update of progress is documented in the child file.

E. Documentation:

- The staff person aiding the family is responsible for documenting the situation in the Family Contact Log and keeping other necessary staff informed of the family's situation.
- Any referrals given to the family must be documented in the Family Support Referral event within 48 hours.
- After completing the Family Support Plan form with the family, give the family a copy and upload the original to the attachments in the Family Services tab in ChildPlus.

F. If a situation arises which involves suspected child abuse, the Head Start & Early Head Start Child Abuse Policy is in effect.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-22 Title: Center Based Classroom Curriculum, Lesson Planning and Assessment Policy & Procedure Section: Child Development & Health Services	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Forms Required: Weekly Lesson Plan, Teaching Guide, Goal Task Sheet, Parent Curriculum Input Form, Program School Readiness Goals, Lesson Plan Guidance	
Performance Standards: 1302.32 (a)	Page 1 of 3

Policy: To create and implement an inclusive classroom curriculum that meets individual child goals, program objectives, and the Head Start Early Learning Outcomes Framework; classroom curriculum decisions are made with input from program educators, parents, and other service coordinators and/or Content Area Coordinators. A developmentally appropriate approach is taken to create a classroom lesson plan that reflects meaningful incorporation of each child's rate of development, temperament traits, and learning style.

All weekly lesson plans are developed in advance and posted on or before the first day of implementation. The weekly plan provides a balance of child-initiated and adult-directed activities that occur through individualized interactions, small and large group activities, established routines and planned transitions both indoors and outdoors. Experiences are designed to incorporate family cultures, community, program philosophies and adopted curricula.

Purpose: Sound child development practices indicate that learning experiences are most effective when tailored to meet the individual goals of the young children in the classroom. In order, however, to meet the more broad expectations of the Head Start Early Learning Outcomes Framework and program objectives, it is imperative that lesson plan format is standardized and adopted curricula is applied to all classroom lesson plans.

Procedure:

Individualization

A. Each child's individual rate of development is identified through:

1. ASQ: a comprehensive first-level screening filled out by parents to identify any children in need of further evaluation for possible eligibility for ECSE services.
2. ASQ-SE: a first-level screening tool filled out by parent to identify any children whose social or emotional development requires further evaluation for possible referral for intervention services.
3. Language Dominance Screening: a screening tool to indicate both family and child primary and secondary languages, for children ages 3+.
4. Teaching Strategies GOLD: Creative Curriculum's online assessment program, which assesses the child's development in Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and English Language Acquisition.
5. Goal Task Sheet is used to compile all the Individual School Readiness Goals and guide lesson planning to ensure that individual child goals are being met and documented each week.

B. Child interests, strengths, and goals are identified through:

1. SRG: Individualized School Readiness Goals are created with parents to record child strengths, interests, and goals.
2. IFSP: If the child is receiving Early Childhood Education Services, they are on an Individual Family Service Plan. If a child is on an IFSP, there should be integration of goals (at least 1) on the SRG.
3. Children are assessed in 25-27 objectives in Teaching Strategies GOLD 3 times a year, in partnership with parents, to determine developmental levels and set school readiness goals.

Parent Involvement

A. Parents are integral partners in the processes of adopting program curriculum through:

1. Policy Council
2. Family Nights

B. Parents contribute to weekly classroom lesson plans and individual child assessments through:

1. Teaching Strategies GOLD: Parents have access to their child's development online. This gives families the opportunity to communicate with their child's teacher, upload observations, individualize for their child at home by accessing specific activities for their child to work on to enhance school readiness goals. Teacher Advocates and Assistant Teachers will check email daily to ensure communications with families are answered in a timely manner.
2. Children are assessed in 25-27 objectives in Teaching Strategies GOLD 3 times a year in partnership with parents to determine developmental levels and set school readiness goals.
3. Parent/Teacher Conferences and Home visits.
4. Parent Curriculum Input: Parents share ideas at conferences and home visits, Teacher documents input on the Parent Contact Form. Parent ideas are documented on the Parent Curriculum Input Form in the Lesson Plan Binder. Teachers will note on the Lesson Plan form when they are using ideas from the parents and put that date on the Parent Curriculum Input Form.
5. Family Nights

Classroom Weekly Lesson Planning

A. The weekly lesson plan is created using the Weekly Lesson Plan Form and several resources to ensure that meaningful activities are planned:

1. Creative Curriculum Teaching Guides
2. Individualized School Readiness Goals
3. Program School Readiness Goals
4. Parent Curriculum Input
5. All adopted Curricula

B. Lesson plans are created following the Lesson Plan Guidance.

Assessment:

- A. Teaching Strategies GOLD is our online assessment system, which evaluates the children in the 6 areas of development and learning: Social Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and English Language Acquisition.
- B. Individualized observations will be completed with 2-3 observations in each of the 25-27 objectives for each checkpoint period.
- C. Assessments will be completed by the Teacher Advocate to meet baseline and checkpoint deadlines. Teachers will partner with families to assess each child three times per year.

Curriculum Guides and Classroom Materials Adopted by the Program

Classroom Curriculum and Assessment

- Creative Curriculum for Infants, Toddlers and Twos, 3rd Edition: Provides comprehensive, developmentally appropriate curriculum, that offers choices and encourages flexibility.
- Creative Curriculum for Preschool, 5th Edition: Provides guidance for setting up a developmentally appropriate learning environment.
- Creative Curriculum for Preschool, 6th Edition: Provides Teaching Guides that will be used to develop rich weekly lesson plans.
- Teaching Strategies GOLD: Teaching Strategies GOLD is our online assessment system.

B. Social and Emotional Wellness:

Conscious Discipline Baby Doll Circle Time:

- Second Step: Social Emotional Skills Curriculum that sets children on a path for social success and academic readiness.

C. Health and Nutrition:

- Harvest for Healthy Kids: Harvest for Healthy Kids helps children develop healthy eating habits.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-23 Title: Daily Health Check Section: Subpart D-Health Program Services	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Forms Required: Daily Health Check Form ChildPlus: Entry Express, Daily Health Check	
Performance Standards: 1302.42, 1302.47; CCD 414-300-0020 ; CFOB: 3.1.1.1	Page 1 of 2

Policy: Daily health checks seek to identify potential concerns about a child’s health including recent illness or injury in the child and the family. Health checks may serve to reduce the transmission of infectious diseases in the classroom.

Purpose: To enable the teacher and classroom staff or EHS home visitor to plan for necessary care while the child is in care at the facility.

Procedure:

- A. Every day, a trained staff member shall conduct a health check of each child. This health check shall be conducted as soon as possible after the child enters the facility and whenever a change in behavior or appearance is noted while that child is in care.
- B. The daily health check is done by direct observation of the child, questioning the parent or guardian, and conversation with the child by the Teacher Advocate, responsible staff member or EHS Home Visitor upon arrival at the site.
- C. If a child is showing any signs of illness or a change in behavior or appearance, the Daily Health Check Form is completed at that time.
- D. The Daily Health Check shall address:
 - i. Changes in behavior or appearance from the behaviors observed during the previous days attendance (lethargy or drowsiness).
 - ii. Skin rashes, itchy skin, itchy scalp, or the presence of live lice (daily head check when outbreak is going on).
 - iii. Child complaints of pain or of not feeling well
 - iv. Drainage from eyes, vomiting, diarrhea, flushed cheeks
 - v. Unusual odors (child’s breath, stool)
 - vi. Report of illness or injury in child or family members since last date of attendance.
- E. If it is determined a child has a contagious illness and must be temporarily excluded from program refer to the Exclusion of Ill Children Policy and Procedure.
- F. The Daily Health Check is documented daily in ChildPlus via Entry Express. All children will have documentation daily of completion of the Daily Health Check.

- G. For children whom staff have completed the Daily Health Check Form the information is documented into ChildPlus in the Daily Health Check tab. Conversations with parents will be documented in ChildPlus in the follow up section of the Daily Health Check.
- H. Any completed Daily Health Check forms will be turned into the Site Lead who will verify entry in ChildPlus, time stamp in the follow up section and then shred form.
- I. EHS Home Visitors will review weekly and document in ChildPlus.
- J. The Daily Health Check is documented on the Weekly Lesson Plan.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-24 Title: Dangerous Behavior Intervention Plan Section: Child Development & Health Services	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Forms Required: Dangerous Behavior Intervention Class Plan, Dangerous Behavior Intervention Bus Plan, Behavior Support Plan, Child Plus Child File	
Performance Standards: 1302.45, 1302.46(b)(IV), 1302.90(c)	Page 1 of 2

Policy: All Head Start classes formulate a Dangerous Behavior Intervention Plan that addresses strategies for both the prevention of dangerous behaviors and methods to intervene during dangerous behaviors such as, but not limited to, throwing furniture, kicking, biting, hitting, or running away. The formation of such a plan enables staff to take immediate action to ensure the safety of the child and others in the area.

Purpose: NeighborImpact Head Start is committed to using positive, age-appropriate behavior management strategies to teach young children the skills needed to develop social competence in all aspects of their lives. Although staff is trained to be sensitive to children’s individual temperaments, occasionally, staff may be unaware of a child’s potential for dangerous behavior, which may occur very quickly and with little warning. To successfully manage these unanticipated, dangerous behaviors, it is critical to have an established plan to assure the safety of both staff and child.

Procedure:

Establishing the Dangerous Behavior Intervention Plan:

- A. The Dangerous Behavior Intervention Class Plan is established with input from the Site Lead and classroom staff during the first week of class and posted in the classroom for staff and volunteers to see.
- B. Dangerous Behavior Intervention Plans answer “Where”, “When”, “Who”, and “What.”
 1. Where: Where does child with dangerous behavior need to go inside the classroom bus or outdoors?
 2. When: When does child need to be removed or re-directed? When angry, frustrated, tired, aggressive?
 3. Who: Whose responsibility is it to be with the child who presents with dangerous behavior?
 4. What: What is the person to do with the child presenting dangerous behaviors? What do you want the child to do besides engaging in dangerous behaviors?

When a Dangerous Behavior Intervention Plan is Implemented:

- A. Staff inform the parents of the child with dangerous behaviors of the incident and response.
- B. The team, debriefs about the incident and reviews the effectiveness of the current Dangerous Behavior Intervention Plan on the day of crisis.
- C. If necessary, revise the Dangerous Behavior Intervention Plan and replace the old copy posting or in the bus book.

- D. Site Lead coordinates a Behavior Support Plan staffing, including staff and any additional people as needed (see behavior support process).

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-25 Title: Determining Child Health Status and Care Section: Subpart D-Health Program Services	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Forms Required: Health History Form, Identification of Nutritional Needs, Physical Exam , Oral Health Assessment, Child/Family Health Action Plan	
Performance Standards: 1302.42	Page 1 of 2

Policy: Head Start & Early Head Start (EHS) will provide high-quality health, oral health, mental health and nutrition services that support each child’s development, growth and school readiness.

Purpose: The health status of each child in the Head Start and EHS program will be assessed and monitored while in the program. The Health Services Advisory Committee will assist the program in determining health needs for the communities that NeighborImpact Head Start and EHS services.

Procedure:

Source of health care:

- A. At the enrollment visit or first home visit for Early Head Start the Head Start Advocate or EHS Home Visitor will determine with the parents whether a child has ongoing sources of continuous, accessible health care, and health insurance coverage. This is completed by interviewing the family and completing the Health History Form and Identification of Nutritional Needs, both of which are entered in ChildPlus.
- B. If child does not have health insurance, medical or dental home, the Head Start Advocate & EHS Home Visitor will immediately begin process of connecting family to OHP or community resources.

Ensuring up-to-date child health status:

- A. The health staff will fax medical and oral health providers as soon as notified of well child or oral health appointments. Future appointments are calendared and housed in the Health Specialist office. Documentation of future appointments are in ChildPlus health and dental communications.
- B. Immunizations are reviewed in Alertii. The Head Start program follows Oregon School Law in determining if a child is up to date or in need of immunizations. See Immunizations Policy and Procedure.
- C. The health staff will complete a 90 day determination in ChildPlus to document if child is up to date on age appropriate preventative and primary medical and oral health care.
- D. The Physical Exam Form and the Oral Health Assessment or Advantage Assessment are used in determining the 90 day determination.
- E. The program partners with Advantage Dental to complete Oral Health Assessment in the classroom and at Early Head Start socializations.
- F. If child is not up to date on age appropriate preventative and primary medical and oral health care assistance to the family begins at the enrollment visit or first home visit for Early Head Start. Follow up with families continue throughout the program year through conferences, home visits and communications. All efforts and communications are documented in ChildPlus under health or dental communications.

- G. The program completes growth assessments, hearing and vision screenings for children within 45 days of the child's first day of school, or first home visit for Early Head Start. An OAE machine is used for hearing screenings and the PlusOptix screener is used for vision. Growth Assessments, hearing or vision results from the child's medical provider may be used.
- H. The child's nutritional needs are determined initially during the enrollment visit, or first home visit for Early Head Start by completing the Identification of Nutritional Needs which will identify any nutritional concerns.
- I. If a child is enrolled in WIC, records are requested. If a child is not currently enrolled in WIC, but is age eligible, the Head Start Advocate or EHS Home Visitor discuss the benefits of WIC and if family is interested, complete a WIC intake application.

Ongoing care:

- A. Teacher Advocates, Head Start Advocates, and EHS Home Visitors review status of well-child and oral health care at conferences and home visits.
- B. Monitoring occurs at all levels to ensure children who are in need of well-child and oral health care are not missed.
- C. All efforts of working with families to get a child up to date on well-child and oral health care are documented in health or dental communications.
- D. Oral health prevention, treatment and follow up are documented in ChildPlus and discussed with families at conferences, home visits, and additional communications.
- E. The importance of Fluoride Supplements is discussed with parents at WIC, child's medical and dental provider, additionally it is covered at the enrollment visit, or first home visit for EHS on the Identification of Nutritional Needs form.
- F. The Registered Dietician is available to meet with parents through annually scheduled classroom visits, or scheduled appointment. At the second conference, growth charts are reviewed with parents and 5210 Growing Healthy Goals are set. The 5210 goals are documented in ChildPlus under Identification of Nutritional Needs.

Extended care:

- A. The Teacher Advocate, Head Start Advocates and EHS Home Visitors will work closely with the families to facilitate and assist families in necessary further diagnostic testing, evaluation, treatment and follow up.
- B. ChildPlus is used to monitor, document and track referrals, ongoing evaluations and any necessary follow up.
- C. Head Start and Early Head Start utilize community resources and child's health provider to assist in obtaining any prescribed medications or additional supports as necessary.

Use of Funds:

- A. Funds are allocated for diapers/ pulls ups and charged to health supplies. Funds are available for formula for Early Head Start families
- B. The program may, as a last resort use Head Start funds to cover medical and oral health services. Documentation of efforts will be documented in health and/or dental communications. Prior approval must be received from the Health Services Manager and Head Start Director.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-26

Title: Diaper Changing and Toilet Training

Section: Subpart D-Health Program Services

Approval Date: 9/11/2025

Procedure Revision Date:

Most Recent Board Review: 9/11/2025

PC Approval Date: 3/13/2025

Forms Required: Diapering poster, Diapering Log

Performance Standards: 1302.47, CCD: 414-300-0030, CFOB: 2.125, 3.2.1.4, 3.2.1.5

Page 1 of 4

Policy: To prevent transmission of germs and the potential spread of infections, diaper changing and/or changing of soiled clothing must be done in a clean and sanitary fashion. Toilet training is achieved more rapidly with consistent expectations from both the home and school environment.

Purpose: The procedure is provided to guide staff in managing diapering and potty accidents. Toilet training is done in collaboration with parents and when child is developmentally ready.

Procedure:

A. Stand Up Diapering/Pull-ups/Soiled Underwear:

Step 1: Get organized, have necessary supplies within reach before bringing the child to the changing area.

Wash hands and gather what is needed:

- Diaper, pull-ups or underwear
- Wipes
- A plastic bag for any soiled clothes
- Gloves

Step 2: Avoid contact with soiled items.

- Remove socks, shoes, clothes
- If disposable pull-ups were used, pull the sides apart, rather than sliding the garment down the child's legs. If underwear is being changed, remove the soiled underwear and any soiled clothing, doing your best to avoid contamination of surfaces;
- Place all soiled garments in a plastic-lined, hands-free plastic bag to be cleaned at the child's home;
- If the child's shoes are soiled, the caregiver/teacher must wash and sanitize them before putting them back on the child.

Step 3: Clean the child.

- Clean the child from front to back with a fresh wipe.
- Remove gloves and put them into a plastic-lined, hands-free covered can;

- Use a fresh wipe to wipe the hands of the caregiver/teacher and another fresh wipe to wipe the child's hands. Put the wipes into the plastic-lined, hands-free covered can;

Step 4: Put on a clean diaper, pull-up or underwear and clothing.

- Assist the child, as needed, in putting on a clean disposable diaper, pull-up or underwear
- Note and plan to report any skin problems such as redness, skin cracks, or bleeding;
- Dress child

Step 5: Wash the child's hands at sink

- Return the child to a supervised area.

Step 6: Clean and disinfect the changing surface.

- If clothing was soiled, securely tie the plastic bag used to store the clothing and send home;
- Clean floor and any other soiled areas with soap and water, wipe, and then spray with Saniquat and let sit until dry.

Step 7: Wash hands.

Step 8: Record the change in the daily log. Record any problems and inform parents as needed.

B. Diaper Changing:

Step 1: Get organized, have necessary supplies within reach before bringing the child to the changing area. Wash hands and gather what is needed:

- Changing paper
- Diaper, clean clothes
- Wipes
- A plastic bag for any soiled clothes
- Gloves

Step 2: Carry child to Diapering Area, be careful to keep soiled clothing away from you:

- Gently place child on diapering surface
- Always keep a hand on the child
- Remove child's clothes, shoes and socks as needed
- Place soiled clothes in plastic bag to send home

Step 3: Clean the child:

- Unfasten diaper, but leave soiled diaper under child's bottom.
- Lift legs and remove stool and urine from front to back and use a fresh wipe, each time you swipe.
- Put the soiled wipes into the soiled diaper or directly into a plastic-lined, hands-free covered can.

Step 4: Remove the soiled diaper

- Fold the soiled surface of the diaper inward;
- Put soiled diapers in a covered, plastic-lined, hands-free covered can.
- Put soiled clothes in a plastic-lined, hands-free plastic bag;
- Fold paper so clean side of the paper is under the child.
- Remove gloves and put them into a plastic-lined, hands-free covered can;
- Use a fresh wipe to wipe the hands of the caregiver/teacher and another fresh wipe to wipe the child's hands. Put the wipes into the plastic-lined, hands-free covered can.

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

- Slide a fresh diaper under the child;
- Note and plan to report any skin problems such as redness, skin cracks, or bleeding;
- Fasten the diaper and dress child.

Step 6: Wash the child's hands at sink

- Return the child to a supervised area.

Step 6: Clean and disinfect the changing surface.

- If clothing was soiled, securely tie the plastic bag used to store the clothing and send home;
- Dispose of paper liner into the plastic-lined, hand free can.
- Clean diapering area and any other soiled areas with soap and water, wipe, and then spray with Saniquat and let sit until dry.

Step 7: Wash hands.

Step 8: Record the change in the daily log (HS) or All About My Day (EHS). Record any problems and inform parents as needed. A copy of the Diapering/Toilet Training Log will be sent home to parents at the end of the week and a copy will be placed in the child file. A copy of the All About My Day form will be signed by parents daily, the original scanned into Childplus

C. Children in diapers/pull-ups will be checked, **at a minimum:**

- Upon arrival to the Head Start center

- Every two hours
- Before going home

D. Diapering (both stand up and laying down) and Glove Use procedures must be posted where diaper changing occurs.

E. Toilet Training

- a. Talk with the child's parents if you think a child is ready for toilet training. Signs the child may be ready for toileting training include:
 - Parents are ready to support toilet training.
 - Shows interest in using the toilet
 - Follow simple instructions
 - Stay dry for up to 2 hours while awake
 - Wake up with a dry diaper after naps
 - Can walk, sit down, and stand up independently
 - Can use basic words to tell you when need to use the toilet
- b. Request parents to send in 3-4 changes of clothes.
- c. Watch for signs that child needs to go to the toilet.
- d. Create a consistent toileting routine. Take child to toilet at regular intervals whether or not they indicate they need to go.
- e. Use lots of encouragement
- f. Handle accidents casually
- g. Keep toileting routines consistent as possible between home and school. Communicate often with parents.

NEIGHBORIMPACT HEAD START & EARLY HEAD START Policy & Procedure	
Policy #: HS-28 Title: Employee Dress Code Section: Program Design and Management	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Related Forms: Employee Handbook Section C-14.0	
Performance Standards: N/A	Page 1 of 1

Policy: NeighborImpact Head Start & Early Head Start employees will present a neat, professional, and proper appearance. All employees are required to maintain a well-groomed appearance at all times during the work hours.

Purpose: To represent NeighborImpact Head Start & Early Head Start in a positive manner and exhibit a professional image to clients and community partners.

Procedure:

- A. Employees are not permitted to wear clothing that may be revealing, distracting, or unsafe. Examples include, but are not limited to
 - Shorts/dresses no shorter than 2 inches above the knee while standing,
 - Tank tops with straps smaller than 3 inches wide,
 - Halter tops, midriff and cropped tops,
 - Work out attire (ie, work out leggings with mesh cutouts)
 - Pants/jeans/shirts with holes
- B. Employees must wear undergarments, which must not be visible.
- C. Employees are not permitted to wear clothing that relate to gang or criminal activity in any matter, that depicts any drug related images, or words/images not appropriate for preschool children.
- D. Employees must wear footwear that is safe and appropriate.
 - Closed toed shoes must be worn at all times
 - Closed toed/heels must be worn on the bus at all times
 - Shoes must have low to no heels.(no heels height above 1 inch or .5)
- E. All clothing must be free from odors. Examples include, but are not limited to
 - Body odor
 - Smoke, such as tobacco
 - Strong perfume/scents
- F. Jewelry that is distracting or presents safety concerns may not be worn (as determined by supervisor)
- G. When choosing clothing and jewelry for work, if there is any doubt regarding its appropriateness do not wear it to work.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-29 Title: Driver Qualifications Section: Program Design & Management	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025	
Forms Required:		
Performance Standards: 1303.72(b)(1-2), 1303.72(c)(2-4) 1303.72(d)(1) 1303.72(d)(2)(i) 1303.72(d)(3)		Page 1 of 2

Policy: All CDL and School Bus Certificate holders will complete a minimum of 8 hrs of classroom training per year. They will also keep current all certificates necessary to hold these licenses. All drivers will be evaluated during route driving to assure all rules, regulations are being followed, and safe transportation is being provided.

Purpose: The agency ensures that persons driving vehicles used to provide transportation services are qualified to do so.

Procedure:

- A. Drivers must have a valid Commercial Driver's License (CDL) and School Bus Certificate for vehicles in the same class and size as the vehicle the driver will be operating.
- B. Drivers must meet any physical, mental, and other requirements established under applicable law or regulations as necessary to perform job related functions with any necessary reasonable accommodations.
- C. A Medically Qualified Court Print driving record of the Commercial Driver's License will be obtained and reviewed every year.
- D. School Bus Certificates, which include a driver's physical, will be renewed every 2 years for drivers under the age of 55 and every year for drivers 55 years and above.
- E. There is an applicant review process for use in hiring drivers.
- F. Applicants for driver positions are advised of the specific background checks required at the time, an application is made, and that there are criteria for the rejection of unacceptable applicants.
- G. The applicant review procedure includes, at minimum:
 1. that staff and consultants have the knowledge, skills, and experience they need to perform their assigned functions responsibly;
 2. that only candidates with the qualifications specified are hired;

3. Current and former Head Start parents receive preference for employment vacancies for which they are qualified;
 4. Staff and program consultants are familiar with the ethnic background and heritage of families in the program and are able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency;
 5. Additional disclosure by the applicant of all moving traffic violations, regardless of penalty.
 6. A check of the applicant's driving record through Oregon Department of Motor Vehicles and any other states they have held a license in for the past 3 years.
 7. After a conditional offer of employment to the applicant and before the applicant begins work as a driver, a medical examination, performed by a licensed doctor of medicine or osteopathy, establishing that the individual possesses the physical ability to perform any job related functions with any necessary accommodations.
- H. The above does not apply to transportation services to children served under the home-based option for Head Start and Early Head Start.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-30 Title: Drug and Alcohol Policy for CDL Holders Section: Program Design and Management	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Forms Required: Pre-employment drug screen consent form; Drug testing consent form for previous employers	
Performance Standards: 1303.72(b)(2)	Page 1 of 15

POLICY: It is the policy of the NeighborImpact Head Start & Early Head Start (EHS) program to operate our fleet of school buses in the safest manner possible. We will follow all rules and regulations of Oregon Department of Education, the Federal Head Start Program, Federal Motor Carrier Safety Administration and Department of Transportation governing school bus drivers. We will require pre-employment, pre-training, random, post accident, and reasonable suspicion drug testing for all employees in safety sensitive positions.

Section 1. Purpose

Recognizing that the use of drugs and alcohol which adversely affects job performance may constitute a serious threat to the health and safety of the public and to the safety of the NeighborImpact Head Start/EHS/OPK employees and participants of this program, the purpose of this policy is to:

- Establish and maintain a safe, healthy working environment for all employees.
- Ensure the reputation of the NeighborImpact Head Start/OPK Program and its employees as responsible persons worthy of the trust of its participants and the public.
- Prevent accidents and injury to program employees and participants.
- Maintain an effective program which encompasses education, identification, referral, guidance and follow-up for employees affected by drug and/or alcohol abuse.
- Comply with mandated Federal Transit Administration's Drug Rule, 49CFR Section 653 and Alcohol Rule, 49CFR Section 654.

Who this policy affects:

Employees in safety-sensitive positions whose job description requires them to hold a CDL. This includes Regular Route Bus Drivers and any Substitute Bus Drivers. Included also are any-employee/volunteer persons who holds a CDL and voluntarily drives the school bus.

Zero Tolerance Policy (Alcohol Test):

A positive breath alcohol test is defined as "having a breath alcohol content of greater than 0.00% ". This exceeds the required federal limit set in 49CFR Section 654.

Required Tests:

- a) Pre-employment Drug Test—conducted before applicants are hired or after an offer to hire, but before performing safety sensitive functions. Also required when transferred to safety sensitive position.

- b) Pre-training Drug Test- For employees who are not trained to drive the bus directly after they are hired, therefore not placed in the random drug testing pool.
- c) Post Accident Drug and/or Alcohol Tests—conducted on personnel whose performance could have contributed to an accident.
- d) Reasonable Suspicion Drug and/or Alcohol Tests—conducted when trained supervisor observes behavior or appearance that is characteristic of drug or alcohol abuse.
- e) Random Drug and/or Alcohol Tests—conducted on a random an unannounced basis just before, during or after performance of safety sensitive functions
- f) Return to Duty and Follow-Up Drug and/or Alcohol Tests—conducted when an individual who has violated the prohibited conduct returns to safety sensitive duties. Follow-up tests are unannounced, at least 6 tests must be conducted in the first 12 months after return to duty, and follow-up testing shall not exceed 60 months in duration.

Section 3. Types of Testing

1. Pre-Employment Testing:

The program will conduct pre-employment testing as follows:

- A. All offers of employment for positions as identified by program policy and as required by the Omnibus Act will be contingent upon drug test results.
- B. Applicants must provide for the release of any prior employer positive drug and alcohol testing results, any subsequent substance abuse professional (SAP) evaluations, return-to-duty tests and record of any refusal to be tested within the preceding two years.
- C. Release of such information may be by telephone, letters, or any other method that ensures confidentiality. The program will maintain a written confidential record of each past employer contacted.
- D. Prior to being directed by the program to collection site for drug testing, the applicant will be notified that the urine sample collected will be tested for the presence of drugs.
- E. Failure to report to the collection site for testing within the time frame specified by the program shall constitute a refusal to report for testing and will result in immediate termination of employment consideration.
- F. Pre-employment drug testing will be paid for by the program.
- G. Tests must indicate negative drug test results. Individuals who fail to meet such drug requirements will not be hired by the program
- H. Such testing will also be required of any employee transferred voluntarily or involuntarily to a position as covered by this policy and the Omnibus Act.
- I. Such testing will also be required of covered employees each time an employee returns to work after a layoff period if the employee was removed from the random testing pool. As long as the employee remains in the random testing pool, additional testing will not be necessary following a layoff.
- J. The program will notify applicants of the result of the drug testing upon request within 60 days of being notified of the disposition of the employment application.
- K. Refusal to submit to drug testing and/or to provide for the release of information as required by the program will result in immediate termination from employment consideration.

- L. The applicant may request a re-test of the urine sample at his/her own expense. All such requests must be received in writing by the program no later than five working days following notification to the applicant of the positive test results. Re-tests will be conducted at a site selected by the program.
- M. The program will not provide exceptions to the Pre-employment drug testing requirements.

2. Post-Accident Testing:

The program shall conduct post-accident testing as follows:

- A. It is the responsibility of the employee to report for post-accident drug and alcohol testing as soon as practicable following an accident which occurs while the employee is performing program safety-sensitive functions in which any person involved has been fatally injured or the employee receives a citation for a moving violation in connection with an injury or tow-away accident.
 - 1. The employee will report to the designated collection site for post-accident drug and alcohol testing as soon as practicable following the occurrence of the accident.
 - 2. If alcohol testing has not been administered within two hours, the program will prepare and maintain on file a record stating the reasons the test was not promptly administered.
 - 3. If alcohol testing is not administered within eight hours, the program will cease attempts to administer an alcohol test and will prepare and maintain on file a record specifying why the test was not administered.
 - 4. If drug testing has not been administered within 32 hours following the accident, the program will cease attempts to administer such tests and will document why the test was not administered.
 - 5. The employee will inform the program drug and alcohol misuse prevention program coordinator or designee as soon as practicable following the accident.
- B. The program will provide employees with necessary post-accident testing information, procedures, and instructions as part of its employee training program. Additionally, written instructions to follow in the event of an accident will be provided in program vehicles as appropriate. Instructions will include locations of drug specimen collection and alcohol testing sites and telephone numbers of program drug and alcohol misuse prevention program coordinator or other program officials to contact.
- C. The employee shall remain readily available for testing or may be deemed by the program to have refused to submit to testing. Such refusal is treated as if the program received an alcohol test result greater than 0.00% or received a positive drug test. Nothing in this requirement shall be construed to require the delay of necessary medical attention for injured people following an accident or to prohibit an employee from leaving the scene of an accident or to obtain necessary emergency medical care.
- D. Results of a breath or blood test for the use of alcohol or a urine test for the use of drugs conducted by on-site federal, state and/or local law enforcement officials having independent authority for the test shall be considered to meet necessary requirements provided results of the test are obtained by the program and the tests conform to all applicable federal, state and/or local requirements.
- E. An employee who has actual knowledge of an accident in which his/her performance has not been discounted as a contributing factor is prohibited from using alcohol for eight hours after the accident or until the employee undergoes a post-accident alcohol test, whichever occurs first

3. Random Testing:

The program shall conduct random drug and alcohol testing annually as follows:

- A. Not less than 50% of the average number of driver positions shall be tested for drugs and not less than 10% shall be tested for alcohol in accordance with current minimum random testing requirements of the Omnibus Act in a one year period. Any unfilled covered positions will be included as part of the total number of positions counted by the program for testing rate purposes. The program will meet minimum testing rates.
- B. The testing rate may be adjusted annually according to industry rates as established by the Federal Highway Administration.
- C. The testing process shall, in fact, be random. All employees will remain in the pool of drivers for each subsequent period, including vacations, holiday periods and summer recesses whether or not they have been chosen for testing in the past.
- D. The selection of employees for random testing shall be made by a scientifically valid method. The process selected by the program will ensure that all employees shall have an equal chance of being tested each time selections are made. The program will use the following system: Computerized system— A random number generating program will be loaded into a computer along with names, employee's social security number, payroll identification number or other comparable identification numbers for the drivers.
- E. All such testing shall be unannounced and dates selected spread reasonably throughout the calendar year to avoid predictability and the perception that testing is "done for the year".
- F. Following notification of testing, selected employees shall proceed to the program selected collection site immediately or as soon as practicable.
- G. Employees shall only be tested for alcohol just before the driver is scheduled to perform his/her safety-sensitive function, during or just after performing such function.
- H. Employees off work due to leaves, vacation, and layoffs will be informed that they remain subject to random testing. Employees drawn for such testing will be notified and tested as soon as practicable upon return to duty.

4. Reasonable Suspicion Testing:

The program shall conduct reasonable suspicion drug and alcohol testing as follows:

- A. The program will test covered employees whenever there is reasonable suspicion to believe that the employee has engaged in drug use or alcohol misuse.
- B. Reasonable suspicion will be based on specific observations made by a trained supervisor as designated by the program, concerning appearance, behavior, speech, or body odors indicative of employee use of drugs or the misuse of alcohol. Observations of drug use may include indications of

chronic and withdrawal effects of drugs and noticeable degradation of job performance that may be associated with the use of drugs.

- C. Hearsay or second hand information is not sufficient to require an employee to submit to testing.
- D. Alcohol testing may be authorized only if observations resulting in reasonable suspicion are made during, just preceding, or just after the period of the work day that the employee is required to be in compliance with this policy, and the provisions of the Omnibus Act. The observing supervisor is generally prohibited from performing the alcohol test on the employee.
- E. If alcohol testing is not administered within two hours, the program will prepare and maintain on file a record stating the reasons the test was not promptly administered.
- F. If alcohol testing is not administered within eight hours, the program will cease attempts to administer an alcohol test and will prepare and maintain on file a record specifying why the test was not administered.
- G. A written record shall be made of the observations leading to a reasonable suspicion drug test and signed by the supervisor authorized to make such observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.
- H. The program will ensure that the employee under reasonable suspicion is transported to the designated collection or testing site.

5. Return to Duty Testing:

Employees, who have tested positive for drugs or alcohol, if they continue employment and return to duty, shall comply with the following:

- A. Whenever an employee has previously tested positive for alcohol misuse, the employee must submit to a breath test with results of 0.00% blood alcohol content before they will be allowed to return to work.
- B. Whenever an employee has previously tested positive for drug use, the employee must test with a verified negative test result before they will be allowed to return to work.

6. Pre-training Testing:

For employees who are not trained to drive the bus directly after they are hired, therefore not placed in the random drug testing pool, will have a Pre-training drug test to assure that they are in compliance with our zero tolerance policy before being placed in the random drug testing pool.

7. Follow-up Testing:

Employees who have tested positive for drugs or alcohol, if they continue employment and have successfully passed the return to duty test, shall comply with the following:

- A. Follow-up testing will be conducted whenever a SAP determines that an employee is in need of resolving problems associated with drug use and/or alcohol misuse.

- B. Follow-up testing will be conducted only when the employee is performing safety-sensitive functions, just before, or just after the driver has performed safety-sensitive functions.
- C. Follow-up drug and alcohol testing will be unannounced.
- D. The number and frequency of such tests shall be determined by the SAP minimally, there shall be:
 - 1. At least six tests in the first 12 months following the driver's return to duty.
 - 2. Testing shall not exceed 60 months from the date of the employee's return to duty. The SAP, however, may terminate the follow-up testing at any time after the first six tests if he/she determines the testing is no longer needed.

Refusal to Test

Any employee or applicant who refuses to submit to drug and/or alcohol testing will be considered to have tested positive. Refusal to submit to testing will result in immediate termination. Adulterated tests will be considered the same as a refusal to test.

Consequences of Positive Test Results

- 1. Any employee whose drug and/or alcohol test is returned with a positive result will be immediately removed from all duty. Said employee will be referred to a substance abuse professional (SAP).
- 2. Said employee must choose between immediate resignation or evaluation by SAP.
- 3. If evaluation is chosen, the employee will be placed on unpaid leave pending evaluation results. Evaluation must occur within two weeks of notice of positive test.
- 4. The SAP will determine what assistance, if any, the employee needs in resolving problems associated with drug use and/or alcohol misuse.
- 5. If evaluation indicates that short-term re-education is needed, the employee may undergo re-education and return to work upon providing written proof of re-education. Employee will also be subject to all return-to-duty and follow-up testing procedures. The date of receipt of evaluation results to the date of return to work must not exceed 30/45 days. During this period of time, the employee is suspended without pay from all work related duties. Any further positive tests will result in immediate termination.
- 6. If the evaluation indicates that long-term counseling is needed, the employee will be terminated immediately upon receipt of evaluation results by the program.
- 7. The procedures stated above are only applicable to current employees. Applicants for employment who test positive or refuse to test will not be employed.

8. Head Start will not pay for any costs, which are incurred by employee due to Evaluation, re-testing, or rehabilitation.

Documentation that alcohol training for all supervisory personnel has consisted of at least 60 minutes. Ensure the establishment of clearly defined communication procedures to include the method (i.e., mail, fax) and frequency (i.e., monthly, daily, weekly) as well as the authorized individuals to impart and receive information to meet the documentation and confidentiality requirements of the Omnibus Act.

1. Ensure employee organizations receive written notice of the availability of all pertinent drug and alcohol misuse prevention program information

Section 4. Training – Drivers and Supervisors

1. All safety-sensitive employees and their supervisors are required, either one-on-one or in a group, to attend one (1) hour training. This training must include:
 - a. The effects of illegal drug use and alcohol misuse on the workplace.
 - b. The program's drug and alcohol testing policies.
 - c. Information including hotline phone numbers and substance abuse programs available to employees in the area.
2. At this training, employees must be given copies of:
 - a. The program's Drug and Alcohol Testing Policy with a sign-off page which verifies attendance at the training (to be kept on file).
 - b. The booklet "Alcohol & Drug Rules: An Overview", a DOT publication.
 - c. Various information handouts. (optional)
3. New employees must receive the one (1) hour training and materials listed above. A sign-off page must be obtained and kept on file.
4. Major revisions or additions of new elements to the policy will necessitate additional training and a sign-off page (to be kept on file).
5. Supervisors must have two (2) hours additional training. Training must include information about the supervisor's role in documentation for reasonable suspicion drug or alcohol testing. Training is to include:
 - a. One (1) hour of drug training including information pertaining to the recognition of the physical, behavioral, and performance indicators of probable alcohol misuse. A sign-off page must be obtained and kept on file.
 - b. One (1) hour of alcohol training including information pertaining to the recognition of the physical, behavioral, and performance indicators of probable alcohol misuse. A sign-off page must be obtained and kept on file.

Section 5. Record Keeping/Record Reporting

The program shall maintain records of its drug and alcohol misuse prevention program as follows:

1. Records related to the collection process:
 - a. Documents relating to the random selection process.
 - b. Documents generated in connection with decisions to administer reasonable suspicion drug or alcohol testing.
 - c. Documents generated in connection with decisions on post-accident testing.
 - d. Documents verifying the existence of an explanation of the inability of an employee to provide adequate breath or to provide urine specimen for testing.
 - e. An annual calendar year report summarizing results of the program's drug and alcohol misuse prevention program to meet applicable provisions of the Omnibus Act's Management Information system reporting requirements. By March 15 of each year, the program shall complete the annual summary covering the previous calendar year. The Federal Highway Administration may request that the program's annual report be submitted for review. Such requests will generally be made in January. The program's annual report shall be submitted no later than March 15 of the year of the request. The program will submit such other information and reports as may be required including separate reports for any post-accident or reasonable suspicion tests for alcohol not administered within 8 hours.
2. Records related to a driver's test results, including:
 - a. The program's copy of the alcohol test form, including the test results.
 - b. The program's copy of the controlled substance test chain-of-custody and control forms.
 - c. Documents sent by the MRO to the program.
 - d. Documents related to the refusal of any employee to submit to drug and/or alcohol testing.
 - e. Documents presented by a driver to dispute the results of a drug and/or alcohol test administered in connection with the requirements of the Omnibus Act.
3. Records related to evaluations as follows:
 - a. Records pertaining to a determination by SAP concerning a driver's need for assistance.
 - b. Records concerning a driver's compliance with recommendations of the SAP.
4. Records related to education and training as follows:

- a. Materials on drug use awareness and alcohol misuse including a copy of the program's policy and administrative regulations on drug use and alcohol misuse and related information.
 - b. Driver's signed receipt of education materials.
 - c. Documentation of training provided to supervisors for the purpose of qualifying the supervisors to make a determination concerning the need for drug and/or alcohol testing based on reasonable suspicion.
 - d. Certification that any training conducted in compliance with the Omnibus Act meets all pertinent requirements for such training.
5. Records related to drug testing as follows:
- a. Agreements with collection site facilities, laboratories, MRO's and consortia as applicable.
 - b. Names and positions of officials and their role in the programs drug and alcohol testing program.
 - c. Monthly laboratory statistical summaries of urinalysis as required by the Omnibus Act and as reported by the lab. The program will document lab failures to provide statistical summaries and any program follow-up efforts to obtain such reports.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-31 Title: ECSE/ Head Start Kindergarten Transition Procedure Section: Services for Children with Disabilities	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Performance Standards: 1308.4(g), 1304.40(h)(1) – (4), 1304.41 (a)(2)(iv), 1304.41(a)(2)(vii), 1304.41(c)(1), 1304.41(c)(1)(i) – (iv), 1304.41(c)	PAGE 1 of 2

Preparing for transition out of Head Start into Kindergarten is an ongoing process. Parents and children are most successful in their next placement when given the opportunity to actively prepare for the next step. When parents have a child with an identified disability who will transition into public school or different placement, it is important to discuss the process at an early stage as we educate and instill parental advocacy regarding Special Education.

Procedure:

Before and During Transition Year

Teachers, Family Educators, and Family Advocates

1. Start discussing transition process regarding Special Education Services in public school. Discussion topic may include but not limited to;
 - Eligibility determination before transition meeting between Head Start, ECSE, and public school.
 - Importance of tracking and showing child's developmental progress through child's portfolio, Creative Developmental Continuum, along with other Head Start materials to the public school at any time or during the transition meeting.
 - Encourage parents to visit next placement and meet staff.
 - Educate parents about their rights in public school regarding Special Education. Refer to the *Parents Rights for Special Education (K-18) Notice of Procedural Safeguards* manual.
 - When will transition meeting occur, what to expect, and who will attend, and their rights again.
 - The difference between the IFSP and IEP.
 - Provide resources to help with the transition.

Spring of Transition Year

Teachers and Family Educators

1. Attend scheduled Transition Meeting initiated by ECSE with Parents, ECSE Service Coordinator, Special Education School Representative, School Psychologist, and Head Start Disabilities Specialist. (**April and or May**)
 - Notice of Team Meeting from ECSE is faxed/mailed to Disabilities Specialist to be distributed to appropriate Head Start teacher.
 - Notice of Team Meeting includes date notice sent out, child's and parents' name, purpose of meeting,

date, time, location, who to call if unable to attend or needing rescheduling, and team member with titles to be included in the meeting.

2. If an Annual Review or 6-Month Review is close to the Transition date, the ECSE Service

Coordinator may choose to combine the two. Be aware of this possibility and always document it in the Family/Child Contact Record.

3. Follow Kindergarten Transition Procedure

Note: If Family Advocate has been closely involved with the family pertaining to the child's disability, it is highly recommended that s/he attends all IFSP meetings including the Transition Meeting.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-32

Title: Election of Head Start and Early Head Start Policy Council Representatives

Section: Program Governance

Approval Date: 9/11/2025

Procedure Revision Date:

Most Recent Board Review: 9/11/2025

PC Approval Date: 3/13/2025

Forms Required: Policy Council Member Information and Credential

Performance Standards: 1304.50(b) (3) (3)

Page 1 of 1

Purpose: An agency, as defined in part 1305 of this chapter, must establish and maintain a formal structure for program governance that includes a governing body, a policy council at the agency level and policy committee at the delegate level, and a parent committee. Governing bodies have a legal and fiscal responsibility to administer and oversee the agency's Head Start and Early Head Start programs. **Policy Councils are responsible for the direction of the agency's Head Start and Early Head Start programs.**

Policy: Policy Council Site Representatives and Alternates are elected at each Head Start site or Early Head Start group by other parents/guardians of their site community. Only parents /Primary care givers (see definition of parent below) of children currently enrolled in the HS/EHS program are eligible for election and eligible to vote in the election. Agencies must ensure members of the governing body do not have a conflict of interest, pursuant to section 642(c)(1)(C) of the Act.

Procedure:

The election process for Site Representatives and Alternates is as follows:

- a. Elections for the new governance term will be held during the September Socializations for Early Head Start and the first Family Night in October for Head Start.
- b. A past Policy Council Representative and the Site Coordinator reviews the guidelines and duties of Policy Council Representatives and Alternates with the parents present from the Head Start site or Early Head Start community.
- c. Each Head Start site and Early Head Start community elects one Representative and one Alternate.
- d. The Executive Committee office positions will be elected during the October Policy Council meeting.
- e. Elections will be held at Family Nights or Socializations as necessary to fill vacant positions. In the event that a Representative position becomes vacant, the site or community Alternate will be offered the position first.

Nomination process:

Nominations are accepted by all interested parents (parents are encouraged to nominate themselves and others). Each parent has 2 minutes to share why they would like to be elected. After each nominee has spoken, all nominees will leave the room while voting takes place.

Election:

When nominees leave the room, parents/guardians raise their hand to cast their vote. Alternatively, votes may be collected on paper and counted in order to maintain anonymity. Parents may only vote for the Representative and Alternate for the Head Start site or Early Head Start community where their child is currently enrolled. In

the event of a tie, a coin toss will determine the winner.

Parent Definition:

Parent means a Head Start or Early Head Start child's mother or father, other family member who is a primary caregiver, foster parent or authorized caregiver, guardian or the person with whom the child has been placed for purposes of adoption pending a final adoption decree. Cannot be an employee of or related to an employee of NeighborImpact.

NeighborImpact Head Start & Early Head Start Policy & Procedure	
Policy #: HS-33 Title: Eligibility, Recruitment, Selection, and Enrollment Section: Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Forms Required: Application, Eligibility Verification, Recruitment Plan, Selection Criteria	
Performance Standards: 1302.11-1302.15; Head Start Act	Page 1 of 4

Policy: It is the policy of NeighborImpact Head Start & Early Head Start to determine eligibility and select children for the program consistent with requirements of the Final Rule Head Start Performance Standards. The Policy Council approves and submits to the NeighborImpact Board of Directors decisions about program recruitment, selection and enrollment priorities. Using these priorities, the NeighborImpact Board of Directors establishes procedures and criteria for the recruitment, selection and enrollment of children.

Purpose: NeighborImpact Head Start utilizes a systematic process to review all applications for Head Start services in order to determine eligibility and to identify children and families to be enrolled. Eligibility is determined by trained staff using regulations from the Office of Head Start & Early Head Start. Selection criteria are established by a formal process and reviewed and approved annually with the intent of enrolling children and families with the greatest need for services. These criteria are then used to select children and families for enrollment in the program. Once all slots are filled at the beginning of each program year, a ranked waiting list is developed.

Procedure:

Selection Process:

Annually NeighborImpact will establish selection criteria for Head Start/Early Head Start.

1. Management staff review the program's community needs assessment to ensure the program is currently serving children and families most in need of Head Start EHS services.
2. Policy Council determines the Recruitment, Selection and Enrollment Priorities and Recruitment Plan.
3. The Head Start Management Team updates the Recruitment, Selection and Enrollment Priorities and Recruitment Plan for Policy Council and Board use.
4. The Policy Council approves the Recruitment, Selection, and Enrollment Priorities and Recruitment Plan submits them to the NeighborImpact Board of Directors for approval.
5. The Board uses the Policy Council approved selection priorities to establish procedures and criteria for selection of children to the program.
6. The ERSEA Specialist updates ChildPlus selection criteria and Pre-Applications to ensure information needed for revised selection criteria is included.

Determining, Verifying and Documenting Eligibility:

1. Upon receipt of Pre-Application the ERSEA Specialist will contact families to schedule an in person interview. If an in person interview is not possible a telephone interview is required.
2. For Head Start, a child must be three or four years old on September 1 of the program year. With permission from the Head Start Director a child may be three years old during the program year. In this instance, these are children that have transitioned into Head Start from Early Head Start after the

September 1st cut off of the current school year, they will need to re-verify eligibility for the third year to remain in the program.

3. For Early Head Start, a child must be younger than 3 years of age. Pregnant women are eligible for Early Head Start (EHS) services. The unborn child is counted in the family size for EHS eligibility only.
4. Verification of age is required, unless proof of documentation creates a barrier or enrollment for child and documentation is uploaded in ChildPlus.
5. Eligibility requirements:
 - Child is a foster child
 - Child meets the McKinney-Vento definition of homeless for children and youth
 - Family receives public assistance through
 - Supplemental Security Income (SSI)
 - Ongoing cash assistance from Temporary Assistance to Needy Families (TANF)
 - Supplemental Nutrition Assistance Program (SNAP)
 - If a child is foster, homeless or receives public assistance no other income proof is needed to determine eligibility.
 - Family is at or below Federal Poverty Guidelines for family size
 - Family is between 100-130% of Federal Poverty Guidelines for family size, Up to 35% of enrollment
6. A child transitioning from EHS to Head Start will need to re-verify eligibility.
7. Applications considered based on income will include income for 12 months - either the previous 12 months of when the application is received or the last calendar year.
8. Trained staff will verify income eligibility, document source and sign the Family Eligibility Verification in ChildPlus upon verification.

Acceptable documents for establishing proof of income include:

 1. Individual Income tax form 1040 –adjusted gross income for previous year or W-2 forms-
 2. December pay stub with year to date earnings (only if it reflects entire year's income)
 3. Child support payments received for the last 12 months
 4. Unemployment payments received in the last 12 months
 5. Letter from caseworker for Foster Care
 6. Scholarship /Grant award letter
 7. Letter from caseworker verifying ongoing TANF
 8. SSI Award letter
 9. SNAP benefit letter
9. No Income or No Proof of Income (Self-Declaration):
 - If a family has no income a Statement of No Income Form will be completed.
 - If family is self-employed a self-declaration of income is acceptable.
 - Information from a third party may be obtained to determine eligibility, with written consent.
10. Homeless Children:
 - A child must meet the definition for homeless child or youth in the McKinney-Vento Homeless Assistance Act of 2001.
 - Homeless Declaration Form is completed or family provides documentation of homelessness from a third party.

Joint Custody-calculating income:

1. For families that have joint custody take the total household number for each parent, combine family size and divide by two. Round up if necessary and half the income.
2. If a parent is receiving child support, child support is used as income for the recipient and

take total household number of parent receiving child support. Do not half income or divide family size.

Records:

1. Eligibility records are stored in ChildPlus. Any eligibility documents will be shredded when uploaded into ChildPlus.
2. Eligibility records are kept for children currently enrolled, as long as they are enrolled, and, for one year after they have stopped receiving services.

Violating Eligibility Determination Regulations:

1. NeighborImpact employees, board and policy council members and volunteers will follow the NeighborImpact Employee Conduct Policy #C-25.0 - Head Start Eligibility Determination & Regulation.
2. Parents sign the application in ChildPlus which states “Certification: I certify that this information is true. If any part is false, my participation in this agency’s programs may be terminated and I may be subject to legal action. I also understand that the information in this application will be held in strict confidence within the agency and is accessible to me during normal business hours.”
3. Clients, parents and community members will follow the Community and Clients Complaints Policy and Procedure for any concerns regarding violations of eligibility determination.

Selection:

1. Applications are scored by selection criteria points and placed on either the eligible waitlist or the over-income waitlist. Children with the highest pointed applications on the eligible waitlist will be selected first. Waitlists will be prioritized by catchment area and selection points. If two or more applications have the same selection points, the application with the lowest income per family member will get priority.
2. For Head Start selection begins in spring for the following program year. For Head Start & Early Head Start selection continues throughout the school year as enrollment opportunities arise.
3. Children are selected according to the assigned points from the established selection criteria until all of the available slots have been assigned.
4. Eligible children not selected, are placed on a ranked waiting list and prioritized according to selection criteria points.
5. Each child participating in the Head Start program is eligible through the end of the succeeding program year. Early Head Start children are eligible until they turn 3 or transition into Head Start.
6. The program will ensure, whenever possible, that children who are transitioning from EHS to Head Start will receive Head Start services until enrolled in school, as long as child is eligible.
7. Families indicate on the application if the child has a disability, and is receiving services from ECSE.
 - ERSEA specialist has family complete the mutual exchange form at the intake meeting.
 - ERSEA coordinator sends the child’s information to the Inclusion Specialist
 - IFSP review must be completed to finish intake process. Child’s CP status will stay as ‘new’ until placement has been established.
 - Inclusion specialist contacts ECSE to request a copy of the IFSP and requests a meeting with the service coordinator for the child.
 - Based on the information from ECSE the team (ERSEA & Inclusion) will decide to move forward with enrollment or to call an IFSP meeting to discuss placement and needed services for the child
 - Enrollment will be paused if a placement meeting is needed to establish best placement and services.

- Once placement and services have been decided, enrollment will move forward if Head Start placement was chosen.
- The Inclusion and Family Services Manager verifies services and works with ECSE to determine proper placement and supports needed.

Selection after the school year has begun:

Vacancies that become available during the school year will be filled within 30 days.

- A. See Enrollment Process Policy and Procedure for vacancies that arise throughout the school year/ program year.
- B. Early Head Start and Head Start use August 1- July 31 as the program year.

Over-income Selection

- A. Up to 10% of the slots may be filled by children that exceed the low-income guidelines, but would benefit from Head Start services. Up to 35% of children may be enrolled whose family income falls between 100-130% of the poverty line.

Determining selection for over-income slots:

1. If 10% disability slots are not filled with income eligible children with a documented disability, children with disabilities in the over-income category will be selected first.
2. When selecting from the over-income waitlist families whose income falls between 100%-130% FPL will be considered first, if two or more families have the exact selection criteria number, the application with the lowest income will be selected first.
3. NeighborImpact Head Start & Early Head Start must be able to report to the Head Start regional program office the reasons why the program chose to enroll children from 100-130% poverty line as defined in 1302.12(d)(2).

Enrollment

- A. At least 10% of children actually enrolled must be children with disabilities.
- B. If the Community Needs Assessment determines a need, up to 3% of enrollment slots may be reserved for children who are experiencing homelessness or in foster care for 30 days.
- C. Once children are selected for the following school year the following process will occur for enrollment of children in the program:
 1. The ERSEA Specialist notifies the Family Services and Inclusion Manager of selected children.
 2. The ERSEA Specialist changes the status from “new” to “accepted” in ChildPlus.
 3. The Family Services Coordinator or EHS Manager assigns the enrollment visit to a Head Start Advocate/ Home Educators.
 4. The Advocate/Home Educator complete the enrollment visit within 2 week of selection.
 5. After the enrollment visit, the Advocate/Home Educator emails Family Services Coordinator or EHS Site Coordinator that enrollment is complete.
 6. Family Services Coordinator or EHS Site Coordinator will review enrollment and said to Health Services. Health Services will review and send to “clear to start” to ERSEA. Enrollment is not concerned complete unless all paperwork is signed and completed and all necessary health and safety protocols are in place (signed and completed ICCHPs, medication administration authorizations, and any classroom accommodations).
 7. Children are placed into classrooms by the Transportation Manager. Transportation needs, the number of 3 and 4 year olds, and other health, mental health or special circumstances are taking into consideration.
 8. After children are placed into the classrooms the ERSEA Specialist assigns the class to each child in ChildPlus.
 9. Teacher Advocates contact parents and inform of classroom placement and schedule Parent/ Classroom Orientation within 30 days of start date.

10. ERSEA Coordinator will change the child's status from 'accepted' to 'enrolled' once the child has attended one day of class for center-based services or has received a home visit for home-based options.

Training: NeighborImpact Head Start & Early Head Start will train all governing body, policy council, management and staff who determine eligibility:

1. Within 90 days of hire for Head Start & Early Head Start Management and staff who make eligibility determinations will receive basic onsite training from ERSEA staff using the "ERSEA Training Power Point or the ERSEA Training Checklist.
2. ERSEA Staff will complete an ERSEA certified training within one year of hire, and maintain certifications as required by certification standards.
3. Within 180 days of beginning of term for Policy Council and NeighborImpact Board members.
4. Ongoing training will occur for ERSEA staff and Head Start & Early Head Start Management, at least annually.
5. NeighborImpact Board and Policy Council members will receive annual Eligibility training.

A. Training will include:

1. How to determine eligibility from families and third parties.
2. Incorporate strategies for treating families with dignity and respect and for dealing with domestic violence, stigma and privacy.
3. Explain program policy and procedure for actions against staff, families or participants who attempt to provide false information.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-34 Title: Emergency Disaster/ Preparedness Section: Subpart D: Health Program Services	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Forms Required: Emergency/Disaster Preparedness Guide, Emergency Preparedness Drill Schedule, Site Safety Plan, Health and Safety Checklists	
Performance Standards: 1302.47, CCD: 414-300-0170, CFOB: 9.2.4.3	Page 1 of 2

Policy: In order for staff to prepare and quickly respond to an emergency/disaster, safety procedures for emergencies will be practiced regularly. This policy guides staff in the notification of parents in the event that an emergency/disaster occurs.

Purpose: Because NeighborImpact Head Start & Early Head Start is dedicated to the safety as well as the education of our students, we have created the Emergency/Disaster Policy. This policy contains a plan of action for staff to prepare for and follow in the event that an emergency or disaster if it should happen in our area during school hours.

Procedure:

Preparing for Emergencies/Disasters:

- A. Provide staff and parents information at the beginning of the year on how the program will respond during emergencies utilizing the Site Emergency Disaster Information form.
- B. Check site regularly for potential hazards utilizing Health and Safety Checklists.
- C. Practice fire drills/evacuations one time each month and one other drill from the Emergency Preparedness Guide each month. See Emergency Preparedness Drill Schedule.
 - a. Document completion on Drill logs and document on Lesson Plan. Always notify parents beforehand when practicing lockdown or shelter-in-place drills.
- D. Sites will identify an on-site evacuation location. Sites will also determine a primary and secondary off-site evacuation location. These locations will be documented on the Site Safety Plans.
- E. Sites will identify a location for lockdown and shelter-in-place and document on Site Safety Plans.
- F. Sites will develop a plan for the continuity of childcare operations in the event of evacuation, shelter-in-place or lockdown. This will be documented on the Site Safety Plans.
- G. Each classroom will post the “Emergency Preparedness Guide” and emergency phone numbers near classroom telephones. Cell phones will have the emergency phone numbers preprogrammed.
- H. Ensure Emergency Buckets are located at each site. These buckets are for emergencies/disasters that require center staff and children to remain at the center (i.e. Lock down emergencies).
- I. Ensure that each classroom has a Grab and Go Bag. These bags are for outside time, field trips and evacuations. Grab and Go Bags need to be stored in a clear and obvious location. Ensure all staff are know where bags are located. First Aid Kits & medication lock bags are to be stored in Grab and Go Bags.
- J. Ensure Hazard Buckets, First Aid Kits and Grab and Go Bags are inventoried accordingly.
- K. Ensure Emergency Contact Forms are up to date with current contact information.
- L. Ensure ICCHP’s are in classroom binder for children with special health needs.
- M. For emergencies/disasters that occur outside of school time, refer to the Inclement Weather and

Cancellation of Services Policy.

During an emergency/disaster:

- A. Keep Calm
- B. Assess the Situation
- C. Take action to ensure the safety of children and staff.
- D. If it is necessary to evacuate the building or shelter in place:
 - a. Put a note on the outside door/window telling where you are going.
 - b. Take Grab and Go Bag, ICCHP's, medications, emergency contact forms and center cell phone.
- E. Refer to Emergency Preparedness/Disaster Guide for next steps.
- F. Call the Site Lead and Head Start Director; they will communicate with parents and media if necessary.
- G. Staff will ensure children are safe and engaged with appropriate activities for the emergency, (singing, telling stories, reading books, etc.).

Reunification of children and parents.

- A. Parents will be informed in advance of evacuation, lock down and shelter-in-place locations.
- B. In the case of an actual evacuation, lock down or shelter-in-place, Site staff will notify parents, Site Lead and Head Start Director.
- C. The Head Start Director will contact media outlets as necessary and assist with necessary communications to parents and staff.
- D. Parents should wait until the immediate danger is passed, then go to the classroom to pick up their children.
- E. Only parent/guardians or authorized persons on Emergency Contact Forms are allowed to pick up children.
- F. The Teacher Advocate will be the responsible person to ensure proper pick up by parents and will account for all children utilizing the attendance sign-in/sign out policy.
- G. If a child needs to be transported for medical care, an assigned staff person will accompany the child to the emergency room and wait for parents or other authorized emergency contacts. Staff at the site will contact parents.

Training:

- A. New employees will receive training on the Emergency/Disaster Preparedness Policy at new employee orientation.
- B. Staff will be trained on the Emergency/Disaster Preparedness Policy annually.
- C. All classroom staff are trained in First Aid/CPR within 60 days of hire.

NeighborImpact Head Start & Early Head Start Policy & Procedure	
Policy #: HS-35 Title: Enrollment Vacancy Process Section: Subpart A-Eligibility, Recruitment, Selection, Enrollment and Attendance	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Forms Required: Enrollment Change Request Form, Child File Enrollments Form	
Performance Standards: 1302.14-16; HS Act Section 645	Page 1 of 3

Policy: NeighborImpact will maintain its funded enrollment level and fill any vacancy as soon as possible, but no later than 30 days. At the beginning of each enrollment year the program will develop and maintain a waiting list that ranks children according to the programs selection criteria.

Purpose: NeighborImpact Head Start/Early Head Start utilizes a systematic approach when selecting children to fill vacant enrollment opportunities.

Procedure:

Selection:

See Eligibility, Recruitment, Selection, and Enrollment Policy and Procedure

1. Within two business days of a vacancy the ERSEA Coordinator selects next child for the classroom in the following order:
 - a) Children who are currently enrolled with a submitted transfer (Direct Transfer). Prioritized by date received.
 - b) Children who have submitted a drop/transfer- ERSEA will check to see if eligibility needs to be re-verified. Prioritized by date received.
 - c) Children from ranked waitlist according to selection criteria points. If same points, family with lowest income will get priority.
2. If child selected for the enrollment vacancy is receiving services from ECSE, the ERSEA Coordinator will immediately inform the Family Engagement Manager and Inclusion Services Specialist. The Family Engagement Manager and Inclusion Services Specialist will contact ECSE to determine what type of support or accommodation the child, classroom and/or staff will need.
3. ERSEA Coordinator contacts parent of the selected child to see if parent is interested in the open slot . If contact is not made, ERSEA Coordinator will leave a voicemail, send text and email with the vacancy information and ask the family to call back within 24 hours. If family does not respond within the given time frame, a second attempt is made. If the family does not respond to the second attempt, a third attempt is made via text, phone, email, and letter sent to address on file.
4. If contact has not been made within three days of the selected child the ERSEA Coordinator will move on to the next child with the highest priority.

Enrollment:

1. The ERSEA Coordinator assigns the enrollment visit to a Head Start Advocate/Home Visitor. The Head Start Advocate completes the enrollment visit, completes enrollment paperwork and sends the child's file to the Family Engagement Manager within 2 week of selection.
2. After the enrollment visit the Head Start Advocate/EHS Home Visitor sends the child file to the Family Services and Inclusion or EHS Manager for review, who then forwards to the health office

- for review. The health office emails the file to the ERSEA Coordinator to enroll the child.
3. The ERSEA Coordinator sends an email to the ERSEA/EHS ERSEA Group distribution list, Teacher Advocate, Site Lead and Bus Driver of selected classroom that the child has been enrolled and will begin class with three business days after receiving the completed child file.
 4. In cases where the child is waiting on clearance from health or inclusion the steps above will be followed, but with a tentative start date, pending required action.
 5. The ERSEA Coordinator will change the status of the child to “enrolled” in Child Plus, and ensures child is added to attendance and meal count records. ERSEA Coordinator assigns “entry” date in ChildPlus as the first day the child attends class.
 6. Teacher Advocate contacts family to schedule classroom orientation. Classroom orientation takes place within 30 days of the child's start date. If interpretation services are needed, Teacher Advocate requests services through the Diversity Coordinator.

Transfer and Drop/Transfer of students within the NeighborImpact Head Start program:

1. When a determination is made that the child needs a Transfer, the Teacher Advocate immediately informs the Head Start Advocate/ Site Lead of the needed transfer.
2. The Head Start Advocate will contact the parent and give them the option of being placed on the wait list for the appropriate class and self-transporting or being dropped and placed on a wait list.
3. Staff will ensure the family understands with either option a spot may not become available during the current school year.
4. The Head Start Advocate/ Site Lead then emails the ERSEA distribution list and Teacher Advocate that an Enrollment Change Request Form has been completed.
 - a. Individual completing ECR will mark whether a child has a BSP, mental health concern, ASQ or ASQ-SE referral, and IFSP, or medical flag. ERSEA Coordinator will contact content area manager to determine if the transfer is appropriate and arrange for staffing and training.
 - b. Transfer requests can be denied if it is determined the placement is not appropriate for the child or might create a challenging classroom environment.
5. The drop date will be the day following the “last day in current status” as identified on the Enrollment Change Request Form. The drop date is defined as the date the parent notifies staff of dropping from program.
6. If child is dropped and placed on wait list the ERSEA Coordinator will determine if eligibility will need to be re-verified.
7. If the child remains in the current class until an opening occurs the file remains with the child until a spot opens and then is transferred with the child.
8. See Transition Services Procedure

Dropping a child from the program:

1. When a determination is made that the child is dropping the program, the Teacher Advocate immediately informs the Head Start Advocate of the child dropping.
2. If a child is potentially being dropped due to attendance issues the ERSEA Group will review the Tier 3 plan and if necessary send out a standardized message via ChildPlus or letter to the parent.
3. The Head Start Advocate/ Site Lead or EHS Home Visitor then completes the Enrollment Change Request Form in the enrollment tab of ChildPlus and emails the information to the ERSEA or EHS ERSEA Group distribution group, Teacher Advocate, Site Lead and Bus Driver.
4. The ERSEA Coordinator changes to status of the child to dropped as identified on the Enrollment Change request Form.

5. The drop date will be the day following the “last day in current status” as identified on the Enrollment Change Request Form. The drop date is defined as the date the parent notifies staff of dropping from program.
6. The Teacher Advocate or Head Start Advocate return any medications the child may have.

NeighborImpact Head Start & Early Head Start		
Policy & Procedure		
Policy #: HS-37		Approval Date: 9/11/2025
Title: Exclusion of Ill Children		Procedure Revision Date:
Section: Subpart D-Health Program Services		Most Recent Board Review: 9/11/2025
		PC Approval Date: 3/13/2025
Forms Required: Deschutes County Health Services Communicable Disease Exclusion Guidelines for Schools and Child Care Settings, Communicable Illness Notification		
Performance Standards: 1302.47, CCD: 414-300-0220, CFOB: 3.6.11		Page 1 of 1

Policy: To decrease the spread of infectious diseases and to provide safe, comfortable surroundings for all children.

Purpose: To guide parents and staff to determine when children are too sick to be at school.

Procedure:

- A. The program will follow the Communicable Disease Guidance for Schools and the Rules for Certified Child Care Centers when determining exclusions for Head Start students.
- B. Exclusion of ill children will be reviewed with parents at Parent Orientation.
- C. Daily Health Checks are performed each day upon arrival. Reference Daily Health Check policy and procedure.
- D. Children who need to be excluded will be kept in a safe, isolated and comfortable place with staff supervision until their parents can arrive. Mats will be available at each site for this purpose.
 - a. Document in attendance notes why a child is being sent home early (i.e. fever, vomiting, diarrhea, etc.)
- E. If the center staff, in consultation with the Health Services Manager or Health Services Specialist, have a question about a child's ability to safely return to care, they have the right to request a note from the child's health care provider.
- F. Any conversations with the parents about a child's health will be documented in ChildPlus in the contact log
- G. At child pickup, parents must be notified of possible exposure to a childcare restrictable disease or infestation from staff or another child. Restrictable diseases include chickenpox, e. coli, salmonella, shigella, Hep A. & E, Hep B., measles, mumps, pertussis, scabies, tuberculosis, diphtheria, rubella, open or draining skin lesions with staph infection, or any illness accompanied by diarrhea or vomiting.
 - a. A 'possible exposure' is when there are two or more cases of a condition or set of symptoms within a class from different family groups.

- H. The Health Services Manager is to be notified immediately by the Site Lead of any possible exposures to childcare restrictable diseases.
- I. During periods of possible disease outbreaks, staff need to provide as much information in attendance notes as possible regarding why children are being kept home or excluded from the program (i.e. E – Sick, vomiting)
- J. The Health Services Manager is responsible to contact County Communicable Illness in the event of a reportable illness, or any outbreak of a communicable disease.

NeighborImpact Head Start & Early Head Start Policy & Procedure		
Policy #: HS-38 Title: Facebook Communication Section: Family & Community Partnership	Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025	
Forms Required:		
Performance Standards: 1302.5		Page 1 of 1

Policy: It is a policy of NeighborImpact Head Start & Early Head Start to communicate with families and share information with appropriate modalities, including social media.

Procedure:

Posting Information on the Site Facebook Page

1. Site Leads and Regional Coordinators will be the only individuals who will have access to the administration page.
2. Direct services staff can work with their supervisors to publish posts. Administrators are only to post on their site page.
3. Appropriate posts include, but are not limited to;
 - a. Family Night reminders
 - b. School closures
 - c. Classroom activities and events
 - d. Child Development related articles
 - e. Volunteer Opportunities
 - f. Newsletters/Flyers
 - g. Internal job postings
 - h. Guest speakers/field trips
4. Pictures and/or names of children will not be posted
5. Administrators will not add friends to their page. Families will be notified on how to access page and receive notifications by the Teacher Advocate.
6. Parents and visitors of the page will not have access to publish posts or pictures; this is for information sharing only.
7. Administrators can “like” other pages of community partners and child development related pages.

Monitoring of Facebook Pages

1. Regional Coordinators will monitor the site Facebook pages on a weekly basis to ensure that posts are appropriate and up to date.

NeighborImpact Head Start & Early Head Start Policy & Procedure		
Policy #: HS-40 Title: Facilities Safety and Maintenance Section: Program Design & Management		Approval Date: 9/11/2025 Procedure Revision Date: Most Recent Board Review: 9/11/2025 PC Approval Date: 3/13/2025
Forms Required: Daily/Weekly/Monthly Health & Safety Checklist		
Performance Standards: 1302.47(a) 1302.47(b)(1)(i-ix)		Page 1 of 2

Policy: NeighborImpact Head Start & Early Head Start will utilize a systematic process to inspect classrooms and playgrounds, collect information, address all maintenance/ repair requests, and maintain all sites.

Purpose: To ensure a safe and clean environment for the children, families, and staff in our program.

Facility Safety Procedure:

Indoor Health & Safety Checklist:

A. Assigned staff will complete:

1. Daily Indoor Health & Safety Checklist and initial
2. Weekly Indoor Health & Safety Checklist and initial
3. Monthly Indoor Health & Safety Checklist and initial

B. Staff will contact Site Coordinator immediately if any items are out of compliance.

C. Site Coordinator will contact Facilities immediately if any items are unsafe, and will enter maintenance requests on FMX

D. Completed Health and Safety Checklists are stored in the monitoring binder, and corrective action/repairs are documented on the Checklists.

Playground Health & Safety Checklist:

A. Assigned staff will complete:

1. Daily Playground Health & Safety Checklist and initial
2. Weekly Playground Health & Safety Checklist and initial
3. Monthly Playground Health & Safety Checklist and initial

B. Staff will contact Site Coordinator immediately if any items are out of compliance.

C. Site Coordinator will contact Facilities Manager immediately if any items are unsafe, and will enter maintenance requests on FMX

D. Completed Health and Safety Checklists are stored in the monitoring binder, and corrective action/repairs are documented on the Checklists.

Checklist Review:

A. Review of Checklists:

1. Site Coordinators will review the checklists weekly to assure they are completed and any necessary corrective action/repairs are documented on the Checklists.
2. Regional Coordinators review checklists when doing site visits to ensure they are being completed.
3. Completed checklists and documentation of follow up is reviewed during quarterly Regional Monitoring.
4. Any identified concerns or trends are reviewed at the quarterly monitoring meeting.
5. Facilities Manager or Facilities Technician will provide documentation on FMX regarding who, what and how request was corrected.

Facilities Maintenance:

1. The Facilities Manager will be responsible for keeping records up to date with all pertinent information
 - a. Records from the FMX will be kept up to date stating what repairs/maintenance has been provided, who provided the repairs/maintenance.
 - b. Fire inspections and statements/bills for repairs will be stored electronically
2. Site Coordinators are responsible for minor upkeep and requesting of major repairs and upkeep from Facilities Manager. Facilities Manager and Facilities Technician will be responsible for major upkeep and repair. Site Coordinators will monitor the safety checklists and use FMX to request maintenance or repairs. Minor repairs/maintenance will include but will not be limited to:
 - a. Arranging IT help with NeighborImpact IT
 - b. Minor playground issues
 - c. Replacing playground locks
 - d. Arranging phone maintenance

Major repairs/maintenance will include but will not be limited to:

- a. Contacting contractors for plumbing, electrical, and appliance repair

- b. Major playground issues
- c. Yearly facility inspection
- d. Working with volunteer services

3. Seasonal facilities issues at NeighborImpact owned sites will be overseen by the Facilities Manager.

- a. Facilities Manager will work with NeighborImpact Volunteer Services to obtain volunteers to help with maintenance and landscape upkeep at sites.
- b. Facilities Technician will provide landscape maintenance including sprinkler service, weeding, and mowing of lawns.
- c. Facilities Manager will schedule yearly fire alarm checks
- d. Operations Coordinator will schedule yearly fire extinguisher checks
- e. Education Manager schedules yearly fire inspections for licensing visits
- f. Facilities Manager will schedule yearly check/fill of playground fall zones
- g. Facilities Manager complete yearly playground inspections
- h. Facilities Manager will supply 5-year smoke/ carbon monoxide sensors to each site
- i. Facilities Manager will schedule yearly floor cleaning for sites
- j. Site Coordinators will check seasonal supplies such as pitchforks snow shovels, ice melt, etc. and make requests for replacements as needed

Leased sites will be maintained by the owner. The Site Coordinators will contact the appropriate contact person when requesting repairs or maintenance. If satisfactory repairs/maintenance is not completed, the Site Coordinators will contact the Facilities Manager, and the Facilities Manager will coordinate getting repairs/maintenance completed.

Site Inspections:

- a. Facilities Manager or Facilities Technician will do periodic inspections and annual audits of all playgrounds and provide a plan to upgrade and/or remodel playgrounds as needed.
- b. Facilities Manager or Facilities Technician will do a bi-annual inspection of all facilities.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-41 Title: Family Engagement Section: Family & Community Partnerships	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: Family Partnership Agreement, Child File Child Plus, ECO Map, Bee A Reader, Parent Handbook	
Performance Standards: 1302.34, 1302.50, 1302.51	Page 1 of 1

Policy: The program integrates parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. We recognize parents' roles as children's lifelong educators, and encourage parents to engage in their child's education.

Procedure:

- A.) Parents are recognized as their children's primary teachers and nurturers.
- B.) Parents are provided opportunities to develop and attend Father's and Friend's, Bee A Reader, and Family Nights.
- C.) Parents are welcomed to help incorporate their unique cultural, ethnic, and linguistic backgrounds into the classroom.
- D.) Families are invited to collaborate in the Family Partnership Agreement process.
- E.) Parents are able and encouraged to apply for volunteer and job opportunities in the classroom.
- F.) Interpretation services are available to families.
- G.) Parents are encouraged to participate in VROOM.
- H.) Parents are encouraged to attend the Family Resource Center parenting education classes.
- I.) Classrooms are open to parents during all program hours.
- J.) Teacher Advocates and Family Advocates regularly communicate with parents.
- K.) Teacher Advocates hold parent conferences two times per year.
- L.) Parents and Teacher Advocates discuss curriculum and instructional material.
- M.) Teacher Advocates offer two home visits per year. Family Advocates complete home visits as family needs require. Home visits occur in the home except upon alternate request by the family or if it would pose a significant safety hazard for staff.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-42 Title: Family Partnership Agreement Section: Family and Community Partnerships	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: Family Partnership Agreement	
Performance Standards: 1302.52	Page 1 of 1

Policy: The program implements a family partnership process that includes a family partnership agreement and activities to support family well-being. Including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process is initiated at enrollment and continues for as long as the family participates in the program, based on parent interest and need.

Purpose: In order to identify family strengths and needs related to the family engagement outcomes.

Procedure:

- A. The FPA (Family Partnership Agreement) is a comprehensive working document to be used throughout the year by Families, Family Advocate, and the Teacher Advocate and EHS Home Visitor. This process identifies a family's strengths and needs, helps develop family goals with strategies to achieve those goals as well as progress in achieving them, assigns responsibilities and timetables and identifies available resources.
- B. In implementing the FPA, we take into consideration, any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths and goals, in order to avoid duplication of effort.
- C. The FPA will be completed for all enrolled families within 90 days of being enrolled and will be initiated by a Head Start Advocate / Teacher Advocate or EHS Home Visitor based on parent interest and need.

NEIGHBORIMPACT HEAD START & EARLY HEAD START Policy & Procedure	
Policy #: HS-43 Title: Family Style Meal Service Section: Subpart C-Education and Child Development Program Services	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: Attendance Form	
Performance Standards: 1302.31 , 1302.44, CCD 141-300-0270, CFOB: 4.5.0.10	Page 1 of 4

Policy: It is the policy of NeighborImpact Head Start & Early Head Start that mealtimes contribute to children’s development and socialization, broaden food experiences and help them develop positive attitudes toward healthy foods. Staff and classroom volunteers sit with children, eat the same foods and serve as role models for healthy eating and socialization. Conversation is encouraged as a means of stimulating language development.

Purpose: Family Style Meal Service is a type of meal service where groups of six-ten children and one or more adults sit and eat together, sharing the same food. Children serve themselves and adults serve as role models, setting a personal example of eating and social skills. The atmosphere created is one of pleasant conversation and socially enjoyable food sharing.

Definitions:

Family Style Meal Service – A type of meal service where when possible the maximum number of care givers to children will be 1:7 and not exceeding 1:10 per table. Staff will eat with children at tables, modeling and monitoring appropriate mealtime table behaviors. Staff set a personal example of eating and social skills, and encourage table discussions about color, texture, cultural aspects, and other qualities about food. Adults serve as key role models, by serving the correct child size portion for themselves, and then allowing children to do the same. Children are encouraged but not forced to try all foods. FSMS (Family Style Meal Service) will entail a relaxed, social, and educational experience.

It is the expectation that menus are read to classroom prior to meal service. Possibly on the bus to school, or part of the daily calendar/carpet time with children,

Procedures:

1. Staff creates a pleasant, clean and bright area for meal service that minimizes distractions.
2. Staff set up designated and posted hand washing facilities and supervises hand washing prior to table setting and meal service, and after meal service or tooth brushing for children, staff and volunteers.
3. Staff ensures that tables are properly cleaned and sanitized prior to each meal service. Spray tables with soap and water mixture, wipe with paper towels. Spray with sanitizer solution, let air dry.
4. Children are provided with child-sized chairs and tables with enough space for each child to sit comfortably. Staff seat children so that children’s feet reach the floor and the table is below chest height.

5. Staff provides children with opportunities to set tables with supervision and support and foster self-sufficiency. Encouraging but not requiring children to aid in distribution of utensils, napkins, plates, and cups, to tables. Letting children assume responsibility for setting up and cleaning up there eating area.
6. Paper products will only be used on occasion with prior approval from the Site Lead.
7. Staff makes sure that all required portions of food and milk for the meal are on the table at the beginning of the meal.
8. When possible Staff and other adults sit immediately with children and minimize adult trips away from the table.
9. Staff will minimize transition and before activates in lieu of starting to eat. (e.g., one song, counting, and then eat)
10. Beginning of the meal, Staff Model taking a child size portion of every component with positive comments about food, appropriate table manners and no negative comment or body language about food.
11. Staff teaches children how to serve themselves including the appropriate way to handle and pass serving bowls.
12. All foods and milk are passed around at least two times in order to encourage all children to take the full portion size. Children can choose to take or decline food as it is passed around.

Children are encouraged, but not forced or bribed, to eat or taste food and food is never used as a reward or withheld as punishment.

13. A designated staff member uses the Child plus attendance app to record meal count at point of service. Point of service is the point in the meal where children are seated and the complete meal has been offered. If the app is not available, the staff member will use teh Child Plus Attendance Form to record the meal. The staff member who completes the documentation on the attendance form is accepting responsibility that all meal components and required amounts were served. Adults and other adults who are participating in the family style meal service modeling and eating with the children, are also documented on the attendance form.
14. Staff is responsible for supervising and managing children's behavior and encouraging safety rules and sanitation.
15. Staff is responsible for teaching children how to handle foods in a sanitary way by using serving utensils, only touching the food you plan to eat, shielding sneezes and coughs, hand washing, and not serving contaminated food.

16. Staff talks with children about a variety of age appropriate topics and encourage positive conversation and use of language.
17. Children control which of the foods offered they eat, the amount of food that they eat and even if they eat. If no food is eaten but offered it is a reimbursable meal.
18. Staff encourage and support children with cleaning up their own spills in a positive manner. Cloth towels are used for spills.
19. Sufficient time will be provided for each child to enjoy a relaxing meal. One half hour is allowed for meals but may be adjusted if necessary. The staff will set a leisurely pace, so slow eaters will be allowed sufficient time to finish or fast eaters will have an activity planned if they are finished before others, and wish to leave the table.
20. Staff follow procedures that help children learn to clean up their places and scrap dirty dishes. Classrooms can choose to use washing tubs or not, depending on space, and classroom dynamics.
21. After all foods have been served; leftovers are to be disposed of on site. No USDA/CACFP provided foods are to leave the centers/sites at any time, unless for field trips.
22. Staff will coordinate family and volunteer involvement with nutrition related classroom food activities within the Head Start & Early Head Start guidelines and policy and procedures of food safety and sanitation.
23. The Food Services Manager plans appealing and safe menus that provide a variety of flavor, taste, texture and color and provide diverse cultural and ethnic foods that validate children's home cultures. A registered Dietitian will be consulted regarding any medical based diet, food allergy, food intolerance or special diet request. Such requests will be reviewed and accommodated on individual basis with documentation from the health care provider.
24. Foods that are considered a choking hazard will not be served. Foods associated with young children's choking incidents include (round, hard, small, thick and sticky, smooth, compressible or dense, or slippery):
 - Hot dogs and other meat sticks (whole or sliced into rounds)
 - Raw carrot rounds
 - Whole grapes
 - Hard candy
 - Nuts
 - Seeds
 - Raw peas
 - Hard pretzels
 - Chips
 - Peanuts
 - Popcorn
 - Rice cakes
 - Marshmallows
 - Spoonfuls of peanut butter
 - Chunks of meat larger than can be swallowed whole

25. No peanuts or peanut products will be served or allowed at sites due to the potential of severe allergic reactions.
26. Foods that have potential to cause severe allergic reactions (seafood, etc.) will be assessed individually per site. Food Services Manager will consult as needed with the Health Services Manager and Registered Dietician to make the determination if a site is to avoid a specific food.
27. In rare cases, exceptions to no peanuts/peanut products and/or foods that are choking hazards may be approved only with the approval of the Registered Dietician, Health Services Manager and Food Services Manager.
28. Clean, sanitary drinking water will be available to children throughout the day, both indoors and outside.

Staff Training

1. All staff receive annual training on Family Style Meal Service Policy and Procedures. New employees receive training within 30 days of hire.
2. The Food Services Manager arranges additional training with the Health Services Manager and Registered Dietician as needed.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-44 Title: Field Trips Section: Child Development & Health Services	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: Field Trip Permission Form, Field Trip Planning Form, Field Trip Checklist Form, Location Form, Bus Field Trip Sheet	
Performance Standards: 1302.30, 31, 32	Page 1 of 3

Policy: Any educational experience that takes place outside of the classroom or playground is considered to be a field trip. All field trips involving staff, parents, and children are purposefully planned and carefully implemented to ensure the safety of the participants and will be developmentally, culturally, and educationally sound.

Purpose: Field trips provide opportunities for children to access community resources, exercise prosocial behavior, and participate in experiences that he or she may not have had otherwise. Purposefully planned experiences outside the classroom allow children to extend and apply their understanding of introduced topics and ideas.

Procedure:

Field Trip Planning

- A. Parents are given opportunities to suggest ideas for and assist in planning educational field trips during Family Night, Conferences, and Home Visits. Teacher /Advocates and Site Leads & EHS Home Visitors help parents understand the purpose of field trips and the types of field trips that are consistent with Head Start & EHS philosophy.
- B. Each classroom is allowed to take 2 field trips per program year. One field trip must take place before Spring break, and one field trip will be to the neighborhood Kindergarten.
- C. EHS can take field trips throughout the year for group socializations per Head Start Performance Standards.
- D. Field trips must be planned at least 3 weeks in advance so that approval can be sought and both children and parents can prepare for the experience.
- E. Before scheduling a field trip, the Teacher /Advocate or Site Coordinators or EHS Home Visitor completes the following steps to ensure that the planned field trip can be accomplished safely, can be made accessible to all participants, provides a sound educational opportunity for children and is culturally competent and developmentally appropriate.
 - a. Visit and inspect the location for any potential safety hazards and/or accessibility issues **before scheduling the field trip.**
 - The location must have a working restroom for the children, families and staff to use while on the field trip. Any location found to have safety hazards and/or accessibility issues is not considered to be an appropriate field trip location.
 2. If any children in the class are ECSE qualified, ensure that the field trip can be accessible and will be safe for ECSE qualified students.
 3. A field trip planning form will be filled out by the Teacher /Advocate or EHS Home Visitor and emailed to the Education and Quality Manager and Site Coordinator..

- a. The Education and Quality Manager will respond via email or phone within 3 business working days. If the field trip is approved, the Education and Quality Manager will forward the planning form to the Operations Coordinator for bus availability, and respond to the site staff and Site Coordinator letting them know of the approval via email. If the field trip is not approved, the Education and Quality Manager will respond to the Teacher /Advocate and Site Coordinator or EHS Home Visitor via email and/or phone.
4. The Operations will respond to the Teacher/ Advocate, Site Lead or EHS Home Visitor within 3 business days of getting the field trip planning form, via email.
5. If food is required, the Education and Quality Manager will forward the field trip planning form to the Food Services Manager at least two weeks in advance. NeighborImpact will make every effort to ensure meals for field trips are CACFP reimbursable meals and meet the Head Start Performance Standards. Accommodations for children with special diets will be made during field trips. Staff will complete actual meal counts at the point of service on the Child Plus Attendance and Meals Worksheet.
6. Field trip details are provided to parents in writing and permission slips are signed by the parent before the child participates.
7. Parents and other volunteers are recruited to help supervise the children on the trip.
 - a. There is a minimum of one adult per 5 children and whenever possible the adult/child ratio should be as high as one adult per 3 children.
 - b. It is particularly important to have a high adult to child ratio when going places that are remote and have few emergency facilities nearby.
 - c. Before leaving the field trip site, students are to be counted to ensure that no child is left behind.

During the Field Trip:

- A. Each class will bring the Classroom Notebook, which will have the field trip permission slips, emergency contact forms and an updated class list. The site staff will also take a fully-charged cell phone and the Grab and Go Backpack including medications if necessary.
- B. The Teacher/ Advocate will fill out the field trip checklist form and assign students to appropriate groups. At no time will a NeighborImpact Head Start & EHS child be in a group without a staff member on a field trip.
- C. Each child will wear a durable tag including the name of the program, program address and phone number (NOT THE CHILD'S NAME)
For example: NeighborImpact Head Start & EHS, 2303 SW First Street, Redmond, Oregon 97756, 541-548-2380, ext. 128. This should be site specific and can be done on computer labels. At no time should a child's name **ever** be visible, it should only state the name of the agency.
- D. A sign is posted on the classroom door that explains the time and location of the trip with the cell phone number available to be able to contact the class. A general format will be available in Teams for Teacher /Advocates to post on the classroom door.
- E. Children and adults follow established transportation rules.
- F. When transitioning children from one place to another in an unsecured area, the staff will follow Supervision of Children in Transitional Spaces Policy and Procedure.

After the Field Trip:

- A. The teaching staff follows up with both children and families on what was experienced on the trip.

- B. A follow-up thank you card or sign is created to thank the business or individual who provided the experience.
- C. Permission slips are filed in individual child files in ChildPlus.
- D. The attached bus field trip sheet will be completed by the Bus Driver, the Substitute Bus Driver or the Relief Bus Driver and returned to the Operations Coordinator once field trip is completed.
- E. Documentation of what was accomplished/learned on the field trip will be implemented and found on the lesson plan. The field trip checklist form will be stapled to the lesson plan form and kept in the lesson plan binder.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-45 Title: Fire Extinguisher & Smoke Detector Section: Program Design & Management	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: Indoor Health and Safety Checklist-Monthly	
Performance Standards: 1302.47(1)(vi)	Page 1 of 1

Policy: All sites in NeighborImpact Head Start & Early Head Start will have approved, working fire extinguishers that are readily available, and an appropriate number of smoke detectors that are installed and tested regularly.

Purpose: To assure that all classrooms and buses are safe for the children in our program.

Procedure:

A. Fire Extinguisher:

1. Every fire extinguisher will be inspected monthly to ensure that the extinguisher gauge reads full and that the service date is within the last 12 months.
2. The extinguisher tag is to be signed and dated
3. This check will be completed by the 10th of each month and documented on the Monthly Indoor Health & Safety Checklist.
4. There will be clearly marked signs showing the location of every fire extinguisher.
5. All fire extinguishers will be easily accessible in case of emergency.

B. Smoke Detectors:

1. Site Leads will ensure smoke detectors have working batteries installed before the first day of class for students.
2. Site Leads will ensure smoke detectors have new batteries installed at the beginning and ending of daylight savings time.
3. Each month, the detectors will be checked to assure they are working properly. This check will be completed by the 10th of each month and the check-off sheet will be signed by the staff conducting this check.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-46	Approval Date: 12/11/2025	
Title: First Aid/ CPR/ Food Handlers Certificate	Procedure Revision Date	
Section: Subpart D- Health Program Services	Most Recent Board Review: 12/11/2025	
	PC Approval Date: 9/18/2025	
Forms Required:		
Performance Standards: 1302.47, CCD 414-300-0120		Page 1 of 2

Policy: All staff will obtain CPR and First Aid training. All staff who work in the classroom and kitchen will obtain their food handlers certification.

Purpose: Head Start & Early Head Start recognizes the critical importance of providing a safe environment for program services. By requiring First Aid/CPR and Food Handler training, staff is able to provide emergency procedures, life-saving skills, and take preventative measures to assure safety. Training in First Aid/CPR and Food Handlers also raises awareness of preventative measures that contribute to the overall health and safety of children and families.

Procedure:

All Head Start staff & EHS will obtain their CPR/First Aid Certification within 60 days of hire. For employed Head Start & EHS staff CPR/First Aid certification must be kept current during employment.

- A. All Head Start & EHS staff who are required per their job description will obtain their food handlers certification prior to first day of work. For employed Head Start & EHS staff food handler's certification must be kept current during employment.
- B. The Health Services Manager will arrange CPR/First Aid trainings for each program year. Each Head Start & EHS staff are required to have infant, child, and adult CPR training and first aid
- C. To assist employees, Head Start & EHS will provide First Aid/CPR trainings each program year. Current employees not attending the scheduled sessions must arrange training during non-work time and at their own cost. If there is not a class offered by Head Start & EHS before the expiration date of the employee's card, the employee is responsible for arranging training during non-work time and at their own cost. Approved training fees will be reimbursed by Head Start & EHS.

Community Resources for training include, but not limited to:

- Child Care Resources
- St. Charles Hospital
- American Red Cross
- Central Oregon Community College
- Local Fire Departments

- D. Human Resources notify staff of impending expiration dates by email. Head Start & EHS Supervisors receive a copy of the staff email sent to the employee by Human Resources for their supervisory records.

- E. Prior to all expired certifications, Human Resources, issues a “Suspended Without Pay” notice to the employee, copied to the supervisor and Early Care and Education Deputy Director, communicating that if the certification is not renewed and submitted to Human Resources by the expiration date, the employee will be suspended from the workplace on the expiration date, without pay, until the certification renewal is completed unless the situation occurs over summer furlough. In those instances staff must be signed up for an approved CPR/First Aid class prior to the date children attend school.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-47	Approval Date: 12/11/2025	
Title: Hand Washing and Glove Use	Procedure Revision Date	
Section: Subpart D-Health Program Services	Most Recent Board Review: 12/11/2025	
	PC Approval Date: 9/18/2025	
Forms Required: When to Wash Hands and Wear Gloves		
Performance Standards: 1302.47; CCD: 414-300-0180(6); CFOB: 3.2.2.1	Page 1 of 2	

Purpose: To have effective implementation of hygiene procedures to limit the spread of infectious germs.

Policy: Hand washing is the best way to reduce or stop the spread of germs that cause infection.

Procedure:

- A. All staff, volunteers, children, and visitors must perform hand hygiene at the following times. Adults working in the classroom will model and teach proper handwashing techniques to the children:
 1. Upon arrival for the day, after breaks, or when moving from one group to another.
 2. Before and after:
 - Handling food, any cooking activities, eating and serving food, or beverages.
 - Brushing or helping a child brush teeth
 - Giving medications or applying a medical ointment or cream in which a break in the skin (e.g. sores, cuts, or scrapes) may be encountered
 - Playing in water (including swimming) used by more than one person.
 3. After:
 - Diapering*
 - Using the toilet, or helping children with toileting
 - Handling body fluids (vomit, mucus, blood) from sneezing, wiping and blowing noses, mouths, or sores
 - Handling the garbage
 - Handling pets and other animals or cleaning up animal waste.
 - Playing in sand, on wooden play structures, and outdoors.
 - Applying sunscreen and/or insect repellent

*Hand hygiene before diapering is only required if the staff member's hands have been contaminated since the last time the staff member practiced hand hygiene.

"When to Wash Hand and Wear Gloves" will be posted in each classroom.

- B. How to wash hands:
 1. Soap, warm running water and individual paper towels are available for staff and children.
 2. Turn on warm water, 80° or higher.
 3. Wet hands and apply soap.
 4. Lather all skin surfaces and nails with soap and water. Recommended lathering time of 20 seconds. Include between fingers, under and around nail beds, backs of hands. Sing a song such as "Twinkle Twinkle Little Star" Nails should be kept short; acrylic nails should not be worn.
 5. Rinse hands thoroughly, with fingers down so water flows from wrist to fingertips until free of soap.
 6. Leave water on while drying hands while using an individual paper towel.

7. Use hand-drying towel to turn off water faucet and open door.
8. Handwashing signs are posted at each designated handwashing sink.
9. High speed handwashing may be used as an effective method of handwashing in the classrooms.

C. Non-latex Gloves will be worn when:

1. Helping children with toileting or diapering, post Proper Glove Removal next to toileting areas.
2. Exposure to bodily fluids.
3. Preparing all food or food service meals.
4. Gloves are not to replace handwashing and will be changed between every task.

D. Hand Sanitizers.

1. Hand sanitizers can be used if soap and water are not available for traditional hand washing and if hands are not visibly dirty.
 2. Hand sanitizer must have an alcohol content between 60-95%
 3. Hand sanitizers must be stored out of the reach of children
 4. Hand sanitizer shall not be used on children under 24 months of age
- Application of hand sanitizer must be supervised by an adult

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-48 Title: Identified Health/ Nutrition Classroom Accommodation Section: Subpart D- Health Program Services	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: Health History Form, Identification of Nutritional Needs Form, Individual Child Classroom Health Plan, Individual Menu	
Performance Standards: 1302.41, 1302.42, 1302.44, CCD: 414-300-0170, CFOB: 3.5.0.1, 4.2.08, 4.2.0.10	Page 1 of 2

Policy: Believing that all children with a special health or nutrition need has the right to be accommodated safely in the Head Start/Early Head Start (EHS) setting, any child enrolled in NeighborImpact Head Start & Early Head Start with a special health or dietary need that requires any accommodation, will have an Individual Child Classroom Health Plan in place.

Purpose: To provide consistency of care between home and Head Start/Early Head Start as prescribed by the child's health provider and parent/guardian.

Procedure:

1. The Head Start Advocate or EHS Home Educator will complete the Health History and Identification of Nutritional Needs form during the enrollment home visit. Any health or special dietary needs identified during this visit will be addressed in terms of classroom accommodations needed.
2. An Individual Child Classroom Health Plan (ICCHP) will be created by the Advocate or EHS Home Educator for any child requiring an accommodation in the classroom. Accommodations may include the use of medications, special equipment, or specialized staff training for specific conditions. ICCHP health events are listed in ChildPlus as Asthma, Severe Allergy, Epilepsy, or Medical Condition; Other. Events are reviewed with the parent/guardian who then e-sign the event.
3. The Health Team will review the forms completed at enrollment. The Health team will arrange for the contracted RN to review the ICCHP events, provide training if necessary, and sign off on events.
4. ICCHP's are used for children with special health care needs. If a child only has a dietary accommodation, see Individual Diet Policy.
5. The ICCHP will be reviewed and signed by the Health Office prior to implementation. The Individual Child Classroom Health Plan must be implemented before the child's first day of school attendance, unless cleared by the Health Services Manager.

The Health Office will notify the Teacher Advocate that the ICCHP is completed. The Teacher Advocate and Assistant Teacher will review and sign and then print the form to be placed in the classroom binder.

6. All staff at the Site, including bus drivers, who could potentially be in a position to render aid to this child, will be trained by the RN per the instructions on the Individual Child Classroom Health Plan

andon the particular disease process in general. Training will be documented in ICCHP event in ChildPlus.

7. Children already in attendance having a health or nutritional need identified, as needing accommodation will follow same steps with exception of the time frames. Efforts will be made to ensure child will continue to attend class as long as reasonable and safe for the child and staff.
8. Follow Medication Administration Policy and Procedure for ICCHPs requiring medications to be stored on site.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-49 Title: Immunizations Section: Subpart D-Health Program Services	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: Certificate of Immunization Status, Vaccine Education Certificate	
Performance Standards: 1304.42; 1302.16 CCD: 414-300-0030; CFOB: 7.2.0.1, 9.2.3.5	Page 1 of 2

Policy: NeighborImpact Head Start & Early Head Start is committed to assuring that all children are current on immunizations. While ensuring compliance with Oregon School and Children’s Facility Immunization Law.

Purpose: One role of Head Start & Early Head Start staff is to work with parents to ensure that health care professionals have conducted the required review of the child’s health and to help support parents in making the necessary arrangements to bring the child up to date if applicable.

Procedure: During intake, the parent/guardian is asked for permission to access immunization records through the Oregon Alertiiis system. If the parent/guardian does not give permission, they are informed that they are required to provide copies of immunization records prior to the child being allowed entry into the program.

In preparation for the enrollment home visit or first home visit for Early Head Start, the Family Advocate will obtain the selected child’s Certification of Immunization Status (CIS) from ALERTiiis (if the parent/guardian has allowed access). If the child is not enrolled in ALERTiiis the health team will fax out of state providers for immunization records, or the parent/guardian can supply a copy of the immunization record. The Family Advocate reviews the child’s immunization status. If the child is in need of any immunizations to start school the Family Advocate will notify the family of the needed immunizations at the enrollment home visit. The immunization record is documented into Child Plus in the immunization tab. Health staff will document any immunizations a child needs in the immunization tab.

If immunization documentation is not available, the family is told that, due to Oregon State Law, the child cannot start school without it. The Family Advocate or Teacher Advocate requests that the family obtain that documentation and bring it to orientation. If immunization documentation is not obtained at orientation, the child is excluded from class until that documentation is obtained. This is documented Child Plus in the enrollment notes.

If children are homeless or if they are transferring from another school they have 30 days to obtain necessary immunization documentation without being excluded from the start of school.

Oregon State Law states that one vaccine per the following categories is mandatory prior to school entry: Hepatitis B, Diphtheria, Tetanus, Polio, Varicella, Measles, Mumps, Rubella, Hepatitis A, and Hib. Families may be exempt due to age, medical or religious reasons. (See Immunization Guide)

If a family is claiming a nonmedical exemption to school/children’s immunization requirements, they will need to submit a Vaccine Education Certificate. The Vaccine Education Certificate can be obtained by the child’s medical provider or online vaccine education module at www.healthoregon.org/vaccineexemption.

During each conference and home visit, the Family Advocate/Teacher Advocate will review each child’s immunizations. For those children not up-to-date, the Family Advocate/Teacher Advocate will document and discuss possible steps for them to take to bring the child up-to-date.

School Exclusion occurs in February of each school year. Children who are not up to date on their immunizations will be excluded per School Law until required vaccines are obtained. The Health Services Manager works with the County Immunization Coordinators to complete immunization reports. The Health Services Manager will ensure immunization rates are shared with families on the NeighborImpact website, at the site and also electronically.

NEIGHBORIMPACT HEAD START & EARLY HEAD START Policy & Procedure	
Policy #: HS-50 Title: Inclement Weather & Cancellation of Services Section: Program Design & Management	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: N/A	
Performance Standards:	Page 1 of 2

Policy:

It is the policy of NeighborImpact to operate in most weather conditions that are typical to Central Oregon. Sites are closed or classes are cancelled only under extreme adverse conditions that are hazardous.. The Executive Director has delegated closure of Head Start classrooms and Early Head Start Home Visits as well as NeighborImpact sites outside of the administrative office to Program Directors.

Procedure:

NeighborImpact follows the school district closures for the Early Head Start and Head Start Centers. The Operations Coordinator communicates with area school districts to communicate school closures and delays. If a closure occurs the Operations Coordinator begins the Snow list communication.

- Employees are still required to report to work. If a staff person feels, it is unsafe then supervisors **may** approve the use of Personal Leave, Vacation Leave or assign alternate work sites for employees who feel they are unable to report to their regular work site due to weather conditions.

Early Head Start/Head Start Center-Based Services:

- If the school district in a service area cancels school, program classes will be cancelled.
- If the school district in a service area has a two-hour delay, morning Early Head Start/Head Start classes will be cancelled and afternoon classes will run as usual. Full day classes will start two hours late.
- If Early Head Start/Head Start classes are cancelled, Family Night/Policy Council will also be cancelled.

Early Head Start Home-Based Services:

- Home Visits are expected to continue as scheduled. In the event that inclement weather occurs, and the home visitor feels it is unsafe to travel to a family's home they are given the opportunity to reschedule the visit to a later time. The visit would be considered and documented as "Staff Canceled" and would be required to be made up by the home educator.
- If Early Head Start/Head Start center-based classes are cancelled, any socializations scheduled for that day will be cancelled.

Early Closures

- If a decision for early closure is made, the Director will notify the Leadership Team who will notify staff of the early release. Consistent with the NeighborImpact Personnel Policy 46.1 "when in the judgment of the Executive Director weather conditions require the closing or curtailing of offices or centers after an employee will report to work, the employee or employees may be released but will be paid for the remainder of the work shift."

NeighborImpact Agency Closure - Refer to Leave Due to Inclement Conditions on following page.
Outdoor Activities

a. Air Quality

- Outdoor activities will be limited during periods of poor air quality.
- Activity and duration of allowable activity will be determined based on OHA Public Health Guidance: School Outdoor Activities During Wildfire Events.
- Air quality index will be determined based on community levels using the online Air Quality Index from Airnow.gov.
- Site Leads will be responsible for checking air quality and notifying staff of appropriate outdoor activities during suspected poor air quality periods.
- Health Services Manager will monitor and follow up with Site Leads to ensure health and safety precautions are taken.

B. Extreme Heat or Cold

- Staff will use reasonable judgement when deciding when and how long children can remain outside during extreme weather events.
- Factors to consider when deciding outside duration include level of dress of children, amount of shade available, and relative temperatures based on Child Care Weather Watch wind-chill factor and heat index charts.
- In general, staff should limit outdoor time when temperatures are below 10 degrees or above 95 degrees.

See Also: NeighborImpact Employee Handbook Section B, Policy #22, Leave Due to Inclement Conditions

NEIGHBORIMPACT HEAD START & EARLY HEAD START Policy & Procedure	
Policy #: HS-51 Title: Individual Diet/ Menu Section: Subpart D-Health Program Services	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: Individual Menu, Medical Statement, Milk Substitute	
Performance Standards: 1302.44,CFOB: 4.2.0.8, CCD: 414-300-0270	
Page 1 of 2	

Policy: It is the policy of NeighborImpact Head Start & Early Head Start that all children with individual dietary needs related to culture, medical necessity, or religious preference will be provided with appropriate foods that meet their nutritional requirements. NeighborImpact Head Start is not obligated to provide individual diets when they are not followed in the home. All individual diets will have written instructions and signature of the child’s health care provider or parent/guardian before the individual diet is provided. All individual diets will comply with CACFP (Child and Adult Care Food Program) required meal patterns and with the Head Start Performance Standards.

Purpose: To collaborate with families to provide individual diets and safe care for all children participating in the Head Start & Early Head Start program.

Definition:

Individual diet – Any diet that varies from the Head Start & Early Head Start Menu to meet the individual medical, cultural, and/or religious needs of the children.

Procedure:

- A. At the enrollment visit, the Identification of Nutritional Needs is completed, and any potential food allergies or restrictions are identified. When a potential food restriction is identified, the Family Advocate will have the parent/guardian complete either a Meal Preference Form or provide them with a Medical Statement Form and instructions for a state license health care professional or RD/RDN to complete.
- B. The Health Staff review the Identification of Nutritional Needs and create a food allergy/special diet event in Child Plus if necessary.
- C. The same process below will be followed when nutrition restrictions are identified during the school year:
 - a. Meal Preference Request form is completed when a parent requests that a child receive soy or lactose free milk, a substitution based on religious or cultural preference, or a substitution that does not eliminate a food component. This form is completed by the Advocates/Teacher Advocates at enrollment or whenever the request is made. The Food Services Manager will determine appropriate, creditable, substitutions with the assistance of parents and the Registered Dietician if necessary.
 - b. Medical Substitution Form is completed when a child has a medical condition that requires them to avoid certain foods, or receive a non-creditable milk substitution, for medical reasons. This form is completed by either a state licensed health care professional or a

registered dietitian. Health Staff or Food Services Manager will consult with parents or medical provider if clarification is required.

- D. The Health Staff upload the completed forms in the health attachments in ChildPlus. The Health Services Manager, in coordination with the Food Services Manager, will complete the Sponsor portion of the form.
- E. The Health Staff enter the restriction in the allergy section of ChildPlus and mark the child as a Food Allergy Flag; The Teacher Advocate runs a new CP 5555 report in ChildPlus and posts. The Food Services Manager is responsible for postings in the kitchen.
- F. Health Staff will fill out the Severe Allergy Event in Child Plus for children with food allergies that may require medication to treat. The Registered Nurse will review and train all staff involved in the care of the child and sign off event.
- G. The Teacher and Center Aide check the individual diet daily to ensure accuracy and compliance with CACFP meal pattern.
- H. Individual Menus:
Kitchen staff post daily MPR notes with accommodations listed for required food substitutions.
- I. In classrooms, teachers create a comfortable climate at mealtime that shows respect for differences, check the individual diet daily for accuracy with the child's menu and ensure that all adults in the classroom are aware of individual diets.

Staff Training

- a. Annually, all staff receive training on the Individual Diet Policy and Procedure and to identify their role in implementing the policy.
- b. The Health Services Manager or Food Services Manager arranges additional training with the RD and/or RN as needed.
- c. Staff receive training on the policy and procedure for an allergic reaction.

NEIGHBORIMPACT HEAD START & EARLY HEAD START Policy & Procedure	
Policy #: HS-52 Titel: Individualized Family Services Plans Section: Service for Children with Disabilities	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: IFSP, Child Plus Child File, TSG, SRG	
Performance Standards: 1302.33(4), 1302.61, 1302.62, 1302.63	Page 1 of 2

Policy: Head Start Teacher Advocates are responsible for attending IFSP meetings, aligning IFSP goals with individual, classroom, and program goals, and maintaining ongoing communication with ECSE Service Coordinators, the Head Start Inclusion Services Manager, and any other involved parties as per the child's IFSP.

Purpose: High Desert ESD Early Childhood Special Education (ECSE) is the Local Educational Agency (LEA) that is responsible for the identification, evaluation, and provision of a free appropriate public education for a child found to be in need of special education and related services which are mandated in the State according to Part C, Individuals with Disabilities Education Act (IDEA). However, while in Head Start, staff is equally responsible for contributing vital information about a child's development and family's needs.

Procedure:

Inclusion Services Manager:

1. Uploads in ChildPlus:
 - a. Current copy of the child's IFSP, ECSE Eligibility form, IFSP Goal/Data Sheet, Evaluation Report (when available), and meeting notices.
2. Initial Individualization Meeting:
 - a. Will take place prior to child attending class between the Inclusion Services Manager, ECSE Case Manager, and other necessary staff.
 - b. The team will Review IFSP document content (strengths, needs, goals, and family needs), and any accommodations/modifications the team will implement to individualize activities to meet child's needs.
3. Notifies Teacher Advocate of evaluation meetings and documents date of scheduled evaluation under Disability Concern Tab in Child Plus.

Teacher Advocate:

1. Reviews the IFSP documents in Child File under Education tab
2. Creates, reviews, and updates the School Readiness Goal (SRG) at least once a month or as necessary.
 - a. Include IFSP goals in child's individual SRG and lesson plans and accommodate/modify as documented.
 - b. At least two times per week, observations and data of child's progress on IFSP goals are documented in TSG.
 - c. Focus on 1-3 IFSP Goals per month, shown by documentation in TSG.
3. Attends all IFSP Annual Review meetings, 6-Month Review, Transition Meetings into Kindergarten, and other planned meetings.
 - a. Teacher Advocate is responsible for communicating with the ECSE service provider about

upcoming IFSP meetings.

- b. Teacher Advocate is responsible for working with their supervisor to find coverage for their classroom if it is during their class time.
- c. If the Teacher Advocate is unable to attend for some reason, it is the Teacher Advocates responsibility to inform their supervisor and Inclusion Services Manager of this ahead of time.
- d. Teacher Advocate is responsible for documenting attendance of meeting in Child Plus under the Disability Tab.

NEIGHBORIMPACT HEAD START & EARLY HEAD START Policy & Procedure	
Policy #: HS-53 Title: Interviewing Committees – Parent Participation Section: Program Design and Management	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: None	
Performance Standards: 1301.43, 1301.5	Page 1 of 1

Policy: To ensure that Head Start & Early Head Start parents have real input into the hiring of Head Start & Early Head Start staff and that Policy Council is informed and involved prior to being asked to approve hiring decisions.

Purpose: Every interview team for staff positions that are primarily funded by the Head Start & Early Head Start program will have a member, who represents Head Start & Early Head Start parents, participating in the interview and hiring recommendation process. Head Start & Early Head Start parent representatives must have received NeighborImpact interviewer training in the past three 3 years and may not be a current NeighborImpact employee. In addition, parent representatives must meet one of the following criteria:

- Current parent, Policy Council Representative
- Current Policy Council Community Representative
- Parent of a currently enrolled Head Start or Early Head Start child
- Past Head Start or Early Head Start parent

Following the interview(s), the parent representative will attend the next scheduled Policy Council meeting and provide a report on the candidate(s) and a recommendation for approval or disapproval of the hiring recommendation(s).

Procedure:

- A. The Head Start Executive Specialist maintains a list of parents who have been trained to participate in interviews.
- B. The lead interviewer obtains the list of trained parents from the Executive Specialist, contacts eligible parents and arranges for the participation of a parent representative on the interview team.
- C. The parent representative arrives at the scheduled location 15 minutes prior to the first interview.
- D. The parent representative is a full and equal participant in the interview process and in the process to make a hiring recommendation. The lead interviewer provides support and assistance to the parent representative as needed.
- E. The parent representative attends the next scheduled Policy Council meeting and provides a summary of the chosen candidate's qualifications and provides a recommendation for approval by the full council.
- F. The parent representative is reimbursed for their child care and travel expenses per the Policy Council reimbursement policy and procedure, for participation in the interview and for attendance of the Policy Council meeting.
- G. If a parent representative is not available, the interviews will move forward as planned.
- H. If a parent representative does not show up for scheduled interviews then the interviews will move forward as planned. The Associate Director of Education and Quality will present the interview committee's recommendations at the next Policy Council meeting.
- I. If the program needs to hire a staff member to fill a crucial position prior to a Policy Council meeting the program may temporarily hire the staff member until the next Policy Council Meeting.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-54 Title: Maintenance of Vehicles Section: Program Design & Management	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
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Forms Required: Pre-trip Checklists ; Yearly Bus Annuals ; Service Forms

Performance Standards: 1303.71(e)(1) 1303.71(e)(2)(i-iii) **Page 1 of 1**

Policy: Driving staff will ensure that all vehicles used to provide transportation services are maintained in safe operating condition at all times. CDL pre-trips will be done daily and walk-around pre-trips will be completed any time a bus has set for 1 hour or longer.

Purpose: To assure that children are only allowed to be transported in well maintained safe vehicles.

Procedure:

1. A thorough safety inspection of each vehicle is conducted on at least an annual basis through the School District by a Certified Mechanic.
2. Systematic preventive maintenance on such vehicles is performed as recommended by certified mechanics.
3. Each driver makes daily pre-trip inspection of the vehicle. This will consist of daily CDL pre-trips and also of walk-around inspections every time the bus has not been driven for one hour or longer.
4. All pre-trips are documented in the bus paperwork and turned in at the end of each month.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-55 Title: Mental Health Services and Child Social Emotional Well-Being Section: Child Development & Health	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: Mental Health Referral Child Plus, ASQ:SE2, Authorization to Release	
Performance Standards: 1302.45, 1302.46	Page 1 of 2

Policy: The program implements strategies to identify and support children with mental health and social and emotional concerns.

Purpose: To support a program-wide culture that promotes children’s mental health social and emotional well-being, and overall health.

Procedure:

Screenings

See Developmental Screening Policy & Procedure

Parent Collaboration

- A. The Inclusion Services Manager & EHS Home Visitors follows-up on every high ASQ-SE score by contacting and consulting with the parent and/or Teacher Advocate and/or observing the child in the classroom.
 - a. If the Parent and Inclusion Coordinator & EHS Home Visitor determine that mental health services are needed or desired, the Teacher Advocate or EHS Home Visitor and parent complete a Mental Health Referral.
- B. At each conference and home visit, educational materials are provided and discussed regarding children’s social emotional wellness. Discussions are individualized to the needs of the child and family.
- C. The Mental Health Consultant provides consultation for parents per parent request.
 - a. The schedule of the Mental Health Consultant’s availability is posted at each site on the parent board.
 - b. The Mental Health Consultant contacts parents upon receiving a referral, and coordinates the service need with the parent at that time. They either consult over the phone, meet at the site, and at times, parents request a home visit by the Mental Health Consultant.
- D. Emergent mental health consultations:
 - a. In addition to the formal on-site consultations, the Mental Health Consultant and/or Inclusion Services Manager complete on-site consultations based on emergent needs.
 - b. Emergent consultations are completed as per staff or parent request.
- E. Training is provided to parents by:
 - a. The Mental Health Consultant during Parent Training Nights.
 - b. Teacher Advocates are available, at the site and at home visits, to discuss social emotional development, parenting and behavioral concerns of families. Staff is trained to make provide information on parenting education or mental health services in the community.

F. Contacts with Family:

- a. All contacts with the family by the Mental Health Consultant and inclusion staff regarding mental health concerns or transactions are documented in Child Plus under Mental Health.

Classroom

- A. Classroom staff observes each child's ongoing social and emotional development and documents their progress in Teaching Strategies Gold.
 - a. Each child's social and emotional development is assessed and documented three times per year on Teaching Strategies Gold.
- B. The Second Step curriculum is implemented in the classroom on a daily basis to reinforce positive social behaviors and anger management skills. See *Curriculum Policy and Procedure* for details on how the curriculum is implemented.
- C. Positive Guidance techniques are applied to assure the social and emotional well-being of all children. See *Positive Guidance Policy and Procedure*.
- D. Staffing Training:
 - a. The Mental Health Consultant and/or Inclusion Coordinator provide education to staff on social emotional and mental health topics at Staff Meetings and emergently when questions arise.
- E. Positive Behavior Interventions and Supports (PBIS) is implemented program wide to support the social emotional development of children in learning environments.
- F. Teacher Advocates or EHS Home Visitor will complete the monthly pyramid scoring the children individually in Tier 1,2,or 3. The data is reported to the Inclusion Services Manager who monitors progress and supports.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-56 Title: New Child Services Contractor Orientation Section: Program Design and Management	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: Head Start Information Packet, Standards of Conduct, TB Screening, Confidentiality Policy	
Performance Standards: 1304.52 (k)(1)	Page 1 of 2

Policy:

All new Child Services Contractors will be oriented by the Head Start Specialist who manages their contract. This orientation will include: NeighborImpact’s mission statement, Head Start & Early Head Start program philosophy; Head Start & Early Head Start current long range goals and short-term objectives; Head Start & Early Head Start Issue Briefs (Head Start Basics, Head Start Performance Standards, & Head Start Works); and Head Start’s Organizational Chart.

Purpose:

In order to deliver quality Head Start & Early Head Start services, new Child Services Contractors need an initial orientation that provides an overview of the agency and an orientation to the goals, philosophy and organization of the Head Start Program.

Procedure:

Specialist

- A. The Specialist provides the contractor with a Head Start Program orientation packet which includes; the programs current goals and objectives, the program’s philosophy, management and site contact information, the program’s organizational chart and Head Start Issue Briefs.
- B. The Specialist reviews the packet of information with the contractor and answers any questions.
- C. The Specialist introduces the contractor to Head Start management staff and the NeighborImpact receptionist and Human Resources Manager.
- D. The Specialist reviews the program’s confidentiality policy thoroughly with the contractor, answers all questions and ensures that the contractor sign’s the policy.
- E. The Specialist ensures that the operation Director has the original signed consultant contract and all procurement forms.
- F. The Specialist forwards the following forms to the Human Resources Manager; signed TB screening, signed Head Start Program Standards of Conduct, current resume, copies of all required licenses and certifications, copy of signed confidentiality policy, and a copy of professional liability insurance certificate.
- G. The Specialist reviews the contract, body of work, invoicing requirements and documentation required with the contractor.

NeighborImpact Executive Director

- A. New Child Services Consultants are invited to an orientation presentation that includes; orientation to the programs and services of NeighborImpact, a review of NeighborImpact’s strategic plan and an orientation to the management and governance structure of the agency.

Head Start Director

A. New Child Cervces Consultants are invited to an orientation provided by the Head Start Director that includes; a review of the program philosophy, goal and objectives, how services are provided (Models and Sites), child outcomes information, organizational structure and Head Start Program governance.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-57 Title: New Employee Orientation Section: Program Design and Management	Approval Date: 12/11/2025 Procedure Revision Date Most Recent Board Review: 12/11/2025 PC Approval Date: 9/18/2025
Forms Required: NeighborImpact New Hire/Head Start Document Checklist & Packet: Head Start Orientation Checklist, Head Start's Program Philosophy, Head Start's current Long Range Goals and Short-term Objectives, Head Start Issue Briefs (Head Start Basics, Head Start Performance Standards, and Head Start Works) Head Start Organizational Chart, Head Start Child Abuse Policy and Procedure, Head Start Transition Services Policy and Procedure, Confidentiality Policy, Head Start Standards of Conduct, Head Start Dress Code, Supervision of Children Policy and Procedure, and the Bus Loading and Unloading Policy. Job Specific Orientation Checklist .	
Performance Standards:1302.90(b,c) 1302.92(a)	Page 1 of 2

Policy: NeighborImpact Head Start will provide to all new staff, consultants, and volunteers an orientation that includes the goals and underlying philosophy of the program and on the ways they are implemented.

Purpose: In order to provide a safe learning environment and effectively do their job, employees will receive an initial onboarding and orientation that includes all legally required employment documents, an overview of the agency and it's goals, philosophy, and organization of the Head Start program. Employees also need to understand the program's policies and procedures related to the identification and reporting of child abuse, confidentiality transition services, as well as the expectations and policies and procedures related to their job description.

Procedure:

Human Resources On-Boarding (See NeighborImpact New Hire/Document Checklist)

- A. Before beginning work at an assigned Head Start site, the new employee meets with the NeighborImpact Human Resources staff member to ensure, **before proceeding with the on-boarding**, that they have a current criminal background check.
- B. Human Resources meets with the employee to complete the NeighborImpact onboarding process.
- C. The Human Resources Manager provides the employee with Head Start Health (Physical exam and TB screening) forms with instructions for completion and collects signatures on the Head Start Standards of Conduct, Confidentiality and Job Description Forms
- D. Human Resources reviews the required certifications (i.e. CPR, First Aid, Food Handler, CDA, transcripts, licenses), makes copies and provides due dates for the receipt of documentation.
- E. The new staff member will then meet with the Head Start Education Services staff member to complete the Head Start Orientation process.

Education Services Staff Member

- A. The Education Services Staff Member will provide new staff with a Head Start program orientation packet which includes; Head Start Orientation Checklist, Head Start's Program Philosophy, Head Start's current Long Range Goals and Short-term Objectives, Head Start Issue Briefs (Head Start Basics, Head Start Performance Standards, and Head Start Works) Head Start Organizational Chart, Head Start Child Abuse Policy and Procedure, Child Abuse Report Form, Head Start Transition Services Policy and Procedure, Confidentiality Policy, Head Start Standards of Conduct, Head Start Dress Code, Supervision of Children Policy and Procedure, and the Bus Loading and Unloading Policy.

- B. The new staff member will receive a brief power point training from the Education Services Staff member.
- C. The Education Services Staff Member will give the new staff member their supervisor's phone number, and let them know when their first day of work will be and where to go to work.

Head Start Supervisor

- A. The supervisor reviews the Head Start program new hire orientation packet with employee; including, the new hire employee checklist and job description provided by Human Resources.
- B. The supervisor provides the job specific trainings to work related responsibilities, policies and procedures, forms, computers, intranet and email access, keys, contact information and other site-based information.
- C. The supervisor and employee review the new hire orientation checklist and develop a plan to ensure the new employee receives all necessary trainings timely per provided timelines.
- D. The Head Start Supervisor will set the new staff member up on a computer to complete the Introduction to Childcare Health and Safety Training and Recognizing and Reporting Child Abuse and Neglect within 60 days of their hire.
- E. The supervisor will contact the Content Area Managers/Coordinators to schedule addition/more intentional trainings if necessary, ensuring trainings are completed within the timeframe requirements, and on-going trainings occur that support the professional development of the individual staff.
- F. The supervisor monitors that all trainings are being completed, follow up is occurring and the final document is signed by the 90 day minimum requirement.
- G. The new staff member and supervisor will ensure that the completed trainings are mailed in to ORO.
- H. The supervisor makes two copies, returns original to the Regional Coordinator, places a copy in supervisory file and provides the employee with a copy.
- I. The Regional Coordinator records the training completions in ChildPlus, and places a copy in the Human Resource employee file.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-61 Title: Ongoing Monitoring Section: Program Design and Management	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25
Forms Required: Ongoing monitoring tool, monitoring tools listed in procedures, program self assessment, community assessment	
Performance Standards: 1302.101(a)-(b), 1302.102(b), 1302.102(c), 1302.102(d), 642(c)(1)(E), 642(c)(2)(D), 642(d)(2),	Page 1 of 4

Policy: NeighborImpact Head Start is committed to the continuous improvement of its Head Start and Early Head Start programs through regular and ongoing monitoring of all aspects of its operations. It is the policy of NeighborImpact Head Start to maintain an effective and efficient system of ongoing monitoring that assures both compliance with Federal Performance Standards and requirements and the delivery of quality services for children and families. Ongoing monitoring encompasses the review and evaluation of services and systems, documentation of results, tracking of issues needing correction, and validation that correction has been achieved. The following description outlines the monitoring process.

Procedure: The monitoring process is comprehensive in scope. It includes all service areas. The monitoring process involves key staff at various levels, and is designed to ensure that the results from all levels "trickle up" through the organization to the very top where planning and policy decisions are made. The following is an overview of the ongoing monitoring process:

Level 1 - Site Monitoring by Site Staff & Site Lead- Classroom monitoring by center staff ensures that classroom environments are always welcoming, safe, and ready for children. Any needs for repairs, materials and supplies are promptly reported and corrected. The monitoring tools used for site monitoring include the Creative Curriculum Implementation Checklist, Mandatory Posting Checklist, Daily- Weekly-Monthly Indoor/Outdoor Health and Safety Checklists.

Level 2 -Monitoring by Site Leads/ Content Area Coordinators/ Program Managers: Agency staff who have supervisory responsibilities monitor staffs activities to ensure that service delivery, procedures, and recordkeeping are carried out in an appropriate and timely manner. Involvement in monitoring gives supervisory staff fresh information about agency operations, and helps supervisors identify needs for further procedure development, training or individual supervision. Content Area Coordinators will be involved in Level 2 monitoring using tools that have been designed to monitor the function of their content area. Site Leads will monitor classrooms and child files monthly. Regional Coordinators will monitor sites every other month.

Level 3 - Quarterly Monitoring Review Meeting by Management: Quarterly (Dec, March, May, Aug) the Head Start Management team will review the ongoing monitoring to ensure quality. This level of monitoring will include reviewing all Level 2 monitoring. Content Area Coordinators will be responsible for bringing their data sets to the quarterly meeting.

Level 4- Level 4 represents the point at which all trends that have been identified from monitoring in levels 1-3 converge and must be considered and analyzed for impact on agency wide operations and planning, including the grant budget, service plans, training and technical assistance plans, and policy and procedure development. The directors and department heads, must consider all the

information from levels 1-3.

Data Tracking and Follow Up -As shown in the table below each monitoring level has identified tools. The responsible staff for collecting the information is identified. The oversight role is assigned to the supervisory staff responsible for ensuring:

1. Monitoring staff received training or a procedure on the use of the forms or tools and is informed about the required schedule for completion.
2. The currently approved forms or tools for the monitoring are furnished to the monitor.
3. Results are reported and follow-up corrections are timely and documented.
4. Provide monitoring results for the Level 3 quarterly monitoring review meeting.

MONITORING PROCEDURES

Level 1-Site Monitoring by Teaching Staff & Site Lead

Note: Level 1 action is summarized in Level 3 by Content Area Coordinators or Managers

Responsible Staff/ Oversight	Monitoring Frequency	Monitoring Focus	Monitoring Tool
Teaching staff Complete Creative Curriculum Implementation Checklist Oversight: Site Lead Oversees Corrective Action	2 times per year: Before classes Begin, and mid year (Jan/Feb)	Safe environment, developmentally appropriate spaces and materials	CC Implementation Checklist
Site Lead Completes Mandatory Postings Checklist Oversight: Regional Coordinators	Before Classes begin and monthly	Classroom environment	Mandatory Postings Checklist
Teaching Staff complete Health & Safety checklists Oversight: Site Lead & Facilities Manager	Daily Weekly Monthly	Safety and sanitation for indoor and outdoor spaces	Daily, Weekly, Monthly Indoor/ outdoor Health and

Procedural Description: The assigned checklists are done by staff. Problems requiring additional follow-up are reported to the Site Lead. The checklists are reviewed and signed by the Site Lead weekly, and maintained in the monitoring binder for tracking and completion of repairs and other issues. The completed pre-opening checklists are submitted to the Site Lead for development of corrective action plans if needed. The Regional Coordinator will incorporate the patterns, trends, follow-up status, and related recommendations from these sources into the level 3 monitoring meeting.

Level 2- Ongoing Monitoring by Site Leads/ Content Area Coordinators/ Program Managers

Note: Level 2 action are reviewed at Quarterly level 3 meeting.

Responsible Staff/ Oversight	Monitoring Frequency	Monitoring Focus	Monitoring Tool
Site Leads/ Regionals	Monthly	Child files – all service areas	Monthly File Check
Site Leads/ Regionals	Monthly	Environment curriculum, teaching practices, education components	Classroom monitoring form
Regional Coordinators/ Ed Manager	Every other month	Site monitoring	Site Monitoring Form
Education Services Team/ Education manager	Two times per year	Teacher/ Child interactions	CLASS tool
Content Area Coordinators: Transportation/ Facilities Education Health/ Nutrition Family Service (inclusion, disabilities, MH) ERSEA	Monthly	Content area specific data	Monthly monitoring forms

Procedural Description: Responsible staff members who have supervisory or service area responsibility are responsible for monthly monitoring using the tools specified. In addition, they will utilize systems reports. Their methods will include report analysis, record reviews, observations in classrooms and work environments, and facility inspections.

Program Managers: monitor services provided by staff such as specialists, health staff, family service workers, using monitoring tools customized for their service area. Findings, corrective actions, and validation are documented and brought to the quarterly Level 3 monitoring meeting.

Level 3 -Agency Monitoring by Coordinators/ Managers

Monitoring Staff	Monitoring Frequency	Monitoring Focus	Monitoring Tools

Level 3 Team consists of the Management Team.	- Dec - March - May (review self-assessment and community assessment data) - August	All areas of service delivery will be reviewed by the management team	Each manager/content area coordinator will bring their data set to share with the team. Data will be analyzed, action items will be created where needed. Short term, and long term goals will be created, in areas needed, based on the data analyzed.
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NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-62 Title: Operation of Vehicles Section: Program Design & Management	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25	
Forms Required:		
Performance Standards: 1303.71(d) 1303.72(a)(1-2)		Page 1 of 1

Policy: All driving staff and monitors ensure that children are transported in age-appropriate seats or safety vests, and that all adult passengers are using lap and/or shoulder belts. They will also ensure that there are no loose items on the bus that could become projectiles in the case of a collision.

Purpose: To ensure that all children receive safe bus transportation.

Procedure:

1. On all school buses and company vehicles, the children will be seated in a child restraint system appropriate to the height and weight of the child while the vehicle is in motion.
2. Baggage and other items transported in the passenger compartment are properly stored and secured and the aisles remain clear, and the doors and emergency exits remain unobstructed at all times.
3. There is always at least one bus monitor on board, with additional bus monitors provided as necessary, such as when needed to accommodate the needs of children with disabilities.
4. Except for bus monitors who are assisting children with an emergency, all vehicle occupants must be seated and wearing height and weight appropriate safety restraints while the vehicle is in motion.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-63

Title: Oral Health Practices

Section: Subpart D-Health Program Services

Approval Date: 3/12/2026

Procedure Revision Date:

Most Recent Board Review: 3/12/2026

PC Approval Date: 9/18/25

Forms Required: Lesson Plan

Performance Standards: 1302.43, CFOB: 3.151

Page 1 of 2

Policy: Staff will participate in the promotion of effective dental hygiene among children.

Purpose: To educate children and their parents about effective ways to prevent dental caries through supervision, coaching and modeling appropriate technique in the classroom.

Procedure:

- A. Tooth brushing is to be done daily in all NeighborImpact Head Start Classes Classroom staff brush their teeth with the children for supervising, coaching and modeling appropriate technique. Tooth brushing is documented on the classroom lesson plan.
- B. Classroom staff will wash hands before and after tooth brushing.
- C. All brushes must be labeled with the child's name.
- D. Following each use, toothbrushes should be rinsed in tap water, stored in an upright position and allowed to air dry. Toothbrushes should not touch each one another or drip on one another. If a toothbrush has been contaminated or used by another child, it should be discarded.
- E. Staff puts a small pea size drop of fluoride toothpaste onto the rim of a paper cup for each child. Staff place a napkin, the child's toothbrush, and the paper cup with toothpaste at each child's place at the table. The toothpaste tube must never come in contact with the brushes.
- F. Children should use the horizontal scrub technique while seated at the table. Classroom staff will encourage children to brush all three sides of their teeth-the outsides, insides and chewing surfaces. Classroom staff may walk around the classroom during tooth brushing time or sit at the table with the children, coaching the kids and brushing their own teeth so children can model their behavior. Children will be allowed to brush their teeth for 2 minutes.
- G. Children should be allowed to spit out excess toothpaste after brushing, but rinsing should not take place. It is okay if a child swallows the excess toothpaste that is left in their mouths. Children should not eat or drink anything for 30 minutes after tooth brushing.
- H. Children wipe their faces with their napkin to clean off any toothpaste, then place the napkin in the paper cup and place into the wastebasket.
- I. Children should wash their hands after tooth brushing.
- J. The toothbrushes need to be replaced when worn. If a child has been ill, his/her brush should be replaced. All brushes should be replaced monthly.

- K. Early Head Start home based will promote oral hygiene through parent education and with community partners who will attend socializations.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-64 Title: Parent Center Committee/ Family Night Section: Program Design & Management	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25
Forms Required: Parent Sign-In Sheet, Agenda, Minutes	
Performance Standards: 1301.4(a), 1302.50, 1302.51	Page 1 of 2

Policy: NeighborImpact Head Start & Early Head Start believes that Parent Engagement is the cornerstone of the Head Start & Early Head Start program and that each participating member has the right and responsibility to engage in the process of designing program services. The Parent Center Meeting or EHS Group Socialization allows families a formal process to contribute their ideas and input into program services that affect their child and family.

Purpose: The Parent Center meeting (Family Night) provides a process for parents to be involved in on-site decision making, ensuring that parents are involved in making policy and program decisions for their program. This process allows parents the opportunity to have input in the development of activities that address their interests and needs and that support the education and healthy development of their children. Every staff member is responsible for parent involvement, and engaging and encouraging parents to be involved in the program.

Procedure:

Parent Center Committee Meetings/ Family Night

1. Are held on a monthly basis: October - June
2. Family Nights will occur on the second Thursday of each month, the facility where the Head Start classroom is located has other requirements. Staff will be expected to flex their schedule to be present at the meeting.
3. Family Nights are primarily organized and run by parent representatives (Chair, Vice Chair and/or Secretary/Treasurer) with the guidance of the Site Lead.
4. Staff will facilitate the following Parent/ Child Activities:
 - Sept – Tour the Interest Areas in the Classroom/ Elections
 - Oct – High Desert Museum for Bend & La Pine, VROOM for Redmond & Prineville
 - Nov – Social & Emotional Development (Feelings/ CSEFEL)
 - Dec – Language & Literacy (Library/ Pajama Night)
 - Jan – Cognition & General Knowledge (Game Night)
 - Feb – Kindergarten Transition (Children Concert)
 - March – End of Year Celebration Planning, Physical Development (Yoga)
 - April – High Desert Museum for Redmond & Prineville, VROOM Bend & La Pine

5. Parents are notified of Family Night with a flyer sent home, posted on the bulletin board, Facebook post, calls or texts from staff or chairperson, children make an invitation and reminder in class the day of.
6. All parents/legal guardians of children served in the center-based program at each site are considered to be members of the site's Parent Center Committee.
7. Prior to each meeting the Site Lead and Family Night chairperson meet to develop an agenda with input from the elected PC members and other interested parents. Each site agenda must include the following topics: Ice breaker, training or parent child activity, PC report, classroom updates, Father and Friends happenings, program and community updates.
8. At the first Family Night of each program year. Returning parents are encouraged to facilitate this meeting. All Family Night and PC positions must be filled by Current Head Start Parents/legal guardians.
 - a. At this meeting new Family Night and PC officers are elected and begin facilitating future meetings.
 - b. Family Night officer positions include:
 - Chairperson,
 - Vice Chairperson,
 - Secretary
 - Father & Friend Chair
 - Community Reporter (Must work with other sites to develop one document for all sites in the community)
 - b. Policy Council Positions:
 - Policy Council Representative
 - Alternate Policy Council Representative
9. All information regarding Family Night is kept in the Family Night Binder which includes:
 - Flier
 - Agenda
 - Minutes
 - Parent sign in sheet
 - Copy of hand outs
10. Site Lead will enter family night attendance into CP.
11. A copy of the most current minutes is posted on the parent board within 2 weeks of the meeting.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-66

Title: Parent-Child Classroom Orientation

Section: Child Development & Health Services

Approval Date: 3/12/2026

Procedure Revision Date:

Most Recent Board Review: 3/12/2026

PC Approval Date: 9/18/25

Forms Required: Parent/Child Classroom Orientation form, Parent Handbook, Volunteer Sign-in Sheet, Parent Bus Handbook, Bus Orientation form, Diapering Statement, Emergency Disaster Plan

Performance Standards: 1302.51

Page 1 of 2

Policy: Head Start openly welcomes parents to participate in the education of their child by setting aside a week before school starts for parents and children to experience the classroom setting and interact with education staff in small groups.

Purpose: In order for a parent to truly participate in his or her child's education, that parent must feel welcomed and comfortable in the Head Start classroom environment. In order to facilitate understanding of the classroom, our program will offer a parent orientation at the beginning of every school year. The orientation is also the child's first introduction to his or her new school and friends.

Procedure:

Preparation for Classroom Orientation

- A. Classrooms are set up according to the *Classroom Environments* policy.
- B. Staff wear nametags which also indicate their position.
- C. The classroom is parent friendly – having larger chairs available for those who need them, a snack is served, and pencils and paper are available for note taking.
- D. The Parent Bulletin Board should be attractive and should include current community events.
- E. When a new child is enrolled, the teacher must complete the parent child orientation with the family within 30 days.

Content of the Classroom Orientation

- A. The following information is reviewed with parents during orientation:
 - a. Parent Handbook & calendar
 - b. Family involvement
 - c. Bee a Reader challenge
 - d. Policy Council
 - e. Family Night
 - f. Classroom volunteering
 - g. Bus rules and pedestrian safety
 - h. Bus monitoring
 - i. Classroom schedule, curriculum, portfolio, newsletter, family style meal service, toothbrushing
 - j. Interpretation services/Needs accommodation
 - k. Disabilities Services
 - l. Mental Health services
 - m. Diapering/potty accident
 - n. Exclusion of ill children/ medications
 - o. Attendance policy
 - p. Emergency plans

After the Parent Orientation Session:

- A. The Teacher Advocate will record Parent Orientation attendance in Child Plus in the education tab by adding the event, Parent/ Child Classroom Orientation.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-67 Title: Parent Fundraising Section: Program Design & Management	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25
Forms Required: Head Start Fundraising Project Action Plan, Head Start Fundraising Feedback	
Performance Standards: OMB Circular A-122 Attachment B(17)	Page 1 of 5

Policy: All parent fundraising activities will support and compliment Head Start core values as described in the Head Start Program Performance Standards.* All fundraising activities will represent NeighborImpact Head Start & Early Head Start in a positive manner. Fundraisers will not expect children to sell items and children are not awarded prizes for volume of parent sales. Fundraising activities will be targeted toward people other than enrolled families. All fundraising done by parents will also conform to all fundraising policies of NeighborImpact as adopted by the NeighborImpact Board of Directors.

The role of Head Start & Early Head Start staff is to provide guidance, support and encouragement to the parents involved in fundraising.

Parent Center Committees (PCC) at each site will agree upon fundraising goals and activities to be presented through approved procedures.

Policy Council may determine a fundraising activity for the entire program and put it forward for approval.

* Core Values are attached.

Purpose: NeighborImpact is dedicated to empowering individuals and families to succeed and become engaged citizens in the community. Funds raised by Head Start Parent fundraising activities are used solely to support Parent Activities. Parent fundraising activities can help Head Start parents gain financial, leadership, networking and time management skills and expand friendships and personal networks.

Procedure:

Procedures for Head Start & Early Head Start Parent Center Committees:

- A. Fundraising policies, procedures, guidelines and Head Start & Early Head Start core values are reviewed at September PCC meetings and are made available, in writing, to all interested parents.
- B. The Parent Center Committee discusses and recommends fundraising activities and the use of fundraising dollars and must:
 1. Vote on priorities, activities and intended use of dollars raised.
 2. Form a committee to manage this project and choose a chairperson.
 3. Record in minutes.
- C. PCC members in charge of fundraising must review and understand NeighborImpact Program Fundraising Policies and Procedures and ensure that they are followed.
- D. The Head Start Fundraising Project Action Plan is completed by the project committee and submitted to the Center Coordinator for initial approval.
- E. The approved Head Start Fundraising Project Action Plan form is returned to the site Project Committee Chairperson who will submit to the Policy Council Fundraising Committee.
- F. The Policy Council Fundraising Committee will approve or disapprove the plan.
- G. If approved, the Policy Council Fundraising Committee completes the NeighborImpact Program

Fundraising Form. If the project involves solicitation of businesses or individuals, a Request for Solicitation Form is also completed by the committee.

- H. If not approved, the Head Start Fundraising Action Plan will be returned to the project committee chairperson with reason(s) for disapproval.
- I. The completed forms (Head Start Fundraising Project Action Plan, NeighborImpact Program Fundraising and if applicable Request for Solicitation form) are submitted to the NeighborImpact Resource Development office for approval.
- J. Within two weeks, the Resource Development staff will notify the Head Start Center Coordinator by email with approval or reason(s) for disapproval.
- K. If the plan is not approved, the Parent Center Committee may make revisions and resubmit steps B-H listed above.
- L. When approved, the project is completed by parents and volunteers (non-staff).
- M. After the event, the Parent Center Committee completes the Feedback form and submits it to the Policy Council Fundraising Committee.
- N. The following NeighborImpact accounting and fiscal policies from the agency's Fiscal Policies and Procedures manual will be followed:
 - 1. The NeighborImpact Accounting Department staff will issue NeighborImpact stamped triplicate cash receipt book and a lock box to each project committee chairperson.
 - 2. A receipt will be written for each cash and/or check transaction. The white copy will be given to the donor/purchaser. If due to the nature of the fundraiser, a receipt cannot be written i.e. lemonade stand, a log will be kept of monies received.
 - 3. Money and receipts are taken to the Head Start Site and turned over to the project committee chair or treasurer who will verify amount of money with receipts and place the money in the locked cash box. Money is kept at the NeighborImpact Head Start & Early Head Start site in a locked box until turned in at the NeighborImpact main office.
 - 4. The project chairperson will take the money, yellow copy of receipts and/or logs to the NeighborImpact Receptionist as soon as possible. The receptionist will count the monies received, reconcile with yellow receipts or log and write a receipt for the total amount of money received.
 - 5. The Head Start Director will be notified by the Accounting Office of the amount deposited.
 - 6. Requests to pay a vendor or for reimbursement are submitted to the NeighborImpact Accounting Office with documentation. Checks are written by the Accounting Office on a weekly basis.
 - 7. When planning for the fundraiser, the project chairperson is responsible for establishing a timeline for requesting funds from the Accounting Office.

Staff Procedures:

- A. Staff will record time used to support parents in the development of fundraising activities, so that it can be allocated to be paid by non-federal funds.
- B. Staff do not directly participate in fundraising activities.

Parent Fundraising Core Values

- 1. Establish a supportive learning environment for children, parents, and staff, in which the processes of enhancing awareness, refining skills, and increasing understanding are values and promoted;
- 2. Recognize that the members of the Head Start community – children, families and staff – have roots in many cultures. Head Start families and staff working together as a team, can

- effectively promote respectful, sensitive and proactive approaches to diversity issues;
3. Understand that empowerment of families occurs when program governance is a responsibility shared by families, governing bodies, and staff and when ideas and opinions of families are heard and respected;
 4. Embrace a comprehensive vision of health for children, families and staff which assures that basic health needs are met, encourages practices that prevent future illnesses and injuries and promotes positive, culturally relevant health behaviors that enhance lifelong well being
 5. Respect the importance in all aspects of an individual's development, including social, emotional, cognitive, and physical growth;
 6. Build a community in which each child and adult is treated as an individual while, at the same time, a sense of belonging to the group is reinforced;
 7. Foster relationships with the larger community so that families and staff are respected and served by a network of community agencies in partnership with one another; and
 8. Develop a continuum of care, education, and services that allow stable, uninterrupted support to families and children during and after their Head Start experience.

Head Start & Early Head Start Fundraising Project Action Plan

Site/Classroom: _____ Current Date: _____

Date of Event: _____

Project/Event: _____

Project Chairperson: _____ Contact #: _____

Committee Members: _____ Contact #: _____

_____ Contact #: _____

_____ Contact #: _____

_____ Contact #: _____

_____ Contact #: _____

Purpose of Fundraising:

Description of Project:

Timeline: (including beginning and ending dates):

Preparation needed: (including public relations, media contact, business contacted, etc.)

What follow-through will be needed? (include: by whom and when)

Approval Center Coordinator: _____
Signature Date

Head Start Fundraising Feedback

Event: _____

Date of Event: _____

Site making request: _____

Project Chairperson: _____ **Contact #:** _____

Committee Members: _____ **Contact #:** _____

_____ **Contact #:** _____

_____ **Contact #:** _____

_____ **Contact #:** _____

Number of persons required to put on event: _____

Amount of money collected: _____

What challenges were encountered?

What worked well?

Recommendations:

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-68 Title: Parents as Staff Members Section: Program Design & Management	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25
Forms Required: N/A	
Performance Standards: 1302.34(a)(b)(i)(5)	Page 1 of 1

Policy: Head Start’s core philosophy supports parents as their child’s primary educator, nurturer and advocate and provides every parent with opportunities for personal development.

Purpose: Staff members that have a child enrolled in the Head Start program need to have clear, defined parameters that guide their parent involvement and participation in the program. Staff are encouraged to participate in the program to the degree they feel their child and their family will receive the most significant experiences. When a job vacancy becomes available, Head Start parents receive preference for employment for which they are qualified.

Procedure:

- A. The staff member and supervisor review the Parents as Staff Members Policy at orientation, or re-orientation, and establish clear parameters concerning how the staff member will participate in the program as a parent.
- B. At sites where there are multiple classrooms, parents will be given the choice of participating as a parent in their child’s classroom or as a staff member in the classroom they are currently working in. Parent input in the decision-making process is only permissible if the parent is attending as a parent and not as a staff member.
- C. To ensure that quality services are provided for both child and parent, a Head Start staff member may not be employed in the same classroom in which his/her child is enrolled.
- D. No grantee agency staff (or members of their immediate families) may serve on Policy Council as per performance standard – **1301.3(b)(2)**
- E. Consistent with NeighborImpact’s Employment of Relatives Policy, B80 Which states “Employees family members may not be hired and or not assigned to a position that creates a supervisor/subordinate relationship with a family member or creates an actual conflict of interest or appearance of conflict of interest.” Staff members may not have their children volunteer in the same classroom that their parent is working in.
- F. Head Start & Early Head Start Staff may not bring their children to work. Exceptions to this policy are that staff can bring their children to Family Nights and Policy Council childcare.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-69 Title: Physical Environment and Facilities Section: Program Design & Management	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25	
Forms Required: Indoor Daily, Weekly, & Monthly Health & Safety Checklists; Playground Daily, Weekly, & Monthly Health & Safety Checklists		
Performance Standards: 1302.21(d)(1-3) 1302.47(1)(i-ix) 1302.47(2)(i-v)	Page 1 of 2	

Policy: All facilities will have materials and equipment that is safe, accessible, welcoming, comfortable, age-appropriate, and culturally sensitive and will meet the individual needs of children and families.

Purpose: To provide a physical environment and facilities conducive to learning and reflective of the different stages of development of each child.

Procedure:

- A. The program provides appropriate center space for the conduct of all program activities
- B. The center space provided by the program is organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.
- C. The indoor and outdoor space in Early Head Start or Head Start centers used by mobile infants and toddlers is separated from general walkways and from areas in use by preschoolers.
- D. Centers have at least 35 square feet of usable indoor space per child available for the care and use of children (i.e., exclusive of bathrooms, halls, kitchen, staff rooms, and storage places) and at least 75 square feet of usable outdoor play space per child.
- E. The program facilities meet the applicable licensing requirements.
- F. The program provides for the maintenance, repair, safety, and security of all Head Start facilities, materials and equipment.
- G. The program provides a center-based environment free of toxins, such as cigarette smoke, lead, pesticides, herbicides, and other air pollutants as well as soil and water contaminants. The program ensures that no child is present during the spraying of pesticides or herbicides. Children do not return to the affected area until it is safe to do so.
- H. Outdoor play areas at center-based programs are arranged to prevent any child from leaving the premises and getting into unsafe and unsupervised areas. En route to play areas, children are not exposed to vehicular traffic without supervision.
- I. The program conducts a safety inspection at least annually to ensure that each facility's space, light, ventilation, heat, and other physical arrangements are consistent with the health, safety and developmental needs of children. At a minimum, the program ensures that:
 1. In climates where such systems are necessary, there is a safe and effective heating and cooling system that is insulated to protect children and staff from potential burns.

2. No highly flammable furnishings, decorations, or materials that emit highly toxic fumes when burned are used.
3. Flammable and other dangerous materials and potential poisons are stored in locked cabinets or storage facilities separate from stored medications and food and are accessible only to authorized persons. All medications, including those required for staff and volunteers, are labeled, stored under lock and key, refrigerated if necessary, and kept out of the reach of children.
4. Rooms are well lit and provide emergency lighting in case of power failure.
5. Approved, working fire extinguishers are readily available.
6. In appropriate number of smoke detectors are installed and tested regularly.
7. Exits are clearly visible, and evacuation routes are clearly marked and posted so that the path to safety outside is unmistakable.
8. Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions.
9. Paint coatings on both interior and exterior premises used for the care of children do not contain hazardous quantities of lead.
10. The selection, layout, and maintenance of playground equipment and surfaces minimize the possibility of injury to children.
11. Electrical outlets accessible to children prevent shock through the use of child resistant covers, the installation of child protection outlets, or the use of safety plugs.
12. Windows and glass doors are constructed, adapted, or adjusted to prevent injury to children.
13. Only sources of water approved by the local or State health authority are used.
14. Toilets and hand washing facilities are adequate, clean, in good repair, and easily reached by children. Toileting and diapering areas are separated from areas used for cooking, eating, or children's activities.
15. Toilet training equipment is provided for children being toilet trained.
16. All sewage and liquid waste are disposed of through a locally approved sewer system, and garbage and trash is stored in a safe and sanitary manner.
17. Adequate provisions are made for children with disabilities to ensure their safety, comfort, and participation.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-70

Title: Positive Guidance

Section: Child Development & Health Services

Approval Date: 3/12/2026

Procedure Revision Date:

Most Recent Board Review: 3/12/2026

PC Approval Date: 9/18/25

Forms Required: Child Referral, Dangerous Behavior Intervention Plan

Performance Standards: 1302.90 (c),1302.30, 1302.31

Page 1 of 2

Policy: To ensure that every environment in which Head Start & Early Head Start serves children and families is safe and healthy, it is an expectation that all staff promote positive social and emotional interactions with children, families, and other staff. It is the responsibility of all Head Start & Early Head Start staff to assure that their interactions with children leave the child's self-esteem, feelings of competence, and dignity intact. Only positive guidance techniques are implemented when staff responds to child behaviors.

Purpose: To provide children with a safe, nurturing, and enjoyable learning environment to assist them in the development of social emotional foundations for learning. This environment creates security in relationships, provides opportunities for success and creates positive attitudes towards learning.

Procedure:

The Pyramid Model is an essential component in supporting positive guidance.

Comprehensive, positive approaches include the following:

DEFINITION OF TERMS:

1. Building Positive Relationships Acceptable	A caring relationship between the adult and the child serves as a foundation for teaching behavior expectations and social skills. Adults must be generous with their positive acknowledgement of the child, providing positive feedback to the child and building an affectionate relationship. When children have positive and caring relationships with caregivers they are more motivated to seek adult attention in positive ways, accept adult guidance and acquire the skills and understanding they need to regulate their emotions and behavior.
2. Using Classroom Preventive Practices	Providing children with structure and guidance for appropriate behavior can minimize problem behavior. Prevention includes organizing play environments, predictable activities, planned transitions, appropriate materials, opportunities for choice, and adult support for

Acceptable	peer interactions minimizing the likelihood that children will engage in problem behavior.
3. Teaching Social Skills Acceptable	The opportunity to play and work with a group of same age peers provides challenges related to social problem solving, friendship development, conflict resolution, and the expression of emotions. Staff needs to provide children with explicit and repeated instruction on the social and emotional skills needed for social competence. Effective teaching includes careful planning, the provision of multiple meaningful learning opportunities, promoting prosocial behavior, and the use of guidance procedures such as redirection to assist children as they develop social relationships with peers and adults.
4. Behavior Support Plans Acceptable	Based on observations of the child, adults examine the context of the behavior to determine how to intervene. A plan is designed based on observations of the unique individualized needs of the child. By understanding and recognizing the purpose or function of the problem behavior, a teacher can select an appropriate intervention strategy. When the behavior persists, the intervention planning process should include not only the teacher but the family, site coordinator, mental health consultant, and other support staff when possible.
5. Teaching Replacement Skills Acceptable	Behavior Support Plans will be developed based on the understanding of the behavior and the identification of the skills that the child needs to learn. Once identified what to teach the child, a behavior support plan can be designed that includes prevention strategies that minimize the problem behavior; instructional strategies to teach new skills, and response to the behavior that ensure the problem behavior does not give the child access to his or her desired outcome.
6. Providing Specialized Services Acceptable	Children with severe, persistent behavior challenges may need assessment and support from other professionals (e.g., mental health, special education, medical consultants, Ed/Disability Specialist), a collaborative team who can work together to provide comprehensive interventions and supports for the child and family. Services may need to extend beyond Head Start and

		include support to the family within the home and community. The program will work collaboratively as a team with the family and professionals.
7.	Involving the Family Acceptable	Staff will provide information to the family about the classroom behavior support plan and ask for input and include a plan at home when appropriate. Staff will work with families on possible positive strategies and responses used in the home that could be adapted to the classroom.
8.	Offering a Break Acceptable	This is a prevention strategy and may be a replacement skill for challenging behavior. Children sometimes need a break as a result of being overwhelmed or overstimulated. Offering a break to a child will be done with planning and intent. A break is a suggestion to a child and not forced. Breaks may occur in areas like the quiet cube, or library so children may have a chance to calm and become regulated. Children will be taught how to request a break, as needed. Breaks are not to be used for children to avoid an activity, adults, or peers long term.
9.	Modified Schedule Acceptable	When necessary, in partnership with the family and the mental health consultant, a child might be placed on a modified schedule if their behavior poses a risk to the health and safety of the other children in the classroom. The plan will include steps for connecting the family and child to needed resources in the community and plan to transition the child back to a regular schedule. If child is being evaluated for services in a partner program, Head Start staff will work with the family, the partner program, and other community partners in transition planning when other placements are being considered.
10.	Isolation Not Acceptable	Placing the child beyond the immediate classroom unattended, and out of sight of adult supervision. Sending a child to a space or area of the classroom for time out away from other adults and children.

11.	Corporal Punishment Not Acceptable	Spanking, striking, swatting, etc., by ANY means (i.e., hand, paddle, book, etc.)
12.	Physical Force or Restraint Not Acceptable	Exerting force to move a child, such as grabbing, shaking, dragging, pushing, pulling, holding, etc. is never acceptable. Appropriate mild physical intervention may be used only if a child is a threat of serious harm to self, others or property.
	1 3. Verbal Abuse Not Acceptable	Screaming, belittling, name calling, teasing, threatening, harsh tones of voice, humiliation, victimization and sarcasm.
	1 4. Food Not Acceptable	Using food as a reward or punishment in any way.
15.	Group Punishment Not Acceptable	Punishing the entire group of children for individual behaviors.
16.	Sharing Information About Other Children Not Acceptable	Individual plans and strategies for teaching and learning new skills take time and need a lot of reinforcement in the beginning when teaching a desired skill at school and home. It may seem to other parents that a child with challenging behavior is not making the desired change quickly enough, and there may be frustration by the child's parent and other parents when their child has been hurt. Research has shown that the longer behavior is practiced and reinforced, the longer it will take to change the behavior. Through consistent and highly intentional teaching of replacement skills and consistent reinforcement, a child will start to use more appropriate replacement skills and respond in more appropriate ways to get their needs met and the challenging behavior decreases.
17.	Suspension and Expulsion	It is the program's policy to create an inclusive environment for all children with diversified needs and to

Not Acceptable	provide an individualized program of teaching and learning to meet the needs of all children. Children are not expelled (unenrolled), or suspended because of behavior.
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Strategy for Children who display challenging behaviors

- A. Follow the action steps as outlined in the Behavior Support Notebook.

Strategies to Handle Unanticipated Dangerous Behavior

- A. Occasionally, a dangerous incident may occur which was not predicted by classroom staff. In this instance, the team should have a plan for the center which includes:
1. Follow the Dangerous Behavior plan, as outlined in the *Dangerous Behavior Intervention Plan* Policy.
 2. Care for the injured party—if there is one. Allow the injured child to explain the situation and express his/her feelings. This does not mean that the child needs to say “I’m sorry”, the teacher will support the child in recognizing how the injured friend is feeling by observation. This role modeling and support from the teacher advocate will help in beginning to recognize feelings of other children.
 3. Provide a safe, quiet place for the child to be away from the other children to give him/her a chance to calm down and discuss and problem solve in a calm manner. If child is not able to calm himself, while keeping other children and staff safe, the dangerous behavior intervention plan should be implemented.
 4. After the child has calmed down, explain the natural consequence of his/her actions. (See examples on next page)
 5. Allow the child to re-enter the play environment without judgment.
 6. Debrief the parents of both the injured party and the child who created the injury.
 7. A staffing to discuss the dangerous behaviors and to create a plan for the challenging child.
- B. See the *Dangerous Behavior Intervention Plan* Policy

When a Classroom Experiences Multiple Behavior Issues

1. Evaluate the environment, see Tier II action steps 1-6 in the Behavior Support Notebook.
2. Write BIRs as necessary, upload/enter into CP .
3. Contact family to communicate strengths and concerns.
4. Call for a team meeting to assess the environment and behaviors, create a plan to support the child/ classroom, meeting should include Teacher, Assistant, and Site Coordinator. .
5. If the behaviors continue, follow Tier III action plan in the Behavior Support Notebook.

Physical Guidance (Guiding children by physical means.)

- A. Children will always be given a chance to move themselves before an adult helps. For example, *Teacher asks the children to line up at the door. A child does not move. The teacher asks the child if she understands the directions. The child does not respond. The teacher asks the child if she needs help moving to the door. If the child does not respond, the teacher gives the child a choice of moving independently to the door or having the teacher take her hand and help her to the door.*
- B. Before touching a child, staff will tell that child that they are going to touch them, as well as, where and why they are going to be touched. *For example, “Child, I am going to take your hand and help you to the door,” or “Child, I am going to put my hand on your shoulder to help you move to a safer place.”*
- C. To assure the safety of child and adult, an agitated, or having a tantrum will be allowed to de-escalate safely using the strategies to handle unanticipated dangerous behavior. The adult will attempt physical guidance only after the child has de-escalated and it is safe for both parties. In cases where a child is endangering themselves or others (i.e. running into a parking lot, physically attacking another child) a staff member is to use physical guidance as outlined above immediately, prior to the child de-escalating.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-72 Title: Record Keeping Storage and Access Section: Child Development & Health Services	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25
Forms Required:	
Performance Standards: 1304.51(g)	Page 1 of 1

Policy: It is the policy of NeighborImpact Head Start to establish and maintain effective record-keeping and reporting systems to provide accurate and timely information regarding children, families and staff and ensure appropriate confidentiality of this information.

Purpose: Effective record-keeping and reporting systems provide information needed to individualize programs for children and families, to monitor the quality of program services, to assist in program planning and management, and to ensure the delivery of quality services. These systems also provide documentation that the program is meeting program requirements and laws. To ensure that privacy rights are respected in these systems, safeguards are developed and maintained.

Procedure:

1. The program will use standardized forms to ensure simplicity and consistency of information collection and record keeping.
2. Records will be stored in a confidential manner such as locked drawers or cabinets or spaces to ensure that only authorized persons have access to information.
3. Electronic child and family records will be maintained in the program's data management program.
4. Records will not be shared with other programs within the agency or other agencies without the proper permission or authorization to release or share information.
5. Records will be retained for four years and then destroyed in a manner consistent with the agency's Record Retention policy.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-73 Title: Reimbursement of Policy Council & PCCM Members for Reasonable Expenses Section:	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25
Forms Required: Policy Council & PCCM Mileage & Child Care Reimbursement Form	
Performance Standards: 1301.3(e)	Page 1 of 1

Policy: NeighborImpact provides low-income Policy Council and Parent Center Committee Members (Family Night) with reimbursement for reasonable, approved expenses incurred for participation in governance responsibilities. All reimbursements are in accordance with NeighborImpact financial policies. Reimbursements are not considered compensation.

Purpose: In order for low-income members of the Head Start Policy Council and Parent Center Committees to participate fully in governance activities, the program may reimburse travel and childcare expenses.

Procedure:

- A. Personal vehicle costs are covered through mileage reimbursement at the business mileage rate approved by Internal Revenue Service. Mileage reimbursement is not provided when program school bus or other program transportation is offered. In situations where the program is not able to provide transportation (such as transportation for a parent with an infant who is unable to be transported by school bus) these costs may be reimbursed. Neither reimbursement nor school bus transportation can be provided to Parent Center Committee Meetings from outside of the site service area.
- B. Travel costs including lodging, transportation, per diem, and incidental costs are covered in accordance with staff travel policies and procedures. Staff completes travel authorization forms and secures required approval signatures.
- C. Childcare expenses are covered when childcare expenses are incurred in order for the member to participate in program governance activities. Childcare expenses may be covered by program provision of childcare or through payment to reimburse the member for payment of a childcare provider. Childcare is provided at all PCCM meetings and Policy Council meetings and therefore childcare reimbursements will not be provided. Childcare expenses for other governance activities are reimbursed at the rate of \$ 5.00 per hour per child for the amount of time that the member is required to be away from their child (ren) with a maximum of \$80.00 reimbursed per family for a 24-hour period.
- D. To receive reimbursement, the PC or PCCM member must submit a fully completed and signed Policy Council & PCCM Mileage and Childcare Reimbursement form to the Program Specialist within 30 days of the travel or expense.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-74 Title: Release of Children Section: Program Design and Management	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25
Forms Required: Emergency Contact form, paper or electronic version on CP App	
Performance Standards: 1302.47 (b) (5) (iv) (7v), 1303.72 (a) (3)	Page 1

Policy: Children are released only to authorized persons.

Purpose: The NeighborImpact Head Start & Early Head Start program is deeply committed to the safety of the children we serve. For this reason, we will only release a child to his/her parent or legal guardian, or to another authorized person on the Emergency Contact form. All staff must follow the detailed procedure below to ensure safe release of children within our care.

Procedure:

A) Release of children to person other than parent or legal guardian

1. Staff must consult a child's Emergency Contact form to determine whether a particular person is authorized to receive the child. Person must be at least 13 years old.
2. Persons not known to staff will be required to provide photo identification to establish their identity prior to a child's release.
3. Parent /Guardian can only make changes to the Emergency Contact form in person.
4. In cases where the parent request to deny access to the non-custodial parent, they will be required to provide the program with appropriate copies of legal documentation (custody decree, restraining order, and termination of parental rights).

B) Child Release Contingency

1. In the event a child is not picked up at the classroom or at the bus drop off location by an authorized person at the expected time, staff members will adhere to the following procedures:
 - The Bus monitor will notify the classroom staff that a child is returning to the site.
 - Parents and emergency contact numbers will be called, three (3) times in 15-minute intervals, beginning 10 minutes after the expected pickup time (class or bus stop).
 - One hour after the Class time ends, we will contact the Police to seek assistance in caring for the child, and make a report to DHS.
 - The center staff will ensure the safety and well-being of the child at the center until the parents, authorized persons or outside authorities (police, etc.) receive the child.
2. If there is an ongoing concern and family needs additional support Teacher/Advocate will partner with the Family to develop a support plan.

C) Child Release to DHS or Law Enforcement

- 1) State or law enforcement must show identification and court order authorizing release of child.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-76 Title: Sharing of Data and Protections for the Privacy of Child Records in Head Start/Early Head Start Section:	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25
Forms Required:	
Performance Standards: Section 641A(b)(4) of the amended Head Start Act; 45 C.F.R. §§1303.20-1303.24	Page 1 of 17

Purpose of Procedure: This procedure is intended to ensure that NeighborImpact Head Start maintains the privacy and confidentiality of records concerning children in our [Head Start/Early Head Start] program. It also sets forth the steps NeighborImpact Head Start will follow to ensure Parental access to Child Records and Personally Identifiable Information (PII), as defined below. It is a part of NeighborImpact Head Start's larger program-wide, coordinated approach to ensuring the management of program data to effectively support the availability, usability, integrity, and security of data as per 45 C.F.R. §1302.101(b)(4).

Definitions.

Child Records means records that: (1) are directly related to the child; (2) are maintained by NeighborImpact Head Start, or by a Party acting for NeighborImpact Head Start; and (3) include information recorded in any way, such as print, electronic, or digital means, including media, video, image, or audio format.

Confidential means to be kept private with certain specific protections and exceptions.

Consent means written approval or authorization that is signed and dated. It may include a record and signature in electronic form that: (1) identifies and authenticates a particular person as the source of the electronic consent; and (2) indicates such t person's approval of the information. Consent can be revoked going forward.

Disclosure means to permit access to or the release, transfer, or other communication of Personally Identifiable Information contained in Child Records by any means, including oral, written, or electronic means, to any Party except the Party identified as the Party that provided or created the record.

Party means an entity or individual (but excluding NeighborImpact officials and parents).

Parent means a person or agency legally authorized to act on behalf of the child, typically the mother, father, or legal guardian authorized to act in place of the mother or father.

Personally Identifiable Information (PII) means any information that could identify a specific individual, including but not limited to a child's name, name of a child's family member, street address of the child, social security number, or other information that is linked or linkable to the child.

Procedure.

- I. Location of PII. NeighborImpact Head Start stores PII from Child Records in the following places:
 NeighborImpact Intranet, ChildPlus, Teaching Strategies Gold, in locked file cabinets in the ERSEA Coordinator's office and in the Health Manager's office; in locked teachers' offices located in classrooms;

in enrollment files kept in a locked cabinet or locked brief case, with locked labeled medications for children.

- II. Need to Know Basis.** All Disclosures of PII from Child Records shall be consistent with this policy and are on a need to know basis or otherwise “deemed necessary” for the purpose of Disclosure. In other words, at NeighborImpact Head Start, we do not disclose PII from Child Records for no reason or any reason. We have a specific process that must be followed and it depends on the type of PII that has been requested and by whom. Our process limits the amount of PII disclosed to only that which must be provided, and nothing more.
- III. Annual Notice.** NeighborImpact Head Start requires our Head Start/EHS program to annually notify Parents in writing of their rights described in this procedure, key definitions, and exceptions for when Parental Consent is not needed. NeighborImpact Head Start uses the Annual Notice Regarding PII and Parental Rights which is provided to Parents upon acceptance into the Head Start/EHS at the enrollment visit and annually in the Parent Handbook.
- IV. Process.** When someone requests to see a copy of a Child Record -- whether it is a federal reviewer, an auditor, an official from the state, a Parent or someone else – we follow our process. We never just give out information about children in our program without following this process:
- a. First, whoever receives the request for a Child Record shall document receipt of the request in ChildPlus under the corresponding tab. Health requests will be noted in the Health tab, education requests will be noted in the Education tab, parent requests will be in the Family Services tab, and State Health & Welfare requests will be noted under the Family Services tab. The staff who receives the request will document the action in ChildPlus.
 - b. Next, the person who received the request shall send it to the corresponding Manager - Education, Disabilities, Education, Family Services, or Health to review it and make sure it is a valid request. If the manager is unsure, s/he shall contact the Head Start Director who may contact NeighborImpact’s attorney.
 - c. Additionally, if the request comes to us through a subpoena or court order, the Head Start Director may send subpoenas or requests pursuant to a court order to local counsel for review prior to approving any such request.
 - d. Once the corresponding Manager or Head Start Director has determined the validity of the request, s/he shall also determine which of the types of PII Disclosures (if any) the request falls under (see Section V below for Types of PII Disclosures).
 - e. Once the type of PII Disclosure has been determined, if the type requires a written Consent, the Consent shall be obtained if NeighborImpact Head Start does not already have one on file.
 - f. For as long as the records are maintained, NeighborImpact Head Start shall keep a record of Disclosures of PII from Child Records by documenting in the Child Record the date of disclosure, the name of the person(s) or third Party entity(ies) to which the PII was disclosed, which PII was disclosed, and why the disclosure was made. This record does not need to be kept for Disclosures made to NeighborImpact officials and parents. This record shall, in effect, become a “log” for Disclosures for each Child Record.

- g. A copy of the request itself shall also be maintained by NeighborImpact Head Start in ChildPlus.
 - h. NeighborImpact reserves the right to modify this policy from time to time, as it deems necessary and appropriate.
- V. Types of PII Disclosures. Disclosures of PII can be made to Parents (as defined above) who have legal authority. Additionally, for Disclosures to third Parties, there are three main types of Disclosures of PII for Head Start/Early Head Start that NeighborImpact Head Start can make. The first is Disclosure Without Parental Consent (Section VI below). The second is Disclosure Requiring Parental Notification/Opportunity to Refuse (which does not require Consent) (Section VII below). The third is Disclosure Requiring Parental Consent (Section VIII below). Each type of Disclosure has a different process as set forth below, and we have different rules to follow for each one.
- VI. Disclosure Without Parental Consent. NeighborImpact Head Start must disclose PII from Child Records without Parental Consent to the following Parties, with the following limitations:
- a. Within NeighborImpact for Head Start purposes. To officials within NeighborImpact Head Start if NeighborImpact Head Start determines it is *necessary for Head Start services*, and NeighborImpact Head Start maintains oversight with respect to the use, further Disclosure, and maintenance of Child Records;
 - b. To Contractors or Delegates/Sub-Recipients for Head Start purposes. To officials acting for NeighborImpact Head Start, such as contractors and delegates/sub-recipients, if the official provides services for which NeighborImpact Head Start would otherwise use employees, NeighborImpact Head Start determines it is *necessary for Head Start services*, and NeighborImpact Head Start maintains oversight with respect to the use, further Disclosure, and maintenance of Child Records, such as through a written agreement;
 - c. In connection with an audit or evaluation of education or child development programs or for enforcement or compliance with federal legal requirements. To officials within NeighborImpact Head Start, acting for NeighborImpact Head Start or from a federal or state entity, in connection with *an audit or evaluation of education or child development programs, or for enforcement of or compliance with federal legal requirements* of NeighborImpact Head Start; provided NeighborImpact Head Start maintains oversight with respect to the use, further Disclosure, and maintenance of Child Records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the Disclosure, except when the Disclosure is specifically authorized by federal law or by the responsible HHS official;
 - d. For studies to improve child or family outcomes or quality of services. To officials within NeighborImpact Head Start, acting for NeighborImpact Head Start, or from a federal or state entity, to *conduct a study to improve child and family outcomes, including improving the quality of programs*, for, or on behalf of, NeighborImpact Head Start, provided NeighborImpact Head Start maintains oversight with respect to the use, further Disclosure, and maintenance of Child Records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the Disclosure;

- e. During Disasters or Health/Safety Emergencies. To appropriate Parties (such as local health departments, police, fire, EMS, etc.) to address a *disaster, health or safety emergency during the period of the emergency*, or a *serious health and safety risk* such as a serious food allergy, if NeighborImpact Head Start determines that disclosing the PII from Child Records is necessary to protect the health or safety of children or other persons;
- f. Pursuant to Court Orders or Subpoenas. To comply with a *judicial order or lawfully issued subpoena*, provided NeighborImpact Head Start makes a reasonable effort to notify the Parent about all such subpoenas and court orders in advance, unless:
 - i. A court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed;
 - ii. The Disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.
 - iii. A Parent is a Party to a court proceeding directly involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101)) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the Parent by NeighborImpact is not required; or,
 - iv. NeighborImpact Head Start initiates legal action against a Parent or a Parent initiates legal action against NeighborImpact Head Start, then NeighborImpact Head Start may disclose to the court, also without a court order or subpoena, the Child Records relevant for NeighborImpact Head Start to act as plaintiff or defendant.
- g. CACFP Monitoring. To the Secretary of Agriculture or an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, *if the results will be reported in an aggregate form* that does not identify any individual: provided, that any data collected must be protected in a manner that will not permit the personal identification of students and their Parents by other than the authorized representatives of the Secretary of Agriculture and any PII must be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements;
- h. Foster Care Caseworkers. To a caseworker or other representative from a state, local, or tribal child welfare agency, *who has the right to access a case plan for a child who is in foster care placement*, when such agency is legally responsible for the child's care and protection, under state or tribal law, if the agency agrees in writing to protect PII, to use information from the child's case plan for specific purposes intended of addressing the child's needs, and to destroy information that is no longer needed for those purposes; and,

- i. Suspected or Known Child Maltreatment. To appropriate Parties such as Child Protective Services to *address suspected or known child maltreatment* and is consistent with applicable federal, state, local, and tribal laws on reporting child abuse and neglect.
- j. In any instances that fall within the specific guidelines set forth in this Section VI(a) through (i), if NeighborImpact's Head Start Director or his/her designee determines the request is valid, s/he shall ensure that copies of the requested PII are delivered to the requesting Party through either a hand-to-hand transaction, first class mail, a courier, or other reliable method.
- k. Notwithstanding the steps above, NeighborImpact Head Start retains the right to determine that such Disclosure is not in the best interest of the child and may choose to keep the requested PII confidential and not disclose it, so long as the nondisclosure is lawful.
- l. Parental Right to Copy of Record. NeighborImpact Head Start shall, upon Parental request, provide a child's Parent, free of charge, an initial copy of Child Records disclosed to third Parties, unless the Disclosure was for a court that ordered neither the subpoena, its contents, nor the information furnished in response to be disclosed.
- m. Written agreements. When NeighborImpact Head Start establishes a written agreement with a third Party involving PII, such as a Sub recipient (Delegate) or Contractor (under VI(b) above), Auditor or Program Evaluator (under VI(c) above, or Researcher (under VI(d) above), NeighborImpact Head Start will annually review the agreement and update it if necessary. If the third party violates the agreement, NeighborImpact may provide the third party an opportunity to self-correct or prohibit the third party from access to Child Records for ____ [insert set-time period] or such period of time as may be established by NeighborImpact's Policy Council and Board of Directors.
- n. Parental Right to Inspect Written Agreements that Involve the Disclosure of PII. If a Parent requests, NeighborImpact Head Start shall allow him/her to come on-site and review a written agreement with a third Party that involves Disclosure of their child's PII. Any such review must happen on-site and this right only allows the Parent to review the agreement, but not take any photos of it or make, or have copies made of the agreement. Prior to any such Parental review of an agreement, NeighborImpact Head Start shall redact any parts of the agreement that contain business terms, Confidential information, or other trade secrets and shall work with NeighborImpact Head Start's local counsel to do so, if need be.

VII. Disclosure Requiring Only Parental Notice/Opportunity to Refuse. Under the Head Start regulations, this type of Disclosure does *not* require Parental Consent.

- a. Subject to the requirements of Section VII, NeighborImpact Head Start can disclose PII from Child Records without Parental Consent to officials at a program, school or school district in which the child seeks or intends to enroll or where the child is already enrolled as long as the Disclosure is related to the child's enrollment or transfer.
- b. NeighborImpact Head Start shall notify the Parent about the Disclosure in writing three business days prior to disclosing the PII.

- c. NeighborImpact Head Start shall provide the Parent *prior to any PII Disclosure to the other Party*, upon the Parent's request, a copy of the PII from Child Records to be disclosed, and the Parent shall thereafter have five business days to challenge and refuse the Disclosure of the information in the Child Records.
- d. If an entity or a Parent requests that PII be disclosed for enrollment or transfer purposes, NeighborImpact Head Start shall provide the Parent a Notice of PII Disclosure for Enrollment or Transfer Form with the accompanying Parental Refusal of PII Disclosure to Program or School Form.
- e. The Notice of PII Disclosure for Enrollment or Transfer Form allows the child's Parent to refuse the Disclosure by following the steps in the Form and completing and timely returning the Parental Refusal of PII Disclosure to Program or School Form.
- f. If the Parent does not follow the steps within the timeframe set forth in the Notice of PII Disclosure for Enrollment or Transfer Form to refuse Disclosure, NeighborImpact Head Start's Director or his/her designee shall make a determination that the request for Disclosure is legitimate, and will ensure that copies of the requested PII are delivered to the requesting program, school, or school district through either a hand-to-hand transaction, first class mail, a courier, or other reliable method.
- g. Notwithstanding the steps above, NeighborImpact Head Start retains the right to determine that such Disclosure is not in the best interest of the child and may choose to keep the requested PII confidential and not disclose it, so long as the nondisclosure is lawful.

VIII. Disclosure Requiring Parental Consent. All Disclosures of PII from Child Records that *do not fall in one of the other categories above* (in Sections VI or VII) require written Parental Consent before NeighborImpact Head Start can disclose any PII from Child Records.

- a. NeighborImpact Head Start uses the PII Disclosure Authorization Form to document written Consent from a Parent. This Form: (a) specifies which Child Records may be disclosed, (b) explains why the records will be disclosed, and (c) identifies the Party/Parties or class of Parties to whom the records may be disclosed.
- b. The written Consent must be signed and dated, as per the definition of Consent above. If it is not, a representative from NeighborImpact Head Start will contact the Parent to get the Form signed and dated prior to any PII Disclosure.
- c. The granting of consent by the Parent is voluntary and may be revoked at any time. While the PII Disclosure Authorization Form includes an explanation that giving Consent is voluntary by the Parent and may be revoked at any time, NeighborImpact Head Start's representative giving the Form to the Parent should also explain this point to them.
- d. If a Parent revokes Consent, the revocation is not retroactive and therefore it does not apply to any action that occurred before the Consent was revoked.
- e. Upon receipt of the completed PII Disclosure Authorization Form, NeighborImpact Head Start's Head Start Director or his/her designee shall make a determination that the request for Disclosure is legitimate

and will ensure that copies of the requested PII are delivered to the appropriate third through either a hand-to-hand transaction, first class mail, a courier, or other reliable method.

- f. Notwithstanding the steps above, NeighborImpact Head Start retains the right to determine that such Disclosure is not in the best interest of the child and may choose to keep the requested PII confidential and not disclose it, so long as the nondisclosure is lawful. In such instances, NeighborImpact Head Start shall explain the issue to the Parent/legal guardian to help determine next steps.
- g. Parental Right to Copy of Record. NeighborImpact Head Start shall provide a child's Parent, free of charge, an initial copy of Child Records disclosed to third Parties with Parental Consent.

IX. Children Referred to or Receiving IDEA Services for Disabilities

- a. NeighborImpact Head Start will follow the confidentiality provisions of IDEA Parts B and C (located at 34 CFR Parts 300 and 303) for any children that we serve that are referred to or receiving IDEA services. At any time or in any instance that those provisions are stricter than what Head Start/EHS requires, NeighborImpact will follow those stricter IDEA provisions.

X. Parental Rights to Inspect Child Records.

- a. A Parent has the right to inspect Child Records.
- b. If the Parent requests to inspect his/her Child Records, NeighborImpact Head Start shall make the Child Records available to the Parent for inspection through an on-site review within a reasonable period of time but in no event later than 45 days after receipt of the request. NeighborImpact Head Start shall not allow Parents to take originals of their Child Records off-site, only copies.
- c. If some of the Child Record is in a document that contain information on more than one child, NeighborImpact Head Start will ensure that the Parent only inspects information that pertains to the Parent's child. Specifically, the Family Services Manager will review the requested Child Records prior to the Parent's inspection and will redact the copy of the records to be made available to the Parent.
- d. Additionally, NeighborImpact Head Start will not destroy a Child Record if there is an outstanding request to inspect and review the record under this section.

XI. Parental Right to Ask to Amend the Child Record/Hearing.

- a. Right to Ask to Amend.
 - 1. A Parent has the right to ask NeighborImpact Head Start to amend information in their Child Record that the Parent believes is inaccurate, misleading, or violates the child's privacy.
 - 2. NeighborImpact Head Start shall consider the Parent's request within 45 days of receipt. The Family Services Manager is in charge of reviewing requests to amend Child Records.
 - 3. If the Family Services Manager/or Head Start Director finds the Parent's request to be reasonable, the Family Services Manager will notate an amendment to the Child Records that includes the date of the amendment, the content of the amendment, why the change is being

made, and the name of the person making the amendment to the record. Any amendment to the Child Records of this kind will not erase the contents of the prior record, but will instead show where, what, and why changes are being made.

4. If, however, the Parent's request to amend is denied, NeighborImpact Head Start shall render a written decision to the Parent within 45 days that informs the Parent of the right to a hearing.

b. Hearing.

1. If the Parent requests a hearing to challenge information in the Child Record, NeighborImpact Head Start will schedule a hearing within 45 days and notify the Parent, in advance, about the hearing.
2. Person Conducting the Hearing. NeighborImpact's Executive Director shall designate the person to conduct the hearing and finally decide the matter. The person who conducts the hearing may not have a direct interest in its outcome. As a result, NeighborImpact Head Start will not allow the person who made the initial notation in the file, or the decision not to amend the file as per the Parent's wishes, to lead the hearing.
3. Content of Hearing. The hearing shall include a full and fair opportunity for the Parent to present evidence relevant to the issues.
4. Outcome of Hearing.
 - i. If the person conducting the hearing determines from evidence presented at the hearing that the information in the Child Records is inaccurate, misleading, or violates the child's privacy, s/he will direct NeighborImpact Head Start to amend the information and notify the Parent in writing.
 - ii. If instead, the person conducting the hearing determines from evidence presented at the hearing that information in the Child Records is accurate, does not mislead, or otherwise does not violate the child's privacy, s/he will deny the requested amendment and inform the Parent of the right to place a statement in the Child Records that either comments on the contested information or that states why the Parent disagrees with the program's decision, or both.
5. Parental Statement in Record. If a Parent places a statement in the Child Records, NeighborImpact Head Start will maintain the statement with the contested part of the Child Records for as long as it maintains the record and will disclose the statement whenever it disclose the portion of the Child Records to which the statement relates.

XII. Maintaining Records. Consistent with our "Need to Know" basis above (Section II), NeighborImpact Head Start maintains Child Records in a manner that ensures only Parents, and officials within NeighborImpact Head Start or acting on behalf of NeighborImpact Head Start have access to Child Records. Accordingly, we keep any paper records containing PII of children under lock and key and any on-line records containing child PII are password protected.

- a. As explained above in Section IV(g), NeighborImpact will maintain the Child Records for as long as the records are maintained, information on all individuals, agencies, or organizations to whom a Disclosure of PII from the Child Records was made (except NeighborImpact officials and Parents), and why the Disclosure was made.
- b. As explained above in Section XI(b)(5), if a Parent places a statement in the Child Records, we maintain the statement with the contested part of the Child Records for as long as we maintain the record and we will disclose the statement whenever we disclose the portion of the Child Records to which the statement relates.
- a. NeighborImpact Head Start follows our Record Retention Policy for how long we keep records, and we destroy Child Records within a reasonable timeframe after such records are no longer needed or required to be maintained. For more information on how long we keep records, please see NeighborImpact Documentation Retention Policy.

ANNUAL NOTICE REGARDING PII AND PARENTAL RIGHTS

Effective August 1, 2017

**THIS NOTICE DESCRIBES HOW PERSONALLY IDENTIFIABLE INFORMATION ABOUT
YOUR CHILD MAY BE USED AND DISCLOSED, AND HOW YOU CAN ACCESS THIS
INFORMATION.**

PLEASE REVIEW IT CAREFULLY.

By law, NeighborImpact Head Start must protect the privacy of your child's Personally Identifiable Information. Information that could be used to identify your child (known as "Personally Identifiable Information" or "PII") includes your child's name, name of a child's family member, street address of the child, social security number, or other information that is linked or linkable to the child. NeighborImpact Head Start retains PII because your child receives Head Start/Early Head Start services from us and it is a part of each child's record with us. We take our obligation to protect the privacy of your child's PII data very seriously. This notice explains your rights and our legal duties and privacy practices.

We are required to give you a copy of your rights in writing every year, including definitions (which cover descriptions of the types of PII that may be disclosed), to whom we can disclose your child's PII, and identify when we do not need to receive your Consent to disclose PII from your child's record.

NeighborImpact Head Start will abide by the terms of this notice. NeighborImpact Head Start reserves the right to change the terms of this notice and its policies concerning PII, and will follow the terms and policies currently in effect. Any new provisions we add will affect all PII we maintain from the time the new provisions go into effect, as well as any PII that we may receive in the future. If we revise our practices substantially, we will provide a revised notice delivered to you at child pick-up and will update the notice on our NeighborImpact website.

Definitions

Child Records means records that: (1) are directly related to the child; (2) are maintained by NeighborImpact, or by a Party acting for NeighborImpact; and (3) include information recorded in any way, such as print, electronic, or digital means, including media, video, image, or audio format.

Confidential means to be kept private with certain specific protections and exceptions.

Consent means written approval or authorization that is signed and dated. It may include a record and signature in electronic form that: (1) identifies and authenticates a particular person as the source of the electronic Consent; and, (2) indicates such person's approval of the information. Consent can be revoked going forward.

Disclosure means to permit access to or the release, transfer, or other communication of Personally Identifiable Information contained in Child Records by any means, including oral, written, or electronic means, to any Party except the Party identified as the Party that provided or created the record.

Party means an entity or individual (but excluding NeighborImpact officials and parents).

Parent means a person or agency legally authorized to act on behalf of the child, typically the mother, father, or legal guardian authorized to act in place of the mother or father.

Personally Identifiable Information (PII) means any information that could identify a specific individual, including but not limited to a child's name, name of a child's family member, street address of the child, social security number, or other information that is linked or linkable to the child.

Required Uses and Disclosures of PII

We must use and disclose information contained in Child Records that is PII in a number of ways to carry out our responsibilities. We keep PII in our Child Records. The following list describes a summary of the types of uses and Disclosures of PII that federal law requires NeighborImpact Head Start to make and allows us to do so without your Consent:

- ✓ Within NeighborImpact as necessary for Head Start services;
- ✓ To officials acting for NeighborImpact Head Start (including but not limited to Contractors or Delegates/Sub-Recipients that help us provide services to your child) as necessary for Head Start services;
- ✓ In connection with an audit or evaluation of education or child development programs or for enforcement or compliance with federal legal requirements (such as to the U.S. Department of Health and Human Services that funds our work);
- ✓ For studies to improve child or family outcomes or quality of services;
- ✓ During Disasters or health/safety emergencies to appropriate Parties (including but not limited to local health departments, police, fire, EMS, etc.);
- ✓ Pursuant to Court Orders or Subpoenas (so long as we try to notify you in advance unless (1) a court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed; (2) the Disclosure is in compliance with an ex parte court order obtained by the United States Attorney General or his/her designee concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331; (3) a Parent is a Party to a court proceeding directly involving child abuse and neglect or dependency matters, and the order is issued in the context of that proceeding; or (4) if there is legal action between NeighborImpact Head Start and a Parent);
- ✓ For Child and Adult Care Food Program (CACFP) monitoring if the results will be reported in an aggregate form that does not identify any individual;
- ✓ To foster care caseworkers who have the right to access a case plan for a child who is in foster care placement; and
- ✓ To appropriate Parties in cases of suspected or known child maltreatment (such as Child Protective Services).

NeighborImpact Head Start also uses and shares your child's PII when requested by you or when otherwise required by law.

Other Permitted Uses and Disclosures

1) NeighborImpact Head Start may use and share PII in certain limited instances, without your Consent, but with prior notification to you and with an opportunity for you to refuse disclosure.. We can disclose PII from your Child Records to officials at a program, school or school district in which the child seeks to enroll or where the child is already enrolled where the Disclosure is related to the child's enrollment or transfer. .

- ✓ To do so, NeighborImpact Head Start will notify a Parent in advance about the intended Disclosure.
- ✓ The Parent will have the opportunity to request a copy of the PII from the Child Records to be disclosed and to challenge and refuse Disclosure of the information in the Child Records, before we forward the records to the other Party.
- ✓ If an entity or a Parent requests that PII be disclosed for enrollment or transfer purposes, you will receive a Notice of PII Disclosure for Enrollment or Transfer Form.

- ✓ The Notice of PII Disclosure for Enrollment or Transfer Form allows the Parent to challenge and refuse the Disclosure by following the steps in the Form and timely completing and returning the Parental Refusal of PII Disclosure to Program or School Form.
- ✓ If you do nothing or do not follow the steps within the timeframe set forth in the Notice of PII Disclosure for Enrollment or Transfer Form to challenge or refuse the Disclosure, NeighborImpact Head Start will go ahead as planned and send copies of the requested PII to the requesting program, school, or school district to further the child's program and ensure continuity through data.

2) Except as described above, NeighborImpact Head Start will not use or disclose your child's PII without your written Consent. You may give us written Consent to use or disclose your child's PII in his/her Child Records to anyone for any purpose that you choose. You may revoke your authorized Consent so long as you do so in writing; however, NeighborImpact Head Start will not be able to get back any PII we have already used or shared based on your prior permission.

Parental Rights

You have the right to:

- ✓ Ask to inspect on site your Child's Record containing PII that NeighborImpact Head Start maintains. NeighborImpact Head Start will create an opportunity for you to inspect your Child's Record on-site within 45 days of your request. You *do not* have the right to remove the original record from on-site nor to take any parts of the original record with you.
- ✓ Ask for a copy of Child Records disclosed to third Parties with Parental Consent, free of charge.
- ✓ Ask NeighborImpact Head Start to amend information in your Child's Record if you believe that it is inaccurate, misleading, or violates your child's privacy. You must ask for this by in writing, along with a reason for your request. NeighborImpact Head Start will review your request and decide on it within 45 days. If NeighborImpact Head Start denies your request to amend your PII, we will issue you a written statement explaining why and explain your right to a hearing.
- ✓ Ask for an internal hearing if your request to amend the Child Record is denied. If the issue is not decided in your favor at the hearing, you have the right to place a statement in the Child Record that either comments on the contested information or that states why the Parent disagrees with NeighborImpact's decision, or both.
- ✓ Ask to inspect written agreements involving Disclosure of PII. If a Parent requests, you can come on-site and review a redacted written agreement with a third Party that involves Disclosure of their child's PII. This right does not allow you to take any photos of it or make, or have copies made of the agreement.

Complaints or Questions

If you believe that your child's privacy rights may have been violated or if you have questions, please let us know as soon as possible. Complaints should be directed to: Head Start Director, 2303 SW First Street Redmond, OR 97756; coreenm@neighborimpact.org. Filing a complaint or exercising your rights will not affect the care or services your child receives from NeighborImpact Head Start.

NOTICE OF PII DISCLOSURE FOR ENROLLMENT/TRANSFER

Dear Parent:

Under federal Head Start law, NeighborImpact can disclose Personally Identifiable Information (“PII”) from Child Records if the information relates to a child’s enrollment or transfer to officials at a program, school, or school district in which the child seeks or intends to enroll or where the child is already enrolled. (PII means any information that could identify your child, including but not limited to the child’s name, name of a child’s family member, street address of the child, social security number, or other information that is linked or linkable to the child.)

This letter to you is our notification that we intend to provide PII from your child’s Head Start/Early Head Start records to **[Insert Program, School, or School District Name]** on **[insert Date]** to help with your child’s enrollment or transfer. The information that we intend to include consists of the following:

- **[Insert list of types of data here.]**

Before we provide **[Insert Program, School, or School District Name]** with PII from your child’s Head Start/Early Head Start record, if you would like to review a copy of your child’s record, please contact **[insert Person’s Name]** at **[insert phone number]** by **[Insert date that gives enough time for them to review it and refuse Disclosure prior to the date that the PII is to be disclosed to the other Party]**. Alternatively, if you would like a copy of your child’s record, please contact us by **[Insert date that gives your program enough time to copy the Child Record and enough time for the Parent to pick it up and review it and refuse Disclosure prior to the date that the PII is to be disclosed to the other Party]**.

If, upon review of your child’s record, you do not want NeighborImpact to disclose your child’s PII to **[Insert Name of Program, School, or School District]**, please complete and return to **[Insert Person’s Name]** the attached Parental Refusal for PII Disclosure to Program or School Form as soon as possible, but in no event later than **[Insert Date]**.

- ✓ If we receive your completed form prior to that date, we will not disclose your Child’s PII to the program, school, or school district.
- ✓ If, however, you do not return the completed Parental Refusal for PII Disclosure to Program or School Form by **[Insert Date]**, then NeighborImpact’s Head Start Director or his/her designee shall make a determination that the request for Disclosure is legitimate and will ensure that copies of the requested PII are delivered to the requesting program, school, or school district.

If you have any questions, please call **[Insert Person’s Name]** at **[Insert Phone Number]**.

Sincerely,

[INSERT SIGNATURE BLOCK]

Parental Refusal of PII Disclosure to Program or School Form

I, _____, the Parent of _____, have received notice from NeighborImpact that it received a request from me or my spouse, or a program, school, or school district in which my child seeks or intends to enroll or is already enrolled to provide Personally Identifiable Information (“PII”) to help in the enrollment or transfer of my child.

I reviewed my child’s Head Start/Early Head Start record and have determined that I **do not** want NeighborImpact to provide Personally Identifiable Information (“PII”) from my child’s record to **[Insert Program, School, or School District Name]** and as a result, I do not give permission for NeighborImpact to provide the requested information.

Parent Signature: _____

Date: _____

PII DISCLOSURE AUTHORIZATION FORM

The Head Start Program Performance Standards (45 C.F.R. §1301 *et seq.*) afford certain rights to parents/legal guardians concerning the privacy of, and access to, their child's records. In compliance with the Head Start Program Performance Standards, NeighborImpact Head Start is prohibited from providing Personally Identifiable Information (PII) from your child's records to certain outside parties, such as the child's name, identifying information about him/her, and any information from assessments, health data, or other child record information. Parent/legal guardians may choose to complete and submit this form to NeighborImpact Head Start allowing the release of PII from their child's records to specified third parties. Giving this consent is voluntary and not required. Please note that while this form authorizes NeighborImpact Head Start to release child records to third parties, it does not obligate NeighborImpact Head Start to do so. NeighborImpact Head Start reserves the right to review and respond to requests for release of child records on a case-by-case basis. For additional information, review NeighborImpact Head Start Parent Handbook at www.neighborimpact.org

NAME OF CHILD: FIRST MIDDLE LAST DATE of BIRTH

For Office Use Only:

Date Received:

By Whom:

Reviewed by:

Date Reviewed by:

SECTION A. – TYPES OF CHILD RECORDS AUTHORIZED TO BE RELEASED:

I, _____, the (circle one) parent or legal guardian of the child named above, hereby request that copies of the follow records be released: (check all that apply)

All documentation listed below:

- ☐ **Academic Information** (registration, photo, student ID number, enrollment status, demographics, attendance records, residency status, mailing address, academic goals and progress updates, support plans, assessment summaries, screening information, evaluations performed by outside agencies, IEP/IFSP)
- ☐ **Eligibility Information** (all documents provided to NeighborImpact Head Start used to determine child's eligibility for Head Start/Early Head Start)
- ☐ **Health Information** (Medical forms, medical notes, physician's notes, nurse's notes, personal health information such as diagnoses, diet plans, medication administration)
- ☐ **Individualized Supports** (incident/injury reports, success plans, hearings & hearing results)
- ☐ **Other** (Please specify) _____

SECTION B. – REASON FOR RECORD RELEASE:

The reason the records are being released is to provide continuity of care.

SECTION C. - PERSON(S)/ORGANIZATIONS TO WHOM ACCESS TO CHILD RECORDS MAY BE PROVIDED:

- ☐ Mental Health Consultant
- ☐ COCC/OSU
- ☐ Deschutes Behavioral Health
- ☐ Dental Provider
- ☐ Early Childhood/Head Start/Relief Nursery Programs
- ☐ High Desert ESD
- ☐ Lutheran Family Services
- ☐ Medical Provider
- ☐ Pacific Source
- ☐ School Districts
- ☐ State of Oregon, DHS
- ☐ WIC
- ☐ Healthy Beginnings
- ☐ Other _____

SECTION D. - CERTIFICATION:

I understand that (1) I have the right not to consent to the release of my child's records, (2) I give this consent voluntarily, (3) I have the right to inspect any written records released pursuant to this Consent, and (4) this authorization will remain in effect unless and until I revoke such consent by signing a new PII Disclosure Authorization Form with 'Revocation of Consent' section E completed, and the revocation is received and processed by NeighborImpact Head Start.

PARENT OR LEGAL GUARDIAN'S SIGNATURE: _____

TODAY'S DATE: _____

THE FOLLOWING IS TO BE COMPLETED BY PARENT OR LEGAL GUARDIAN IN THE EVENT THAT S/HE CHOOSES TO REVOKE HIS/HER CONSENT TO RELEASE DATA IN CHILD RECORDS.

SECTION E. – REVOCATION OF CONSENT:

I hereby revoke the consent granted above. (Not valid unless received by NeighborImpact Head Start.) I understand actions taken by NeighborImpact Head Start regarding releases of my child's records prior to its receipt and processing of this revocation cannot be revoked or changed, and that this revocation does not apply to any action that occurred before my consent was revoked.

PARENT OR LEGAL GUARDIAN'S SIGNATURE:

TODAY'S DATE:

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-77	Approval Date: 3/12/2026	
Title: Substitute and AT Support Policy and Procedure	Procedure Revision Date:	
Section: Child Development and Health	Most Recent Board Review: 3/12/2026	
	PC Approval Date: 9/18/25	
Forms Required: Request for leave Form, designated sub list		
Performance Standards: 1306.21/Sec. 648a of the Head Start Act		Page 1 of 2

Policy: NeighborImpact Head Start is committed to providing a safe, nurturing, and consistent learning environment for all enrolled children. To ensure high-quality care and continuity of services, the program maintains a pool of qualified and trained substitute staff who can step in when regular staff are absent.

Purpose: The purpose of this policy is to ensure that qualified substitute staff are available to maintain high-quality care, education, and supervision whenever regular classroom staff are absent. .

Procedure:

Staff Available to Cover Classroom Absences

The following employee groups are eligible to act as a classroom substitute:

- **Substitute**
- **AT support**
- **Half Day Assistant Teacher**
- **Half Day Teacher Advocate**
- **Education Coach**
- **Inclusion Coach**
- **Advocate**
- **Site Coordinator**
- **Associate Education Manager**
- **Program Specialists**
- **Program Managers**

Note: Reference designated sub schedule

Unplanned Absence:

When a staff person has an unplanned absence they are responsible to contact their supervisor as soon as they know they will not be able to report for their scheduled time, no later than 6:00 am day of call out. Supervisor will attempt to find a qualified staff person to fill in for the absence:

1. AT Support person will be contacted first

2. Half Day AT

3. Half Day TA will be contacted second

o If the absence is in a full day class, PM staff person can sub in the AM and AM staff person can sub in the PM, ensuring coverage for the entire day

o If the absence is in a half day class, the opposing AT/TA will be asked to sub

4. Contact Regional if all the above are not available and to call someone from the designated sub list

5. Site Coordinator will ensure at least one person in the class meets the qualification of teacher per licensing at all times

6. If the primary AT and TA are out on the same day, contact Regional to discuss with Ed Manager and Director about cancelling the class due to the fact that both primary teachers will be out

Temporary Planned Leave (1-5 days):

All time off requests are submitted via Paylocity, no less than two weeks in advance and are subject to approval. Prior to approval the supervisor will work with the Regional to enlist a qualified substitute or develop a coverage plan to fill the position.

1. When a TA is needed, the Assistant Teacher will take the lead to create consistency within the classroom. The substitute will support the Assistant Teacher to ensure that the days activities are planned and prepared in advance.

2. If the Assistant Teacher is Teacher Advocate qualified they will receive Teacher Advocate rate of pay while filling in for the Teacher Advocate.

1. Leave (reference section D of the NeighborImpact employee handbook and the union contract):

1. If a staff member goes on a leave, the Supervisor and the Regional Coordinator will work together to develop a plan on how classroom coverage will occur. A temporary hire will occur and the substitute covering the role must meet the qualifications set forth in the applicable job description. Once the substitute is chosen the Regional Coordinator will PAN (Personal Action Notice) the substitute into the temporary position and transfer supervision to the Supervisor. When the leave is complete the Regional Coordinator will PAN the substitute back onto the substitute list.

Unable to employ a substitute:

1. If a substitute is not available, the Supervisor is responsible for teaching in the classroom until the employee is able to return to work.

- A. If the Supervisor is not available the Regional Coordinator or other Head Start qualified staff will be responsible for teaching in the classroom.
- B. In the event that a Head Start qualified staff is not able to substitute, the Director will decide whether class will be shut down for the day. A make-up day will be added to ensure required class days/ hours are being met.

AT Support Plan:

1. AT support will be assigned to support in classes that are experiencing higher than average dangerous or challenging behaviors. This assignment may continue until the behaviors are reduced and the class is stabilized.
2. AT Support person will be called into a classroom to sub when needed, ensuring at least one person in the classroom meets the qualifications of teacher per licensing at all times.

NEIGHBORIMPACT HEAD START & EARLY HEAD START Policy & Procedure	
Policy #: HS-78 Title: Supervision of Children Section: Child Development & Health Services	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25
Forms Required: Site Safety Plan, Transition Supervision Form, Classroom Notebook; Standards of Conduct	
Performance Standards: 1302.47(b)(2)(iii), 1302.47(b)(5)(iii),1303.72(a)(3),1302.90(c)	Page 1 of 3

Policy: Children are supervised at all times while participating in the Head Start program. No child(ren) will ever be left alone or unsupervised within the bus, classroom, playground, or transitional spaces. Procedures will be in place to ensure that children do not leave the classroom unsupervised and that children are fully supervised during transitions in areas outside of the enclosed classroom and fenced playground.

Purpose: NeighborImpact Head Start is committed to providing adequate, appropriate and active supervision of children in all secure and non-secure areas utilized by the program. This policy and procedure informs staff that focused attention and intentional observation of children is to be practiced at all times. All Head Start classroom staff need to understand the expectation of positioning themselves so that they can observe all of the children: watching, counting, and listening at all times. They also need to understand the program’s expectation that they will use their knowledge of each child's development and abilities to anticipate what he/she will do, then intervene or redirect when necessary. This constant vigilance helps children learn safely. Additionally, areas that have not been designed for young children can be a potential threat to safety and children transitioning through these areas must have increased adult supervision.

Procedure:

Classrooms:

- A. Site Leads and classroom staff ensure that classrooms have at least two assigned staff present at all times; at least one staff member for every 10 children in the classroom.
- B. Classroom staff ensure that environments are set up and furnished so that spaces are safe and staff are able to supervise children effectively.
 1. Shelving units and other furnishings are at a low height so that staff can see over them and learning centers are clutter free.
 2. Quiet spaces have openings that allow staff to see children at all times.
 3. In most classrooms children’s bathrooms are visible from the classroom. Children are always supervised by a staff member while in the bathroom.
- C. Classroom staff watch children closely at all times.
 1. Classroom staff set up and use a “zone” system of supervision and/or are in constant communication with each other as to the group of children they are supervising.
 2. Staff make sure that they have clear paths to where children are playing, eating or toileting so that they can react quickly.
 3. Staff scan the room and count children frequently to be sure that all children are accounted for at all times.
- D. Classroom staff listen closely to identify sounds that may indicate reason for concern or potential danger.
 1. Classroom exit doors are equipped with alarms to alert staff when someone enters or leaves the room.

2. Door alarms are kept in the “on” position at all times that there are children present in the classroom.
 3. Staff members listen closely to children so that they can intervene if needed to protect children’s safety.
- E. Staff offer children support needed to solve problems using Second Step skills and PBIS strategies.
 - F. Staff know children’s developmental levels and provide assistance or redirection depending on each individual child’s needs.
 - G. Staff anticipate children’s behavior by knowing each child’s interests, developmental level, special needs, and health status.
 - H. At the beginning of every program year the Site Coordinator ensures that each classroom staff develops, documents and posts a Site Safety Plan. The Site Coordinator ensures that the plan is reviewed and revised if necessary every time there is a staffing change, and that volunteers and consultants are oriented to the classroom’s Site Safety Plan.
 - I. The Regional Coordinator ensures that all new staff are provided with orientation on supervision expectations and procedures and that the program’s training plan includes staff training on supervision of children.
 - J. HR & the Education & Quality Manager ensures that all staff, volunteers and consultants are trained on and sign the program Standards of Conduct at least annually. Training emphasizes that every staff member is responsible to ensure that children are supervised at all times and that positive behavior guidance is used at all times.

Playgrounds/ Outdoor Learning Environments:

- A. At least two staff members are on the playground at all times.
- B. Classroom staff ensure that playgrounds/outdoor learning environments are set up so that spaces are safe and to ensure that staff can supervise children effectively and no child can leave the playground unsupervised.
 1. Outdoor play equipment is positioned with appropriate fall zone material.
 2. Site staff monitor playground safety daily, before children use the playground, using the site safety checklist.
 3. Playgrounds are designed so that staff have clear visual lines to all areas of the playground; there are no places for children to hide.
 4. All playgrounds are fully fenced and staff ensure that gate locks are in place whenever children are on the playground.
 5. Children are taught that only teachers open and shut the gates.
- C. Classroom staff watch children closely at all times.
 1. Staff set up and use a “zone” system of playground supervision and/or are in constant communication with each other as to the group of children they are supervising.
 2. Staff make sure that they have clear paths to where children are playing so that they can react quickly.
 3. Staff scan the playground and count children frequently to be sure that all children are accounted for.
- D. Classroom staff listen closely to identify sounds that may indicate reason for concern or potential danger.
 1. Staff members listen closely to children so that they can intervene if needed to protect children’s safety.
- E. Staff offer children support when needed to solve problems using Second Step skills and PBIS strategies.
- F. Staff know children’s developmental levels and provide assistance or redirection depending on each individual child’s needs.

- G. Staff anticipate children's behavior by knowing each child's interests, developmental level, special needs, and health status.

Transitional Spaces:

- A. When transitioning 5 or more children in unsecured areas such as a sidewalk or crowded hallway, two adults are present.
 - 1. At least one of the adults is a Head Start staff member.
 - 2. One adult is placed at the front of the line and the second is positioned at the back.
 - 3. A count of children is taken before beginning the transition and another count is made promptly upon completion of the transition.
 - 4. A transition rope is used by all sites when transitioning in any unfenced area such as a sidewalk, crowded hallway or to the bus.
- B. When transitioning 4 or less children in unsecured areas such as a sidewalk or crowded hallway, a minimum of one adult is present.
 - 1. The adult positions his/herself to keep all children within arms-reach. This adult is a Head Start staff member.
 - 2. A count of children is taken before beginning the transition and another count is made promptly upon completion of the transition.
- C. In situations where children are expected to wait (loading/unloading bus, toileting, etc...), Head Start staff:
 - 1. Assure that waiting children are in a safe location and that they are aware of rules and practices associated with the transition.
 - 2. Are physically present in the area where children are waiting
 - 3. Are prepared with appropriate games, songs, and activities for the waiting children.
 - 4. Are able to view and direct all children (entering/exiting bus, washing hands after toileting).
- D. Procedures for fire drills or other emergency measures are established by site staff in accordance with these transition practices.
- E. Individualized plans for children that have difficulty with physical transitions are in accordance with these transition practices.
- F. Center aid will be in the classroom during mid day transition to support with lunch clean up and set up so that the teacher and assistant are fully focused on the children during the mid day transition
- G. The Center Aide remains on the bus for mid-day transition. If the CA cannot stay on the bus the AT assumes the CA's role on the bus until all the children coming to school are off the bus and the children going home are loaded onto the bus.
- H. Mid-day classes will have the Center Aide available to help with transitioning children at 1:15 to ensure that the Teacher Advocate and Assistant teacher have all attention on the children.
- I. . Site Safety Plans are posted at all sites representing individual team plans around supervising children during transition.

- J. Door alarms are on at all times to alert staff when the door is opened. The doors will remain locked for entrance at all times. Only people recognized by the staff or those on authorized pick up lists, with picture identification, will be allowed entrance.
- K. Only staff will open the door to allow parents in and to allow parents out of the classroom. Only staff open the gate if parents are dropping off or picking up in the playground area.
- L. Teachers hold on to tablet and hand to parents to sign their child in and out each day.
- M. Staff ensure that only one door of each classroom is used for drop-off and pick-up of children.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-79 Title: Transition Services Section: Family & Community Partnerships	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25
Forms Required: In-Program Linkage, EHS Linkage or Kindergarten Linkage	
Performance Standards: (1304.41(c)(ii), 1304.41(c)(3)(1-4) , 1304.41(c)(3),1304.21, 1304.4 EHS – 1302.70(a)(1)(2)(c)(d), 1302.72(a)(b)(c)	Page 1 of 8

Policy: Transition services are provided when children change placements within Head Start or Early Head Start, go to another preschool placement or on to kindergarten. The transition process is implemented by the Teacher Advocate, Head Start Advocate or Early Head Start Home Visitor to ensure a smooth transition of information between current and future placements. Parent involvement is sought throughout the process with the understanding that they are the primary advocates for their children.

Purpose: Transition services ensure that children and families have appropriate information and support whenever there is a change in their child's placement. Transition occurs when a child begins Early Head Start or Head Start, changes placement while in the program school year or goes to another preschool placement or to kindergarten. Transition planning, which is a reflective, relationship-based process that promotes the child and family's success in their next setting.

Procedure:

Procedure:

I. EHS TRANSFERRING SERVICES FROM PREGNANT MOTHER TO NEWBORN INFANT:

- 1) Home Educator:
 - a. Will gain proof of birth for infant. (Document must have date of birth and name of infant.)
 - b. Home educator will upload the document into cp under the application tab, in attachments.
 - c. Home educator emails their site coordinator to notify them.
- 2) Site Coordinator:
 - a. Will check the document to make sure it is the correct document.
 - b. Creates an ECR to notify the program of the birth.
 - c. Send email to EHS ERSEA and cc's home educator notifying the team of the birth.
- 3) ERSEA Coordinator:
 - a. Completes the mother from the EHS program.
 - b. Creates a ChildPlus profile for the newborn child.
 - c. Accepts newborn into the same home educators' roster, infant will take over the mothers' slot on current caseload.
 - d. Emails EHS Manager, Site Coordinator and Home Educator notifying them of the completion of program for the parent and the acceptance for the newborn.
- 4) Home Educator:
 - a. Completes the enrollment visit for the newborn.

- b. Notifies site coordinator of the enrollment completion.
- 5) Site Coordinator:
 - a. Reviews the enrollment documentation.
 - b. Emails EHS ERSEA notification of enrollments completion and date for child to be enrolled.
- 6) ERSEA Coordinator:
 - a. Changes newborn status in ChildPlus to Enrolled.

II. **IN-PROGRAM TRANSITION EHS to HS**

- 1) Children may transition from Early Head Start to Head Start any time after their 3rd birthday, based on availability of space in the Head Start program, and the child's developmental readiness to transition according to parent and staff assessment. If appropriate, children may remain in center based Early Head Start after their 3rd birthday or 36 months until their transition into Head Start or other community programs.
- 2) Once a child in the home-based program has turned 36 months old, and is waiting for a classroom opening, EHS will continue to work with the child and family until the child is 37 months old. This will ensure a smooth transition and support for the child and family.
- 3) Follow the steps on the Early Head Start transition plan.

III. **IN-PROGRAM TRANSITION Head Start**

- 1) Family Requests a transfer to another class: Head Start Advocate or Site Coordinator submits an Enrollment Change Request and emails the ERSEA email group.
 - a. ERSEA Coordinator
 - i. Process Enrollment Change Request
 - ii. Send email to current and new teacher regarding when child will start in new classroom.
 - iii. Send new teacher copy of child CP 2131 report.
 - b. Current Teacher Advocate/Advocate:
 - i. Finalize all paperwork (posting all observations in Teaching Strategies GOLD, completing any preliminary assessments in GOLD,
 - ii. Ensure all documents are uploaded to CP – BSP, Family Goal, School Readiness Goal, Attendance Plans
 - iii. Place ICCHP in medication bag with the medication log and send to the new class
 - iv. Remove and shred child's emergency contact information from Teacher Binder
 - c. Health Services
 - i. Organize training for ICCHPs with RN when necessary.
 - ii. Ensure ICCHP with updated signatures is completed.
 - d. Inclusion Support:
 - i. Review all transfer requests, identify any Tier 3 children or children on an IFSP who are requesting a transfer
 - ii. Inclusion coach will facilitate a meeting between the previous TA and the new AT to discuss the child's individual needs and support needed
 - iii. Inclusion coach will invite staff/ specialists who need to attend
 - iv. Inclusion coach ensures child's services are transferred to the new classroom/ community with HDESD
 - e. New Teacher Advocate:
 - i. Contact previous teacher to learn about the child and family

- ii. Review the child file and any relevant documents when CP access has been given.
- iii. Contact family- Welcome child and family to the classroom, give prearranged start date, schedule an orientation/ home visit (must occur within 30 days of starting class)

2. IN-PROGRAM TRANSITION (No classroom space available)

- 1) If a family requests a transfer to another Head Start classroom where there is not an immediate opening the program may choose to over enroll the family. If this is not an option, the family is provided with two choices:
 - a. Continue with current placement until there is an opening at new site, or
 - b. Drop child from program and place child on waiting list at desired center with the understanding that the program will serve highest need children first.

V. KINDERGARTEN TRANSITION

1) Initial Preparation for Transitions

- a. Site Coordinator and Regional Associate Education Managers:
 - i. Contact local school district to coordinate Kindergarten Representatives come to Family Night in Feb to share registration information with families (contact in Dec)
 - ii. Contact local schools to coordinate kindergarten field trips for April (contact in Jan)
 - iii. TA/ADV discuss the steps to kindergarten registration at HV #2

2) Transition Services for Children with Disabilities

- a. At the second parent conference review the "Transition to Kindergarten: A Parent's Guide" with parent.
- b. Have parent sign the ECSE/Kindergarten transition permission to test form. Upload in Disability Tab under attachments.
- c. Teacher Advocate attend the Transition Meeting with parent, Kindergarten teacher and Service Coordinator. Teacher Advocates are mandated to attend Transition Meetings because they know the child's present level of development. If Teacher Advocate is unable to attend contact the Site Coordinator and Inclusion Coach to arrange for a stand in person to attend.
- d. ECSE coordinates Transition Meetings with the public schools.
- e. Teacher Advocate contacts the family two days prior to the Transition Meeting to remind the family about the importance of the scheduled appointment.

3) Transition Home Visits: (April/May)

- a. TA completes final TSG Assessment, share with family
- b. TA completes Kindergarten Linkage form with parent
- c. TA completes all items on Home Visit checklist
- d. TA provides summer packet of "school readiness" activities
- e. TA/ADV guides parent on registering their child for kindergarten next year
- f. TA/ADV recruit younger siblings for Head Start/EHS – fill out intake form
- g. TA uploads linkage form to CP

- h. TA sort Kindergarten linkage forms by school and give to Site Coordinator
- i. Associate Education Managers deliver to receiving schools early June

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-80 Title: Transporting Students with Disabilities Section: Program Design & Management	Approval Date: 3/12/2026 Procedure Revision Date: Most Recent Board Review: 3/12/2026 PC Approval Date: 9/18/25	
Forms Required: N/A		
Performance Standards: 1302.61(a) 1302.61(b) 1303.75(a) 1303.75(b)		Page 1 of 1

Policy: The agency ensures that there are school buses or allowable alternate vehicles adapted or designed for transportation of children with disabilities available as necessary to transport such children enrolled in the program. Whenever possible, children with disabilities are transported in the same vehicles used to transport other children enrolled in the Head Start program.

Purpose: To provide transportation services for children with disabilities.

Procedure:

- A. Each Head Start, Early Head Start and delegate agency must ensure compliance with the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the HHS regulations at 45 CFR part 84, implementing Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), and the Head Start Program Performance Standards on Services for Children with Disabilities (45 CFR part 1308) as they apply to transportation services. A contract with the local School District ESD will be signed as used where applicable.
- B. The agency specifies any special transportation requirements for a child with a disability when preparing the child's Individual Education Plan (IEP) or Individual Family Service Plan (IFSP), and ensures that in all cases special transportation requirements in a child's IEP or IFSP are followed, including:
 1. special pick-up and drop-off requirements;
 2. special seating requirements;
 3. special equipment needs;
 4. any special assistance that may be required; and
 5. any special training for bus drivers and monitors.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Section: Program Design & Management	PC Approval Date: 12/18/25	
Title: Trip Routing	Updated: 11/3/17	
Policy #: HS-81	NI Board Approval: 3/12/2026	
Forms Required:		
Performance Standards: 1303.73(a) 1303.73(b)(1-7)		Page 1 of 1

DELETE P&P

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-83 Title: Tuition Reimbursement for Teacher Advocates and Assistant Teachers to meet Requirements of Sec. 648A of the Head Start Act Section: Personnel	Approval Date: 3/12/2026 Procedure Revision Date: 3/12/2026 Most Recent Board Review: 3/12/2026 PC Approval Date: 12/18/25
Forms Required: Reimbursement of Expenses Request	
Performance Standards: 1302.91	Page 1 of 2

Policy: Pursuant to Section 648A of the Head Start Act of 2007;

By September 30, 2011, all Teacher Advocates working in the Head Start & Early Head Start program will have an Associate degree (or higher) in ECE or an Associate degree (or higher) in a related field (and coursework equivalent to a major relating to early childhood education).

By June 30, 2013, Assistant teachers will have a preschool CDA credential or be working towards an Associate degree in ECE or related field.

As funding allows, NeighborImpact will provide tuition reimbursement to staff successfully completing (C or better grade) coursework taken to meet the Teacher and Assistant Teacher qualification requirements of the Head Start Act. The amount reimbursed will depend on available funding and will be determined on a per-credit basis. Documentation provided with reimbursement requests will document actual expenditures and the successful completion of coursework.

All tuition reimbursements requested by Bachelor degree-seeking Teacher Advocates will also follow the Education Expense Repayment Agreement Policy as required by Sec. 648A(a)(6)(A)(B) of the Head Start Act.

All reimbursement requests must be turned into the Head Start or Early Head Start Manager no later than fourteen (14) days after the end of the term.

Purpose: To support compliance with Sec. 648A (a) of the Head Start Act of 2007, to standardize the process for submission of tuition reimbursement requests and to clarify the circumstances that require a repayment agreement.

Procedure:

- Employee requesting reimbursement completes the **Reimbursement of Expenses Request** form.
- Employee attaches either a final grade report or an unofficial transcript to the **Reimbursement of Expenses Request**. This documentation must show student name, as well as the name and address of an accredited higher education institution. In addition, it must show course number, course title, number of credits, final grade (C or higher) and term.
- Employee attaches a receipt of payment or invoice (marked paid) that clearly documents the amount paid by the employee for the course(s) for which reimbursement is requested.

Please note: Reimbursement requests submitted without **all** of this information listed will **NOT** be accepted.

Per Union Contract Reimbursement will be as follows:

- Employer may elect to provide an employee with tuition reimbursement up to \$200 per class, take and completed, subject to the following terms:
 - The primary subject of the class must concern ECE, Human Services and or psychology, and relate to the employees current job duties within employer and/ or another Head Start position the employee is seeking qualifications.
 - The class must be college or graduate level class.
 - The employee must complete the class with a C or better grade.
 - The employee must provide the employer upon request documentation evidencing the employees registration in the class, a class outline or syllabus, evidence of regular attendance in class, a copy of receipt, or cancelled check, verifying the cost of the class to the employee, and/or evidence of employees completion of class with a passing grade.
 - Attendance in the class must be outside the employees regular work hours and is strictly voluntary.
 - Reimbursement is subject to approval by employer, and available funding.
 - Employees who do not comply with these terms and conditions may be required to reimburse employer for any and all tuition reimbursements.
 - The employer may terminate a previously approved tuition reimbursement request at any time in the event an employee fails to comply with terms and conditions.
 - Employer may reimburse additional costs at its discretion depending upon its receipt of designated funds, as determined by employer.
 - Employees must submit a written request for reimbursement to employer for each class, either before the employee starts the class, or after successful completion of the class. Approval of any tuition reimbursement is at the sole discretion of the employer.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-84 Title: Universal Precautions Section: Subpart D- Health Program Services	Approval Date: 3/12/2026 Procedure Revision Date: 3/12/2026 Most Recent Board Review: 3/12/2026 PC Approval Date: 12/18/25
Forms Required: Injury Incident Report Form	
Performance Standards: 1302.47; CFOB: 3.2.3.4	Page 1 of 1

Policy: The program follows Universal Precautions to reduce the chances of spreading infectious and contagious diseases by following the Head Start Occupational Health Standards for Bloodborne Pathogens.

Purpose: To ensure the safety of staff, children, and parents all blood and body fluids will be considered potentially infectious and employees must use gloves when there is the potential of contact with blood or blood containing body substances.

Procedure:

- A. Disposable gloves must be worn when cleaning up human body fluids.
- B. Blood or body fluid spills are first blotted with dry, absorbent towels. These are disposed of in a leak-proof plastic bag. After the blotting, the area is cleaned with soap and water. Then, spray area with Saniquat to dry by air. If carpet is soiled, the employee will use an absorbent disinfectant powder and will follow the manufacturer's directions. If playground ground cover is soiled, shovel or scoop the contaminated ground cover and six-inch surrounding area into a biohazard bag. Dig and dispose of ground cover at least 12 inches deep. This area of the playground is closed until clean up occurs.
- C. After removing their gloves and disposing of them in the leak proof plastic bag, employees must wash their hands in accordance with recommended hand washing techniques.
- D. If an employee's clothes are contaminated with blood, they should be removed and placed in a plastic bag as soon as the employee has something else to put on, and then laundered at the employee's expense, as soon as possible.
- E. Staff will have yearly training on Blood Borne Pathogens that addresses what they are and how to clean them up. Training records will be maintained for three years. Records pertaining to incidents of blood contact and exposure will be maintained for 30 years.
- F. Hepatitis B vaccination will be offered to employees as soon as possible, but in no event later than 24 hours, after the employee has had contact with blood or body fluids containing blood.
- G. If an exposure incident occurs, the employee will report this immediately to their Supervisor and complete the Injury Incident Form. As soon as possible after the incident, Human Resources must be contacted.
- H. Within 24 hours, the employee can choose to have a confidential medical evaluation and follow-up. This evaluation may include blood being drawn for Hepatitis B and HIV with employee consent. Human Resources or Health Services Manager will request that the source individual have their blood drawn for Hepatitis B and HIV status (unless this is already known to be positive). The source individual is not required by law to comply with this. We will provide the medical evaluation, lab series and Hepatitis B vaccination series at no expense to the employee, or NeighborImpact will cover any expense not covered by the employee's health insurance.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-85 Title: USDA Meal Guideline Section: Subpart D-Health Program Services	Approval Date: 3/12/2026 Procedure Revision Date: 3/12/2026 Most Recent Board Review: 3/12/2026 PC Approval Date: 12/18/25
Forms Required: Attendance Form, Site Monitoring Report Form, And Justice For All Poster; Building For the Future Futures Poster, CACFP Binder,	
Performance Standards:1302.44, CCD 414-300-0270, CFOB: 4.2.0.3	Page 1 of 4

Policy: All Head Start grantee and delegate agencies must use funds from Child and Adult Care Program (CACFP) as the primary source of payment for meal services.

Purpose: It is the purpose of the Head Start’s participation in the Child and Adult Care Food Program (CACFP) to assure that children receive adequate, well-balanced, safe and nutritious meals and snacks while attending Head Start. CACFP requires proper training of staff and formal systems with audit checks, procedures and documentation. NeighborImpact Head Start complies with all CACFP regulations and incorporates “Best Practices” in its administration and implementation of the program’s nutrition component. Staff are trained annually on the CACFP requirements and program procedures for meal service and meal counts. New employees are trained within 30 days of hire.

Procedure:

Required Documents/Postings

- A. And Justice For All poster
- B. Building For the Future poster
- C. Civil Rights Binder
- D. CCD License
- E. WIC Brochure “Healthy Foods, Healthy Kids, Healthy Families” posted and distributed at enrollment visits.
- F. CACFP Binder

Menus

- A. For Vended Meals the Food Services Coordinator will:
 - 1. Plan menus for vended meals each month. Maintains a vender menu file of approved menus and CN labels, recipes for homemade items and Meal Production Records (MPR) s for approved menu items.
- B. For meals prepared in the NeighborImpact production kitchen the Food Service Coordinator will:
 - 1. Plan a cycle menu for the main Head Start kitchen.
 - 2. Ensure all commercially prepared products and prepared homemade combination entrees are documented to provide at least the minimum amount required for each component being credited.
 - 3. Maintain a file documenting creditability and meal pattern compliance for all foods on the Head Start kitchen menu.

C. Registered Dietician consultant will:

1. Review and approve all menus prior to service, certifying that they meet CACFP meal patterns and Head Start Performance Standard requirements.
2. Determine all foods served meet the CACFP creditability standards and contribute to the CACFP meal pattern in a reasonable portion for a preschool age child.

Vendors/Procurement

A. The Food Services Coordinator will contact each vendor prior to the beginning of each Head Start school year.

1. Documentation for each menu item to be included in the Head Start menus will be reviewed to ensure each menu item meets CACFP creditability, meal pattern and portion size requirements.
2. Review of the menu items/products will consist of an examination of the CN labels, Product Formulation Statements (PFS) or recipe as it relates to each component area and to planned portion sizes.
3. Copies of all vendor homemade product recipes are kept on file in the Food Services Coordinator office.
4. Original vendor CN labels, PFS and MPR's are kept on file in the Food Services Coordinator's office.
5. Procurement procedures will follow NeighborImpact fiscal policies.

Meal Service

A. Classroom Staff will

1. Ensure that at every meal at least the minimum planned portions of each meal component is served and available to every child. All children are encouraged to serve themselves the full planned portion.
2. Be responsible to have the CACFP required point of service meal count taken at the table at each meal following the Actual Count Method. Refer to Attendance and Meal Count Documentation Guidance for specific instructions of how to document attendance and meal counts.
3. Ensure that the Daily Meal Count for children and non-part CACFP adults and Non-Part-Non CACFP adults is documented on the Child Plus Attendance Forms accurately.
3. Staff are required to sit at the table and eat a child size portion, same food as the children.
4. The minimum servings of each food component must be placed on the table for each meal to ensure that portions are available for all persons participating in the meal, this includes milk.
5. Clean, sanitary drinking water will be readily available indoors and outdoors.
6. Classroom volunteers should participate in all aspects of the CACFP Family Style Meal Service. Staff must separately ADD attending adults to the correct slot on the Attendance every meal.
7. Approval for special meal patterns or mealtimes may only be approved through the CACFP Child Nutrition Specialist and facilitated through the Food Services Coordinator or Health Services Manager.

MPR's

A. Classroom staff must ensure that MPR's include the following:

1. The current date
2. All food delivered in weight or volume
3. Instructions for planned portion sizes and serving detail
4. Food delivery time and temperature
5. Documentation that the food provided is consistent with the Vended Meal Agreement
6. Signature of the vendor and the Head Start staff member who received the food and the time of delivery

B. If meals supplied are missing a food item or if they did not supply an adequate amount of a food item

1. Teacher contacts the kitchen immediately to determine if the error can be corrected before the meal is served.
2. If correction is not possible, the staff must supplement the meal with food items in the proper component from extra food supplies stored in the classroom.
3. The Health Services Manager or Food Service Coordinator should be contacted for consultation if there are any questions about how to supplement the meal legally.
4. The staff member making the substitution must record on the monthly menu the food item that was short or missing and what food item was substituted.
5. The staff member who received the food or made the substitution must e-mail the Food Services Coordinator concerning any inadequate meals received from vendors on the same day so that corrective action can be taken.
6. If a MPR does not include all of the required items the staff member receiving the food contacts the vendor/kitchen and attempts to get the needed information.
7. The staff member sends a message to the Food Services Coordinator to inform that there is a problem with the MPR.

CACFP Monitoring

A. CACFP practices require each site to be monitored a minimum of three times a year, each classroom is monitored a minimum of two times a year, by the Health Services Manager, Food Services Coordinator, Health Services Specialist or another trained staff.

1. Monitor will use a CACFP approved Site Monitoring Report Form and NeighborImpact Site Monitoring Review Form to ensure compliance with USDA Regulations and requirements.
2. A copy of the Monitoring Review Forms will be emailed to the Regional Coordinator, Site Lead and Head Start Teacher, Assistant Teacher and Center Aide.
3. Areas needing correction will be recorded on the Site Monitoring Report Forms, verbally discussed with the Site Lead and classroom staff when possible. An email of the monitoring summary with

corrective action plan will be sent to the Regional Coordinator, Site Lead and Head Start Teacher and documented on the Site Monitoring Forms.

4. The Regional Coordinator and Site Lead are responsible to ensure corrective action and/or training is provided to ensure program is in compliance. The Site Lead is responsible to send corrective action/training documentation to the Monitor within 2 weeks or timeline identified on the Monitoring Review Forms.
5. The original Site Monitoring Report Form is filed in the Site Monitoring Binder at the Main Office with all corrective action documentation and uploaded on the P Drive under Health/Nutrition/CACFP/CACFP Monitoring. A copy will also be kept in the Site Monitoring Binder.
6. The Food Services Coordinator monitors the site monitoring file monthly and notifies the Monitor if documentation of corrective action is needed. If documentation is not received in a timely manner the Health Services Manager or Food Services Coordinator provides written (or e-mail) communication to the Regional Coordinator and Site Lead.
7. For second and subsequent monitoring reviews, the monitor will review the previous Site Monitor Report Form and verify during the current visit that all findings from the previous monitor visit have been corrected.

Reimbursement

- A. The Food Services Coordinator will also check designated site reports, and then generate final report for reimbursement. This includes counting all adult participates and running a report, and non-participate adults for possible reimbursement back to CACFP.
- B. The Food Services Coordinator completes and submits the CACFP Reimbursement Claim utilizing the online claim system by the 15th of each month.
- C. The Food Services Coordinator submits a copy of the monthly reimbursement claim to accounting after each claim is made.

Documentation Retention

- A. All CACFP documentation will be stored in the Food Services Coordinator office or Health Office for the current school year.
- B. CACFP documents will be labeled and stored in the file shed for 3 years plus the current year. After this time, documents are shredded.

Extra Food Supplies

A. Extra food supplies must be stored in each classroom. All foods sent are designed to meet all CACFP food component requirements. Each class will have these items per class and on site the first month of operation. If food is used, Staff must notify Site Supervisor and the she /he will notify Food Service Coordinator/Kitchen so food can be replenished quickly. Supplies will be adjusted to fit each classrooms enrollment numbers.

Extra Food List

Breakfast	
------------------	--

Amount-per classroom	Portion Size
12 cups cold cereal (Cheerios)22 servings	1/2 cup cereal
(#10) can applesauce/unsweetened	1/2 cup (will serve 22 people)
Non Fat Milk	3/4 cup
LUNCH	
Amount -per classroom	Portion Size
2 dozen flour tortillas	1 whole flour tortilla
(#10) can green beans	1/4 cup each
(# 10) can diced peaches	1/4 cup
(#10)Refried Beans	1/2c. per burrito
5# shredded cheese	1/4c per burrito

* unless indicated with serving sizes in parenthesis, amounts have been figured to feed 24 per class

Requirements

Breakfast:	Lunch
Milk-3/4 cup	Milk-3/4 cup
Cold cereal-1/3c.	Meat/Poultry/Fish-1 1/2 oz. or
Cooked cereal-1/4c.	Vegetable-1/4 cup
	Fruit 1/4 cup total
	Bread/Bread Alternative 1/2 oz.
Snack:	
Choose 2 components out of the 5 as identified in lunch except ½ cup of vegetable or fruit	

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-86 Title: Volunteers Section: Program Design & Management	Approval Date: 3/12/2026 Procedure Revision Date: 3/12/2026 Most Recent Board Review: 3/12/2026 PC Approval Date: 12/18/25
Forms Required: Volunteer Sign-In sheet	
Performance Standards:	Page 1 of 2

Policy: The NeighborImpact Head Start program makes available a variety of opportunities for parents and community members to participate in the program as volunteers. **Volunteers are never left alone with children in the program.**

Purpose: The program provides meaningful volunteer experiences in areas such as classroom support, food services, office support, and governance in order to build strong community partnerships, provide learning opportunities for college students, provide opportunities for families of enrolled children to increase their knowledge and leadership skills, and to support to the needs of the Head Start program.

Definitions:

Parent/Guardian/ Family Member Volunteer- A parent/guardian of a child enrolled in the Head Start program and is performing uncompensated duties for the primary benefit of the program.

Community Volunteer- A community member who assists the program with program activities and/or events.

Community Partner Volunteer- A person who assists the program as a representative of an agency or educational institution partnering with the Head Start Program. For example- OSU and COCC Students, Special Friends, or SMART.

Classroom Visitor – Any person needing to enter the classroom for a specific purpose.

Procedure:

1. Volunteers complete volunteer application on the NieghborImpact website.
2. Volunteer completes the orientation video, reads documents, and signs paperwork on the NI website.
3. When application is completed, automatic email will be sent to volunteers-headstart@neighborimpact.org email.
4. Head Start/Early Head Start Managers will assign a work site and provide the Site Coordinators contact information, Volunteer meets with the Site Coordinator , assigned supervisor, or staff member to participate in an orientation to their volunteer duties, trains volunteer on site expectations, provides a site tour, and how to sign in and out of the classroom.
5. Each volunteer logs their hours on the **Volunteer Sign-In Sheet**.
6. Site Coordinators ensure volunteer sign in sheets are accurately filled out, scans/emails to Volunteer Coordinator on the last day of the month.
7. Education Manager extracts volunteer data from ChildPlus and reports volunteer time on the monthly Program Report Card.
8. Education Manager reports volunteer in-kind annually to the fiscal department.

Details of volunteer requirements and responsibilities based on classification are as follows:

Parent/Family Volunteers An individual who performs uncompensated duties for the Head Start program four (4) or more hours a week.

1. Complete a program volunteer orientation, on the NI website (steps 2-7 below)
2. Watch volunteer video
3. Complete TB Screening Form
4. Review and sign Standards of Conduct Form
5. Review and sign Confidentiality Statement
6. Review and sign Dress Code
7. Review and sign Photo Release Form
8. Log all volunteer hours by signing in and out on the Volunteer Sign-In Sheet
9. Sign in and out of the classroom on the Classroom Sign in and Out Record

Community Volunteers

1. Complete a NeighborImpact Volunteer Application on the NI website (steps 5-8 below)
2. Volunteer emails Head Start or Early Head Start Manager when the application process is complete. =
3. Head Start or Early Head Start Manager emails Site Coordinator to inform them a volunteer has been assigned at their site
4. Volunteer meets with Site Coordinator to complete a volunteer orientation at the assigned Head Start site
5. Watch volunteer video
6. Complete TB Screening Form
7. Review and sign Standards of Conduct Form
8. Review and sign Confidentiality Statement
9. Review and sign Dress Code
10. Review and sign Photo Release Form
11. Log all volunteer hours by signing in and out on the Volunteer Sign In Sheet
12. Sign in and out of the classroom on the Classroom Sign in and Out Record

Community Partner Volunteers (Steps 1-7 only apply to college students placed in classrooms)

1. Complete a NeighborImpact Volunteer Application on the NI website (steps 4-7 below)
2. Head Start or Early Head Start Manager emails Site Coordinator to inform them that a volunteer has been assigned to their site
3. Volunteer meets with Site Coordinator to complete a volunteer orientation at the assigned Head Start site
4. Watch volunteer video
5. Complete TB Screening Form
6. Review and sign Standards of Conduct Form
7. Review and sign Confidentiality Statement
8. Review and sign Dress Code
9. Log all volunteer hours by signing in and out on the Volunteer Sign In Sheet
10. Sign in and out of the classroom on the Classroom Sign in and out record

Classroom Visitor – any individual who needs to enter the classroom for a specific purpose

1. Visitors will sign in on the Classroom Sign in and Out Record
2. If service provided is counted as In Kind, they will log their volunteer hours by signing in and out on the Volunteer Sign in Sheet
3. Visitors will be supervised by a staff member at all times while working in the classroom when children are present
4. **Visitors will not have unsupervised access to children**

- No volunteer is ever left alone with children while volunteering for the Head Start program.
- Volunteers must be at least 13 years old

Early Childhood Special Education Services provided by High Desert ESD

When a child is receiving services in the classroom from High Desert ESD as part of their IFSP, there may be times when the service provider needs to work with the child in a quieter setting. These services will need to be provided in the classroom, with direct supervision of classroom staff.

NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-87 Name: Wheeled Toys and Pedestrian Playground Usage Section: PDM	Approval Date: 3/12/2026 Procedure Revision Date: 3/12/2026 Most Recent Board Review: 3/12/2026 PC Approval Date: 12/18/25
Name: Wheeled Toys and Pedestrian Playground Usage	PC Approval Date:
	NI Board Approval: 9/12/19
Performance Standards:	Page 1 of 1

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NEIGHBORIMPACT HEAD START & EARLY HEAD START	
Policy & Procedure	
Policy #: HS-88 Title: Home Visit / Safety Guidelines Section: Family & Community Partnerships PC	Approval Date: 3/12/2026 Procedure Revision Date: 3/12/2026 Most Recent Board Review: 3/12/2026 PC Approval Date: 12/18/25
Forms Required: Home Visit form	
Performance Standards:	Page 1 of 3

Policy: Ensure maximum safety and effectiveness for staff and programs, the following procedure is in place.

Purpose: NeighborImpact Head Start is committed to ensuring the health, safety, and well-being of all staff conducting home visits. Home visitors provide essential services to families, and their safety is a top priority. This policy establishes guidelines and procedures for safe practices during home visits and outlines steps to reduce risk in the field.

Procedure:

A. Consideration for staff.

1. Employees visit a family for work purposes only.
2. Employees limit the amount of personal information shared with families and use self-disclosure with restraint and with safety in mind.
3. Employees shall not give home phone numbers or addresses to families and shall not encourage families to contact them “anytime”. Families shall not be invited to staff homes.
4. Employees carry center cell phone to all Home visits, Put purse and valuables in the trunk before leaving the Head Start site. Keep only keys and driver’s license a pair of latex gloves for emergencies.
5. Employees notify supervisor or center staff when leaving for home visit and Will document the CP number on their outlook calendar.
6. If an employee believes safety may be an issue while conducting a home visit, hey should discuss their concerns with their supevisor.
7. Employees conducting home visits should be certain that home visit activities and relationships with parents/care givers are appropriate and cannot be perceived otherwise. Employees who believe they have been harassed should notify their supervisor immediately.
8. If difficult or inappropriate issues are being dealt with, notify the supervisor, and call immediately following the visit. Employee shall notify supervisor or office staff of expected time of arrival from the home visit.

B. Preparation for Home Visits

1. Home visitors must review family addresses and visit schedules in advance.
2. Supervisors should be aware of each home visitor’s schedule and maintain an updated calendar.
3. Staff should carry a charged cell phone and any necessary safety equipment during visits.

4. If there are known safety concerns, and they have been discussed with a supervisor, visits may be conducted in a neutral location (library, park, agency office) instead of the home.

C. Arrival and Entry

1. Park in a well-lit, visible area. Keep valuables out of sight and lock vehicle doors.
2. Observe the surroundings before exiting the vehicle. If unsafe conditions are noticed (e.g., suspicious activity, aggressive animals), do not enter and notify a supervisor.
3. Knock or ring once and wait outside until invited in by an adult.
4. Do not enter a home if the parent/guardian is not present

D. Conduct During the Visit

1. Remain aware of exits and seating placement in case of emergency.
2. Avoid closed rooms where escape could be difficult.
3. Avoid being alone with a child/children during the visit.
4. Politely end the visit if unsafe behavior occurs (violence, intoxication, threatening language).
5. Maintain professional boundaries and do not share personal information such as home address or personal phone numbers.

E. Emergency Situations

1. If immediate danger arises, leave the home and call 911.
2. Notify a supervisor as soon as possible regarding the incident.
3. Complete an Incident Report/Child Abuse Reporting Form within 24 hours if needed.

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-89 Title: Holiday Celebration Policy Section: Child Development & Health Services	Approval Date: 3/12/2026 Procedure Revision Date: 3/12/2026 Most Recent Board Review: 3/12/2026 PC Approval Date: 12/18/25	
Forms Required:		
Performance Standards: 1302.31, 1302.50 (b)(2)		Page 1 of 1

Policy: Celebrations and formal observations of commercial or religious holidays and birthday parties do not occur in the Head Start & Early Head Start program. Staff acknowledges children’s spontaneous comments about family and community celebrations or holiday observances in a positive, respectful and supportive manner. Children’s birthdays may be recognized as a special day for the child, but parties, celebrations and party invitations take place outside of the Head Start classroom.

Purpose: Head Start & Early Head Start’s primary mission is to help prepare children for success in school. In order to fully support the children in our program with school readiness, we consider all aspects of each child’s development; social-emotional, physical, language and cognitive. Teacher /Advocates address the individual educational needs and challenges of each child in the classroom. A Teacher /Advocate does this by setting goals for each child with his or her family. These goals are used to construct a classroom curriculum that is sensitive to and meaningful for every child. Additionally, according to the Head Start regulations, the program must take into consideration a family’s cultural background and values in order to create a program that meets the needs of all families. Our program understands that holiday celebrations and traditions are unique to each family and fully supports families in celebrating holidays and traditions in their homes. Staff design and plan program activities so that all children and families can participate free from conflict with families’ values or beliefs.

The objective of this policy is to be inclusive of all families and to respect the diverse ways that families choose to celebrate. Through implementation of this policy, we intend to ensure that all children and families feel welcomed and respected in the NeighborImpact Head Start program.

NEIGHBORIMPACT HEAD START & Early Head Start

POLICY & PROCEDURE

Policy #: HS-90

Title: Fiscal Management of the CACFP Program

Section: Subpart D- Health Program Services

Approval Date: 3/12/2026

Procedure Revision Date: 3/12/2026

Most Recent Board Review: 3/12/2026

PC Approval Date: 12/18/25

Forms required:

Performance Standard: 1302.44(b), CACFP Policy & Procedure Manual Chapter 7 & 14

Page 1 of 3

Policy: In accordance with 7 CFR 226.6(b)(2)(vii)(C)(2 and 4) and USDA's guidance, NeighborImpact Head Start will maintain written management controls to ensure fiscal integrity and accountability of all Child and Adult Care Food Program (CACFP) expenses. NeighborImpact will ensure funds are used only for authorized CACFP Program purposes. Safeguards and controls will be in place and maintained and the program will monitor expenditure of funds to ensure CACFP administrative funds do not exceed the regulatory limit. NeighborImpact will use funds from CACFP as the primary source of payment for Head Start program meal services.

Procedure:

NeighborImpact Head Start will utilize the NeighborImpact Policy Manual Chapter 2: Accounting & Financial Policies and Procedures as the basis for all fiscal and accounting processes. Additional CACFP fiscal procedures as required by the Oregon Department of Education and CACFP are as follows:

A. Fiscal integrity of CACFP funds:

- a. The CACFP budget is created annually by the Health Services Manager and Deputy Director. The CACFP fiscal year runs from October 1- September 30.
- b. ODE sends out notification annually for the annual budget as well as the CACFP application.
- c. CACFP expenses and Head Start expenses are included in the CACFP budget.
- d. Estimated CACFP reimbursements are calculated for the program year, excess expenses will be covered with Head Start funds.
- e. Documents related to the CACFP budget and application are stored on the K drive, Contractworks and CNP Web.
- f. Any excess CACFP revenue over expenses is retained and used only for NeighborImpact food services program.

B. Accountability of CACFP expenses:

- a. Procurement for CACFP funds will follow NeighborImpact's procurement process as defined below and contained within NeighborImpact Accounting & Financial Policies and Procedures:

Amount of Purchase	Required Approvals	Required Solicitation	Required Documentation
≤ \$10,000	Dept. Director	Evidence of solicitationnot required but purchases should be distributed among qualified contractors/contractors	Receipt approved by Director of Finance
\$10,001 ≤ \$25,000	- Dept. Director - Dir. of Finance	3 written bids (catalogue, Internet, written)	- Documentation of bids received - How decision was made
\$25,001 ≤ \$150,000	- Dept. Director - Dir. of Finance - Executive Dir.	3 written bids (Request for Bids orRequest for Proposals)	- Copy of RFB or RFP - Proposal scoring grids including who participated in the scoring - Proposal and contract of winning bid
> \$150,000	- Dept. Director - Dir. of Finance - Executive Dir. - Board of Directors	3 written bids (Request for Bids orRequest for Proposals)	- Copy of RFB or RFP - Proposal scoring grids including who participated in the scoring - Proposal and contract of winning bidder - Board approval in the minutes

- b. Expenses for CACFP will follow NeighborImpact's accounts payable process as defined within the NeighborImpact Accounting and Financial Policies & Procedures.
- c. The Food Services Coordinator is the primary staff to purchase items with CACFP funds.
- d. The Health Services Manager approves CACFP expenses, the accounts payable process is followed.
- e. Procurement documents are maintained by fiscal staff as well as by program staff within the K network drive.

C. CACFP funds are only used for authorized program purposes:

- a. CACFP funds must be allowable, allocable, reasonable and necessary as described in FNS instruction 796.2, Rev.4, and NeighborImpact Accounting and Financial Policies & Procedures. Each month a minimum of 50% of that month's CACFP reimbursement must be spent on allowable food items.
- b. Allowable costs include creditable foods; costs of obtaining food used in CACFP meal service; and costs for distributing transporting, handling and storing food, non- food supplies such as serving utensils, paper products, cleaning supplies, and small appliances.
- c. Unallowable CACFP costs include food purchased for classroom activities, non food supplies used for classroom activities, and paper products such as toilet paper.
- d. CACFP expenses are charged to the CACFP fund code. General ledger codes designate the type of expenses. Examples of CACFP expenses are: food, food services supplies and vended meals. Accounting staff create the fund and general ledger codes.

- D. Safeguards are in place to prevent improper financial activities:
 - a. NeighborImpact Accounting and Financial Policies & Procedures include detailed financial approval and separation of duties requirements. All financial transactions are governed by these safeguards.
 - b. NeighborImpact's Finance/Audit Committee is responsible for direction and oversight regarding the overall financial management of NeighborImpact as defined in the NeighborImpact Policy Manual Chapter 2: Accounting & Financial Policies and Procedures.
 - c. The NeighborImpact Board of Directors receives monthly financial reports, and receives copies of all program audits and monitoring reports.

- E. CACFP administrative costs do not exceed the regulatory limits:
 - a. Administrative costs include activities such as planning, organizing, and managing the food services program, including:
 - i. Developing CACFP management plan, budget, and staffing plan.
 - ii. Site monitoring reviews.
 - iii. Recruiting, hiring and training staff.
 - b. Administrative costs charged to CACFP are not allowed to exceed 15% of the CACFP reimbursement per month.
 - c. The Health Services Manager will monitor fiscal reports monthly to ensure the administrative costs are not above 15%.
 - d. If additional funds are needed to cover excessive administrative costs, Head Start funds will be used to cover those costs.
 - e. Administrative costs are included in the annual CACFP budget, which includes staffing for operational and administrative labor.
 - f. Allowable administrative costs for CACFP include:
 - i. Labor (salaries, fringe benefits and taxes) for CACFP administrative work.
 - 1. If administrative labor is charged to CACFP it will be documented in Paylocity. . .
 - 2. Administrative versus operational labor will be tracked on timesheets in Paylocity using actual hours worked. Fund, general ledger and activity codes will designate the appropriate program costs to ensure expenses are charged accurately.
 - 3. Allocation based on percentage is not allowed.
 - ii. Rental of office space or office equipment.
 - iii. Mileage.
 - iv. Telephone, fax or postage.
 - v. Printing.

NEIGHBORIMPACT Early Head Start & Head Start POLICY & PROCEDURE	
Policy #: HS-91 Title: Interpreter/ Translator Information & Requisition Process Section: Family and Community Engagement Program Services	Approval Date: 3/12/2026 Procedure Revision Date: 3/12/2026 Most Recent Board Review: 3/12/2026 PC Approval Date: 12/18/25
Forms required: Interpreter Flow Chart, Interpreter Request Form	
Performance Standard: 1302.50 (a)(b)(2), 1302.50 (a)(b)(5), 1302.35 (a)(b)(1), 1302.33 (a)(c)(2)(i)(ii)(iii), 1302.33 (a)(c)(3), 1302.33 (a)(c)(4)	Page 1 of 3

Policy: It is the policy of NeighborImpact Early Head Start & Head Start to provide the necessary and appropriate resources to families of various cultural and linguistic backgrounds so they can participate in activities associated with EHS/HS in a meaningful way. This policy and procedure has been prepared in accordance with the Head Start Performance Standards which highlight that services are to be provided in a family’s preferred language, or through an interpreter, to the greatest extent possible.

Purpose: NeighborImpact Early Head Start & Head Start actively seeks to implement a program-wide culture that supports inclusiveness of children and families of all cultural and linguistic backgrounds and support these families so that they receive all applicable program services delivered in their native language. Providing them with the opportunity to fully participate in all program activities and have assurance that they can share personal information in an environment in which they feel safe and understood.

Definition of a Limited English Proficiency Person

Persons who do not speak English as their primary language and who have a limited ability to read, speak, write or understand English can be limited English proficient, or “LEP.” These individuals may be entitled to language assistance with respect to a particular type of service.

Procedure:

Interpreter Services:

1. Interpreter Resources:
 - Dual Language Staff
 - Interpreter Flow Chart
 - Can be facilitated amongst staff members with support of their supervisor
 - Hired Interpreters by NI EHS/HS

- Must be assigned by the Diversity services Coordinator
- HDESD Interpreters
 - Must be facilitated by the Diversity Services Coordinator
- IRCO Interpretation Services
 - Must be facilitated by the Diversity Services Coordinator

2. Reasons an interpreter may need requested:

- Intake Visit
- Enrollment visit
- Home Visit
- Conference
- Bus/ Classroom Orientation
- Family Night
- Socializations
- Parent/ Staff Member Phone Call
- Mental Health Consultation
- Nutrition Consultation
- Parent/ Teacher Progress Meeting
- ELL child support in the classroom (while learning processes and routines within the classroom)
- Support at an appointment

3. When a EHS/HS staff member is in need of an interpreter, they will attempt to utilize verified dual language staff via the assignments on the interpreter flow chart first. Each site has a primary and secondary staff person to refer to. Contact the primary person first & the secondary person if the primary is unavailable. When requesting a staff member to interpret, the TA or FA can reach out to the staff member independently making sure their Site Lead/ Supervisor is aware of the request and availability.
4. If neither of the staff members assigned to your site through the Interpreter Flow Chart is available, you may make an interpreter request by completing the Interpretation Translator Request Form, located in the Pdrive, then send it to the Diversity Services Coordinator via email and CC the Family Engagement Manager. This sort of request needs to be made at least 5 working days in advance of the event or meeting.
5. When a request is made, the Diversity Services Coordinator will reach out to the hired interpreters through NeighborImpact EHS/HS to see if any of them are available at the requested time
 - a. If yes, that person will be assigned to the request
6. If a hired interpreter is not available, the Diversity Services Coordinator, will reach out to HDESD to access an interpreter through their system.

7. In instances where you don't need an in-person interpreter, the diversity services coordinator can organize an interpreter through IRCO Interpretation Services if needed. This is also our best resource when we need an interpreter for family that speaks a language other than Spanish.
8. If you are in need of an Sign Language Interpreter, contact the Diversity Services Coordinator to get this scheduled. We utilize Bridges to Communication, HDESD and COCC to meet these language requirements.
9. If you find yourself in an unexpected situation and need to communicate with a family, you can also use Google Translate. This would not be appropriate for Home Visits and Conferences, but if a parent shows up during pick-up or drop-off and is trying to communicate with you, then it could be used.

Translator Services:

1. If you need a document translated, it needs to be sent to the Diversity Services Coordinator through a Site Lead or Manager. Before sending it to the Diversity Services Coordinator, the document should be translated using Google Translate. Then, send the English and Spanish versions of the document to this person and they will verify it's accuracy and correct any mistakes. This person will then email you back the final copy. Please give at least 3 days time for a document to get approved by the Diversity Services Coordinator.
2. If you need a document translated within a tighter timeframe, send the document with notification requesting that it gets done with urgency to the Diversity Services Coordinator. This request may or may not be able to get filled depending on the length of the document and or the availability of the Diversity Services Coordinator during this time.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-92

Title: Bus Driver- Bus Monitor

Section: Program Design & Management

Approval Date: 5/8/2025

Procedure Revision Date:

Most Recent Board Review: 5/8/2025

PC Approval Date: 10/17/2024

Forms Required: None

Performance Standards: 1303.72 (d)(2) 1303.72(e)

Page 1 of 2

Policy: All drivers and monitors will work together to assure the children receive a safe and educational ride to and from school and on field trips.

Purpose: To provide consistency throughout the program to assure we are providing the most effective and safest transportation for our children and families.

Procedure:

Drivers:

A. Drivers will be responsible:

1. to make sure that all seat belts are laid out/ pulled out correctly and ready for children before each route, during the pre-trip, and between classes.
2. to install car seats in buses for any student that is too small for the safety vests.
3. for the safe driving of the bus. This will include doing pre-trips, following all safety procedures, and working with the monitor to let them know if noise levels, children's actions, etc. are getting to an unsafe level.
4. to unload all students at school using the "emergency evacuation" style of unloading. The children will not exit the bus until the monitor or another staff person is at the bottom of the steps outside the bus to accept the children.
5. for leading monthly evacuation drills.
6. to ask for help from monitors in backing maneuvers after all children are buckled into their seats.
7. for handing out and receiving papers from class to home and home to class.

B. Monitors will be responsible:

1. to be on the bus before children are loaded.
2. to tell the drivers when a child is completely buckled into their seat and it is safe to move the bus.
3. for maintaining a calm atmosphere on the bus which would include verbal reminders to children about voice levels, hands to themselves, and occasionally asking for time to move a child from one seat to another seat if the particular seating arrangement is not working.
4. for buckling all seatbelts and safety vests when they are no longer using them.
5. for the education component on the bus. They will communicate with the drivers to request music. They will be in charge of the books, games, social time, reinforce classroom activities, and take turns sitting with a variety of children during the route.
6. for buckling/unbuckling the children into the car seats or safety vests when loading/unloading at home, school, and on field trips. When unbuckling, the monitor will keep the children in their seat area until time for unloading.
7. and in control of the cell phone during the routes to take and make calls.

C. Shared Responsibilities:

1. Drivers and monitors will work together to assure that pertinent information makes it from the class to parents and also from the parents to class.
2. Drivers and monitors will not use personal cell phones on the bus unless conducting company business or emergencies.
3. Drivers and monitors will both be responsible for checking for students that have not exited the bus at the end of every route. The monitor will check for students at the last stop on take home routes, and at the school when the children have been unloaded on pick up routes. The Driver will recheck the bus when it has been shut down at the end of each run.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-94

Title: Confidentiality Policy and Procedure for Staff and Policy Council

Section:

Approval Date: 5/8/2025

Procedure Revision Date:

Most Recent Board Review: 5/8/2025

PC Approval Date: 10/17/2024

Forms Required: Employee Declaration of Confidentiality

Performance Standards:

Page 1 of 5

Policy: All client records are confidential material and will not be shared with outside agencies or individuals without consent. Exceptions to this policy are records that require disclosure as required by mandatory child abuse and neglect reporting laws; subpoenas issued by a court of competent jurisdiction and any case in which the Federal, State or local laws requires disclosure.

Maintaining this confidentiality is important to the success of the agency's mission, our reputation in the community and the privacy of the individuals and families we serve. Employees are required to protect this information by safeguarding it when in use, filing it properly when not in use, and discussing it only with those who have a legitimate need to know.

Procedure:

Confidentiality of Information

- A. The fact that a family/individual/household or child is being served by NeighborImpact is confidential information. Each employee is responsible for assuring the confidentiality and security of information received and of the material contained in each client's file.
- B. Records and information may be shared with appropriate staff on a need to know basis. Any discussions of a confidential nature will be conducted in a private area. A signed Internal Authorization to Release Form must be used for shared case managed clients (ie. across more than one NeighborImpact program.)
- C. All client records are confidential and are kept in a password protected data management system and/or locked file cabinets. Client records and other client information stored on computers, laptops and removable media (data sticks, cd's etc.) will be kept secure with password protection. Removable media that cannot be secured will not contain confidential client information.
- D. All records shall be open to any and all federal, state and sub-grantee auditors and/or examiners in the course of their regular audits.
- E. Information about a family or child may not be released to a lawyer or law enforcement personnel unless a subpoena directs the agency to provide this information. For Head Start & Early Head Start- All Subpoenas requests must go to the Site Lead who will notify the Family Services Manager. The Site Lead will work with staff to collect requested information as stated in the Subpoena. Site Lead sends the completed form, a copy of the records released and a copy of the subpoena to the Family Services Manager.

Release of Child and Family Information

Information may be released in the following situations:

- A. **Information that has been requested through a subpoena. Information about a family or child may not be released to a lawyer or law enforcement personnel unless a subpoena directs the agency to provide this information.**
- B. If a mandatory reporter suspects child abuse, he/she is required to make a report as soon as possible. Information that will be asked for when making a report includes: the names and addresses of the child and parent; the child's age and birth date; the type and extent of abuse, as well as any previous evidence of abuse; the explanation given for the abuse; and any other information which will help establish the cause of abuse or identify the abuser. (Please refer to program policies as applicable.)
- C. Court Appointed Special Advocate (CASA) Pursuant to ORS 419B.112, upon presentation of the Court Appointed Special Advocate (CASA), and agency, hospital, school organization, division or department of state, doctor, nurse, or other health care provider, psychologist, psychiatrist, police department or Mental Health Clinic shall permit the CASA to inspect and copy, and may consult with the court appointed Special Advocate regarding any records relating to the child involved in the case, without the consent of the child or parents, including access to protected health information.
- D. (Subject to ORS 339.260, the former educational agency all students must transfer requested educational records to the new educational agency no later than 10 days after receiving the request. Education files transferred to the new educational agency must include records of education the student in particular retained by an education service district).
- E. A staff member may release specific information about a client only with written permission from the client (or parent/legal guardian for a child under 18). An **Authorization to Release Information** form must be signed by the client or legal guardian before information is released. A client may not verbally authorize the release of information to a third party. Staff members must verify the identity of a third party before releasing information to them.
- F. All information concerning a file or in Childplus must be requested in writing including the signature of the individual/parent requesting the information. Copies of the information will then be mailed; the information will not be given out over the phone. For Head Start & Early Head Start- All contact in Childplus are property of NeighborImpact. Any abuse, substance or drug allegation documented on an incident report must be removed from the file before the client views it. In the case of access to a child's file by a non-custodial parent, only the child's education information may be released. Adult/family information on the parent/foster parent (custodial parent) must be removed before the file is copied, printed or viewed.
- G. It is the responsibility of the parent who has sole custody to provide to staff a copy of any court order that curtails the rights of the non-custodial parent. This copy shall be provided when the child is first enrolled or at any other time such a court order is issued.
- H. Head Start & Early Head Start program only- Each staff member (excluding teacher advocates, assistant teachers, Head Start advocates, bus drivers, and center aides) who enters a child's file must sign the "Record of Access and Disclosure" form in the front of each child's file.
- I. NeighborImpact Head Start & Early Head Start encourages both parents to be involved in their children's school affairs and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of authority as it relates to:
1. Receiving and inspecting school records and consulting with school staff concerning the child's welfare and education, to the same extent

- as provided the parent having sole custody.
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the child if the custodial parent is, for practical reasons, unavailable.

Employee Confidentiality

It is critical that NeighborImpact staff are treated fairly, respectfully and have a safe, healthy work environment. Employee confidentiality is critical to this type of environment. All employee records such as employee data, SSN, payroll information, etc. are to be kept strictly confidential.

- A. Employee records, evaluations, etc. are to be kept in a locked file cabinet in the Human Resources office. Only people with a “need to know” are allowed to look at employee personnel files.
- B. The employee file is accessible only to the employee, employee's supervisor, manager, the Human Resources Specialist, Executive Director and the Executive Committee of the Board.
- C. Employees may examine their own personnel file at a mutually convenient time, upon request to Human Resources. Additionally, in accordance with the law, employees are entitled to a copy of their file upon request.
- D. Employee health records are kept in a separate filed locked in the Human Resource office.
- E. All records shall be open to any and all federal, state and sub grantee auditors and/or examiners in the course of their regular audits.
- F. Discussions of personnel decisions which require approval by Head Start & Early Head Start Policy Council will use employees' names with discretion, and therefore only mention ancillary employees' names *strictly on a need-to-know basis*. All Policy Council members must sign a “Policy Council Declaration of Confidentiality” prior to starting their term as a policy council member.
- G. Failure to adhere to any part of this confidentiality agreement can result in disciplinary action as per personnel policy procedures

Disposal of Records

- A. All confidential records that need to be disposed of will be placed in a locked shredding bin or immediately shredded.
- B. All media (tape and digital recordings, electronic records stored on disks, drives, portable devices etc) with confidential information will be erased or disposed of in the locking shredding bin if available.

Each employee must sign the Declaration of Confidentiality statement, at the time of hire, and return it to the Human Resource Department.

EMPLOYEE DECLARATION OF CONFIDENTIALITY

I have read and understand the Confidentiality policy of NeighborImpact and understand that violation of this policy may result in termination of employment.

Printed Name

Date

Signature

Date

Policy Council Representative Confidentiality

A. Policy Council Representatives are required to maintain confidentiality of all information discussed in an “executive session”, in personnel committee meetings and in employee interviews. (If a Policy Council representative is unsure if information shared at a regular meeting, or other times, is confidential it is their responsibility to ask for clarification from the Chair person of Policy Council or the Head Start Director.

B. During the first Policy Council meeting of each program year Policy Council Representatives are provided with an opportunity to read the NeighborImpact Confidentiality Policy and ask clarifying questions.

C. After reading the NeighborImpact Confidentiality Policy, Policy Council Representatives sign a “Declaration of Confidentiality statement” acknowledging their understanding of the confidentiality policy and that they may be terminated from service on the Policy Council if confidentiality is breached.

POLICY COUNCIL DECLARATION OF CONFIDENTIALITY

I have read and understand the confidentiality policy of NeighborImpact and know that violation of this policy may result in termination from the Policy Council.

Printed Name

Date

Signature

Date

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-95
Title: Services to Legal Custodial Parent or Legal Guardians for the Purpose of Parental Collaborations
Section: Program Design and Management

Approval Date: 5/8/2025
Procedure Revision Date:
Most Recent Board Review: 5/8/2025
PC Approval Date: 10/17/2024

Forms Required:

Performance Standards: 1305, 1305.1, 1305.2, 1302.34

Page 1 of 2

Policy: A child's legal custodial parents or legal guardians are recognized as an intricate part of their child's educational journey. NeighborImpact Head Start/Early Head Start recognizes family is a child's first and most important teacher.

Purpose: We are committed to the children and families we serve at NeighborImpact. We recognize the value of involving families in making decisions that will affect them and their children. We recognize that legal parents or legal guardians are valuable contributors to their families, to the program and to their communities. Therefore, it is critical to directly involve and work with each legal parent or legal guardian enrolled in the program to ensure appropriate educational decisions are made for their child.

Listed below are the definitions from the Head Start Performance Standards to ensure the educational services that are being provided are to the appropriate legal parents or legal guardians of each child enrolled in NeighborImpact Head Start/Early Head Start.

Procedure:

1. Head Start Performance Standards Definitions:

- A.)** Family means all persons living in the same household who are supported by the child's parent(s)' or guardian(s)' income; and are related to the child's parent(s) or guardian(s) by blood, marriage, or adoption; or are the child's authorized caregiver or legally responsible party.
- B.)** Parent means a Head Start child's mother or father, other family member who is a primary caregiver, foster parent or authorized caregiver, guardian or the person with whom the child has been placed for purposes of adoption pending a final adoption decree
- C.)** Participant means a pregnant woman or child who is enrolled in and receives services from a Head Start, and Early Head Start, a Migrant or Seasonal Head Start.
- D.)** Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the state agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child-care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.
- E.)** Staff means paid adults who have responsibilities related to children and their families who are enrolled in programs.

- 2.** Staff such as Advocates, Teachers and Home Visitors regularly communicate with legal parents or legal guardians to ensure they are well-informed about their child's routines, activities, and behavior. Teachers hold parent conferences to enhance the knowledge and understanding of both staff and parents

of child's educational and developmental progress. Staff inform parents about the purposes and results from screenings and assessments to discuss their child's progress.

3. Family visits are valuable in building respectful relationships with legal parents or guardians, which helps families to develop an understanding of their child's educational needs.
4. Home visits and conferences are opportunities for legal parents or legal guardians are scheduled to:
 - a. Focusing individualized attention on family strengths, interests, and goals
 - b. Learning about parent-child interactions
 - c. Developing positive relationships, which allow legal parents/guardians and staff to get to know each other
 - d. To take part in the decisions affecting the planning and the operation of the program
 - e. To be informed about community resources
 - f. To address child's progress
5. Grandparents and extended family members may also participate in all HS/EHS activities with legal parents and legal guardians permission. However, they cannot take the place of a child's legal parent or legal guardian.
6. Special Circumstances;
 - a. An agreement can be made between the legal guardian and head Start Staff that allows collaboration between a noncustodial parent and/ or family member(s) and staff in regards to educational decision making when the legal guardian is unable to do so themselves.
 - i. New Authorization PII form or a Power of Attorney must be completed indicating this agreement
 - ii. Emergency Contact Form must be updated
 - b. Program staff gathers as much information about the child and specific circumstances of the family. Staff can include noncustodial parents and/or family member(s) in joint planning with the legal guardians. It should be noted that parents are expected to participate in all home visits, conferences or other activities for the child unless there is an instance identified in a legal document.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-96
Title: Dollar Per Child Money Collection
Section: Program Design & Management

Approval Date: 5/8/2025
Procedure Revision Date:
Most Recent Board Review: 5/8/2025
PC Approval Date: 10/17/2024

Forms Required: Dollar Per Child Log Sheet

Performance Standards:

Page 1 of 1

Policy: Dollar per Child is a completely parent driven collection. All Dollar per Child money will be safeguarded in the Dollar per Child locked cash box stored in the NeighborImpact Accounting office. A log sheet placed in the cash box will be filled out when money is collected or withdrawn.

Purpose: The Dollar per Child Campaign funds the Government Affairs Division (GAD) of the National Head Start Association (NHSA). NHSA is a national organization dedicated to promoting and protecting Head Start. GAD works directly with Congress and the Administration to maintain the voice Head Start children, families and staff must have to continue to provide and receive quality program services.

Because of its legislative activities, GAD must be supported entirely by non-federal funds. No individual or agency funds are used for legislative activities. Because of these restrictions, NHSA relies on the support of the Head Start community and friends to continue their efforts.

Procedure:

Dollar Per Child Funds Collected at PCCM

- A. Funds collected by parents at individual sites during PCCM are placed in an envelope and sealed.
 - a. Written on the envelope is:
 - i. Date
 - ii. Amount collected
 - iii. Signature of person collecting money
- B. The PCC Chair, their designee, or the site's Policy Council Representative takes the envelope to the NeighborImpact Accounting office.
 - a. A key to the lock box is obtained by the parent from the Policy Council Secretary/ Treasurer or the Head Start Director
 - b. The Dollar Per Child lock box is requested by the parent from the accounting staff
 - c. Log Sheet (kept in the lock box) is filled out by the parent indicating the amount of money to be deposited into the box.
 - d. The envelope is placed in the Dollar Per Child box. The box is locked and returned to the accounting staff by the parent and the key is returned.

Dollar Per Child Funds Brought to Policy Council

- A. Funds brought to a Policy Council Meeting are placed in an envelope and sealed
 - a. Written on the envelope is:
 - i. Date
 - ii. Amount collected
 - iii. Signature of PC representative who collected it

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-97
Title: Safe Food Preparation
Section: Subpart D- Health Program Services

Approval Date: 5/8/2025
Procedure Revision Date:
Most Recent Board Review: 5/8/2025
PC Approval Date: 10/17/2024

Forms Required:

Performance Standards: 1302.47

Page 1 of 2

Policy: It is the policy of NeighborImpact Head Start/Early Head Start that all food service operations are performed in a clean and safe manner, complying with all applicable local, state and federal food safety and sanitation laws.

Purpose: To protect the health and safety of children, staff and volunteers.

Procedure:

A. Production Kitchen Responsibilities:

1. Staff will follow the Oregon Health Authority Food Safety Training Manual.
2. Cell phones are not allowed while performing food services duties.
3. The production kitchen prepares soap and water bottles and Saniquat solutions each day/ week as needed. Production kitchen will ensure proper chemical concentrations. Saniquat PPM will be recorded on the Saniquat Log form. Food Services Coordinator contacts local Health Department to schedule sanitation inspections.
4. Human Resources ensure that all appropriate staff has current Food Handler Card. Copies of all Food Handlers Card are kept in Human Resources. In Addition, copies of all Food Handler Cards are placed in sleeve in site CACFP Binder.
5. All food handlers wash their hands before and after preparing or serving foods.
6. The production kitchen prepares soap and water bottles and Saniquat solutions each day/ week as needed. Production kitchen will ensure proper chemical concentrations. Saniquat PPM will be recorded on the Saniquat Log form.
7. Food prep counter is sanitized each day **before** food preparation begins, and **after**.
8. All dishes, pots, pans, utensils and cutting boards are washed and sanitized between each use. Appropriate logs will be completed as required.
9. If the sanitation machine is not available, use the three compartment sink method (wash, rinse, sanitize) with air drying.
10. Staff and volunteers will not work in food service when experiencing symptoms of diarrhea, vomiting, jaundice, or fever with sore throat.
11. Food handlers ensure that all foods are cooked to the temperatures required by the State Food Code. Food handlers ensure that all potentially hazardous foods are held at less than 40°F or greater than 135°F.
12. Potentially hazardous food is held for no more than thirty minutes on food carts.
13. Food Services Assistant B records the refrigerators and freezer temperature's on appropriate log sheets. Refrigerators are maintained at 41°F or colder, freezers at 0 degrees, . If on monitoring, the refrigerator temperature is above 41°F the food handler immediately notifies the Food Services Coordinator who arranges for corrective action and instructs the food handler on the handling of foods stored in the refrigerator. See Refrigerated Food Policy and Procedure. s Garbage cans containing food waste are kept covered when not in use.
14. All dry goods are stored off of the floor and in original sealed containers or labeled storage units with tight fitting lids.

15. All foods served in the program are purchased from licensed vendors, no home grown or preserved foods are allowed.
16. Staff with current Food Handler Card may supervise parents or volunteers who prepare food to be served in the classroom or at parent meetings.
17. Daily, Food Services Staff will monitor expiration dates on all food products, including milk. Any expired food will be discarded immediately. Inventory and food quality will be completed monthly. Any questionable foods will be discarded.

Site Responsibilities:

1. Staff will follow the Oregon Health Authority Food Safety Training Manual.
2. Cell phones are not allowed while performing food services duties.
3. Site Leads ensure Sanitation Inspection is current and placed in the Site Licensing Binder.
4. Spray bottles are to be stored out of reach of children in a locked/secure cabinet.
5. Classroom tables are cleaned with soap and water and sanitized before and after each meal and snack.
6. When using Saniquat, tables are wiped down with soap and water and then the Saniquat solution is sprayed on the tables and left to air dry.
7. All dishes, pots, pans, utensils and cutting boards are washed and sanitized between each use, either in a sanitizer machine, dishwasher or using the three compartment sink method (wash, rinse, sanitize) with air drying.
8. If a sanitation machine or dishwasher is not available, use the three compartment sink method (wash, rinse, sanitize) with air drying.
9. Staff and volunteers will not work in food service when experiencing symptoms of diarrhea, vomiting, jaundice, or fever with sore throat.
10. Food handlers ensure that all foods are cooked to the temperatures required by the State Food Code. Food handlers ensure that all potentially hazardous foods are held at less than 41°F or greater than 135°F.
11. Food is held for no more than thirty minutes on classroom food carts.
12. After meal service, staff preparing and serving food discard all food that has been served in classrooms. Exception: milk in original containers may be returned to the kitchen refrigerator and served at the next meal, if it has been out of temperature control for less than 1 hour.
13. If the temperature of the potentially hazardous foods has dropped below 135 F for less than 2 hours; heat to a minimum of 165°F to serve.
14. Designated site staff record the refrigerators and freezer temperature's on appropriate log sheets. Refrigerators are maintained at 41°F or colder, freezers at 0 degrees, . If on monitoring, the refrigerator temperature is above 41°F the food handler immediately notifies the Food Services Coordinator who arranges for corrective action and instructs the food handler on the handling of foods stored in the refrigerator. See Refrigerated Food Policy and Procedure.
15. Garbage cans containing food waste are kept covered when not in use.
16. All dry goods are stored off of the floor and in original sealed containers or labeled storage units with tight fitting lids.
17. All foods served in the program are purchased from licensed vendors, no home grown or preserved foods are allowed.
18. Staff with current Food Handler Card may supervise parents or volunteers who prepare food to be served in the classroom or at parent meetings.
19. Staff will monitor expiration dates on all food products, including milk. Any expired food will be discarded immediately.

Staff Training

- Staff will receive training annually

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-99
Title: Home Based Home Visiting
Section: Family & Community Partnerships PC

Approval Date: 5/8/2025
Procedure Revision Date:
Most Recent Board Review: 5/8/2025
PC Approval Date: 10/17/2024

Forms Required: Home Based Home Visit Form

Performance Standards: 1302.22, 1302.35

Page 1 of 2

Policy: The program will provide families with one in person home visit per week primarily in the child's home with the child's parents/guardians.

Purpose: Home visits are a vital component to the program experience for families. They provide the opportunity for families to receive individualized education and support, develop goals for their children and family, and identify community resources to help meet their family's needs. These services are provided for children and families, and are held primarily in a child's home.

Scheduling:

- A. Home visits will be scheduled with the family on a weekly basis
 - 1. Visits need to take place in the primary residence of the family, with few exceptions:
 - a) If a family is homeless and; sleeping outside/in a tent, living in a camper without an address or home has been destroyed, the visit can take place in an office or a public area
 - 2. Visits must take place with a child's parents/legal guardians.
- B. Home Visits are to be at minimum 90 minutes in length.
- C. If a family has multiple children in the EHS program, a visit must be at least 90 minutes. Time may be added in 90 minute increments per each additional participant, depending on the family's preference and needs. These can be broken up into multiple visits or one block of time.
- D. No more than three home visits will be conducted by a home educator in a day, unless permission has been received from their supervisor.

Home Visit:

- A. Home visitors are required to use the Growing Great Kids curriculum to fidelity during the home visits. In addition, Home educators may also utilize resources from the following supplemental curriculums
 - 1. Partners for a Healthy Baby
 - 2. Conscious Discipline
 - 3. Teaching Strategies Gold
 - 4. Materials from ASQ
- B. Home visitors must bring their curriculum materials including handouts, manuals and activities to each home visit
- C. Other activities such as arts and crafts activities, outdoor activities or help with resources can be added to visits, however, the curricula still must be used.
 - 1. Any activities based on a holidays or birthdays are not permitted per the Holiday Policy and Procedure
 - 2. The other components of every home visit must include:
 - a) Family Goal Review and Support
 - b) Child Goal/School Readiness Goal Review and Support
 - c) Community resource review and support

- d) Health Review and Check in
- e) Screenings Review
- f) Socialization Update

D. Documentation will be written on the home based home visit form by the home educator.

Documentation:

A. A home-based home visit will be documented as follows:

1. Home based home visit form will be uploaded as an attachment in ChildPlus in the Family Services Tab. The attachment will be labeled as Attachment type: Home Visit Record, Description: HV(number)
2. Documentation of the home visit will be documented in the Family Services Tab:
 - a) Home Based Home Visit > Add Action
 - b) Action description will be "HV (number)"
 - c) Action will be completed and any pertinent notes will be added.
3. Any home visit notes specific to health will be added to the Health tab:
 - a) Health Communication Event > Add Action
4. Any updates to Family Goals will be documented in the Family Services Tab:
 - a) EHS Family Goal > Add Action
5. Any updates to Child/SRG Goals will be documented in the in the Education Tab:
 - a) EHS Child Development Goal > Add action
 - b) EHS School Readiness Goal > Add action

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-100
Title: Record Retention
Section:

Approval Date: 5/8/2025
Procedure Revision Date:
Most Recent Board Review: 5/8/2025
PC Approval Date: 10/17/2024

Forms Required:

Performance Standards:

Page 1 of 2

Policy: NeighborImpact retains records as required by law and destroys them when appropriate. The destruction of records must be approved by the Director of Finance, and logged into the Organization's Destroyed Records Log.

Procedure:

The formal records retention policy of NeighborImpact is as follows:

Accident reports/claims (settled Cases)	7 Years
Accounts payable ledgers and schedules	7 Years
Accounts receivable ledgers and schedules	7 Years
Audit reports	Permanently
Bank reconciliations	3 Years
Bank Statements	3 Years
Chart of Accounts	Permanently
Cancelled Checks	7 Years
Contracts, mortgages, notes and leases:	
Expired	7 Years
Still in effect	permanently
Correspondence:	
General	2 Years
Legal and important matters only	permanently
Routine with customers and/or contractors	2 Years
Deeds, mortgages and bills of sales	permanently
Depreciation schedules	permanently
Duplicate deposit slips	3 Years
Employment applications	3 Years
Expense analyses/expense distribution schedule	7 Years
Financial statements:	
Year end	permanently
Other	Optional
Garnishments	7 Years
General ledgers/year end trial balance	permanently
Insurance policies (expired)	3 Years
Insurance records (policies, claims, etc.)	Permanently
Internal audit reports	3 Years +
Internal reports	3 Years
Inventories of products, materials and supplies	7 Years
Invoices (to customers, from contractors)	7 Years
Journals	Permanently

Minute books of directors, bylaws and charters	permanently
Notes receivable ledgers and schedules	7 Years
Payroll records and summaries	7 Years
Personnel records (terminated)	7 Years
Petty cash vouchers	3 Years
Physical inventory tags	3 Years
Property records (incl. depreciation schedules)	permanently
Purchase orders:	
Purchasing department copy	7 Years
Other copies	1 Year
Receiving sheets	1 Year
Retirement and pension records	permanently
Requisitions	1 Year
Sales records	7 Years
Subsidiary ledgers	7 Years
Tax returns and worksheets, examination	
reports and other documents relating to	
determination of income tax liability	permanently
Time sheets/cards	7 Years
Trademark registrations and copyrights	permanently
Training manuals	permanently
Voucher register and schedules	7 Years
Vehicles	15 years
Withholding tax statements	7 Years

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-101

Title: Recruitment

Section: Subpart A- Eligibility, Recruitment, Selection, Enrollment, and Attendance

Approval Date: 5/8/2025

Procedure Revision Date:

Most Recent Board Review: 5/8/2025

PC Approval Date: 10/17/2024

Forms Required: Monthly Outreach Logs

Performance Standards: 1302.13 Recruitment of children, 1302.10 Determining community strengths, needs, and resources

Page 1 of 2

Policy: NeighborImpact Early Head Start (EHS)/Head Start (HS) program is committed to provide services to children and families most in need of services. Specific efforts include locating and recruiting children with disabilities and experiencing homelessness or foster care. The community needs assessment data is utilized as a guide in recruitment efforts.

Purpose: NeighborImpact EHS/HS will develop recruitment strategies to ensure an adequate number of children for enrollment opportunities as well as a waitlist of children for enrollment vacancies. NeighborImpact EHS/HS utilizes the ERSEA team to develop and implement strategies for recruitment.

Procedure:

- A. Recruitment activities are ongoing; NeighborImpact EHS/HS program is always recruiting.
- B. Specific recruitment activities are developed for targeting certain populations and recruitment areas.
- C. Determine number of anticipated vacancies for the following school year.
- D. The Annual NeighborImpact EHS/HS Recruitment Plan is reviewed and updated annually. This plan will include program wide recruitment strategies to ensure enrollment opportunities are filled and the program has strong wait lists.
- E. Staff in each community typically know their community the best. Each site/community will create a recruitment activity plan. These activities will be planned and completed in the specific communities and sites. The administration office will have their own recruitment activity plan.
- F. The shared Outlook Recruitment Calendar is utilized to track community outreach/ recruitment events. Selection and enrollment due dates for mass enrollments are also documented on the recruitment calendar.
- G. The Monthly Outreach Report will be utilized to document individual outreach opportunities. These reports are sent to the ERSEA Coordinator following the end of the month system.
- H. Focused efforts for children with disabilities and partnerships with Early Intervention/Early Childhood Special Education are developed and lead by the Inclusion team.
- I. Coordinate recruitment activities with partners such as DHS, Homeless Liaisons and FAN Advocates to ensure efforts to include the homeless and foster children from Deschutes and Crook County.
- J. The program will work with the Early Learning HUB and ChildCare Resources in collaborated recruitment efforts.
- K. TANF and ERDC lists are sent to NeighborImpact EHS/HS quarterly for use in recruitment of children.

- L. Recruitment for EHS/HS children are included in MOU's and Interagency agreements with community partners.
- M. Media outlet recruitment strategies are planned in partnership with the NeighborImpact Communications Director and Social Media and Volunteer Specialist.
- N. ChildPlus recruitment tracking, social media analytics and program wait lists are utilized to track the effectiveness of recruitment efforts. Recruitment activities will be tracked on the Monthly Outreach log, Community Recruitment Activities and Outlook Recruitment Calendar.
- O. Recruitment supplies will be ordered by the Operations Specialists and distributed to each site as requested. Each Head Start Advocate will have and maintain their recruitment supplies.

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-103

Title: Screenings, Developmental and Behavioral

Section: Education and Child Development Services

Approval Date: 5/8/2025

Procedure Revision Date:

Most Recent Board Review: 5/8/2025

PC Approval Date: 10/17/2024

Forms Required: ASQ-3, ASQ-SE, Disability Referral, Mental Health Referral, Authorization to Release, Mutual Exchange Form

Performance Standards: 1302.33(a)(b)(3), 1302.34(6), 1302.35 (f), 1302.41 (a)(b)(1), 1302.42(d)(1)(2), 1302.45, 1302.62, 1302.63

Page 1 of 3

Policy: In collaboration with each child's family and with parental consent, a program must complete or obtain a current behavioral and developmental screening to identify concerns within 45 calendar days of enrollment. These screenings assess a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills.

Purpose: To promptly and appropriately address any identified needs related to mental health, disabilities, and inclusion.

Procedure:

A. Screening

1. Head Start:

- a. Screenings will occur within 45 days of enrollment for all children even if they have a diagnosed disability
- b. Head Start Family Advocate will contact the family to schedule the enrollment visit
- c. Links for ASQ-3 & ASQ-SE screenings will be sent to the family to complete prior to the enrollment visit
- d. If the family does not complete the screenings prior to the enrollment visit, the Family Advocate will complete them with the family at the enrollment visit
- e. Both ASQ-3 & ASQ-SE will be repeated at HV#2 for all returning children by the Family Advocate/Teacher Advocate and on an as needed basis to support each child's needs

2. Early Head Start:

- a. Screenings will occur within 45 days of the first enrollment for all children even if they have a diagnosed disability
- b. Screenings will be completed every 2 months for ASQ-3 and every 6 months (or as needed) for ASQ-SE while participating in the EHS program. A 36-month screening will be completed prior to the transition to Head Start by the Home Educator.

B. Follow Up

1. If a child falls in monitor:

- a. Document results and areas of concern on Parent Contact Form/Home Visit Form and School Readiness Goal Form to be able to speak with the family at the upcoming Home Visit/Conference
- b. HS Teacher Advocate/ EHS Home Educator will discuss areas of concern at upcoming home visit or conference and create a School Readiness Goal that focuses on any area of concern
- c. Teacher Advocate/ Home Educator will share activities/resources with the family that target the child's lagging skills and continue to observe progress in the classroom
- d. ASQ-3/ ASQ-SE Learning Activities

- i. TEAMS Head Start General Resources Inclusion Support ASQ Resources ASQ Support Activities or ASQ-SE Resources ASQ-SE Support Activities
 - ii. Select activities based on the age level and focus skill to provide to the family
- e. Monitor child's progress and continue sharing resources/activities as needed
- f. A disability or mental health referral can be submitted with parent consent

2. If a child falls in fail – In addition to the steps above

- a. HS Family Advocate/ EHS Home Educator will discuss a mental health referral if the child failed the ASQ-SE, and/or a disabilities referral if the child failed the ASQ-3 with the family at the enrollment visit or the next HV/Conference
- b. If the family agrees, HS Family Advocate/EHS Home Educator submits related referral
- c. If family refuses, HS Teacher/HS Family Advocate/EHS Home Educator continue discussing at future visits and continue sharing related activities/resources with the family

C. Referral

- 1. Disability Referral (ASQ-3)
- 2. Complete referral form in ChildPlus
 - a. family has agreed to a disabilities referral, complete referral in CP under disabilities tab
 - b. Parent signs digitally in CP
 - c. Complete Mutual Exchange Form
 - d. Parent signs form (physical signature required)
 - e. Upload signed form as an attachment in the disabilities tab in CP with the attachment type being mutual exchange form
- 3. Mental Health Referral (ASQ-SE)
 - a. Complete Mental Health Referral in Child Plus in the Mental Health Tab
 - b. Parent signs digitally in CP
 - c. Note the reason for referral and whether or not it is for the child or for the parent/family

D. Inclusion Services Coach

- 1. Once the disability or mental health referral has been received, the Inclusion Services Coach will:
 - a. Add disability concern created in CP
 - b. Add MH transaction created in CP
 - c. Submit new disability and mental health referrals every Monday
 - d. Adds disability referral and mental health caseload flag to the child's CP file
 - e. Follow up, contacts, and observations will be documented in the disability concern tab and MH transaction tab in CP

E. Mental Health Consultant

- 1. Once the Mental Health Consultant has received the email from the Inclusion Services Coach regarding referrals, they will:
 - a. Schedule an individual child observation
 - b. Provide a summary and action steps to teaching team
 - Observation notes can be found under the mental health observations tab in CP
- 2. Conduct a phone consultation with the parent

F. Documentation

- 1. *Head Start ChildPlus Documentation*

- a. The Inclusion Services Coach and/or the Family Engagement Manager will upload all completed ASQs into ChildPlus under the education tab. Full scale score reports will be uploaded under attachments.
- b. The Inclusion Services Coach and/or the Family Engagement Manager adds an education event for all completed ASQs.
- c. Recommendations for monitor/fail will be documented as an action in the event.
- d. Inclusion Services Coach or Family Engagement Manager will add either the developmental follow up or behavioral follow up flag when applicable

2. *Early Head Start ChildPlus Documentation*

- a. The EHS Home Educator will complete the ASQs and upload the scoring documents as attachments in the education tab in CP.
- b. The EHS Home Educator will interpret the scores using the score interpretation system below.
 - i. EHS Site Coordinator will double check scores to ensure accuracy and add Developmental F/U flag added if ASQ-3 was a monitor or fail. Behavioral F/U flag added if ASQ-SE was a monitor or fail.
- c. Recommendations for follow up will be added to the events for all ASQs that are either monitor or fail

G. Interpretation

1. *ASQ Score Interpretations*

- Monitor
 - Grey in 2 areas (excluding fine motor)
 - Grey in communication
 - Black in 1 area (excluding gross and fine motor)
- Fail
- Black in communication
 - Grey in communication and at least one other area (excluding fine motor)
 - Black in 2 or more areas (excluding fine motor)
 - Grey in 3 or more areas (including fine motor)

G. ASQ Links

1. Copy & paste to send links directly to families via text, email, or CP

- b. <https://www.asqonline.com/family/f8693c> English ASQ3
- c. <http://asqonline.com/family/4fa2bd> English ASQ-SE2
- d. <http://asqonline.com/family/2d347d> Spanish ASQ3
- e. <http://asqonline.com/family/1ca72b> Spanish ASQ-SE2

NEIGHBORIMPACT HEAD START & EARLY HEAD START		
Policy & Procedure		
Policy #: HS-106	Approval Date: 5/8/2025	
Title: Tobacco Free Environments	Procedure Revision Date:	
Section: Subpart D- Health Program Services	Most Recent Board Review: 5/8/2025	
	PC Approval Date: 10/17/2024	
Forms Required: Smoke Free Facility Sign		
Performance Standards: 1302.46, 1302.47, , CCD: 414-300-0070, CFOB: 3.4.1.1		Page 1 of 2

Policy: Tobacco free environments are established in all NeighborImpact owned Head Start/Early Head Start (EHS) sites, in all Head Start/EHS classrooms and at all Head Start/EHS sponsored activities to eliminate exposure of children, staff, and other adults to tobacco use and tobacco smoke.

Definition: For the purpose of this policy **Tobacco** is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, *electronic vapor cigarettes or any other inhalant delivery systems* and any other smoking product, spit tobacco, also known as smokeless, dip, chew, snuff, in any form.

Purpose: In light of scientific evidence that tobacco use and tobacco smoke is hazardous to health, NeighborImpact's Head Start/EHS program recognizes its responsibility to promote the health, welfare and safety of students, staff and other Head Start/EHS participants by providing a tobacco-free environment and to serve as a positive example to other childcare and community agencies.

Procedure:

1. Tobacco use, distribution or sale by staff or others is not allowed on NeighborImpact owned Head Start/EHS premises, at Head Start/EHS sponsored events (on or off premises), or in agency-owned, rented or leased vehicles.
2. Tobacco use is not allowed in personal vehicles of staff or others when transporting persons on authorized Head Start/EHS business.
3. Tobacco use is not allowed by staff while on duty; on or off Head Start/EHS premises.
4. In recognition of the importance of modeling healthy behaviors, tobacco use by employees, parents, and volunteers is prohibited in any area (on-site or off-site) that is within sight of Head Start/EHS participants.
5. Program staff, volunteers, and others are to avoid bringing or wearing clothing that smells of smoke into the classroom, center or administrative offices, or onto Head Start buses or playgrounds.
6. Staff making program related home visits request that parents not smoke during the home visit. Parents are informed of the smoke-free request prior to the home visit.
7. Clothing, bags, hats and other personal items used or worn by staff and others that display, promote or advertise tobacco products are prohibited on Head Start/EHS premises, at Head Start-sponsored activities or in Head Start vehicles.
8. Tobacco advertising is prohibited in all Head Start/EHS-sponsored publications, in all Head Start/EHS buildings, and at all Head Start/EHS sponsored events.
 - a. Acceptance of gifts or funds from the tobacco industry is similarly prohibited.
9. The Head Start/EHS program will not enter into partnership agreements for classroom space or student involvement with public or private schools that allow tobacco use on campus.
10. The program's Health Services Manager coordinates tobacco use prevention activities and provides resources to staff that support age-appropriate tobacco prevention messages for classrooms and resources for use with families during home visits and at parent meetings.

11. The program coordinates with agencies and groups that conduct tobacco use prevention education to make available staff professional development activities that provide information about the effects of tobacco use, effective instructional techniques and program-specific activities.
12. Signs are posted in Head Start/EHS facilities to communicate the no tobacco use policy.
13. Violations of the tobacco free environments policy by staff are handled in accordance with agency disciplinary action procedures.
14. Violations of the tobacco free environments policy by volunteers are handled by on-site supervisors. Repeat violations will result in loss of volunteer status with the program.
15. Head Start/EHS promotes tobacco cessation resources to staff, volunteers and parents and offers these as a resource to those who violate tobacco use policies.
16. Staff are informed of this policy through:
 - a. New staff orientation
 - b. Annual reorientation
17. Parents are informed about this policy through:
 - a. Head Start Parent Handbook
 - b. Posted signage

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Policy #: HS-107

Title: Wellness Policy

Section: Subpart I- Human Resource Management

Approval Date: 5/8/2025

Procedure Revision Date:

Most Recent Board Review: 5/8/2025

PC Approval Date: 10/17/2024

Forms Required:

Performance Standards: 1302.91(b)

Page 1 of 1

Policy: Provide mental health and wellness information and opportunities to staff regarding health issues that may affect their job performance.

Purpose: To increase staff engagement and performance, and reduce incidences of burnout, absenteeism, and illness.

Procedure:

- A. Develop and maintain a Wellness Committee
 - a. Membership will be comprised of voluntary Wellness Ambassadors representing each HS/EHS site, the Health Services Manager and Director, and other supervisory and support staff as necessary.
 - b. Wellness Committee will hold bi-monthly meetings either on Teams or in person.
- B. Wellness Committee will develop an annual SWAP (Staff Wellness Action Plan)
 - b. The purpose of the SWAP is to define program strengths, identify gaps, address challenges, and define and accomplish goals more effectively.
 - 1) Data will be collected annually using information from staff engagement surveys, program goals, and in-person feedback sessions
 - 2) Wellness Committee will develop goals based on data received and then create SMARTIE objectives (Specific, measurable, actionable, realistic, time-bound, inclusive, and equitable) to help achieve these goals.
 - 3) Action steps, for each objective, will identify who will lead the work, what resources are needed, the timeline for completion of work, and how progress will be monitored.
 - b. Annual SWAP goals will consider all eight areas of wellness: spiritual, intellectual, physical, environmental, financial, social, occupational, and emotional.
- C. Each site will receive annual funds designated to support wellness activities. Wellness Ambassadors will utilize funds with support from Site Leads, as necessary.
 - a. Fund requests will require approval from Director prior to making purchases.
- D. Employee Assistance Program
 - a. All NeighborImpact employees will have access to Employee Assistance Program through Canopy.
 - b. Resources available include:
 - 1) Personal counseling
 - 2) Resources for life (i.e. eldercare, childcare, identity theft etc.)
 - 3) Legal consultations/mediation
 - 4) Financial coaching
 - 5) Homeownership program
 - 6) Life coaching
 - 7) Pet parent resources
 - 8) Wellbeing tools (fertility support, online legal tools, gym membership discounts etc.)
 - 9) Canopy member site access

10) LifeBalance program access