

Qualla Boundary Head Start and Early Head Start

Dora Reed Children's Center
Big Cove Children's Center

Policies and Procedures
2021 – 2022



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History of The Qualla Boundary Head Start and Early Head Start Program

The Qualla Boundary Head Start program began its implementation in 1966. The Head Start program is one of the few surviving programs implemented in the 60's "War on Poverty". Head Start's basic goal is to aid low-income families in becoming major figures in the social and economic systems of our society. This goal is accomplished by working with families to raise their self-esteem, aiding goal setting, improving health and welfare, and helping them learn life skills to reach their fullest potential.

Funding was available in February 2000 to start the construction of a new Infant/Toddler facility to adjoin the Dora Reed Children's Center. The 10-classroom facility was completed in January of 2001. The babies that formerly attended First Start Nursery made a smooth transition into the new facility. Early Head Start was awarded in the summer of 2001 and planning was implemented to begin services in the Fall of 2001.

Public Health and Human Services (PHHS) provides administrative, regulatory compliance and oversight under the Health Services Division.

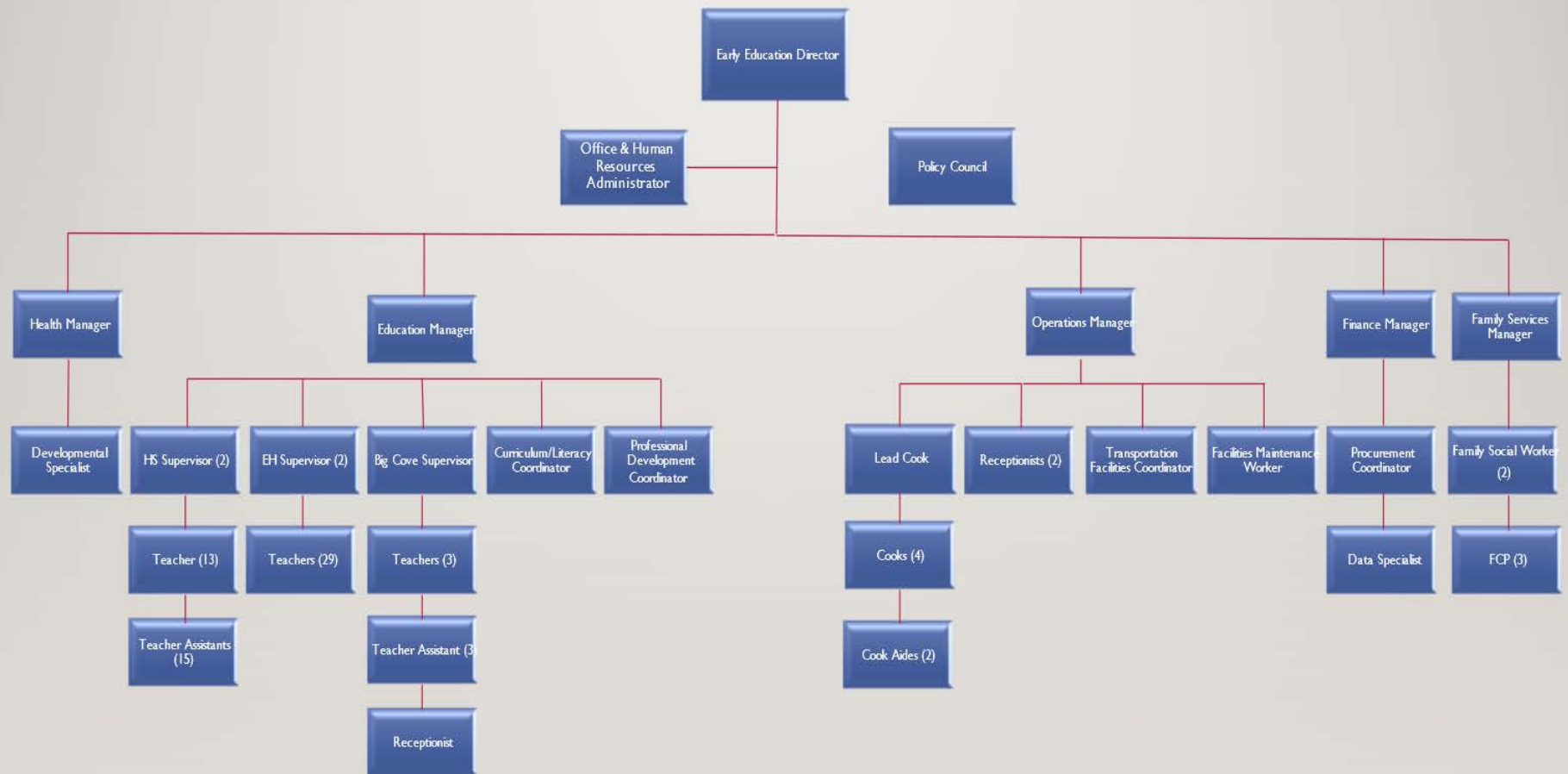
Today, Head Start Services (age 3-5 years) are provided at Big Cove Children's Center and Dora Reed Children's Center. Additionally, infant toddler services are provided at both centers. We encourage attachment and continuity for all children by having teachers and students transition through the program together. Staff continue to search for new innovative ideas for nurturing the relationship between child, parent, and teacher, providing rich classroom activities and promoting good self-esteem in students so that all children enter Kindergarten with a love of learning and a firm foundation that will aid them in their education.

PHHS provides oversight and annual inspections under regulatory and Compliance at both early education facilities.

Dora Reed Children's Center
Qualla Boundary Head Start and Early Head Start (QBHS&EHS)
Philosophy

Qualla Boundary Head Start and Early Head Start (QBHS & EHS) believe that all children share basic needs and have a right for those needs to be met. We believe that each child is unique and that we as a program need to use their unique characteristics to tailor experiences and learning opportunities that meet their needs and goals. Moreover, each individual has a unique value and a basic need to be respected, recognized, and needed. We further believe that children benefit most from comprehensive programs that provide a broad range of services and that the child's entire family, as well as the community, must be involved. Our program will maximize the strengths and unique culture of each child and his/her family in an effort to help him/her develop into a socially competent, productive member of society. All cultures and languages will be respected and nurtured. We also believe that the Cherokee culture and language are rich and important to our children, as well as to future generations, we will strive to preserve it, strengthen it, and teach it within the curriculum chosen for implementation in our program.

Qualla Boundary Head Start & Early Head Start



**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Standards of Conduct

Policy:

QBHS/EHS program is a division under Public Health and Human Services under the Eastern Band of Cherokee Indians. All employees will adhere to the EBCI Personnel Policies and Procedures (Section 6 –Employee Conduct).

Grantee agencies must ensure that all staff, consultants, and volunteers abide by the programs' Standards of Conduct. These standards specify that:

Procedure:

1. They will respect and promote the unique identity of each child and family, and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.
2. They will follow program confidentiality policies concerning information about children, families, and other staff members; Breach of Confidentiality will be grounds for immediate dismissal.
3. No child will be left alone or unsupervised while under their care. Staff will know the total number of children in his/her care at all times. Face to name recognition is a must.
4. They will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods or discipline that involves isolation, the use of food as punishment, or reward/denial of basic needs.
5. Staff will interact and engage positively with children on a daily basis to provide learning experiences.
6. All QBHS&EHS staff will be respectful of program property and will take care of materials and equipment to keep them in good, working order.
7. All QBHS&EHS staff will be punctual in reporting to work and will abide by the tour of duty set by their Supervisor.

8. Supervisors and Managers must ensure that all employees engaged in the awarding and administration of contracts or other financial awards, sign statements that they will not solicit or accept personal gratuities, favors, or anything of significant value from contractors or potential contractors.
9. All QBHS&EHS staff will display themselves in a professional and ethical manner during and after work hours. Staff will communicate in a professional manner verbally or in written form with co-workers, peers, and subordinates, regardless of position.
10. All QBHS&EHS staff will only use social media to portray the program in a positive manner. Negative comments about the program, other staff, or parents will result in corrective action.
11. Employees will honor and respect the children, parents, and community members, behaving in a professional manner and adhering to the tribal policies established in the EBCI Personnel Policies and Procedures.
12. QBHS&EHS employees are NOT to accept any form of money from a parent, caregiver, or community member for payment of childcare fees or parent group fundraisers. Acceptance of any money from an outside source during an employee's tour of duty will be grounds for corrective action up to, and including, termination.
13. Cherokee Code of Ethics is to be followed as a guide and standard expected of all QBHS&EHS employees.
14. Professional Development for every QBHS&EHS employee is encouraged and expected.

** I understand this document shall be placed in my personnel file, and I understand that if any of the codes are violated, I will be subject to corrective action up to, and including, termination.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Bulletin Boards (Office)

Policy:

All bulletin boards will reflect the most current program information. Bulletin boards will be kept neat and organized.

Procedure:

1. The Early Education Director will assign each department or position certain bulletin boards throughout the center.
2. The Department Managers will be responsible for assigning someone to update the bulletin boards with the pertinent information.
3. The following current items must be posted:
 - a. Center Licenses
 - b. License Inspections
 - c. Emergency Plans
 - d. Policy Council Minutes
 - e. Medical Emergency Plans
 - f. North Carolina Labor Laws
 - g. CACFP Rules/Regulations
 - h. Current Center Calendar
 - i. Notification of Upcoming Parent Meetings, Activities, and Trainings
 - j. Current Parent Meeting Minutes
4. The Program Managers and Early Education Director will keep a file of past inspections for up to 5 years.
5. Materials will remain current and be neat and organized.
6. Materials will not be taken down from bulletin boards until new materials are ready to go up.
7. Materials will be laminated when possible.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Cell Phone

Policy:

Personal cellular phones cannot be used in the building during the center hours (7:00-5:15).

Procedure:

1. Personal cellular phones can only be used outside the building (not including the playground).
2. No employee can use a cell phone in the classroom for any reason at any time.
3. Any employee caught using a cell phone while children are under their care or supervision will have disciplinary action up to, and including, termination.
4. Employees may use cell phones during breaks and before and after work hours.
5. Employees are prohibited from contacting other employees inside QBHS&EHS.
6. Personal cell phones to contact parents is prohibited.
7. Employees are prohibited from using a cell phone to contact other employees inside the building with voice, text, or picture messaging.
8. Employees are prohibited from using a cell phone in a manner that is unethical, devoid of reasonable judgment, or that would otherwise compromise QBHS&EHS.
9. All cellular phones are to be turned off during public meetings when representing the agency, staff meetings, and trainings.
10. Cell phones may only be used in the classroom if Administrative Leave has been granted by the Chief and staff have received permission from their Supervisor to contact parents.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Child Abuse

Policy:

QBHS&EHS will comply with state laws requiring them to report any cases of suspected or identified child abuse. These reports are made to the county in which the child lives in and to the Early Education Director. QBHS&EHS will cooperate with Family Safety and county DSS and will not undertake, on its own, intervention in cases of suspected abuse in accordance with state law.

Provision of support and resources to the family to address potential abuse/neglect issues is encouraged. All efforts will be made to provide information on effective, positive behavior support and opportunities to discuss prevention by the Family Service staff person.

Initial contact with Family Safety and completion of the report will occur one hundred (100) percent of the time within twenty-four (24) hours, via either message left or direct contact call to the Family Safety emergency on call staff. (1304.40)

Definitions and Reporting Clarifications

1. Abuse includes: physical injury caused by other than accidental means, neglect which leads to physical harm, emotional maltreatment which has an observable harmful effect on a child, sexual molestation and threat of harm that puts the child at substantial risk of physical or sexual abuse, or neglect or mental injury. Witnessing or other involvement in domestic violence is also considered abuse.
2. Children are unmarried persons under the age of eighteen (18); reporting is required for all children.
3. Public and private officials required to report include any person over the age of eighteen (18) years of age. Each QBHS&EHS staff person is responsible for reporting and documenting cases of suspected or identified child abuse to Family Safety and County DSS within twenty-four (24) hours of disclosure or the incident.
4. The abuse does not have to be proven, just suspected.

Procedure:

1. The staff person that was disclosed to, or witnessed the identified or suspected abuse, is the person who must come forward and report the abuse to their Supervisor/Manager and the Early Education Director.
 - a. QBHS&EHS reports all suspected child abuse to Family Safety Program, Swain or Jackson County DSS.
 - b. QBHS&EHS staff will report suspected child abuse to their Supervisor/Manager and the Early Education Director immediately. A scanned copy must be emailed to PHHS Regulatory and Compliance within 24 hours.
 - i. A staff member who needs help making the report will request the assistance of their Supervisor/Manager or the Early Education Director immediately.
 - ii. The assisting person will take responsibility for sharing any information with the staff member they have assisted, and inform the Early Education Director immediately.
 - c. The case worker taking the report will ask the caller for their name; at this time, it is up to the employee to remain anonymous or to state their name.
 - i. If the employee states their name, Family Safety will send a letter to the caller informing them if the case was accepted or declined.
 - ii. The employee will also receive a letter stating what action was taken by Family Safety.
 - d. When and where appropriate, the Family Safety worker will work closely with the family members to provide advocacy and support for the family.
2. Confidentiality of records concerning child abuse reports will be maintained.
 - a. Information regarding suspected abuse is not considered part of the child's education record.
3. If children are removed from the home due to suspected abuse, the child will remain enrolled in the program and will continue to receive services.
4. Information needed to report:
 - a. The child's name
 - b. The child's birthdate
 - c. Address
 - d. Telephone number
 - e. Other children living in the home
 - f. Parent's names
 - g. Parent's address
 - h. Other adults in the home
 - i. Abuse or evidence suspected
 - j. Any other information that would help Family Safety with the case

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Children at Work

Policy:

Children will not come to work with parents.

Procedure:

1. Staff members need to make sure they have someone to care for their children if their child becomes ill.
2. Children cannot come to work with their parents.
3. Staff members need to arrange child care for their children on in-service, pre-service, summer months and staff work days.
4. Children under the age of fifteen (15) will not be allowed to wait in the front lobby for parents.
5. Children will not be allowed to sit in their parents' offices or classrooms.

**Dora Reed & Big Cove Children's Center
Oualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Communication System

Policy:

QBHS&EHS staff members and families will communicate with each other on a regular basis.

Procedure:

1. Communication must flow up and down the chain of command.
2. It is each individual person's responsibility to communicate with their Supervisor and the Director.
3. The administrative staff will send memos, use the telephone, use email, use inter-office envelopes, conduct meetings, use fax machines, and when possible, give information to the center staff in person.
4. All Managers will attend bi-weekly meetings with the Early Education Director.
5. All Managers will relay information from Manager's meeting in bi-weekly departmental meetings.
6. All coordinators will submit reports at departmental meetings.
7. Center staff will communicate with parents through memos, flyers, phone calls, home visits, and during pick-ups and drop-offs.
8. Parent Committee meetings and/or family activities are held each month at the center.
9. The center's parent representative, for the Policy Council, reports to the Parent Committee monthly, either through meeting or through a memo.
10. The Policy Council agenda will reflect information from all aspects of the program on a monthly basis.

11. Information from meetings in the community is passed on to staff members and parents at their meetings.
12. Required home visits and parent conferences are held during the school year and on an as needed basis.
13. All information sent out to parents, or the program, will be reported to all Managers and to the front desk.
14. The communication chart will be followed by all staff members.
15. All information will be delivered to parents and staff in a timely manner.

Modes of Communication

Parents		
Types of Communication	How Often	Responsible Staff
Department Handouts	Monthly and on-going	All Service Area staff
Health Information Updates	On Going	Health Manager
Literacy Information	On Going	Literacy Multi-Cultural Cord.
Bulletin Boards	On Going	All Staff
Procedures for Screenings and Follow- ups	Annually (During Registration and new enrollees)	Health Manager, Developmental Specialist
Department Information Sheets	On Going	All Staff
Email	On Going	Office/HR Administrator
Parent Newsletters	Bi-Annual (September,	Literacy Multi-Cultural Coordinator
Parent Trainings	Monthly	All Service Areas
Parent Activities	Monthly	Family Services Staff
Parent Group	Monthly	Family Services Staff
School Readiness Activities	Monthly	Education and Family Services staff
Daily Reports	Daily	Teaching Staff
Parent/Teacher Conferences	2 times a year (August, February)	Teaching Staff
Educational Home Visits	2 times a year (September, May)	Teaching Staff

FCP Home Visits	As Needed	FCP
Family Partnership Agreements	On Going	FCP, Teaching Staff, FCP Manager
Classroom Meetings	Monthly	FCP, Teaching Staff, Managers
Disability/Behavior Updates	On Going	Developmental Specialist/Teaching Staff
Facebook	On Going	Director and PHHS PR staff
Memos/Announcements	On Going	All Staff
Open House	Annually in August	All Staff
Governing Bodies		
Types of Communication	How Often	Responsible Staff
Policy Council Reports Budgets, Enrollment update, Human resources	Monthly	Director, Management Team Finance Manager
Health Advisory Board	Monthly	Director, Management Team
Email	On Going	Office/HR Administrator
Annual Reports to Tribal Council	Annually	Director
Community		
Types of Communication	How Often	Responsible Staff
Education Advisory Committee	Quarterly (September, December, March, June)	Education Manager
Tribal Council Report	Quarterly (August, November, February, May)	Director, Managers
Coalition Meetings	Monthly	Recruited Staff
Community Assessment	Every 3 years	Director, Management
Self-Assessment	Annually	Director, Management, Self- Assessment Team

School Readiness Committee	December, February, April	Director, EDU Manager, FCP Manager
Email	On Going	Office/HR Administrator
Flyers	On Going	All Staff
PHHS Division Secretary		
Types of Communication	How Often	Responsible Staff
Weekly Report	Weekly	Director
Memos/Letters	On Going	Director
Weekly/Daily Updates	Weekly/Daily	Director
Daily Bulletin	Daily	All staff
Monthly Report	End of the month	Director

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Communication with Other Programs

Policy:

The program will communicate with other programs in the community to connect and work together for the benefit of the children in the community.

Procedure:

1. The program will have attendees at meetings with other programs when it pertains to pertinent issues.
2. The program will participate in relevant community meetings and activities.
3. The program will collaborate with other programs to enhance the programs within the community.
4. All communication, contact, and participation must be approved by the Early Education Director and appropriate Supervisor/Manager.
5. Staff can have an active role in these committees and voice their opinions in a professional manner.
6. Staff need to remember that they are representing QBHS&EHS while sitting on these committees/clubs/activities and should support the center while remaining professional.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Community Assessment

Policy:

QBHS&EHS will conduct a community needs assessment every three years, with updates annually in the month of June.

Procedure:

1. QBHS&EHS will conduct a Community Assessment every three years, with annual updates performed by the Health/Nutrition and FS Managers.
2. Sources of information will be collected from local community agencies, not limited to Family Safety, Health Department, DSS, Parents, Door to Door Flyers, Policy Council, etc. if necessary. Also, certain data may be obtained from government web sites.
3. During the two intervening years, the previous Community Assessment will be reanalyzed and updated by the Family Services and Health Manager during the months of May/June.
4. The findings of the update will be presented to the Policy Council and Tribal Council for approval during the August meeting.
5. The Early Education Director will keep an up-to-date copy of the Community Assessment, including all updates on file for program use.
6. The Community Assessment will be used in the program planning process.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Community Complaints

Policy:

Complaints will be addressed promptly after the complaint is processed, according to the following procedure.

Procedure:

1. Community complaints are referred to the Early Education Director within twenty-four (24) hours of the complaint being received by a staff member.
2. Full information should be provided to the Early Education Director.
 - a. Community member/parent's name
 - b. Address
 - c. Phone number
 - d. Nature of complaint
3. Staff should encourage the person making the complaint to put the complaint in writing or to contact the Early Education Director personally.
4. Formal complaints will be presented to the Division Director along with the decision on any action to be considered.
5. The Early Education Director will follow through with any recommended action within twenty-four (24) hours of the decision.
6. Confidentiality procedures will be upheld throughout the complaint process.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Complaints within the Program

Policy:

Complaints should be addressed immediately.

Procedure:

1. When a complaint is received, either in person or by telephone, it should be completed on a complaint form.
2. The written complaint is then given to the appropriate Supervisor/Manager.
3. If the complaint is not answered or resolved to the satisfaction of the complainant, the written complaint is then forwarded to the Early Education Director.
4. After the complaint appears to be resolved, the written form is filed.
5. A follow-up phone call or visit will be made within thirty (30) days to make sure that everything is still satisfactory.
6. All complaints should be given to the Early Education Director immediately, along with feedback from the employee.
7. All complaints need to be followed up on within forty-eight (48) hours.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Dress Code Policy

Policy:

While conducting QBHHS&EHS business, employees are expected to present a clean, neat, and professional business-like appearance. They should dress according to standards that reflect a professional image to parents, visitors, and colleagues.

Procedure:

1. Teachers, Teacher Assistants, Kitchen Staff, and Operation Staff
 - a. T-shirts must not have any vulgar, scary, obscene, or inappropriate wording or graphics.
 - b. NO slip-on shoes or flip-flops; shoes must be secured with a strap.
 - c. No pajama bottoms.
 - d. Bottoms are to be no shorter than one inch above the knee and secured around the waist.
 - e. Under shirts must be worn under low cut shirts (scoop and/or v-neck).
 - f. Facial piercings are to be removed, including spacers, during tour of duty.
 - g. Kitchen staff are to adhere to OSHA guidelines (including slip-resistant shoes).
 - h. Operation staff are to adhere to OSHA guidelines.
 - i. No tears or holes in jeans.
 - j. Shirts must have full backs.
 - k. Shirts may be sleeveless for women, but shoulder strap must be hand-width.
 - l. Clothes must fit appropriately (mid-drifts must be covered, size and length; no tight fitting, low-cut, or short-clothing)
 - m. Leggings are to be worn only with skirts, dresses, or long shirts one inch below finger tips. Leggings are not to be worn as pants.
2. Early Education Director, HS/EHS Supervisor, Coordinators, Managers, Procurement Clerk, and Receptionist
 - a. Dress slacks/trousers
 - b. Khakis
 - c. Dress capris
 - d. Dress shorts must be knee length or longer.
 - e. Skirts or dresses must be knee length or longer.
 - f. Shoes must be secure with strap (no slip-ons or flip-flops).
 - g. Shirts must have full backs.

- h. Clothes must fit appropriately (mid-drifts must be covered, size and length; no tight-fitting, low-cut, or short clothing).
 - i. Shirts maybe sleeveless for women, but shoulder strap must be hand-width.
 - j. Leggings are to be worn only with skirts, dresses, or long shirts one inch below finger tips. Leggings are not to be worn as pants.
- 3. “Casual” Friday, In-Service, Pre-Service, Training, Cleaning, and Exceptional Days
 - a. No tears or holes in jeans
 - b. T-shirts must not have any vulgar, scary, obscene, or inappropriate wording or graphics.
 - c. Tennis shoes (not faded, worn, or distressed)

Dora Reed & Big Cove Children's Center Qualla Boundary Head Start/Early Head Start

Department: Administration

Section: Management Systems and Procedures

Subject: Employee Breaks

Policy:

All employees will receive two (2) fifteen (15) minute breaks during an eight (8) hour work day. The centers must maintain ratio for the classroom and/or outside play at all times.

Procedure:

1. Every employee will receive one (1) fifteen (15) minute break in the morning and one (1) in the afternoon.
2. The HS/EHS Supervisor will work out a break schedule for their staff according to what is best for the centers.
3. The HS/EHS Supervisor will do their best to provide employees with a morning break. On occasion, a morning break can be omitted (ex. if there are planned activities taking place at the center, staff are absent, field trips, or staff with Supervisor approval request, within reason, to take a longer break in the afternoon for personal reasons).
4. Staff who decline their breaks may not choose to leave work early without approval from the appropriate Supervisor.
5. If staff choose to decline their break when it is offered, they may forfeit their break time.
6. Staff cannot opt out of a morning break to take a longer break in the afternoon without the permission of their Supervisor/Manager.
7. All office staff will assist with classroom breaks when possible by being assigned to break classrooms when necessary.
8. Staff are expected to sign in and out of their classrooms when going for, or coming from, breaks.
9. All staff are expected to clock out when going on break and clock back in when returning from break.

10. Any staff member who takes longer than their designated break time with Supervisor approval will be required to use their annual leave or leave without pay if they have no leave to use.
11. Staff members who take longer than their designated break time without Supervisor approval can receive corrective action, will use annual leave, or receive leave without pay if they have no leave to use.

Dora Reed & Big Cove Children's Center Qualla Boundary Head Start/Early Head Start

Department: Administration

Section: Management Systems and Procedures

Subject: Human Resource Management

Policy:

Dora Reed Children's Center QBHS&EHS will establish and maintain an organizational structure that supports the agency's mission statement. The structure will address the major and minor functions and responsibilities assigned to each job category.

Procedure:

1. Job descriptions will be written and updated to reflect the major and minor job responsibilities, communication, and qualifications.
2. Each job position will be assigned to a Supervisor. At a minimum, these positions will be assigned to:
 - a. Head Start and Early Head Start Supervisors
 - b. The Education Manager
 - c. The Health Manager
 - d. The Operations Manager
 - e. The Human Resource/Office Administrator
 - f. The Finance Manager
 - g. The Family Services Manager
 - h. The Early Education Director
3. An organizational flow chart will be maintained to visualize the chain of command.
4. Management is responsible for the leadership, direction, and oversight in the areas of:
 - a. Planning, development, and implementation of services
 - b. Long and short range goals
 - c. Communication between and among staff, parents, and the community
 - d. Community partnerships
 - e. Training and team building
 - f. Administration of personnel supervision
5. All staff will have the necessary skills, knowledge, and experience to perform their assigned job responsibilities.
 - a. See Staff Retention, Hiring, and Recruitment Policy

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Licensing Reports

Policy:

All licensing reports will be turned in to the Early Education Director.

Procedure:

1. When fire inspections, environmental, and/or PHHS Regulatory and Compliance monitor the center and leave a report, it must be sent to the Early Education Director immediately.
2. The appropriate Supervisors/Managers are responsible for getting any concerns and/or write ups to the Operation's Manager for repair. It will be the responsibility of the Operation's Manager to have the repairs completed.
3. All staff must be vigilant regarding licensing requirements and monitoring to ensure the mechanics of the program are functioning properly. This is to eliminate any findings when monitored for licensing.
4. Current licensing has to be posted in a place that all visitors and staff can observe.
5. All staff should review and become knowledgeable of OHS Performance Standards, EBCI Personnel Policies and Procedures, and Dora Reed Children's Center P & P.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Manager's Meetings

Policy:

Management Team meetings will be held on a bi-weekly basis.

Procedure:

1. The Manager's will meet on a bi-weekly basis. (Day and time will be decided based on convenience for the program and Manager's.)
2. All Managers will remain professional and express themselves in a civilized manner.
3. The Managers will relay pertinent information back to their departments.
4. The Human Resource/Office Administrator will take notes at the Management Team meetings and will distribute copies to the Managers and program staff via the Daily Bulletin and Qualla Teacher Connections (social media).
5. Confidentiality statements will be strictly adhered to when discussing any personnel-related or program issues.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Marginal Employee

Policy:

Every reasonable effort will be made to retain all employees.

Procedure:

1. All employees will complete a thorough orientation process and will be given training during their probationary status.
2. Employees will receive individual training for their specific job duties and will be given expectations at the level their job is to be performed.
3. When an employee is not performing to QBHS&EHS standards, an evaluation will be made to determine the reason why the employee is having difficulty fulfilling their duties.
4. A corrective action may be issued to review designated areas of concern, goals, objectives, and time frames for completion.
5. A Performance Improvement Plan will be created that will include trainings, an action plan, and time frames.
6. If no improvement has been recorded within the designated time frame of the corrective action, a determination of further action will be determined by QBHS&EHS Management Staff and may result in an additional corrective action, termination of employment, or change of job position.

Dora Reed & Big Cove Children's Center Qualla Boundary Head Start/Early Head Start

Department: Administration

Section: Management Systems and Procedures

Subject: Ongoing Monitoring System - Monitoring Plan

Policy:

To ensure that QBHS&EHS complies with Performance Standards, PHHS Regulatory and Compliance, and EBCI Policies and Procedures, monitoring of all aspects of the program is necessary.

Procedure:

1. The monitoring action plan describes the areas of monitoring, purpose of monitoring, expected outcomes, to review and analyze data, responsible staff, and time frames.
2. The following monitoring plan will be completed and on file at the center. The monitoring piece will be reviewed by the Early Education Director, Managers, and support staff. Action plans, if necessary, will follow with outlined timeframes.
3. All other monitoring will be completed per the action plan timeframe and responsible person.
4. Monitoring and follow-up monitoring forms are to be completed entirely. All required signatures are to be completed.
5. All completed monitoring and follow-up monitoring forms will be submitted to the Early Education Director unless otherwise noted.
6. Director, Managers, Supervisors, and Coordinators will utilize ChildPlus software to develop checklists and spreadsheets for staff to use in setting up their service area and processes. These may include:
 - a. Checklist for Child Development, Mental Health, and Disabilities
 - b. Checklist for Parent Involvement and Family Services
 - c. Checklist in Health and Safety
 - d. Childcare Center Sanitation Inspection
 - e. Child/Adult Care Food Program (USDA)
 - f. Nutrition/Mealtimes Checklist
 - g. Bus Inspections
 - h. Vehicle Inspections
 - i. Fire Drills
 - j. Background Checks

- k. Staff Physicals and TB Test
 - l. Staff Training and Development
 - m. Staff Education
 - n. Requisitions
 - o. Budgets
- 7. Supervisors/Managers will implement procedures and timelines for using said checklists, and will include these in annual training and work plans.
- 8. Staff will use checklists in setting up and maintaining their environments.
- 9. Information about children and families will be tracked on Child Plus by all staff.
- 10. Regular reports will be utilized by all staff, both on and off line, to ensure timely delivery of services to children and families.
- 11. Managers will meet with the Early Education Director monthly to review monthly reports on:
 - a. Supervision
 - b. Budgets
 - c. Attendance
 - d. Enrollment
 - e. Outcomes
 - f. Child Plus Tracking Information
 - g. TS Gold assessment for groups and individual
 - h. Quality Improvement Plans
 - i. Other information as necessary
- 12. The Data Specialist and Family Services Manager will monitor Child Plus through inputting and reviewing data and reports.
- 13. The Early Education Director and Managers will meet bi-monthly to review information gathered.
- 14. Monthly reports to Policy Council will be made by the Early Education Director.
- 15. Monthly reports to Health Board, which includes Tribal Council members, will be made by the Early Education Director.
- 16. An annual self-assessment will be conducted each year in August/September that will result in a written improvement plan to address any deficiencies.
- 17. Results of all monitoring efforts will be included in future planning and decision making.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Organizational Structure

Policy:

Grantee and delegate agencies of OHS must establish and maintain an organizational structure that supports the accomplishments of program objectives. **P.S 1304.52 (a) (1)**

Procedure:

1. This structure must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support:
 - a. Each position will have a job description that matches the duties and functions of the position in which they hold.
 - b. The Human Resource/ Office Administrative Assistant will keep current, up-to-date job descriptions of all positions.
2. At a minimum, grantee and delegate agencies must ensure that the following program management functions are formally assigned to, and adopted by, staff within the program.
 - a. Policies and procedures will be kept and updated on a yearly basis (lead by the Early Education Director).
 - b. The Human Resource/Office Administrator will have the staff sign a Code of Conduct.
3. QBHS&EHS views Tribal Council and the Executive Office (Chief/Vice Chief) as the governing body for overseeing our grant.
 - a. Will receive annual training by October annually.
 - b. Will receive quarterly updates from the Early Education Director.
4. Policy Council is a committee of parents who represent areas within the QBHS&EHS program. Policy Council is an advisory committee who assists with policy making, approves hires and terminations, and approves policy changes.
 - a. Policies and Procedures will be presented for review ~~in June~~, annually.
 - b. Policies and Procedures that need to be added throughout the year will be presented to the Early Education Director.

- c. The Early Education Director will present to the Division Director and Deputy for approval.
 - d. Once approval has been given, the Early Education Director will send to the Policy Council for review and items will be voted on at the next scheduled meeting.
 - e. If a policy needs to be approved immediately, the Human Resource/Office Administrative Assistant will send Policy Council the policy and procedure, and issue a phone poll for approval.
5. The Early Education Director and Management Team are responsible for the day to day operations, implementations of policies, and designing policies for the program.
- a. The Early Education Director and Management Team will follow the policies and procedures of QBHS&EHS, Tribal Policies and Procedures, State Rules and Regulations, and OHS Performance Standards to run and direct the programs.
 - i. The Early Education Director is responsible for:
 - 1. Communicating and interacting with the governing body, Division Director, Managers of other agency programs, the Policy Council, and parents
 - 2. Program planning
 - 3. Day to day program management and operations, including personnel administration and supervision
 - 4. Staff training and development, coaching, and mentoring
 - 5. Administration and maintenance of facilities, materials, and equipment
 - 6. Financial administration of the program
 - 7. Assessment of staff and program operations
 - 8. Maintaining community relations and advocacy
 - ii. Management of early childhood development and health services, including child development and education, as well as child medical, dental, mental health, child nutrition, services for children with disabilities, and management of family and community partnerships, including parent activities:
 - 1. Education Manager, Health Manager, Operation's Manager, Fiscal Grant Manager, Human Resource/Office Administrator, and Family Services Manager.
 - 2. Each Manager will be responsible for:
 - a. Leadership, direction, and oversight of their respective service area
 - b. Conducting analyses of trends in the field, as well as data on children and families in the program
 - c. Developing an open communication system with staff and parents
 - d. The personnel administration and supervision of staff within their respective departments
 - e. Responsible for team leadership, team building, staff training, and staff development.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Parent Contact Form

Policy:

A record of all parent contacts pertaining to children's progress, behavior, attendance, recruitment, family needs, and health needs will be kept by staff.

Procedure:

1. Any conversation made between staff and parents should be documented on a parent contact form. (Example: A parent calls a child in late, a parent complains about their child being bitten, a parent discusses a child's progress, etc.)
2. The staff member should write this contact out, sign, and have the parent sign off as well.
3. All parent contacts will be kept on file by the person having the conversation then given to the child's FS worker for filing purposes.
4. FS will collect all parent contacts from classrooms monthly.
5. FS will file in the child's file.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Parent Grievance Policy

Policy:

Parents will be given an opportunity to be involved in community advocacy and to have all questions and concerns addressed in an efficient and timely manner.

Procedure:

1. The parent will meet with the Early Education Director, or management, regarding their concerns or questions.
2. A meeting with the Early Education Director and other designated staff will be held in an effort to resolve the matter.
3. If there is no resolution, the above parties will meet with the Division Director in an attempt to answer the questions or concerns.
4. If no resolution is met at this level, the above parties will meet with the PHHS Secretary to present both sides of the issue, and the Deputy will rule on the matter.
5. The issue will be reported to the Policy Council along with the decision.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Press Coverage/ Social Media

Policy:

Special achievements or events should be reported in the local newspapers.

Procedure:

1. When a special event is planned, the Literacy Coordinator should notify the local newspaper at least one week in advance of the event. A reminder phone call should be made the day before the event.
2. If newspaper reporters are not available to cover the event, the Literacy Coordinator will submit the information to the newspaper office.
3. Articles will be placed on the FS bulletin board weekly.
4. If someone else would like to submit an article to the newspaper, it must go through the Literacy Coordinator.
5. Any article going to the newspaper should follow the Proofreading Policy and be preapproved by the Early Education Director.
6. There should be an article placed in the One Feather weekly. Monthly

Literacy Coordinator, Education Manager or Director will develop a monthly schedule and deadlines for article submissions to local paper.

Dora Reed & Big Cove Children's Center Qualla Boundary Head Start/Early Head Start

Department: Administration

Section: Management Systems and Procedures

Subject: Program Planning

Policy:

Program planning will be continuous and will include involvement by Policy Council, PHHS Director, the Secretary, Program Staff, Community Organizations, and the Early Education Director.

Procedure:

1. A planning calendar will be developed yearly and will guide the process, focused on developing goals, collecting outcome data, analyzing results, and continuing improvements.
2. Program planning will include the following areas:
 - a. Community Needs Assessment
 - i. Every three (3) years, a complete self-assessment
 - ii. Updated yearly
 - b. Strategic Planning-one (1), three (3), and five (5) year goals
 - i. Every three (3) years
 - ii. Updated yearly
 - c. Work plans (annual calendars, school readiness goals/plan, service area plans, etc.), policies, and procedures
 - i. Yearly reviews and updates
 - d. Policy Council and Tribal Council orientation/training
 - i. Yearly
 - e. Self-Assessment
 - i. Yearly
 - f. Monitoring and Reporting- PIR, and Annual Report
 - i. Ongoing
 - g. Grant Planning (including budgets)
 - i. Yearly
 - h. Communication and feedback
 - i. Continuous

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Program Visitors

Policy:

QBHS&EHS welcomes visitors to our program.

Procedure:

1. QBHS&EHS staff will monitor the entrance of visitors on a daily basis.
2. All visitors must sign in and out at the front desk with the receptionist on the visitor's log. The time, date, and purpose of the visit must be documented.
3. All visitors must receive a visitor's badge.
4. When visitors arrive desiring to see administrative personnel, that person will be called to escort the visitor to their office. They must also sign in, and receive a visitor's badge.
5. All parents will enter and exit through the main entrance ONLY.
6. No visitors will be allowed in the kitchen or at procurement clerk doors.
7. No visitors will be allowed on the playground or in the classrooms.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Proofreading

Policy:

All official documents, flyers, memos, letters, newsletters, and other forms of written communication will not be distributed until they have been proofread by management and the Early Education Director.

Procedure:

1. Any written document for distribution will be proofread by the employees' direct Supervisor and Manager.
2. The proofreader will check for spelling errors, grammatical errors, typographical errors, and/or errors in information.
3. Official reports must be approved by the Early Education Director before they become part of the record, or before they are mailed.
4. Once a document has been proofread, the corrections will be made, and a second proofreading will take place by the Manager and direct Supervisor.
5. When the written document is free of errors, it will be delivered to the Early Education Director by management for approval.
6. The Early Education Director is required to review any document prior to being distributed to any staff member, parent, or Policy/Tribal Council member.

Dora Reed & Big Cove Children's Center Qualla Boundary Head Start/Early Head Start

Department: Administration

Section: Management Systems and Procedures

Subject: Security Viewing Cameras

Policy:

Video cameras are located throughout the building, classrooms, and outside area to monitor the care, safety, health, and security of the children, staff, and building.

These cameras have been placed in QBHS/EHS to aid in gathering factual information related to critical incidents that occur from time to time.

The cameras provide a level of security for those who enter the building or are on the premises (including the parking lot).

Anyone who tampers with the video cameras will have immediate consequences via corrective action for staff and/or notification to the proper authorities and PHHS Compliance office.

Procedure:

1. Cameras will be monitored throughout the day by the Early Education Director to ensure they are working properly, focused, and recording.
2. Cameras will be replaced, repaired, cleaned, and cared for on a continuing basis by Information Technology (IT) department.
3. Cameras may be used for observational and staff training purposes.
4. Footage recorded on the cameras will only be viewed by designated QBHS/EHS staff.
5. Risk Management and Tribal programs will have access by completing the IT Video Surveillance Form on CWEB
6. PHHS compliance personnel will only view camera footage on Dora Reed Children's Center or Big Cove Children's Center property.
7. Video footage via subpoena by the proper authorities will be released.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Self-Assessment

Policy:

The program will conduct a Self-Assessment annually.

Procedure:

1. The Self-Assessment will be led by the Health Manager and the Family Services Manager.
2. Planning for the Self-Assessment will take place in April/May of each year.
3. Members who will be requested to serve on the Self-Assessment team will consist of Policy Council Members, Administrative Staff, Coordinators, other QBHS&EHS staff, parents, and community Members.
4. Teams will be compromised, at a minimum, of two (2) people per area. When parents volunteer, they will be paired with a staff member.
5. Staff and parents will not review their own classroom or classrooms with relatives, and Managers will not review their department.
6. A training of the Self-Assessment tool will be provided, and assignments will be made of the sub-sections at the beginning of April each year.
7. The team members will have 2 months to complete their assessments. The Self-Assessment team will work to obtain any documentation that may be needed. All the information will be compiled, listing the strengths and weaknesses. Areas needing improvement will be corrected by the next assessment.
8. The person designated by the Early Education Director will type the summary and time lines for any corrections that need to be made as part of a Program Improvement Plan.
9. The staff member designated in the plan will work on correcting the deficiencies.
10. The results of the Self-Assessment will be reported to the Management Team, Policy Council, Tribal Council, Staff, Division Director, and Secretary.

11. Follow-up on the identified strengths and recommendations will be conducted in July.
The Self-Assessment summary will be uploaded in Head Start Enterprise System along with other supporting documents in September.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Social Media/Facebook

Policy:

Social media can be a wonderful tool for QBHS if used in the appropriate manner. QBHS will develop and maintain a Facebook page.

Procedure:

1. The Early Education Director and Outreach Coordinator will manage the Facebook page for QBHS.
2. All staff will remember they represent QBHS while on Facebook or other social media sites.
3. All staff will conduct themselves in a professional manner while using their own personal social media sites.
4. All staff will refrain from posting comments about staff, parents, children, or the program.
5. No staff is allowed to post pictures on Facebook, or any other social media site, of the children at any time.
6. Parents will not be allowed to take pictures in the classroom of any child other than their own or any staff for any purpose, but especially for social media sites.
7. Staff must remember that their actions on social media sites are monitored by parents, other staff, and the community. We are taking care of children, and parents have to be able to trust us.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Staff Meetings

Policy:

Each department will conduct biweekly meetings.

Procedure:

1. Each Manager and/or HS and EHS Supervisor will set a day and time of the week to hold bi-weekly meetings.
2. Each agenda will include topics from the Manager's Meeting and other departmental concerns and program updates.
3. Each Manager will have a sign-in sheet prepared for designated meetings and have all staff present sign in.
4. Each Manager will take minutes, or ask someone to take minutes.
5. Each Manager/Supervisor is responsible for adding the meeting minutes and attaching to the Daily Bulletin within 2 of hosting said meeting.
6. The minutes, agenda, and sign-in sheet will be kept in a notebook or file at the center in the Manager's Office.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Staff Personal Belongings

Policy:

Each center employee will keep purses and other personal items in a locked space away from children.

Procedure:

1. Personal belongings in offices and classrooms will be kept in a locked, secured place.
2. Medicine in purses is a concern. The purses need to be locked up and far away from the children.
3. Personal belongings are the responsibility of the owner. QBHS&EHS is not responsible for personal belongings.
4. Offices should be treated like the classroom and all hazardous materials should be locked up and put away.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Administration

Section: Management Systems and Procedures

Subject: Training

Policy:

In order to meet Office of Head Start Performance Standards as well as state standards, all staff are required to meet a minimum number of training hours per year. Trainings are offered by the program, as well as through other agencies in the community.

Procedure:

1. All employees of QBHS&EHS are required to maintain a minimum of twenty (20) hours of training annually.
2. Pre-Service training is required for all staff and is held for two weeks prior to the beginning of the new school year. The center will close for the two weeks to allow for training and classroom preparation for the upcoming year. Many of the twenty (20) hours required can be accumulated during this time.
3. In-Service training is required for all staff and is held the last Friday of each month, or as listed in the annual Family Handbook. QBHS&EHS will close for the day so that staff may attend training that is required or needed.
4. Additional trainings are available through other programs or agencies. Support staff (managers, coordinators, and supervisors) will meet with the Training Coordinator who is responsible for organizing the trainers, venue, meeting agenda, etc. To meet necessary training requirements.
5. All Pre-Service and In-Service training days are mandatory for all staff. Staff are required to follow the schedule of training for their department. Staff must see their Supervisor IMMEDIATELY if there is a reason that training cannot be attended. Approval will need to come from the Early Education Director only.
6. Staff are required to sign in for every training session, collect a training certificate, and submit a copy of the certificate to the Education Manager within twenty-four (24) hours of training.

7. If training certificates are not turned in to the Education Manager, the staff member will not receive credit for attending the training and may have to repeat the training.
8. Staff need to be present, on time, and ready for training. This means that staff take notes, participate, ask questions, minimize undesignated breaks from the training, and remain awake and alert.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Human Resources

Section: Human Resource Management

Subject: Outside Employment

Policy:

In accordance with Section 8.04 B of EBCI Personnel Policies and Procedures regarding outside employment: Employees may hold outside jobs as long as they meet the performance standards of their EBCI position, place priority on EBCI responsibilities, and are able to accommodate EBCI's scheduling demands.

Procedures:

1. Such employment must avoid the appearance that the employee is acting on behalf of the EBCI.
2. Notice of employment shall be given to the appropriate Supervisor in writing.
3. The employee's outside employment shall not reflect discredit on the EBCI or constitute a conflict of interest.
4. QBHS&EHS operates during the hours of 7:00 a.m.-5:15 p.m. All staff are expected to be available to work a tour of duty that falls within those hours, without guarantee of a set schedule.
 - Based on the nature of our business, there will be times that staff members are expected to work after hours or attend special programs and/or meetings for our children/families.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Human Resources

Section: Human Resource Management

Subject: Payroll Process

Policy:

The Office & Human Resource Administrator will be responsible for submitting a Master Time Sheet to the EBCI Payroll office on a bi-weekly schedule. The Master Time Sheet will be submitted by the set deadline.

Procedure:

1. An email reminder will be sent out to all Managers and Supervisors reminding them of the due date for time sheet submission.
2. The Office & Human Resource Administrator will enter data from individual timesheets to the master time sheet.
3. When all information has been entered on the master timesheet, it will be reviewed for errors.
4. Changes to the master timesheet will be accepted from Supervisors and Managers until (two) 2 hours prior to final submission deadline in writing, via email.
5. The Office & HR Administrator will print a final copy of the master timesheet for review and signature from the Early Education Director.
6. The Office & HR Administrator will scan and email the signed copy of the master timesheet to EBCI payroll office.
7. The Office & HR Administrator will file original timesheets in a locked filing cabinet.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Human Resources

Section: Human Resource Management

Subject: Probationary Period Evaluations

Policy:

All QBHS staff members are subject to a ninety (90) day probationary period at the beginning of employment. QBHS Managers and Supervisors will prepare performance reviews on each new staff member during the probationary employment period, and use the results of these reviews to identify staff training and professional development needs.

Procedure:

1. All Managers and Supervisors will prepare a performance evaluation at the intervals of thirty (30), sixty (60) and ninety (90) days of the probationary period.
All evaluations must be approved by the appropriate Manager and the Early Education Director.
2. Each evaluation will determine if the employee meets expectations or needs improvement for specified areas.
3. Each evaluation will include a development plan and goals.
4. These evaluations will be presented to staff members by the Supervisor or Manager.
5. At this time the staff member will be allowed to have input into their development plan and goals.
6. Managers and Supervisors will ensure that all evaluations are completed and approved so that they can be presented to the staff member and submitted to EBCI Human Resources office prior to the completion of the ninety (90) day probationary period.
7. Managers and Supervisors will make three (3) copies; one (1) for the employee, one (1) for the Office & Human Resources Administrator, and one (1) for themselves.
8. The original document and one (1) copy will be given to the Office & Human Resources Administrator within twenty-four (24) hours of presentation to the employee.

9. The original document and permanent hire conversion will be delivered to EBCI HR office by the Office & Human Resource Administrator within twenty-four (24) hours of receiving it.
10. If at any time during the probationary period it is determined that a hire is not a good fit for the program or does not meet the requirements of the position, they can be released from employment.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Human Resources

Section: Human Resource Management

Subject: Tobacco Use

Policy:

Tobacco use is prohibited at all QBHS Early Head Start/Head Start sites. Tobacco is defined to include any lighted or unlighted cigarette, cigar, pipe, clove cigarette, any other smoking product, and spit tobacco in any form. Spit tobacco is also known as “smokeless”, “dip”, “chew”, or “snuff”.

Procedure:

- a. QBHS staff members will adhere to Section 4.25 of EBCI Personnel Policies and Procedures no smoking/tobacco use policy:
 - i. Smoking in tribal buildings and vehicles is prohibited at all times. This includes smokeless tobacco. Any designated smoking areas outside must be positioned away from the main entrances of the building and away from public view.
- b. There are designated smoking areas for staff to use during their breaks.
- c. QBHS&EHS staff, parents, volunteers, and visitors will not engage in tobacco use on any of the listed premises.
- d. Staff violation of this policy will lead to a corrective action.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Human Resources

Section: Human Resource Management

Subject: Staff Personnel Files

Policy:

All QBHS&EHS staff members will have a personnel file built and maintained by the Office & Human Resource Administrator.

Procedure:

1. The Office & Human Resource Administrator will create a personnel file for each staff member of QBHS as they are hired. This file will be locked in a fireproof filing cabinet in the office of the Office & Human Resource Administrator.
2. Each QBHS/EHS staff file will contain the following items and be updated as necessary:
 - a. Job Description
 - b. Emergency Contact Form/Health Questionnaire
 - c. Employment Application
 - d. Background Verification Letter- updated every five (5) years
 - e. Conversions- updated as needed with change in status, address, rate of pay
 - f. Credentials- added as received
 - g. Physical / TB- updated yearly
 - h. Orientation Documents
 - i. Policies- cell, dress code, gossip, confidentiality, attendance, security camera
 - j. Tour of Duty
 - k. Memos/Corrective Actions
 - l. Evaluations
 - m. A copy of any documents that are submitted to EBCI Human Resources Department

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Human Resources

Section: Human Resource Management

Subject: Staff Performance Appraisals

Policy:

QBHS&EHS Managers and Supervisors will prepare performance reviews on each QBHS&EHS staff member and use the results of these reviews to identify staff training and professional development needs, modify staff performance agreements, as necessary, and assist each staff member in improving his or her skills and professional competencies. **PS 1304.52 (i)**

Procedure:

1. All Managers and Supervisors will prepare a semi-annual and an annual performance evaluation.
2. Each evaluation will include a development plan and a list of goals for each staff member that they supervise.
3. All evaluations must be approved and initialed by the Manager of that department and the Early Education Director before being presented to the employee.
4. These evaluations will be presented to staff members by the Supervisor or Manager.
 - At this time the staff member will be allowed to have input into their development plan and goals.
5. Managers and Supervisors will meet all deadlines.
6. Managers and Supervisors will make three (3) copies; one (1) for the employee, one (1) for the Office/Human Resource Administrator, and one (1) for themselves.
7. The original document will also be given to the Office/Human Resource Administrator to be delivered to Human Resources.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Human Resources

Section: Human Resource Management

Subject: Employment Five Year Background Screening

Policy:

QBHS&EHS will continue to provide a safe environment for children and staff by monitoring all employees with a background renewal every five (5) years.

Procedure:

1. The Office & Human Resource Administrator will inform staff members and Supervisors when it is time for employees to have their three-year screening completed.
2. The Office & Human Resources Administrator will provide staff members with the appropriate forms and instructions on where to go for fingerprint forms to be completed.
3. Staff members will return the form to the Human Resources & Office Administrator once completed.
4. The results will be sent to the Early Education Director and then given to the HR & Office Administrator to place in each employees file.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Human Resources

Section: Human Resource Management

Subject: Time Cards/Timesheet

Policy:

All QBHS&EHS staff will be responsible for tracking any hours worked during each two (2) week pay period through the process of completing a time card and a timesheet. The timesheet must accurately agree with the time card based on hours worked daily.

Procedure:

All staff will clock in and out at the official time clock located next to the break room.

1. All QBHS&EHS staff will clock in and out at the beginning and end of their 2-week Tour of Duty.

All timesheets will be completed correctly and in a timely manner.

2. The top of every timesheet will be filled in as follows:
 - a. Division: **PHHS**
 - b. Name: **staff member first and last name**
 - c. Period Ending: **last date of the pay period**
 - d. Program: **QBHS&EHS**
 - e. Position: **staff member official title**
 - f. Employee #: **staff member badge #**
3. Each staff member will fill in their timesheet on a daily basis to reflect the information on their timecard.
 - a. Fill in date, time in, and time out DAILY.
 - b. Fill in hours worked or any type of leave used that day (annual, sick, bereavement, admin, etc.)
 - c. Fill in any overtime hours worked and approved by the necessary Supervisor.
4. At the end of each week **all** columns and **all** rows should be totaled for that week.
5. Totals for each week should be added together, giving the **TOTAL HOURS at the bottom of the columns.**

6. Timesheets, and a copy of the corresponding time card, will be signed by the staff member and submitted to the appropriate Supervisor for their review and signature.
 - a. Each Supervisor will review the timesheet, and compare it to the time card.
 - b. Each Supervisor will check all hours and totals before signing the timesheet
7. Supervisors will complete their review, and submit **ALL** timesheets to the Master Time Keeper by 3p.m. two (2) days prior to the due date set by EBCI Payroll office.
8. Any staff member that misses the timesheet submission deadline will be required to take their timesheet to the Early Education Director, and attend a monthly timesheet remediation class after hours.
 - a. The date and time of the remediation class will be set by the Early Education Director.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Daily Routines

Subject: Arrival and Departure

Policy:

Children will be signed in and out of the classroom daily for safety and supervision purposes.

Procedure:

Arrival:

1. Children will be signed into the classroom by
 1. Parent or guardian
 2. Teacher that picked up the child from the morning or afternoon staff
 3. The bus monitors
2. Children and staff are to wash hands upon arrival.
3. All centers are to be open and activities are to be available to children.
4. No outside food or toys will be allowed in the classroom.
5. Staff must positively greet parents and children upon arrival.
6. Collect changes of clothes, any documentation from parents.
7. Store children's individual property in cubbies.
8. Use a combination sign in/out sheet for any children entering from another classroom or exiting the classroom.
9. Children must be in the building, in route to the classroom by 8:15am, according to the center clock located in the lobby.
10. An announcement will be made daily at 8:00am, 8:15am and 8:45am announcing the time according to the center clock.
11. The Cherokee Morning Song will be played via the intercom at 8:40a.m. daily and provided by the receptionists.
12. If a parent arrives after 8:15am but before 8:45am for whatever reason, the parent will be stopped at the front desk. The receptionist will ask if the parent notified the classroom by 8:00am. The receptionist will contact the classroom to confirm the parent did call by 8:00am.

13. If the parent called by 8:00am and arrived by 8:45am, then the child will be allowed to stay and the classroom will mark the child as Tardy on the attendance sheet.
14. If the parent comes after 8:45am the child will not be allowed to stay unless it was for a doctor's appointment and the teacher was notified prior the appointment.
15. If the parent did not call the classroom by 8:00am and the parent comes after 8:20am for whatever reason, then the child will not be allowed to stay.
16. The parent must call by 8:00am and reports to the classroom teacher that the child has a doctor's appointment, the parent has until 11:15am to bring the child to school with a doctor's statement verifying that the child was at the doctor's office.
17. NO child will be allowed to arrive after 11:15am; regardless of the reason.
18. Children that receive more than three (3) tardies, not including doctor statements, will not be allowed to arrive late any more days in the month. Absences will be documented in the child's attendance record.
19. If children are absent for any reason, then staff will document absences on the attendance sheet and a parent contact form. This will be turned into the FS the same day.
20. Staff members who have children that enrolled in the program and are scheduled for shifts after 8:15 may bring their child in after the 8:15 cut off. However, all staff must be present in their classroom at the start of their tour of duty. If your child is arriving after the 8:30 breakfast time, you must provide breakfast for your child prior to arrival.

Departure:

1. Parents sign children out on the sheet at the time they pick the child up.
2. Teachers will positively greet parents upon arrival and tell children and parents good-bye.
3. Discuss daily events with parents.
4. Help parent collect child's personal property.
5. All children need to be sent home with clean faces and in clean clothes whether on the bus or by pick up.
6. Follow playground, meal/snack, and clean up responsibilities and duties.
7. Children will not be released to a minor [someone under the age of eighteen (18)] unless it is their parent.
8. Staff will abide by any court documents, DSS documents, and emergency contact sheets.
9. If court documents, DSS documents, or any other documents are not understood staff are to ask their supervisor for clarification.

10. Verbal permission for a person to pick up a child who is not on the emergency contact is not permitted. Any deviation from emergency contact must be written and signed by the parent or guardian.
11. Staff must clean up the classroom before leaving for the day (clean all tables, chairs, pick up all toys, sweep, and leave room ready for the next day).

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Daily Routines

Subject: Child Sign In/Out

Policy:

To meet performance standards, Qualla Boundary & Big Cove Head Start/Early Head Start Center programs are required to document when each child enters and leaves the building. Records will be maintained for a minimum of five (5) years.

Procedure:

1. Staff will use the sign in/out sheet for the arrival and departure of children.
2. Children will be signed into the classroom by a parent/guardian and the parent/guardian is required to sign their legal name.
3. During the school day, if children are taken from their classroom for any reason, they need to be signed in and out of their classroom on the combination sheet.
4. If a child is absent for the day, staff will mark the child's signature row all the way across on the sign in/out sheet with a highlighter.
5. When a child leaves for the day, staff must mark that child's signature row all the way across with a highlighter.
6. Children will remain signed in on the sign in/out sheet until their parent/guardian picks them up.
7. Children riding the bus will be signed out on the sign in/out sheet for the day by the bus monitor or the teacher.

8. Children going to another classroom will be signed out of the classroom on the combination sheet and signed into the current classroom's combination sheet.
9. The sign in/out sheet must remain in the classroom if the classroom is closed.
10. If a child is in their own classroom then parents will sign the child out on the sign in/out sheet.
11. If a child is in another classroom, then the parent will sign the child out on the combination sheet, and it is the responsibility of the teacher to update the child's sign in/out sheet.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Daily Routines

Subject: Child/Teacher Interaction

Policy: HSPPS 1302.31(b) *Effective Teacher Practices*

Interactions between children and teachers provide opportunities for children to build trust, to develop an understanding of self and others, and to encourage respect for the feelings and rights of others. All interactions between children and teachers will be respectful and supportive of each child's gender, culture, language, ethnicity and family composition.

Procedure:

1. Staff will greet each child to acknowledge that they belong in the classroom.
2. Staff will actively listen to children and observe non-verbal communication.
3. Staff will physically place themselves at the child's level while interacting.
4. Staff will physically interact with the children and engage in learning activities.
5. Staff must go to the child(ren) and will not yell across the classroom.
6. Staff will encourage children to talk about their feelings and help provide them with the words if they do not have the ability to communicate effectively.
7. Staff will stimulate critical thinking skills and cognitive concepts by using open-ended questioning, modeling and other appropriate communication strategies.
8. Staff will demonstrate respect and caring for children in all interactions and give positive reinforcement to children acknowledging their efforts.
9. Staff will make every effort to include the child's primary language in the classroom and to incorporate their culture.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Daily Routines

Subject: Classroom Conduct

Policy:

QBHS & EHS staff, consultants, and volunteers will abide by the Early Head Start/Head Start Standards of Conduct.

Procedure:

Staff will:

1. Respect and promote the unique identity of each child and family.
2. Refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability, or any other protected category.
3. Follow the program confidentiality policies concerning information about children, families, and other staff members.
4. Staff must use Active Supervision techniques throughout the school day.
5. Ensure that no child is left alone or unsupervised, any child left is considered neglect.
6. Use positive methods of child guidance which will not include corporal punishment or involve isolation.
7. Ensure that food and physical activity will not be used as punishment or reward.
8. Ensure a child is not denied the basic needs (food, water, and the use of the bathroom).
9. Interact with all children and engage in learning experiences with children.
10. Refrain from talking negatively with co-workers about other staff or about children and families and must refrain from gossip in the classroom.
11. Communicate positively with families on a daily basis.
12. Create a welcoming environment within the classroom through displays of children's artwork, photographs of the children engaged in activities, and providing spaces for children to keep their own personal belongings.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Daily Routines

Subject: Classroom Transitions

Policy:

QBHS & EHS staff will use smooth transition activities to move children from one activity period to the next, without long waiting periods between daily events by using Mighty Minutes

Procedure:

1. Staff will plan ahead and use Mighty Minutes to avoid children having long periods of waiting and during transition.
2. Staff will have a few children transition at a time, rather than have the whole group wait for everyone else.
3. Staff will coordinate themselves in ways so that one staff helps children through transition tasks, while the other staff person moves with children who are finished on to the next activity.
4. Staff will do toileting and hand washing individually or small group rather than as a whole group.
5. Staff will allow children to stay actively involved until the next activity is ready or have children help in getting things ready for the next activity.
6. Staff will allow children who are not tired at nap to do quiet activities such as reading a book, puzzles, or other quiet activities.
7. Staff will allow children who do not participate in large group activities to do alternate activities.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Daily Routines

Subject: Daily Classroom Attendance

Policy:

QBHS & EHS will maintain an eighty-five (85%) percent daily attendance rate. Staff will record classroom daily attendance and document reasons for absences according to established codes. In order to maintain daily percentage attendance rates children are not allowed to be absent more than three (3) unexcused days in any one given month. Establishing consistent daily routines gives your child security and helps to build a relationship between the classroom and home. Children who have irregular attendance or who are consistently late miss meals and learning activities. For these reasons, children are expected to be at the center on time and attend regularly. **P.S. 1302.16**

Procedure:

1. Teachers and Teacher Assistants will keep daily attendance records.
2. Children's attendance should be documented as children enter the classroom.
3. Daily attendance must be completed no later than 8:30am.
4. Classrooms will keep daily sign in/out sheets.
5. Teachers and Teacher Assistants will use established codes when documenting attendance.
6. All absences will be documented by the staff on daily attendance log and will be entered into ChildPlus on a daily basis by a Family Support Worker.
7. All documents will be kept in the child's FS file.
8. Late arrivals will be documented on the attendance sheet and on a late arrival log in the classroom.
9. When bringing in a doctor's note all children must be present and signed in by 11:15 am unless it is for a required physical/immunization.
10. Parents must inform teachers by 8:00 am that their child will be arriving late with a doctor's note.
12. An absence must be documented on the attendance sheet.

14. At the end of each month staff will tally days present and absent in the last columns of the attendance sheet.
15. Classroom attendance will be collected by the assigned FS on the last day of the month. If the classroom teacher would like a copy of the monthly attendance, then they can get a copy from FS or make one prior to turning it to their assigned FS.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Daily Routines

Subject: Daily Health Check (Log)

Policy:

To ensure the Child Health and Safety standards are met QBHS&EHS performs periodic observations and recordings as appropriate changes in physical appearance (e.g. signs of injury or illness) and emotional and behavioral patterns. Recording changes in a child's behavior that has implications for drug dosage or type and assisting parents in communicating with their physician regarding the effect of the medication on the child.

Procedure:

1. QBHS&EHS staff shall conduct a daily health check of children before parent leaves in a manner that is comfortable to the child to determine the health of the child and any recent illness or injuries to the child.
2. QBHS&EHS staff will receive annual training from the Health Manager on conducting a daily health check.
3. The staff shall observe the children throughout the day for any of the following possible health concerns:
 - a. Changes in behavior or appearance from those observed during the previous day's attendance.
 - b. Skin rashes, itchy skin, or itchy scalp.
 - c. Increase in body temperature, determined by taking the child's temperature at three different intervals of thirty (30) minutes.
 - d. Complaints of pain or not feeling well.
 - e. Vomiting, diarrhea or constipation.
 - f. Any discharge from the eyes, ears or nose.
4. If any of the above conditions are noted, the staff will inform the HS/EHS Supervisor. The HS/EHS Supervisor will talk with the child and discuss the observations with parent (if needed).
5. Staff will ensure that the child is awake prior to the parent leaving.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Daily Routines

Subject: Daily Schedule

Policy:

QBHS & EHS will ensure that the learning environment will support and respect each child's gender, culture, language, ethnicity, and family composition by incorporating activities into the daily schedule of the classroom. The schedule will reflect child-initiated and teacher-directed activities and allow for individual and small group activities as well as time for individual needs, such as toilet training/diapering.

Procedure:

1. The daily schedule and visual schedule will be updated and designed by the classroom teacher at least monthly or as needed.
2. Daily schedules and visual schedules are to be posted in the classroom where they are visible to parents, visitors, and staff.
3. The daily schedule will include active and quiet times, meals, snacks, naps, outside and inside times, teacher and child directed and free play daily.
4. There is to be a minimum of fifty (50) minutes of outdoor activities in the morning and thirty (30) minutes of outdoor activities in the afternoon and three hours forty-five minutes (3.75) of free play daily.
5. Each classroom will be given playground, and free play daily. All classrooms will receive literacy weekly.
6. Activity room play time will be given as needed to Early Head Start classrooms.
7. Classrooms are expected to abide by the daily schedule unless given permission from the Education Curriculum Manager, which the HS/EHS Supervisor will request.
8. Creative Curriculum lessons and School Readiness Goals will reflect the daily schedule.
9. There are to be only small groups (no more than four (4) at a time) daily. There are to be HS large group activities at 10 to 15 increments of time.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Daily Routines

Subject: Daily Closing Procedures of Classrooms

Policy:

Classrooms will be cleaned and prepared for the next day by closing staff. Classrooms will remain clean, sanitary and safe daily so that all children will be able to engage in learning activities to increase school readiness.

Procedure:

1. Closing staff will pick up all toys off the floor and either put them away or put them in a designated bucket to be washed and sanitized.
2. Toys will be washed and sanitized daily.
3. Staff will wash and clean tables.
4. Staff will clean off the counter to make sure they are clutter free.
5. Staff will wipe down furniture, cubbies, doors and windows.
6. Doors and windows that go outside will be locked at the end of the day.
7. Clorox water will be emptied into the sink and the bottle left upside down to dry for the next day.
8. No hazardous materials which include Clorox/Bleach, Soap, Washing detergent, Envy Foam and magic erasers in the classroom.
9. Trash will be emptied and placed in the hallway outside the classroom door.
10. Staff will gather any necessary materials (i.e. classroom supplies and or cleaning supplies) for the next day.
11. Any information or messages will be left for the opening staff the next day.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Daily Routines

Subject: Daily Opening Procedures of Classrooms

Policy:

All classrooms will be clean, fully stocked and ready for the day prior to the first child arriving for the day.

Procedure:

1. Classroom staff will have all necessary supplies for the day. This includes diapers, wipes, paper towels, Clorox and soapy water.
2. All classroom outlets not in use will be checked to make sure that they have a proper cover in place. If an outlet is not covered then the staff will request one from the HS/EHS Supervisor prior to the first child arriving for the day.
3. Classroom staff will prepare the Clorox and soapy water for the day prior to the first child arriving.
4. Classroom staff will greet all parents warmly and in a positive manner.
5. Staff will make sure that parents sign their children in on the sign in/out sheet and fill out the daily report prior to leaving.
6. Staff will also do a health check of the child and ensure that the child is awake prior to the parent leaving the child.
7. The classroom attendance will be completed as each child arrives for the day.
8. Classroom staff will have morning activities for the children to engage in once they come into the classroom.
9. Staff will console and assist children who are having a harder transition in the morning.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Daily Routines

Subject: Diapering and Toileting

Policy:

QBHS & EHS will ensure that diapering and toileting will only occur in sanitary areas that protect the health and safety of the children. Diapering will occur in a respectful manner to the children. Children will be introduced to toileting as it is developmentally appropriate. Toileting will also be conducted in a respectful manner to the children.

Procedure:

1. Diapers will be changed or checked at minimum every two (2) hours or more frequently if needed.
2. Children's diapering and toileting needs will be responded to immediately.
3. QBHS&EHS staff will talk to the child during the diapering and toileting process.
4. Anything unusual observed in the diapering or toileting process will be documented and communicated to the parents.
5. Staff will keep a log of diaper changing activity per child and will accurately record times and the staff will initial each change.
6. Toileting accidents in the training process will be treated with respect and as a part of the learning process.
7. Staff will adhere to the following procedure when diapering a child:
 - a. Assemble all needed supplies.
 - b. Wash hands with soap and water.
 - c. Put on disposable gloves for every diaper change.
 - d. Approach the child from the front and inform him/her that it is time to have his/her diaper changed.
 - e. Lay the child on the diapering surface and keep one hand on the child the entire time the child is on the changing table.
 - f. Remove the soiled diaper and clothes, place the soiled diaper in a plastic bag and dispose in the trash can. Put any soiled clothes in a plastic bag to be taken home.
 - g. Clean the child with wipes and dispose of them in the trash can.
 - h. Remove soiled gloves.

- i. Apply diaper ointment (only with parental permission and appropriate forms).
Apply the ointment with a glove.
 - j. Wipe your hands and the child's hands with a wipe.
 - k. Place clean diaper on the child and redress the child if necessary.
 - l. Wash the child's hands and allow them to return to their activity.
 - m. Clean and disinfect the diaper table. Staff will spray with soapy water, wipe the diaper table, wipe and then spray with Clorox and allow to air dry for two (2) minutes.
 - n. Wash hands according to hand washing policy.
8. Staff will adhere to the following procedure for toileting a child:
- a. Staff must provide opportunities for children to learn self-control, autonomy, and responsibility through their toilet training
 - b. Staff will work with parents and caregivers to help them understand the biological, physical, and emotional stages of toileting.
 - c. Staff will encourage parents to share information about the child's experiences at home.
 - d. Staff will assist the children to use a child size toilet.
 - e. Staff will invite children to use the toilet and help them when needed.
 - f. Staff will positively reinforce each child's effort in toileting regardless of the outcome.
 - g. Staff will ensure that all necessary supplies are available when assisting a child with toileting.
 - h. Staff will wash hands with soap and water prior to the toileting process and will wear gloves throughout the process.
 - i. Staff will ensure that the toileting area is clean and sanitized before and after assisting a child with toileting.
 - j. If a child's clothing becomes soiled, change the clothes, and soiled clothes will be placed in a plastic bag to send home.
 - k. At the end of the toileting process, staff will dispose of gloves and wash hands according to the hand washing policy.
 - l. Staff will assist the child to wash his/her hands.
9. Staff will only introduce toileting when developmentally appropriate.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Daily Routines

Subject: Field Trips/Outside Center Walks

Policy: Field trips and excursions away from the center will be educational and age appropriate. This is a time for children to grow, explore, and gain knowledge through community activities. Careful planning reduces harm or injury to the children and liability to the program as a whole.

All children participating in planned walks or field trips will be required to have a signed permission slip for each excursion that occurs. Each excursion or field trip must be reflected in the daily lesson plans.

Procedure:

1. Field trip requests must be completed and submitted to supervisors at least 2 weeks prior to the trips.
2. A signed permission form must be filled out for each child for each field trip or excursion.
3. Before children are transported a signed permission form from the parent must be filled out for each child on each field trip or excursion. This should also include when and where the child is being transported and the expected time of departure and arrival. One copy of the permission form will be kept at the center and one copy of the permission form will go to the parent.
4. The field trip or excursion must be documented in the daily lesson plan.
5. Support staff and volunteers must be listed when your field trip/excursion request is made.
6. No one under the age of three will be transported on field trips
7. Children will not be released to anyone not on the emergency contact sheet and without the written permission of the parent.
8. Staff member must have a field trip attendance sheet with all children listed with permission to attend field trip or excursion.
9. A list of all children being transported on the field trip or on the excursion must be available at the center.
10. Each child must be properly restrained with an individual seat belt or appropriate restraint device either in the vehicle or stroller.
11. Emergency contacts, allergy lists have to be carried at all times.
12. When children are transported, staff have to have a functioning cellular telephone or other two-way communication for use in emergency.
13. Stroller buggies should be inspected each day and kept in good repair.

14. Children are to be kept hydrated and sun protection, bug spray used when needed.
15. Children should have labels or some type of identity on them that alerts staff that they are part of the group.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Daily Routines

Subject: Greeting Families and Guests

Policy:

Families and guests are to be greeted warmly and made to feel welcome in the classroom.

Procedure:

1. When a parent, guardian or other visitor comes into the classroom staff will immediately greet them and make them feel welcome.
2. Staff should always speak to parents, guardians, or other visitors in the classroom in a positive manner.
3. The visitor should be asked to sign into the classroom and wash their hands.
4. Staff should encourage parents, guardians or other visitors to be an active participant within the classroom.
5. Staff should continue to make parents and visitors feel welcome throughout their stay.
6. The parent, guardian or other visitor should be encouraged to return as often as possible.
7. Staff will acknowledge parents, guardians or other visitors when they leave the classroom.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Daily Routines

Subject: Hand Washing

Policy:

All QBHS&EHS staff will wash their hands at appropriate times throughout the day.

Procedure:

1. Posters must be hanging in each classroom showing how to wash hands appropriately.
2. Staff must wash hands at the following times:
 - a. After arrival and when entering a classroom.
 - b. Before and after meals.
 - c. Before and after sand, water, art activities.
 - d. After contact with bodily fluids.
 - e. After cleaning or wiping children's noses.
 - f. Before and after toileting of children.
 - g. Before and after diapering of a child.
 - h. After going to the restroom.
 - i. Before and after brushing each child's teeth.
3. Children must wash hands at the following times:
 - a. After arrival.
 - b. After diapering or toileting.
 - c. Before and after meals or snacks.
 - d. Before and after sand, water, art activities.
 - e. After coming in from outdoors.
 - f. After cleaning or wiping their noses.
4. QBHS&EHS staff will teach appropriate hand washing by modeling and helping children follow the hand washing procedure:
 - a. Wet hands with water and then add soap.
 - b. Use friction to work up a lather.
 - c. Staff and children must wash hands for twenty (20) seconds. (Sing "Row, Row, Row Your Boat")
 - d. Make sure to wash the nails and the back of the hands to get any hidden germs.
 - e. Rinse hands under running water.

- f. Get paper towels to dry hands.
 - g. Turn off faucet with paper towel
 - h. Throw paper towel in trash using the foot pedal.
5. For **Early Head Start** children, use of baby wipes is permitted when soap and water is **not** available.
6. For Staff, and **Head Start children**, use of hand sanitizer is permitted when soap and water is **not** available.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Daily Routines

Subject: Mealtimes

Policy:

QBHS&EHS staff will engage with children during mealtimes and encourage family style meals daily. Staff will encourage children to try new foods and will model healthy eating habits.

Procedure:

1. Staff must spray tables and serving areas before and after serving food with soapy water and wipe clean, then spray with Clorox solution, leave it to sit for two (2) minutes, and wipe clean.
- 2. Staff must sit at the table with the children and converse with them, presenting teachable moments during mealtimes and serve meals family style.**
3. Children will discard their own plates when possible and staff will not take a plate away from a child that is still eating.
4. After meal, clean chairs and tables, take out trash, sweep, clean counters, sinks, and wipe up any spills.
5. Monitor children to prevent choking.
6. Cut up any foods that are choking hazards for children.
7. Model positive behaviors and encourage children to eat healthy foods.
8. Serve children as much food as they want (unless doctor's statement is provided).
9. Fruit is not a dessert; serve with meals and give children as much as they want.
10. Serve all foods and milk that are sent from the kitchen and all components of the meal at the same time.

11. Implement food allergy checks before food is served; the teaching staff in charge is responsible for checking foods.
12. If a child is served a food that contains a food allergy staff need to notify HS/EHS Supervisor, Education Manager, Early Education Director, and Health Manager and follow action plan immediately.
13. Snacks are given to children at appropriate times or when the child is hungry (wake children in advance of buses to feed snacks; no snacks are to be taken on buses).
14. All staff must wash hands before serving children food at meal/snack times and between activities while serving meals/snacks.
15. All children must wash hands before and after eating meals or snacks.
16. No cots are allowed out before/during meals (except for children that are sleeping or that are visibly tired. Ex: falling asleep at the table).
17. All serving bowls need to be emptied, coverings should be thrown in the trash, and dishes should be stacked neatly on the cart prior to pushing it into the hallway to go back to the kitchen.
18. All sippy cups and infant spoons must be sent to the kitchen to be cleaned after each meal. EHS red cups and infant spoons must be sent to the kitchen to be cleaned after each meal.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Daily Routines

Subject: Nap Time

Policy:

Children will have a scheduled block of time to rest each day after lunch or as needed for younger children.

Procedure:

1. No cots are allowed out before/during meals (except for children that are sleeping or that are visibly tired. Ex: falling asleep at the table).
2. Children will wash their hands before nap time.
3. Each child will have a cot, sheet, blanket of their own and no child will be put to sleep on a cot without a sheet.
4. Cots must be placed three (3) feet apart (unless there is an appropriate divider).
5. In order to meet safety, regulatory and compliance requirements cots must not be in front of the doors.
6. Children are not forced to sleep (allow child to rest for fifteen (15) minutes then provide a quiet activity that will not disrupt sleeping children).
7. Staff must provide adequate supervision (one staff must be up supervising children at all times; if two staff are present, one can be doing paperwork while facing and supervising children at the same time).
8. Teachers must make sure that children's heads are not covered up by blankets and must do checks on children periodically.
9. Staff cannot lay down with children; staff can sit by a cot, but make sure you stay in camera view.
10. Make sure that all children are in camera view.
11. Pillows and soft toys used during nap time cannot be left in the classroom; pillows and soft toys used for nap time cannot be used during normal day activities.

12. If a child wakes up before the two (2) hour time is up they can stay on their cot for only fifteen (15) minutes.
13. Once the two (2) hour nap is up, teachers need to turn the lights on, let other children get up, serve snack, and gently try to wake up other children.
14. Nap time cannot exceed two (2) hours (unless the child is communicating that they are tired and need a nap).
15. If a child will not get up, then allow the child to continue sleeping and wake up on their own.
16. All cots need to be labeled and a cot chart/map placed in the classroom of the current classroom layout for nap time.
17. If a child has a bathroom accident, spray the cot with bleach and allow it to dry. If the child is still tired, staff will provide another cot, sheet and blanket. If necessary, have the tile mopped or remove the carpet and put in a maintenance request to have the carpets shampooed.

Cleaning Cots

1. Staff or children will remove sheets from cots.
2. Cots will be sprayed with bleach solution and wiped with a clean cloth.
3. Cots and cot sheets will be washed and dried weekly or as needed should an accident occur.
4. Crib sheets will be changed and washed daily or as needed. Crib mattresses will be sprayed with bleach solution and wiped with a clean cloth weekly or as needed.
5. Clean sheets will be put back on cots.
6. Cots will not be placed outdoors after they have been cleaned or sanitized.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Daily Routines

Subject: Tooth Brushing

Policy:

All children will have their teeth cleaned (swabbed, brushed by a staff member or brushed by themselves) after each meal during the day to help promote effective dental hygiene in a safe and sanitary manner.

Procedure:

1. QBHS&EHS staff will brush or assist each child to brush their teeth after each meal.
2. Each toothbrush will be labeled with the child's name and date.
3. Toothbrushes will be replaced monthly unless needed sooner.
4. Toothbrushes will be stored in a covered container.
 - a. No toothbrushes will touch.
 - b. Toothbrushes will be air dried (No individual bristle covers.)
 - c. The holder will be labeled for each child's toothbrush with their name.
 - d. All toothbrushes will be replaced if a child is diagnosed with strep throat and the holder will be cleaned.
 - e. The holder will be cleaned once a week or more frequently if visibly soiled.
5. Toothpaste must be stored in a locked cabinet and have appropriate dates.
6. Toothbrush charts are to be completed daily.
7. The classroom sink will only be used to brush teeth, not the bathroom sink.
8. Children will be supervised by at least one staff member while brushing their teeth.
9. Posters showing how to brush teeth need to be up and present in the classroom.
10. Infant tooth brushing procedure:
 - a. Staff will wash hands and put on gloves.
 - b. Staff will talk to the child and explain what they are doing and why.
 - c. Staff will wipe all surfaces of the gums with a swipe cloth.

- d. Tooth brushing will occur immediately after meals.
- e. Staff will wash hands and change gloves between each child.

11. Toddler and Preschool tooth brushing procedure:

- a. Sanitize the sink and counters before beginning tooth brushing. Spray the sink with soapy water, wipe clean, and spray with Clorox solution. Allow the Clorox to sit for two (2) minutes, then wipe clean.
- b. Staff and children will wash hands.
- c. Toothpaste must be placed on individual disposable surfaces and taken from this surface with the child's toothbrush without touching a surface that another toothbrush has touched. (small cups)
- d. Early Head Start children will be given a small smear of tooth paste and Head Start children will be given a small pea size amount of toothpaste.
- e. Children will moisten their toothbrush and then get their tooth paste from the cup.
- f. Staff will teach children to begin brushing on the biting surface and then move from area to area around the mouth.
- g. Encourage brushing for one minute.
- h. When children have completed brushing child can rinse their mouths with water.
- i. Child will rinse their toothbrush and place it back in the holder.
- j. Children and staff will wash hands.
- k. The sink is cleaned and sanitized between each child. Spray the sink with soapy water, wipe clean, and spray with Clorox solution. Allow the Clorox to sit for two (2) minutes, then wipe clean.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Classroom Procedures

Subject: Activity Room/MPR

Policy:

QBHS & EHS will promote each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills, including grasping, pulling, pushing, crawling, walking, and climbing.

Procedure:

1. The Activity Room will only be used during inclement weather and specialized times approved by the EHS Supervisors.
2. The space capacity is sixteen (16) children for the EHS activity room.
3. Staff must take emergency contacts, medications, bags, sign in/out sheets with the classroom to the Activity Room.
4. Staff must remain in child/staff ratio, continue counting, clean up before leaving and make sure that the activity room door remains shut while in the Activity Room.
5. Staff are to interact and engage with the children while in the Activity Room.
6. Classrooms using the Activity Room will take children who need to use the bathroom to their own classroom.
7. Classrooms must follow the Activity Room schedule set by the EHS Supervisors at the beginning of the school year.
8. Supervisors are to clean and sanitize toys in the Activity Room on Fridays at 1pm.
9. The classrooms cannot utilize both the Activity Room and playground. (i.e. if a classroom goes to the activity room then the class cannot go outside).

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Animal Policy

Policy:

QBHS & EHS will maintain the Head Start Physical Environment and Facilities by ensuring that any pet or animal present at the QBHS&EHS indoors or outdoors will be in good health, show no evidence of carrying any disease and be a friendly companion for the children.

Procedure:

1. Animals that are brought into the center for show will be preapproved by the Early Education Director.
2. Animal cages will be an approved type with removable bottoms and will be kept clean and sanitary.
3. All animal litter must be immediately removed from children areas and disposed of properly. For outdoor animals, the Transportation/Facilities Maintenance Coordinators will be responsible for removing the litter.
4. Staff will always be present when children are exposed to domestic animals.
5. Children will be instructed on safe procedures to follow when in close proximity to animals.
6. Children are not allowed to touch the animals without adult supervision.
7. Visiting animals may be taken into the classrooms with prior approval. The multipurpose room may also be used for visiting animals.
8. Fish, tad poles and hermit crabs will be allowed in the classroom providing appropriate and adequate habitats are maintained.
9. Habitats must be cleaned as needed depending on how fast they get dirty.

Dora Reed Children's Center
QBHS & EHS

Department: Education

Section: Classroom Procedures

Subject: Behavior Management Support/Discipline

Policy:

This policy provides guidance for all QBHS & EHS staff in the implementation of support for positive behavior and the definition of acceptable discipline methods.

All children will be provided the support for positive behavior that is conducive to the development of social and emotional competence in the individual and an atmosphere that provides safety to all children and staff. The environment in the classroom will be positive, interactive and provide optimized opportunities for learning and growth.

Procedure:

1. Staff will directly teach classroom rules, expectations and behavioral requirements to children each day.
2. Staff will discuss classroom expectations in an age-appropriate manner and have a daily schedule to ensure that children are aware of what is expected of them.
 - Rulemaking and teaching methods will be repetitive, positive and rationally explained to children.
3. As early in the school year as possible, and on a regular basis, staff will document challenging behavior by children and responses to adults.
 - Behavior Incident Report will be used for this purpose.
 - As soon as patterns of challenging behaviors emerge, staff will seek the advice and assistance of their immediate supervisor, Education Manager, Developmental Specialist and/or Health Manager. Together a review of documented observations, review of video (if available) and discussion of happenings in the classroom.
4. Staff and supervisors will develop plans for assisting children in finding acceptable ways of meeting their needs.
 - Plans will include a determination of the need for referral to appropriate professional for assessment. Parental consent is required for any referral.
 - The Developmental Specialist will be notified before any referral is made.
 - Plans will address the behaviors without humiliating or punishing the child.
 - Plans will identify the role of each staff member, appropriate parties such as mental health and or developmental services in the implementation of plans so that an orchestrated and coordinated approach to providing positive support to appropriate behaviors can be achieved.

- Staff will discuss and plan for inappropriate behaviors presented by identified children in advance.
- For children whose behaviors present minor problems, informal plans may be made that staff will implement on a regular and consistent basis to assist the child in meeting expectations.
- For children whose behaviors present a major disruption to his or her learning as well as their peers, a conference with parent/guardian(s) and discussion of developing a behavior plan and/or referring to a mental /behavioral health provider will take place.

5. Guidance:

- Build Positive relationships with children, families and colleagues.
- Be consistent with children and notice when they are following expectations.
- Communicate with children at eye level, and in an age-appropriate manner.
- Verbally interact with children and notice when they are following expectations and provide positive feedback for positive behaviors i.e. “I like how you shared with your friends, I like how you cleaned up, etc.”
- Participate in children’s play and model expected play and behaviors.
- Show respect and consideration to all.
- Examine own attitudes towards challenging behavior.
- Establish Classroom Preventative Practices
- **Discuss the rules daily, make it part of your lesson plan.**
- Post rules and visual schedule at eye level for children (This should remain posted throughout the year).
- Arrange traffic patterns in classroom so there are no wide-open spaces.
- Clearly define boundaries in learning centers.
- Establish and enforce clear rules, limits and consequences.
- Provide a variety of materials in all learning environments.
- Consider children’s interests when deciding what to put in learning centers.
- Make changes and additions to learning centers on a regular basis.
- Provide a well-balanced schedule of large and small group activities.
- Implement schedule consistently.
- Teach children about the schedule and explain changes when necessary.
- Ensure transitions are smooth, by providing warnings, expectations and that wait time is held to a minimum.
- **Implement a solution kit and encourage the children, when applicable, to come up with solutions to a problem.**

- Provide the children with choices when applicable.
- Utilize Social Emotional Teaching Strategies (Resources for Resiliency)
- Interact with children to develop their self-esteem.
- Demonstrate active listening with children.
- Show empathy and acceptance of children's feelings.
- Show sensitivity to individual children's needs.
- Encourage autonomy.
- Capitalize on the presence of typically developing peers.
- Use prompting and reinforcement of interactions effectively.
- Provide instruction and modeling to aid in the development of social skills.
- Promote identification and labeling of emotions in self and others.
- Explore the nature of feelings and the appropriate ways they can be expressed.
- Model appropriate expressions and labeling of own emotions and self-regulation through the course of the day.
- Create a planned approach for problem solving processes within the classroom.
- Promote child's individualized emotional regulation that will enhance positive social interactions within the classroom.

Common Rules:

CONNECT BEFORE YOU CORRECT!!

- Staff should observe situations that are known to trigger inappropriate behavior and try to diffuse these situations before they occur.
- Requests to children will be stated in a "POSITIVE" way. Example: "I like how you are using your walking feet".
- Provide quality time for a child may need extra attention; read a book or work one-on-one.
- Praise and encouragement of good behavior will be used instead of focusing on the unacceptable behavior.
- Expectations for a child's behavior shall be appropriate for the developmental level of that child.
- Redirection is the first method to be utilized when an eruption begins.

- Children will not be shamed, ridiculed or spoken to harshly, abusively or with profanity. No discipline technique that is humiliating, threatening or frightening to children shall be used.
- Children will not be permitted or encouraged to intimidate or harm others, themselves, or destroy property. If a child becomes out of control and combative, try to lead them from the area. If he/she does not want to leave the area, then remove the other children from the room to a safe area such as the playground or other designated area.

If a child shows signs of distress and begins violent behavior i.e.: throwing objects, threatening peers and teachers, the other children will be removed from the area to a safe place such as a playground if weather allows, if the weather does not allow, the children will be taken to the Literacy center or another designated area. (Refer to challenging behavior policy)

Documentation of the events in the classroom must be completed for each incident, using the Behavior Incident Form. Documentation should include staff interactions, peer interactions, intervention/strategies taken during the inappropriate behavior and after the behavior. Ongoing records can be helpful to the center staff and parents in accessing behavior and developing a plan to modify behavior. All documentation will be fact based no opinions.

Communication of concerns should be ongoing. Take time to brainstorm about actions that might be taken to solve the discipline problem. Focus on positives and take steps to involve the parent in the proposed solutions.

After careful evaluation of the environment, developmentally appropriate activities, schedule, supplies, supervision, staff interaction and peer interaction and if the child continues to exhibit inappropriate behavior, contact the supervisor, Developmental Specialist or Health Manager.

Every child will be served that meets his/her individual needs. The health and safety of all children and staff is our top priority while children are at the center.

Dora Reed Children's Center
QBHS & EHS

Department: Education

Section: Classroom Procedures

Subject: Challenging Behaviors

Policy 1302.17:

When a child exhibits persistent and serious challenging behaviors, QBHS/EHS will explore all possible steps and document all steps taken to address such problems and facilitate the child's safe participation in the program.

Such steps must include, at a minimum:

- Engaging a mental health consultant.
- considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.
- Consulting with the parents and the child's teacher,
 - (i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,
 - (ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

(3) If, after QBHS/EHS has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (CDSA/HOPE center), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children or staff and determines the program is not the most appropriate placement for the child, QBHS/EHS must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Procedure:

When a child shows signs of distress or continued challenging behaviors:

- Notify your supervisor, Education Manager, Developmental Specialist, Health Manager and Director.
- Above stated parties will review video footage and share back with teaching staff any necessary means to transitions, interactions in large or small groups etc.
- Parent will be made aware of the child's behavior and or distress immediately.
- A behavior incident form will be completed for each incident.
- The form will be presented to the parent/guardian for review and a signature.
- The supervisor, teacher and Developmental Specialist and Education Manager will meet to discuss child's distress and possible causes and interventions.
- The teacher(s)/Supervisor will document interventions used to aid in decreasing challenging behaviors.
- If the behaviors have not improved after classroom interventions within 3-5 days a meeting with parents will be scheduled to discuss next steps, such as behavior plan, and or a referral to mental health provider or other interventions.

If the parent/guardian does not wish to participate or assist with interventions for their child, a modified schedule will be implemented. The modified schedule will be individualized as to what the child needs.

If the child makes progress after two weeks, a conference will be called to discuss the need for the modified schedule.

If there is no progress after a two-week period, the parent will be required to seek a mental/behavioral health provider. This will require documentation that an appointment has been scheduled and attended. The Director has the right to reinstate or terminate the modified schedule as needed.

If a child has shown violent behavior* to self or others, he or she will be sent home until the parent/guardian meets with the teacher, Supervisor, Developmental Specialist, Education Manager, FCP and Director. After the meeting, the Director will advise when the child may return to school.

**Violent behavior is defined as: includes any physical assault, with or without weapons; behavior that a reasonable person would interpret as being potentially violent [e.g., throwing things, pounding on a desk or door, or destroying property], or specific threats to inflict physical harm [e.g., a threat to shoot a named individual].*

The child will return to school on a modified schedule.

Modified schedule may involve adjusting arrival or departure times or the amount of time the child is at the center. In addition, teaching staff will continue to share positive parenting information, and positive interventions that may aid in decreasing negative behavior.

The schedule will be in effect for two weeks. A meeting will be held, and the progress of the child's behavior will be reviewed.

If the child has made progress, returning to regular schedule will be decided.

If the child has not made progress and continues to show signs of distress, the parent/guardian may be required to stay with the child for the child to participate in the school day.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Bouncy Seats

Policy:

The use of bouncy seats in QBHS & EHS will be limited and used only with infants 4 weeks -6 months.

Procedure:

1. Each younger infant room will have only two (2) bouncy seats.
2. Each older infant room will have only one (1) bouncy seat.
3. Infants may only be placed in bouncy seats for 15 minutes each day.
4. If an infant falls asleep in the bouncy seat, he/she must immediately be removed from the seat and placed in their crib.
5. An infant is never to be given a bottle while in a bouncy seat.
6. Infants that are awake must be placed on the floor to explore their environment and not be left in bouncy seats.
7. Once an infant begins to try to sit up, bouncy seats will no longer be used.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Celebrations

Policy:

Each classroom will be able to celebrate birthdays and holidays.

Procedure:

1. Teachers may plan one (1) birthday party per child in their classroom per year.
2. Teachers may plan holiday parties.
3. When requesting food from the kitchen, the request must be made two (2) weeks prior to the date of the party.
4. The classroom's HS/EHS Supervisor must sign off on the request and so must the Education and Health Managers.
5. Classrooms will be given ice cream for birthday parties and cake for holiday parties. Per two-week request to the kitchen. (For classrooms with lactose allergies, either soy-based ice cream or Italian ice will be served in place of regular ice cream).
6. Parents may bring in certain foods for parties as long as they are store bought and prepackaged. Any items left over will be sent home. Recommended food: fruits and vegetables preferred, crackers, cookies, etc. All food must be developmentally appropriate.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Classroom Bus Procedures

Policy:

Children will be transported safely and all QBHS & EHS staff will help to ensure that by following necessary procedures.

Procedure:

1. Assigned bus monitors will go to each classroom to get bus riders when the announcement is made over the intercom.
2. Teachers or teacher assistants will put name tags on the children who ride the bus with their name and the bus route they ride on the tag.
3. Children will be escorted and counted by the bus monitor.
4. All bus changes must be made by parents/guardian by 1:00pm daily.
5. No open food or drinks are allowed on the bus, in children's pockets or in backpacks. Unopened snacks may be sent home in child's backpack or in a clear Ziploc bag.
6. Teachers or teacher assistant will sign the child out of the classroom on the sign in/out sheet.
7. Children will be sent on the bus in clean clothes and will not be transported wet or soiled.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Classroom Health and Safety

Policy:

QBHS & EHS remains committed to provided quality care to children in a safe and healthy environment. The health and safety of each classroom is monitored daily.

Procedure:

1. The Health Manager, Operations Manager and Early Education Director will ensure that medical, dental, and natural emergency plans are in created and in place.
2. All QBHS & EHS staff will be trained in CPR and First Aid and proper emergency procedures to allow them to act quickly and calmly in emergency situations.
3. Written emergency plans will be posted in all QBHS & EHS centers and in each classroom and office. These plans will be updated at least annually or as needed.
4. A current emergency contact form will be easily accessible for each child and staff. Emergency contacts for children are located in the classroom notebook and staff emergency contacts are located at the front desk in a staff notebook.
5. Emergency telephone numbers and center addresses will be posted at the front desk.
6. Evacuation routes and other safety procedures will be posted in the classrooms.
7. All emergency medications will be kept in the designated backpack in each classroom and will accompany the child whenever they are out of the classroom.
8. Emergency medication bags will be kept five (5) feet above the ground.
9. All electrical outlets in the classroom will be covered with protective covers when not in use.

10. Staff will re-insert outlet covers when finished using an electrical outlet.
11. All hazardous materials will be locked up and kept out of reach of children.
12. Classroom heaters will be kept clear of clutter to prevent a fire hazard.
13. Any piece of equipment found to have damaged electrical cords will be taken out of service immediately.
14. Extension cords will only be used with the approval of the Transportation/Facilities Maintenance Coordinator and only for short periods of time.
15. The extension cord will NOT be placed under carpets or across water sources.
16. Disruptions of electrical services for a period of more than two and a half (2 ½) hours will be considered an imminent health hazard.
17. Classroom doors will remain closed to prevent A/C units from overheating and to maintain supervision of children at all times.
18. Early Head Start classrooms will monitor the temperature of the refrigerator daily to make sure it remains at the appropriate temperature for safety of food, breast milk or formula.
19. Staff will post allergy lists inside the cabinet doors and any children with allergies will have an action plan posted and a sign on the classroom door and the cabinet door notifying staff of the allergy.
20. Disruptions of the water supply for a period of more than two and a half (2 ½) hours will be considered an imminent health hazard.
21. Temperature in the classroom will be maintained between 68 and 72 degrees during the winter months and between 68 and 72 degrees during the summer months.
22. QBHS&EHS teaching staff will not adjust the temperature. The Transportation/Facilities Maintenance Coordinator are the only staff that have access and adjust the temperature.
23. Staff will mix bleach water fresh daily in the cleaning closet according to state sanitation guidelines:
 - a. Sanitation of areas where children eat or toys:
 - b. Sanitation of areas where children are diapered or use the toilet:

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Dismissal of Children Due to Illness

Policy:

QBHS&EHS staff will monitor children daily for signs of illness or injury and seek assistance and guidance in providing the best possible care to each child in the program.

Procedure:

1. Sending a child home due to illness:
 - a. If staff think that a child is sick, they need to notify their HS/EHS Supervisor immediately.
 - b. If staff feel that a child needs to be sent home due to illness, staff need to consult with their HS/EHS Supervisor who will consult with the Education Manager, Health Manager and/or Early Education Director to come to a conclusion.
 - c. Children will not be sent home due to illness unless it requires exclusion according to QBHS & EHS policy or recommendations from local health departments. No child will be sent home if the HS/EHS Supervisor has not been notified.
 - d. Staff will fill out a Symptom form which documents the child's symptoms for the parent to take with them to the doctor if necessary.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Emergency Contacts

Policy:

QBHS & EHS will have posted locations and telephone numbers of emergency response systems. Up-to-date family contact information and authorization for emergency care for each child must be readily available. QBHS & EHS will ensure that the parents/guardians of children can be contacted and kept informed in the event of an emergency.

Procedure:

1. Emergency contact information for each child will be maintained in an Emergency Contact File that accompanies the children outside of the classroom at any time (even when moving room to room) and is filled out prior to the child's first day of attendance.
2. Each classroom will have copies of all emergency contacts for each child that can accompany a child when they are moved from their classroom. The emergency contact will be brought back with the child to their classroom.
3. A copy of the Emergency Contact form will be given to the classroom, the front desk and the bus if necessary.
4. The Emergency Contact Information form includes the following information:
 - a. Names and telephone numbers of the parents or legal guardians.
 - b. Photo of the child.
 - c. Names, telephone numbers, and email addresses of parents or contact persons to who the child may be released, if the parent/guardian is unavailable.
 - d. Name, address and telephone number of the child's usual source of medical and dental care and are updated quarterly to ensure accuracy of child information.
 - e. Special conditions such as allergies.
 - f. Parent/guardian's written consent, in case emergency care is needed.
5. Emergency contact forms will be updated whenever there is a change in information (phone numbers, etc.).

6. When a parent or guardian updates a child's emergency contact form whoever receives the updated form will make copies for all necessary parties (Classroom, front desk, FS, bus if applicable) and distribute them the same day.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Infant Feeding Schedule

Policy:

All children under fifteen (15) months of age must have a written feeding schedule posted in the classroom that lists the types and amounts of food to be given, meal patterns as well as new foods being introduced.

Procedure:

1. Each child under the age of fifteen (15) months must have a current infant Feeding Schedule that will be followed daily.
2. The Feeding Schedule will list the type of milk taken (formula, breast milk, etc), the amount, the frequency and any solid foods the child is able to eat.
3. When a change is made to the child's diet, parents must add the information to the Feeding Schedule form and initial the change. The parent must also sign and date the signature line.
4. Children will only be served foods on their feeding schedule that are appropriate to their nutritional and developmental needs.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education Section:

Classroom Procedures

Subject: Infant Food Service and Sanitation

Policy:

Grantee and delegate agencies must post evidence of compliance with all applicable Federal, Tribal and local food safety and sanitation laws, including those related to the storage, preparation, and service of food handlers. In addition, agencies must contract only with food service vendors that are licensed in accordance with Tribal, or local laws. For programs serving infants and toddlers, facilities must be available for the proper storage and handling of breast milk and formula. QBHS & EHS will ensure that breast milk is stored and handled properly in accordance with all Federal and Tribal laws.

Procedure:

General Feeding

1. QBHS & EHS will feed only nutritious and health food items that are stored and served in a sanitary manner.
2. Before preparing formula or food, staff will wash their hands, clean and disinfect preparation surfaces. A separate food preparation sink is provided, away from diaper changing/hand washing area.
3. We do not heat any form of food in a microwave because there is the possibility of a bottle exploding or getting “hotspots”, which could result in burning a child’s mouth. Microwaving also destroys the essential components of breast milk.
4. A note from the child’s health care provider and CACFP form will be required if an infant is to be on a limited food/formula intake, diluted formula, Pedialyte, or any type of elimination (allergy) diet.
5. Children will only be served bottles/cups while sitting at tables in appropriate sized chairs or being held; children will not walk with a bottle/cup.
6. All bottles and cups will be labeled with the child’s name and date.

7. If bottles or cups are brought into the classroom from home, they must be emptied by the parent and refilled with something from the classroom supply.
8. Under no circumstances should a staff give a child a bottle/cup with medicine in it. If a parent wishes to do so, they must stay with the child until the bottle/cup is finished. The parent must document the medicine on the Permission to Administer Medication form what kind of medication was given and how much.
9. When bottle feeding infants, the bottle must be held by the caregiver at all times.
10. An infant is never to be placed in a crib or bouncy seat with a bottle.
11. Bottles are never to be propped up while a child is drinking it.
12. Infants will be fed when they are hungry, on demand.
13. Staff will not over-feed infants. When feeding an infant staff will watch for cues to know when the infant has had enough. These cues include infant no longer sucking on the nipple, lengthy pauses or turns head away from the bottle.
14. No medication will be added to breast milk or formula.

Breastfeeding

1. QBHS & EHS encourages the use of breast milk for nursing infants.
2. Any breast milk sent from home should be in a hard, sterile plastic bottle or disposable bag.
3. Each container should list the child's name and date the milk was pumped.
4. Any breast milk not labeled will be discarded immediately. Staff will try to contact the parent at work and/or school before discarding the unlabeled milk.
5. Milk brought from home for use at the center must be kept cold with ice until it can be refrigerated or frozen.
6. All breast milk is refrigerated immediately upon arrival at the center.
7. Breast milk will be stored in the individual classroom refrigerator and will be contained in a lidded hard plastic container labeled "HUMAN MILK".
8. Breast milk is labeled with the following information when put in a bottle:
 - a. Child's name
 - b. Today's date
 - c. Time of preparation

- d. "Human Milk"
 - e. Number of Ounces
9. Refrigerated breast milk brought into the center must be used within twenty-four (24) hours. All breast milk not used within a twenty-four (24) hour period will be discarded.
 10. Previously refrigerated breast milk will NOT be frozen.
 11. Breast milk may be frozen. Frozen breast milk will be stored NO MORE than 30 days. The container in which the milk is collected and frozen, as well as the type of storage used (i.e., freezer unit of the refrigerator, self-contained freezer, or standing deep freeze) affect the length of time breast milk may be safely stored.
 12. Breast milk labeled with the oldest date will be used first, within the thirty (30) day time frame.
 13. Frozen breast milk will be thawed overnight in the refrigerator and warmed in lukewarm water prior to feeding. Frozen breast milk which has been stored for more than one (1) month or that is not dated will not be accepted or will be discarded. Thawed breast milk will be refrigerated and used within three (3) hours. Thawed breast milk will not be refrozen.
 14. If breast milk is thawed in the refrigerator, breast milk can remain for up to twenty-four (24) hours.
 15. When warming milk quickly, gently shake or rotate the sealed container under warm running water.
 16. Gradually warm the milk to room temperature in a container of warm water. DO NOT OVERHEAT; THIS CAN DESTROY SOME OF THE PROTECTIVE VALUE OF BREASTMILK.
 17. Breast milk will NOT be thawed in the microwave.
 18. The use of breast milk/formula must follow the same precautions as used with other bodily fluids. Latex gloves must be worn when handling breast milk.

Formula

1. Bottles prepared at the center will be prepared as needed.
2. QBHS/EHS will provide ready to feed formula and will never reuse a bottle of milk that has been warmed and/or used to feed an infant.

3. Warmed, unused formula will be discarded one (1) hour after preparation to prevent bacterial growth. Unconsumed portions of formula will not be re-heated or re-used after one (1) hour. All unused prepared formula will be discarded at the end of each day.
4. Formula will be served as label instructs, unless parents provide instruction for a special formula preparation from a doctor.
5. QBHS & EHS only accepts factory-sealed containers from home or manufacturer.
6. QBHS & EHS will use powdered milk from home only if it is a brand we do not supply and cannot substitute with a brand we use.

Transitioning Foods

1. Solid foods are discouraged before four-six (4-6) months of age without health care provided consent, due to increased food allergy risks.
2. Staff will serve commercially prepared junior baby food from a serving dish, not the food jar.
3. Staff will only serve the types of junior baby foods that are listed on the Infant Feeding Schedule for that child. As the infant feeding schedules are updated, classroom staff will notify the kitchen staff.
4. Chopped, safe table foods are encouraged after ten (10) months of age.
5. Cups and spoons are encouraged around nine-ten (9-10) months of age.
6. Whole milk is encouraged for children age twelve (12) months through twenty-four (24) months. Requests for two (2) percent or whole milk for children under twelve (12) months must be completed by a doctor.
7. Bottle feeding will be discouraged after eighteen (18) months of age.

Juice

1. If a child is under one (1) year old, a statement from the medical provider and CACFP form must approve the use of juice for the child; this statement/document must be kept in the child's file.
2. Directions on the juice containers will be followed; examples of the directions may include:
 - a. Use before expiration date
 - b. Refrigerate if opened
 - c. Use within five-seven (5-7) days of opening
3. QBHS & EHS will only use and accept factory-sealed containers.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Infection Control

Policy:

QBHS & EHS will maintain a safe and sanitary environment for the children and staff.

Procedure:

1. All children, staff and volunteers will wash their hands upon arrival.
2. All children, staff and volunteers will wash their hands after using or assisting a child use the bathroom.
3. All children and staff will wash their hands before and after sand, water, or art activities.
4. All staff will use gloves when changing diapers.
5. Anyone entering a classroom where infants/toddlers are still in the crawling stage will put on shoe covers before entering the room. Classroom staff will either wear shoe covers or slippers while in the classroom.
6. Tables and chairs will be cleaned and sanitized after each meal.
7. Floors will be cleaned after each meal.
8. Bathrooms will be cleaned and sanitized as needed by teaching staff.
9. All food and beverages stored in the break room refrigerators will be in a covered container and labeled with the date it was placed in the refrigerator.
10. The classroom refrigerator and freezer temperatures will be checked daily by opening staff and recorded on the classroom safety checklist. This will ensure that food is kept at a safe temperature.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Classroom Procedures

Subject: Initial Classroom Set-Up

Policy:

Indoor spaces will provide safe physical environments that are conducive to learning and reflective of the different stages of development of each child. Appropriate space and materials will be provided to conduct a variety of activities that promote development in each domain. Functional areas allow for individual activities and social interactions. The physical environment supports positive behaviors. The environment also reflects acceptance that supports and respects gender, culture, language, ethnicity and family composition.

Procedure:

1. The teacher is responsible for the set-up of the classroom.
2. Staff will reference Creative Curriculum set up and meet PHHS Compliance Standards.
3. The arrangement of the classroom should be adapted or modified to meet the needs of all children per Creative Curriculum.
4. For children with special needs or disabilities consult with the Developmental Specialist, the HS/EHS Supervisor or Education Manager on adaptations or modifications needed for the classrooms.
5. Movement or re-arrangement of furniture and equipment in the classroom is kept to a minimum for children with visual or hearing impairments.
6. Establish traffic for entering the room, moving to and from activity areas, bathroom and cubbies.
7. Minimize large open spaces and obstacles.
8. Classrooms must include literacy materials in all learning centers.
9. Organize the room so you can see as much as possible from every location to ensure children's safety.
10. Provide individual spaces for children to keep their personal belongings.
11. Label spaces with their name and picture.

12. Visual Schedules and classroom rules will be posted using both pictures and words.
13. Visual schedule and classroom rules **MUST** be reviewed daily.
14. Classroom schedule and lesson plans will be posted in a visible location for parents to see.
15. Set up learning centers (reference Creative Curriculum Volume 2):
 - a. Blocks/Building
 - b. Dramatic Play
 - c. Table Toys (Manipulatives and Math)
 - d. Art
 - e. Library
 - f. Discovery
 - g. Sand and Water
 - h. Music and Movement
 - i. Cooking
 - j. Technology
16. Clearly define areas by using room dividers or furniture. Consider floor covering, lighting, and location of resources (e.g. outlets, water source, etc.) when setting up areas.
17. Arrange the space to allow children to work individually, in small groups or in a large group.
18. Have learning centers labeled and a system for how children will move through these learning centers.
19. Equip activity areas
 - a. Choose and/or adapt materials that meet the interest and needs of all the children.
 - b. All materials will reference Creative Curriculum set up and meet PHHS Compliance Standards.
 - c. All materials and equipment are in good condition.
 - d. Put out duplicates of popular materials.
 - e. Change out the materials in the learning centers at least monthly to maintain children's interest, to extend their experiences and reflect new interests.
20. Organize materials
 - a. Display materials on low, open shelves to promote accessibility and independent use by children.
 - b. Use containers to hold materials.
 - c. Have a designated place for everything in the classroom.
 - d. Label the storage container as well as the shelf where the materials belong.
 - e. Have a designated space for materials that are not in use.
21. Plan classroom display
 - a. Reserve most of the display space in the classroom for children's work.
 - b. Display children's work prominently, at eye level. Change out displays regularly.
 - c. Keep store bought pictures and materials to a minimum.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Labeling within the Classroom

Policy:

QBHS & EHS staff will always use upper and lower-case letters and make sure words are spelled correctly in the classroom. Labeling in the classroom helps children move toward early literacy and language skills, promotes independence and helps to organize the learning environment.

Procedure:

1. In order to provide a print-rich environment teacher will:
 - a. Place each child's name and picture on a cubby where the child can store their personal belongings.
 - b. Write the child's name on their artwork.
 - c. Label each learning center with pictures and words representing the center.
 - d. Label all learning materials and supplies within the classroom with both pictures and words.
 - e. Label shelves for appropriate storage of materials with both pictures and words.
 - f. Print pictures of children and families and post them.
2. All print within the classroom will be spelled correctly and use appropriate font and type. (This includes spelling all names of children correctly)
3. Include as much of the Cherokee language and the child's home language as possible on the labeling of the classroom.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Monthly Parent Meetings

Policy:

In order to encourage good communication between QBHS & EHS and parents, monthly meetings will be held to notify families of what is going on within the program.

Procedure:

1. Parent meetings will be held monthly.
2. A schedule of meetings will go out at the beginning of the new school year.
3. QBHS & EHS staff are required to attend at least one (1) meeting during the school year and will be required to present information from their classroom.

**Dora Reed & Big Cove Children's Center
Oualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Parent Contacts

Policy:

A record of all parent contacts pertaining to children's progress, behavior, attendance, recruitment, family needs and health status will be kept both in the child's educational file and the child's FS file.

Procedure:

1. Any conversation made between staff and parents should be documented on a parent contact form.
2. The staff member should write the contact out, sign the form and have the parent/guardian sign the form as well.
3. The parent contact should be filled out and signed the same day of the conversation.
4. All parent contacts will be kept in the child's educational file and in the child's FS file.
5. FS will collect all parent contacts from classrooms monthly.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Playgrounds

Policy:

QBHS & EHS will promote each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills.

Procedure:

Playground Capacity

1. Space Capacity must be maintained at all times.
 - a. Dora Reed Large playground: fifty-two (52) children
 - b. Big Cove playground: twenty-six (26) children
 - c. Dora Reed Structure Play: forty-eight (48) children
 - d. Two (2) year old playground: twenty-four (24) children
 - e. One (1) year old playground: fourteen (14) children
 - f. Infant playground: twelve (12) children
2. The bathroom for the two (2) year old playground is room 105 and 110; for the one (1) year old playground is room 109, 104 or 102.
3. The bathroom for the large Dora Reed playground is room 109 or 111; for the Structure Play is room 106 or 108.

General Playground Rules

1. All children will have sunscreen and bug spray applied prior to going outside in the morning and the afternoon.
2. The first Head Start classroom outside in the morning is responsible for bringing out the water coolers.
3. The first classrooms outside will uncover the sandbox.
4. Staff must take out first aid kits and emergency medicine bags.

5. Staff must continue to count and document counting on sign in/out sheets and child face to name count sheets.
6. Staff must remain in ratio and within capacity guidelines.
7. Classroom doors to the outside must remain closed at all times.
8. Staff must interact while on the playground and move about with the children.
9. Teachers will plan and implement learning activities for outside play.
10. Staff will be stationed strategically on the playground, so all the children can be supervised at all times. (Staff are not to be huddled up in groups talking among themselves).
11. No food is allowed on the playground, only water.
12. The last classes outside will cover the sandbox, park bikes against the building, pick up any toys and trash before coming inside.
13. All clothing will be put inside at the end of the day.
14. All children must be 3 years old to use pirate ship.

Tricycles

1. Children will have free choice when outside and can choose to ride the tricycles.
2. Children are encouraged to take turns when others want to ride the tricycles.
3. Children will not be allowed to ride tricycles into other children and/or other tricycles.
4. Children will only ride the tricycles on the designated bike track.
5. Only one child will be allowed to ride on each tricycle at a time unless it is a double tricycle.
6. Staff will review the rules to using the tricycles with the children at the beginning of the year and as needed throughout the year.

Playground Safety

1. All children will be supervised by at least two (2) staff members at all times while on the playground.

2. Children will be provided water while outside on the playground.
3. Management will develop a set of playground safety rules based on the equipment manufacturer's recommendations and general safety considerations.
4. Rules will be reviewed with staff and posted in each classroom.
5. The playground safety rules will be reviewed with the children daily before the children use the playground for the day and during play if necessary. This will continue until the children are familiar with the playground safety rules.
6. A playground inspection will be conducted by the operations staff daily, but teachers are expected to also inspect the playground before going out and while out on the playground to monitor for safety concerns.
7. All gates will be checked in the morning by operations staff and teachers should continually check to make sure all gates are locked and secured so that children are not able to leave the playground.
8. If there are any safety concerns found during an inspection or during play staff are to contact their HS/EHS Supervisor immediately who will notify the Education Manager. The Operations Manager will then be contacted and will decide whether or not it is safe for the children to remain on the playground and what repairs are necessary.
9. Repairs will be made to equipment as soon as possible, but if a piece of equipment cannot be repaired or made safe it will be removed from the playground area as soon as possible.
10. All children will be dressed appropriately according to the weather.
11. If the outside temperature is ninety (90) degrees or above, outside time can be reduced. (The temperature is a gauge used by the state)
12. If the outside temperature is thirty-five (35) degrees or below, outside time can be reduced. (The temperature is a gauge used by the state)
13. The Health Manager will work together with the local Health Department to ensure knowledge of any insect-borne activity.
14. Children will be monitored at all times for heat or cold protection.
15. If the wind chill factor is thirty (30) degrees or below children must remain indoors and engage in gross motor activities.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Classroom Procedures

Subject: Ratios

Policy:

Grantee and delegate agencies must ensure that each teacher working exclusively with infants and toddlers has the responsibility for no more than four (4) infants and toddlers and that no more than eight (8) infants and toddlers are placed in any one group. Class size is based on the predominant age of the children who will participate in the class.

QBHS&EHS staff will not leave children unattended or unsupervised and will maintain required staff to child ratios to protect the health and safety of the children at the center, in order to comply with the staff to student ratios presented in the Performance Standards and also with the more stringent requirements of the local fire code, the following staff to student ratios will be maintained at QBHS&EHS centers during all hours of operations.

Procedure:

1. Staff will maintain all state ratios:
 - a. Head Start
 - i. 4–5-year-olds 1:12
 - ii. 3-year-olds 1:9
 - b. Early Head Start
 - i. 2-year-olds 1:4
 - ii. 1 year-old 1:4
 - iii. 1 year and under 1:4
2. Staff will call for assistance as soon as they become out of ratio in the mornings.
3. Staff must maintain the ratio for the youngest child in the classroom (ex. If there are ten 4 year-olds in the classroom and one 3 year-old, the ratio is 1:9 and the teacher needs a second staff member in the classroom).
4. There will be a minimum of two (2) adult staff on duty at all times and the group size will be limited to fifteen (15) children. Under certain circumstances, the group size can max at 17 children.

5. These staffing ratios will be maintained at the center and on the bus during the transportation of children. On the bus the driver counts as one of the two staff members.
6. Volunteers and parents do not count in ratios and are not allowed to be left alone with children.
7. When staff are absent from work or must leave early during the day, the HS/EHS Supervisor and/or the Education Manager will shift staff to maintain ratio and maintain a high quality of care. Consistency of care will be maintained as much as possible.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Release of Children

Policy:

QBHS & EHS will adhere to federal standards that state that children shall not be released to any person other than their parents, legal guardian or a person authorized in writing by the custodial parent or legal guardian.

Procedure:

1. Upon being accepted into the program, but before the child begins attending, the parent or legal guardian will complete an emergency contact form for the child.
2. On the emergency contact form, the parent or legal guardian will list the persons who are authorized to pick up the child. The original will remain in the child's file and a copy will go to the classroom, the front desk and the bus if the child is a bus rider.
3. QBHS & EHS will ensure that children in our care are only released those people authorized by the custodial parent/guardian in writing, and only into a situation where the health and safety of the child is not placed in jeopardy.
4. Any staff member who is unfamiliar with a person who is picking up the child is mandated to request photo identification to match it with the name listed on the emergency contact.
5. If the parent wishes for someone who is not on the emergency contact to pick up a child from the center, they must provide that information in writing to the classroom teacher. Staff will inform the parent that the person picking up the child will need to provide photo identification and will be stopped at the front desk. No verbal consent will be accepted to authorize a person not on the emergency contact to pick up the child.
6. In case of an emergency and the parent/guardian cannot pick up the child or cannot be contacted and no prior arrangements have been made; center staff will contact the other adults on the child's emergency contact form.
7. Anytime the children leave the classroom i.e. the playground, the literacy center, fire drill, etc., a staff member will take the emergency contacts for the classroom.

8. If there is a non-custodial parent, QBHS & EHS staff will follow Court Orders. The non-custodial parent will be allowed to see the child unless there is a Court Order saying that (s)he is not allowed to do so. If the Court has ordered that the non-custodial parent not be allowed to see the child, QBHS & EHS staff will need to have a copy of the Court Order on file with the classroom, the front desk, the FS worker and the bus if necessary.
9. If a non-custodial parent arrives to pick up a child, he or she will be allowed to do so only if QBHS & EHS staff has a copy of the custody papers stating that the parent has visitation rights on that day. However, if the visitation is not on that day the non-custodial parent wants to take the child, or there is no visitation allowed, QBHS & EHS will not allow him or her to take the child, unless the custodial parent has given permission in writing to center staff.
10. If a parent, guardian or otherwise authorized person is incapacitated due to drugs or alcohol upon arrival at the center to pick up a child then QBHS&EHS staff will immediately notify a supervisor. The supervisor will then talk with the parent and have a staff member begin calling another authorized person on the child's emergency contact list to come and pick up the child.
- 11. The police will be contacted anytime a parent, guardian or otherwise authorized person comes to pick up a child and is incapacitated due to drugs or alcohol.**
- 12. Incapacitated means: staggering or not able to walk or stand straight (not able to function), slurring of words, or may be accompanied by a strong odor.**
- 13. The situation will be reported to Family Safety.**
14. In the event that a parent, guardian or other authorized person arrives to pick up a child in a state of apparent intoxication or under the influence, the staff will:
 - a. Immediately call the front office staff and let them know assistance is needed.
 - b. Take the intoxicated person into the offices or other location isolated from the children and inform the person that they cannot release the child to the person.
 - c. If the person becomes agitated or violent, the Center Director/Center Supervisor will implement the ~~Violent Behavior~~ Emergency Plan in section 7.51. ~~of this plan.~~
 - d. The Center Supervisor/Education Manager will talk to the custodial parent/guardian about any event involving an intoxicated or person under the influence arriving to take their child.
 - e. In the event an intoxicated custodial parent/guardian arrives to take their child, the Center Supervisor will discuss with the Early Education Director and Health Manager the situation and discuss appropriate actions that should be taken to ensure the safety of the child.
 - f. In the event that a non-custodial parent attempts to take a child from the center without the consent of the custodial parent, the Center Director/Center Supervisor will explain that the child cannot be released to them and notify the police.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Safe Sleep

Policy:

QBHS&EHS will space cribs and cots at least three feet apart to avoid spreading contagious illness and to allow for easy access to each child.

Procedure:

1. All staff who work or might work with infants will receive SIDS prevention and QBHS&EHS safe sleep policy training.
2. QBHS&EHS will seek to reduce the risk of Sudden Infant Death Syndrome by:
 - a. Organizing all sleeping arrangements for infants utilizing firm mattresses.
 - b. Sheets will be tucked tightly around crib mattress.
 - c. All cribs used will meet current safety standards.
 - d. Staff will not use pillows, roll-up blankets, or other equipment to prop children on their side. (A physician's order must be submitted to staff by the parent if they wish their baby to sleep in other positions other than on their back before age one).
 - e. There will be no soft materials (pillows, quilts, comforters, or stuffed toys) in the crib when babies are in cribs.
 - f. QBHS&EHS is a smoke free campus and there is no smoking in the center.
3. Place infants in his/her crib for nap.
4. Document on Safe Sleep Form the time the infant is laid down on back.
5. Fill out form completely with:
 - a. Time
 - b. Position (Back, Side, Stomach etc.)
 - c. Staff initials
6. Check on the infant every fifteen (15) minutes and document on the safe sleep form.
7. Document the time the infant awakes from nap.
8. Document the time the infant rolls over on his/her stomach or side.

9. In cases where the child has respiratory illnesses and has difficulty breathing in a flat position, the child can be placed in an inclined position during naptimes with a physician's statement.
10. Never place an infant in a crib with a bottle, bib, toy, etc.
11. Never swaddle any child.
12. Never cover a child's face while they sleep. If a child covers their face while sleeping, teaching staff will remove it.
13. Classrooms will be kept comfortable, but not too warm. Infant rooms will operate between 68 and 72 degrees.
14. Babies will no longer sleep in cribs, but on cots when they turn one year of age.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Sanitation of Classroom

Policy:

Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions.

Procedure:

1. Staff will follow sanitation chart and assignment given by HS/EHS Supervisor.
2. Toys will be picked up throughout the day.
3. Tables and chairs will be cleaned with soapy water and bleach solution after each meal and when soiled from other uses (art).
4. Toys must be washed and sanitized with bleach solution daily and laid out to dry.
5. Shelves must be wiped down daily.
6. Bathrooms should be cleaned throughout the day and as needed.
7. If classroom carpets need to be cleaned, staff will notify their HS/EHS Supervisor and fill out a carpet cleaning request and submit to the receptionist. Roll the up the carpet and place them out of the way.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Sharing Information with Parents

Policy:

QBHS&EHS strives to establish positive relationships with all parents and families. Communication is a key aspect of relationships and QBHS& EHS has many ways in which parents and families are kept informed about events at QBHS & EHS, their child's development as well as community events.

Procedure:

1. A FS will send fliers to all families.
2. An annual Parent Training/Activities calendar will be given to all staff and families notifying them of upcoming events. Social media updates will be provided.
3. Weekly newsletter articles will be submitted to Public Health and Human Services.
4. Each family will receive a parent handbook at the beginning of the school year.
5. Parents will receive notifications of center closings, important events etc. in their child's cubby in the classroom and on social media (QBHS Facebook page).
6. Teachers and Teacher Assistants will share information pertaining to the education and development of all children during two (2) home visits and two (2) parent-teacher conferences a year.
7. Parent contact sheets will be kept for any documented parent conversation and kept in the child's FS file.
8. Staff will communicate with parents regarding follow-ups that address identified health needs through memos, phone calls, home visits or parent-teacher conferences.
9. Communication with families include: Policy Council, Parent Committees, program activities, orientation activities and open house.

10. Staff will communicate with families on a regular basis, informal telephone or face-to-face conversations, and through memos or newsletters.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Staff Sign In & Out

Policy:

In order to maintain the safety of the children, QBHS & EHS staff are required to sign in and out of the classroom whenever they enter or exit the room.

Procedure:

1. When entering a classroom, staff must sign in on the sign in/out sheet, list the time they entered and the reason for entering the classroom, count the number of children present and record on sign in sheet.
2. When exiting a classroom, staff must sign out on the sign in/out sheet and list the time they exited the classroom, count the number of children and record on sign out sheet.
3. Staff are required to do this anytime they visit a classroom regardless of the amount of time spent in the classroom.
4. The Sign-in/Sign-out policy applies to all staff.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Storing Supplies

Policy:

All flammable and other dangerous materials and potential poison are stored in locked cabinets or storage facilities separate from stored medications and food and are accessible only to authorized persons.

Procedure:

1. Supplies will be stored in a locked cabinet away from children.
2. All cleaning supplies will be locked up in appropriate storage closets, not located in the classroom (Clorox, Dawn soap, Magic erasers, laundry detergent, Envy Foam, Green Works).
3. No aerosol cans will be kept in the classroom.
4. All markers, white out and other items that are labeled "not for children" are kept in locked storage cabinets. Items marked "Non-Toxic" will be kept out of reach of children but not in locked storage.
5. All medications will be stored in the emergency medication bag that is located at least five (5) feet off the ground.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Supervision

Policy:

Supervision of children is the most critical focus for all staff at QBHS & EHS. It is mandatory that all staff provide superior supervision of children at all times. This means that staff not only be able to see children but move and interact with children at all times.

Procedure:

1. QBHS&EHS staff will remain in ratio at all times. Ratios for each age group are as follows:
 - a. Infants- 1:4
 - b. Ones- 1:4
 - c. Twos- 1:4
 - d. Threes- 1:9
 - e. Fours and Fives- 1:12
2. Staff will call/page supervisors, front desk for assistance as soon as they become out of ratio in the morning.
3. There will be at least two (2) staff in each classroom daily.
4. Children will be signed into the classroom by the parent, guardian or bus monitor on the sign in/out sheet.
5. Children are to be signed in and out on a combination sheet when entering or exiting the classroom. Children will be signed out of one classroom and signed into another on the combination sheet for that classroom.
6. If a therapist or QBHS & EHS staff member removes a child from the classroom, they must sign them in/out on the combination sheet in the classroom.
7. Daily attendance is maintained for all classrooms daily and must be completed by 9:15 a.m.
8. If a child is absent for the day, their signature row on the sign in/out sheet will be highlighted or marked through with a marker.

9. When a child leaves for the day they must also be highlighted.
10. Staff are required to keep count on the bottom of the sign in/out sheet every fifteen (15) minutes throughout the day and ratios are to be maintained.
11. Staff must know how many and which children are in their direct care at all times.
12. Staff must have the classroom book with them at all times while in and out of the classroom.
13. Staff should never have their backs to the children in the classroom or on the playground.
14. Staff should position themselves so that they are able to see and hear all children at all times, even on the playground.
15. Staff will supervise children while they are using the bathroom.
16. Staff will at NO time ever leave children unattended or unsupervised for any amount of time.
17. All staff working in the classroom will conduct a face-to-name check before exiting the classroom with the children.
 - a. Stop signs have been placed strategically throughout the building. All classrooms are required to stop when they come to a stop sign.
 - b. At each stop teachers are required to do another face-to-name check to make sure all children are present and accounted for.
 - c. Once the class has reached their destination, staff must conduct one last face-to-name check.
 - d. The same steps must be followed on the return trip to the classroom.

****This is a policy that if not followed will be grounds for disciplinary action for the staff member. This could result in an immediate termination due to the severity.**

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Therapist Sign In/Out

Policy:

In order to maintain the safety of the children and staff, all therapists are to sign in and out of the classroom each time they enter or exit.

Procedure:

1. When a therapist enters the classroom, they are to sign in on the therapist sign in/out sheet located by the door of the classroom.
2. If a therapist takes a child from the classroom, they will sign the child out on the combination sheet and record where they will be taking the child.
3. They will then sign themselves out on the therapist sign in/out sheet when leaving with the child.
4. When the therapist returns with the child, they are to sign the child back in on the combination sheet.
5. They will also sign themselves back in on the therapist sign in/out sheet and then back out when leaving for the day.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Tour of Duty

Policy:

In order to maintain ratios during the day all employees will have a set tour of duty (within 7:00 - 5:15 timeframe) within their pod system. Schedules are provided by the supervisors to teaching staff weekly.

Procedure:

1. Supervisors will work out a tour of duty for each staff member weekly.
2. The times of the tour of duty will be set by the HS/EHS Supervisors.
3. If an employee needs to alter the tour of duty for the month then they must first work something out with their co-workers and then notify their HS/EHS Supervisor who will change the tour of duty schedule, and submit Tour of Duty Switch Form to the immediate Supervisor.
4. **Each staff member will receive a Tour of Duty notice when they are first hired that will list their position, days they work, their immediate supervisor and contact information for their supervisor.**

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Toy Safety

Policy:

QBHS& EHS will provide sufficient equipment, toys, materials and furniture to meet the needs of children. These equipment, toys, materials and furniture will remain in good condition and any items that are damaged or broken will be removed immediately.

Procedure:

1. Before each school year begins, the Transportation/Facilities Maintenance Coordinator and Education Manager will inspect all toys on the playground in the center to ensure the safety of all the children.
2. Toys for children under the age of three (3) will not have removable parts and are not smaller than thirteen (13) inches in diameter and less than twenty-three (23) inches long.
3. Toys for children over the age of three (3) but under the age of four (4) years are not smaller than thirteen (13) inches in diameter and do not have removable parts that are smaller than thirteen (13) inches in diameter.
4. Toys are free of sharp points and sharp edges.
5. No projectile type toys are allowed.
6. Scissors and other educational tools will have rounded ends and be free of sharp edges.
7. Stuffed animals and other soft toys will not have detachable eyes or other loose parts.
8. Any toys that are damaged or not age appropriate will be discarded either in the trash or given to a classroom that is age appropriate.
9. Donated toys will not be used unless they meet the requirements as specified by the standards used in the program. They should be new or unused in the original box.
10. Balloons will not be used in the classroom with children at any age.

11. The children will not have access to plastic bags or Styrofoam objects at the center. Should this occur staff/parents must provide supervision.
12. The staff will remove any toys that they believe are unsafe and will inform the Transportation/Facilities Coordinator and Education Manager of what toys are being removed from play.
13. The Family Service staff will provide the parent/guardian with information sheets on toy safety and the need to use age-appropriate toys at home.
14. Toys are stored in a safe, orderly fashion to reduce clutter and maximize use of the floor space.
15. Toys that are not in use will be stored in the attic or outside building storage space to prevent clutter in the classrooms.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Transition Services

Policy:

QBHS& EHS will establish and maintain procedures to support successful transitions for enrolled children and families from previous childcare programs into Early Head Start or Head Start and from Head Start into elementary school.

Head Start Transition Procedure:

1. Classroom staff will start preparing children for transitions six (6) months prior to the school year.
2. Pre-K information will be shared with parents of 3-year-old children.
3. A Kindergarten Information/Registration Night will be held in April inviting the local schools to share information on their program, curriculum, give applications, date, and any other questions parents may have.
4. The Transition Coordinator will prepare kindergarten applications and information packets for all children preparing to attend kindergarten.
5. The Transition Coordinator will arrange for children to visit the local elementary school the child plans on attending during the month of April.
6. Graduation ceremonies will be held at the end of June.
7. All children preparing to transition to kindergarten will participate in the graduation ceremony.

8. The Education Manager and Transition Coordinator will coordinate with the local elementary schools to have the kindergarten teachers visit QBHS & EHS within the first two (2) weeks of June.
9. In January, classroom teachers will begin the Transitions to Kindergarten Curriculum for all children list.
10. In June, classroom teachers will begin working with the children going to kindergarten to complete the Kindergarten Transition Packet.
11. In July, the Early Education Director and the Family Service Manager will hold a Kindergarten Readiness Night for parents.
12. The Transition Coordinator will transfer relevant records of children transitioning to kindergarten, Head Start, or other school facility.

Early Head Start Transition Procedure:

1. Children will move to the transition rooms six (6) months prior to entering Head Start.
2. Children entering Head Start will begin to use the structure play playground six (6) months prior.
3. Five (5) months prior to entering Head Start, the Transition Coordinator will complete the Head Start Enrollment Packet, which includes application, income verification, and consent forms. (October and February)
4. Children transitioning to Head Start will begin visiting all upcoming three-year-old classrooms five months prior to transition.
5. The classroom teacher will document these visits on the transition log.
6. In May, (current enrolled EHS children) the enrollment committee will begin to assign all transitioning children to Head Start classrooms.
7. Six months prior to entering Head Start and after all children have been assigned to a classroom, the teacher will start taking the children to that classroom for a minimum of fifteen (15) minutes per room.

8. Teachers can make recommendations for children's placement by submitting a letter of recommendation to the FS Manager, FS Coordinator and HS/EHS Supervisor.
9. By the end of November and May, the ERSEA Coordinator will have permanent classroom placements for all children transitioning to Head Start.
10. The FS staff will send a letter to the parents telling them of the child's placement.
11. The FS staff will issue a transition form notifying all center staff, where the child will be moved.
12. All transitions will be documented and collected by FS monthly.

Other Transitions Procedure:

1. If a child needs to be transferred to another classroom due to parent request, the parent will put the request in writing.
2. The Early Education Director and FS Manager will be notified of the request.
3. The request will be considered, and a decision will be made.
4. Once a decision is made, the FS staff will issue a letter to the parents either denying the request with reason or notifying the parents of the new placement.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Washing Clothes

Policy:

Cot sheets and blankets will be washed at least weekly and as needed if there is an accident.

Procedure:

1. Cots, sheets and blankets will be changed and washed weekly or as needed.
2. If a child has a bathroom accident during nap time the sheet, and blanket will be removed and washed immediately.
3. If a child has a bathroom accident their soiled clothes will be put in a plastic bag to send home.
4. Parents will be asked to provide an extra set of clean clothes to keep at the center.
5. Children's clothing can be washed in emergency situations at the center.
6. All dress up clothes, stuffed animals, and any other soft item can be washed will be washed weekly or as needed.
7. Crib sheets and blankets will be changed and washed DAILY.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Classroom Procedures

Subject: Water Play

Policy:

Children will be able to engage in water play during the summer months with their classroom. This will allow them to work on developmental skills in many domains of learning including gross motor, and social-emotional.

Procedure:

1. Each classroom teacher will decide when their classroom will engage in water play. Pods should try to schedule water play at the same time to better utilize their outside time.
2. Parents will be sent notices about when water play will occur, and the items (Ex: Towel, water shoes, bathing suit, swimming trunks) they will need to bring from home.
3. Parents will also be informed of water play during open house at the beginning of the year as well as during the second home visit prior to the start of the summer.
4. Occasionally teacher might decide to engage in additional water play times and so all children are expected to have a change of clothes and shoes daily.
5. All children will have sunscreen and bug spray applied prior to doing water play both in the morning or the afternoon.
6. Staff will monitor water play to make sure that all children remain safe.
7. Staff will engage and interact with the children during water play.
8. Water play will only occur if all children are able to participate (have a change of clothes, and shoes) and will be cleaned up by 4:00pm daily due to staff leaving for the day and children getting picked up for the day.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Educational Procedures

Subject: Observation Notes

Policy:

QBHS & EHS will conduct periodic observations and recordings as appropriate, of individual children's developmental progress. QBHS&EHS teachers and teacher assistants will maintain ongoing observation notes on each child's growth and development for the purpose of planning activities to meet individual needs. The data collected will be linked to the curriculum and assessment.

Procedure:

1. Each child will have five (5) observation notes per objective for one assessment period.
2. All observation notes will be documented, and the domain of learning will be recorded on the top of the note.
3. Teachers will record the child's individual developmental progress (changes, emotional and behavior patterns).
4. Observation notes should be written when something meaningful is taking place and not always when there is bad behavior or only what the child says.
5. Observation notes should be specific and describe the child's actions, responses and or behavior. They must be accurate, factual and descriptive without opinion or judgment.
6. Observation notes should be written when they happen not written down when the files are due.
7. Observation notes are documented on Teaching Strategies Gold.
8. A collection of on-going observation notes for one child over a period of time demonstrates how the child is changing and their progression of development.
9. Observation notes will be used to help plan lessons and individual child planning forms.

10. Observation notes will be checked by the HS/EHS Supervisor monthly.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Educational Procedures

Subject: CDA Requirement

Policy:

All QBHS & EHS teaching staff will obtain a CDA (Child Development Associate) Credential within two (2) years of employment if a higher degree is not already held.

Procedure:

1. The employee will take the required courses in obtaining the Child Development Associate (CDA).
2. A CDA will be ordered for each candidate. All candidates will follow the procedures according to the CDA packet.
3. A class will be facilitated by PDC, as a resource to help the candidate in obtaining their CDA.
4. QBHS&EHS will pay for the CDA materials, and the initial assessment fee.
5. If the employee does not receive his/her CDA Credential the first time, he/she will have to go through the process again and pay the assessment fee themselves.
6. Staff are encouraged to obtain both their preschool and infant/toddler CDA Credential.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Educational Procedures

Subject: Developmental Assessments

Policy:

QBHS&EHS will use research-based assessment methods to monitor and track individual children's developmental progress and school readiness. Staff will use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.

Procedure:

1. Assessments are to be completed by the teacher and/or teacher assistant for each individual child 45 days from the start of the new school year or the child's start date
2. There are to be three (3) assessments conducted yearly. (Fall, Winter, Spring)
3. Assessments are to be documented, shared and reviewed with the parent, and kept in Teaching Strategies Gold.
4. The Assessment tool that is used is the Teaching Strategies Gold.
5. Teachers and teacher assistants will follow the dates set by the education calendar for completing assessments.
6. Teachers will use observations and one-on-one interaction to check to see which developmental skills the child is able to perform based on the Teaching Strategies Gold.
7. Completed assessments will be reviewed by ~~to~~ HS/EHS Supervisor and Education Manager by the deadline on the education calendar and the Data Specialist will generate outcome data.
8. There will be a home visit done before the school year starts, then the first assessment will be followed by a parent-teacher conference, the second assessment will be followed by a home visit, and the third assessment will be followed by a parent-teacher conference.
9. Teachers will use the assessment data to work on specific skills for each child.

10. The Data Specialist will generate the following outcome data for each assessment:
 - a. Graph for families of child's progress.
 - b. Individual child outcomes based on School Readiness.
 - c. Classroom outcomes based on School Readiness.
 - d. Program wide outcomes based on School Readiness.
11. The generated data **MUST** be shared with the Ed Managers and all Supervisors.
12. Classroom outcome data will be used to create lesson plans, individual child planning forms and classroom environments.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Educational Procedures

Subject: Education Advisory Committee

Policy:

QBHS & EHS has established and maintains an Education Advisory Committee which includes Head Start parents, professionals, and other volunteers from the community.

Procedure:

1. The Education Manager/FS Manager will set up quarterly meetings in September, December, March and June.
2. The Education Manager/FS Manager will send out meeting requests three (3) weeks in advance.
3. The Education Manager/FS Manager will create an agenda and turn it in to the Early Education Director two (2) weeks prior to the meeting.
4. The Education Advisory Committee will:
 - a. Review current and potential curriculums.
 - b. Evaluate the various programs related to education.
 - c. Provide input on curriculum and school readiness.
 - d. Assist QBHS & EHS with continuing to improve educational services and school readiness provided by the program.
5. The Education Manager/FS Manager will make sure that all members sign in prior to the start of the meeting.
6. The Education Manager/FS Manager will take minutes at each meeting and type them up within one week.
7. The Education Manager/FS Manager will distribute the minutes to all members for approval.
8. The Education Manager/FS Manager will keep a binder titled "Education Advisory Committee" in his/her office and file all minutes and sign in sheets accordingly.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Educational Procedures

Subject: Educational Files

Policy:

QBHS&EHS will establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information.

Procedure:

1. Each child will have an educational file that will be kept in a locked storage cabinet within the classroom.
2. The educational file will contain the following things:
 - a. Parent Contacts
 - b. Home Visits and/or Parent-Teacher Conferences
 - c. Developmental Screenings
3. The educational file will be updated as needed by the teacher or teacher assistant.
4. The newest papers will be placed on top in the educational file.
5. The staff updating or accessing the file for any reason will sign the File Access Form located on the outside of the child's file.
6. The educational file will be checked for completion of updates by the HS/EHS Supervisors each new month. (January's updates will be checked in February)
7. If there are missing elements of the educational file, then the HS/EHS Supervisor will provide documentation to the classroom of what is missing and the deadline for completion. The staff and the HS/EHS Supervisor will sign the documentation.
8. When a child moves to a new classroom the following protocol will be followed regarding educational files:

- a. If a child is in Early Head Start and transitions up to Head Start their file will be put in a manila envelope, sealed, labelled, and will be stored upstairs. The child will then be started a new educational file in the Head Start classroom.
 - b. If a child graduates to kindergarten or leave the program for another program then the child's educational file is put in a manila envelope, sealed, labelled, and will be stored upstairs.
 - c. If a child is moved to a new classroom within the same program (EHS to EHS or HS to Kindergarten or another program) then the educational file will move with the child.
9. All movement of a child's educational file needs to be completed within twenty-four (24) hours of the child moving.
10. All files will remain confidential at all times.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Educational Procedures

Subject: Home Visits

Policy:

Each child will have no less than two (2) home visits per year conducted by the classroom teacher.

Procedure:

1. Home Visits will be conducted by the classroom teacher and teacher assistant.
2. Teachers are required to conduct two (2) home visits (one (1) at the beginning of the year and one (1) after the second assessment).
3. All home visits are to be tracked on the home visit form.
4. FS will conduct home visits on an as needed basis approved by the FS Manager.
5. FS can assist with home visits along with teaching staff if necessary.
6. Home visits are to be scheduled at a time that is convenient to the family, not the staff.
7. Two (2) staff, the child and the parent and/or guardian must be present during the home visit.
8. Home visits must be completed in the child's home. If there are two homes with parents, then the parents and staff can decide which home to meet at. If the parents cannot agree upon a home, then two home visits are necessary.
9. Parents must sign up for home visits with the teacher using the Home Visit Log.
10. The Home Visit Log will be turned in to the HS/EHS Supervisor and kept in the HS/EHS Supervisor office.
11. If families request a home visit during center hours 7:00am-5:15pm or at a location other than the home, the teacher will fill out the Home Visit Change form and have it signed by the Education Manager and the Director before the home visit can be scheduled and the

parent will need to put the request in writing and the teacher will submit the request along with the Home Visit Change form.

12. Home visits will not be completed during the hours of 7:00am to 12:30pm.
13. All attempts will be made to schedule and hold home visits. After three (3) attempted and missed home visits, which have been documented on the home visit attempt log, a parent-teacher conference must be completed and must be approved by the Early Education Director.
14. Home visits should be friendly, positive and purposefully done. Teachers should be prepared for the home visit and bring all necessary paperwork to share with families.
15. Staff should be on time for the home visit and keep it to a reasonable amount of time (no more than 1 ½ hours).
16. During the home visit, parents are encouraged to ask questions and discuss their expectation of the QBHS & EHS program. The parents will be asked to give their input in what they think the teachers can do to help their child grow and learn.
17. The forms to be taken on the home visit should include:
 - a. A Home Visit form
 - b. Assessment Outcomes (if applicable)
 - c. Developmental Information (observations or work samples)
18. The Home Visit form documents the following items:
 - a. Date, Time and Location of the visit
 - b. Family and Staff present during the visit
 - c. Documentation of topics discussed
 - d. Family needs or questions
 - e. Follow-up if needed and who needs to do the follow-up
19. The Home Visit form should be completed with the parents and signed at the time of the home visit.
20. The Home Visit form should be put in the child's educational file and a copy given to the child's FS within twenty-four (24) hours after the home visit.
21. If a need is identified during the home visit, teachers are responsible for forwarding the information to the appropriate person. (Developmental Specialist, Health Manager, Developmental Specialist or the child's FS, etc.)
22. Children who enroll after the start of the school year must have two (2) home visits. The first should happen within two (2) weeks of the child's start date. Every effort will be made to schedule the two (2) home visits.

23. HS/EHS Supervisor will check to make sure that all home visits have been completed by the designated deadline on the education calendar.
24. All dates for home visits will be input into Child Plus by FS worker or the designated staff within one (1) week of completing the home visits.
25. The following sequence is the suggested routine for sharing information with families during the home visits during the year:
 - a. Home Visit 1
 - i. Will be conducted at the beginning of each year during Pre-Service.
 - ii. Teachers will introduce themselves, ask questions about the child and the family, gather pictures, share program goals and TS Gold Objectives.
 - iii. Teachers will share classroom schedules, lesson plans, policies and procedures, upcoming events, and ask the family if they have any questions or concerns.
 - b. Home Visit 2
 - i. Will be conducted after the second assessment of each year.
 - ii. Teachers will share the results of the second assessment with families and discuss strengths and weaknesses and ways to assist the child meet the goal.
 - iii. Parents are encouraged to share information regarding their child's development with the teacher.
 - iv. Teachers will share observations of the child's development.
 - v. Teachers will share information regarding School Readiness and the transition to Kindergarten if the child is going to Kindergarten.
 - vi. Discuss any family concerns or questions.
 - vii. Discuss upcoming events at QBHS & EHS.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Educational Procedures

Subject: Lesson Plans

Policy:

QBHS & EHS will ensure that all lesson plans reflect the individual needs of each child and provide a well-balanced time of child initiated and adult directed activities that include all domains of learning throughout the day both in and outdoors. The lesson plan is a written outline of daily experiences and activities.

Procedure:

1. Lesson plans are to be created for each day of the week on the weekly lesson plan grid.
2. Lesson plans are to be posted in the classroom where they are visible to staff, parents and visitors.
3. Lesson plans must follow daily schedules.
4. Teachers must develop lesson plans based off the children's interests and developmental needs and ones that can be realistically carried out.
5. Each domain of learning must be addressed in lesson plans.
6. Lesson plans should be well thought through and based on developmental needs of the children in the classroom.

7. Lesson plans should be written with enough detail that someone else could carry out the daily plan in the teacher's absence.
8. Materials for the activities on the lesson plan should be gathered ahead of time to eliminate confusion and wait time for the children.
9. The primary curriculum, Creative Curriculum, will be used when creating lesson plans.
10. Lesson plans will be turned in to HS/EHS Supervisor at least two (2) weeks in advance.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Educational Procedures

Subject: Parent-Teacher Conferences

Policy:

QBHS & EHS teaching staff will provide two (2) parent-teacher conferences to each child per year. These conferences are an opportunity to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program. The teacher ~~is able to~~ **MUST** share information with the parent regarding the developmental progress of their child and to gain information from the parent about their child.

Procedure:

1. Each child will receive two (2) parent-teacher conferences each school year.
2. The teacher and/or teacher assistant will conduct the parent-teacher conferences.
3. The first parent-teacher conference will be held after the first assessment and the second will be held after the third assessment of each year.
4. If a child starts after the August of a new school year a parent-teacher conference will be scheduled and completed within two (2) weeks of the child's start date.
5. The parent-teacher conference will be held at the center but will be scheduled to work with the parent's needs as much as possible.
6. Parents will sign up for a conference time with the classroom teacher.
7. Parent-teacher conferences should be friendly, positive and purposeful.
8. Parent-teacher conferences allow the parents/guardians to see what the child's classroom learning environment is like, the teacher to share assessment outcomes parents to become familiar with the program, to give the teachers and parents/guardians a chance to meet on a one-to-one level, to discuss mutual efforts in supporting the child's growth and development, and to have parents/guardians give input in assessing their child's development.

9. Teachers will address any needs, follow-ups, child's progress, assessment results and/or any other information necessary for the family.
10. Documentation will be kept for the parent-teacher conferences on a parent contact form and turned in to the HS/EHS Supervisor on requested dates on the education calendar.
11. A copy of the parent-teacher conference will be given to the child's FS after the conference has been held.
12. If a need is identified during the Parent Teacher Conference, teachers are responsible for forwarding the information to the appropriate person. (Developmental Specialist, Health Manager, or the child's FS)
13. Parent-teacher conferences can be held as needed for behavior, referral needs or other concerns with prior approval from the HS/EHS Supervisor and/or Education Curriculum Manager.
14. HS/EHS Supervisor will document completion of the parent-teacher conferences on the Education Tracking System and provide documentation to the Education Curriculum Manager by designated dates on the education calendar.
15. The following is a recommended sequence for the parent-teacher conferences:
 - a. Parent-Teacher Conference 1
 - i. Will be held after the first assessment of each year.
 - ii. Teachers will orientate the family to the classroom and themselves.
 - iii. Teachers will get to know the family and the child, especially if they are new to the program or the classroom.
 - iv. Parents are encouraged to share information regarding their child's development with the teacher. Teachers will share with families upcoming events at QBHS & EHS and a general plan for the coming year.
 - b. Parent-Teacher Conference 2
 - i. Teachers will share the results of the final assessment with families and discuss strengths and weaknesses and ways to assist the child meet their goals.
 - ii. Parents are encouraged to share information regarding their child's development with the teacher.
 - iii. Teachers will share observations of the child's development.
 - iv. Teachers will share information regarding School Readiness and ways to incorporate into daily activities at home.
 - v. Discuss any family concerns or questions.
 - vi. Discuss upcoming events at QBHS&EHS.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Educational Procedures

Subject: Portfolios

Policy:

Each child will have a portfolio that the teacher and/or teacher assistant maintain and update each month. The portfolio is a collection of work samples that serve as an element of ongoing assessment. The portfolio items will provide useful and accurate information about each child's growth and development. Children develop at different rates and the portfolio entries will capture the individual growth of each child.

Procedure:

1. Each child will have a portfolio that will be updated monthly by the teacher and/or teacher assistant.
2. Portfolio entries will be collected starting in August of each year and will be completed during summer months as well. (June and July unless a child is going to Kindergarten)
3. Teaching staff will follow the portfolio check sheet when completing portfolios because each month has required entries.
4. Additional entries may be made if the observation shows developmental growth for a particular child in a specific domain.
5. The teacher will use the portfolio as a useful and accurate source of information about each child's development over a period of time. Teachers will share the portfolio collection with parent during home visits and parent-teacher conferences.
6. Portfolio check list checks will be completed monthly by the HS/EHS Supervisor and documentation will be monitored by the Education Curriculum Manager according to deadlines set on the education calendar.
7. Teachers will maintain their returning children's portfolios and will continue to add during the upcoming year.
8. If a child transitions to another classroom the child's portfolio will be updated prior to moving and then will be passed on to the new teacher.

9. If a child is transitioning to Head Start from Early Head Start then the child's portfolio will be sent home with the child during the Early Head Start transition cookout, and a new portfolio will be started for the child in Head Start.
10. If a child is transitioning to another program or Kindergarten, then the portfolio will be updated prior to the child leaving and then the portfolio will be sent home with the child.
11. Portfolio Entries:
 - a. Each child's portfolio will have a Portfolio Checklist in the front of their portfolio.
 - b. Every portfolio entry will have the child's name and date.
 - c. Portfolios are to be updated monthly for EHS and must include child's picture, writing sample and child lead artwork. This MUST reflect the weekly lesson plans.
 - d. Portfolios are to be updated monthly for HS and must include child's picture, child lead artwork, writing sample, letter recognition. This MUST reflect the studies from the monthly lesson plans.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Educational Procedures

Subject: School Policy

Policy:

In accordance with Sec. 648A of the Head Start Act all teaching staff (teachers, teacher assistants and HS/EHS Supervisor) are required to meet the minimal education requirements.

Procedure:

1. Education Requirements

Staff will:

- a. Attend no less than 6 credit hours (2 classes) per semester.
 - b. Attend consecutive semesters.
 - c. Maintain a 2.0 or better GPA. Failure to pass a class (anything below a "C" and in accordance with the selected institutions pass/fail requirements.) will require repayment for tuition, fees, and books if QBHS&EHS has paid for the class.
 - d. Submit grades to the Education Manager within two weeks after the end of the semester.
 - e. Submit class schedule to the Education Manager 2 weeks prior to the start of the semester.
 - f. Check out books from the program when available prior to the start of the semester. Purchase books from the bookstore only if the book is unavailable from the program. All books MUST be returned to the program 1 week after the end of the semester if purchased by or borrowed from the program.
2. Financial Requirements
- The program will pay for individual tuition and books if funds are available (however if funds are not available staff members are still required to meet education requirements of Sec. II), under the following criteria:
- a. Staff MUST apply with the EBCI Higher Education Program if they are an enrolled member of the Eastern Band of the Cherokee Indians and provide proof of documentation to the Education Manager.
 - b. Staff MUST complete the FAFSA and provide proof of documentation to the Education

Manager.

- c. Application fees, graduation fees and purchase of class materials such as notebooks, pens, highlighters, dividers, cap and gown, invitations, etc. are the personal responsibility of the employee/student.
 - d. The Education Manager is required to turn in grades to the Finance Manager once received. If an employee fails to receive a passing grade, ~~a class (receives below a C)~~ it is their responsibility to set up a payment plan to pay back the cost of tuition and books within 2 weeks of the end of the semester.
 - e. If an employee begins a class and withdraws from it then that is equivalent to failing the class and the employee will be required to set up a payment plan to pay back the cost of tuition and books within 2 weeks of withdrawing from the class.
 - f. The program will ONLY pay for one iteration for each class.
 - g. The program will pay for the cost of tuition, fees and books while attending Southwestern Community College and Western Carolina University. These schools meet all necessary higher education requirements.
3. Failure to follow and of the steps within this policy will result in a corrective action up to and including termination.
4. Continuing Education
- a. All Early Head Start teachers are required to hold at minimum a Child Development Associate Credential (CDA) or an Associate Degree in Early Childhood Education.
 - b. All Head Start teachers are required to hold an Associate degree in Early Childhood Education.
 - c. All Teacher Assistants are required to hold a minimum CDA.
 - d. The education expectations for all QBHS&EHS teaching staff are designed to be progressive in nature. If a staff member holds a CDA they are expected to continue on and work toward an Associate Degree in Early Childhood Education. After obtaining an Associate Degree staff member are expected to continue on and work toward a bachelor's degree in Birth to Kindergarten or a related field per position descriptions.
 - e. Individuals pursuing a master's degree and licensure fees are required to cover own expenses.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: HS/EHS Supervisor

Subject: Classroom Observations/Coaching

Policy:

QBHS& EHS will ensure that all children are receiving developmentally and linguistically appropriate learning activities within a learning environment that is individualized to the needs of each child by conducting monthly observations of the teaching staff while they are facilitating learning in the classroom.

Procedure:

1. Each Head Start teaching staff will have at minimum, one forty-five (45) minute CLASS observation per month.
2. Each Early Head Start teaching staff will have at minimum, one thirty (30) minute observation using the QBHS & EHS observation tool per month.
3. The observation will be conducted by the HS/EHS Supervisor or other designated staff.
4. Notes and specific examples will be documented on the observation tool; CLASS or the QBHS & EHS observation tool.
5. HS/EHS Supervisor or designated staff will meet with the teacher and teacher assistant within forty-eight (48) hours of the observation to share areas of strengths and areas to improve.
6. HS/EHS Supervisor will create or update a personal development plan based on strengths and weaknesses noted during the observation.
7. Teaching staff and the HS/EHS Supervisor will both sign off on the observation documentation.
8. All progress toward staff performance will be documented on the staff's development plan.
9. All observations will be kept by the HS/EHS Supervisor.

10. The Education Manager and Early Education Director will conduct monthly observations on selected classrooms. These are in addition to the monthly observations completed by the HS/EHS Supervisor.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: HS/EHS Supervisor

Subject: Classroom Performance Plan

Policy:

Each classroom will receive a development plan based on areas of weakness and strength received from the assessment outcome data. These plans will be used to strengthen teaching and instruction in the classroom based on the needs of the children.

Procedure:

1. Each classroom will receive a development plan based on the areas of weakness and strength from the outcomes data.
2. HS/EHS Supervisor will address these weaknesses and strengths with the written plan of action for the teacher.
3. Additional trainings, classroom observations, and other special areas may be recommended on the Classroom Performance Plan.
4. HS/EHS Supervisor will look for these areas of improvement during the classroom observations.
5. HS/EHS Supervisor will meet bi-weekly with teaching staff to discuss and follow through with the development plan.
6. Staff are encouraged to ask any questions, seek help or advice, give input, and voice concerns at any time during the school year with the school readiness or performance plan.
7. There will three (3) performance plans completed each year for each classroom after each assessment.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: HS/EHS Supervisor

Subject: Developmental Assessment Input

Policy:

To monitor the developmental progress of children, QB & BCHS/EHS performs three (3) assessments during the year ~~and the~~ HS/EHS Supervisors are responsible for ensuring that documentation and assessments are entered throughout the school year.

Procedure:

1. Developmental assessments are completed by the teacher entered into the Teaching Strategies Gold computer system.
2. The assessments are to be completed by the date outlined on the Education Calendar.
3. The Data Specialist is responsible for creating outcome reports for each child classroom and center as a whole.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education Section:

HS/EHS Supervisor Subject: New

Hire Orientation/On- Boarding

Policy:

Staff are required to receive orientation when beginning employment with QBHS & EHS. HS/EHS Supervisors will conduct a portion of this orientation/on-boarding within the employee's first week of being hired.

Procedure:

1. Each new teacher or teacher assistant will be required to have orientation/on-boarding within the first week of their hire date.
2. The Education Manager will conduct this orientation/on-boarding.
3. The orientation/on-boarding checklist will be used, and the employee is responsible for the checklist. The HS/EHS Supervisor will initial that all items were reviewed. The staff member is responsible for completing the checklist.
4. After reviewing all items and answering any questions from the employee the HS/EHS Supervisor and the employee will sign the orientation check list.
5. The orientation checklist and summary with the amount time MUST be shared with HR/Office Administrator of will be kept in the staff file locked in the HS/EHS Supervisor's office.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: HS/EHS Supervisor

Subject: Probationary Period Evaluations

Policy:

EBCI policies and procedures outline that all employees will be evaluated during the first ninety (90) days of employment by their immediate supervisor.

Procedure:

1. Each employee will be evaluated on their job performance during the first ninety (90) days of their employment at QBHS/EHS
2. The HS/EHS Supervisor who directly supervises the employee will complete an evaluation at thirty (30) days, sixty (60) days and finally at ninety (90) days.
3. The evaluation will look at skills and requirements necessary to be successful in the position.
4. If an employee is rated as needs improvement in an area, then a development plan will be created that will outline the following:
 - a. Area in need of improvement; goals to be achieved.
 - b. Ways in which the employee will be assisted in achieving the goals.
 - c. The timeline in which the employee will have to meet the goals.
 - d. The method of follow up from the supervisor to assess progress toward meeting the goals.
5. The evaluation will be due to the Education Manager three (3) days prior to each milestone (30, 60, and 90 day) for review. The evaluation will be reviewed by both the Education Manager and the Early Education Director.
6. The evaluation will be presented to the employee within one (1) day of each milestone.
7. The original evaluation and a copy will be turned in to the HR/Office Administrator the same day it was presented.
8. The HS/EHS Supervisor will give a copy to the employee and will keep a copy in their staff file.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: HS/EHS Supervisor

Subject: Teacher Meetings

Policy:

Staff will be updated on center events, happenings concerns and changes through departmental meetings. These meetings will allow input from staff regarding center matters.

Procedure:

1. HS/EHS Supervisors will conduct monthly teacher meetings with teachers and teacher assistants.
2. The HS/EHS Supervisor will work with the teaching staff to create and agenda for the teacher meeting and submit the agenda to the Education Manager.
3. Information on abuse/neglect, active supervision and counting MUST be reviewed at every teacher meeting.
4. The HS/EHS Supervisor will complete a sign in sheet to record when the meeting was held and file in their office.
5. A copy of the meeting agenda, minutes from the meeting and a sign in sheet will be kept in a binding system in the HS/EHS Supervisor's office. Meeting minutes will be sent to the front desk to attach to the bulletin and share on social media.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Literacy

Subject: Newsletter

Policy:

The Literacy Coordinator will create a newsletter for QBHS & EHS. Each classroom and department manager will submit articles. The newsletter will be distributed to families and staff.

Procedure:

1. Newsletters will be published and distributed to families and staff in October, January, and April.
2. All information provided for the newsletter will be presented in a professional manner that reflects the standards of QBHS & EHS.
3. Each Early Head Start and Head Start classroom will submit a short article of what is happening in their classroom.
4. Each department manager will submit a short article that highlights what is happening in their department.
5. All articles will be submitted to the Literacy Coordinator two (2) weeks prior to the publication deadline.
6. Once the Literacy Coordinator has completed the newsletter it will be submitted to the Education Manager for review.
7. The newsletter will be reviewed one week prior to the publication deadline by the Education Manager and the Early Education Director.
8. Once the newsletter has been reviewed and approved the Literacy Coordinator will distribute copies to families and staff.
9. The Literacy Coordinator will keep a copy of each newsletter in a binder in the Literacy Center for one year. After one year they will be moved upstairs for a three (3) year period.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Literacy

Subject: Book Fair

Policy:

To help encourage and promote early literacy for each child QBHS & EHS will hold two Scholastic book fairs each year.

Procedure:

1. The Literacy Coordinator will schedule and arrange two Scholastic book fairs each year, one in December and one in June.
2. The Literacy Coordinator will order all necessary supplies to decorate and promote the book fair.
3. A book fair kick off will be held on the first day of each book fair.
4. Flyers and announcements about the book fair will go out to families and staff at least three (3) weeks prior to the book fair.
5. Reminders will be sent home one week prior to the book fair.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Education

Section: Literacy

Subject: Literacy Center

Policy:

QBHS&EHS will plan activities that develop a foundation for reading and skills related to literacy which form a foundation for school readiness and later school success. QBHS & EHS will also increase family access to materials, services, and activities essential to family literacy development.

Procedure:

Use of the Literacy Center by Children

1. All classrooms of one (1) year old and up will visit the literacy center once a week.
2. The Literacy Coordinator will visit the infant rooms weekly.
3. All enrolled children, with parental permission, may check out books.
4. Parents will be responsible for ensuring that everything is placed back in the bag upon return on Monday. Parents will be responsible for any item that is lost or damaged.
5. Parents will be responsible for replacing any lost or damaged book borrowed from the literacy center.
6. The Literacy Coordinator cannot accept cash or checks for lost or damaged books. Parents will be responsible for bringing in a new book to replace the lost or damaged book. The book should be age appropriate.
7. All staff will be responsible for the children's behavior during their classroom's scheduled time in the literacy center.
8. There must be two staff members present in the literacy center at all times with a group of children; the Literacy Coordinator may count in ratio as the second staff member.
9. All policies will be followed while in the literacy center, including maintaining ratio and continuing to count and document the number of children present.

10. Staff must follow the set literacy schedule and be on time for their visit.

Use of the Literacy Center by Parents

1. Parents may check out children's books, theme-related backpacks with learning games and related books, and /or resource materials from the literacy center during the day.
2. Children's books and resource materials may be checked out for one (1) week at a time.
3. Theme related backpacks may be checked out on Fridays and returned the following Monday.
4. Parents will be responsible for ensuring that everything is placed back in the bag upon return on Monday. Parents will be responsible for any item that is lost or damaged.
5. Parents are welcome to come to the literacy center and read to their children or may browse throughout the day.
6. Parents will be responsible for ensuring that their child follows the literacy center rules while visiting with their child.

Use of the Literacy Center by Staff

1. The literacy center will house a selection of resource books, lesson planning information, and professional journals that may be accessed by QBHS&EHS staff at any time. Staff may also use the literacy center as a place to plan, read or do research.
2. Staff may check out books for five (5) days at a time. If staff should need an item longer, staff may bring the item back and recheck it out again for another five (5) days.
3. Staff may visit the literacy center Monday through Friday to check items out during their assigned literacy times, during nap time or other times when appropriate.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Education

Section: Literacy

Subject: Media in the Classroom

Policy:

The use of various media such as computers, record or other audio players, and noncommercial television, etc. to enhance the learning experiences of children is encouraged. However, media will be used only as is written into each lesson plan relating it to a specific objective being taught.

Procedure:

1. Media use is to be documented on the lesson plans.
2. Children may not watch more than thirty (30) minutes of television or videos for no more than four (4) days a month.
3. All programs must be "G" rated.
4. No child will be forced to watch television.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Dental Exams

Policy:

Within ninety (90) calendar days of enrollment in the program, QBHS&EHS will assist families in obtaining a Dental Exam for all children. The Cherokee Dental Clinic will visit the center several times throughout the school year to provide all children with Dental Exams free of charge.

Procedure:

1. The Health Manager will make arrangements with the Cherokee Dental Clinic to come on-site and provide all QBHS&EHS children with Dental Exams.
2. The Health Manager will make sure all permission forms are signed before QBHS&EHS children are screened.
3. If a parent denies permission for a Dental Exam, the Health Manager will speak with the parent to determine why dental care was refused. All communication with the parent will be documented and filed appropriately in the child's individual file.
4. The Health Manager will provide the Dental Clinic with a spreadsheet organized by individual classroom indicating the child's name, birthdate, and parental permission or denial for fluoride treatment.
5. The Health Manager will assist the Dental Clinic as needed during Dental Exams.
 - a. Initial Screenings- classroom teachers will bring children to area where CIHA dental staff is set up within the center for Dental Exams.
 - b. Makeup Screenings- Health Manager will:
 1. Go to each room.
 2. Sign children out on combination sheet.
 3. Take children to where the dental team is set up in the center.
 4. Return children to their classrooms.
 5. Sign children back in on the combination sheet.
6. The Dental Clinic will provide the Health Manager with forms indicating the individual results of each child immediately after Dental Exams are completed.

7. The Health Manager will distribute each child's Dental Exam results to their classrooms to be sent home immediately.
8. The Health Manager will provide each child's family support worker with a copy of the Dental Exam results based on severity of screening and/or upon request.
9. The Health Manager will track all children's records to ensure all screenings are completed on a spreadsheet organized by classroom and name of child.
10. Within one (1) week of Dental Exams, the Health Manager will ensure each child's individual results are entered into Child Plus.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Vision Screenings

Policy:

An evidenced-based Vision Screening will be completed for each child enrolled in QBHS&EHS within forty-five (45) calendar days of enrollment.

Procedure:

1. A vision screening should be completed subjectively for Early Head Start children under the age of 12 months by the child's physician at each well child examination.
2. Children enrolled in Head Start, and children older than 1 year in Early Head Start will have their vision evaluated using an evidenced based instrument such as Welch Allyn SPOT.
3. The Health Manager will make sure all permission forms are signed before any Head Start children are screened.
4. If a parent denies permission for a Vision Screening the Health Manager will speak with the parent to determine why the Vision Screening was refused. All communication with the parent will be documented and filed appropriately in the child's individual file.
5. The Health Manager and/or trained staff will perform Vision Screenings.
 1. Go to each room-perform screening if possible.
 2. If not possible to screen in room, sign children out on combination sheet.
 3. Take children to designated area for Vision Screenings.
 4. Return Children to their classrooms.
 5. Sign children back in on the combination sheet.
6. The Health Manager will create individualized Vision Screening results to be sent home with each child.

7. The Health Manager will provide each child's family support worker with a copy of the Vision Screening Results based on severity of screening and/or upon request.
8. The Health Manager will track all children's records to ensure all screenings are completed.
9. Within one (1) week of Vision Screenings, the Health Manager will ensure each child's individual results are entered in Child Plus.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Hearing Screenings

Policy:

A Hearing Screening will be completed for each child enrolled in QBHS&EHS within forty-five (45) calendar days of enrollment.

Procedure:

1. A Hearing Screening will be completed each year for all QBHS&EHS children by the Hope Center's audiologist and qualified QBHS/EHS staff using OAE evidenced based devices.
2. The Health Manager will consult with the Hope Center's audiologist to come on-site and assist with Hearing Screenings.
3. The Health Manager will make sure all permission forms are signed before QBHS&EHS children are screened.
4. If a parent denies permission for a Hearing Screening, the Health Manager will speak with the parent to determine why the Hearing Screening was refused. All communication with the parent will be documented and filed appropriately in the child's individual file.
5. The Health Manager will provide the Hope Center with a spreadsheet organized by individual classroom indicating the child's name and birthday.
6. The Health Manager will create individualized Hearing Screening results to be sent home with each child.
7. The Health Manager will distribute each child's Hearing Screening results within one (1) week to their classrooms to be sent home.
8. The Health Manager will track all children's records to ensure all screenings are completed.
9. Within one (1) week of Hearing Screenings, the Health Manager will ensure each child's individual results are entered into Child Plus.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Lead Testing

Policy:

A Lead Test will be obtained for each child enrolled in QBHS&EHS in accordance with North Carolina's Early Periodic Screening, Diagnosis, and Treatment schedule. (EPSDT).

Procedure:

1. Each child will have a lead test in accordance with North Carolina's EPSDT schedule stating: Children will have a lead test completed at twelve (12) months and twenty-four (24) months, or at least one result after twenty-four (24) months if no previous results were recorded. The results will be documented on the child's physical examination form and filed into the child's health record.
 - a. If the Health Manager has not received a result at the time the physical was completed, the Health Manager will work with the child's Family Support Worker to determine if the family needs help with scheduling an appointment, transportation, etc.
2. The lead test will be performed at the child's physician's office or authorized provider in accordance with the age requirements for EPSDT guidelines.
3. The Health Manager will monitor lead levels to ensure no results are above a five (5). Any levels greater than five (5) will be referred to their pediatrician for follow up.
4. If the results are above a five (5), the Health Manager will work with the family to help determine the cause of elevated lead levels, and work with the physician's office to develop a plan for the individual child.
5. The Health Manager will provide each child's family support worker with a copy of the Lead Test Results for each child's individual file within one (1) week.
6. The Health Manager will track all children's records to ensure all Lead Tests are completed.
7. The Health Manager will ensure each child's lead results are entered into Child Plus.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Hemoglobin/Hematocrit Testing

Policy:

A Hemoglobin/Hematocrit test will be obtained for each child enrolled in QBHS&EHS in accordance with North Carolina's Early Periodic Screening, Diagnosis, and Treatment schedule. (EPSDT).

Procedure:

1. Each child will have a Hemoglobin test while enrolled in QBHS&EHS in accordance with North Carolina's EPSDT schedule stating: Children will have a Hemoglobin or Hematocrit test completed between nine (9) months and (12) months and another test completed at twenty-four (24) months, or at least one result after twenty-four (24) months if no previous results were recorded.
2. Through the use of the Physical Exam form, or a note on letterhead from the local WIC office, the parent will be asked to provide the program with a Hemoglobin/Hematocrit screening date and results. If needed, the parent may sign a release of information form allowing the program to obtain the results from the provider.
3. Hematocrit/Hemoglobin notices will be sent out as follows:
 - a. If the child will be turning twelve (12) months or twenty-four (24) months while in the program, the Health Manager will send out a notice thirty (30) days prior to Hemoglobin/Hematocrit Test due date.
 - b. If the Health Manager has not received a result at the time the physical was completed, the Health Manager will work with the child's Family Support Worker to determine if the family needs help with scheduling an appointment, transportation, etc.
4. The Health Manager will make a referral to the child's pediatrician or local health department if:
 - a. The child's Hemoglobin screening is below an eleven (11).

- b. The child's Hematocrit is below thirty-three (33) percent.
 - c. The child has a Hemoglobin of fifteen (15) or higher (will be monitored).
- 5. The Health Manager will track all children's records to ensure all Hemoglobin/Hematocrit Tests are completed.
- 6. The Health Manager will ensure each child's individual Hemoglobin/Hematocrit results are entered into Child Plus.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Physical Examination & Immunizations

Policy:

QBHS&EHS must obtain a physical or well-child checkup for every child enrolled in the program in accordance with the Early and Periodic Screening and Diagnosis and Treatment (EPSDT) guidelines. All children must also be current on required age immunizations.

Procedure:

1. Upon entry into the program, all children will have a current physical and immunization record.
2. The Health Manager will continue to follow the EPSDT schedule for all QBHS&EHS Children enrolled in the program and send out notices in advance.
 - a. EPDST states physicals for children birth to twenty-four (24) months occur at the following intervals:
 - i. Two (2) months.
 - ii. Four (4) months.
 - iii. Six (6) months.
 - iv. Nine (9) months.
 - v. Twelve (12) months.
 - vi. Fifteen (15) months.(optional on NC-EPSDT)
 - vii. Eighteen (18) months.
 - viii. Twenty-four (24) months.
 - b. EPSDT states all children twenty-four (24) months and older receive a physical annually.
3. The Health Manager will send out a notice regarding upcoming physicals and/or immunizations thirty (30) days prior to physical and/or immunization expiration date.
4. The notice will be left in the child's classroom. The teacher will have the parent fill out a parent contact sheet acknowledging their child has an upcoming physical, and/or that immunizations are due.

5. If the Health Manager has not received an updated physical and/or immunization record by the expiration date, the Health Manager will work with the child's family support worker to determine if the family needs help with scheduling an appointment, transportation, etc.
6. The Health Manager will provide each child's family support worker with a copy of the physical and/or immunization record for each child's individual file.
7. The Health Manager will track all children's records on a spreadsheet to ensure all physicals and immunizations are current.
8. Within one (1) week of obtaining physicals and/or immunization records, the Health Manager will ensure each child's individual results are entered into Child Plus.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Staff & Volunteer Physical Examination & TB Test

Policy:

QBHS&EHS will ensure each staff member has an initial health examination and TB test.

Procedure:

1. All new staff members will have a Physical Examination and TB survey/questionnaire and test if applicable with acceptable results before the first day of work.
2. The Health Manager will perform or make arrangements for a nurse from PHHS to be on site at periodic intervals to provide staff with a TB skin tests as needed.
3. Staff will be required to complete a TB screening survey annually to determine if they need a TB skin test.
4. Health Manager will review staff surveys to determine if any staff need TB skin testing and notify PHHS.
5. Staff will be required to report to the Health Manager or their supervisor any known exposure to TB.
6. Staff will be required to report any medical situations that may affect job performance to their supervisor.
7. The Health Manager will collaborate with the Human Resources & Office Administrator to ensure all employees are appropriately screened for TB in a timely manner.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Determining Child's Health Status

Policy:

Within thirty (30) days of the child's first day of attendance, the child must have on-going access to health services and obtain documentation of an age appropriate health assessment.

Procedure:

1. As part of the enrollment process, parents will be asked to identify their child's health and dental care provider(s) and to give written consent to QBHS&EHS to establish communication with the provider(s).
2. At the time of enrollment, parents will be informed of the health requirements of the program. Requirements are consistent with the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule. Parents must obtain or provide documentation of an up-to-date physical examination and immunization record prior to the child's entry into the program.
3. If the family does not have a medical/dental provider, staff must assist them in choosing one and in scheduling appointments;
 - a. If the child is not up-to-date on the recommended schedule of well-child care, staff must assist families in making necessary arrangements (including transportation) to bring the child up-to-date.
 - b. For children who are up-to-date on age appropriate schedule, the program will ensure that they continue to follow the recommended schedule by closely monitoring each child's individual health record.
4. Assessment of the child's current health status will include the following screenings, examinations, and information:
 - a. Child Health History: The parent will be asked to complete a health history with nutrition, risk assessment, and observation information which will be the basis for meeting the child's health needs.
5. The Health Manager will track all children's records in Child Plus.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Involving Parents in Health Care

Policy:

QBHS&EHS will involve parents to ensure each child is receiving appropriate developmental Health Care Services.

Procedure:

1. QBHS&EHS will consult with parents/guardians when a developmental health problem is suspected or identified. Parents are notified either verbally or by written notification immediately after a concern is indicated.
2. QBHS&EHS will explain and familiarize parents with all health and developmental health procedures administered through the program.
3. QBHS&EHS will obtain parent/guardian consent before any diagnostic health screen is completed.
4. Diagnostic and treatment procedures are explained to parents, and every effort is made to ensure parents fully understand the findings, options, and importance of their child receiving ongoing care.
5. QBHS&EHS must have written documentation if a parent/guardian refuses to give authorization for health services.
6. QBHS&EHS will share all results of health screenings and mental health services with the parents/guardians.
7. QBHS&EHS will encourage parents/guardians to become actively involved in the child's healthcare progress.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Dental and Health Follow-Ups

Policy:

QBHS&EHS will assist each family enrolled in completing the recommended follow-up treatment.

Procedure:

1. QBHS&EHS will assist the families in obtaining follow-up treatment for children who require further treatment.
2. The Health Manager will send out a notice immediately after screenings have occurred informing parents of the services their child requires further treatment on.
3. The notice will be left in the child's classroom. The teacher will have the parent fill out a parent contact sheet acknowledging their child requires follow-up treatment.
4. The Health Manager will provide each child's family support worker with a list of identified children requiring additional follow-up treatment after screening.
5. The Health Manager will follow-up with the family after the notice has been sent out.
6. The Health Manager will track all children's records in Child Plus to ensure all children complete follow-up treatment.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health Requirements

Subject: Ongoing Health Care

Policy:

QBHS&EHS will determine if each child has an ongoing source of healthcare.

Procedure:

1. At the beginning of each program year, the parent will fill out a Health History form indicating the child's current physician and dentist.
2. On the Health History form, the parent will also identify the name of the health/dental coverage the child has (Medicaid, private, HIS, IHS).
3. If no physician, dentist, Medicaid, or insurance is identified, QBHS&EHS staff will assist the parents through phone calls and filling out forms, if applicable.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health & Safety

Subject: First Aid-CPR Training

Policy:

First Aid/CPR training is required for all QBHS&EHS staff.

Procedure:

1. All staff will attend First Aid/CPR training. The costs of these classes will be paid for by QBHS&EHS funds.
2. First Aid/CPR will be renewed every two (2) years.
3. If an employee misses a First Aid/CPR training, he or she is required to arrange for the training themselves and may be required to pay for the training.
5. The HR administrator will input and track all staff First aid/CPR status in Child Plus.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Health & Safety

Subject: First Aid Kits

Policy:

QBHS&EHS will have First Aid Kits available in each classroom. Staff must carry all First Aid backpacks to the playground. These First Aid Kits will be stocked with all required items per Head Start Performance Standards. At all times staff will carry a completely stocked First Aid Kit when leaving the classroom.

Procedure:

1. Every classroom must have a First Aid backpack. Backpacks will be stored out of reach of children on the side of the large mounted First Aid boxes in all classrooms.
2. First Aid bags will be taken each time the class leaves the classroom.
3. The Health Manager will check all large First Aid Kits throughout the center and on playgrounds monthly and as needed.
4. The Health Manager will document these checks.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Short Term Exclusion

Subject: Short Term Exclusion from Early Head Start/Head Start

Policy:

QBHS&EHS will not exclude any child from the program based on his/her healthcare needs. However, the program may temporarily exclude a child if he/she puts other children at risk. These exclusions include short-term injuries or short-term contagious diseases, or viruses required by the North Carolina Local Health Department.

Procedure:

1. The following illnesses will require exclusion from the program:
 - a. If a child has a fever of 100.4 or above, the child will be sent home for 24 hours and may not return until the temperature is normal without the use of fever reducing medications.
 - b. If a child has signs of possible severe illness, including but not limited to, lethargy, irritability, persistent crying, or difficulty breathing, parents will be notified to pick up the child until a medical evaluation allows inclusion.
 - c. If a child experiences two loose or watery stools, with liquid consistency or one loose stool accompanied by other symptoms or change in behavior, parents will be notified to pick up the child, and the child may not return until diarrhea free for twenty-four hours.
 - i. Consideration of the child's medication will determine status of exclusion (for example: if the child is on antibiotics or recently had vaccines).
 - d. If the child has vomited and has other symptoms or a change in behavior, the parent will be notified to pick up the child, and the child may not return until he or she has not vomited for twenty-four (24) hours.
 - i. Spitting up is not considered vomiting.
 - e. If a child has mouth sores with drooling, the parent will be notified to pick up the child, unless a health care provider has determined the illness to be non-communicable and the child is not in danger of dehydration.

- f. If the child has a rash and a fever, or if the rash is spreading rapidly, the parent will be notified to pick up the child. The child cannot return until a physician or health department states the rash is non-communicable.
- g. If the child has ringworm, they will be sent home from the program and cannot return until they have received treatment for at least twenty four (24) hours.
 - i. Scalp ringworm involves treatment with oral medications and may take two (2) to five (5) days to become non-contagious.
- h. If a child has an infestation of scabies, head lice (live bugs), bed bugs, etc., the child must be treated with a recognized treatment. The child cannot return until after treatment and becoming bug free. Scabies requires twenty-four (24) hours of treatment before the child can return.
 - i. Children will be checked in a private area away from other children or parents other by two (2) QBHS&EHS staff members to ensure they are lice (live bug) free.
 - ii. Children's hair must be loose/down (i.e. not in a ponytail) and dry.
 - iii. The child must cooperate with the staff performing the check.
 - iv. A parent must be present during the re-admittance check.
- i. If the child has varicella (chickenpox), they will be sent home at the onset of the rash or fever and will not be allowed to return until six (6) days after the onset of the rash, or until all lesions have dried up.
- j. If a child has pertussis (whooping cough) through either lab confirmed or suspected symptoms, the child will be sent home and cannot return to the program until five (5) days after he or she has completed the appropriate antibiotic treatment, and until a medical evaluation allows inclusion.
- k. If a child has mumps, the child will be sent home at the onset of fever and will not be allowed to return to the program until nine (9) days after the onset of swelling, and a medical evaluation allows inclusion.
- l. If the child has measles, the child will be sent home at the onset of fever and cannot return until the fifth (5) day after the rash appears and a medical evaluation allows inclusion.
- m. If a child has a sore throat accompanied by a fever, the child will be sent home and cannot return until twenty-four (24) hours after treatment begins and the child's temperature is normal for twenty-four (24) hours.
- n. If the child has severe coughing which causes them to become red or blue in the face or make a whooping sound, parents will be notified to pick up the child until a medical evaluation allows inclusion.
- o. If a child has difficult or rapid breathing, parents will be notified to pick up the child until a medical evaluation allows inclusion.

- p. If a child has impetigo, the child will be sent home and can return after twenty-four (24) hours of antibiotic treatment.
- q. If a child has purulent conjunctivitis (pink eye), which is defined as pink eye or red conjunctivitis with white or yellow discharge that often causes matted eyelids after sleep, the child may not return to the program until twenty-four (24) hours of antibiotic treatment or medical diagnosis to rule out bacterial infection.
- r. If a child has open sores that are actively draining and cannot be contained, the child will be sent home and cannot return until twenty-four (24) hours of antibiotic treatment and healing of sore drainage that can be reasonably contained.
- s. If a child has persistent anal itching, the child will be sent home from the program and will not be allowed to return until the health department, or a physician, assesses the child and determines he/she can return.
- t. If a child has any infectious illness defined on the North Carolina Health Communicable Disease Chart, the child will be sent home from the program until direction from a public health official can be obtained.

Any child being sent home must have the approval of the HS/EHS Supervisor. If HS/EHS Supervisor are unavailable, the Education Manager, Health Manager, or Director may give approval to send a child home.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Short Term Exclusion

Subject: Head Lice

Policy:

In accordance with the American Academy of Pediatrics, and the recommendation from the Office of Head Start, QBHS/EHS will temporarily exclude children in the presence of active lice infestations only. Active infestations can be defined as the presence of **live** lice or presence of **new** nits found within ¼ inch of the scalp. Nits that are found more than ¼ inch from the base of the hair shaft are almost always non-viable (hatched or dead).

Procedure:

If a case of head lice is suspected the following should occur:

1. A QBHS/EHS staff member should check child for head lice. If live lice or new nits not previously detected are seen, the staff member should then ask another staff member to verify presence of **live** lice and/or **new** nits. There should be documentation of the presence of **live** lice and/or **new** nits. (taped on paper, observed by supervisor, etc.)
2. Lice checks should always be performed in manner that does not embarrass or cause distress to the child or parent. If possible, checks should be done in an area away from other children and parents (i.e.: supervisors office, bathroom, nurses office, etc.).
3. A staff member of QBHS/EHS should call the parent and notify them of the presence of head lice and the procedures to follow.
4. **Immediate removal of the child with new or previously treated nits is unnecessary.** If a child has lice, they have likely been infested for weeks and immediate removal of the child from the classroom could lead to embarrassment and ridicule. **Children with new nits only can be sent home at the end of the day.** However, **new nits** must be treated before the child can return to school.

5. If the child has **live** lice, they should be sent home until treated with a pediculicide (lice shampoo). QBHS/EHS will assist parents (if necessary) in providing resources for treatment, including lice shampoo, combs and educational materials.

Sanitation:

1. Any personal items in the class room the child may have had contact with such as hats, brushes, blankets or cot sheets, will need to be laundered/sanitized.
2. Cleaning:
 - Vacuum all floors, and upholstered furniture. Rugs should be shampooed.
 - Play clothing, linens, smocks and cloth toys/stuffed animals worn or handled by an infested individual should be washed in water hotter than 130°F, or machine dried at the highest heat setting for at least 30 minutes.
 - Shared headgear, helmets, and/or headphones should be cleaned and disinfected with Lysol or rubbing alcohol before being issued to other students.
 - Items that cannot be laundered or sanitized may be sealed in a plastic bag for 14 days at room temperature or 24 hours in below freezing temperatures.

These tasks need to be completed on the same day lice is detected in order to be effective.

Readmittance:

1. Upon arrival, the child should be checked by (2) QBHS/EHS staff members, (while parent/guardian is present) for the presence of **live** lice. The child will be readmitted to school if no **live** lice are present and they have been treated with pediculicide (lice shampoo).

If non-compliance with recommended treatment is suspected QBHS/EHS, may require parent to provide “proof” of treatment i.e.: bringing in shampoo bottles, note from medical provider, etc.

2. Children with nits more than a ¼ inch from the scalp or nits that have been previously treated in the last 10 days should **not** be excluded. Parents should be advised to remove the dead nits. Children should **not** be retreated with pediculicide until 7-10 days from initial treatment. If after two treatments live lice remain, parents should consult with their health care provider regarding treatment options.
3. All students in the classroom **should not** be checked unless unusual circumstances warrant it, or they are exhibiting symptoms of lice (i.e.: scratching). Current evidence does not support this practice and doing so can cause more harm than good given the psychological impact lice may have on a child.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Medication/Action Plans

Subject: Medication Handling, Storage, and Administration

Policy:

QBHS&EHS will establish and maintain written procedures regarding the administration, handling, and storage of medication for any child who has an emergency action plan on file.

Procedure:

1. The only medications that will be administered by QBHS&EHS are emergency medications that cannot be given at home.
2. Upon entry into the program, the Health Manager, with the assistance of the child's Family Support Coordinator, will ensure children with allergies and/or asthma have a Medical Action Plan on file before the child starts.
3. The Health Manager will review the documentation with the family and child's Family Support Worker to ensure all documents are filled out correctly.
4. The teacher will review the Medical Action Plan with the parent and ensure there is a separate medication administration form for *EACH* medication listed on the Medical Action Plan. This form specifies the conditions for the administration of medication and the parent's consent for medication.
 - a. The exact name of the medication listed on the Medical Action Plan must be on the medication that is given to the classroom (example: Benadryl brand is not the same as the generic Benadryl listed as Diphenhydramine HCl).
5. The Health Manager will provide or arrange for the local Child Care Health Consultant to provide the center with Medication Administration Training annually during pre-service and/or in-service.
6. Only trained staff members will administer emergency medications and will be responsible for keeping documentation of the date, amount, route, and time the emergency medication was given on the Permission to Administer Medication Form.

7. Once an emergency medication expires, the teacher will send home the medication with the child when the parent picks the child up, and have them sign the Medication Administration Form stating that the medication was sent home with the child.
8. The teacher will file the Medication Administration Form in the child's education file.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Health & Nutrition Services

Section: Medication/Action Plans

Subject: Allergens and Allergic Reactions

Policy:

QBHS&EHS will ensure there is a plan to accommodate the safety of children with allergies and/or asthma.

Procedure:

1. The parent will indicate on the child's application for enrollment when a child has an allergy.
2. A doctor's note and Medical Action Plan will be required before a child attends. A child will not be allowed to attend without a Medical Action Plan.
3. The Health Manager will coordinate training for all staff regarding specific allergens in the center annually, or as needed. The staff will be provided the following trainings:
 - a. Guidance on how to deal with situations when a reaction occurs (i.e. how to use an Epi-Pen, how to use inhalers, what to do with bee stings, or how to handle food and/or environmental allergies)
 - b. The Health Manager will provide training to all staff and implement a standard storage location for emergency medications.
 - i. Emergency Medications are to be placed in clear Ziplock bags, with the child's name labelled on the outside, hung on the side of the first aid kits, and taken with the child when the child leaves the room.
4. New Hire Orientation will cover regulations on medication administration and the maintenance of written documentation.
5. The Health Manager will conduct periodic classroom checks to ensure rescue medications are stored properly in an unlocked cabinet. If a concern is identified during the check, the following will occur:
 - a. A staff contact sheet will be written, and the staff will be required to sign acknowledging the correction to be made. The Health Manager will provide the teacher's supervisor with the findings.

- b. The Health Manager will follow-up the next day to ensure the correction has been made.
- 6. The Health Manager will provide all staff, classrooms, and the kitchen with allergy lists at the beginning of each month and as changes occur. As changes occur, the Health Manager will immediately update the staff where the children are assigned, the kitchen, and all Managers. All changes will require a CACFP meal modification form, signed by a medical professional.
- 7. Each classroom that has a child with food allergies will have a **RED** stop sign posted outside the classroom door to alert any staff member who may be required to substitute in a classroom.
- 8. All allergy lists are located on the inside of the wall cabinet of all classrooms. A Food and Medication Allergy label is posted on the outside of the cabinet door to identify allergy lists and Medical Action Plans.
- 9. All rescue medications will be stored in a clear bag labeled Emergency Medications with the child's name clearly visible.
- 10. The sheet protector containing the Medical Action Plan and Medication Administration Form will have a picture of the child on the front, along with their name.
 - a. The teacher will take the emergency bag with the emergency medications and Medical Action Plans with them whenever they leave the classroom.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Medication/Action Plans

Subject: Anaphylaxis

Policy:

The Health Manager will coordinate a plan of action for each child who has an identified allergen. A copy of each Medical Action Plan will be posted in the child's assigned classroom, referencing proper protocol in the event of an allergic reaction. The Medical Action Plan must be completed by the child's doctor and will be submitted to the Health Manager with a doctor's signature.

Procedure:

- A. Anaphylaxis (severe allergic reaction that is life threatening)
 - 1. Call EMS if you observe symptoms of a serious reaction (anaphylaxis), such as:
 - a. Rash or Hives on the body
 - b. Itching, including in the mouth
 - c. Swelling of the face, lips, tongue, or throat
 - d. Swelling of the body part where the sting or bite occurred (more than just minor swelling of the skin where stung/bitten)
 - e. Difficulty swallowing or speaking
 - f. Dizziness, unexplained confusion, fainting, or loss of consciousness
 - g. Breathing problems (shortness of breath, wheezing, or coughing)
 - h. Abdominal pain, nausea, vomiting, or other sudden illness
 - 2. Be prepared to administer rescue breathing if necessary while waiting on EMS personnel to arrive. Refer to CPR training.
 - 3. A child who has had a previous severe reaction may have a doctor prescribed auto injector of epinephrine (such as an Epi-Pen Jr. or Twinjet). Injectable epinephrine should be administered only if prescribed for that child by a physician, and if the situation is life threatening.
- B. The following procedure will be followed when administering an Epi-Pen:

1. Epinephrine should not be used unless prescribed by the child's physician.
2. If prescribed, the Epi-Pen (auto injector) must be kept near the child at all times.
3. Store the Epi-Pen at room temperature in a safe, dry place. Check the expiration date frequently. NOTE: Do not allow the Epi-Pen to freeze or overheat, or it will not be effective.
4. Caregivers must be trained by medical personnel in the correct use of the Epi-Pen.
5. To use an Epi-Pen:
 - a. Hold the Epi-Pen in your hand, and make a fist around it.
 - b. Remove the cap safely.
 - c. Place the black tip of the Epi-Pen near the fleshy part of the child's outer thigh. (You can inject through the child's clothing.) DO NOT inject into the vein or buttocks.
 - d. With rapid motion, push the Epi-Pen firmly against the thigh and hold it in place until the medication is injected - about ten (10) seconds.
 - e. Remove the Epi-Pen; replace it into the safety tube or another appropriate container.
 - f. Massage the area where the injection occurred for ten (10) or more seconds.
 - g. Call EMS.
 - h. Give the Epi-Pen to EMS personnel.

C. Mild Allergic Reactions may include redness of skin, itching, stuffy or runny nose, sneezing, and itchy or watery eyes.

- a. If possible, remove the allergen or irritant.
 1. If the trigger is environmental (such as perfume or smoke), remove the child from the area.
 2. If the reaction is caused by skin contact with a substance, wash the child's skin with warm, soapy water.
 3. Observe the child for symptoms of serious allergic reaction. (See anaphylaxis section for more information.)
 4. Refer to the child's medical record for information about previous allergic reactions.
 5. If the child has a prescribed health care plan, follow those instructions.
 - i. Call EMS if the child has been exposed to a food, insect sting, medication, or other substance that has triggered a severe reaction in the past.

- ii. A child who has had a previous severe reaction may have a doctor-prescribed Epi-Pen. (See anaphylaxis section for information on injectable epinephrine.)
 - iii. Contact the child's parent and recommend medical attention.
 - iv. Parents should notify the child's doctor of any reaction, especially a reaction to medication. The next exposure to the substance might result in a more severe reaction.
 - v. Continue to observe the child for symptoms of serious allergic reaction, including breathing problems or shock.
- 2. In the case of an allergic reaction, the following medication administration may be followed in accordance with the child's individual Medical Action Plan.
 - a. How to Administer Antihistamine:
 - 1. Refer to the individual child's Medical Action Plan.
 - 2. If the condition continues to get worse, call EMS, the parent, and your supervisor.

Each classroom is supplied with a Quick Guide for Medical Emergencies in Early Childhood Settings. The Quick Guide will serve as a quick reference in the event that an emergency/incident occurs while children are involved in an activity.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Committees

Subject: Health Services Advisory Committee

Policy:

QBHS&EHS has established and maintains a Health Services Advisory Committee which includes Early Head Start/Head Start parents, professionals, and other volunteers from the community. QBHS&EHS establishes and maintains other services the Health Services Advisory Committee deems appropriate to address program service issues, such as community partnerships, and to help agencies respond to community needs.

Procedure:

1. The Health Manager will ensure meetings are held at least once annually and as needed throughout the school year.
2. The Health Services Advisory Committee will:
 - a. Provide input into health program planning for staff, children, and families.
 - b. Assist in solving health related program problems.
 - c. Evaluate the health, mental health, and nutrition programs.
 - d. Provides new ideas for services and education.
 - e. Facilitate the provision of health services and health education.
 - f. Review health related data to for pertinent trends, evaluate any identified health related concerns from the data, and address the concerns accordingly.
3. The Health Manager will ensure all members present sign in prior to the meeting.
4. The Health Manager will take minutes at each meeting and type them up within one (1) week.

5. The Health Manager will send the meeting minutes to the Committee members within one (1) week of meeting.
6. Once the Health Manager has approved the minutes, they will distribute it to all members of the committee for approval.
7. The Health Manager will keep a binder entitled “Health Services Advisory Committee Meetings” in his/her office and file all minutes and sign in sheets accordingly.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Disabilities

Subject: Confidentiality of Disability Records

Policy:

QBHS&EHS will take every precaution to ensure that all children's records regarding disabilities will be kept confidential. All files are maintained in a locked filing cabinet in the Developmental Specialist's office.

Procedure:

1. Upon obtaining an IEP/IFSP, the Developmental Specialist will review the IEP/IFSP with the child's teacher and family service worker within two (2) days of receiving it.
2. The Developmental Specialist will make a copy of the child's individual goals, and provide the classroom with a copy for the education file which is to remain in a locked file cabinet, as well as provide a copy to the Family Service Worker who will also file it in the child's individual file in a locked cabinet. The Developmental Specialist will ensure the IEP/IFSP goal sheet is given to the classroom teachers and Family Support Worker within two (2) days of receiving.
3. The Developmental Specialist will create a file for the child with the IEP/IFSP and will file all paperwork in a locked file cabinet in the Developmental Specialist's office immediately.
4. Only the following people will have access to the Disability Records:
 - a. Child's teacher
 - b. HS/EHS Supervisor
 - c. Director
 - d. Health Manager
 - e. Child's Family Service Worker
 - f. Developmental Specialist
 - g. HOPE Center Therapist
5. Any staff member needing access to the records will sign the Record of Access form on the front of the child's individual file and state the reason for access.
6. No file will be removed from the center.

7. No file will be shared with any unauthorized person.
8. Files will be monitored frequently for compliance.
9. Information contained in the files will not be discussed with any unauthorized persons.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Disabilities

Subject: Communication Between Parents and Staff

Policy:

QBHS&EHS encourages communication between staff and families.

Procedure:

1. Staff will ensure that any information for the parent will be sent home promptly with the child.
2. Any notes sent by a parent to the staff will be placed into the child's educational file, child's disability file (if applicable), and the child's individual file.
3. Staff will inform the parents of their child's progress through assessments.
4. Staff will address the parents in a professional and respectful manner in all situations.
5. If there is a communication problem between staff and parents regarding disabilities, the Developmental Specialist will inform the Health Manager and HS/EHS Supervisor immediately.
6. Staff/parent communication that addresses a child should be conducted in a private setting to ensure that confidentiality is maintained.
7. When staff are meeting with parents to discuss any issues or concerns, the meeting will be documented. A copy of the documented meeting will be placed in the child's educational file, individual file, and if applicable, the child's disability file immediately. This information will also be entered into Child Plus within two (2) days.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Disabilities

Subject: Communication Between Therapists and Staff for Children with Disabilities

Policy:

QBHS&EHS will establish open communication between therapists and staff. A team approach will be encouraged to enhance the education and well-being of the child.

Procedure:

1. Written material of what the child is working on with the therapist is to be shared with teaching staff on a weekly basis to allow staff to support the services.
2. Copies of materials submitted by the therapist should be placed in the child's disability file and education file immediately for quick reference. The information will be sent home to share with the parent/guardian.
3. Material that is being covered by the therapist should be implemented by teaching staff through individualization with the child.
4. Staff should make every effort to address any questions or concerns about the child's therapy with the therapist to ensure open communication.
5. Communication between therapist and staff will not include family or personal information on the child without parental or Health Manager approval.
6. Any information being sent home to the parent by the therapist is delivered promptly and confidentially. The therapist will leave notes on the child's cubby regarding the services they are receiving each time the therapist works with the child.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Disabilities

Subject: Developmental Screenings

Policy:

All children with a disability will be screened using the same procedures and timelines for all QBHS&EHS children. All QBHS&EHS children will be screened within forty-five (45) days of enrollment.

Procedure:

1. At the beginning of the year, parental permission will be obtained for Developmental Screenings.
2. A Developmental Screening will be completed each year for Head Start children by The HOPE Center, using Speed Dial 4. A Developmental screening will be completed for Early Head Start children by the Children's Developmental Services Agency (CDSA) using the Denver 2.
3. The Health Manager/Developmental Specialist, in a collaborative effort, will make arrangements with The HOPE Center and CDSA to come on-site and provide all children with Developmental Screenings.
4. The Developmental Specialist will make sure all permission forms are signed before children are screened.
5. If a parent denies permission for a Developmental Screening, the Developmental Specialist will speak with the parent to determine why the Developmental Screening was refused. All communication with the parent will be documented and filed appropriately in the child's individual file.
6. The Development Specialist will provide The HOPE Center and CDSA with updated enrollment lists and/or Drop/Add forms as needed.
7. The HOPE Center and CDSA will provide the Developmental Specialist with a spreadsheet indicating the individual results for each child immediately after Developmental Screenings occur.

8. The Developmental Specialist will share the spreadsheet with the Health Manager and within two (2) days of receiving it.
9. The Developmental Specialist will use the spreadsheet from The HOPE Center and CDSA to create individualized Developmental Screening results to be sent home with each child.
10. The Developmental Specialist will distribute each child's Developmental Screening results to their classrooms within two (2) days of receiving.
11. The Developmental Specialist will file all individual results in an alphabetical binder titled "Developmental Screenings" within one (1) week.
12. The Developmental Specialist will provide each child's family support worker with a copy of the Developmental Screening Results for each child's individual file within one week (1).
13. The Developmental Specialist will track all children's records to ensure all screenings are completed.
14. Within one (1) week of Developmental Screenings, the Developmental Specialist will ensure each child's individual results are entered into Child Plus.
15. Teachers or parents may request additional screenings throughout the year.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Disabilities

Subject: Referral Procedure

Policy:

QBHS&EHS children will be referred for further evaluation when screening indicates a need for follow-up, and/or a teacher or parent has a concern.

Procedure:

1. Any teacher with concerns will submit a Concerns Form to the Developmental Specialist.
2. Any concerns will be turned over to The Hope Center or CDSA for further treatment/evaluation by the Developmental Specialist within two (2) days of receiving the form from the child's teacher.
3. The Developmental Specialist will discuss the screening results and/or concerns with parents within two (2) days of receiving the results/concerns.
4. Parents/Guardians must sign the Referral Form in order to exchange information with the LEA.
5. The Developmental Specialist will indicate the need of the referral on the Referral Form.
6. The Developmental Specialist will deliver the Referral Form to the appropriate agency.
7. The Developmental Specialist will follow-up with the LEA in one (1) week to ensure follow-up is completed.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Disabilities

Subject: Developmental Screening Results Checkout Meeting

Policy:

QBHS&EHS will conduct meetings to evaluate screening results and/or teacher or parent/guardian concerns.

Procedure:

1. After all screenings have been completed, the Developmental Specialist, Child's Teacher, and LEA will meet to review the results and any parent/teacher concerns.
2. All pertinent information, concerns, issues, and resources will be reviewed by the team members listed above.
3. If there is a concern, the team will come to a conclusion on whether a referral or a follow-up screening is needed to determine if the child is eligible for services.
4. If the team believes a follow-up screening is necessary, the Developmental Specialist will arrange for the LEA to rescreen the child with two (2) weeks.
5. If the team believes a referral is necessary, the Developmental Specialist will follow-up with the LEA within two (2) weeks to ensure the LEA has made contact with the parent.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Disabilities

Subject: IEP/IFSP Development

Policy:

A meeting to develop and IEP/IFSP will be held for each child identified as having a disability within thirty (30) days of determination of eligibility.

Procedure:

1. Upon agreement that the child will benefit from services, AND after the parent/legal caregiver agrees to accept services, the LEA will set up the IEP/IFSP meeting with the family, and notify the center immediately. The meeting should be scheduled in a setting and at a time convenient to the family, but no later than thirty (30) days after a determination has been made.
2. The meeting should consist of the following people:
 - a. The parent
 - b. The LEA
 - c. The child's teacher
 - d. The Developmental Specialist (if applicable)
3. The LEA will develop the IEP/IFSP and provide the center with a copy of the IEP/IFSP within thirty days (30) of determining eligibility.
4. A completed copy will be given to the Developmental Specialist immediately following the IEP/IFSP meeting.
5. The IEP will include the following:
 - a. The students profile with strengths, assessment information, concerns, and vision
 - b. Duration and special factors
 - c. Present Academic Level and Function Performance with goals
 - d. Inclusion
 - e. Special Education Services
 - f. Team participation signature page
 - g. Summary of Evaluation/Eligibility Worksheet for developmental delay

6. The IFSP will include the following:
 - a. Family and service provider information
 - b. Family concerns, priorities, and resources
 - c. Summary of child's present abilities and strengths
 - d. IFSP outcomes
 - e. IFSP service delivery plans
 - f. IFSP review
7. The Developmental Specialist will file all individual results in a locked cabinet in the Developmental Specialist's office.
8. The Developmental Specialist will provide each child's family support worker and teacher with a copy of the child's individual goals within one (1) week. A copy will be placed in the child's file.
9. The Developmental Specialist will track all children's IEPs/IFSPs to ensure all IEPs/IFSPs are updated.
 - a. IEPs will be updated annually (or more frequently if needed).
 - b. IFSPs will be updated every six (6) months (or more frequently if needed).
10. The Hope Center, CDSA, and other agencies involved in providing services to the child will send documentation of services provided in an on-going basis as agreed to in the written Memorandum of Agreement (MOA).
11. Within one (1) week of receiving an IEP/IFSP, the Developmental Specialist will ensure each child's IEP/IFSP is entered into Child Plus.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Disabilities

Subject: Disability Services Provision

Policy:

QBHS&EHS will use The HOPE Center, CDSA, and Analenisgi to ensure the provision of disabilities services to any identified children in accordance with each child's IEP/IFSP.

Procedure:

1. The Hope Center and other collaborating agencies such as the CDSA and Analenisgi will provide on-site services to the children who have identified disabilities. The services will coincide with the goals and objectives stated in the IEP/IFSP. HSPS **1302.61** CDSA will arrange for any necessary occupational and/or physical therapy services for children ages birth to three years old.
 - a. The HOPE Center will provide all services for children between the ages of three and five.
 - b. Analenisgi will provide Mental Health Services to enrolled members of the EBCI.
 - i. The center will assist families to find services if they are not eligible for services @ CIHA
2. Children who have special dietary needs due to a disability will have those needs accommodated by the QBHS&EHS nutrition staff immediately after a meal modification form has been signed by the child's physician.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Disabilities

Subject: Classroom Observations

Policy:

The Disabilities Services Coordinator will visit classrooms on a regular basis and record observations for each classroom to help identify developmental delays.

Procedure:

1. The Developmental Specialist will visit each classroom on the QBHS&EHS sides, including Big Cove, on a weekly basis.
2. The Developmental Specialist will spend, at minimum, thirty (30) minutes a week in each classroom
3. The Developmental Specialist will record his/her observations and put them in a binder in the Developmental Specialist's office labeled "Observations".
4. The Developmental Specialist will watch for signs of developmental delays and discuss concerns with teachers immediately if a concern is detected.
5. The Developmental Specialist will keep a log of the classrooms he/she visits and will turn the Classroom Observation Log & Summary into the Health Manager every Friday.
 - a. The log will consist of:
 - i. Classroom Visited
 - ii. Date of Observation
 - iii. Time In
 - iv. Time out
 - v. Summary

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Mental Health

Subject: Mental Health On-Site Services

Policy:

Mental Health Services must be secured with regular on-site visits by a Mental Health Professional.

Procedure:

1. Service contracts will be updated annually for Mental Health Professionals through Analenisgi.
2. Visits by the Mental Health Professional will be monitored through sign-in sheets and monthly reports submitted to the Developmental Specialist by the Mental Health Professional.
3. The Mental Health Professional will be on-site on weekly to provide children, staff, and families with services.
4. The Developmental Specialist will track all visits and enter them into Child Plus within two (2) days of receiving notification.
5. Staff will monitor the Mental Health Professional's on-site visits, and notify the Developmental Specialist if the visits are not occurring on a regularly scheduled basis.
6. A signed referral is needed before any individual observations of the child are made.
7. Information from the Mental Health Professional will be shared with the parent upon request.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Health & Nutrition Services

Section: Mental Health

Subject: Mental Health Procedures

Policy:

QBHS&EHS will collaborate with staff, parents, and mental health providers to provide efficient non-judgmental services to families. **P.S 1302.45**

Procedure:

1. Screening Process
 - a. Within the first forty-five (45) of a child's entry into the program, all parents of newly enrolled children will complete a research based developmental tool, such as Ages and Stages-3 (ASQ-3) developmental assessment and an Ages and Stages-SE (ASQ-SE) for all children 1 month of age to 5 years of age. The Ages and Stages Questionnaires are parent-completed developmental and social-emotional screeners for young children designed to determine if there are delays in key areas of a child's development. After returned and scored, these will serve as the developmental and behavioral assessment for children enrolled at QBHS/EHS.
 - b. All information gathered will be entered in Child Plus by Health Service's staff.
2. Objectives
 - a. Identify Mental Health/Behavior/Developmental Concerns through the Screening Process.
 - b. Consulting with the family about any concerns.
 - c. Referring child as needed.
3. Screening tools- the following are ways to screen a child for Mental Health/Behavior/Developmental Concerns. Use all the following tools to determine if a child needs to be referred for further assessment or observation by the Developmental Specialist
 - a. Observations- All staff have the responsibility to report and document observations.
 - b. All observations should be non-judgmental and descriptive of the event. Describe the behavior and try not to define it.
 - i. Correct example- Today, Natalie would join a group of children that were playing. She would grab a toy or object from a child and walk away. A teacher would help Natalie give the toy back to the child. She would give the toy back but would stomp her feet as he walked away. She had at least three (3) incidents like this throughout the day.
 - ii. Incorrect Example- Natalie is having problems with sharing and playing with other children today. She would throw temper tantrums when she did not get her way and had to give toy back she had taken from another child.

4. Child Physical Form- The child's physical form has information concerning a child's behavior as reported by a Health Professional
 - a. The Health Manager will review this form within two (2) days and report any concerns to the Developmental Specialist immediately.
5. Family contacts during the home visit or other contacts with parents/guardians.
 - a. Teaching staff and Family Service Workers will talk about any concerns they have about their child's mental health/behavior/development. Use any initial observations of the family about their concerns and ask for their guidance. Find out any ways they have dealt with their concerns (i.e. have they consulted a professional? What techniques have they used with their child?) The most important thing to do with families at this point is to get them to understand the importance of their assistance. Explaining and/or reinforcing to them that they are an important part of the team. Consult with them as often as needed to obtain a complete picture of the child and their needs.
6. Mental Health Observation- Once the teaching staff, Developmental Specialist, or HS/EHS Supervisor determines that a child needs a Mental Health Observation staff will follow the following steps:
 - a. Complete the Behavior Matrix and return to the Developmental Specialist.
 - b. Meet with the parent/guardians providing information about why the concern exists. Share observations with parents/guardians. Any information shared with the parent/guardian should be documented in the child's file.
 - c. Explain to the parents what the professional Mental Health Observation consists of. The parents may wish to skip this step and have the child referred to the LEA or Mental Health professional of their choice.
 - d. If the parents/guardians agrees to the Mental Health Observation, they will sign the permission form. Inform the parents/guardians of when the Mental Health Observation will occur. Regardless, the results of the Mental Health Observation will be shared with them.
 - e. If the parents/guardians refuse the observation, have them sign a Refusal of Permission for Services form.
 - f. If Child/family begins seeing the mental health professional outside of the center, request a release of information between the center and the mental health agency so staff can assist the child at the center.

The Confidentiality Policy must be followed by all staff. Mental Health can be a very sensitive issue with families. Be supportive and understanding to families' fears and uncertainties. Reassure families that by obtaining mental health services that they are not faulty, but need assistance just as they would with any other issue in their life (i.e. seeking medical treatment due to a physical illness).

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Mental Health

Subject: Mental Health Referrals for Children

Policy:

Children who attend QBHS&EHS will be provided Mental Health Referrals as needed.

Procedure:

1. Children who attend QBHS&EHS may be referred to a mental health service provider if a need is identified by teaching staff, family, assessments, the Developmental Specialist
2. Referrals will first be discussed with the parent/guardian, and signed permission forms will be obtained.
3. Full documentation of the discussion with the family, permission form, and a copy of the referral will be placed in a file in the Developmental Specialist's office immediately.
4. The referral will be submitted to the Developmental Specialist for submission to the service agency to ensure consistency of information.
5. Family information will not be disclosed to a service agency without the direct and written consent of the custodial family.
6. All referrals will remain confidential.
7. If a child is not seen at the center in a timely manner, the Developmental Specialist will be notified.
8. The service agency will be contacted by the Developmental Specialist within seven (7) days if the service agency does not respond in a timely manner.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Mental Health

Subject: Mental Health Resources

Policy:

All Mental Health Resources will be utilized as needed.

Procedure:

1. Staff will solicit assistance from the Mental Health Professional to access all existing resources as needed.
2. Staff will work with the Mental Health Professional to locate a provider for the child and family in need of services.
3. Staff will assist the Mental Health Professional in accessing needed services and allow the Mental Health Professional to act as a liaison between agencies.
4. Staff will work with the Mental Health Professional to secure appropriate services through referrals as needed.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Mental Health

Subject: Behavior

Policy:

QBHS&EHS (0-5) is based on the commitment to enhance the potential, self-esteem, and dignity of children and their families and to support the children in their development of self-discipline skills. It is our desire to provide ample opportunities for each child to learn and participate in a safe, secure, and well-managed classroom. QBHS&EHS supports ongoing teacher training, positive reinforcement for children, graduated discipline practices, and on occasion, special intervention plans to create successful experiences for children both educationally and behaviorally.

Goals:

Our goal is to provide accepting classroom environments where all children are viewed equally. The use of corporal punishment, using food as a reward or punishment, withholding access to bathroom use, or any denial of basic needs, isolation, name calling, restricting children to locked rooms or boxes as punishment, or any other form of demeaning treatment is strictly forbidden. Use of these, or any other methods that would fail to promote positive social skills, foster mutual respect, strengthen self-esteem, or support a safe environment, will result in disciplinary action with staff.

Teachers will employ the following positive behavioral strategies: building a positive relationship with each child, using classroom preventative practices, teaching social skills and emotional literacy, individualizing behavior interventions, teaching children replacement skills, participating in/with specialized services for children with severe, persistent behavior challenges, including dangerous behavior with potential injury to themselves or others.

Procedure:

1. Upon hiring, and at pre-service every year thereafter, staff will be required to read and sign a copy of the program's discipline policy which will clearly state the guidelines and rules for discipline. This signed statement will be maintained in the staff member's file in the office of the Human Resource/Administrative Assistant. The following guidelines will be used:

We do:

- a. Praise, reward, and encourage the children.
- b. Reason with, and set limits for, the children.
- c. Model appropriate behavior for the children.
- d. Modify the classroom environment to attempt to prevent problems before they occur.
- e. Listen to the children.
- f. Provide alternatives for inappropriate behavior.
- g. Provide the children with natural and logical consequences for their behavior.
- h. Treat the children as people, and respect their needs, desires, and feelings.
- i. Ignore minor misbehavior.
- j. Explain things on their level.
- k. Use redirection in place of “time out”.
- l. Stay consistent in our behavior management program.
- m. Use a respectful tone of voice at all times with children.

We do not:

- a. Spank, shake, bite, pinch, push, pull, slap, or otherwise physically punish the children.
 - b. Make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children.
 - c. Shame or punish the children when bathroom accidents occur.
 - d. Deny food or rest as punishment
 - e. Relate discipline to eating, resting, or sleeping.
 - f. Leave the children alone, unattended, or without supervision.
 - g. Place the children in locked rooms, closets, or boxes as punishment.
 - h. Allow discipline of children by children.
 - i. Criticize, make fun of, or otherwise belittle children’s parents, families, or ethnic groups.
2. Teaching staff will set up and arrange classrooms to meet the developmental needs of the children in their care and to maximize supervision and prevention of potential conflicts, e.g., duplicate toys for toddlers, large enough spaces for several preschool-age children to build, low furniture to ensure visual supervision of entire classroom.
 3. Rather than focus solely on reducing the challenging behavior, teachers focus on teaching the child social, communication, and emotional regulation skills, and employ environmental modifications, activity modification, adult or peer support, and other teaching strategies to support appropriate behavior.
 4. Teaching staff will utilize a variety of sources and techniques to establish positive relationships that lead to the development of trust and mutual respect with the children in their care.

5. Positive preventative guidance techniques are built into the curriculum and provide the basis for prevention and management of classroom behaviors. **All classrooms will post classroom rules.** Preschool classrooms will include children in the development of the rules. Rules will be clearly stated and shall support independence by children through use of photos, pictures, etc.
6. Teachers observe children who have challenging behavior. They should identify events, activities, interactions, and other contextual factors that predict, and may contribute to, the child's use of challenging behavior, and then offer redirected responses to that behavior to potentially eliminate problems before they arise.
7. When a child acts in a way that is not appropriate and/or harmful to him/herself and others around them, staff shall respond to that child in a way that:
 - a. Provides for the safety of the child
 - b. Provides for the safety of others in the classroom
 - c. Is calm
 - d. Is respectful to the child
 - e. Provides the child with information on acceptable behavior

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Mental Health

Subject: Behavior Management Support/Discipline

Policy:

All children will be provided support for positive behavior that is conducive to the development of social competence in the individual and an atmosphere that provides safety to all children and staff in an environment where opportunities for learning are optimized. This policy provides guidance for all QBHS&EHS staff and LEAs in the requirement for support of positive behavior and the definition of acceptable discipline methods.

Procedure:

1. Staff will directly teach classroom rules, expectations, and behavioral requirements to children.
 - a. Staff will discuss adult expectations in an age appropriate manner and have a daily schedule to ensure that children are aware of what is expected of them.
 - b. Staff will ensure all children have been taught acceptable means of meeting adult requirements for their behavior.
 - c. Rulemaking and teaching will be positive and rationally explained to children.
2. As early in the school year as possible, and on a regular basis, staff will document challenging behavior by children and their responses to adults.
 - a. Behavior Matrices will be used for this purpose.
 - b. As soon as patterns of challenging behaviors emerge, staff will seek the advice and assistance of their immediate Supervisor and/or the Developmental Specialist.
3. Staff and Supervisors will develop plans for assisting children in finding acceptable ways to meet their needs.
 - a. Plans will include a determination of the need for referral to an appropriate professional for assessment, with consent.
 - b. The Developmental Specialist will be notified before any referral is made.
 - c. Plans will address the behaviors without humiliating or punishing the child.
 - d. Plans will identify the role of each staff member, and LEA, in the implementation of plans so that an orchestrated and coordinated approach to providing positive support to appropriate behaviors can be achieved.

- e. Staff will discuss and plan for inappropriate behaviors presented by identified children in advance.
 - i. For children whose behaviors present minor problems, informal plans may be made that staff will implement on a regular and consistent basis to assist the child in meeting expectations.

4. Guidance:

- a. All QBHS&EHS staff will adhere to the philosophy of positive behavior support.
 - i. Build Positive relationships with children, families, and colleagues
 - 1. Be consistent with children and notice when they are following expectations.
 - 2. Communicate with children at eye level.
 - 3. Verbally interact with children and notice when they are following expectations.
 - 4. Participate in children's play when appropriate.
 - 5. Show respect and consideration to all.
 - 6. Examine own attitudes towards challenging behavior.
 - ii. Establish Classroom Preventative Practices
 - 1. Arrange traffic patterns in classroom so there are no wide open spaces.
 - 2. Clearly define boundaries in learning centers.
 - 3. Establish and enforce clear rules, limits, and consequences.
 - 4. Provide a variety of materials in all learning environments.
 - 5. Consider children's interests when deciding what to put in learning centers.
 - 6. Make changes and additions to learning centers on a regular basis.
 - 7. Provide a well-balanced schedule of large and small group activities.
 - 8. Implement the schedule consistently.
 - 9. Teach children about the schedule and explain changes when necessary.
 - 10. Ensure transitions are smooth, by providing warnings, expectations, and context for minimal waiting time between activities.
 - iii. Utilize Social Emotional Teaching Strategies
 - 1. Interact with children to develop their self esteem.
 - 2. Demonstrate active listening with children.
 - 3. Show empathy and acceptance of children's feelings.
 - 4. Show sensitivity to individual children's needs.
 - 5. Encourage autonomy.
 - 6. Capitalize on the presence of typically developing peers.
 - 7. Use prompting and reinforcement of interactions effectively.
 - 8. Provide instruction to aid in the development of social skills.
 - 9. Promote identification and labeling of emotions in self and others.

10. Explore the nature of feelings and the appropriate ways they can be expressed.
11. Model appropriate expressions and labeling of own emotions and self-regulation through the course of the day.
12. Create a planned approach for problem solving processes within the classroom.
13. Promote individualized emotional regulation to enhance positive social interactions within the classroom.

5. Common Rules:

- a. Staff should observe situations that are known to trigger inappropriate behavior and try to diffuse these situations before they occur.
- b. Requests to children will be stated in a “POSITIVE” way. Example: “I like how you are using your walking feet”.
- c. Provide quality time for a child who may need extra attention by reading a book or working one-on-one.
- d. Praise and encourage good behavior instead of focusing on unacceptable behavior.
- e. Expectations for a child’s behavior should be appropriate for the developmental level of that child.
- f. Redirection is the first method to be used when an eruption begins.
- g. Only constructive, age-appropriate methods of discipline should be used to help children develop self-control and assume responsibility for their own actions.
- h. Children should not be shamed, ridiculed, or spoken to harshly, abusively or with profanity. No discipline technique that is humiliating, threatening, or frightening to children should be used.
- i. Children should not be permitted to intimidate or harm others, themselves, or property. If a child becomes out of control and combative, lead them from the area.

Documentation of events in the classroom should be completed for each incident, using the Behavior Matrix Form. Documentation should include staff interactions, peer interactions, and intervention/strategies used during and after the inappropriate behavior. Ongoing records can be helpful to the center staff and parents in assessing and modifying behavior. All documentation will be fact based– no opinions.

Communication of concerns should be ongoing. Take time to brainstorm actions that may be taken to solve the discipline problem. Focus on positives, and take steps to involve the parent in the proposed solutions.

If after careful evaluation of the environment, developmentally appropriate activities, schedule, supplies, supervision, staff interaction, peer interaction, a child continues to

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Health & Nutrition Services

Section: Mental Health

Subject: Response to Behavioral and Mental Health Concerns

Policy:

QBHS&EHS will be responsive to behavioral and mental concerns.

Procedure:

1. The Mental Health Professional will provide observations and suggestions for staff and parents that will help the child foster healthy mental wellness.
2. The Mental Health Professional will assist through direct contact and reports to staff with suggested techniques to try in the classroom.
3. The Mental Health Professional will make needed recommendations for resources in the area.
4. The child's mental wellness will be supported through group and individual staff and parent education on mental health issues.
5. Assistance will be provided to a child with atypical behavior.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Legal

Subject: Child Custody Issues

Policy:

The following methods are to be used to handle situations and issues that arise regarding child custody conflicts.

Procedure:

If a written custody agreement exists between two parents/guardians:

1. The agreement must be on file within the program. *It is critical that the most up-to- date information be provided to the Center.*
2. Family Support Coordinators (FSC) will inform parents that we must legally follow the orders of the custody agreement.
3. FSC will inform all appropriate education staff, management staff, and receptionists, of the custody agreement, and what it means. If questions arise regarding the content of the document, FSC staff will contact the FS Manager or Legal
 - a. All staff will follow the court order on file in regard to all aspects of the program including sharing of information, pick-up and parent involvement.
4. Court documents must be signed by a judge to be a valid court document. Changes will only be accepted if issued by a court order.
5. If there is any need for further clarification, the Cherokee Clerk of Court will be consulted.
6. Caregiver Affidavits are only valid if notarized.
 - a. Affidavits only allow decisions to be made by proxy, they do NOT constitute a change in parental custody
 - b. Parents must be included on Emergency Contact lists
 - c. Biological parent information must be entered to ChildPlus

NOTE: Without legal documentation on file, Head Start staff cannot legally prevent the non-custodial parent from removing the child from the Center, providing we are knowledgeable of who that parent is and the person shows proper identification.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Legal

Subject: Court Order Documentation

Policy:

To ensure that all staff are aware of child custody issues.

Procedure:

1. When child custody issues arise, parents/guardians must provide court order documentation.
2. If turned in to the family's Family Support Coordinator (FSC), FSC will make a copy for the child's file, FS Manager, Education Manager, Early Education Director, HS/EHS Supervisor, Classroom Teacher, Receptionist, and Developmental Specialist.
3. If parents turn documentation in to their child's teacher, the teacher will give it to the assigned FSC. The coordinator will then disperse copies to proper staff as listed in #2.
4. Court documentation will be kept inside the child's file, in the child's classroom, and at the front desk.
5. It is critical that the parent(s)/guardian(s) provide the most up-to-date information regarding changes in court orders; this is the information staff will use to guide all program decisions regarding the child. Changes can only be made with another court order.
6. Caregiver Affidavits are only valid if notarized.
 - Affidavits only allow decisions to be made by proxy, they do NOT constitute a change in parental custody
 - Parents must be included on Emergency Contact lists
 - Biological parent information must be entered to ChildPlus

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: Legal

Subject: Change in Legal Custodial Arrangements

Policy:

If there is a change in enrolled child's legal custodial arrangements, a copy of the court document must be submitted to staff and placed in child's family file.

Procedure:

1. Staff will make parents aware of policy indicating change in legal custody or visitation orders and use policy on Child Custody Issues for clarification.
2. Staff will obtain a copy of legal (court) documents indicating change of custody or visitation orders.
3. Copy of court documents will be filed in child's family file FSC will make a copy for the child's file, FS Manager, Education Manager, Early Education Director, HS/EHS Supervisor, Classroom Teacher, Family Social Workers and Receptionist.
4. Staff will be notified immediately of any changes of custody/court order.
5. Staff will ensure the person named on the legal document is person picking up child by a photo I.D (drivers license, enrollment card, state issued ID, etc.)
6. Staff will ensure the safety of the child while at the HS/EHS program by adhering to court orders provided.
7. Verbal changes to custody agreements or visitation will not be honored. Changes to the order must be made through the court.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: Children's Files

Subject: Confidentiality of Information

Policy:

Information gathered about HS/EHS children and families will be kept confidential.

Procedure:

1. All records of HS/EHS children and families will be kept **Confidential**.
 - a. All records obtained on each child and family will kept in the Child/Family file.
 - b. All child/Family files will be kept in the office of assigned Family Support Coordinator (FSC) in locked file cabinets.
 - c. Files must be signed out on Sign In/Out Form if taken out of the locked file cabinet and/or room.
 - d. HS/EHS parents will be allowed access to the information about their child or family in the Family File.
 - e. Information from the file will be shared only with those staff that need to know: i.e. Early Education Director, FS Manager, FSC and in some cases the teaching staff. However, staff should take all measures necessary to maintain the family's confidentiality.
 - f. Information from the file will not be transferred to another person or agency without the parent's written permission. The permission statement must be signed and dated by the parent on a case-by-case basis.
 - g. At no time should family files be removed from the center except in a locked briefcase or other locking container. A letter identifying which records are to be moved must be submitted to the Early Education Director and FS Manager.
2. Observations of child and families.
 - a. Staff must keep any information gathered through observing children or families in the classroom confidential – it must not be shared with anyone other than HS/EHS staff who have been deemed need to know. **Breaking confidentiality is grounds for corrective action up to and including immediate dismissal.**
 - b. HS/EHS staff will be asked to sign a confidentiality statement when they begin employment and update yearly.

- c. Every volunteer at the HS/EHS program, including parents, will be asked to sign a confidentiality statement, which will be renewed annually.
- d. Contracted service providers will be asked to sign a confidentiality statement at the beginning of each school year, prior to any contact with children or families.
- e. HS/EHS volunteers will be advised to respect other children and families by keeping all information confidential.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Children's Files

Subject: Retention and Disposal of Records

Policy:

All HS/EHS files will be stored for a period of (5) five years in a secure and confidential manner. After (5) five years documents will be destroyed in the proper manner that maintains confidentiality.

Procedure:

1. HS/EHS Education and family files will be stored for a period of five (5) years in a designated locked file room.
2. Children's files from the prior years should remain accessible in the designated file room. Children's EHS file (green) will be moved upstairs while the child is attending the HS program. When transitioning to kindergarten/pre-k, the HS file (blue) will be moved to the designated locked file room.
3. If child has transitioned to kindergarten, or has dropped from the program, whether it be HS or EHS, these files will remain in their original file and stored alphabetically by the last year attended.
4. All children and family files five (5) years and older, will be shredded and disposed of.
5. No files will be disposed of through a regular trash removal system; but shall be handled in a manner that will maintain confidentiality.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Community Partnership P.S. 1304.41

Subject: Community Partnership

Policy:

QBHS/EHS will take an active role in community planning to encouraging strong communication, cooperation, and the sharing of information among agencies and their community partners. The program staff will work to improve the delivery of community services to children and families in accordance with QBHS/EHS confidentiality policies.

Procedure:

1. A strong role will be taken in community planning to encourage strong communication, cooperation and sharing of information among agencies.
2. Staff will document all efforts used to establish community partners.
3. A network of formal and informal contacts will be maintained.
4. Staff will join interagency councils (Cherokee Children's Coalition, Head Start Advisory Council, Education Committee, etc.)
5. Involve families as active partners in the community planning process, through surveys, parent meetings and other methods as deemed appropriate.
6. Written agreements, Memorandum of Understanding (MOU), with community organizations will be signed and updated yearly to secure access to a broad range of services.
7. Staff will work with parents to identify agencies in the community that provide services to families with young children.
8. All Family Support (FS) staff will develop and maintain relationships with local agencies and resources in the community.
9. All FS staff will keep brochures and information available to families.

10. Data sources will be used to identify organizations that provide services responsive to a family's needs.
11. New partners will be developed through direct contact with agencies or businesses, or invitation to the HS/EHS program.
12. Information on HS/EHS shall be provided to new community partners and made available on an as-needed basis.
13. A follow-up letter should be sent to the partner after the initial contact as a gesture of acknowledgement and appreciation for their time.
14. To promote on-going interest and support of HS/EHS programs, periodic contact should be made with the new community partner and opportunities for involvement/participation in the program shall be provided.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Community Outreach

**Subject: Collaborative Partnerships/Relationships with Agencies-Interagency
Agreements (MOU)**

Policy:

Partnerships will be formed with agencies that are responsive to the needs of HS/EHS children and their families in an effort to secure access to a broad range of services.

Procedure:

1. Interagency agreements or Memorandums of Understanding (MOU) will be initiated, reviewed, and updated on a yearly basis. The review will be completed by the respective service area managers, Early Education Director, and any participating community partners.
2. Staff will engage parents and agency representatives in discussions about the purpose and goals of the collaborative partnership.
3. Staff will strive to identify specific areas for working together to achieve shared goals for child and/or family.
4. Staff will nurture a respectful environment in which everyone's contributions are acknowledged.
5. Agencies that request any changes of information on the MOU/interagency service agreement must be referred to the Early Education Director.
6. After all signatures on the MOU/interagency service agreement are obtained, the service agreement remains valid for one (1) year. Every effort shall be made to meet all conditions listed in the agreement.
7. After signatures are obtained, the agreement will be submitted to the Early Education Director, who will then provide a copy to the signed agency

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Community Outreach

Subject: Partnerships with Child Abuse Prevention Programs

Policy:

Staff will follow regulatory guidelines relating to identification and reporting of child abuse and neglect.

Procedure:

1. Staff will contribute to community efforts to prevent child abuse and neglect by partnering with local child abuse prevention programs.
2. Family Support Coordinator (FSC), Family Social Workers, and the Early Education Director will provide only relevant information, restricted to the *child directly involved* in the report.
3. Access to any information not deemed relevant to the investigation must be authorized by the parent(s) or a court subpoena.
4. Staff will provide support to the family during the investigation.
5. Staff will consult the Family Social Worker and/or the Early Education Director on any potential reports to document their concern. Documentation of a Family Safety or local DSS report must be completed and kept within the child's file.
 - a. Children who are injured on program property will have an incident report completed and Risk Management will be notified within 24 hours of the incident.
6. **All QBHS/EHS staff are mandated reporters meaning you are required to report suspected child abuse/neglect when you see it or suspect it.**

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Community Outreach

Subject: Partnerships with Other Organizations-Serving on Community Committees

Policy:

Staff are encouraged to become involved in the community. (Provided that service on these committees and boards do not interfere with job duties.)

Procedure:

1. Personal service by staff on community committees and boards will not take precedence over time or duties of QBHS/EHS.
2. If the service of staff on a committee or board becomes a conflict with job duties, the employee will be requested to remove himself or herself from the committee or board.
3. Staff representing QBHS/EHS on a committee or board will conduct themselves in a professional manner that will reflect the standards set forth by the agency.
4. Staff involved with a community agency such as: Health Board, Cherokee Children's Coalition, and Community Club Council will adhere to standards set forth by QBHS/EHS regarding confidentiality.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Community Outreach

Subject: Volunteer Supervision

Policy:

Parents must be provided an opportunity to participate in the program as a volunteer. Everyone shall be encouraged to volunteer.

Procedure:

1. The FSC/Outreach Coordinator will provide an application to those wishing to volunteer. Once they have submitted their application to the Center, they will be issued a background check. **NO ONE WILL HAVE CONTACT WITH THE CHILDREN UNTIL A BACKGROUND CHECK IS CONDUCTED AND PASSED.**
 - a. **Tuberculosis Skin Test and Staff Medical Report are required.**
2. The FSC/Outreach Coordinator will discuss interests with the volunteer to determine where placement would be most helpful and appropriate for the children. A schedule will be made for the volunteer to outline times and tasks for their assignments.
3. The FSC/Outreach Coordinator will ensure that an orientation and training has been provided to volunteers, signatures will be obtained and stored in both the Outreach Coordinator's Office and the Human Resource Manager. Volunteers must sign a confidentiality agreement.
4. The center staff will be responsible for supervision of volunteers who have been assigned to them by the Outreach Coordinator. The Coordinator must check periodically on the volunteer to ensure that all guidelines are being followed. While volunteers are serving, personal cell phones are not allowed in the building. In case of an emergency, volunteers are welcome to utilize the front desk or break room phones.
5. The Receptionists will be responsible for ensuring that volunteers sign in upon entering the center. Classroom staff are responsible for ensuring that volunteers sign in upon entering the classroom.

6. Volunteer hours will be documented by the Outreach Coordinator and provided to the Finance Manager monthly.
7. There will be various duties available for volunteers. Volunteers must never be left alone with children, and do not count towards classroom ratio.
8. The Outreach Coordinator, teaching staff and Supervisors will ensure that in-kind forms are properly completed, signed, and documented in Child Plus.
9. In-kind forms will be entered to ChildPlus and submitted monthly to the Finance Manager.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Community Outreach

Subject: Parents as Volunteers

Policy:

Parents will be provided opportunities to participate in the program as volunteers.

Procedure:

1. Parents who express an interest to volunteer will be encouraged to do so by staff.
2. Parents who volunteer must attend a training to help volunteers understand the QBHS/EHS Program.
3. The FSC/Outreach Coordinator will arrange training for all volunteers.
4. Parents who volunteer must comply with the QBHS/EHS policies.
5. Parent Volunteers shall use a sign-in/out sheet located in the classroom to keep track of hours. Sign-in/Sign-out sheets will be maintained by the FSC/Outreach Coordinator.
6. The FSC/Outreach Coordinator will enter all In-Kind hours volunteered into Child Plus monthly. The FSC staff, supervisors, FS Manager, and Finance Manager will ensure that in-kind forms are properly completed, signed, and documented in Child Plus.
7. FSC/Outreach Coordinator must recruit, screen, monitor, and provide training for all volunteers in the center.
8. Volunteers in the classrooms shall be supervised by the Lead Teacher and **MUST NEVER** be left alone with the children.
9. Each volunteer must sign a Confidentiality Statement.

10. The classroom staff are responsible for ensuring that volunteers sign-in up entering the classroom.
11. The center staff will encourage volunteerism and participation in center activities.
12. Volunteer hours must be documented and entered to ChildPlus and shared with the Finance Manager.
13. There will be various duties available for volunteers.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: ERSEA

Subject: Eligibility

Policy:

All applicants are considered under the three major factors of eligibility: age, income, and residency.

Procedure:

1. Each applicant must provide proof of age, custody, income, and residency.
2. A birth certificate is needed for proof of age and custody but shall not be required if doing so would create a barrier to services. If the family does not have access to the birth certificate, an enrollment affidavit and/or court documentation will be accepted.
3. Most current pay stubs, W2 form, 1099-MISC forms, official IRS tax documents for the relevant time period, proof of enrollment in higher education (annually), letter from employer, and SSI or TANF documentation will be considered for proof of income.
4. If the family cannot provide proof of income, a third-party verification must be completed. A family must sign consent for staff to obtain information from a third party.
5. Proof of per capita distribution must be provided, if applicable. If no documentation is/can be provided, a signed statement verifying the receipt of funds shall be accepted as proof of income.
6. Persons that receive TANF or SSI must provide documentation.
7. The FS Manager or other FSC will verify income for a family through provided documents and will use the Federal Poverty Guidelines to determine eligibility. Other center documents will be utilized to document the family's information on an income verification form. The form must be signed by the interviewer.

8. Proof of residency may include a utility bill, driver's license, tribal enrollment card or other mailing that will verify the physical/911 address where the family resides, or a letter from the family's landlord. Applicant may also submit a Tribal 911 form to verify address. Must reside in the service area outlined in the grant.
9. Photo ID must be provided by the parent/guardian.
10. Once age, income, custody, and residency have been established, other determining factors are:
 - a. Categorically eligible (homeless, foster care)
 - b. Developmental Disability – diagnosed under Individuals with Disabilities Education Act (IDEA)
 - c. Eligible returning students
11. Head Start Standards mandate 10% of enrollment to be children with special needs or disabilities. Families must provide proof of IEP/IFSP; “suspected disability” will be noted on the child's application. “Suspected” is defined as the parent/guardian is concerned about the child's growth and development.

Requirements:

1. A child must be 6 weeks to 4 years of age by August 31st of the new school year.
2. Must be three (3) by August 31st to qualify for Head Start.
3. Must not be over five (5) years of age by August 31st to qualify for Head Start.
4. Children must not be over the age of three (3) by August 31st to qualify for Early Head Start.
5. Family must be willing to comply and meet all expectations and requirements of Head Start/Early Head Start.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: ERSEA

Subject: Application Process

1. When possible, parents will schedule a time to submit an application with income verification, proof of residency, birth certificate, court documents (if applicable), and enrollment card (if applicable.) In instances where in-person meetings are not convenient for the family, a telephone interview may be conducted. Documentation will be provided as to why the in- person interview could not be conducted. At the time of the interview, families will receive information on Tribal Subsidy and other childcare centers in the area. Receipts will be given for ALL paperwork submitted by families.
2. The Family Services (FS) Manager or designee will process all applications for completion and waitlist/accepted, then entered into ChildPlus. ChildPlus is the approved software to track children on the waitlist.
3. All parents will be notified via letter of the child's waitlist status as well as notification by phone/text/social media when possible. Accepted families will receive an initial phone call/text/social media to verify that they are still interested in the slot; then the acceptance letter will be included in their enrollment packet. Notification will be completed within ten (10) business days. Program applications are valid for one year. Families will be contacted through letter to inform families that they need to update their child's application.
4. Waitlist will be made available to the ERSEA Committee, who will make the final determination for enrollment.
 - a. ERSEA Committee will be comprised of at least: Early Education Director, Family Services team, Family Services Manager, Disability Coordinator, one supervisor from each side, Data Specialist, Finance Manager, one Policy Council Member (optional), and one Tribal Council member (optional).
 - b. The ERSEA Committee will meet at least monthly, more frequently if needed during Fall enrollment. Members may also vote via text or phone.
5. If the child is accepted into the program, the FS Manager or assigned staff will complete a drop/add form that will be signed by the Early Education Director. This document notes the child's classroom assignment, start date, and Family

Support Coordinator (FSC). All original drop/add forms must be filed and kept in a file by the Family Social Worker.

6. Once the classroom is assigned, the FS Manager will deliver the child's application file to the assigned FSC.

Waitlist

At the beginning of each enrollment year, the program must develop and maintain a waiting list that ranks children according to the program's selection criteria. It will be maintained in Child Plus, the programs designated data system.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: ERSEA

Subject: Recruitment

Policy:

Recruitment will be ongoing in order to maintain funded enrollment and an active waiting list of eligible children, and all files will be entered and updated using ChildPlus software.

Procedure:

1. An active recruitment activity process will take place monthly and be reflected in ChildPlus.
 - a. The program will develop a recruitment process designed to actively inform all families with eligible children of the availability of program services and encourage and/or assist them in applying.
 - b. Program must include specific efforts to actively locate and recruit children with disabilities, homeless children, and children in foster care.
2. Recruitment activities will be scheduled and conducted with the approval of the Family Services Manager.
3. FSC staff will monitor the number of applications distributed as well as location of the event.
4. FSC staff will maintain a log of the number of participants engaged, and track it in ChildPlus

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: ERSEA

Subject: Selection

Policy:

Children will be selected for enrollment according to the criteria approved by the program and Policy Council. The criterion involves a point system, which indicates children most in need of Head Start/Early Head Start services. This information is entered and tracked in ChildPlus.

Procedure:

1. The program will maintain at least fifty-one percent (51%) income eligible and no more than forty-nine percent (49%) over-income participants.
 - a. Head Start Standards mandate that at a minimum, 10% of enrollment shall be children with special needs or disabilities.
 - b. Head Start funded slots is 144; Early Head Start funded slots is 86.
2. The Family Services (FS) Manager will score all applications by the point system and this score shall be noted on the waitlist in ChildPlus. As slots become available, the FS Manager will review the waitlist for the appropriate age, location, and income requirements, as ranked in ChildPlus by greatest need. Applications with the higher scores will go to the top of the waitlist with Categorically Eligible (foster care, homeless) children given first priority.
3. Applicants for each center are prioritized according to the highest points calculated on the criteria form and in ChildPlus by age, income, tribal enrollment, and residency.
4. ERSEA policies and procedures and any forms will be approved by the Policy Council in the winter months, in preparation for the new school year.

Priority:

1. Any child who is homeless, Foster Care/Placement (in *custody* of the State or Tribe),

and/or recognized under the Individuals with Disabilities Education Act (IDEA).

2. Low income, enrolled members of EBCI living in the service area
3. Over income, enrolled and non-enrolled members of the EBCI living in the service area

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: ERSEA

Subject: Filling Vacancies

Policy:

Ensure that funded enrollment is maintained and that vacancies are filled within thirty (30) days. Head Start funded enrollment is 144 slots and Early Head Start funded enrollment is 86 slots.

Procedure:

1. Vacancies are tracked through the current enrollment list and in Child Plus. If a vacancy occurs due to a child leaving the program, a drop form will be issued by the Family Services Manager or FSC.
2. The Family Services (FS) Manager and ERSEA Committee will review the ChildPlus wait list for applicants with the highest points who live in the service area.
 - a. The FS Manager will select an applicant to fill the available slot. The FS Manager will contact the eligible family to confirm interest. If yes, a drop/add form will be issued along with a notification letter assigning the Family Support Coordinator (FSC) and classroom/teacher. If the family is not interested, the FS Manager will continue the process as outlined above
 - b. The application, acceptance letter and drop/add form will be delivered to the assigned FSC by the FS Manager.
 - c. The assigned FSC will call the family to schedule an appointment to complete an enrollment packet and will follow through the enrollment process to ensure vacancies are filled within thirty (30) calendar days.
 - d. The FS Manager and Early Education Director may choose to leave a slot vacant if there are thirty (30) calendar days or less remaining in the current school year.

Dora Reed & Big Cove Children's Center Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: ERSEA

Subject: Enrollment

Policy:

The children and families who need Head Start/Early Head Start services the most, according to the criteria established, will be enrolled first.

Procedure:

1. QBHS/EHS must maintain one hundred forty-four (144) funded Head Start children, and eighty-six (86) funded Early Head Start children. This is considered Full Funded Enrollment.
2. Children can remain in the EHS program after turning three (3) as long as they started the school year in the EHS program before turning three (3) on August 31st of the current school year. Any child entering HS from EHS must complete a new application and Income Verification before the start of the new school year. **Families are not guaranteed a HS slot and must be income eligible and live within the service area.** If the family is not eligible for HS at that time, the child will be placed on the waitlist maintained in ChildPlus.
3. Parents/guardians will receive a letter and/or phone call/text message informing them of their child's application status into Head Start/Early Head Start prior to the new school year.
4. The assigned FSC will meet with families to complete the enrollment packet and to establish a relationship before the child is enrolled into the program. This process is completed annually.
5. Assigned FSC, along with the Health Manager will ensure all enrolled families submit physicals, immunization records, medical action plans, and allergy lists with supplements signed by a physician upon acceptance and prior to child's entry date. Both will be responsible for making these forms available to the appropriate parties however, the Health Manager scans into ChildPlus. Food/medical allergy plans are required ten (10) business days prior to the child starting school.

6. An Open House/Orientation will be held at all sites prior to the beginning of the school year. At this time, all Head Start/Early Head Start services will be discussed, parent involvement will be encouraged, and staff will be introduced. Opportunities will be given to visit classrooms to discuss pertinent information with the teachers.
7. Once the enrollment packet is complete and all supporting documentation entered to ChildPlus with all signatures, the assigned FSC coordinator will distribute copies to the appropriate staff (managers, lead teachers, reception etc.).
8. Once all forms are distributed and all signatures are obtained, the FS Manager will set a start date for the family and submit the Add form to the Early Education Director for approval.
9. The assigned FSC staff will send out the Drop/Add/Transfer form to the child's teacher, lead teachers (supervisors), receptionist, Education Manager, Health Manager, Operations Manager, Developmental Specialist, Early Education Director, and FSC staff at least five (5) days prior to start date.
10. The Data Specialist and FS Manager will review files monthly and/or as needed in ChildPlus for completeness and accuracy.
11. A child can not be dual enrolled, enrolled in multiple programs at one time, while enrolled at QBHS & EHS. All children must be in attendance in our program 85% of the time and dual enrollment would not allow these criteria to be met nor would the child receive the full benefit of the EHS/HS program.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: ERSEA

Subject: Re-enrollment

Policy:

If a child has been found eligible and is participating in a Head Start Program, the child remains income eligible through that enrollment year and the succeeding enrollment year.

QBHS/EHS may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start (i.e., transition to kindergarten).

Procedure:

1. If a child drops from the program after August 31 and is re-enrolled during the same school year, the paperwork signed at the initial enrollment time is considered current.
2. A child returning to the Head Start/Early Head Start program for a second year must complete the enrollment packet at the beginning of each school year.
3. When a child moves from Early Head Start to Head Start, the family income must be verified by the FS Manager or designee and entered to ChildPlus.
4. Every effort will be made to serve eligible Head Start/Early Head Start children until that child enrolls in public school.
5. Each returning EHS/Head Start child must have an updated enrollment packet at the beginning of each school year. It shall be the responsibility of the FSC to work with the parents to complete these packets.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: ERSEA

Subject: Attendance

Policy:

QBHS/EHS will maintain an overall attendance of eighty-five percent (85%).

Procedure:

1. Children must be present 85% of the school year This total is calculated by: Days Open x 85%.
2. Teachers and teacher's assistants will maintain a detailed monthly attendance log along with doctor's notes and parent contacts for each child enrolled in their class.
3. Assigned Family Support Coordinators (FSC) staff will collect attendance daily to allow staff to be better prepared to address attendance issues early on.
4. Assigned FSC will input attendance daily into Child Plus. Child Plus will calculate the Average Daily Attendance (ADA) through report 2301 and Daily Attendance by Classroom through report 2310. The reports will be emailed out to FSC staff, FS Manager, and Early Education Director daily.
5.
 - a. ADP is to address attendance issues and help them prepare for big school routines
 - b. ADP is created along with the parent/family to identify obstacles to attendance and work out possible solutions.
 - c. Thirty (30) business days begins the day that the parents sign the plan.
 - d. FSC staff will follow up with the parent each week to track their progress.
 - e. At the end of the 30-day period FSC staff will make a determination about the attendance progress of the family and present this information to the FS Manager for review and signature.
 - f. After documentation of attempts to correct attendance issues with the parents, FS Manager will present attendance documentation to the Early Education Director for the possible dismissal of the child due to poor attendance and changes in need for service. A child may be dismissed from the program with the Early Education Director's approval.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: ERSEA

Subject: Absentee Follow-up

Policy:

QBHS & EHS tracks average daily attendance (ADA) in order to ensure maximum benefits to enrolled children.

Center Attendance Policy- For parents and children to gain the greatest benefit from program participation, it is necessary for children to attend school regularly, and for school to be a part of child's normal routine. Noncompliance of program requirements may result in dismissal from program.

Procedure:

1. The assigned Family Support Coordinator (FSC) will contact the child's family on the same day of an absence, if the parent has not contacted the program on their own.
2. The assigned FSC will continue to attempt to contact the family on the day of the unexpected absence. If no contact is made, the assigned FSC coordinator shall conduct a home visit to establish the child's safety after no more than three (3) consecutive absences and failed attempts to contact the family. The FSC conducting the home visit will take another staff member on the home visit for security purposes. **At no time shall an FSC staff member conduct a home visit alone.**
3. In circumstances where chronic absenteeism persists, and it does not seem feasible to continue to include the child in the program, the child may be dismissed. The child's slot is considered an enrollment vacancy and must be filled within 30 calendar days from the date noted and signed on the Drop/Add form.
4. All contacts with the child's family as well as special family support activities provided by program staff will be documented in the family file on ChildPlus.

5. Student attendance reports from ChildPlus will be reviewed daily and monthly to identify students with attendance issues.
 6. Each student with attendance below 85% will receive an attendance letter explaining the Early Head Start/ Head Start policy of eighty-five percent (85%) to continue services. The letter will be placed in the cubby as well as mailed to the home address on file. A copy of the signed attendance agreement will also be provided.
 7. If the child's attendance does not improve with the development plan and no medical notes or documented reasons are provided, the assigned FSC will consult with FS Manager and Early Education Director to decide on a plan of action or if the child will be dismissed from the program.
- A child may be placed on a development plan no more than two (2) times in one (1) school year. Continued absences after the second (2nd) plan may result in dismissal from the program.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: ERSEA

Subject: Parent Involvement in Transition Activities

Policy:

QBHS/EHS assists parents in becoming their child's advocate as they transition both into Head Start from Early Head Start, (the home, or other childcare setting); and from Head Start to elementary school, a preschool program, or a childcare setting.

Procedure:

1. QBHS/EHS staff will work to prepare parents to become their child's advocate through transition periods by providing, at a minimum, a staff-parent meeting to be held toward the end of the child's participation in the program to enable parental understanding of their child's progress while enrolled in Head Start and to finalize Family Partnerships.
2. Parents will receive Orientation into the QBHS/EHS program before the first day of attendance, in which they will complete an enrollment packet, develop family goals, build a relationship with their assigned Family Service Coordinator, and have any questions or concerns addressed. Available resources will be provided at that time for issues identified by the family.
3. The Parent/Teacher conferences held throughout the year and toward the end of year will address the child's progress and readiness to enter Kindergarten. Other conferences throughout the year will also address the child's progress as needed or requested. Progress notes will be maintained in ChildPlus.
4. To promote the continued involvement of Head Start parents in the education and development of their child upon transition to school, the program:
 - a. Provides education and training to parents to prepare them for exercising their rights and responsibilities concerning the education of their child in the school setting through the parenting curriculum.
 - b. Assists parents in communication efforts with teachers and other

school personnel so those parents can participate in decisions related to their child's education.

5. During the Orientation/Home Visit FSC staff will discuss the transition into the center or school with the parents, what they might expect, availability of Parent Organizations, and the names of key staff members, etc.
6. FSC staff will invite Kindergarten teachers from the local schools to a Kindergarten Information Night to discuss expectations of Kindergarten, answer questions about their school, how to prepare their child for Kindergarten, go over applications, etc.
7. Transition activities will be documented on the Transition Tracking Form in the child's file as well as ChildPlus.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: ERSEA

Subject: Transition Services

Policy:

QBHS/EHS will establish and maintain procedures to support successful transitions for enrolled children and families from previous childcare programs into Early Head Start or Head Start, and from Head Start into elementary school.

Head Start Transition Procedure:

1. All children preparing to transition to Kindergarten will participate in the transition ceremony.
2. The FS/Transition Coordinator will arrange for transitioning children to visit their local elementary school during the month of April.
3. The FS/Transition Coordinator will prepare Kindergarten applications and information packets for all children preparing to attend Kindergarten.
4. A Kindergarten Information Night will be held in April inviting the local schools to share information on their program, curriculum, give applications, dates, and answer any other questions parents may have. This will be documented and maintained by the FS/Transition Coordinator.
5. Classroom staff will start preparing children for transitions six (6) months prior to the beginning of the next school year.
6. The first transition ceremony meetings will be held in November. At this time, staff will make decisions of how to conduct transitions for the school year. Staff will also be paired up so that songs, music, and dances can be picked to start working on in January.
7. The FS Manager, Education Manager and Early Education Director will set up the transition date before the start of the new school year for the education calendar.

8. A completed checklist, provided by the FS/Transition Coordinator, will be signed, and documented by the classroom staff

Early Head Start Transition Procedure:

1. Once a child is two (2) years old they will start visiting the Head Start side at a minimum of one time per week.
2. The classroom teacher will take each two (2) year old child on walks on the Head Start side, to visit classrooms, and to explore the playground.
3. The classroom teacher will document these visits on the transition log.
4. Once a child turns 2 ½ years of age (6 months prior to turning 3), the FS/Transition Coordinator will assign the child to a Head Start classroom.
5. The teacher will start taking the children to assigned Head Start classrooms weekly for a minimum of fifteen (15) minutes per room.
6. Teachers will start taking children to these classrooms weekly for a minimum of thirty (30) minutes six (6) months prior to first day of Head Start.
7. The family's FSC will call or send a letter to the parents requesting a new application and income verification approximately six (6) months prior to the start of the new school year. Once determined to be eligible, parents will be issued a letter notifying them of their child's placement.
8. The FS Manager will issue a drop/add/transition form to the FSC notifying all center staff where the child will be moved.
9. Four (4) weeks before transitions occur, teachers will take children to the classrooms they are assigned to at a minimum of twice weekly for two (2) hours at a time.
10. Transition activities will be entered and tracked in ChildPlus.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: Family Partnership Agreement

Subject: Family Support and Tracking Plan

Policy:

To ensure parents are offered opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables, and strategies for achieving these goals.

Procedure:

1. QBHS/EHS will engage in a process of collaborative partnership building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports.
2. The assigned Family Support Coordinator (FSC) will begin the FPA process during enrollment using the Family Needs Assessment/Family Outcomes worksheet provided in ChildPlus.
3. To avoid duplication of effort, or conflict with preexisting family plans, the Family Partnership Agreement must build on existing goals when appropriate.
4. The assigned FSC will work with each family and other agencies to support the accomplishment of goals in the preexisting plans. Should a parent/child have a family case plan established by the EBCI Family Safety Program or if the child has an IEP/IFSP then the FSC will align goals with provided plan.
5. A variety of opportunities must be created for interaction with parents throughout the year. FSC will connect with families to identify services and resources throughout the community that will aid in successfully meeting goals. Actions to share information with all families will be made via the parenting curriculum.
6. Meetings and interactions will be respectful of each family's diversity, cultural, and ethnic background.

7. A copy of the Family Partnership Agreement will be provided to the family, so they feel included and invested in the accomplishment of their goals.
8. FPA will be tracked and maintained in the family file as well as ChildPlus.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: Family Partnership Agreement

Subject: Family Partnership Process

Policy:

The goal in Family Support (FS) Services is to assist families to identify their own strengths, needs, and utilize appropriate community resources to move toward self-sufficiency. FSC staff members offer each parent or family an opportunity to develop a Family Partnership Agreement (FPA).

Procedure:

1. The process begins at the time of application. FSC start where parents/families are and allow them to tell their own stories while showing genuine empathy and warmth in communicating to families.
2. Staff members observe behavior of parents/families in a non-judgmental way and help parents/families see and evaluate choices available to them. Staff members help families consider the advantages and disadvantages of each choice, including the consequences of those choices.
3. At the same time staff members seek information about the feelings of parents and families. Staff members listen and observe discrepancies and inconsistencies between behaviors and words. Open-ended questions are used to clarify and understand; supportive statements are used to encourage communication. The staff member's demonstration of empathy grows out of understanding the situation as the parent/family knows it, experiences it, and feels it - "perception is reality".
4. Staff members must be aware of their own attitudes, values, feelings, and biases to prevent them from negatively impacting upon the interaction between staff, themselves, and parents/families. The goal is to help families provide for their own needs.
5. Staff members will collaborate with family members, significant others, agency/organization representatives and other HS/EHS staff. This provides vital

information to help us see and understand the whole family. It reduces duplication of services when more than one agency is involved at the same time, allowing for an expanded supportive network. Collaborating with others increases opportunities for achieving success and reduces risk of sabotage, either by themselves or friends/family.

FPA will be tracked and maintained in ChildPlus.

RECORDING

1. Become familiar with the kind of documentation required on forms and formulate questions prior to contact with the parent/family. The forms are documentation tools for the program and make it possible for anyone to take a case and provide services, starting where the prior staff person stopped, without interruption.
2. Parents/guardians fill out any of the forms used during the assessment/family partnership process either here at the center or at home. FSC must complete the assessments by asking questions, making comments and listening to promote a free-flowing conversation or interview. It is imperative that families are free to communicate without distraction.
3. FSC update and revise the family information and FPA's when there are changes (e.g. a parent gets a job; a mother has a new baby) both in the family file and in ChildPlus.
4. FSC staff will conduct their initial follow-up on the FPA within 25 days of enrollment; then continue to do so every 45 days for the duration of the family's enrollment.

FAMILY PARTNERSHIP AGREEMENT(FPA)

1. The Family Outcomes Assessment/FPA is ongoing to assist families in preparing their child for Kindergarten. Progress for FPA is documented in the Events tab on Child Plus and the Family Outcomes Assessment is documented on the Family Outcomes tab.
2. Outcomes include completion or updating the FPA form/goals, identification of strengths, needs and resources of the parent/family.
3. FSC will establish goals and FPA's with parents/families to assist with completion of goals. Staff and parents/families will establish their roles in the partnership, keeping in mind that staff's role is to support, not complete.
4. Staff will follow-up services to assess, monitor, and evaluate with parents/families their progress toward goal achievement. Staff will assist parents/families to identify new or change existing goals and agreements when appropriate, maintaining focus on the goal of Kindergarten readiness.
5. Staff and parents/families will identify step-by-step tasks and establish time frames for task completion. Together staff and parents will set target dates and staff will follow up and evaluate progress with parents.

6. If a family has a plan with another agency already in place, staff will talk with the parent about the plan and obtain the parent's consent to talk with their case manager. Staff must ensure that the HS/EHS FPA is aligned with the goals of existing case plans.
7. The FPA may change as the family's situation changes. Staff will update the agreement as necessary, at a minimum every 45 days, and maintain documentation on FPA forms.

FORMS

Family Support Coordinators (FSC) will:

1. Initiate Family Partnership Agreements during Orientation and completion of enrollment packet.
2. Write case note after every contact with parents/families. The notes will provide enough detail for anyone reading the record to be able to provide uninterrupted services to the family. The notes will describe what happened during the visit and all activities, including dates, persons contacted, and the location for the contact. Use descriptive language that avoids opinions and conclusions that are not based on facts. Remember: parents have the right to see their child's record and records can be subpoenaed by court order. Staff will maintain Parent Contacts in the family file and in ChildPlus.
3. Make referrals as applicable – obtain the parent/guardian's permission prior to making any referrals and/or releasing information to community agencies.

CHILD PLUS

Staff will input all data about needs, goals, referral, agreements, and contacts into Child Plus.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnership Agreement

Subject: Follow-up on Referrals

Policy:

Family Support (FSC) must follow-up with each family to determine the relevance, quality, and timeliness of services received through referrals.

Procedure:

1. The assigned FSC will discuss with family the level of satisfaction with services they have received or are receiving through a referral.
2. Open and on-going communication with family is needed to determine if the family is following through with the referral.
3. If the situation is not resolved through the referral, the assigned FSC will document that the issue is unresolved and continue to work with the family and service agencies to resolve the situation. Document the new date of service and any referrals in ChildPlus.
4. Documentation is key to obtaining community resources and to avoid duplication of services.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnership

Agreements Subject: Family Tracking

Policy:

All contacts with a child's family will be documented on the communication log as well as ChildPlus.

Procedure:

1. All staff will document on the Parent Contact form any contacts made with the families of the children enrolled in the Head Start/Early Head Start Program and FSC will enter contact information into ChildPlus.
2. Contact with parents/guardians made by the bus monitor will be documented on the Parent Contact form and entered into ChildPlus.
3. Home visits by staff will be documented on the Parent Contact form, Home Visit form and into ChildPlus.
4. Phone calls to parents for any purpose will be documented on the Communication Log and ChildPlus.
5. All Parent Contact forms, and Home Visit forms will be filed in the family file as well as entered into the data tracking system, Child Plus.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Parent Involvement, General

Policy:

In addition to involving parents in program policymaking and operations (1304.50), the program provides parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents both as individuals and as members of a group.

Procedure:

1. At enrollment, the parent/guardian will complete a Family Interest Form. From the form, the assigned FSC will identify areas of family interest, and identify agencies that can provide the needed information. The results of the form will be handled as follows:
 - a. Individual families will be provided with the information they seek, or
 - b. If several families are interested in a specific topic, the FSC will plan a meeting, workshop, or classes that would meet that interest, or
 - c. FSC will maintain a working list of family interests and work to promote those interests during the school year.
2. Head Start and Early Head Start is welcoming to all parents during program hours. Parents are **welcomed** as visitors and encouraged to engage with children through participating in group activities.
 - a. During parent orientation, at Parent Committee meetings, and when they visit the center, parents will be asked to sign in as a volunteer.
 - b. All QBHS/EHS staff will **welcome** parents, encouraging them to be involved with their child, and work towards developing a positive working relationship with them.
3. The participation of parents in any program activity must be voluntary and is not required as a condition of the child's enrollment.
 - a. No child will be denied participation in QBHS/EHS programs due to lack of parental involvement.

4. Every center will have designated areas for parent information. This will include items of interest, local activities, brochures, center activities, calendars of events, etc. This should include:
 - a. A “Parent Corner” for parent information, which will include a bulletin board where local activities, brochures and items of interest can be posted.
 - b. A lending library of videos and books from which parents can borrow. This should include topics such as: Positive Discipline, Nutrition for children and families, Parenting/Health Issues, and other topics of interest to parents with young children.
 - c. School readiness activities and handouts will be provided as needed, but at each parent activity based on the current curriculum.
5. The program provides parents with opportunities to participate in the program as employee or volunteers.
 - a. Employees: Job openings will be posted for parents to read at each Head Start Center. Parents will be encouraged to apply for Head Start positions through the tribal Human Resources Department.
 - i. If a parent meets the qualifications for the position and has qualifications equal to other applicants being considered for the job, the parent will be given preference.
 - ii. FSC will inform parents of job training opportunities being offered in the community. They will be encouraged to attend if the training is appropriate for them.
 - iii. Parents will be encouraged to volunteer in the program; however, it will not be a requirement for participation in the HS/EHS program. Parents will be given information at orientation outlining the opportunities for volunteering and volunteer guidelines.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Parent Education Opportunities and Utilizing Parents as Resources

Policy:

QBHS/EHS will establish and maintain a variety of committees that will include professionals and volunteers from the community, as well as parents and QBHS/EHS staff. These committees will address program services such as community partnerships and to help agencies respond to community needs.

Procedure:

1. Parents will be provided opportunities for onsite training annually. (i.e. identifying and reporting child abuse/neglect, dental health, orientation to QBHS/EHS and Child Development, budgeting, menu planning, transitions, behavior management, stages of development, etc.)
2. Parents will receive a voluntary monthly training at the center.
3. FSC and center staffs are responsible for referring to the completed master list of parents and recruiting volunteers for planned activities that suit parent interests and skills.
4. A special effort will be made to recruit parent volunteers to supplement the curriculum.
5. FSC staff are responsible for compiling a master list of parents from the results of the Family Interest Forms for each assigned child/family. This list will be used for parent volunteers in the Center as needed.
6. Parents will sign-in at the front desk and in the classroom when volunteering at the center. The form will consist of signature, date, time, and service performed. The form will be given to the Outreach Coordinator at the end of the month for processing In-Kind data.
7. Parents will receive a Parent Satisfaction Survey during the month of May. The survey may be a paper copy or an electronic version.

8. FSC will collect forms and summarize surveys, which they will then submit to the FS Manager
9. FS Manager will compile results and prepare a written report to be distributed to the Early Education Director and Policy Council.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Parent Committee Meetings

Policy:

Head Start/Early Head Start must provide parent involvement and education activities in addition to involving parents in program policymaking and operations of the program.

Procedure:

1. The FS/Parent Activities Coordinator will help with organization and selection of the parent group committee in June of every school year.
2. Parent Committee bylaws will be established by the Parent Group, approved by the Director, then reviewed with Policy Council and implemented on a yearly basis.
3. The FS/Parent Activities Coordinator will develop a proposed annual plan for the upcoming school year of all parent committee meetings, activities, and trainings. The menu will be included in a separate plan for kitchen staff.
4. QBHS/EHS will have a Parent Committee, which will hold regular meetings at the center or a place mutually agreeable to the parent committee.
5. No QBHS/EHS staff will hold officer positions (chairperson, vice-chair, treasurer or secretary).
6. The parent meeting shall be conducted by the elected Chairperson of Parent Committee or designated person.
7. The elected Secretary will take minutes at each meeting; copies of the minutes will be submitted to the FS/Parent Activities Coordinator.
8. There will be an education presentation either by center staff or outside resources at each parent committee meeting.

9. There will be a parenting curriculum educational component presented at each meeting.
10. All parents are encouraged, but not required to attend at least one (1) parent group meeting throughout the school year.
11. Sign-in sheets will be kept at every meeting along with a meeting agenda to be approved by the FS Manager and/or Early Education Director.
12. A Parent Committee notebook will be kept in the office of the FS/Parent Activities Coordinator, updated at all times with meeting agendas, minutes of meeting, sign-in sheet, and any handouts presented at the meeting.
13. Parent Committee meetings and activities, including development, approval, and filing of minutes will be conducted in compliance with QBHS/EHS and with Parent Committee by-laws.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Parent Meetings and Activities

Policy:

Parental involvement and educational activities are responsive to the direct needs of the parents and will be made available to each family.

Procedure:

1. The FS/Parent Activities Coordinator will conduct a parent meeting and parent activity each month.
2. Notice of upcoming meeting/activity will be posted at least a week in advance.
3. Children will take home notice of meeting/activity at least four (4) days in advance.
4. Agenda for meetings will be prepared prior to meeting and approved by the FS Manager and/or Early Education Director
5. Each parent must sign in at the meetings.
6. Minutes of each meeting will be taken and contain main points of items discussed as well as any topics that need to be reported to Policy Council.
7. Minutes of prior meeting must be reviewed and voted on at the next meeting.
8. Parents will be elected as Chairperson, Vice-chair, Treasurer, and Secretary. They will conduct the parent meeting with assistance from staff as needed.
9. The FS/Parent Activities Coordinator will keep a copy of the flyer, sign-in sheet, minutes, agenda, bank statements, and any handouts in a binder in their office.
10. Copies of meeting minutes shall be provided to FS Manager, Early Education Director, and program staff via the daily bulletin.

11. Education topics shared at the meeting will consist of topic for month; parents may suggest other topics that are relative to the general interest of the group during meeting.
12. A meal will be provided at each meeting and each activity.
13. Babysitting will be provided at each parent meeting, only for children currently enrolled at QBHS/EHS with the exception of special called meetings.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Education and Training Material for Parents

Policy:

Program will provide opportunities for parents to participate in counseling programs, receive information on behavioral health issues, continuing education, and job training and other job services.

Procedure:

1. Agencies that provide counseling will be identified and partnerships formed.
2. Information from various agencies will be on display through brochures, wall displays, or workshops and available to the parents as needed.
3. Material on behavioral health should include:
 - a. Prevention programs for at-risk families
 - b. Services available for children
 - c. Ways to identify issues
 - d. Support groups
 - e. Domestic violence
 - f. Substance abuse
4. Staff will assist family in identifying and accessing continuing education, training and employment opportunities.
5. Relevant Parenting curriculum education will be provided based on interest and need. Data will be inputted into ChildPlus.
6. Behavioral Specialist will input referral data into ChildPlus.
7. Follow-up with family will be made monthly and documented in child's file.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Parent Participation (Volunteer & Employee) (Education Committee)

Policy:

Parents must have an opportunity to participate in the program as a volunteer or an employee.

Procedure:

1. Parents will be given an opportunity to be involved in classroom planning through participation on Education Advisory Committee, Health Advisory Committee, and Policy Council.
2. Parents will be placed in positions best suited for their interest, time, and ability.
3. A variety of volunteer opportunities will be offered to the parents.
4. Parents will be given an opportunity to make suggestions for the program. The suggestion box is placed in the main lobby of Dora Reed and the Big Cove Children's Center.
5. Parents will be given priority consideration for employment positions for which they qualify.
6. Parents will be encouraged to actively participate in activities that will strengthen their parenting skills.
7. Parents will be given opportunities to share their concerns about their children with staff.
8. Staff will share parenting information with parents.
9. Parent's participation must always be voluntary.
10. Parents who volunteer on regular weekly schedules will obtain a fingerprint/background check. As well as submit to screenings for appropriate communicable diseases, as determined by the Health Services Advisory Committee.
11. **All volunteers** must read, agree, and sign confidentiality statement.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Family Participation in Literacy-Related Services

Policy:

Families will be encouraged to utilize community services for literacy and will gain an increased awareness of community resources and literacy awareness.

Procedure:

1. Families will have access to family literacy development programs.
2. Material, services, and activities that promote literacy will be available to families.
3. Parents will be assisted in setting personal literacy goals.
4. Families will be encouraged to use the public library.
5. Assistance will be given to families who want to apply for a library card.
6. A Head Start/Early Head Start book-lending collection will be available for the children and their families through the Literacy Center.
7. Staff will encourage parents to come in and read to the children.
8. Staff will plan literacy activities that involve both children and parents together, to strengthen the role of the parent(s) in their child's learning.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Parental Involvement in Educational Activities

Policy:

Parental involvement and educational activities that are responsive to the direct needs of the parents will be available.

Procedure:

1. Parent participation in the design of activities for the children will expand parental strengths and interests and parents will be encouraged to be involved.
2. Parents will be welcomed at the center at any time.
3. Various activities will be made available to allow the parents an opportunity to be involved with the children and other adults.
4. Parents will be given a Family Interest Form at enrollment to gather parental input for newsletter articles and training.
5. FSC will organize parenting curriculum activities around parent interest and classroom curriculum.
6. During home visits/conferences teaching staff will ask parents for their input as to what they would like to see their child accomplish during the school year.
7. Parents will be given information on how to become involved with the education advisory committee.
8. Parents will receive a Satisfaction Survey in May requesting information about their child's learning experience throughout the program year.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Parental Involvement in Health, Nutrition, and Mental Health Education

Policy:

The program provides medical, dental, nutrition, and behavioral health education programs for program staff, parents, and families.

Procedure:

1. The program ensures that, at a minimum the medical and dental health education program:
 - a. Assists parents in understanding how to enroll and participate in a system of ongoing family health care.
 - i. FSC work with families to assure that children receive a physical and dental exam, and encourage families to develop regular health providers
 - b. Encourages parents to become active partners in their children's medical and dental health care process and accompany their child to medical and dental examinations and appointments; and
 - c. Provides parents with the opportunity to learn the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and home. In addition to information on general topics; child health and prevention of Sudden Infant Death Syndrome (SIDS) and Shaken Baby Syndrome. Information specific to the health needs of individual children must also be made available to every extent possible.
 - i. General safety and health information that is of interest to all families is given to everyone at parent activities, parent training, newsletters, and information sent home to parents.
 - ii. FSC will provide information to specific families as they indicate their interest or need, as well as provide relevant parenting curriculum information.
 - iii. Training and information on fire safety in the home, escaping a fire, and storm preparedness is given to children and parents/guardians.

2. The program ensures that the nutrition education program includes, at a minimum:
 - a. Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets; and
 - i. The HS/EHS Health Manager provides nutrition education material to the families and provides nutrition training to staff and parents.
 - ii. HS/EHS also utilizes the Cherokee WIC, Tribal Food Distribution, and MANNA Food Bank programs to provide nutrition training to parents.
 - b. Parent discussion with program staff about the nutritional status of their child.
 - i. Staff will discuss the child's nutrition with parents
 - ii. Parents are encouraged to address any concerns about their child's nutrition to HS/EHS staff.
3. The program ensures that behavioral health education program provides, at a minimum:
 - a. A variety of group opportunities for parents and program staff to identify and discuss issues related to child behavioral health:
 - i. At least one (1) parent meeting or activity a year will be devoted to discussing children's mental health issues and discipline techniques.
 - ii. Staff will inform parents of local informational meetings or classes that address behavioral health issues.
 - b. Individual opportunities for parents to discuss behavioral health issues related to their child and family with program staff; and
 - i. Staff/parent conferences will include behavioral health issues that the child may have, including concerns that the parent has such as child discipline or emotional issues.
 - ii. Parents are encouraged to speak with staff about their concerns regarding their child or family's behavioral health issues.
 - c. The active involvement of parents in planning and implementing any behavioral health interventions for their children
 - i. No action will be taken in the HS/EHS program involving behavioral health interventions for a child without written consent from the parent. Staff will initiate verbal communication to assure that the parent fully understands the plans for their child before they give their approval.

Staff will encourage parents/legal guardians to be actively involved in their child's education and in planning a behavioral health intervention.

Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Family Services

Section: Family Partnerships

Subject: Parent Involvement in Child Development and Education

Policy:

Parental involvement enhances the ability of parents and staff to work together to support each child's growth and learning.

Procedure:

1. The program builds upon the principles of staff learning to assist, encourage, and support parents as they foster the growth and development of their children.
 - a. Teachers and FSC encourage parents to share observations on their child's habits, behaviors, and patterns of learning.
 - b. Teachers and FSC solicit input from parents on developmental and educational goals for the child.
 - c. At Parent-Teacher Conferences, Home Visits, School Readiness Activities, and Parent Committee meetings parents will be provided with information about developmentally appropriate skills for their child and be given suggested activities to support those skills.
 - d. Opportunities to serve on education committees are offered to parents/guardians, community members, and early childhood professionals.
2. QBHS/EHS will include a resource library, parent corner, and computer sites for parents and family members.
3. Teachers shall conduct no less than two (2) parent-teacher conferences during the program year. Parents may request their assigned FSC to attend these meetings.
4. Parent-teacher conferences are used for in-depth discussions of each child's development and adjustment to the HS/EHS program.
5. Teachers ask parents to share their observations of their children during conferences and to discuss their expectations, or express concerns and ask questions

6. Information gathered during parent-teacher conferences is used to identify ways to improve the child's learning in the home and in the hs/ehs environments. This information is also utilized for parenting curriculum planning. Documentation of these meetings will be provided to the assigned fsc.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Parent Involvement in Community Advocacy

Policy:

The program supports and encourages parent involvement in community advocacy.

Procedure:

1. The program supports and encourages parents to influence the character and goals of community services, to make them more responsive to their interest and needs. FSC will encourage parents to become active in community organizations so they will have a voice in planning and development of programs.
 - a. FSC may accompany parent to meetings or activities of community organizations to facilitate the parents' comfort level.
2. The program establishes procedures to provide families with comprehensive information about community resources (see 1304.41 (a)(2) for additional requirements). Every family is provided with a Resource Guide listing available resources within their community at the beginning of the school year.
3. Parents are provided regular opportunities to work together and with other community members, on activities that they have helped develop and in which they have expressed an interest.
 - a. FSC are encouraged to be active participants in a minimum of one community agency that works with children and families.
 - b. FSC invite and encourage parents to be active participants in community organizations and activities, especially those that affect them and their families in the hopes that their voice will be heard when the organization/agencies are making plans for the future.
 - c. FSC will invite representatives of community organizations and agencies to attend Parent Meetings and activities. This gives the parents an opportunity to get acquainted, ask questions, and feel that they might be able to participate in those activities.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Partnerships

Subject: Children's Head Start/Early Head Start School Pictures

Policy:

School pictures will be taken each year and parents presented the option to purchase.

Procedure:

1. Parent will be given the option to vote on a photography company. Candidates will be given the opportunity to present their information to the Parent Committee and other parents prior to a vote.
2. Based on the vote, the Parent Committee and FS/Parent Activities Coordinator will coordinate dates for the company to come to the Dora Reed Center and the Big Cove Center
3. The FS/Parent Activities Coordinator will make a schedule for each classroom to have pictures taken. The schedule will work around class literacy time and outside time.
4. The FS/Parent Activities Coordinator will distribute notices to the parents of the dates and time when children's pictures will be taken.
5. ALL money will be collected in the lock box in the front lobby of the Center. Correct monies amount must be included in EACH child's envelope. Do not make change from order, re-order information will be provided when the initial order is delivered.
6. All money will be collected in the lock box in the DRC front lobby or the Big Cove front lobby lock box and sent to photographer in charge of picture orders by designated deadline date.
7. The photographer will send pictures to designated staff who will then distribute pictures to centers and parents.

Department: Family Services

Section: Fatherhood

Subject: Fatherhood/Grandparent Activities

Policy:

Father and Grandparent involvement and educational activities are responsive to the direct needs of the fathers and grandparents and will be made available to all.

Procedure:

1. The FS/Fatherhood/Grandparent Coordinator will conduct a Fatherhood and Grandparent Activity each month.
2. Notice of upcoming activity will be posted at least a week in advance.
3. Children will take home notice of activity at least four (4) days in advance.
4. Agenda for activities will be prepared prior to meeting and approved by FS Manager or Early Education Director and must include parenting curriculum activities.
5. Each parent must sign in at the activities.
6. The FS/Fatherhood/Grandparent Coordinator will keep a copy of the flyer, sign-in sheet, agenda, and any handouts in a binder in their office.
7. Education topics shared at the activities will consist of a topic for the month. and Fathers/Grandparents may also include suggest other topics that relate to the general interest of the group during the activity.
8. A meal will be provided at each activity

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Support Coordinators

Subject: Caseload, Family Support, Parent Contacts and Home Visits

Policy:

Family Support Coordinators (FSC) staff will be assigned cases of children within each center/program. Staff will continue with the cases throughout the enrollment of the children in a HS/EHS. When children are transferred from one center/program to another, they will keep their assigned coordinator until that child transitions to Kindergarten or another outside program. All siblings will have the same coordinator.

Procedure:

PARENT CONTACTS

FSC must document all encounters on a communication log. These encounters include meeting with parents in their own home, in the center, on the phone, via email, or Facebook. Once these are documented on the communication log, they must be kept in the child's file and entered to ChildPlus.

DEFINITIONS

Home visits are defined as any face-to-face contact with parent/families in their own home, in the center, or in a designated safe location lasting thirty (30) minutes or longer. Visits within the parent's home are preferred.

ADVANTAGES OF HOME VISITS IN THE PARENT'S HOME

Home visits provide opportunities for FSC and staff to:

1. Observe parent/child interactions
2. Observe child's interactions with siblings or other children in the home
3. Observe the family's living situation such as housing, and neighborhood
4. Develop positive relationships with parents/families
5. Teach parents to identify learning opportunities in their own home

PURPOSE OF THE HOME VISIT

The focus is on positive interactions between staff members and families. Staff members and parents/families participate in the home visit. The partnership between staff members and parents/families develops and grows during the visits. Each home visit has a purpose, at the beginning of the home visit, staff states the purpose of the visit. If it is the first time the staff person meets the parent/family,

the staff person introduces herself giving the program's name and the reason for the contact. Use QBHS/EHS badges and business cards to facilitate staff identification. In subsequent home visits, staff needs to communicate at the beginning of the visit

what will happen during the visit and remind the parent about what was agreed to prior to the visit. Listen and observe to see if it is possible to proceed with the agenda or make changes, as necessary.

The staff person's ability to change his/her focus communicates warmth and genuine concern for the family as well as facilitates relationship building.

BRINGING THE HOME VISIT TO CLOSURE

At the end of the visit the staff person summarizes what happened during the visit including agreements of what staff and parent will do prior to the next visit. The date, time, and place for the next contact/visit is established with the parent/family as well as the purpose if needed. All home visits will be documented on a parent contact form, signed, and dated by both parent and staff member conducting the home visit.

SCHEDULING VISITS

FSC is to establish regular scheduled appointments with parents/families.

Scheduled Home Visits

Home visits are to be scheduled with parent/families in advance either by telephone or letter. Staff will call the parent the day prior to the appointment to confirm that the parent will keep the appointment. Staff must communicate to parents that they can change the appointment. The scheduling process includes the purpose of the home visit, when it is to occur, and where it will occur. If the parent needs to bring something to the home visit or have done something prior to the home visit, staff needs to communicate this to the parent/family at the time of scheduling the appointment. Likewise, staff members need to communicate if they will bring something to the visit or complete a task prior to the appointment and follow through on that commitment.

Unscheduled Home Visits will occur only when there is:

1. An emergency/crisis situation
2. Three (3) consecutive absences with no contact made
3. No family telephone and attempts to contact by mail are unsuccessful

TIME LIMITS

The maximum time limit for scheduled home visits is ninety (90) minutes, unless there is a sibling, an emergency or some specific situation requiring more time. If the home visit will take longer than expected, staff will notify their supervisor immediately. Home visits are a minimum of thirty (30) minutes.

SAFETY

Staff members will always take another staff member with them on a home visit.

RECORDING

Home visits are to be recorded on the Parent Contact Form and for teachers, a Home Visit Form, giving as much detail as is necessary to convey what happened during the visit. Notes are not to be taken during the visit except for specific information such as birthdates, clothing, sizes, etc.

which may be hard to remember accurately. Staff members will make notes immediately after visits to assist them in completing case notes during later recording time.

FSC will establish regular recording times amounting to at least two (2) hours per day-i.e., case notes, Child Plus entries. Given FSC work requirements, it may not be possible to record immediately following a visit, so staff members need to record information as soon as possible.

Recording tells a story- who, what, when, where, and how. When deciding what to record, staff members need to ask themselves, “will a new staff person reading my recording know what has happened in the past and be able to continue easily with the family?” If the answer is “No,” the staff member needs to provide more information in the record. FSC will record the facts of the home visit.

CHILDPLUS

FSC will use the ChildPlus system daily to record case notes, referrals, home visits, and other contacts, identified needs, FPA, etc. Data that is entered to ChildPlus will be the primary source of information.

The ChildPlus system will be utilized to analyze data, compile monthly reports, and monitor service delivery and goal achievement-i.e., enrollment, identified needs, attendance, services provided to meet family needs, etc.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Support Coordinators

Subject: Referral Process

Policy:

Family Support Coordinators (FSC) will identify/assess the need with of parents/families prior to making a referral.

Procedure:

1. Involve the parent/family in need/problem identification and resolution. For example, when did it happen? How long has it been going on? What has the parent/family done to try to solve the problem? What resources has the parent/family used to try to resolve it before?
2. Determine the parent's/family's resources to meet their own need.
3. Learn the family's strengths and

weaknesses.

4. An adequate assessment:
 1. Guides staff members to help the family make decisions about which resources are appropriate
 2. Increases success in advocating for their family
 3. Facilitates helping the family obtain needed services
 4. Increases the family's capacity to utilize the services

FSC will discuss the case with the Disabilities Coordinator. The Director will be informed of all referrals.

All staff members will obtain the parent's written consent to obtain and release information as a part of the referral process.

When a referral is appropriate, FSC and the Disabilities Coordinator must prepare the family for the referral. Talk to the family about the agency's requirements and expectations and encourage family to utilize the resources.

FSC will:

1. Provide transportation for parents or accompany parents to agencies or organizations when appropriate and with FS Manager approval.
2. Follow up with each referred family to ensure that services are received and meet the family's needs
3. Advocate on behalf of the family, as necessary.

ChildPlus

Staff members will use the ChildPlus system to record referrals made to community resources.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Support Coordinators

Subject: Resources and Referrals

Policy:

The active involvement of parents in advocacy and activities with other community members develops self-esteem and builds skills, while helping to organize and enhance community services and resources that best meet the needs of the families.

Procedure:

1. A list of community resources is distributed to the parents at the beginning of the program year.
2. Additional resource guides that are pertinent to serving the immediate family need will be distributed throughout the year as needed.
3. If staff determines, through family partnership or other discussions, that assistance is needed, staff will move forward only with the consent of the family (with the exception of child abuse reports).
4. Staff will assist the family by making a referral for services after parent signs release of information on referral form.
5. Staff will contact the agency, accompany the family, and arrange for transportation as needed.
6. Staff is responsible for following-up with the parent and agency to ensure services are being both provided and received as needed.
7. Written documentation of the referral and follow-up will be on proper forms and placed in child's file.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Support Coordinators

Subject: Providing Copies of Information to Parents/Guardians

Policy:

Parents/Guardians will be provided information on community resources, and program information and may request copies of information from child's family and/or education file.

Procedure:

1. Parent/Guardian shall make any requests for information from the child's family or education files in writing. This gives the staff time to verify access and obtain requested information.
2. Copies of requested information will be made and provided to parent. Original will be placed back in the child's file.
3. Documentation of removed information will include access signature, information copied, date copies submitted to parent and parent/staff signatures. This documentation will be on a communication log and included in the child's file.
4. If there is any question on the parent/guardian rights in requesting information- proper identification and legal papers must be presented to FS Manager and Early Education Director before any information is released.
5. If staff has any question on the legality of the requesting adult, staff will immediately contact the assigned FSC.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Support Coordinators

Subject: Orientation for Parents

Policy:

HS/EHS offers parent orientation to new and returning parents to allow them a better understanding of the program and present any program changes.

Procedure:

1. All staff members will be introduced to the parents.
2. The history and main components of HS/EHS will be outlined for the parents.
3. Each family will receive a copy of the Parent's Handbook each new school year and this will be reviewed at orientation.
4. Staff will explain attendance, absence, tardiness, disciplinary and withdrawal policies.
5. Staff will discuss parent's rights while emphasizing the responsibilities of being a HS/EHS parent.
6. Staff will explain the "in-kind" process, importance of parent participation, and how families can volunteer.
7. Staff will provide parents program contact numbers for any questions or concerns that arise.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Support Coordinators

Subject: Emergency/Crisis Intervention with Families

Policy:

Family Support Coordinators will respond to and answer emergency/crisis referrals/requests within twenty-four (24) working hours, after consulting with the Family Social Worker, FS Manager and Early Education Director.

Family Support Coordinators (FSC) will make a written response to the emergency/crisis referrals within five (5) working days and provide copies to FS Manager and Early Education Director.

Procedure:

1. Staff will assist parents/families to access and utilize all existing community resources including any services that are not listed here or in the Resource Guide.
2. Staff will assist parents to identify and access internal family resources.
3. FSC can be called to assist where needed during crisis/emergency situations.
4. Emergency/crisis situations are listed as follows:
 - a. **Food:** Families needing food can be referred to local food pantries, churches, SNAP/food stamps, MANNA Food Bank, Tribal Food Distribution.
 - b. **Finances:** Families needing financial assistance can be referred to local churches, Family Safety, TANF
 - c. **Shelter:** The Ernestine Walkingstick Shelter provides emergency shelter for battered women and their dependent children. The Cherokee Children's Home provides a shelter for teens and children.
 - d. **Transportation:** Families can be referred to Cherokee Transit, cab/taxi,

and Family Safety, Family Support Services

- e. **Child Abuse:** Cherokee Family Safety as well as Swain and Jackson County Departments of Social Services can be called to report child abuse. The Cherokee Police Department can also be called 24 hours a day 7 days a week. Staff are mandated to report child abuse and neglect. **DON'T WAIT...IF YOU SUSPECT IT, REPORT IT.**
- f. **Domestic Violence:** The Ernestine Walkingstick Shelter provides emergency shelter for battered women and their dependent children, as well as orders of protection and counseling.
- g. **Violence:** Police Department, Family Safety may assist in locating appropriate services.
- h. **Sexual Assault:** The Cherokee Police Department or Family Safety
- i. **Suicide:** Cherokee Police Department, Cherokee Dispatch, 911
- j. **Teen Runaways:** Cherokee Police Department, Cherokee Dispatch, Family Safety
- k. **Utilities:** Family Support can call Cherokee Dispatch and the operator will give the appropriate number for the person on call if it is tribal or one should call local power company if pertaining to electricity.
- l. **Rental Assistance:** Qualla Housing Authority and Tribal Housing can be called regarding housing and rental on the Qualla Boundary. Social Services and Family Safety can be called if financial assistance for housing is needed.
- m. **Fire/Disaster:** Qualla Fire, Cherokee Dispatch, Emergency Management or Cherokee Fire Department
- n. **Clothing:** Center donations of various items including clothing are accepted once a month and kept briefly before re-donating to a local agency in need. Family Support Services can also refer families to local thrift stores, Goodwill, Church of the Nazarene in Big Cove, Family Safety.
- 5. Call other agencies to advocate for services when identified emergency/crisis agencies have exhausted their resources.
- 6. Use the PHHS or EBCI Resource Guide to obtain specific information about the resources listed above, and other community resources.
- 7. Family Support Coordinators will input ChildPlus data about emergency/crisis needs of families, services families have received to meet their needs, and the outcome.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Support Coordinators

Subject: Accessing Community Services and Resources

Policy:

The program works collaboratively with all participating parents to identify and continually access, either directly, or through referrals, services and resources that are responsive to each family's interests and goals.

Procedure:

1. The services and resources include:
 - a. Emergency or crisis assistance in areas such as food, housing, clothing, and transportation.
 - b. Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence.
 - c. Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community.
2. Head Start/Early Head Start will do the following:
 - a. Each family will receive a Community Resource Directory listing services available to them. Family Support Coordinators (FSC) will review the directory with the parents/legal guardians to assure that they are familiar with its contents.
 - b. Together, with the assigned Family Support Coordinator, the family will complete a Family Partnership Agreement.
 - c. If there are identified needs, the FSC staff will refer the family to the appropriate agency and help them identify the steps they need to take to access the service. The referral could be done in two ways:
 - i. Give the family the information and let them contact the agency, then the FSC will follow-up to assure that they get the necessary services
 - ii. Accompany the family to the agency and help them through the process
 - d. If a Head Start/Early Head Start family is in need of

emergency/crisis assistance, the assigned FSC will assess the need with the family and identify the appropriate method of meeting that need.

- i. If the need can be met by providing the family with immediate access to things such as food or clothing, the coordinator will inform the family of

services available. In an emergency, FSC may provide transportation to the family, so they receive the necessary services.

- ii. If the need is more long term, such as housing or transportation, the coordinator will provide the family with the assistance necessary to help them meet that need through referrals.
- e. Education and other appropriate interventions, including opportunities for parents to participate in counseling programs; to receive information on mental health issues that place families at risk, such as (e.g. substance abuse, child abuse and neglect, and domestic violence) will be addressed when identifying family goals. Issues will be addressed periodically throughout the school year as needed.
- f. During the Family Partnership Agreement process, or during other contacts with the families throughout the year, the coordinator may become aware of the need to address mental health issues with a family; any referrals or exchange of information should not be given without the parent's/family's consent.
- g. Opportunities for continuing education, employment training and other employments services through formal and informal networks in the community.
 - i. FSC will inform families of continuing education and employment training opportunities available to them, and
 - ii. Encourage families to continue their education and employment training when appropriate

In all situations, the family will be given the tools to help themselves and encouraged to do so, thus building their independence. When necessary, staff will provide direct assistance.

- 3. The program follows up with each family to determine whether the relevance, quality, and timeliness of the services received through referrals met the families' expectations and circumstances. These contacts shall be documented and kept in the child's file and ChildPlus.

**Dora Reed & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Family Services

Section: Family Support Coordinators

Subject: Accessing Services and Referrals

Policy:

Staff will work with other agencies and the families to continually identify, and access services and resources needed for families to meet goals or to assist in an emergency.

Procedure:

1. With the assistance from staff and parents, the FS/Outreach Coordinator will compile resource information for use in the center by parents and staff.
2. The family will be given a Parent Resource Guide during Open House.
3. Families will be assisted in learning ways to access community resources.
4. Displays with information of services will be available to the families.
5. Advocacy on the family's behalf will be given as needed.
6. Referrals are documented on the proper form.
7. A copy of the referral is placed in family file.
8. Follow-up on the referral is made through the family or service provider and this contact is documented in family file.
9. Close communication is maintained with teachers and other relevant staff regarding a family in crisis.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Fiscal & Procurement

Section: General

Subject: Purpose and Functional Areas

Policy:

Qualla Boundary Head Start and Early Head Start (QBHS & EHS) Fiscal department's purpose is for fiscal management.

Purpose:

Provide guidance that understands and addresses the fiscal needs of the program and administrates those needs in an ethical and responsible manner.

Expectations of the fiscal department will be adhering to GAAP (General Accepted Accounting Principles), Federal & State guidelines, requirements set forth within the grant awards' FAA (Federal Assistance Award,) all budget & finance requirements set forth within the EBCI (Eastern Band of Cherokee Indians) Fiscal Management Manual and Eastern Band of Cherokee Indians Personnel Policies and Procedures.

Fiscal department are categorized with the following functional areas:

1. Planning
2. Budgeting
3. Compensation Policy CACFP
4. Grants
5. Procurement
6. Accounting (EBCI Fiscal Management Manual)
7. Contracts
8. Travel
9. Assets and Inventory
10. WEX Card Purchases
11. Data Collection and Tracking

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Fiscal & Procurement

Section: Fiscal

Subject: Planning

Policy:

QBHS & EHS fiscal planning for program.

Procedure:

Finance Manager shall:

1. Work with Department Managers, Program Early Education Director, Division Director, Division Secretary, Budget & Finance staff, Policy Council and Tribal Council to gather information and authorization for the program's financial needs.
2. Incorporate department and program needs into a financial budget for grant funding and other local funding each fiscal year.
3. Print and analyze budgets regularly, including salary expenses, and adjust according to ongoing program needs.
4. Present current budget and income statement analysis monthly at Policy Council Meetings.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Fiscal & Procurement

Section: Fiscal

Subject: Budgeting

Policy:

QBHS & EHS shall create all grant and program budgets in accordance with all federal and state guidelines and adhere to established EBCI fiscal management policy.

Procedure:

Finance Manager shall, with the needs of departments, program and EBCI fiscal procedure, create all budgets in the following manner:

1. Use information gathered from the planning process to create a budget.
2. Use computer software, such as Microsoft Excel and EBCI accounting software to create a worksheet detailing revenues and expenses with amounts for the following major categories:
 - a. Revenues. List all revenue sources and amounts known from reliable sources and documents.
 - b. Salaries. List all employees according to employee name, position title, position number and rate of pay amounts. These salaries will be allocated to different departments according to federal, state and local guidelines. This will be accomplished using EBCI accounting software and according to HS program, HS administrative, EHS program, EHS administrative, USDA and local funding.
 - c. Fringe Benefits. FB rates will be determined annually by EBCI budget & finance department. Allocate FB's according to determined rates, by salaries X FB rate.
 - d. Indirect. Indirect cost rates will be determined annually by EBCI Budget & Finance department. Allocate indirect according to determined rates, by salaries X indirect cost rate.
 - e. Merit Pay. Merit pay will be determined by EBCI Budget & Finance department. This amount will be allocated by merit pay worksheets calculated by the HR department. Information provided will be used and added to Salaries to increase rates of pay.
 - f. Operational. Operational expense needs shall be determined and allocated for each budget year determined by need of program. These include but are not limited to: general supplies, office supplies, travel and training, in kind expense, contract services, building maintenance, office supplies, food, supplies food, membership dues and fees, equipment purchases, computers, furniture, stipends, special events, maintenance agreements, equipment leases, public relations, employee relations, postage & freight, insurance, building and repair maintenance, repairs and maintenance vehicle, gas and oil vehicle, telephone expense, and utilities expense.
3. Determine budget needs and amounts that shall be "reasonable" and "necessary" according to federal and responsible practices.

- a. *“A cost shall be reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made.”*
 - b. *” A cost is necessary if, in its nature, a normal expense that is important for the program to operate, enhance or improve the performance of the intended purpose.”*
4. Complete required forms of EBCI budget & finance department.
5. Submit budgets to program Early Education Director, Division Director, Division Secretary, Policy Council, Tribal Council and Financial Analyst for review.
6. Complete adjustments and transfers as necessary.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Fiscal & Procurement

Section: General

Subject: Compensation Policy CACFP

Policy:

Per FNS Instruction 796-2, Revision 4, institutions are required to maintain written compensation policies that adhere to all requirements listed. Such a policy must relate to every element of compensation charged to the CACFP. The policy and procedures below describe the Eastern Band of Cherokee Indians written compensation policy.

Purpose:

The written compensation policy applies to any individual or group of individuals employed by the institution and identifies:

- Rates of pay.
- Hours of work, including breaks and meal periods.
- The institution's policy and payment schedule for regular compensation, overtime, compensatory time, holiday pay, benefits, awards, severance pay and payroll tax withholding. The timing and frequency of the institution's payments to its employees will follow a routine schedule as directed by its human resource policy.
- The compensation policy reflects the requirements of the U.S. Department of Labor's Fair Labor Standards Act (FLSA) for all DLSA nonexempt employees.

The Eastern Band of Cherokee Indians provides new employees with a copy of its written compensation prior to or upon employment. Employees are trained annually (if changes) on the written compensation policy and any changes to the elements contained therein.

Procedures:

I. Rates of Pay

Each classified position is assigned to a salary range that is competitive with the rates in the external labor market consistent with the institution's ability to pay.

Positions and Pay Range for Employees with CACFP Duties:

Position	Hourly Pay Range	Annual Pay Range	Number in Position
Early Education Director			1
Finance Manager			1
Operations Manager			1
Lead Cook			1
Cook			4
Cook Aide			2

Hours of Work

The centers operate on a 10-hour day, so the tour of duty varies for some positions. The standard tour-of-duty for the Early Education Director and the Finance Manager is 7:45 am until 4:30 pm. The tour of duty for the Operations Manager is 8:30 am until 5:15 pm. The tour of duty for the Lead Cook is 6:30 am until 2:30 pm. The tour of duty for the Cooks and Cook Assistants is from 7:00 am until 3:00 pm. The kitchen staff eats their lunch at the time the children eat. All employees are given two 15-minute breaks over the course of their 8- hour shift. The morning break is usually two hours after arrival for the day and the afternoon break is 2 hours after the lunch break is over. The Director, Finance Manager and Operations Manager are also allotted a 45- minute lunch break. Breaks are paid time for employees.

II. Regular Compensation

Payroll is paid on a bi-weekly basis. All employees shall be reviewed annually as part of a performance appraisal system. Based on these evaluations, each employee is eligible for anywhere from a 0% to a 3% merit pay increase. The evaluations are based on an assessment of the employee's development and achievements since the last review. Any changes to salary for CACFP employees must be approved through the submission and approval of a budget revision by the State agency.

III. Overtime

Non-exempt employees per the US Department of Labor's Fair Labor Standards Act (FLSA), will receive overtime pay for any time worked in excess of 40 hours in a work week. Overtime rate is one and one-half time (1½) the employee's straight time rate, except in instances involving a Sunday or holidays when the rate is two times the regular rate. Payment of overtime will be provided in the pay period following the period in which it is earned.

IV. Compensatory Time

The Eastern Band of Cherokee Indians does not allow compensatory time.

V. Holidays

Full-time employees are eligible for the holidays listed below:

- New Year's Day
- Martin Luther King Day
- President's Day
- Good Friday
- Easter
- Memorial Day
- Independence Day
- Cherokee Elder's Day
- Labor Day
- Heritage Day
- Veteran's Day
- Thanksgiving Day
- Tsali Day (Day After Thanksgiving)
- Christmas Eve
- Christmas Day

Full-time employees (employees who regularly work at least 40 hours per week) receive one (1) paid day off for each full day of holiday time. Holiday benefits for part-time employees will be pro-rated in accordance with the hours regularly worked by the employee. Temporary employees are ineligible for holiday leave benefits.

In those years when Independence Day, Christmas Eve and Christmas Day, and New Year's Day fall on Saturday or Sunday, the Principal Chief will designate the workday that will replace the weekend holiday.

VI. Benefits

The Eastern Band of Cherokee Indians provides benefits to all eligible full-time and part-time employees. The EBCI reserves the right to modify or terminate any employee benefits, at any time.

a. Health/Life Insurance

The Eastern Band of Cherokee Indians provides individual health and dental insurance benefits for eligible full-time and part-time employees beginning after the first full month of employment.

Eligible employees may elect to participate in the available health plan offered by the Institution. The Eastern Band of Cherokee Indians presently pays the individual insurance premium for all eligible employees. The Eastern Band of Cherokee Indians may require employees to pay a portion of insurance premiums in the future. Information about the Eastern Band of Cherokee Indian's health plan will be provided to the employee at the time of employment.

b. Annual Leave

Annual leave is based on the schedule below. Annual leave will accrue for all employees who are working, on paid leave, or on workers' compensation leave for one-half or more of the regularly scheduled workdays and holidays in the pay period.

Years of Total Service	Hours Granted Each Pay Period
0-3 years	4
4-14 years	6.75
15 or more	8

Honorably Discharged Veterans shall accrue annual leave at the following increased rates:

Years of Total Service	Hours Granted Each Pay Period
0-3 years	6
4-14 years	8.75
15 or more	10

c. Sick Leave

Full-time permanent, probationary, trainee and time-limited employees are eligible for leave at the rate of 4 hours per pay period (104 hrs. per year).

Part-time (half-time or more) permanent, probationary, trainee and time-limited employees are

eligible for leave at a prorated amount. Temporary, intermittent, and part-time (less than half-time) are not eligible for leave. Unused sick leave can accumulate from year to year up to a maximum of 200 hours for full-time employees. This limitation on accrual of sick leave benefits is prorated accordingly for part-time employees. No sick leave benefits are paid upon separation of employment from this employer for any reason. If an employee's illness or injury requires a consecutive absence of 3 days or more, physician documentation will be required.

d. Awards

The Eastern Band of Cherokee Indians offers an award system based on years of service:

Years of Total Service	Annual Cash Award
Less than 15 yrs.	0% of Annual Salary
15-19 yrs.	1% of Annual Salary
More than 20 yrs.	2% of Annual Salary

e. Withholding Taxes

Federal and State taxes will be withheld from each employee's salary. W-2s will be issued to employees by the end of January of each year.

f. Severance Pay

The Eastern Band of Cherokee Indians will not compensate employees with severance pay.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Fiscal & Procurement

Section: Fiscal

Subject: Grants

Policy:

QBHS & EHS shall apply for federal and state grants as necessary to support the program.

Procedure:

Finance Manager shall, with the needs of the program, complete all requirements of the grant application requirement according to the following process:

1. Use information gathered from program managers, United States Department of Agriculture (USDA) / Office of Head Start to create and apply for annual grant funding according to following procedures:
 - a. Use electronic software such as Microsoft Excel to create a budget narrative that describes all needed and allowable expenses according to the Head Start Act and program performance standards.
 - b. Show and allocate all reasonable and necessary expenses for expenses such as but not limited to: salaries, fringe benefits, supplies, family partnership, curriculum, classroom, safety, disabilities, utilities, telephone, water, insurance, building maintenance, in-kind, training, including training and technical assistance per allowable amounts.
 - c. Complete tribal grant application and submit to EBCI Grants office for a resolution to apply for grant can be submitted to council
 - d. Complete grant application for agency and submit to EBCI Grants office for review.
 - e. Enter all budget amounts and program information into the online Office of Head Start Enterprise System. This includes all budget amounts and required program information.
 - f. Print all forms including 424, 424A, 424B, budget narrative, program detail information.
 - g. Submit all forms and documents to QBHS Head Start Policy Council and Tribal Council for review and approval.
 - h. Electronically submit program narrative and budget documents to the HS program contacts and the HS Grants Management office.
 - i. Apply for grant increases according to the same procedures. This includes One-Time funding increases, program increases and COLA's.
 - j. Complete all required financial reports including the FSR 425.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Fiscal & Procurement

Section: Fiscal

Subject: Procurement

Policy:

QBHS & EHS shall adhere to sound procurement practices according to federal, state and EBCI guidelines.

Procedure:

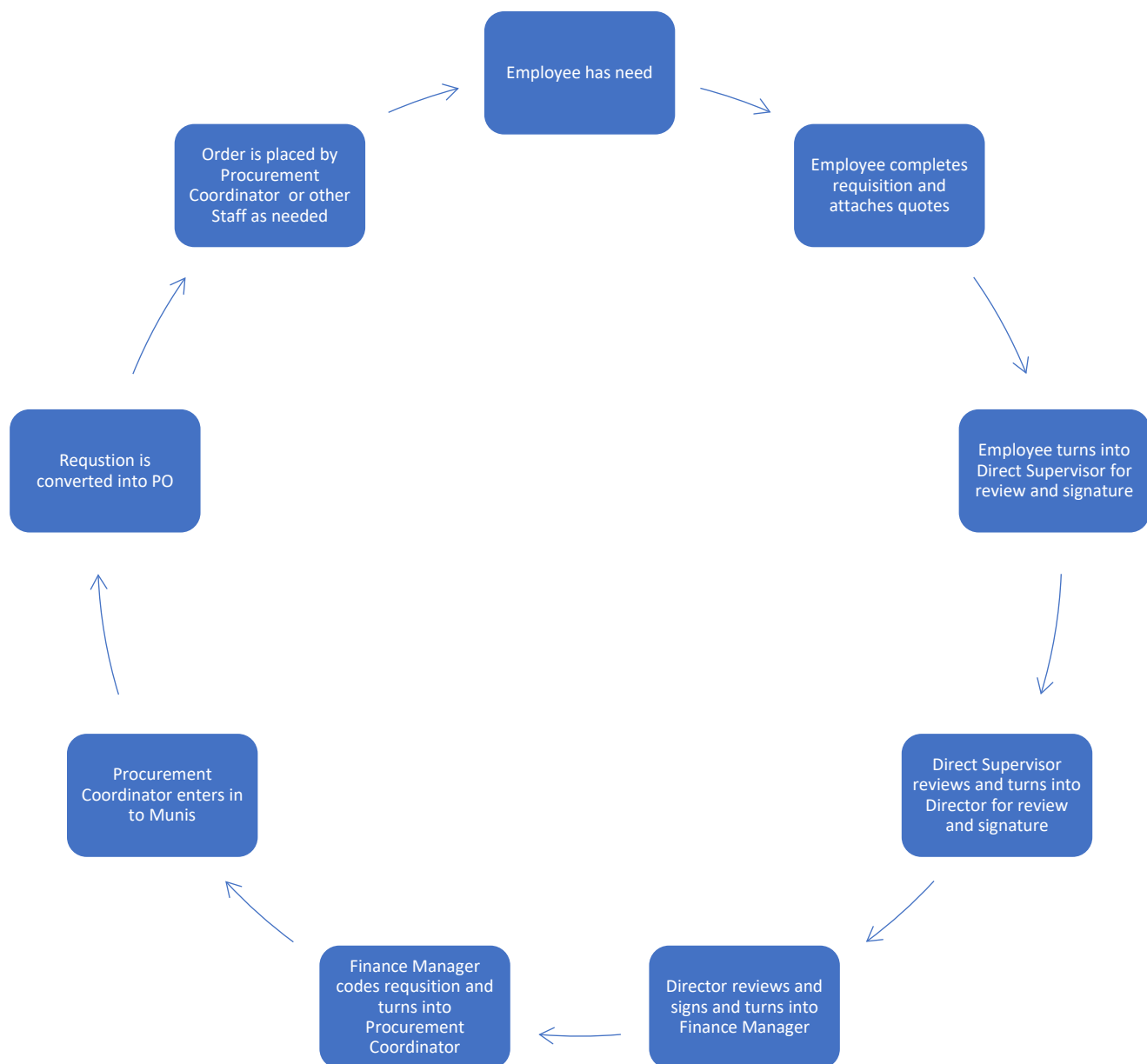
QBHS & EHS fiscal department will administrate and adhere to the following Requisition, PO (purchase order), and Invoicing procedures:

1. Employees shall:
 - a. Use requisition form to request supplies and services.
 - b. Use available resources, such as updated TERO list, catalogs and online information to obtain a quote and attach as backup to requisition
 - c. Complete form according to required information.
 - d. Sign form.
 - e. Submit to supervisor for approval.
2. Supervisor shall:
 - a. Review requisition for reasonable and necessary need of supplies, or services.
 - b. Approve items listed as necessary.
 - c. Submit to Director to review.
3. Director shall:
 - a. Review requisition for reasonable and necessary need of supplies, or services.
 - b. Approve items listed as necessary.
 - c. Forward to Finance Manager for review.
4. Finance Manager Shall:
 - a. Review requisition for reasonable and necessary need of supplies, or services and accuracy.
 - b. Approve items listed as necessary.
 - c. Assign appropriate general ledger expense line.
 - d. Forward to Procurement Coordinator.
5. Procurement shall:
 - a. Review requisition for accuracy of completeness, reasonable and necessary need of supplies, or services.
 - b. Review each requisition for accuracy of total amounts and most efficient pricing compared to other vendor with like-type items.
 - c. Enter into Tyler Munis the electronic requisition and attach the hard copy requisition with backup.
 - d. Wait for electronic approval and for requisition to be turned into a PO.

- e. Once a PO has been issued procurement shall place order with vendor unless the item is a specialty item. At that point, the procurement coordinator will give the PO to the appropriate person for order/purchase.
- f. As items are received, attach packing slips to appropriate PO's and ~~file~~ and mark as received in full.
- g. Send back any items that are received to which no PO exists. These items are deemed unauthorized purchases by EBCI and Program standards.
Deliver to classrooms, or other staff as requested.
- h. Forward PO's to the Data Specialist once all items have been received.
- i. Monitor and track orders that have not been received in a timely manner.

6. Data Specialist Shall

- a. Submit invoices to appropriate personnel for signature indicating that the goods / services were received.
- b. Submit invoices to Finance Manager verifying that funds were procured correctly.
- c. Submit invoices in Munis for weekly check runs from tribal accounts payable office to process.
- d. Monitor and track invoices that have been received before the order is entirely fulfilled.



Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Fiscal & Procurement

Section: Fiscal

Subject: Procurement Practices

Policy:

QBHS & EHS shall adhere to sound procurement practices according to federal, state and EBCI guidelines.

Procedure:

Procurement shall adhere to the following ordering procedures:

1. Review requisition for accuracy and total need.
2. Waits for Tyler Munis to convert requisition to a Purchase Order.
3. Contact vendor and place order. With a normal amount of assurance, place order and get to QBHS & EHS before needed date. Contact staff concerning any shipping issues and when it will be shipped, or if there will be any delays.
4. Receive ordered items compared to original purchase order.
5. Forward ordered items to staff.
6. Forward invoice to appropriate personnel for signatures.
7. Compare invoice with assigned PO, adjusting amounts according to invoice total in Tyler Munis.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Fiscal & Procurement

Section: Fiscal

Subject: Procurement Coordinator

Policy:

QBHS & EHS Procurement Office shall support the overall program needs in such a way that enhances and promotes success.

Procedure:

Procurement Coordinator shall adhere to the following duties:

1. Receives and processes requisition orders from center supervisors and office personnel
2. Get US mail and internal mail daily.
3. Order program supplies as necessary.
4. Maintain copiers and printers as best as possible. This includes, but not limited to, ordering toner, ink, looking at copiers that can be fixed, and contacting copier companies and request service calls.
5. Run necessary Tyler Munis reports. This includes, but not limited to, PO reports, general ledger reports, and other financial reports as requested or needed.
6. Work with other staff to meet needs as necessary.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Fiscal & Procurement

Section: Fiscal

Subject: Accounting

Policy:

QBHS & EHS will ensure reliable accounting practices that are in accordance with GAAP, HS Act, Performance standards, federal & State guidelines and as described by the EBCI Fiscal Management Manual.

Procedure:

Fiscal staff and other program management personnel shall adhere to established accounting practices as it relates to the HS/EHS/EBCI Fiscal Management Manual categories:

1. 600 Accounts Payable. Fiscal & Procurement have established procedures for processing purchase orders.
2. 803.01 Budget Responsibility. Program will adhere to established Budget guidelines. Finance Manager shall submit all budgets and adjustments as necessary according to established internal processing.
3. 1000 Capital Asset Policy. Program will adhere to and support EBCI with responsible capital asset management.
 - a. Finance Manager will follow established guidelines for purchasing capital assets. Additionally, will notify the Asset office of received items requiring to be tagged for depreciation tracking.
 - b. Finance Manager will accommodate EBCI Budget & Finance staff for annual inventory audits of capital assets.
4. 1103.01 Receipt of Revenue by Tribal Programs. Finance Manager will complete required income forms for depositing of any grant checks, cash or other income as required.
5. 1407.01 Vehicle Purchase. Program Director, Operations Manager and Finance Manager will determine need, complete required forms, get appropriate number of quotes, and other support information as required.
6. 1408.02 & 1408.03 Vehicle Transfers & Disposition. Finance Manager and Operations Manager will work with Motor Pool to dispose of all vehicles as required.
7. 1408.00 Vehicle Maintenance. Operations Manager will send all vehicle to EBCI Motor Pool for scheduled, or necessary vehicle maintenance needs. Further will adhere to policy to not modify vehicle not approved by the EBCI Motor Pool and safety standards.

8. 1500 Financial General Ledgers Reporting. Finance Manager shall reconcile all grants awarded to the program. This includes HS/EHS, CACFP and other grant programs. Reconciliation shall include Year End journal entries such as accrual, or deferral of revenues. These journal entries will be forwarded, reviewed and entered according to approved procedures.
9. 1600 Tribal Credit Cards. Program personnel will work with Finance Manager to access tribal credit card per established controls and procedures listed within section 1603 of the EBCI Fiscal Management Manual. Additionally, Finance Manager will complete all required forms and program will have required approvals as required.
10. 1700 Grant/Federal/State Contract Application Procedure. Program Finance Manager will with the Grants Management office to ensure grant application and administration will adhere to established processes within section 1702.
11. 1703 Grant Award Notification. Finance Manager shall adhere to the Grant Award Notification Process. Finance Manager work with Grants Compliance Manager when grant funding has been received.
12. 1803.01 Award Notice. Finance Manager will forward all FAA's and other grant award letters to the Grants Compliance Office as awards are received.
13. 10803.02 Reporting. Finance Manager will reconcile all expenses and complete all required reports. These reports will be forwarded to the Grants Compliance Office for review as required.
14. 1804 Grant Drawdown. Finance Manager will submit all grant drawdown requests to the Grants Compliance Office as needed and required.
15. 1807 Internal Compliance Audits. Finance Manager will work with Grants Compliance Office to schedule necessary grant audits as required by established criteria. Audits will be conducted in a manner that is supportive of the auditor's needs and responsible grant management.
16. 1900 Journal Entries. Finance Manager shall submit all necessary or required journal entries per established policy described within section 1903 of the EBCI Fiscal Management Manual.
17. 2000 Payroll. Program will adhere to all established policies and procedures described within section 2000 of the EBCI Fiscal Management Manual. Program's Office/Human Resources administrator will collect all time sheets and submit to payroll as required.
18. 2200 Procurement & Purchasing Policy. Program has established internal control policies that adhere to procurement & purchasing policy within section 2200 of the EBCI Fiscal Management Manual.
19. 2500 Risk Management Policy. Program will work with the Risk Management Department to ensure correct procedures are completed to satisfy the procedures of the Employee Accident and Injury described within section's 2500 of the EBCI Fiscal Management Manual.
20. 2600 Travel Policy and Procedure. Program with adhere to established procedures for Travel described within section 2600 of the EBCI fiscal Management Manual. Finance Manager will assign appropriate expense account numbers for each traveler.
 - a. Each employee shall complete the required travel forms and submit for approval before each travel.

- b. Each employee shall complete the reconciliation and submit documentation per required policy.

21. 2700 Computer Purchasing and Replacement Policy. Finance Manager and Procurement will work with the program to satisfy computer purchasing needs. This includes, but not limited to, research completing required forms, price quotes and any other requirements listed within section 2704.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Fiscal & Procurement

Section: Fiscal

Subject: Contracts

Policy:

QBHS & EHS shall work with Finance and the EBCI legal office when preparing contracts. Finance Manager shall adhere to sections 2213 in the EBCI Fiscal Management Manual and the Office of the Attorney General Contract Policies and Procedures found on c-web.

Procedure:

1. Finance Manager shall work with appropriate program managers or Early Education Director to identify a need for a contract.
2. TERO list shall be reviewed for a vendor first
3. A W-9 / Certificate of Insurance / Tribal Business License shall be gathered from vendor as needed
4. Email from Finance and from Qualla Housing shall be obtained stating no debt is owed
5. RFP or Scope of work shall be obtained.
6. Paper contract shall be completed with Manager, and vendor signatures.
7. Procurement Coordinator uses Contract Entry in Munis to enter the details of the contract and upload appropriate backup, including the signed Independent Contractor Agreement. The contract will then be released into the approvals process.
8. Contract will route through all approvals via Munis; Purchasing, TERO, OIT if applicable, GIS if applicable, Revenue, Business and Taxation Specialist, Financial Analyst (capital codes), Legal, Director (\$10,000 and over), Secretary (\$50,000 and above), Manager, and Purchasing.
9. At the end of the contract approval process Finance Manager will generate the electronic coversheet that will show all Munis Approvals.
10. Contract will then be routed to the Chief's office for signature.
11. If needed, Business Committee Approval will be obtained.
12. Once complete, Procurement Coordinator will upload the signature pages into the Contract Agreement section of the contract in Munis.
13. Finance Manager will then Review and Approve.
14. Purchasing will give final approval and post the contract.
15. Procurement Coordinator will file a copy for program records and send the originals to the Legal Office for storage.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Finance

Subject: Travel and Training Process

Policy:

QBHS & EHS supports local and national training and travel for employees that will strengthen knowledge to perform duties and better serve stakeholders.

Procedure:

QBHS & EHS adheres to section 2600- Travel Policy and Procedure within the EBCI Fiscal Management Manual along with the below programmatic procedures.

The Finance Department, along with the Professional Development Coordinator will work with employees to complete and process necessary travel documents required for approval at all levels:

1. Employee will fill out travel request form and attach all necessary backup documents, including a credit card request, per diem rates, lodging quotes, airfare quote, and rental car quote along with a memo to the Secretary of PHHS identifying how the training/travel will benefit the program.
2. Employee will turn the completed travel packet into the Professional Development Coordinator four weeks ahead of planned travel.
3. The Professional Development Coordinator will schedule a meeting of the Travel Committee (Director, Finance Manager and Professional Development Coordinator) to review travel requests and approve/deny at the program level.
4. Travel Requests that are approved shall be signed by the Director and checked for accuracy by the Finance Manager.
5. Finance Manager will assign expense accounts and forward the travel to the Secretary of PHHS for approval.
6. Professional Development Coordinator will notify employee if the travel was approved or denied.
7. Secretary of PHHS will return travel to the Finance Manager or Director.
8. Procurement will enter the travel request for final Finance approval process.
9. Once approved by Finance, the employee traveling will then be responsible for making all of the necessary travel arrangements.
10. Upon return, the employee shall submit the completed travel reconciliation form, along with required receipts and proof of attendance to the Finance Manager within 5 days of returning from travel.
11. The Finance Manager will review for accuracy and submit to the Travel Buyer.
12. The Travel Buyer will review reconciliation for accuracy and send back to Finance Manager.
13. If there is a balance due, it is up to the traveler to pay the balance at Revenue within 5 days of receiving approved reconciliation from the Travel Buyer.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Finance

Subject: Asset and Inventory Tracking

Policy:

QBHS & EHS will take measures to protect and safeguard all Tribal Assets and Inventory found at each center.

QBHS & EHS adheres to section 1000- Capital Asset Policy within the EBCI Fiscal Management Manual with the below programmatic safeguards in place.

Procedure:

1. All computers, cameras, cellphones, printers, tablets, handheld communication devices and items costing \$200 and above will be logged in the inventory spreadsheet and tracked by the Procurement Coordinator by employee in possession.
2. Assets of \$5,000 and above are tracked in Munis by Finance and the Program.
3. Assets and Inventory will never leave the property, with the exception of, laptops, tablets and cell phones that are taken offsite for work purposes only. Employee must have manager approval in these instances.
4. It is the responsibility of each employee to ensure the safety of the assigned inventory and/or asset.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Finance

Subject: WEX Cards

Policy:

Pursuant with the request of the EBCI Procurement Office, QBHS & EHS will utilize WEX cards to provide gas for all tribal vehicles, including buses.

Procedure:

1. Each vehicle will have an assigned WEX card that will stay at the front desk.
2. Operations Manager and Director will determine which employees are authorized to use WEX cards.
3. Authorized employees shall be assigned an individual PIN to purchase fuel. Employees absolutely will not share PIN's.
4. Receipts should be signed by both the employee who purchased the fuel and their manager and submitted to the Finance Manager for reconciliation.

Qualla Boundary Head Start and Early Head Start Early Head Start/Head Start

Department: Finance

Subject: Data Tracking

Policy:

QBHS & EHS utilizes data tracking programs to ensure the program meets and maintains compliance with federal grant requirements.

Procedure:

The Data Specialist will adhere to the following procedures and timelines for tracking program data:

1. Health Screenings will be tracked and monitored weekly during the first forty-five (45) days of the school year. After the first forty-five (45) days, health screenings will be monitored quarterly or as needed.
2. Student enrollment will be monitored and tracked monthly and as needed to ensure enrollment numbers remain in compliance with grant and tribal requirements.
3. All children enrolled in the program will be entered into Teaching Strategies Gold within one (1) week of enrollment date.
4. Staffing reports through ChildPlus and MUNIS will be conducted and tracked monthly and as needed to ensure accuracy and compliance with grant and tribal requirements.
5. PIR for each upcoming school year will be created and changes made by May, three (3) months before the school year is scheduled to start, to ensure accuracy and assist with enrollment processes.
6. PIR will be monitored and tracked on a monthly basis and as needed depending on program changes throughout the school year.
7. Community and Self-Assessments will be updated annually.
8. Student assessments will be tracked and monitored three times yearly, beginning, midpoint, and end of year, following the dates on the education calendar. Graphs and charts are to be compiled and completed within one (1) month of assessments being completed.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations Area

Section: Administrative Plan P.S. 1302.1

Subject: Administrative Plan

Policy:

Director will ensure the efficient and practical operation of the Qualla Boundary Head Start/Early Head Start Center(s) by granting
Administrative authority for the day-to-day operation of the Center.

Procedure:

In order to ensure effective and efficient day-to-day operation of the QBHS&EHS Centers, the following actions will be taken:

1. The Eastern Band of Cherokee Indians grants administrative authority for the day-to-day Operation to the QBHS/EHS Centers to the Early Education Director. These authorities are granted to the Early Education Director in order to enhance and protect the health and safety of the children, staff and visitors at the QBHS&EHS Center.
2. The Early Education Director will post a list of delegated authority for the QBHS/EHS Center at the receptionists' sites indicating who is in charge when the QBHS&EHS Early Education Director is absent.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations Area

Section: Plan Review

Subject: Plan Review PS 1303.42

Policy:

Dora Reed Children's Center will work with the health advisor, to ensure that renovated and new facilities are designed to protect the health and safety of the children, staff and visitors.

Procedure:

In order to reduce and eliminate unnecessary delays and expenses associated with a renovation, Construction, or move in to a new facility, the following actions will be taken:

1. New Facilities: The Early Education Director will notify the Tribal Building Inspector and NC State Inspector in writing of any proposals to construct a new QBHS&EHS facility, including the name and phone number of a contact person to arrange for the review of plans for the facility.
2. Renovations to Existing Centers: The Early Education Director will notify the Tribal Building Inspector, and NC State Inspector in writing of any plans to renovate the existing facility, including the name and phone number of a contact person to arrange for the review of the renovation plans.
3. Occupying an Existing Facility: The Early Education Director will ask the Tribal Building Inspector to conduct a site visit of any facility that the Head Start/Early Head Start Program intends to occupy for use as an QBHS&EHS Center. Prior to occupying any facility, the QBHS&EHS Program will have approval from the Tribal Building Inspector.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations Area

Section: Staff Ratio Plan

Subject: Staff Ratio Plan PS 1302.21 1302.21 (b)

Policy:

The QBHS/EHS will not leave children unattended and will maintain required staff to child ratios to protect the health and safety of the children at the center.

Procedure:

In order to comply with the staff to student ratios presented in the Head Start Performance Standards 1302.21 and 1302.21 (b) and also with the more stringent requirements of the local fire code, the following actions will be taken:

1. The following staff to student ratios will be maintained at the QBHS/EHS Center during all hours of operation:
 - a. Early Head Start Program: Children 0-36 months.
 - b. One Teacher for every 4 children ages birth to 36 months.
 - c. The group's size will be limited to 8 children.
 - d. Head Start: Children 3 years to 5 years.
2. There will be a minimum of 2 adult staff persons on duty at all times.
3. There will be a staff to student ratio maintained at the Center for children 3 to 5 years of age as follows:
 - a. 1 teacher/teacher assistant per 9 children ages 3-4 years.
 - b. 1 teacher/teacher assistant per 12 children ages 4-5 years.
4. These staffing ratios will be maintained at the Center and on the bus during transportation of children.
5. Staff Absences: There are occasions when, due to illness or unforeseen circumstances, the number of staff available to provide services may be temporarily less than required. In these instances the following procedures will apply:
 - a. If an Early Head Start Teacher/Teacher Assistant does not report to work or must leave work during the day, and floater teacher is not available, two Head Start staff members will be shifted to provide services to the Early Head Start children.

- b. If both Teacher/Teacher Assistant who provide service to a group of 8 Early Head Start children is absent a floating teacher/teacher assistant will be stationed in the classroom.
 - c. This shift will be allowed for a maximum of two working days, after which the Early Head Start will reduce enrollment to comply with the staff to child ratio.
- 6. If a Head Start staff member does not report to work, must leave work during the day or is shifted to cover the Early Head Start services and a substitute Teacher cannot be found, a regular volunteer for the Center will provide services to the children.
- 7. At least one of the staff providing service to a group of 9 Head Start children ages 3-4 years or group of 12 children ages 5 years or older must be a QBHS/EHS staff member.
- 8. Staff Shortages: There are occasions when, duty to long term illness, resignations or other unforeseen circumstances, the number of staff available to provide services will be less than required for more than two days. In these instances, the following procedures will apply:
 - a. The Early Education Director will notify the Education Manager immediately of the staffing shortages and determine if QBHS&EHS Administrative staff or other identified qualified substitutes may assist until the shortage can be resolved.
- 9. The Family Support Outreach Coordinator will provide orientation to all substitutes within the first week at the center. Substitutes and volunteers will be under the supervision of one of the regular Head Start/Early Head staff at all times.
- 10. If the staff shortage cannot be resolved through the use of substitute staff, then the Education Manager, with approval from Early Education Director, will reduce the enrollment of the HS/EHS programs, or both, until adequate staff can be hired.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Safety and Injury Prevention Plan

Subject: General Safety PS 1302.47 (G) (iv)

Policy:

QBHS/EHS will ensure that children in our care are released only to people authorized by the custodial parent or guardian, and only into a situation where the health and safety of the child is not placed in jeopardy.

Procedure:

In order to ensure that access to children is limited only to authorized persons, Early Education Director will ensure that children are not released to any person not authorized by the custodial parent or guardian.

The Early Education Director will implement the following actions:

1. All staff members will wear an employee badge at all times while performing their tour of duty.
2. Maintain a list of the names, addresses, and telephone numbers of persons authorized to take the child from the center.
3. Require the custodial parent to provide written legal documentation of custody signed by a Court Judge.
4. Non-custodial parent may contact the center only with prior written permission of the custodial parent.
5. Other court orders such as DSS placement, Protective Orders (50-B), etc.
6. Any child that is dropped off at the center will be signed in by the parent/guardian using the Daily Sign-In/Sign-Out Sheet. All parents and guardians are required to sign their legal name.
7. A child will not be released to any person in an obvious state of intoxication or under the influence. In the event that a parent, guardian or other authorized person arrives to pickup a child in a state of apparent intoxication or under the influence, the staff will:
 - a. Immediately call the front office staff and let them know assistance is needed.

- b. Take the intoxicated person into the offices or other location isolated from the children and informs the person that they cannot release the child to the person.
- c. If the person becomes agitated or violent, the Early Education Director/Center Supervisor will implement the Emergency Procedures in Section VI. H of this plan.
- d. If the staff/Center Supervisor cannot locate any authorized person on the emergency contact list for the child, then the Cherokee Police Department will be called to locate the parent(s) of the child.
- e. The Center Supervisor/Education Manager will talk to the custodial parent/guardian about any event involving an intoxicated or person under the influence arriving to take their child.
- f. In the event an intoxicated custodial parent/guardian arrives to take their child, the Center Supervisor will discuss with the Early Education Director, the situation, and discuss appropriate actions that should be taken to ensure the safety of the child.
- g. In the event that a non-custodial parent attempts to take a child from the center without the consent of the custodial parent, the Early Education Director/Center Supervisor will explain that the child cannot be released to them and notify the police.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Safety & Injury Prevention Plan

Subject: Injury Prevention PS 1302.47 (2)

Policy:

QBHS/EHS will prevent the occurrence of injuries and reduce the severity of those injuries that may occur through education, providing and maintaining a safe environment, and providing adequate supervision of children.

Procedure:

To prevent injuries by encouraging safe behavior, eliminating hazards, and protecting children and staff from hazards that cannot be eliminated, the following actions will be taken:

Training and education of staff, children and parent/guardian.

1. Staff will model safe behavior, including wearing seat belts and using age appropriate child restraints in their private vehicles.
2. When the staff observes an unsafe action by a child, staff will talk with the child in a positive manner about the unsafe action as soon as possible.
3. Staff will provide injury prevention training and information to the children in the following topics:
 - a. Seat belt use and child restraint use.
 - b. Pedestrian Safety
 - c. Playground Safety
 - d. Fire Safety/Burn Safety
 - e. Bicycle Safety
 - f. Firearm Safety
 - g. Poison Prevention
 - h. Injury Monitoring and Trend Analysis
4. The Early Education Director, Operations Manager, and Transportation/Facilities Coordinator will review each Illness/Injury Incident Report for each injury that occurs at the centers to determine if a modification to equipment, the grounds, or other environmental modification would reduce the chance of repeats of the injury. The Health Manager will make note on the Illness/Injury Incident Report of what actions were taken or will be taken to eliminate the conditions or hazard that contributed to the injury.

5. The Early Education Director and Operations Manager will review the Injury Incident Log to identify injury trends among the students and staff. Trends identified will be presented to the Parent Policy Council Committee, the Health Manager, and Health Advisor for review and comment. The Operations Manager will develop a plan to correct any problems that contribute to the injuries and will implement this plan prior to the beginning of the next school year. The Operations Area will assist in implementing the corrective plan of action.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Safety and Injury Prevention Plan

Subject: Playground Safety PS 1302.47 (2)

Policy:

QBHS/EHS will provide and maintain a safe outdoor play area that is properly designed and age and developmentally appropriate to prevent injuries to the children.

Procedure:

Playground Equipment and Grounds

1. A list of all playground equipment provided at the QBHS/EHS will be developed and update annually by the Operations Manager, Education Services Manager and Transportation/Facilities Coordinator. The list of all playground equipment, and what age groups can use the equipment, will be maintained on file at the center. The instructional information of materials will be kept on file to ensure the installation is in accordance with the manufacturer's specifications.
2. The Operations Manager, Transportation/Facilities Coordinator, Education Services Manager will ensure that all playground equipment is age and developmentally appropriate based on the manufacturer's labeling of the equipment.
3. The playground layout and design, equipment, type and depth of materials, and equipment construction and design were inspected and approved by the Health Advisor in the Spring/Summer of 2000. A playground list and check book of equipment is on file in the QBHS/EHS Early Education Director's office and with the Transportation/Facilities Coordinator. A copy will be kept in the Operations Manager's office as well
4. The PHHS compliance office will be contacted and assist before any modifications to playground design, layout or equipment occurs.
5. The children will be supervised by at least two staff members while on the playground.
6. The Education Services Manager will develop a set of playground safety rules based on the equipment manufacturer's recommendations and general safety considerations.
7. These rules will be reviewed with the staff and will be posted at all exits leading to the

playground.

8. The playground safety rules will be reviewed with the children on the first day of class and before the children use the playground.
9. The staff will remind children of the safety rules while the children are at play.

Playground Inspections

1. The playground will be inspected daily prior to use by the children by using the Daily Playground Inspection Form.
2. The Operations Manager will ensure that any problems identified during the daily inspection are corrected immediately before the children enter the playground.
3. The Transportation/Facilities Coordinator using the Playground equipment Checklist will inspect the playground equipment monthly. Any equipment hazards identified will be corrected immediately or the equipment will be taken out of service until the problem can be corrected.
4. The monthly Playground Equipment Checklist will be reviewed annually by the center staff to identify recurring hazards with specific types of bands of equipment and develop methods of prevention so there are no recurrences of these hazards.
5. The monthly Playground Equipment Checklist will be maintained on file at the center for three years.
6. Playground equipment that cannot be repaired or made safe will be removed from the playground area as soon as possible.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Safety and Injury Prevention Plan

Subject: Toy Safety PS 1302.47

Policy:

In order to ensure that all toys are safe, age appropriate and are properly maintained and stored, the following actions will be taken:

Before each school year begins, the Transportation/Facilities Coordinator and Education Services Manager will inspect all toys in the centers.

Procedure:

1. Toys for children under the age of three do not have removable parts, are not smaller than 13 inches in diameter and less than 23 inches long.
2. Toys for children over the age of three and under the age of four years are not smaller than 13 inches in diameter, and do not have removable parts smaller than 13 inches in diameter.
3. Toys are free of sharp points and sharp edges.
4. No projectile type toys are allowed.
5. Scissors and other educational tools will be rounded ends and be free of sharp edges.
6. Stuffed animals and other soft toys will not have detachable eyes or other loose parts.
7. Any toys that are damaged or not age appropriate will be discarded in the garbage.
8. Donated toys will not be used unless they meet the requirements as specified by standards used in program furnished equipment. They should be new or unused in the original box.
9. Mylar balloons will be used at QBHS/EHS only for decoration purposes.
10. The children will not have access to plastic bags or Styrofoam objects at the center.

11. The staff will remove any toys that they believe because of design or deterioration, are not, safe for the children to play with. Staff will inform the Transportation/Facilities Coordinator and Education Manager of what toys are being removed from play.
12. The Transportation/Facilities and Health Manager will provide the parent/guardian with information sheets on toy safety and the need to use age-appropriate toys at home.
13. Toys are stored in a safe, orderly fashion to reduce clutter and maximize use of the floor space.
14. Toys that are not in use, will be stored in the attic or outside building storage space to prevent clutter in classrooms.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Safety and Injury Prevention Plan

Subject: Fire Safety PS 1302.47 (b) (7) (ii)

Policy:

The QBHS&EHS Centers will reduce the risk of fires through proper training and equipment to eliminate harm to the children and staff and reduce damage to the center.

Procedures:

In order to prevent the occurrence of a fire and to ensure the health and safety of the children, staff, and visitors. In the event of a fire, the following actions will be taken:

1. Highly flammable chemicals and materials will not be kept in the Dora Reed or Big Cove Children's center. All flammable chemicals will be stored in the outside storage buildings.
2. The Transportation/Facilities Coordinator and the Maintenance Worker will inspect monthly to ensure less than 25% of wall areas are covered with combustible materials, such as paper.
3. Monthly fire inspections will be conducted on the center using the Fire Inspection checklist form.
4. A fire that cannot be immediately extinguished by the center staff will be considered an imminent health hazard and the center will be evacuated in accordance with the imminent health plan.
5. The Education Manager, Lead Teacher, or classroom staff will contact parents to transport children home.
6. The Transportation/Facilities Coordinators' will follow the procedures for an imminent hazard.
7. The Transportation/Facilities Coordinators' will notify the QBHS/EHS Early Education Director, the Health Advisor, and the local fire department in writing within 24 hours of any fire emergency that involved the QBHS/EHS Centers

The notification will include:

1. What the fire emergency was.
2. The date and time of emergency.

3. The actions taken by the staff.
4. Any injuries that occurred
5. The damage to the facility.

The staff will receive annual in-service training of:

1. Fire safety.
2. Policies and procedures.
3. The use of fire extinguishers.
4. The safe evacuations of children.
5. The Operations Manager and Transportation/Facilities Coordinators' will develop a fire plan for the center that will be posted in each classroom, offices, entrances, and exits of the building.

The fire plan includes:

1. The routes of evacuation from various areas of the center
2. The location of fire extinguishers
3. The location of smoke detectors
4. The location of the outside assembly point.

Fire Detection:

1. The Transportation/Facilities Coordinator and Facilities Maintenance Worker will ensure that an adequate number of functional smoke detectors are provided and located as required in the Environmental Health Standards and as recommended by Health Advisor.
2. The location of the smoke detectors are indicated on the fire plan for the center.
3. The Transportation/Facilities Coordinator and Facilities Maintenance Worker will change the batteries for all battery operated smoke detectors that emit an audible chirp that the batteries are low.
4. The Transportation/Facilities Coordinator and Facilities Maintenance Worker will check operation of the smoke detector monthly, by pushing the test button on the detector.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Safety and Injury Prevention Plan

Subject: Fire Suppression PS 1302.47 (7) (ii)

Procedure:

Fire Suppression

1. Fire Emergency: The closest responding fire station is located next to the center with an average response time of one minute.
2. The primary responsibility for the Head Start/Early Head Start staff is for the safe evacuation of children and not to extinguish.
3. If a fire can be extinguished quickly and safely, then a staff member will extinguish the while other staff are evacuating the children.
4. Fire extinguishers in the center are ABC-Type and are located outside classrooms, offices, kitchens, and the multi-purpose room.
5. Fire extinguishers will be inspected as follows by: EBCI Security and Technology
6. The Transportation/Facilities Coordinator and Maintenance Worker will inspect fire extinguisher's monthly using the monthly Fire Safety Inspection Checklist and the Manufacturers' recommendations.
7. If a fire extinguisher is used, it will be taken out of service until inspected and recharged by EBCI Security and Technology.
8. The sprinkler system or other type of extinguisher system in the kitchen will be inspected annually by Simplex and Grinnell.
9. The children will be taught the Stop-Drop-Roll technique for putting out clothing fires. This will be practiced by the children at least once a month.
10. The Transportation/Facilities Coordinator will ensure that all emergency exits are unobstructed and not locked, chained or otherwise made un-usable.

**Dora Reed Children's Center
QBHS&EHS**

Department: Operations

Section: Safety and injury Prevention

Subject: Fire Evacuation PS 1302.47

Procedure:

1. All emergency exits will be clearly labeled with large EXIT signs.
2. The fire evacuation plan for the center will be posted near each exit and will include the routes of evacuation from rooms and the location of the assembly point outside of the building.
3. The Dora Reed Children's Center-(Head Start) will evacuate to the far edge of the playground on the north side of the building. Rooms 105 and 107 on the Head Start side will evacuate behind the bus parking lot in the grassy area.
4. The Big Cove Center evacuates to the Big Cove Housing project. The Center will assemble in the middle part of the parking area on the concrete pad.
5. The Dora Reed Children's Center-EHS program will evacuate to the south side in the parking lot next to the fire department.

**Dora Reed Children's Center
QBHS&EHS**

Department: Operations

Section: Safety and Injury Prevention Plan

Subject: Fire Drills PS 1302.47

Procedure:

1. Fire drills are conducted at least one time per month, within the first 30 days of school.
2. All children at the center, including infants and toddlers will participate in the fire drills.
3. All staff are to become familiar with the center evacuation plan for each classroom and area they are assigned to.
4. Each drill must be treated by staff as an active emergency.
5. All staff are to exit the building in a timely orderly fashion
6. Staff are to count and maintain control of the children at all times during the drill.
7. Staff should upon hearing the fire alarm, go immediately into exiting the building and not stop to dress or put shoes on children. Support staff will gather needed items if time allows.
8. Support Staff responsible for checking the building should radio an "All clear".
9. Staff are to report back inside to their classroom to recount the children and ensure that they have all children accounted for. At this time, they can return back to the playground, if the drill has occurred during their scheduled playground time.

**Dora Reed Children's Center
QBHS&EHS**

Department: Operations

Section: Safety and Injury Prevention

Subject: Bomb Threat PS 1302.47 (4) (7)

Policy:

The QBHS/EHS staff will evacuate the children and staff immediately in the event of a bomb threat.

Procedure:

In order to evacuate the children in the event of a bomb threat, the following actions will be taken:

1. If a bomb threat is received at the center, the person receiving the call will ask the caller using the check off list.
 - a. Where is bomb located?
 - b. Why the bomb has been placed?
 - c. When will the bomb go off?
2. The person should listen for background noise, and try to determine the age and sex of the caller.
3. The person who receives the call will notify the Early Education Director/designated staff immediately.
4. The Early Education Director/designated staff will implement the Emergency Evacuation procedures.

Dora Reed Children's Center QBHS&EHS

Department: Operations

Section: Safety and Injury Prevention

Subject: Missing Child Policy PS 1302.47 (2)

Policy:

The QBHS/EHS staff will provide continuous supervision of children in our care and, if a child should turn up missing, the staff will take whatever steps are necessary to locate the child.

Procedure:

In order to locate a missing child and ensure the safety of the other children, the following actions will be taken:

If a child is missing from the center:

1. The teacher or other staff will immediately notify the Early Education Director/local law enforcement.
2. The Center Supervisor/Classroom Teacher will confirm from the daily sign-in/sign-out sheet that the child has not been picked up.
3. The Center Supervisor/Classroom Teacher will initiate a search within the center.
4. The Education Manager will initiate a search of the grounds outside the center. All managers will assist.
5. If a child is not located inside the center or on the immediate grounds, the Early Education Director will notify the child's parent/guardian that the child is missing and call the local law enforcement at (828) 359-6168, 359-6159, or 497-4131, to report a missing child.

If a child is missing during an outing away from the center:

1. The teacher will immediately notify the Early Education Director.
2. The Center Supervisor/Classroom Teacher will confirm from the daily sign-in/sing-out sheets that the child was on the outing.

3. The teacher/teacher assistant will ensure that all the other children are kept in one location area.
4. If in a building, the Center Supervisor/Classroom Teacher or teacher will immediately notify the building manager that a child is missing and request assistance to locate the child.
5. The teacher/teacher's assistant and bus driver will initiate a search of the building and the immediate grounds to locate the child.
6. If the child is not located inside the building or on the immediate grounds of the building, the Early Education Director, who will notify the child's parent/guardian that the child is missing and will contact the local law enforcement at (828) 359-6168, 359-6159, or 497-4131 to report a missing child.

Dora Reed Children's Center QBHS&EHS

Department: Operations

Section: Safety and Injury Prevention

Subject: Prevention & Protection from Unauthorized Visitors PS 1302.47 (7) (i)

Policy:

QBHS/EHS centers will strive to ensure the overall health and safety of children, staff and parents while on the premises of the identified centers which include the QBHS/EHS. This would also include the transportation of children to and from their home, and field trips away from the center. In emergency situations staff members will be prepared to act quickly to ensure the health and well-being of each child.

ALL VISITORS to the Dora Reed Children's Center are required to sign in at the front entrance and obtain a visitor badge while on the premises.

All QBHS/EHS employees will be knowledgeable and well-trained in the program's health and emergency procedures and prepared to protect the children in their care.

Procedure:

In order to prevent entry of malicious persons into the building the center will go into lock down.

Note: In the event it is a reservation crisis the announcement may come from EBCI Emergency Management Team.

Guidelines for lock down will be as following:

1. The first initial announcement will be made to the Early Education Director and/or Operations Manager, and/or the Facilities Transportation Coordinator.
2. The front office phone operators will be informed that the center is in lockdown. The phone operator that receives the notice for lock down will make a page announcement by pressing the GROUP page button on the phone to access the intercom and say, **"The center is going into lock down. Please report to your classrooms."** (staff and children will stay in their classrooms until informed that the lockdown has been lifted) **BOTH CLASSROOM DOORS WILL STAY LOCKED AT THIS TIME.**

3. All support staff will be posted at the inside of each exit door
4. Early Education Director or Operations Manager will go to the Command Center for the EBCI Emergency Management Team.
5. Phone Operators will remain at the phone to relay instructions from the Early Education Director or Operations Manager (Whichever is at the Command Center). The Education Manager and/or Facilities Transportation Coordinator will carry these out.
6. Kitchen staff will be available to distribute food and water.
7. Lead teachers will do room checks for safety, needs and supplies etc
8. When it is deemed that it is safe to lift the lockdown, the phone operator that receives the announcement will page and say, **“The lock down has been lifted. You may now resume the regular schedule.”**

Dora Reed Children's Center QBHS&EHS

Department: Operations

Section: Safety and Injury Prevention Plan

Subject: Unauthorized Person on the Premises PS 1302.47 (7) 1302.91 (iv)

Policy:

QBHS/EHS centers will strive to ensure the overall health and safety of children, staff and parents while on the premises of the identified centers which include the Dora Reed and Big Cove Children's Center. This would also include the transportation of children to and from their home, and field trips away from the center. In emergency situations staff members will be prepared to act quickly to ensure the health and well-being of each child.

ALL VISITORS to the Dora Reed and Big Cove Children's Centers are required to sign in at the front entrance and obtain a visitor badge while on the premises.

All QBHS/EHS employees will be knowledgeable and well-trained in the program's health and emergency procedures and prepared to protect the children in their care.

PROCEDURE:

1. In order to maintain this practice the program will go by the following guidelines:
There must be documentation at the program level and located in the child's file as to who is on the Emergency Information/Medical Attention Permission form (see attached form) above stated form is located in the front office with the Receptionist/Secretary for reference if and when needed at the Dora Reed Center. **The Big Cove Center keep their forms located in the children's files at the main facility which is Dora Reed Childrens Center and a copy at the Big Cove Childrens Center.**
2. Picture(s) of unauthorized visitors will be kept in **a notebook in the front office at Dora Reed Childrens Center. (When photos are available) and the Center Supervisor's office at the Big Cove Children's Center.**
3. When an unauthorized person is in the parking lot call the Cherokee Police department immediately at 359-6168, 359-6159, or 497-4131. Press the **GROUP** page key to access the intercom and say **"It's classroom time."** Program staff know to stay in their classroom until notified that it is safe.
4. In the event the person is inside the center they will be asked to leave. (staff will call the police and ask for assistance) Press the **GROUP** page key to access the intercom and say

“It’s classroom time.” The Big Cove Center Supervisor will announce that **“It’s classroom time”** and follow procedure.

5. If the person refuses to leave, staff should remain calm (help is on the way) and escort the person to the nearest office/conference room and ask them to wait until you can get assistance from the supervisor.
6. Call the Police know that there is an unauthorized person on the premises and assistance is needed immediately.
7. Call or see the Early Education Director and inform him/her of the incident.
8. Write up the incident.
9. The incident will be kept on file for the duration of seven (7) years.
10. It takes each and every one of us working together to ensure effective service delivery for children and families we serve. Please do you part in helping protect the children in our care by following the procedures above.

**Dora Reed Children's Center
QBHS&EHS**

Department: Operations

Section: Safety and Prevention Plan

Subject: Program Visitors PS 1302.47

Policy:

(Qualla Boundary Head Start/Early Head Start will monitor the entrance of the Dora Reed Children's Center (DRCC) and the Big Cove Children's Center on a daily basis.

Procedure:

1. ALL visitors to the center must sign-in at the front desk with receptionist/secretary on VISITORS log.
2. ALL visitors will write-in time of arrival and departure, and purpose of visit.
(See attached form)
3. ALL visitors signing in will receive a Visitor's badge to wear during their time at the
4. Upon departure, ALL visitors must sign-out and return visitors badge to the receptionist/secretaries.
5. When visitors arrive desiring to see administrative personnel, that person will be called to escort visitor to their office. They must also sign in, and receive a visitors badge.
6. All parents will enter and exit through the main entrance ONLY.

QBHS&EHS
Dora Reed Children's Center
Big Cove Children's Center

Department: Operations

Section: Safety and Injury Prevention Plan

Subject: Shelter in Place (PS 1302.47)

Shelter in Place

Policy: For our purposes, "Shelter in Place" is defined as follows: The process by which to gain swift and orderly control of hallways, entire campus, grounds, or specifically designated areas in the event a situation may cause harm to the occupants of Dora Reed and Big Cove Center

A "Shelter in Place" may be used for the following incidents.

- Fight/Violence, Emergencies at other local schools.
- Hazardous Material /Biological Hazard
- Facility Management Emergencies

FIGHT/VIOLENCE, EMERGENCIES AT OTHER LOCAL SCHOOLS

1. An audible announcement over the phones and radios will be made by the Early Education Director, Operations Manager, or designee announcing a "Shelter in Place". This announcement will be followed with necessary instruction.
2. Staff will clear the hallways of students, staff and visitors. Close doors and lock if directed to do so and continue teaching and daily operations
3. The "Shelter in Place" will be concluded by issuing an audible announcement over the phones and radios indicating the current "Shelter in Place" incident is concluded.

HAZARDOUS MATERIAL/BIOLOGICAL HAZARD

1. An audible announcement over the phones and radios will be made by the Early Education Director, Operations Manager, or designee announcing a "Shelter in Place". This announcement will be followed with necessary instruction.
2. Staff will clear the hallways of students, staff and visitors. Close doors and lock if directed to do so and continue teaching and daily operations.
3. Depending on the type of emergency, Facilities Management may be instructed to turn off HV/AC, staff may be instructed to close all windows, lock doors, seal doors using duct tape or other material.

4. The “Shelter in Place” will be concluded by issuing an audible announcement over the phones and radios indicating the current “Shelter in Place” incident is concluded.

FACILITIES MANAGEMENT EMERGENCY

1. An audible announcement over the phones and radios will be made by the Early Education Director, Operations Manager, or designee announcing a “Shelter in Place”. This announcement will be followed with necessary instruction.
2. Staff will clear the hallways of students, staff and visitors. Close doors and lock if directed to do so and continue teaching and daily operations
3. Depending on the type of emergency, Facilities Management may turn off HV/AC, issue instructions to close all windows, lock doors, seal doors using duct tape or other material.
4. The “Shelter in Place” will be concluded by issuing an audible announcement over the phones and radios indicating the current “Shelter in Place” incident is concluded.

AS ALWAYS, LISTEN FOR AUDIBLE INSTRUCTION WHEN A SHELTER IN PLACE IS INITIATED.

QBHS&EHS
Dora Reed Children's Center
Big Cove Children's Center

Department: Operations

Section: Safety and Injury Prevention

Subject: Active Shooter PS 1302.4 (7) (i)

Policy:

QBHS/EHS centers will prepare their personnel for active shooter scenarios. Basic information for effective emergency action to ensure a more comprehensive plan. In emergency situations staff members will be prepared to act quickly to ensure the health and well-being of each child.

All QBHS/EHS employees will be knowledgeable and well-trained in the program's emergency procedures for an active shooter. All staff will receive annual emergency training procedures during pre service and in service trainings.

Procedure:

In the event of entry of an active shooter into the building or premises, the center will go into lock down.

Note: The announcement may also come from the EBCI Emergency Management.

Guidelines for an active shooter will be as following:

1. The first initial announcement will be made to the Early Education Director and/or Operations Manager, and/or the Facilities Transportation Coordinator.
2. The front office phone operators will be informed that the center is in lockdown. The phone operator that receives the notice for lock down will make a page announcement by pressing the GROUP page button on the phone to access the intercom and say, **"The center is going into lock down. Please report to your classrooms."** (staff and children will stay in their classrooms until informed that the lockdown has been lifted) **BOTH CLASSROOM DOORS WILL STAY LOCKED AT THIS TIME.**
3. Staff should be ready to vacate and run if there is an opportunity.
4. All support staff should take cover and barricade doors.
5. Front desk receptionist should go to the literacy center.

**QBHS&EHS
Dora Reed Children's Center
Big Cove Children's Center**

Department: Operations

Section: Safety and Injury Prevention

Subject: Handicapped Accessibility PS 1302.61 (a) (b)

Policy:

The QBHS/EHS Centers will comply with the appropriate requirements for handicapped accessibility.

Procedure:

1. In order to ensure full participation of children with special needs, the following actions will be taken:
 - a. The Early Education Director will ensure that all necessary handicapped accessibility requirements are provided as recommended by the PHHS regulatory compliance and the Office of Head Start Performance Standards.
 - b. The Early Education Director will ensure that any ramps, wheel chairs accessible toilets, sinks and drinking fountain can be effectively used by special needs children then modification to the design, height, and weight position of these fixtures will be modified if necessary to facilitate their use for the special needs child.
 - c. The Early Education Director will ensure that the movement or re-arrangement of furniture and equipment in the classroom and outdoor play area is kept to a minimum for children with visual or hearing impairments.

**QBHS&EHS
Dora Reed Children's Center
Big Cove Children's Center**

Department: Operations

Section: Safety and Injury Prevention

Subject: Inclement Weather PS 1302.47

Policy:

QBHS/EHS will comply with the following Inclement Weather Policy and will remain open during inclement weather unless otherwise ordered to be closed by the Principal Chief. Parents are advised to call the Hotline for an inclement weather update. The Hotline update is normally posted at 6:30 a.m.

INCLEMENT WEATHER HOTLINE # (828) 359-7047

The Code Red emergency is also utilized to inform employees of closings, as well as, social media.

Procedure:

IN THE EVENT OF SNOW/ INCLEMENT WEATHER THE FOLLOWING STEPS WILL BE TAKEN:

ONLY THE CHIEF CAN AUTHORIZE ADMINISTRATIVE LEAVE FOR SNOW AND/ OR ANY OTHER REASON.

When Cherokee Central Schools are on Schedule B or Closed, Dora Reed and Big Cove Children's Center will, unless directed by the Chief:

- OPERATE ON REGULAR SCHEDULED HOURS OF 7:00-5:15. CHILDREN WILL BE ACCEPTED UNTIL 10:15
- THERE WILL BE NO MORNING OR AFTERNOON BUS RUN.

When the Tribe is operating on a schedule B, Dora Reed and Big Cove Children's Center will, unless directed by the Chief:

- ALL STAFF WILL REPORT TO WORK BY 9:30.
- THE CENTER WILL ACCEPT CHILDREN STARTING AT 9:30 TO 10:30.
- THERE WILL NO MORNING OR AFTERNOON BUS RUN

When the Tribe is closed then Dora Reed and Big Cove Children's Centers will close unless otherwise directed by the Chief.

NOTE: Please be aware that if you report to after the 1 ½ hour start time, you will be charged annual or leave without pay if you have not communicated with your supervisor. Your end of the day schedule will remain as usual (if you are scheduled to leave at 3:30, you will do so).

Staff not reporting to work will take annual leave. Employees are expected to inform their immediate supervisor if they cannot report to work due to unsafe conditions. When annual leave has been exhausted, employees will be placed on leave without pay.

EARLY DISMISSAL

1. In the event of early dismissal by the Principal Chief, QBHS/EHS staff will notify parents and make arrangement for children to be picked up early or transported to the regular pick up route. (transported means regular bus riders only).
2. If, during a snow event, the Cherokee School System cancels classes and the school buses run, our busses should operate similar schedules. This applies only to children who are bussed to and from child care. The center will remain open until the Chief grants administrative leave.

IF ADMINISTRATIVE LEAVE IS NOT GRANTED BY THE PRINCIPAL CHIEF DORA REED CHILDREN'S CENTER WILL REMAIN OPEN.

4. Employees are responsible for making necessary arrangements for their children. Supervisor will work staff who have special circumstances.

FLOOD

1. In the event of a potential flash flood, EBCI Emergency Management Team will send information to the office of Dora Reed and Big Cove Children's Center's.
2. All QBHS/EHS staff will receive annual orientation concerning what a flash flood "Watch" and flash flood "Warning" means.
3. When a flash flood "watch" has been issued, the transportation coordinator will stay tuned to a local radio, internet, NOAA radio, or TV station and remain alert to rapidly changing weather conditions. This is especially important for a flash flood, which can happen so quickly that you may not receive more than one warning. If it is suspected that a flash flood has already begun, then evacuation will begin immediately.
4. In the event of a flood, children will be removed from the area as quickly as possible by staff, to a site where flood waters do not reach.
5. Classroom teachers will maintain an up to date classroom list and daily attendance logs that will be in place convenient to the exit door. Children will be checked using the daily attendance record list as quickly as possible upon reaching safety. Should it be determined that a child is missing, it will be reported immediately to Director, Operations Manager, or the Transportation/Facilities Coordinator who will notify rescue workers.
6. In addition, the Operations Manager or Transportation/Facilities Coordinator will locate the cellular telephone and bring it from the building.

7. Once the children and staff are safe, Classroom Supervisors will begin to contact parents or guardians to inform them of the situation and to notify them of the location where they may pick up their children.
8. Records and valuable equipment will be moved to higher floors.
9. Chemicals will be stored where flood waters cannot reach them and cause contamination.
10. If time permits unplug all electrical appliances.
11. Lock all doors.
12. All loose outdoor articles are to be brought in or tied down.
13. The Early Education Director or Operations Manager will notify the PHHS Operations Director. The Director will arrange for volunteer staff as deemed necessary.
14. Children enrolled at the Dora Reed Children's Center will be transported to the Yellowhill Baptist Church Annex and children enrolled at the Big Cove Children's center will be transported to Galimore or other selected sites as quickly as possible.
15. The following numbers will be available for parents/guardians to call for evacuation site locations:
 - a. **(828) 788-2639**
 - b. **(828) 736-7356**

QBHS&EHS
Dora Reed Children's Center
Big Cove Children's Center

Department: Operations

Section: Safety and Injury Prevention

Subject: Severe Thunderstorms PS 1302.47 (i) (8)

Policy:

All Dora Reed and Big Cove Children's Center staff will receive training to learn to recognize the meaning between what severe thunderstorms "watch" and "warning" mean and that thunderstorms can produce cloud-to-ground lightening.

Procedure:

THUNDERSTORM WATCH:

1. Advise all staff of the weather conditions
2. Up to six hours before
3. Modify outdoor activities to ensure that relatively quick access to shelter is available
4. Know how to tell that lightening is nearby.

THUNDERSTORM WARNING: 0-1 Hour before

1. Stay inside-Terminate all outside activity and seek shelter.
 2. Stay away from water, faucets, sinks, and windows.
 3. Do not use the telephone.
 4. Do not use electrical appliances.
-
1. The Transportation/ Facilities Coordinator will make a determination as to whether parents are advised of hazardous road conditions or when hazardous lightening may exist. When such conditions exist, children will remain in the building until the hazard has passed.
 2. In the event of a severe or potentially severe thunderstorm an emergency pack will be maintained at all times by the Transportation/Facilities Coordinator. This pack will include a portable radio, which is in good working order at all times, flashlights with fresh batteries, and emergency supplies.

TORNADO WARNING

All Dora Reed and Big Cove Children's Center staff will receive training to learn to recognize the meaning between what Tornado "watch" and "warning" mean.

Tornado Warning

In the event of a tornado warning:

1. The Dora Reed and Big Cove Children's Center Program will remain open during a tornado warning unless otherwise ordered to be closed by the Principal Chief.
2. The Transportation/Facilities Coordinator will monitor the local TV, internet, NOAA radio, or weather station when a tornado "watch" or "warning has been issued.
3. In the event that a tornado warning has been issued in the community surrounding the Dora Reed and Big Cove Children's Center, the staff will take the necessary precautions by taking the children into the hallway away from the windows.
4. Staff will take the class rosters and emergency contacts with them to the hallway. No one will be allowed to return to the classroom until clearance has been determined.
5. The classes will remain in the hallway until instructed by the Operations Manager and/or Early Education Director.

At that point, the staff will return all children to the classroom. A head count before moving to a safe place, after arriving at a safe, and after leaving the designated area.

Tornado:

1. The Transportation/Facilities Coordinator will monitor the local TV, internet, NOAA radio, or weather station when a tornado "watch" or "warning has been issued.
2. When a warning is issued, the Transportation/Facilities Coordinator will announce that staff and children at Dora Reed Children's Center to do the following:
 - a. Move into the central halls.
 - b. Will remain in the central halls until the danger has passed.
 - c. Staff and children at Big Cove Children's Center will move to the hallway located next to the staff break room and Supervisors office. Staff and children will remain there until the danger has passed.

Should structural damage to the building occur, the emergency evacuation procedures will be implemented as follows:

1. Classroom teachers will maintain an up to date classroom list and daily attendance logs that will be in place convenient to the exit door. Children will be checked using the daily attendance record list as quickly as possible upon reaching safety.
2. Should it be determined that a child is missing, it will be reported immediately to Director, Operations Manager, or the Transportation/Facilities Coordinator who will notify rescue workers.
3. In addition the Operations Manager or Transportation/Facilities Coordinator will locate the cellular telephone and bring it from the building.
4. Once the children and staff are safe, the Classroom Supervisors will begin to contact parents or guardians to inform them of the situation and to notify them of the location where they may pick up their children.
5. The Early Education Director or Operations Manager will notify the Operations Director. The Operations Director will arrange for volunteer staff as deemed necessary.

SITES TO WHICH CHILDREN WILL BE TAKEN IN THE EVENT OF AN EMERGENCY

Dora Reed Children's Center

Central Facility children and staff will be taken to Tsali Manor in all emergencies except severe weather or floods. In the event of severe weather or flooding, children will be taken to the Yellowhill Annex Building located at the Yellowhill Baptist Church.

Evacuation Duties as Follows:

1. The Classroom teacher/teacher assistant will take classroom lists out of the building
2. Before leaving the facility the Classroom teacher/teacher assistant will check and count each child using the attendance list to compare.
3. The Education Manager will maintain cellular telephones and the telephone operator will take the telephone with him/her as she leaves the building.
4. Immediately upon arrival at Tsali Manor, the Education Manager will ensure that all parents are contacted to inform them of the situation and to let them know where they may pick up their children.
5. The Early Education Director will immediately notify the PHHS Operations Director. The PHHS Operations Director will arrange for volunteer staff as deemed necessary.
6. Emergency supply needs will be identified immediately and the supplies will be delivered as soon as possible.

Big Cove Children's Center:

The staff and children will taken to the Dora Reed Center in event of emergencies with the exception of severe weather and floods. Staff and children will then be taken to the Tsali Manor. Staff and children will board the bus in front of the center and be transported to the Dora Reed Center or Tsali Manor depending on the emergency.

The Education Manager will ensure that all parents are contacted to inform them of the situation and to let them know where they may pick up their child. The Code RED response system will also be utilized.

1. The Director will immediately notify the PHHS Operations Director. The PHHS Operations Director will arrange for volunteer staff as deemed necessary.
2. Emergency supply needs will be identified immediately and the supplies will be delivered as soon as possible.

QBHS&EHS
Dora Reed Children's Center
Big Cove Children's Center

Department: Operations

Section: Transportation

Subject: Transportation Safety PS 1303.71 (a) (b) (c) (d) (e) (1) (2)
1303.72 (a) (1) (2) (3) (4) (b) (1) (2) (d) (2) (i) (11) (3) (e)

Policy:

The QBHS&EHS will provide for the safe transportation of children to and from the Head Start center and during other Head Start Program events.

Procedures:

1. In order to reduce the hazards associated with transporting children the following actions will be taken:
 - a. All transportation vehicles for the QBHS/EHS are owned and operated by the Eastern Band of Cherokee Indians.
 - b. The vehicles are equipped with child safety restraints. (harnesses)
 - c. The maximum Capacity of these vehicles is 15 passengers. With the exception of Bus #5 and the capacity of this bus is 30 passengers. The limit for bus #5 will be capped off at 15 passengers due to the monitor scheduling. (exceptions will be made in event of an emergency).

Driver and vehicle:

1. The Qualla Boundary Head Start Center buses are licensed in The State of North Carolina.
2. The Bus Driver has a Commercial Driver License class B with school bus endorsements issued by the state of North Carolina. A Commercial Driver Fitness determination will be conducted each year and on file at the center. The driver will be responsible for obtaining any paper work that the state of NC requires to hold a CDL license.
3. Bus Driver observations will be conducted twice yearly- September and April. A bus monitor observation will also be conducted during this time.

The bus is equipped with:

1. A First Aid kit that is secured and stored out of the reach of the children.
2. Emergency contact information for each child that rides on the bus.
3. A radio or cellular phone (no personal use, only emergency situations) that can be used at any point along the normal bus route.

4. Road Emergency Equipment: flares that are properly stored and secured.
5. A fire extinguisher that is properly stored and secured.
6. The vehicle is air-conditioned and is cooled to maintain a maximum inside air temperature of 75 degrees Fahrenheit or lower.
7. The bus is provided with a heater that can maintain a minimum inside temperature of 50 degrees Fahrenheit or higher.
8. Quarterly bus drills for children and staff.
9. In the event of an emergency, a backup bus is available at Dora Reed Children's Center.

The Bus Driver is responsible for:

1. The safe operation of the vehicle, **which includes no texting or phone calls** while the bus is in operation and operating the vehicle at a safe speed at all times.
2. Picking up and dropping off children in safe locations.
3. Ensuring that the children are securely fastened into the safety harness by communicating with the monitor that the child is fastened before moving the bus. This will be done by the driver waiting for the monitor to say, "The child is buckled or we are ready."
4. Ensuring that all rules of conduct are followed on the bus.
5. Ensuring it is safe for the children to exit the bus.
6. Not listening to loud music or using ear phones while operating the bus.
7. Inspection of the bus daily using the Daily Bus Inspection Form,
8. Inspection forms will be forward to Operations Manager.
9. Inspection of the bus weekly using the Weekly Bus Inspection Form.
10. Ensure that the owner's routine maintenance schedule for the bus established by the owner is followed.
11. Cleaning the inside and outside of the vehicle, including washing seats and seat backs with soap and water solution each week or when soiled.
12. Receiving training on transportation, including defensive driving, proper use of child safety seats, and safe transportation of wheel chair bound children, etc.

All bus drivers will be responsible for the following procedures to be conducted daily:

Bus Driver Procedures

TURN YOUR RADIOS OFF EACH DAY

Morning Bus Route

1. Keep an accurate count of the children as they are picked up on the A.M. route.
2. Ensure that the children are buckled from front to back.
3. Check with the monitor as you proceed on the route
4. Ensure each child is securely fastened before moving the bus by communicating with the monitor that the child is fastened and it is safe to proceed on the route. This will be done by the driver waiting for the monitor to say, "The child is buckled or we are ready."
5. When the children arrive at the center check with your monitor again for the count.
6. Count the children as they unload the bus
7. Radio in to the front desk with the number of children transported into the center.
8. The driver will go stand outside of the bus and wait to unload the children so the monitor can do a final walk thru
9. The monitor will communicate with the driver that the bus is clear and take the children while the driver boards the bus, returns to parking area and does a walk thru.
10. When parking the bus do a walk thru of the bus ensuring no children are left on the bus.
10. Radio in to the front desk that your bus is clear: ex; "Front desk do you copy? Birdtown bus is clear", etc.

Initial the daily bus check list for the final walk thru.

Afternoon Bus Route

1. Match the children that are lined up with the bus sign in sheet for each route.
2. Check to make sure that you have accounted for the children that were brought in on the morning route. (They may be only morning riders)
3. Ensure that the children are buckled from front to back.
4. Count the children before departing the center.
5. Radio the front desk with the number of children being transported.
6. Check with you monitor as you proceed on the route keeping a count of the children being dropped off and the remaining children still in route.
7. Ensure each child is securely fastened before moving the bus by communicating with the monitor that the child is fastened and it is safe to proceed on the route. This will be done by the driver waiting for the monitor to say, "The child is buckled or We are ready."

8. Make a final check with the monitor for a count after the last child is dropped off.
9. If you have to bring a child, back radio the front desk asking them to let the teacher know.
10. Have the monitor get the teacher's signature on the sign in sheet along with their signature
11. When parking the bus do a walk thru on the bus ensuring no children are left on the bus.
Radio in to the front desk that your bus is clear Ex: "Front desk do you copy? Birdtown bus is clear"

Initial the daily bus check list for the final walk thru

The Bus Monitor is responsible for:

1. The conduct of children on the bus.
2. Ensuring that medicines are properly stored. (Drivers/Monitors are not allowed to receive or transport any medication of the children- refer to Health Manager)
3. Ensuring that all children are properly restrained on the bus by communicating with the monitor that the child is fastened and it is safe to proceed on the route. This will be done by the driver waiting on the monitor to say, "The child is buckled or we are ready."
4. Ensuring that an adult is home (and on the pickup list provided from teacher) when children are dropped off.
5. Receiving training on transporting children including emergency evacuation procedures, rules of conduct on the bus, entry, and pick up/drop off procedures.
6. If there is no one home or there to pick up the child, the child will be returned to the center and Emergency Contact procedures will be implemented.
7. Checking and accounting for all children signed in on the bus before exiting or departing from the center.
8. Ensuring that all children are clear of the path of the bus after they have exited the bus and before the bus is put in motion.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Transportation

Subject: Bus Monitor Procedures PS 1303.72 (e)

Policy:

The Transportation/Facilities Coordinator will schedule staff for bus monitor duties.

Staff that are scheduled for bus monitor duties regardless of the scheduled time for AM/PM are responsible for obtaining a substitute when they are unable to ride the bus. If they are not able to do this due to being out unexpectedly the supervisor for that staff member will find a replacement for bus monitor for that day.

A bus monitor request form is required when substitutions are made.

Procedure:

Morning Bus Monitor Procedures

1. Get the sign in book from the front office and place a new sign in sheet on the book
2. BOARD THE BUS
3. Assist the driver with bus route- Let the driver know of any changes to the route or children who are not riding that route.
4. Go to the back of the bus when the bus is backing and assist the driver
5. When the bus comes upon the designated stop come to the front of the bus after a complete stop has been made.
6. Give the book to the parent and assist the child up the steps.
7. GET OUT OF YOUR SEAT and wait at the top of the steps to assist the child
8. DO NOT try to hang over the front seat and help the child.
9. Put the child in seat and buckle the harness
10. Document on the sign in the sheet that the child was loaded.
11. VERBALLY tell the bus driver that the child is strapped in. This will be done by saying "The child is buckled, or "We are ready."

12. The driver will then proceed on the route
13. Seat the children from front to back
14. After the last child is loaded make sure you put the count on the book
15. Confer with the driver of the number of children on board
16. When the bus arrives at DRC the driver will call the front desk to let them know how many children are being brought in
17. Go to the back of the bus and do a walk thru
18. Start unbuckling the children at the back and working your way to the front
19. The driver will go stand outside of the bus and wait to unload the children so the monitor can do a final walk thru
20. The monitor will communicate with the driver that the bus is clear and take the children while the driver boards the bus, and does a walk thru. The driver and monitor will ensure that have all children are a counted for before the bus is moved to the bus parking area.
21. The monitor will sign the book that a walk thru was done
22. Count the children standing by the bus
23. The driver will sign the book indicating that a walk thru was done
24. When the bus is clear the monitor will take the children in the center
25. Count the children going into the center
26. The driver will call back in to the front desk and let them know the bus is clear
27. Count the children going down the hall
28. Assist them to the classroom and notify the teacher that you have brought the child to the classroom.
29. Deliver any messages or notes from the parents to the teacher
30. When all children are delivered to their classroom take the sign in book back to the front office. Recheck that all children are accounted for.

Afternoon Bus Monitor Procedures

1. Get the sign in book from the front office
2. Listen for the afternoon announcement of the route scheduled to load- 2:20pm the announcement to ready children to load the bus will be made.

3. Look over the morning sign in sheet to an accurate number of children riding.
4. As the children line up start accounting for the children brought in on the morning route-keep in mind that some children may be morning riders only. (am only). This will be documented on the sign in sheet.
5. Confer with the bus driver on which children may be only morning riders.
6. Count the children as they lining up.
7. Refer back to the bus sign in sheet (Possible PM only riders).
8. When you have an adequate count of the children begin to move out the door to load the bus.
9. Count the children as you're going down the hall.
10. Count again when you get to the main door in the front office.
11. Count as the children are going to the bus.
12. Count as the children start loading the bus.
13. Start loading the bus front to back.
14. Buckle each child.
15. Count when all children are buckled.
16. Confer with the driver that all the children are loaded.
17. The driver will call in to the front office to let the receptionist know.
18. Proceed on the route.
19. Communicate with the driver the number of children you have.
20. At each stop unbuckle the child and assist them on steps.
21. Make sure each child has their back pack and any notes, flyers, etc. to give to their parents/guardians.
22. Ensure that you are releasing the child to the appropriate person by checking the emergency contact if not sure. No child will be released to anyone not on the contact form or without prior written permission from the parent or guardian. ID will be requested if the situation warrants.
23. When the last child is unloaded and the bus is back at the center the monitor will do a final walk thru communicating with the driver that the bus is clear.
24. The driver will do a walk thru and call in to the front office that the bus is clear.

25. Bring the sign in book back and place it at the front office. Recheck to assure all children were accounted for and signed out.

Transporting children:

The staff to child ratio will be maintained as described in Section I. D of this plan. The Operations Manager and Transportation/Facilities Coordinator have established rules for riding the bus.

These rules include the following:

- a. We talk quietly with our friends.
 - b. Children sit on the bus.
 - c. All children wear seat belts/safety restraints.
 - d. No food or drinks are allowed on the bus.
1. The rules for riding on the center bus are provided to the parents/guardian at the time of enrollment of their child and discussed with the child on the first day of class attendance. The bus safety rules will be discussed each quarter with the children.
 2. No child will be transported with soiled clothing unless the accident happens en route to the child's home and could not be prevented. If the child does not have extra clothing and the center is unable to provide extra clothing the parent will be called to arrange transportation for the child.

Pick Up Procedures:

1. The bus driver, in concurrence of the Transportation/Facilities Coordinator will establish the pickup location for each child.
2. Children will be picked up only at approved locations that are protected from traffic.
3. Children will not be picked up at a location where they must cross traffic.
4. The monitor on the bus will assist with loading of the children, including making sure children are properly secured in seat belts or child safety seats before the bus moves from the pickup point. This will be done communicating with the driver that the child is fastened before moving the bus. This will be done by the driver waiting for the monitor to say, "The child is buckled or we are ready."
5. Bus Driver and monitor will maintain an accurate count of the children-counting at each stop.
6. The Transportation/Facilities Coordinator or Operations Manager will notify the parent/guardian where their child will be picked up and the approximate time the child will be picked up. The parent/guardian is responsible for supervision of their children until the children are loaded on the bus.
7. The bus driver and monitor will conduct a count of the children on the bus after each bus route. Both the bus driver and the monitor must sign the bus sign in sheet after each run

Drop Off Procedures

1. In most cases, children will be dropped off where they were picked up.

2. The staff on the bus will supervise exiting of children and ensure that a parent/guardian is home or they are there to receive the child. No child will be left without a responsible adult present and listed on emergency contact form or with prior written parental permission.
3. ID will be requested from the responsible party receiving the child if the situation warrants.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Transportation

Subject: Bus Rider Eligibility Criteria PS 1303.70 1303.73

Procedure:

Bus Rider Eligibility Criteria

All children enrolled in the Head Start Program are eligible for transportation services. School bus safety requirements as of January 20, 2004 state that safety seat restraints are required to be installed and used in all Head Start buses. This requirement reduces the seating capacity for all buses.

Therefore the following criteria will be used to determine the bus rider list:

1. All children must be three years of age to be eligible for transportation services.
2. Priority goes to children with special needs and children who are income eligible.
3. Families meeting low income guidelines with no transportation.
4. Families meeting low income guidelines with transportation.
5. Families that are "over income" according to survey sent in will be offered a seat on a first come first served basis.
6. Services will not be offered if the qualifying child has a sibling on the Infant/Toddler wing until that sibling is eligible for transportation services.
7. Children who may need limited bus service will be accepted only after all children who need full time service have been offered a seat.
8. Children who require limited bus service must ride consistently, i.e., a child signed up to ride 2 days out of the week will be expected to ride both days.
9. If the need arises and another child needs full time bus service, parents may be asked to forego their slot on the bus to accommodate the full time need.

10. All children receiving bus service must ride the bus consistently. Failure to do this will result in your child being removed from bus service and placed back on the waiting list.
11. If your child does not ride the bus for three days, the bus will not return to pick the child up until contact is made with the parent/guardian.
12. If the child does not ride the bus for one week and the parent has not contacted the center, the child will be dropped from the bus.
13. Your child can be assigned to one bus only. Changes to another bus can be made if there is no one on the waiting list and seats are available on that bus-The change will be for the duration of the school year. Parents that have a custody order in place will need to decide who needs the bus service.
14. Once your child's designated pick up and drop off is established it will only be changed once. Parents will not be allowed to change route pick up/drop offs on a daily basis.
15. If your child refuses to cooperate with the monitor and bus driver, the parent/guardian will be asked to transport their child to school on that day.
16. No food, drink, sippy cups, etc allowed on the bus
17. Parents will be asked to sign a copy of the following:
 - a. Parent Code of Conduct
 - b. Bus rider eligibility
18. All changes for daily transportation must be called in to the center by 1:00 p.m.
19. A survey will be sent out at the beginning each school year to determine a list of bus riders. The survey must be filled out to be placed on the list.
20. All bus riders that meet the criteria will be determined on a first come first serve basis with the exception of children with special needs meeting income eligibility. A waiting list will be established when the seating capacity of the bus has been filled.

Dora Reed Children's Center

Big Cove Children's Center

QBHS/EHS

Department: Education

Section: Daily Routines

Subject: Field Trips/Outside Center Walks

Policy: Field trips and excursions away from the center will be educational and age appropriate. This is a time for children to grow, explore, and gain knowledge through community activities. Careful planning reduces harm or injury to the children and liability to the program as a whole.

All children participating in planned walks or field trips will be required to have a signed permission slip for each excursion that occurs. Each excursion or field trip must be reflected in the daily lesson plans.

Procedure:

1. A signed permission form must be filled out for each child for each field trip or excursion.
2. Before children are transported a signed permission form from the parent must be filled out for each child on each field trip or excursion. This should also include when and where the child is being transported and the expected time of departure and arrival. One copy of the permission form will be kept at the center and one copy of the permission form will go to the parent.
3. The field trip or excursion must be documented in the daily lesson plan and a request made in writing and approved before the trip is planned.
4. Support staff and volunteers must be listed when your field trip/excursion request is made.
5. No one under the age of three will be transported on field trips
6. Children will not be released to anyone not on the emergency contact sheet and without the written permission of the parent.
7. Staff member must a field trip attendance sheet with all children listed with permission to attend field trip or excursion.
8. A list of all children being transported on the field trip or on the excursion must be available at the center.
9. Each child must be properly restrained with an individual seat belt or appropriate restraint device either in the vehicle or stroller.
10. Emergency contacts, allergy lists have to be carried at all times.
11. When children are transported staff have to have a functioning cellular telephone or other two way communication for use in emergency.
12. Stroller buggies should be inspected each day and kept in good repair.
13. Children are to be kept hydrated and sun protection, bug spray used when needed.
14. Children should have labels or some type of identity on them that alerts staff that they are part of the group.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Transportation

Subject: Wheel Chairs PS 1303.75 (a) (b)

Procedure:

Wheel Chairs:

1. When a child in a wheel chair is transported on the bus, the Education Services manager and Transportation/Facilities Coordinator will ensure:
 - a. The staff and bus driver have received training on the transportation of special needs children, including children in wheel chairs from the Home Opportunities for Parent Education Program.
 - b. The bus driver will secure the wheel chairs on the bus using four tie downs.
 - c. The teacher/teacher assistant/coordinator will ensure that the child in the wheel chair is secured in the chair using the wheel chair safety belts, including any required chest straps.
 - d. Non-bus: The Early Education Director must approve the use of any vehicle, other than the standard bus, for transportation of children to sponsored outing or as part of the Head Start activities.
 - e. Seat belts use or child restraints use is required.
 - f. The same staff to child ratio, established in Section I.D of this plan will be followed for non-bus transportation of children.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Utility and Maintenance Emergencies

Subject: Gas Leak PS 1302.47

Procedures:

In the event of a utilities or Maintenance emergency the following procedures will be followed:

GAS LEAK

1. If any staff member or child smells gas, act quickly.
2. Open windows immediately.
3. Call 911 and report the possible gas leak.
4. Do not turn any electrical switches on or off. Eliminate all flames.
5. Check all gas taps and turn them off.
6. If necessary, turn off the gas main. The shutoff valve is next to the meter. Using a wrench turn the valve a quarter turn in either direction.
7. If the gas odor remains strong, evacuate the area immediately.
8. Do not return to the building until the fire department announces it is safe.

POWER FAILURE

1. In the event of a power failure, the staff members on duty should contact the following:
 - a. Local Public Works (only if loss of water is neither the result of a general power failure nor the result of an internal plumbing problem), the facilities Director or Operations Manager.
 - b. The building's emergency lights, if so equipped, should come on automatically.
 - c. They are connected to the facilities emergency generator or back up batteries, which will start automatically upon loss of power (if a generator is present and connected properly).
 - d. All classrooms and offices have flashlights.
 - e. There are spare batteries located in Procurement Clerks office.

LOSS OF WATER

There is an emergency supply of water located in the procurement clerk's office. This water should be used sparingly and only for emergency.

In the event of the loss of water, the staff members on duty should contact the following:

- a. Center Director.
- b. Operations Manager or the Facilities Coordinator.
- c. Local public works (Only if loss of service is not the result of a general power failure).
 - a. PHONE#: 497-5555

LOSS OF TELEPHONE SERVICE

There is a cellular phone located in the front office. Which may be used in the event that regular telephone service is disrupted. Use of the cellular phone is costly however and as such should be limited to absolute need.

In the event of loss of telephone services, the staff members on duty should contact the following:

- a. The center director.
- b. Local Telephone Company repair service. (Only if loss of service is not the result of a general power failure).
- c. Loss of Heat/Air Conditioning (emergencies only) Contact the facility's supervisor on duty and or the Director.
- d. The Operations Manager or Facilities Coordinator should contact the installer of system and or the company that services the units.

PLUMBING PROBLEMS

1. Contact the Director or Operations Manager.
2. The Facilities Coordinator or Operations Manager will contact Facilities.

Dora Reed Children's Center QBHS&EHS

Department: Operations

Section: Emergency Plan

Subject: Emergency Plan PS 1302.47

Policy:

The QBHS/EHS will ensure that the children and staff are safe and secure while at the center during natural or man-made emergencies or while on travel away from the center. All classrooms will have photo cards of the children with emergency contacts listed.

Procedure:

In order to reduce the risk to children and staff and ensure proper medical care is provided during an emergency event, the following actions will be taken:

The following types of emergencies could occur in the Dora Reed Children's Center:

1. Medical Emergencies
2. Bus and Transportation Emergencies
3. Industrial Accidents
4. Weather Emergencies
5. Death of a Child or Staff Member
6. Lost or Missing Children
7. Hostage Situations
8. Bus Hi- Jacking
9. Bomb Threat

Responsibilities: QBHS&EHS Early Education Director

1. Has the direct authority for classrooms, staff and visitors at the center. The decision to implement the emergency plan is the Early Education Director, Operations Manager and the Facilities Coordinator.
2. The Early Education Director and Operations Manager, are the principal decision-makers for The Dora Reed Children's Center.
3. For any emergency situation, the Early Education Director and Operations Manager are the principal spokesperson for the QBHS/EHS.
4. In the event that either children or staff is injured, the Early Education Director will implement the medical Emergency Procedures.
5. The Transportation/Facilities Coordinator, Early Education Director and Operations Manager will determine if it safe to re-enter the building after evacuation based on the recommendations of emergency response personnel.
6. The Early Education Director will prepare a written report on any emergency event to include when and where the event occurred, what the emergency was, what actions were taken to safeguard the children and staff, any emergency response and who responded, and injuries that occurred, the severity and to whom, actions that will prevent reoccurrence of the emergency.

Teacher/Teacher Assistants

1. The teacher/teacher assistant will collect and carry the Emergency Contact information file and the Daily Attendance Log if evacuation of the center is required.
2. Photo cards of the children will be taken.
3. The teacher/teacher assistant will assemble all children and adults outside the center and notify the QBHS&EHS Early Education Director if any are missing.
4. The teacher/teacher assistant will supervise the children once outside the center at the safe assembly point.
5. The teacher/teacher assistant will, if properly trained, administer emergency first aid.

For center based emergencies:

1. Center Staff will assist with locating any missing children.
2. Center Staff may extinguish fire, if necessary for evacuation or safety.
3. Family Community Partnership staff are assigned to assist with classrooms.
4. Transportation Coordinator will be responsible for the transportation of the children to a designated location.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Emergency Plan

Subject: Violent Behavior Emergency PS 1302.47 (7) (i)

Procedures:

In order to prevent violent acts and to minimize the impact of any violent acts on the children, the following actions will be taken:

1. In the event that a staff visitor, staff member or parent becomes violent, the Early Education Director or designee will take charge of the situation.
2. The Early Education Director or designee will attempt to calm the person and move away from the children.
3. The teacher/teacher assistant will quietly and calmly move the children away from the area of the confrontation.
4. If possible, the Early Education Director or designee will direct the teacher/teacher's assistant to take the children outside to the playground.
5. If violence appears imminent of occurring, the Early Education Director or designee will direct the receptionist to close the office doors. This is the signal to call 911 for law enforcement assistance. The receptionist will remain in the office with the door closed.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Emergency Plan

Subject: Emergency Contact PS 1302.47 (iv)

Policy:

The QBHS/EHS will ensure that the parents/guardians of children can be contacted and kept informed in the event of an emergency.

Procedure:

In order to keep parent/guardian informed on the health of their children and to help a child involved in an emergency situation, the following action will be taken:

1. Emergency contact information for each child shall be maintained in an Emergency Contact File that accompanies the children on any outings or field trips.

Emergency contact information for each child is recorded on the Emergency Contact Information Form and includes:

1. Names and telephone numbers of the parent/guardian or legal guardians.
2. Photo of the child.
3. Names and telephone numbers of parent(s) or contact persons to whom the child may be released, if the parent/guardian is unavailable.
4. Name, address and telephone number of the child's usual source of medical and dental care, and are updated quarterly to ensure accuracy of child information.
5. Information on the child's health insurance, including the name of the insurance carrier, identification number, and the subscriber's name.
6. Special conditions, disabilities, allergies, or medical and dental information, such as date of the latest DPT immunization.
7. Parent/guardian's written consent, in case emergency care is needed.

ILLNESS

In the event of an illness, injury, emergency situation or other events where immediate contact of the parent/guardian is necessary, center staff will:

1. Call the parent/guardian using the Emergency Contact Information provided by the parent. The Classroom Teacher will calmly and clearly explain to the parent what has occurred and how their child was involved, the severity of injury or illness, what first aid or care has been provided by the staff, and what further medical care has been required. The parents need to know where their child is, how sick or injured their child is, and how and when their child became sick or injured and what is needed of the parent/guardian.
2. In the event the parent/guardian cannot be located, the Lead Teacher will contact the other people authorized by the parent of the Emergency Contact List. The person taking custody of the child will sign the child out using the Daily sign-In/Sign-Out Sheet.
3. If neither the parent/guardian nor any of the emergency contacts can be located, the Early Education Director or designated staff will contact the Cherokee Police Department.
4. In the event that Emergency Contact procedures are implemented, the center staff will complete the Injury Incident of Illness Incident Report Form, whichever appropriate, and include who was contacted, the time of the contact and who finally did pick up the child.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Emergency Plan

Subject: Emergency Evacuation PS 1302.47 (4) (G)

Policy:

The QBHS/EHS staff will ensure any emergency evacuation of the center is conducted in a calm, safe and efficient manner to avoid any injury or adverse effect to the children and staff.

Procedure:

These emergency evacuation procedures apply to emergency evacuation of the center only. Emergency evacuation procedures for Bus and Transportation emergencies are presented in Section VI.D of this plan.

In order to ensure the safe and orderly evacuation of the center by infants and toddlers, special needs children and other children and staff, the following actions will be taken:

Emergency Evacuation

In the event that emergency evacuation of the center is required the Transportation/Facilities and implement the following emergency evacuation procedures:

1. The Transportation/Facilities Coordinator will sound the fire alarm indicating that evacuation of the center is necessary.
2. When the fire alarm is sounded, the receptionist will call 911.

Information to be related to the emergency services personnel should include:

1. The name of the person calling and the center name.
2. The number you are calling from. The physical location of the QBHS&EHS Center, including directions how to get to the center if necessary
3. The nature and extent of the emergency.

4. Inform them the center is being evacuated.
5. Add specific information requested to assist with the response.
6. When the fire alarm is sounded, the teacher's assistant will make sure all of their children are accounted for and will verify this using the daily attendance sheet.
7. The teacher's assistant will place any special needs children in evacuation wheel chairs or strollers.
8. The teacher/teacher assistant will lead the children from the classroom to the designated safe assembly location. The safe assembly location is at the far end of the playground. The teacher's assistant will, if necessary take charge of any wheel chairs or evacuation strollers and push the wheelchairs/stroller in front of the group.
9. If any children are not accounted for, the teacher/teacher's assistant will immediately notify the Early Education Director/designated staff. The Early Education Director, Transportation/Facilities Coordinator and other designated staff will inspect each room of the center to locate the missing children. Once located, the QBHS&EHS Director will instruct designated staff to lead the child from the center.
10. The Infant/Toddler classroom staff will place the infants and toddlers in evacuation cribs provided and will evacuate all the infants and toddlers at once. In no circumstances will any infant or toddler be left unattended during an evacuation.
11. The Early Education Director/designated staff will be the last person out of the building and will ensure that all children and staff have safely evacuated the center. Once outside, center staff will verify, based on the daily attendance sheets, that all of the children have been evacuated.
12. The Early Education Director/designated staff will decide if the children and staff should be moved to the designated emergency evacuation building, especially in bad weather.
13. The center staff will wait for emergency assistance to arrive. The Early Education Director/designated staff will make the decision to initiate the Emergency Contact Procedures to have children picked up by their parent/guardian.
14. The center will not be re-entered unless cleared by the emergency response personnel, emergency management and approved by the Early Education Director/designated staff.
15. The Early Education Director will prepare a letter to the parents/guardians of children explaining the date and time of the evacuation, the reason for the evacuation, what steps have been taken to prevent the emergency in the future and any information that parent/guardian may want to explain to their children.
16. The Transportation/Facilities Coordinator and Operations Manager will prepare a report to the Early Education Director, with a copy to the HMD on any emergency evacuation required at the center. The report will include the date and time of the evacuation, the reason for the evacuation, the number of children and staff involved, any injuries involved, if Emergency Contact procedures were implemented and any long term effects of the Emergency.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Emergency Plan

**Subject: Bus and Transportation Emergencies PS 1302.47 (G) (i)
1303.74 (a) (b)**

Policy:

The QBHS/EHS will ensure that the children and staff are safe and secure during emergencies that may occur on the bus.

Procedure:

In order to ensure the safe and orderly evacuation of the bus by infants and toddlers, special needs children and other children and staff, the following actions will be taken:

1. The Bus Monitor/Field Trip Teacher is the primary decision-maker for emergencies that occur on the bus away from the center.
2. In the event the classroom teacher/teacher assistant is incapacitated, the bus driver, will be the primary decision-maker. Emergency contact information for each child will be maintained on the bus at all times. Photo identification on each child will be maintained on the bus at all times.

Evacuation

1. The children will be evacuated from the bus and or there is a significant risk of injury.
2. The staff member on the bus will lead the children from the bus and to a safe location at least 50 feet from the bus. The children will be lead away from the bus and away from the road as quickly as possible, without running.
3. The bus driver will follow the children from the bus and ensure that all the children have been evacuated from the bus.
4. Motor Vehicle Accident/Stalled Bus.
5. The staff member will inspect each child for injuries, calm the children on the bus and administer first aid, if necessary. The children will not be left alone on the bus for any period of time.

6. If the staff member is incapacitated, the bus driver will inspect the children for injuries calm the children and administer first aid, if necessary.
7. The bus driver will use the two-way radio or cellular phone to call for emergency assistance. If the communication device is not operational, the bus driver will try to get someone passing by to call for emergency assistance.
8. If the bus driver is incapacitated then the teacher's aid will call for emergency assistance or get someone else to call for emergency assistance.
9. The bus driver will inspect the bus to ensure it is safe and resting in a secure location. If the placement of emergency flares is necessary, then the bus driver will assist the staff member in administering first aid and in calming the children.
10. The bus driver will call for the emergency back-up vehicle to transport the children.
11. The teacher will be the spokesperson for the children when emergency assistance arrives.
12. The teacher/teacher assistant will take the Emergency Contact Information File with the children to hospital.
13. The bus driver will remain with the bus.

Bus Hi- Jacking

1. The bus driver will comply with the demands of the bus hi-jacker.
2. The staff member will keep the children calm and in their seats.
3. Call for help as the situation allows.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Emergency Plan

Subject: Weather Emergencies PS 1302.47 (4) (E)

Policy:

The Dora Reed and Big Cove Children's Centers' staff will reduce the health and safety risk associated with adverse weather conditions to the children and staff.

Procedure:

In order to reduce the impact of adverse weather conditions, including floods, blizzards, and extreme cold, extreme heat, tornadoes, hurricanes, icy roads, muddy roads, and other conditions that can impact the safety children, the following actions will be taken:

See inclement weather policy and Severe Thunderstorm Policy.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Utility and Maintenance Emergencies

Subject: Industrial Emergency PS 1302.47 (4) (e)

Policy:

QBHS/EHS will reduce the effect of any industrial accidents through the location of the center and proper response to any industrial accident that may occur.

Procedure:

In order to reduce the impact of any industrial accidents that may occur in nearby industries or on the roads or railroad tracks near the QBHS&EHS Center, the following actions will be taken:

1. The Early Education Director will identify any industrial/manufacturing facilities within close proximity to the center and determine what potential risks to the center exist.
2. When an industrial accident occurs, the Transportation/Facilities/Health Coordinator(s) or designated staff will call "911", to report the accident and obtain guidance on the risk from the hazard to the children, staff and center.
3. Evacuation of the center will be done only when recommended by emergency services personnel, or, if the Early Education Director determines that there is reasonable risk to the health and safety of the children.
4. If evacuation of the local area is required by the emergency services agency, the Early Education Director will notify the emergency services agency if additional transportation will be needed to evacuate the children to a location.
5. The Education Manager or Early Education Director will implement the Emergency Contact Procedures, if the center is evacuated to notify parent/guardian of the emergency and where their child(ren) should be picked up.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Vector Control

Subject: Vector Control PS 1302.47 (a) (ii) (ix)

Policy:

The QBHS/EHS will maintain the facility to reduce the potential for and eliminate any rodent or insect infestation to safeguard the health and safety of the children, staff and visitors.

Procedure:

Vector: *Biology an organism such as a mosquito or tick that transmits disease-causing microorganism from an infected person or animal to another.*

The following potential vector borne diseases are common to our area according the Health Advisor:

- ❖ Hantavirus: *A virus belonging to a group that affects small rodents and can be passed to humans, causing fever, headache, nausea, and vomiting.*
- ❖ Plague: *A sudden appearance or outbreak of something unpleasant in very large numbers or with unusual frequency.*

The following venomous insects are found in our areas according to the Health Advisor:

1. Black Widow Spiders
2. Brown Recluse Spiders
3. Bees

In order to prevent vector borne diseases, infectious diseases and problems with venomous insects, the following actions will be taken:

1. All outer openings in the foundation, walls, ceiling, roof, windows, and exterior doors shall be sealed to prevent the entrance of insects and rodents.
2. All gaps and openings around pipe and conduits will be sealed on the interior side of the center.

3. Windows used for ventilation are equipped with screening that is in good repair. Outer doors to the center are equipped with properly adjusted self-closing devices.
4. When the HMD declares that there is a rodent or insect infestation at the center, the Transportation/Facilities Coordinator will ensure all recommendations provided by the HMD are followed.
5. The staff will clean any spider webs identified inside the building daily.
6. Playground equipment will be inspected weekly to identify any spider nests or other insect breeding site and eliminate them.
7. The playground will be inspected daily prior to children's outdoor play to ensure there are no rodents or snakes in the area.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Vector Control

Subject: Pesticide Use/Documentation 1302.47 (a) (ii)

Policy:

The QBHS/EHS Centers will allow the use of chemical pesticides only when necessary and in manner that will not harm the health of the children, staff and visitors.

Procedure:

In order to prevent any health related problems for the children, staff or visitors that could result from the use of chemical pesticides, the following actions will be taken:

1. All extensive pesticide application will be conducted by a licensed (or certified) pesticide applicator contractor and shall be applied only when the children are not present at the center. Pesticide application services are provided to the QBHS/EHS through the EBCI Facilities Management Program. This contractor is licensed through the state of North Carolina.
2. Only U.S. Environmental Protection Agency approved pesticides can be applied at the center.
3. The licensed pesticide contractor will provide a list of all pesticides that will be applied at the center, including information on the types of pesticides used, the common and chemical name of the pesticides used the purpose for applying the pesticide, how the pesticide should be applied, and any warnings or special precautions that the staff should be aware of for the pesticide used.
4. Pesticides will not be applied while the children are present at the center. The Early Education Director and Transportation/Facilities Coordinator will document the used pesticides at the center by turning in a receipt of services to Fiscal Manager. The receipt will contain the date and time of application, the pesticide applied, who applied the pesticide and the purpose for the application.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Vector Control

Subject: Toxic Substances 1302.47 (ii)

Policy:

The Dora Reed and Big Cove Children's Centers will operate a safe and hazard free environment.

Procedure:

In order to eliminate or reduce toxic substances used at the center and to limit access to any toxic substances that must be used, the following actions will be taken:

Hazardous and Toxic Chemicals

1. Toxic chemicals include cleaning, chemicals, detergents, some art materials, duplicating fluids, other office chemicals, pesticides, aerosol cans, health and beauty aids, poisons and other toxic substances that are required for use to the center will be stored in the outside storage buildings, which is inaccessible to children.
2. The Transportation/Facilities Coordinator will develop a list of all cleaning chemicals, detergents, office chemicals, pesticide poisons, and other chemicals that will be used at the center. The Transportation/Facilities will substitute non-toxic chemicals for the toxic chemicals whenever possible. The list of approved chemicals for Dora Reed and Big Cove Children's Center Program centers will be kept on file at the center and will be posted in the janitor's office/closets and restrooms.
3. Toxic chemicals whose original label has come off or is damaged in a way that prevents complete identification of the contents will be properly disposed of according to the instructions of the label or the Materials Safety Data Sheet for chemicals.
4. The QBHS/EHS will use only non-toxic art materials. At the beginning of each school year the Education Services Manager and the Transportation/Facilities Coordinator will inspect all art materials to ensure they are labeled as non-toxic hazardous Materials

The QBHS/EHS facilities were constructed on the following dates:

- a. Big Cove Head Start Center 1995
- b. Dora Reed Children's Center 1997
- c. DRC Infant/Toddler Wing 2000.
- d. Big Cove Children's Center 2017

1. The Big Cove Head Start Center modular units were installed in 1995. The center did not contain any painted surface, inside or outside the center with lead above 1 mg/cm². However, the original head start center building (1945) still stands next-door. Health Advisor Eddie Welch, Environmentalist for the Indian Health Services was advised by the area office in Nashville, Tennessee to test the ground adjacent to the playground of the existing Head Start Center.
2. The Big Cove Children's (also known as Big Cove Head Start) opened its doors to a new state of the art facility in March of 2017.
3. The Transportation/Facilities Coordinator will ensure that all new paint applied to either the inside or outside of the center, including playground equipment, does not contain hazardous quantities of lead exceeding 0.06 percent lead.
4. The Transportation/Facilities Coordinator will maintain a list of all hazardous building materials at the center including lead-based paint, formaldehyde, and asbestos.
5. The QBHS/EHS Centers tested for the presence of radon gas annually.
6. The Dora Reed and Big Cove Children's Centers are absent of asbestos.
7. The Transportation/Facilities Coordinator will maintain all sampling results, assessment reports and abatement plans for any hazardous materials at the center. Any hazardous materials identified at the center will have an abatement plan developed and approved by the Health Services Advisory Committee.
8. Information on hazardous substance present at the center, including MSDS sheets will be shared with all new employees during their orientation.
9. Fact sheets on lead based paint, asbestos, radon and other hazardous materials will be provided to parents/guardians by all centers to help parents understand hazardous materials they may have at their homes.
10. The Health Manager will maintain a list of all plants in the center and will check with local poison control center to determine if any are poisonous. Any plant that is poisonous or has parts that are poisonous will be hung in manner inaccessible to children. Leaves of poisonous plants that are falling away from the branches will be disposed in orange hazardous bag.
11. The staff will notify the Transportation/Facilities Coordinator or Education Manager of any equipment or playground hazards noted by the children or the supervisory staff. These hazards will be noted on the Daily Playground Inspection Form for that day. The staff will correct any problems that can be corrected immediately before the children enter the playground.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Utilities

Subject: Water Supply PS 1302.44 (ix)

Policy:

The QBHS/EHS QBHS&EHS centers plumbing system for water, wastewater, and gas are installed and maintained free of defects, leaks, and obstruction.

Adequate amounts of clean, potable water for cooking, cleaning, hand washing, drinking, and toilets and outside activities is available.

Procedure:

1. The QBHS/EHS program is provided with piped running water under pressure from an approved source. The Dora Reed Children's Center is provided water from the Eastern Band of Cherokee Indians Water Department, which is operated by the Eastern Band of Cherokee Indians. The Cherokee Water Department will annually inspect the water system. The last sample was October 2019
2. The Big Cove Head Start Center is provided with piped running water under pressure from a source approved building inspector and engineers before occupancy on 2016. The water source for the Big Cove Head Start Center is from the EBCI city water line source. This water supply is owned and operated by the Eastern Band of the Cherokee Indians.
3. Water samples on the Big Cove Head Start Center water system for chemical water quality are collected quarterly as required by the Health Advisor and the Federal Safety Drinking Water Act. Copies of bacterial water sample results are maintained on file at the center for a period of five years. The samples are collected and tested by the Cherokee Water Department. The last sample taken was October 2019
4. Water samples on the Big Cove Head Start Center system for chemical water quality are collected quarterly as required by the Health Advisor. Copies of chemical water sample results are maintained on file at the center for a period of five years.
5. Based on the inspections and the bacterial and chemical water quality sample results the
6. Big Cove Head Start Center water supply is considered satisfactory for use.

7. In order to provide adequate water, positive educational experiences and ensure the health of the children the following actions will be taken:
8. Repairs or maintenance activity and all water systems equipment currently in the center, or that may be installed in the center, will have no cross connections to the water system that could result in contamination of the water supply.
9. Disruptions of the water supply for a period of more than two hours will be considered an imminent health hazard

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Utilities

Subject: Plumbing 1302.47 (4) (E)

Policy:

Qualla Boundary QBHS&EHS Program centers plumbing system for water, wastewater, and gas are installed and maintained free of defects, leaks, and obstruction.

Procedure:

In order to provide safe and adequate plumbing, the following actions will be taken:

1. The Transportation Coordinator will ensure that any repairs or new installations of gas pipe, water pipe, gas burning fixtures, and plumbing fixtures and installations to the water or sewer or gas lines are done by a qualified plumbing contractor and meet the requirement of the Uniform Plumbing Code and the National Fuel Gas Code.
2. Electrical current and gas provides hot water for the center. The water heater is properly installed in the water supply system and all drain lines and connections are in compliance with the Uniform Plumbing Code. The hot water temperature is tested in the children lavatories annually and is maintained at or below 110 Fahrenheit or below.
3. Drinking water for the children is provided by water fountains and is accessible to children while indoors and outdoors. Fresh pitchers of water are brought to the classrooms each morning for the children. Additional water coolers are brought outside with cups for children to have access to fresh water as well,
4. The Dora Reed Children's Center water system has been tested for the presence of lead in the drinking water as recommended by the U.S. Environmental Protection Agency. The center water is satisfactory for use. The Transportation/Facilities Coordinator maintains water-sampling results.
5. There will be no cross-connections that could permit contamination of the potable water supply.
6. A licensed plumber or qualified gas plumbing repair contractor will repair all gas piping.
7. Disruptions of the water supply for a period of more than two hours will be considered an imminent health hazard.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Utilities

Subject: Heating, Air Conditioning, Ventilation Policy PS 1302.47 (4) (E)

Policy:

All rooms used by children at the Dora Reed and Big Cove Children's Centers shall be heated, cooled and ventilated to maintain the required temperatures, humidity and air exchange and to avoid the accumulations of objectionable odors and harmful fumes.

Procedure:

1. In order to provide appropriate indoor environment and protect the health and safety of the children and staff, the following actions will be taken:
2. The air temperature inside the center will be maintained between 68° during the winter months and between 72° to 82° during summer months. Relative humidity will be maintained between 30 to 70 percent.
3. The Transportation/Facilities Coordinator will schedule the annual inspection of the heating, ventilation, and air conditioning system within 30 days of beginning classes. These inspections are required by the Head Start Performance Standards.
4. Portable open-flame and kerosene space heaters will NOT be used. Portable gas stoves will NOT be used at the center.
5. Hot surface above 110°F degrees will be made inaccessible to children.
6. The heating system is inspected annually by a Heating and Air Contractor.
7. If heating system is unable to maintain the air temperature in the centers above 68° degrees, for one day of classes then the center should be closed until the heating system is repaired.
8. If the temperature in the center drops below 60°F degrees, then the Early Education Director will declare in Imminent Health Hazard and close the classroom or make other service arrangements until the heating system can be repaired.

9. Cooling: Cooling for the centers was provided by R.W. Heat and Air. Copies of the manufacturers operating instructions are maintained in the Transportation/Facilities Coordinator's office. Emergency repair or maintenance for the cooling system can be provided by the Facilities Coordinator or the Tribal Facilities HVAC coordinator.
10. Air cooling provided free of drafts on the children.
11. The air-cooling system will be inspected at the beginning of each school year and documented by the Transportation/Facilities Coordinator.
12. The air-cooling system will be maintained and cleaned in accordance with the manufacturers requirements.
13. If the cooling system is unable to maintain the air temperature in the center below 72° degrees, for one day of classes, then the center should be closed until the cooling system is repaired.
14. If the air temperature in the center goes above 87° degrees, the Early Education Director will declare an imminent health hazard and close the school until the cooling system is repaired.
15. Ventilation: Ventilation for the Dora Reed Center is provided by natural and mechanical means to ensure a minimum ventilation rate of 10 complete air changes per hour. Mechanical ventilation is provided in the toilet rooms and janitor closets. Copies of the manufacturers operating instructions are maintained in the Early Education Director's Office and the Facilities/Transportation Coordinator. Emergency repair or maintenance of the ventilation system can be done Heat and Air Contractor or Tribal Facilities HVAC coordinator.
16. Windows used for natural ventilation are equipped with draft deflectors.
17. The ventilation system is inspected annually by a Heat and Air Contractor or Tribal Facilities HVAC coordinator.
18. The ventilation system is cleaned in accordance with the manufacturer's requirement.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Utilities

Subject: Electrical System PS 1302.47

Policy

The QBHS/EHS provided with properly installed and maintained electrical services to facilitate operation of the center to prevent illness and injury.

Procedures:

1. Duke Power and Light Company provides the electrical power.
2. In order to provide safe electrical service for the center, the following actions will be taken:
 - a. The Transportation/Facilities Coordinator will ensure that any major repairs or alterations to the center electrical outlets not equipped with protective covers. The Transportation/Facilities Coordinator will inspect all electrical outlets in the center at least monthly to ensure outlet safety plugs are in place. The center staff will re-insert outlet safety plugs when done using an electrical outlet.
 - b. The Transportation/Facilities Coordinator will ensure that any electrical outlet, fixture or equipment that is identified as faulty is not used until inspected and repaired by a licensed electrician.
 - c. The Transportation/Facilities Coordinator will provide electrical outlets safety plugs for all unused electrical outlets not equipped with protective covers. The Transportation/Facilities Coordinator will inspect all electrical outlets in the center at least monthly to ensure outlet safety plugs are in place. The center staff will re-insert outlet safety plugs when done using an electrical outlet.
 - d. At the beginning of the school year, the Transportation/Facilities Coordinator will inspect all electrical appliances to ensure they are UL approved, that the cords are not frayed or damaged and that the electrical cords are placed out of reach of the children. Any appliance found to have damaged electrical cords will be taken out of services immediately.
 - e. Extension electrical cords will be used only with the Transportation/Facilities Coordinator's approval and only for short time periods. The extension cords will NOT be placed under carpets or across water sources.

- f. Disruptions of electrical services for a period of more than two hours will be considered an imminent hazard.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Utilities

Subject: Lighting PS 1302.47

Policy:

The QBHS&EHS Centers will provide adequate lighting to promote the health and wellbeing of the children and staff and to facilitate safe activities and facilitate cleaning.

Procedure:

In order to provide adequate lighting, flashlights are located in all center classrooms and support staff offices.

The following levels of illumination are provided on various surfaces:

1. Reading, painting, other A close work areas: 50-100 foot candles on the work surface.
2. Working and play areas: 30-50 foot candles on surfaces.
3. Sleeping and napping areas: no more than 5-foot candles during sleeping/napping.
4. Glare free lighting is provided in all areas of the centers.
5. Lighting in the food preparation area will be at the level and shielded as required in the local food sanitation code.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Facilities, Materials, Equipment

Subject: Equipment PS 1302.47

Policy:

When staff use the equipment which is the property of Dora Reed and Big Cove Children's Center care and consideration of the equipment should be used.

Procedure:

1. Sign out sheets will be used to track who used the equipment and the condition upon the return.
2. This would include the computers, radios, LCD projector, laptops, popcorn machine or any other equipment.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Facilities, Materials, Equipment

Subject: Facilities-Multi Purpose Room

Policy:

When using the facilities of Dora Reed and Big Cove Children's Center such as, the Multi-purpose room, for program related functions care and reasonable consideration should be used in both the pre and post planning of the event scheduled.

Procedure:

1. When requesting the multi-purpose room, use a multi-purpose room request form located at the front desk.
2. Complete the form and turn it back into the receptionist so the event can be added to the calendar.
3. Send an email to the Operations Manager to notify them that set up is requested.
4. The room will be swept and mopped prior to the event by the EBCI housekeepers.
5. Tables will be wiped down and cleaned thoroughly by the EBCI housekeepers.
6. After the event that you are responsible for is over- floors should be swept, tables wiped off and trash collected in the receptacle ready for disposal.
7. Floors will be swept and re mopped the following day by the EBCI housekeepers.

**Dora Reed Children's Center Service
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Facilities, Materials, Equipment

Subject: Grass Mowing Procedures PS 1302.47

Policy:

In the months of April thru November grass mowing will take place on the grounds of Dora Reed and Big Cove Children's Center.

Procedure:

1. Staff are to keep children indoors when the grass mowing machine is in motion and on the playground.
2. Staff will be notified when it is safe for the children to be on the playground.
3. Mowing will take place on Mondays and Wednesdays. The Big Cove center will have their grounds mowed on Wednesday.

Please note that this schedule is tentative weather permitting.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Facilities, Materials, Equipment

Subject: Program offices and classroom cleanliness PS 1302.47

Policy:

The cleanliness of classrooms and program offices is mandated to meet licensing and fire code requirements. Staff should keep these areas clean in accordance with NC sanitation and fire code regulations.

Procedure:

1. Classroom equipment will be kept clean and in good repair.
2. Sanitizing will occur on a daily basis following NC sanitation guidelines
3. Classrooms and offices will be kept free of clutter and debris.
4. Storage will be in designated storage areas for the program
5. Materials taken to storage should have a date and who the materials belong to.
6. Items such as books, binders, etc will not be placed or stored on the floors. These items should be up off the floor at all times and stored in the appropriate areas.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Facilities, Materials, Equipment

Subject: Cleaning Procedures- Lice, Scabies, and other contagions PS 1302.47

Policy:

When an infestation occurs in a classroom it is the policy of QBHS/EHS to clean and disinfect all aspects of the classroom, equipment, and flooring to prevent further infestation

Procedure:

1. When a classroom has an infestation or breakout the classroom teacher will notify Operations that the carpets need to be cleaned.
2. Fill out a carpet cleaning request.
3. The carpet can be rolled up and put in the multi-purpose room for cleaning and should be clearly labeled on the back.
4. After the carpet is cleaned, the EBCI housekeeping staff will let the staff know and bring the carpets back to the classroom.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Facilities, Materials, Equipment

Subject: Electronic Swipe Card Access PS 1302.90 (c)

Policy:

The access card is property of the Eastern Band of Cherokee Indians and is for the exclusive use of the person the card is issued to. The card must be returned to the EBCI at the end of employment or at the request of the Security Tech. Failure to comply with these rules may result in the loss of access privileges and/or other penalties. Allowing other persons to use this card is prohibited and may result in corrective actions or termination. Lost or stolen cards must be reported immediately.

Procedure:

1. When an employee has completed their 90 probationary status they are eligible for an EBCI door access card. A completed 90 day evaluation with a recommendation to hire must be filed before the card access can be issued.
2. The employee must provide two forms of ID which will include an employee badge and one other governmental issued ID, driver's license passport etc.
3. An access card form will be filled out and the employee can sign.
4. A \$10.00 replacement fee must be paid to the Finance office for a replacement card to be reissued.
5. If an employee changes position it is their responsibility to turn in current cards and the new manager must request appropriate access thru the current process.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Facilities, Materials, Equipment

Subject: Motor Vehicle Authorization Form

Policy:

Federal and State laws provide individuals with privacy rights with respect to personal information contained in their motor vehicle record. Disclosure of your motor vehicle record is permitted under specified circumstance. Two of those are thru written consent of the driver; and for use by any insurer or insurance support organization such as a Tribal Nation, or its agents, employees, or contractors, in connection with claim investigation activities and insurance coverage.

The Eastern Band of Cherokee Indians has asked First Advantage to secure Motor Vehicle Record Checks on all employees driving a Tribal or GSA leased vehicle. First Advantage will obtain a copy of you motor vehicle record from the State of North Carolina Department of Motor Vehicles. **PS 1302.90**

Procedure:

1. Staff upon completion of their 90 day probationary period will turn in a copy of their driver's license and employee badge.
2. An authorization to request motor vehicle driving record form will be completed and turned in to Risk Management for evaluation.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Facilities, Materials, Equipment

Subject: Program Vehicles PS 1302.47

Policy:

The program provides vehicles for business purposes. The program will help to ensure when at all possible these vehicles will be available for staff use. This would include the buses.

Procedure:

1. Staff utilizing these vehicles are responsible for logging in the mileage and ensuring that the vehicle is clean for the next use.
2. All trash and any materials or items brought into the vehicle will need to be disposed of after each trip.
3. Buses that need maintenance will need to be taken to the Tribal Motor Pool and a bus maintenance form filled out and turned into the Operations Manager
4. Any vehicle that needs maintenance should be reported by staff when they notice.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS&EHS**

Department: Operations

Section: Facilities, Materials, Equipment PS 1302.47

Subject: Ongoing Monitoring

Policy:

To ensure that the program needs are met the operations area will be monitoring the following areas as listed. See table below

Procedure:

The following areas will be monitored on a formatted sheet to ensure they are being done.

Task			Target Date		Person Responsible
Clean gutters			August, October, November, December, April		Facilities/Transportation Coordinator, Facilities Maintenance Worker
Air Filters- Multi purpose Room, Classrooms, Air vents			Monthly		Facilities/Transportation Coordinator, Facilities Maintenance Worker
Smoke Detectors			Yearly		Facilities/Transportation Coordinator, Facilities Maintenance Worker
Annual Fire inspection			Yearly		Local Fire Marshall
Playground Inspection			Daily/Monthly		Facilities/Transportation Coordinator, Facilities Maintenance Worker
Bus Evacuations			August, January, April		Operations Manager, Facilities/Transportation Coordinator, Facilities Maintenance Worker
Bus Wash			Monthly		Facilities/Transportation Coordinator, Facilities Maintenance Worker

Check Freezers/Refrigerators			Monthly		Facilities/Transportation Coordinator, Facilities Maintenance Worker
Pressure Wash Foyer			Monthly		Facilities/Transportation Coordinator, Facilities Maintenance Worker
Outside Air Units			Monthly		Facilities/Transportation Coordinator, Facilities Maintenance Worker
Water Plants			Weekly		Facilities/Transportation Coordinator, Facilities Maintenance Worker
Grass Mowing			Weekly		Facilities/Transportation Coordinator, Facilities Maintenance Worker
Daily Bus Inspections			Daily		All bus drivers
Fire Inspections			Monthly		Operations Manager, Facilities/Transportation Coordinator, Facilities Maintenance Worker
Tornado Drills			Yearly		Operations Manager, Facilities/Transportation Coordinator, Facilities Maintenance Worker
Classroom safety checks Emergency Drills			Daily August, November, February, May		Operations Manager, Facilities/Transportation Coordinator, Facilities Maintenance Worker
Fire extinguisher			Monthly/yearly		Simplex & Grinnell
Ceiling tiles			Monthly		Facilities/Transportation Coordinator, Facilities Maintenance Worker

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: USDA/CACFP

Subject: USDA Regulations

Policy: QBHS & EHS will conduct its child nutrition program in accordance with the guidelines established by the USDA Child and Food Program.

Procedure:

1. When children are enrolled in the program, The Family Support Worker will have the parent complete a Nutrition Assessment, Child Food Participation form, and Income Eligibility Form.
 - a. The originals of these forms are to be submitted to the Operations Manager within one week completion.
2. The Child and Nutrition Forms will be kept in binder in the Operations Manager office filed alphabetically after being reviewed/classified and entered into Child Plus within one week of being received.
3. The Operations Manager will compile the monthly USDA reports for all three (3) centers, and submit them online in NC Cares by the tenth of every month. These reports will include:
 - a. Copy of menu for each meal served during the month.
 - b. Monthly attendance records for each classroom.
 - c. Daily meal count by name, listing each child alphabetically for each room.
 - d. Monthly meal counts broken down by meal type.
 - e. Invoices for each center broken down by categories, vendors of food, and supplies.
 - f. Weekly meal counts broken down by meal type and center.
 - g. Free, Reduced, and Denied classification for each child, listed alphabetically by each room and center.
4. The Operations Manager will provide the EBCI grants department and Director with a copy of the recap of the reimbursement for all three centers via email, within two day of submitting the monthly report.
5. Unannounced meal reviews will be conducted by the Operations Manager no less than three times per site during the USDA fiscal year, using the site review form provided by USDA. Each meal type (breakfast, lunch, and snack) will be observed during the fiscal year at each site. No more than six months may elapse between reviews of each site.

6. If necessary, a meal disallowance form will be completed to document any meals ineligible to be claimed for reimbursement.
 - a. If deficiencies are found during the meal review, the Operations Manager will submit a corrective action to the center cook to complete, with timelines for corrections.
 - b. The Operations Manager will follow up to ensure that all corrections listed on the corrective plan are completed in the time frame outlined in the plan.
7. Foods will be prepared using standardized recipes from USDA or other approved recipes.
8. All USDA records, including menus for the program, will be kept in the Operations Manager's office for no less than three years, plus the current year.

NOTE: All attendance and meal count forms must have all children listed in alphabetical order, using their legal names- no nicknames or middle names in place of first names.

All forms must be filled out correctly and tallied before submitting to the Operations Manager. All daily count sheets should match the attendance for each classroom. Any employee who submits incorrect forms will be subject to corrective action.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: USDA/CACFP

Subject: Meals

Policy: QBHS/EHS will provide nutritious meals, as well as opportunities for learning, to all children attending the program.

Procedure:

- 1. QBHS/EHS will USDA funds to provide meals.**
- 2. QBHS/EHS will conduct its food service operation using guidelines set forth by the Policy and Procedures Manual for Sponsoring Organizations of Child Care Centers participating in the Child Care Food Program.**
- 3. Foods served will be nutrient dense and low in sugar, salt, and fat. A variety of foods will be served to broaden each child's food experience.**
- 4. All meals served will comply with USDA meal patterns for all components and quantity.**
- 5. As a full day program, QBHS/EHS will provide enrolled children with two thirds (2/3) of their daily nutritional needs.**
- 6. Food will not be used as a punishment or reward. Children will be encouraged, but not forced to eat or taste their food or beverage.**
- 7. To contribute to the socialization and development of each child enrolled in the program, the teachers will eat family style with the children will eat the same menu as the children.**
 - a. If a staff person cannot eat the same food as the children, they must provide the Operations Manager with a written statement from their medical provider stating the condition and the foods not allowed.**
- 8. Children will use silverware appropriate for the size and type of foods served (i.e spoon for cereal or soup; fork for spaghetti and turkey breast).**
- 9. Each child will be allowed sufficient time to eat their meal.**
- 10. Staff will provide the opportunity to participate in food related activities that are developmentally and nutritionally appropriate.**
- 11. Centers will post evidence of compliance with applicable state, tribal, and local food safety and sanitation laws through inspection reports in an area that is readily accessible.**
- 12. All vendors serving QBHS/EHS food service operation will be licensed through the state of North Carolina.**
- 13. All food served at the center will be operated at the center will be prepared by the center's staff unless prior approval has been given by the Operations Manager or Early Education Director. Any foods brought into the center must be store bought.**
- 14. Staff and other community agencies, such as Cherokee Choices will be involved in the menu planning process. This involvement will include surveys of the menu.**

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: USDA/CACFP

Subject: Meal Times

Policy: Any changes to USDA meal times must preapproved by the Operations Manager or Early Education Director.

Procedure:

- 1. Meal times must be approved by USDA each year. Adherence to approved meal times is a component of the USDA meal review. Failure to comply with approved meal times can result in meals being disallowed.**
- 2. Meal times are currently approved as follows:**
 - a. Breakfast: 8:30 a.m.**
 - b. Lunch**
 - i. Early Head Start: 11:00 a.m.**
Early Head Start Transition Rooms 102 & 104: 11:15 a.m.
 - ii. Head Start: 11:30 a.m.**
 - iii. Snack: 2:30**
- 3. Meal times are not to be changed until approved by the Operations Manager or Early Education Director.**
- 4. Infants must be fed on demand.**

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: USDA/CACFP

Subject: Meal Changes

Policy: Menus will be followed as written to ensure all children receive meals that comply with USDA guidelines.

Procedures:

- 1. Menus are developed by the menu planning team according to USDA guidelines. These menus are approved by a registered dietician.**
- 2. Menus will not be changed without prior permission from the Operations Manager or Early Education Director.**
- 3. If food items are unavailable, or situation arises in which a menu change is necessary, the cook will notify the Operations Manager or Early Education Director prior to making the change.**
- 4. The Operations Manager will document this on the menu and sign the documentation.**
- 5. If menus are changed without prior approval, the staff responsible will be subject to disciplinary action. Repeated offense will result in corrective actions.**

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: USDA/CACFP

Subject: Special Dietary Needs

Policy: QBHS/EHS will provide appropriate, nutritionally adequate meals to children to special dietary needs.

Procedures:

- 1. The Operations Manager and Health Manager will discuss special dietary needs with the child's parent/guardian at the time of enrollment.**
- 2. If the child has special dietary needs, the parent will be advised that we must have a Food Allergy Action Plan for children with special dietary needs from the child's medical provider stating the nature of the condition, foods that must be restricted or altered, and appropriate food substitutions. The parent/guardian must also have the medical provider fill out a CACFP meal modification form.**
- 3. If a child is on special for non-medical reasons (i.e. vegetarian, religious), QBHS/EHS will accommodate the child's diet as much as possible upon receipt of a signed statement from the parent outlining which foods are to be restricted/altered.**
- 4. Any special dietary need or food allergy will be posted in the kitchen serving area and updated as needed by the Operations Manager.**
- 5. Under special dietary need or food allergy will be posted in the kitchen serving area and updated as needed by the Operations Manager.**
 - a. There will be separate allergy list for Head Start and Early Head Start. (The transition rooms will be included on both)**

- 6. The originals of all information pertaining to special diets for children must be sent to the Operations Manager for review including, but not limited to, notes indicating that a special diet is no longer needed.**
- 7. This information will also be shared with the center cooks, the child's teacher, and the child's family support worker. This information is to be treated confidential medical knowledge.**
- 8. The Operations Manager, registered dietician, and the center cooks will review the menu, noting any necessary changes to ensure that the child's special dietary needs will be met at each meal.**

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: USDA/CACFP

Subject: CACFP Enrollment Policy

Policy:

A CACFP Participant Enrollment Form will be completed for each child will be enrolled into the CACFP/USDA Food Program upon completion of current program term CACFP/USDA enrollment application (application are released online in early July).

Procedure:

- 1. Upon entry into QBHS/EHS and annually thereafter, each child will be enrolled into the CACFP/USDA Food Program upon completion of current program term CACFP/USDA enrollment applications (applications are released online in early July).**
- 2. Each child's Family Support Coordinator will have the fill out the CACFP Participant Enrollment Forms.**
- 3. Once the applications are complete, the child's Family Support Coordinator will turn the completed forms into the Operations Manager within one (1) week.**
- 4. The Operations Manager will review each form within two (2) weeks, to ensure all forms are filled out correctly.**
- 5. The Operations Manager will file all the Participant Enrollment Forms in a binder in alphabetical order within two (2) weeks of receiving it.**

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: USDA/CACFP

Subject: Confidentiality Policy for CACFP Documentation

Policy:

QBHS/EHS shall maintain all data in the strictest confidence. All records containing confidential information will be maintained in securely locked files accessible only to designated staff.

Procedure:

- 1. The following data is considered and is collected for each participant upon enrollment, and annually thereafter, while participating in the CACFP Food Program.**
 - a. Ethnic Data**
 - b. Racial Data**
 - c. Income Eligibility Data**
- 2. All data is stored in the Operations Manager's office in a locked filing cabinet.**
- 3. Access to the data is restricted to the following staff:**
 - a. Early Education Director**
 - b. Operations Manager**
- 4. Ethnic and racial data is used for reporting purposes only.**
- 5. Data collected will be maintained on file for three (3) years, including the current program year.**
- 6. At the end of the retention period, data shall be destroyed on site by shredding and discarding.**

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: USDA/CACFP

Subject: CACFP Edit Check

Policy: Ensure accurate claims are being filed for the CACFP Food Program.

Procedure:

- 1. The total number of meals claimed by each facility will not be over the product of the average daily attendance times the number of serving days in the month. The average daily attendance should always be rounded up to the next whole number.**
- 2. The Operations Manager will compare the daily count-by-name sheets to each classrooms attendance sheet, and disallow any meals not properly claimed, before submitting the monthly CACFP report.**

Dora Reed Children's Center & Big Cove Children's Center

Qualla Boundary Head Start/Early Head Start

Department: Operations

Section: USDA/CACFP

Subject: CACFP Non Pricing Policy

Policy:

CACFP provides nutritious meals and snacks to infants and children as a regular part of their educational day.

A variety of public or private nonprofit childcare centers, Head Start programs, outside-school-hours care centers, and other institutions which are licensed or approved to provide day care services participate in CACFP. For-profit centers that serve lower income children may also be eligible.

CACFP reimburses centers at free, reduced-price, or paid rates for eligible meals and snacks served to enrolled children, targeting benefits to those children most in need.

It will be the policy of QBHS/EHS to ensure CACFP forms are collected on all children in order to continue to apply for USDA, free food funding opportunity.

Procedure:

Head Start is funded for 144 childcare slots and 86 Early Head Start slots. The Eastern Band of Cherokee Indians pays over the match for additional childcare slots so that no parent/guardian pay a fee for childcare and educational services.

All meals served at the program are free to all children and no prices are set at the program level for reimbursement on these meals.

The QBHS/EHS program participates in the USDA Child and Adult Care Food Program and maintains all records for eligibility, participation, ethnic data, and all reimbursement

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: USDA/CACFP

Subject: CACFP Income Eligibility Policy

Policy:

All children attending QBHS/EHS will be enrolled in the CACFP food Program. All children are classified as free, reduced, or denied based on their income eligibility applications.

Procedure:

- 1. Upon entry QBHS/EHS, and annually thereafter, each child will be enrolled into the CACFP Food Program upon completion of current program term CACFP enrollment applications (applications are released in early July).**
- 2. QBHS/EHS is an Head Start/Early Head Start Program, so all children enrolled are classified as free, as long as each child has a Participant Enrollment Form on file. Only Child Development children will be classified based on income, and those children must have a Participant Enrollment Form and Income Eligibility Form on file.**
- 3. Each child's Family Support Worker will have the family fill out the CACFP Income Eligibility Form.**
- 4. Once the applications are complete, the child's Family Support Coordinator will turn out the completed forms into the Operations Manager within one (1) week.**
- 5. The Operations Manager will review each form within two (2) weeks to ensure all forms are filled out correctly.**
- 6. The Operations Manager will classify each child based on income guidelines.**
- 7. The Operations Manager will create a free, Reduced, Denied Workbook and classify each child for center based on income.**
- 8. The Operations Manager will file all the Income Eligibility Forms in a binder in alphabetical order within two (2) weeks of receiving them.**

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: USDA/CACFP

Subject: CACFP Responsibilities

Policy: CACFP Responsibilities

Procedure:

1. Duties/Responsibilities

a. Cooks will be responsible for:

- 1. Assuring that meals meet the meal pattern requirements**
- 2. Taking point of service meal counts.**
- 3. Sanitation**
- 4. Food Orders**

b. Cook Aides will be responsible for:

- 1. Assisting with meal preparation**
- 2. Assisting with serving**
- 3. Assisting with sanitation**
- 4. Helping to assure meal meet the meal pattern requirements**
- 5. Taking point of service meal counts**

c. Operations Manager is responsible for:

- 1. Assuring meals meet the meal pattern requirements**
- 2. Classifying income eligibility**
- 3. Maintaining proper records**
- 4. Ensuring training requirements are met**
- 5. Ensuring civil rights requirements are met**
- 6. Sanitation**
- 7. Monitoring**
- 8. Submitting monthly claims into NC Cares System**

d. Fiscal Manager is responsible for:

- 1. Ensuring fiscal management**
- 2. Ensuring fringes and salaries for CACFP staff are accurate**
- 3. Submitting monthly claims into the NC Cares system.**

e. Early Education Director is responsible for:

- 1. Submitting monthly claims into NC Cares System**
- 2. Monitoring**
- 3. Ensuring training requirements are met**
- 4. Ensuring civil rights requirements are met**

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: Food Safety/Sanitation

Subject: Refrigerator/Freezer Temperatures

Policy:

Food items will be held at appropriate temperatures to ensure food safety

Procedure:

- 1. Each refrigerator and freezer will have a working thermometer that is easily visible.**
- 2. Each refrigerator and freezer will have a temperature log attached to the appliance.**
- 3. Upon arriving at work each morning, the opening cooks will document each appliance's temperature on the temperature log.**
- 4. If the temperature of a refrigerator is above zero (0) degrees, the cook will inform the Operations Manager using a maintenance request form.**
- 5. The cook will adjust the appliance's temperature if applicable, and monitor until the appliance reaches a safe temperature.**
 - a. If it does not reach a safe temperature, the cook will inform the Operations Manager using a maintenance request form so steps may be taken to ensure the safety of the food and repair or replace the appliance.**
- 6. If necessary, the Operations Manager will submit the maintenance request form to the Early Education Director the same day.**

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: Food Safety/Sanitation

Subject: Food Safety and Sanitation

Policy:

QBHS/EHS will follow recognized guidelines, including those from USDA, for food safety and sanitation.

Procedure:

- 1. All staff will know, and follow, their local health department food safety requirements.**
- 2. Child care staff directly involved with preparing and serving food will read and become familiar with the following publications:**
 - a. USDA Keeping Kids Safe**
 - b. Food Safety in the Child Care Food Program**
- 3. Any deficiencies noted in the health department sanitation report or inhouse monitoring will be corrected promptly.**
- 4. There will be adequate and safe storage space for all food and non-food supplies.**
 - a. All food storage areas must be free of any type of rodent and/or insect infestation.**
 - b. Adequate refrigeration must be provided for all foods needing refrigeration; temperature must be maintained at zero (0F) degrees or below.**
 - c. Adequate freezer space must be provided; temperature must be maintained at zero degrees (0F) or below.**
 - d. Conspicuously-located thermometers will be placed in all refrigerators and freezers. Temperatures will be checked and documented first thing each morning.**
 - e. All cleaning supplies and other toxic materials must be safely stored out of the reach of children and away from food.**
- 5. Foods purchased and received should be wholesome, packaged safely, and free from spoilage. These foods should be received and stored at safe temperatures. When shopping, or receiving, food, center staff should be aware of the condition of the food and practice the following:**
 - a. Choose canned goods that are free from dents, cracks, rust, or bulging lids; check packaging for holes, tears, and open corners.**
 - b. Purchase dated packages only if the "sell by" date has not expired.**
 - c. Expired foods will be disposed of properly.**
 - d. Date incoming food items to help rotate stock properly. Place oldest food in front to ensure foods are used on a first in, first out basis.**

- e. Dry goods will be stored in airtight containers, at least six inches off floor.
 - f. Refrigerate or freeze perishables within two hours.
 - g. Store wrapped raw meat, poultry, or seafood in a container on the lowest shelf of the refrigerator to prevent their juices from coming into contact with other foods.
6. The following personal hygiene guidelines will be followed by all staff who enter the kitchen:
- a. Hairnets must be worn by all staff and/or volunteers who work in the kitchen.
 - b. Wash hands frequently and thoroughly with hot soapy water. At a minimum, hands are to be washed after using the restroom, before and after handling the food, after taking breaks, after taking out the trash, and after sneezing or touching the hair or face.
 - c. Use disposable towels for drying hands.
 - d. Cough or sneeze into disposable tissues only, and wash hands afterwards. Do not sneeze or cough on food.
 - e. Center staff who are ill, or have an infected cut or skin infection that could come into contact with food, shall not be permitted to work with food. All superficial cuts should be covered with a bandage and disposable glove.
 - f. Outer clothing will be kept clean.
 - g. Staff should wear an apron and slip resistant shoes while working in the kitchen.
7. All staff will observe the food handling guidelines outlined in the booklet, Food Safety in the Child Care Food Program-Guidance for Child Care Providers. The guidelines include, but are not limited to:
- A. Clean
- a. Hands and surfaces often with hot soapy water. Hands are to be washed in the hand sink, not the food prep sink.
 - b. Wash, rinse and sanitize cutting boards, dishes, utensils, and countertops after each use.
 - c. Rinse all fresh fruits and vegetables before you serve them.
 - d. Clean all kitchen surfaces with sanitizing solutions and paper towels.
 - e. Wash all dishes, pots, and pans in the appropriate three (3) compartment sink and/ or dishwasher.
 - f. When using a mechanical dishwasher, the wash water should be one hundred sixty-five degree (165 ° F).
 - g. The rinse water should be one hundred ninety-five degrees (195 °) to ensure sanitation of the dishes and utensils.
 - h. Air dry all kitchen equipment.
 - i. Floors in the kitchen will be swept and mopped immediately following lunch.
- B. Separate
- a. Separate raw meat, poultry, and seafood from other foods when shopping or storing food in the refrigerator.
 - b. Use separate cutting boards for meats and fruits/vegetables.
 - c. NEVER place cooked food on a plate or platter that previously held raw meat until the plate/platter has been washed.
- C. Cook
- a. Use a sanitized thermometer to determine the internal temperature of foods.
Foods will be cooked to a safe internal temperature according to the chart below:

Safe Internal Cooking Temperatures of Selected Foods

Food	Minimum Internal Temperature
Roasts (Beef, Pork, Ham)	170 °
Poultry	165 °
Ground Meat	160 °(F (no pink remains)
Ground Poultry	165 °(F
Eggs	Cook until white and yolk are firm
Egg Dishes	160 °(
Fish	145 °((Cook until opaque and flaked easily with a fork
Sauces, Gravy, Soups	Heat until boiling

NOTE: These temperatures include an extra margin of safety for young children.

- a. Hot foods should be cooked to the required temperature, then held at one hundred thirty five (135 °) or above until serving time. Cold foods will be kept at forty degrees (40 °(F).
- b. Temperature logs will be maintained on usage sheets to document internal temperature of selected foods

D. Chill

- a. Refrigerate or freeze perishables immediately.
- b. Never defrost at room temperature.
- c. Divide large amounts of leftovers into small shallow containers to cool quickly in the refrigerator. Leftovers must be cooled down to at least forty-one degrees (41 °F) within four (4) hours of preparing and serving.
- d. Do not pack the refrigerator- cool air must circulate to keep food safe.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: Food Safety/Sanitation

Subject: Choking Prevention

Policy:

Foods served to children will be the size and consistency appropriate to their chewing and swallowing ability.

Procedure:

- 1. Children will be watched during meals and snacks to ensure they:**
 - a. Sit quietly.**
 - b. Eat slowly**
 - c. Chew food well before swallowing.**
 - d. Eat small portions, and take only one bite at a time.**
 - e. Finish swallowing before leaving the table.**
- 2. Foods will be prepared so that they are easy to chew:**
 - a. Round foods like, hot dogs, will not be served unless they are cut lengthwise into thin strips.**
 - b. Fish will not be served with bones.**
 - c. Peanut butter will be spread thinly.**
 - d. Seeds and pits will be removed from fruit.**
 - e. Foods will be prepared in a manner consistent with USDA recipes developed for children.**
- 3. The following foods will not be served to children younger than four years of age due to risk of choking:**
 - a. Hot dog rounds**
 - b. Hard candy**
 - c. Whole peanuts**
 - d. Whole grapes**
 - e. Cherries with pits**
 - f. Popcorn or chips**
 - g. Chunks of carrot, celery, or other raw hard vegetables**
 - h. Chewing gum**
 - i. Large spoonfuls or chunks of peanut butter or other nut butters**
 - j. Large chunks of meat**

**Dora Reed Children's Center & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start**

Department: Operations

Section: USDA/CACFP

Subject: Household Contact Policy

Policy: It is the policy of Qualla Boundary Head Start/Early Head Start and the Big Cove Children's Center to create and maintain a household contact policy for the program.

This policy is maintained based on the definitions and of the below listed terms:

I. Definitions Per 7 C.F.R. 226.2

Household contact means a contact made by a sponsoring organization or a State agency to an adult member of a household with a child in a family day care home or a child care center in order to verify the attendance and enrollment of the child and the specific meal service(s) which the child routinely receives while in care.

Verification means a review of the information reported by institutions to the State agency regarding the eligibility of participants for free or reduced-price meals[.]

Procedure:

II. Policy for State Agency

a. Allowable Prompts

The following events may prompt the State agency to initiate household contacts:

- i. During an administrative review, audit or Agreed Upon Procedures, the Consultant becomes suspicious that some forms or documents may be fraudulent (e.g., Income Eligibility Applications, Attendance Sheets, enrollment forms, etc).
- ii. During an administrative review, audit or Agreed Upon Procedures, the Consultant notices that some forms or documents have been altered/falsified.
- iii. Items i and ii only apply to documents that can be verified, directly or indirectly, through information that could be obtained from a household contact.
- iv. The Consultant's suspicions must be reasonable and articulable. They may arise from the documents themselves or from the person's behavior or statements.
- v. The Consultant may use their judgment if the prompt is from a parent or guardian who advises the state agency that documents are being forged or falsified at a center or home.

b. Unallowable Prompts

The following events may not prompt the State agency to initiate household contacts:

- i. The State agency may not conduct a household contact exercise out of animus or revenge, or due to a perceived lack of cooperation during a review, audit or Agreed Upon Procedures.

III. Policy for Sponsoring Organizations

a. Allowable Prompts

The following events may prompt a Sponsoring Organization to initiate household contact:

- i. During a monitoring visit they observe documents or forms that appear forged or fraudulent, or that may have been altered.
- ii. While reviewing a facility's records in order to prepare a claim, the SO notices documents that appear to be forged, fraudulent or may have been altered.

b. Unallowable Prompts

The following events may not prompt the Sponsoring Organization to initiate household contacts:

- i. The same children in attendance for all days in one month.

IV. Conducting the Household Contact

- a. Contacts may be conducted in person or by mail.
- b. In person contacts probably produce better response rates, but they are more labor intensive and more difficult to document. Detailed notes must be kept of in person contacts.
- c. Contacts by mail are more efficient, but the response rate is usually poor.
- d. If conducting a household contact exercise by mail, do as much as possible to make it easy to respond. Provide a postage-paid return envelope. If the questions concern attendance, for example, provide a copy of a calendar for the months in question.

V. Verification Limits

- a. If a food stamp, FDPIR or TANF case number is provided for a child, verification for such child shall include only confirmation that the child is included in a currently certified food stamp or FDPIR household or is a TANF recipient.
- b. If a Head Start statement of income eligibility is provided for a child, verification for such child shall include only confirmation that the child is a Head Start participant.
- c. For an adult participant, if a food stamp or FDPIR case number of SSI or Medicaid assistance identification number is provided, verification for such participant shall include only confirmation that the participant is included in a currently certified food stamp or FDPIR household or is a current SSI or Medicaid participant.

VI. Confidentiality

All information gathered during a household contact exercise shall be kept strictly confidential unless release of such information is specifically prescribed by law and necessary for the proper administrative of the Program.

QUALLA BOURNDAY HEAD START/EARLY HEAD START

Department: Operations

Section: CACFP

Subject: Recruitment Guidelines

Policy:

7 C.F.R. 226.6 (b) (1) (xvii) (A) (1) states that "All sponsoring organizations must demonstrate that they will use appropriate practices for recruiting facilities, consistent with paragraph (p) of this section and any State agency requirements". Paragraph (p) refers to the statement that "restricts the transfers to no more frequently than once per year".

Procedure:

1. In accordance with this description of recruitment, recruitment guidelines developed by the State Agency toward the unserved include:
 - Recruitment guidelines will be provided to all staff by each Sponsor.
 - Sponsor may not enter into an agreement with a provider who had signed an agreement with another Sponsor.
 - Any type of communication initiated by the Sponsor may not mislead new providers about Child and Adult Care Food Program regulations and enforcement of regulations.
 - Sponsor asks each prospective provider if he/she has a current agreement with another Sponsor. If the provider indicates that he/she has a current agreement with another Sponsor, direct contact/recruitment of the provider ceases.
 - Direct contact/recruitment is **unacceptable** and includes, but is not limited to:
 - Telemarketing calls to participating providers
 - In-home visits with participating providers prior to a receipt of a Letter of Termination
 - Offers of cash or other gift bonus for changing Sponsors
 - Mailings with content designed to persuade participating providers to terminate from their current Sponsor
 - Presentations initiated by the Sponsor specifically designed to persuade and instruct their current Sponsor
 - Any other type of communication initiated by the Sponsor specifically designed to persuade or mislead and instruct participating providers to terminate from their current Sponsors
 - Direct contact/recruitment **does not include:**

- General promotion and publicity materials such as yellow pages advertising, newspaper and broadcast advertising, public service announcements, televised training, posters, web sites and similar
 - Mass mailings about other child care services provided by the Sponsor, such as resource and referral, business and tax classed, general nutrition training and similar
 - Booths or exhibits and resource materials distributed at conferences, child care fairs, open houses, shopping malls, county fairs, and other places accessible by the public
 - Workshops or training activities at conference directed toward childcare professionals
 - General informational workshops or meetings about the Child and Adult Care Food Program that are not designed for recruitment purposes
- A provider Termination Notice Form or a Sponsoring Organization Termination for Convenience Form must be completed but the terminating sponsor according to the guidelines contained in the February 2, 2007 Memorandum *Termination of the CAC 8D-Sponsor Provider Agreement*. A copy of the document should be sent to the State Agency along with a request to terminate that provider.
 - Providers may change sponsors only once a year
 - The new Sponsor should request a copy of the Provider Termination Notice Form or Sponsoring Organization Termination for Convenience Form and assure that any communication occurs after the date of release from the CAC 8D Agreement with the terminating Sponsor.

Dora Reed Children's Center & Big Cove Children's Center Qualla
Boundary Head Start/Early Head Start

Department: Operations

Section: USDA/CACFP

Subject: CACFP Non Pricing Policy

Policy:

CACFP provides nutritious meals and snacks to infants and children as a regular part of their educational day.

A variety of public or private nonprofit childcare centers, Head Start programs, outside school-hours care centers, and other institutions which are licensed or approved to provide day care services participate in CACFP. For-profit centers that serve lower income children may also be eligible.

CACFP reimburses centers at free, reduced-price, or paid rates for eligible meals and snacks served to enrolled children, targeting benefits to those children most in need.

It will be the policy of QBHS/EHS to ensure CACFP forms are collected on all children in order to continue to apply for USDA, free food funding opportunity.

Procedure:

Head Start is funded for 144 childcare slots and 86 Early Head Start slots. The Eastern Band of Cherokee Indians pays over the match for additional childcare slots so that no parent/guardian pay a fee for childcare and educational services.

All meals served at the program are free to all children and no prices are set at the program level for reimbursement on these meals.

The QBHS/EHS program participates in the USDA Child and Adult Care Food Program and maintains all records for eligibility, participation, ethnic data, and all reimbursements.

Dora Reed Children's Center & Big Cove Children's Center
Qualla Boundary Head Start/Early Head Start

Department: Operations

Section: USDA/CACFP

Subject: Non-Discrimination Policy

Policy:

In accordance with federal law and the United States Department of Agriculture, it is the policy of Qualla Boundary Head Start and Early Head Start to prohibit discrimination.

Procedure:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail to

U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400

Independence Avenue, SW, Washington, D.C. 20250-9410, by fax (202) 690-7442; or email at program.intake@usda.gov. This institution is an equal opportunity provider.

**Dora Reed Children's Center
Big Cove Children Center
QBHS/EHS**

Department: Operations

Section: Front Desk

Subject: Daily Bulletin

Policy:

The Front Desk personnel will be responsible for preparing, updating and distributing the Daily Bulletin.

Procedures:

1. Change the date.
2. Update the menu daily according to monthly menu received from the Health Manager.
3. Change the "quote of the day".
4. List any upcoming events and remove any that have already happened.
5. Update the birthday list monthly.
6. Add any important events, and remove any that have already happened.
7. Change the Cherokee "Word of the Day".
8. Add any important information such as names of employees out on extended leave and or traveling/training.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: Front Desk

Subject: Court Documents

Policy: Court documents pertaining to custody, domestic violence, or any other confidential legal matter involving children or staff within our program will be maintained in a secure organized manner at all times.

Procedures:

1. The front desk personnel will maintain binders to hold copies of any court documents pertaining to staff members as needed.
2. There will be three binders individually labeled as Head Start, Early Head Start, and Big Cove.
 - a. Each binder will be tabbed with dividers for each classroom.
 - b. Documents will be filed in alphabetical order within the classroom tab.
 - c. As court documents are received from FS Coordinators or members of the management team, the front desk personnel will file them in the appropriate binder immediately.
 - i. Document will be filed with the oldest document at the back and updated as necessary, placing the most current court order at the front.
 - ii. All court documents will remain in the binder until the child or staff is no longer with the program. At the time the copies of court documents held at the front desk will be shredded as original are kept in FS files or staff files that are sealed.
3. All court document binders will be locked in a drawer at the front desk at all times unless they need to be reviewed or updated by appropriate personnel.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section; Front Desk

Subject; Greeting Visitors/Parents &Phone Etiquette

Policy:

The Front Desk personnel will acknowledge and greet any person entering the building in a friendly, professional manner. They will answer all phone calls in a timely, professional, and friendly manner.

Procedures:

1. Throughout the day, any person working the front desk will be responsible for the following:
 - a. Monitor the main entrance and unlock the door allowing staff and parents in by pressing the button located under the desk.
 - b. Any other visitors will be required to sign in and receive a visitor's badge before being allowed in the building.
 - c. If the person is here to visit a staff member, you must call that staff member to ensure that this is a welcomed visitor before allowing them into the building.
 - i. The staff member must come to the front desk to with escort the visitor to their office, or step outside to briefly meet with the visitor.
2. Answer phones in a timely, respectful, and professional manner.
 - a. Example: "Good morning/Good Afternoon, Dora Reed Center, how may I direct your call? "Please hold while I transfer your call?"
 - b. Record all incoming calls in the log book (time received, extension or name of who the call was for, and front desk receptionist initials).
 - c. Take a message for a staff member if necessary.
 - i. Notify the staff member that they have a message at the front desk.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: Front Desk

Subject: End of the Business Day

Policy:

Evening shift Front Desk personnel will ensure that all children are out of the building and that the entry doors are locked before leaving the front desk.

Procedures:

1. Before leaving for the day, Front Desk personnel will ensure that the following tasks are completed:
 - a. At 5:15 p.m., the Front Desk personnel will contact closing manager via radio to verify that all children have been picked up.
 - i. If there are children that have not been picked up, they will assist the staff member in trying to contact parents of the child or other emergency contacts listed.
 - b. Leave notes about important information for the person opening the next morning.
 - c. Straighten up the front desk/lobby area.
 - d. Lock all cabinets, drawers, and entry doors.
 - e. Turn off all coffee machines in break room.
 - f. Notify the closing Manager that you are leaving for the day.
 - g. Turn off the computers, radio, and lights.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: Front Desk

Subject: Fire Alarm/Fire Drills

Policy:

1. Fire Drills

Scheduled fire drills will be coordinated by the Operations Service Area. Documentation of the fire drill will be located on the Head Start fire panel box

- a. Front Desk personnel will not contact 911 or EMS during the scheduled fire drill.
- b. Front Desk personnel will collect ALL emergency contact information notebooks from the front desk and carry them outside, away from the building.

2. Fire Alarms

Not scheduled and unsure of the reason for the alarm.

- a. Immediately call 497-4131 and say: "My name is.....I am calling from the Dora Reed Children's Center at 897 Acquoni Rd. We have an activated alarm and we are evacuating the building.
- b. Front Desk personnel will collect ALL Emergency Contact information notebooks from the front desk and carry them outside away, from the building.
- c. Front Desk personnel will remain outside until the building has been checked by the fire department and is said to be clear.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: Front Desk

Subject: Meeting Room Requests

Policy:

The Front Desk personnel will receive all meeting room requests, and notify the Operations Manager.

Procedures:

1. All staff will submit a meeting room requests to the receptionist for processing.
2. The receptionist will review the date of the request and make sure that there is not already something in place for that date.
 - a. If there are no other events scheduled, the receptionist will keep the request and process it appropriately.
 - b. If there is a conflict of interest, the receptionist will notify the person submitting the request that they will need to find another location for their event.
3. The receptionist will write all meeting room requests on the calendar posted in the multi-purpose room as soon as received.
 - a. If the request is for the current month, the receptionist will notify the Operations Manager that is has been added.
 - b. If the request is for future months, the request will be filed in the notebook for the appropriate month and will be added as soon that month arrives.
4. The receptionist will place a copy of all requests in the Facilities /Maintenance Worker's mail box.
5. All requests are to be initialed by the receptionist once all of the steps have been completed and should then be filed in the notebook labeled Meeting Room Requests.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: Front Desk

Subject: Opening the Center

Policy:

The Front Desk personnel (also referred to as receptionists) will operate in a professional manner. The Front Desk personnel will be responsible for the main entrance of the building, the main phone lines, and directing calls and visitors to the appropriate personnel. They will also be responsible for maintain current information for all staff and children within the program.

Procedures:

1. The Receptionist or any other staff member scheduled for the opening shift at the front desk, will do the following at the beginning of the Tour of Duty:
 - a. Turn on all lobby lights.
 - b. Unlock the front doors with the key located in the purple basket on the front desk (where the visitor badges are held).
 - c. Turn on the CB radio.
 - d. Prepare the call logbook by entering the date.
 - e. Log on to the assigned computer.
 - f. Monitor time based on the "World Time" (clock hanging in front lobby) to ensure that the set cut off time is followed.
 - i. At 8:15 a.m., announce over the intercom system and notify all staff of the time.
 - ii. At 8:20 a.m. stop any adult coming in with a child and ask if they have contacted the child's teacher before 8:00 a.m. to notify them that the child would be late. Call the teacher to verify whether or not they received a call.
 1. If the parent called, the child may stay.
 2. If the parent did not call in the child will not be permitted stay.
2. Greet and acknowledge all parents and visitors as they arrive and depart the building in a courteous and professional manner.
3. Respond to all calls coming in on the radio from the bus drivers or any Manager/Supervisor.
 - a. Calls from bus drivers should be recorded in the call logbook with the bus name and the number of children on the bus
 - b. Use the group page button to make an announcement to all staff detailing which bus is arriving, the number of children coming in on that bus, and if the bus monitor will need assistance,

Closing the Front Desk

1. Make sure you contact all Supervisors for a count of the children who are left at 5:00. Supervisor will stay in touch via radio on the child count.

2. Make sure you leave any messages or transportation changes for children for the opening shift.
3. After all children are off property, check once again for an “All Clear on Head Start/Early Head Start.”
4. Shut down any computers, turn off any type of electronic décor.
5. Turn main radio off.
6. Check the coffee machine in the breakroom.
7. Lock the front panic bars.

**Dora Reed Children's Center
Big Cove Children's Center
QBHS/EHS**

Department: Operations

Section: Front Desk

Subject: Organization and Cleaning

Policy:

The Front Desk personnel will be responsible for maintain an organized, clean work space and lobby area. All information will be updated as necessary in binders, on doors, and on lobby bulletin boards.

Procedures:

1. Clean and organize the front lobby as needed.
 - a. Remove any notices that are out of date from entry doors.
 - b. Dust and wipe down tables, chairs, work area, and cabinets.
 - c. Update the lobby bulletin board monthly.
 - d. Place any new decorations around the lobby as needed per special event or holiday.
 - e. Remove decorations in a timely manner and store them in containers to be placed upstairs in a designated area.
 - f. Make copies of forms used by staff and keep the organizer fully supplied.
 - g. Make copies of enrollment applications to have available for prospective parents.
2. Update all child and staff emergency contact as needed.
 - a. Any time there is a change in emergency information on any staff or child, a copy should be submitted to the front desk personnel to be added to the appropriate notebook immediately.
3. Update all child and staff emergency contacts as needed.
 - a. Any time there is a change in emergency information on any staff or child, a copy should be submitted to the front desk personnel to be added to the appropriate notebook immediately.
4. Update the phone extension list as new staff comes in or leaves the program.
 - a. Center will review the extension list on a monthly basis and update it more often if necessary due to change in room assignments.
5. Update the multi-purpose room calendar.
6. Keep a neat orderly work area.